

**MISSION  
AUSTRALIA**



**YOUTH  
SURVEY  
2023  
AUSTRALIAN  
CAPITAL  
TERRITORY**



# Contents

- ACT Important National Issues..... 4
- ACT Challenges and Solutions ..... 5
- Examples of personal challenges and solutions ..... 6
- ACT Data tables..... 9
  - Profile of respondents ..... 9
  - Personal Challenges and Concerns ..... 11
  - National Concerns ..... 13
  - Education and Employment ..... 14
  - Wellbeing..... 18
  - Support and Connectedness ..... 21
  - Unfair treatment and discrimination ..... 24

# About this report

This is the **Australian Capital Territory (ACT)** sub-report of the Mission Australia *Youth Survey Report 2023*.

The Mission Australia *Youth Survey Report 2023* presents key findings based on national level data and can be found [here](#). It contains the methodology, national executive summary, national key findings, and findings for Aboriginal and Torres Strait Islander young people. The report also includes commentary on the national findings that may assist in the interpretation of the data found within this sub-report.

This **ACT** sub-report is a state-based overview of the key findings from the *Youth Survey 2023*. The report includes detailed data tables comparing state-level findings against the national data. Care needs to be taken when interpreting and generalising some results due to variations in sample sizes for different survey items. When sample sizes are under 100 and need to be read with caution, notes are included under the data tables. Care also needs to be taken when interpreting and generalising state-based gender breakdowns due to small sample sizes. **ACT** gender breakdowns are included where sample size allows. Results have been excluded where sample sizes are under 30 respondents.

# Acknowledgment

We acknowledge the traditional custodians of lands throughout Australia, and we pay our respects to the Elders past, present and future for they hold the memories, the culture and dreams of the Aboriginal and Torres Strait Islander people. We recognise and respect their cultural heritage, beliefs and continual relationship with the land and we recognise the importance of the young people who are the future leaders.

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**ACT**

 **862** ACT **RESPONSES**

## MOST IMPORTANT ISSUES IN AUSTRALIA TODAY FOR ACT RESPONDENTS

**1** 

### The environment

**47%** identified it as one of the most important issues in Australia compared with 61% in 2022 and 43% in 2021.

25% of young people were personally extremely or very concerned about climate change.

**2** 

### Equity and discrimination

**34%** identified it as one of the most important issues in Australia compared with 39% in 2022 and 39% in 2021.

28% of young people were treated unfairly or discriminated against in the last year, most commonly due to:  
Physical appearance, Race/cultural background, Gender.

**3** 

### The economy and financial matters

**34%** identified it as one of the most important issues in Australia compared with 26% in 2022 and 14% in 2021.

16% of young people were personally extremely or very concerned about financial security.

The biggest challenge for me has been having financial issues within the family. We weren't able to pay bills, fuel, food, etc. So I picked up extra shifts whenever I could because of this. My pay was used for the above as well as my parents pay...

**Female, 15, ACT**



# ACT

## CHALLENGES AND SOLUTIONS

In young peoples' own words

Young people told us in their own words and unprompted, what their **biggest personal challenge** has been in the past year, what they found helpful in dealing with that challenge and what more could be done to help them address their challenge. The key themes of young people's responses are shown below.

**Over 4 in 10** young people said nothing more could help, or they were unsure what could help with their challenges, indicating there is an opportunity to improve awareness of supports available to them.

### THE BIGGEST PERSONAL CHALLENGES

### WHAT MORE WOULD HELP?

Solutions suggested by young people



#### 45% SCHOOL CHALLENGES

Academic pressure, high workload, challenges with teachers, learning difficulties, general school challenges

58% of students were satisfied or very satisfied with their studies

35% of students said there are barriers to achieving study or work goals

#### TOP 3 BARRIERS:

- 1 Mental health
- 2 Academic ability
- 3 Financial difficulty

- Study harder and more effectively
- Greater understanding from teachers and parents about stress levels
- Being comfortable asking for support or advice
- Having more balanced and manageable workloads at school



#### 24% MENTAL HEALTH CHALLENGES

Low mental health, stress, anxiety, depression, low self-esteem or self-harm

25% had high psychological distress

21% felt lonely all or most of the time

36% were extremely or very concerned about coping with stress

- Being comfortable asking for support or advice
- Asking healthcare professionals for help
- Greater understanding from teachers and parents about stress levels



#### 23% RELATIONSHIP CHALLENGES

Death, abuse, challenging relationships with family, friends or significant others

27% said their family's ability to get along was fair to poor

TOP SOURCE OF SUPPORT:  
72% friends

- Being comfortable asking for support or advice
- Asking those closest to me for advice and understanding
- Asking healthcare professionals for help

# Examples of personal challenges and solutions

Young person's profile	What was the biggest personal challenge you experienced in 2022-2023?	How did you handle the challenge?	What more could be done to help in the future?
<b>School Challenges</b>			
Female, 17	<p>"Starting my senior studies, I wasn't prepared, and I was really scared and anxious. I have tried so much to put my best effort in all of my school subjects, still I do not get any the marks I predicted. This has been on for the last 2-3 years and it has been affecting me and I am up to the point where I am done. I just don't know what I am doing wrong to get low marks. I feel like I have got so much pressure in completing my senior studies."</p>	<p>"Talking to family members, friends, school staff and subject teachers. Asking help from my mum to overcome my fears and challenges."</p>	<p>"Having more helpful resources out there to get through Year 11 and Year 12."</p>
Male, 17	<p>"Navigation of self-induced pressure to succeed in school and make progress towards future goals (whatever they are - the defining of such goals is something I've struggled with)."</p>	<p>"Placing myself in context with the wider world and thus being grateful for what I do have. I also try to constantly remember that academic performance and attention from society do not have to define my self-worth. That is, I just try to be content and build from there."</p>	<p>"School systems as a competitive system don't do much in the way of providing holistic and meaningful education. We are encouraged, as students, to simply outperform the other students. Learning feels like a bit like a poisoned form of what it could be."</p>

Young person's profile

**What was the biggest personal challenge you experienced in 2022-2023?**

**How did you handle the challenge?**

**What more could be done to help in the future?**

**Mental Health Challenges**

Female, 16

"School has been a huge challenge for me this past year. The workload is overbearing, and I am struggling to manage all of the work with my job, my extra-curricular activities, exercising, socialising and maintaining a good sleep schedule. It has really exhausted me, and also has affected those around me. There isn't enough time in the day for me to do all of the things expected of me by the school, despite being an organised individual who has good skills in time-management. It has really affected my mental health."

"In dealing with this issue, I have found that the only way I can manage everything and stay on top of it is by taking time of school, work, and my extra-curricular's depending on what takes priority at the given time. I make the most of my study-periods during school but it's making more time to focus on the priorities that has helped me push through each thing one at a time."

"The expectations of the school are way too high without providing assistance to achieve them. With all my assessment due at the same time, and then having weeks and weeks without any assessment, makes it very hard to do well as a student. If the assessment amongst all subjects were spread out in the consideration of the student's workload, then I would have much more time to produce excellent work without stressing about them all being due at the same time. Making good use of those huge breaks between assessment handouts, and having for example, one assessment due each week, rather than all in one, would improve my mental health, my drive as a student and overall improve my marks."

Gender diverse, 17

"Getting diagnosed with ADHD, anxiety, and depression, which was a big contributor to my lack of academic achievement / social inclusion."

"Medication."

"More awareness surrounding what is and is not 'normal' regarding mental health care."

Young person's profile

**What was the biggest personal challenge you experienced in 2022-2023?**

**How did you handle the challenge?**

**What more could be done to help in the future?**

Relationship Challenges

Male, 16

"My parent's separation (*sic*). It happened in Primary school, and completely flipped my life upside down, where there was once calmness, it was replaced with dismay and confusion."

"Watching/playing sport and listening to music, just being able to occupy my life with things and hobbies that I really enjoyed."

"More education on the long-term effects of something such as experiencing a separation."

Female, 17

"The biggest personal challenge in the past year would be family struggles. This is relation to divorce causing financial strain on my parents. Particularly, my mother who has had to move three times in 2 years due to the increase of rent. She is now living in a low-socio economic area. This reason has strained my ability to see her due to the size of her living conditions. Also due to the stresses of divorce and personal challenges mental health has been a major issue within my immediate family. My father has mental health problems, my mother is still battling alcoholism whilst my brother and I are medicated for depression and anxiety."

"I don't think I have found anything solid that has helped me with my problem. I can't control the variables of the situations only protecting my own health and mental wellbeing. My brother and I are considerably close due to the situation and we both try to work as much as possible to ease idea of our financial future."

"I think more awareness on the dangers of alcoholism by advertisement. Also, I think something needs to be done about the increase of living expenses whilst wages stay stagnant. My mother is an enrolled nurse, and the annual income is far too low compared to public servant jobs considering the physical and mental strain on hospital workers. I also believe that extra support for first home buyers would be greatly beneficial during this increase of living crisis. I want to be able to leave the environment I live in and live in an apartment or house without having to spend a large amount of my pay as a young person on rent."

# ACT Data Tables

## PROFILE OF RESPONDENTS

**Table 1: Gender**

	ACT n	ACT %	National %
<b>Base</b>	<b>839</b>	<b>839</b>	<b>18790</b>
Female	420	50.1	54.9
Male	377	44.9	40.2
Gender diverse <sup>^</sup>	25	3.0	3.7
Prefer not to say	17	2.0	1.3

<sup>^</sup>A-gender/non-gendered, non-binary gender, transgender and not listed are combined under the gender diverse reporting category.  
Note: Since gender diverse sample is less than 30, it will not be included in the subsequent tables.

**Table 2: Locality**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>842</b>	<b>414</b>	<b>367</b>	<b>18857</b>
Major city	82.9	83.6	81.5	62.7
Regional area	1.0	0.5	1.1	24.7
Major city/regional area <sup>^</sup>	16.2	15.9	17.4	12.7

<sup>^</sup>Postcodes classified as both a major city and regional area in the *Australian Statistical Geography Standard* (Australian Bureau of Statistics, 2021).

**Table 3: Identify as Aboriginal and/or Torres Strait Islander**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>837</b>	<b>412</b>	<b>368</b>	<b>18824</b>
Non-Indigenous	95.8	97.3	95.4	95.6
Aboriginal and/or Torres Strait Islander	4.2	2.7	4.6	4.4
Aboriginal	3.6	2.2	4.1	3.5
Torres Strait Islander	0.1	0.0	0.3	0.4
Aboriginal and Torres Strait Islander	0.5	0.5	0.3	0.5

**Table 4: Identify with a cultural or ethnic identity**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>835</b>	<b>411</b>	<b>367</b>	<b>18750</b>
Yes	23.6	23.1	24.0	21.6
No	76.4	76.9	76.0	78.4

**Table 5: Spoke a language other than English**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>837</b>	<b>410</b>	<b>369</b>	<b>18698</b>
Yes	19.5	23.7	14.9	22.1
No, English only	80.5	76.3	85.1	77.9

**Table 6: Identify as a person with disability**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>829</b>	<b>404</b>	<b>368</b>	<b>18545</b>
Yes, I have disability	7.0	4.7	7.3	7.3
No	89.3	92.3	88.9	88.6
Prefer not to say	3.7	3.0	3.8	4.1

**Table 7: Identify as a person with a mental health condition**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>827</b>	<b>404</b>	<b>366</b>	<b>18533</b>
Yes, I have a mental health condition	15.4	19.1	9.3	17.4
No	71.8	66.3	81.7	70.8
Prefer not to say	12.8	14.6	9.0	11.7

## PERSONAL CHALLENGES AND CONCERNS

**Table 8: Biggest personal challenge experienced by young people**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>735</b>	<b>357</b>	<b>326</b>	<b>16447</b>
School challenges	45.3	50.1	39.9	49.0
Mental health challenges	23.7	30.3	15.6	24.2
Interpersonal relationship challenges	22.7	28.6	15.6	21.3
Financial and Housing challenges	3.7	3.1	4.0	4.2
Other challenges	13.7	16.0	11.0	17.1
Not sure/no challenge identified	5.6	2.2	9.5	5.9

Note: Items ranked high to low according to the ACT responses with only the top-level themes being reported due to sample size. Examples in *Other challenges* included top-level themes like motivation, general health, moving to a new environment, etc. that stood out on their own. Items based on content analysis of 84% of responses to this question. The percentage figure for the top-level themes represents its proportion amongst the total responses for this question.

**Table 9: Issues of personal concern to young people (extremely or very concerned)**

	ACT %	Female %	Male %	National %
Coping with stress	35.7	48.7	21.0	38.4
School or study problems	34.2	45.0	22.8	37.1
Mental health	28.8	39.0	16.5	31.9
Body image	26.4	38.1	12.4	29.0
Climate change	24.6	30.7	15.9	20.8
Physical health	20.0	21.9	18.0	19.1
Family conflict	15.8	21.0	8.3	15.6
Suicide	15.7	19.4	10.0	14.0
Financial security	15.6	15.3	13.8	14.7
Discrimination	12.3	15.9	7.3	11.6
LGBTIQA+^ issues	11.8	12.2	7.6	11.8
Bullying/emotional abuse	10.0	14.0	5.1	11.1
Personal safety	8.7	10.7	6.2	10.6
Social media	8.6	10.4	6.5	11.2
Alcohol and other drugs	7.5	9.9	4.6	7.1
Domestic/family violence	6.5	8.3	4.3	7.1
COVID-19	4.4	6.6	1.9	5.0

^Lesbian, Gay, Bisexual, Trans, Intersex, Queer, Asexual issues. Bases vary across each aspect.  
 Note: Items ranked high to low according to ACT responses.

## NATIONAL CONCERNS

Table 10: Most important issues in Australia today

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>702</b>	<b>339</b>	<b>313</b>	<b>15556</b>
The environment	47.3	51.9	40.9	44.0
Equity and discrimination	34.0	36.9	29.1	31.4
The economy and financial matters	33.5	33.0	35.1	31.2
Mental health	25.2	31.9	17.6	30.3
Homelessness/housing	20.8	18.6	23.0	18.5
Crime, safety and violence	13.8	17.7	10.9	17.7
Alcohol & drugs	13.5	12.7	15.3	12.1
Aboriginal and Torres Strait Islander issues	7.5	10.6	4.5	7.3
Politics	6.8	7.1	7.3	7.2
Societal issues	5.6	7.1	4.5	4.0

Note: Items are listed in order of ACT frequency.

## EDUCATION AND EMPLOYMENT

**Table 11: Participation in education**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>858</b>	<b>419</b>	<b>377</b>	<b>19414</b>
Studying full-time	87.3	91.2	83.6	86.2
Studying part-time	8.4	5.3	12.2	7.4
Not studying	4.3	3.6	4.2	6.4

**Table 12: Satisfaction with studies**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>813</b>	<b>401</b>	<b>356</b>	<b>17766</b>
Very satisfied or satisfied	58.1	60.6	55.3	62.9
Neither satisfied nor dissatisfied	31.7	29.7	35.1	28.1
Dissatisfied or very dissatisfied	10.2	9.7	9.6	9.0

Base: Respondents currently studying.

**Table 13: Where they are currently studying**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>818</b>	<b>403</b>	<b>360</b>	<b>17864</b>
School or equivalent	99.0	99.3	98.6	97.9
TAFE or equivalent	0.5	0.5	0.6	1.2
University	0.5	0.2	0.8	0.9

Base: Respondents currently studying. Items are listed in order of ACT frequency.

**Table 14: Plan to complete Year 12**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>803</b>	<b>398</b>	<b>352</b>	<b>17343</b>
Yes	98.9	99.5	98.6	97.2
No	1.1	0.5	1.4	2.8

Base: Respondents who reported they were studying at a school or equivalent.

**Table 15: Currently doing a school-based apprenticeship or traineeship**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>807</b>	<b>398</b>	<b>355</b>	<b>17440</b>
Yes	2.9	2.0	3.7	5.5
No	97.1	98.0	96.3	94.5

Base: Respondents who reported they were studying at a school or equivalent.

**Table 16: Plans after leaving school**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>810</b>	<b>400</b>	<b>355</b>	<b>17492</b>
Go to university	63.8	72.3	54.6	70.0
Get a job	46.3	49.5	42.5	46.2
Travel/gap year	35.9	43.5	27.0	32.5
Get an apprenticeship	12.2	4.8	18.9	8.7
Start a business	11.0	6.3	16.6	11.3
Go to TAFE or college	10.2	9.8	10.1	10.2
Join the defence force or emergency services	9.1	8.3	9.6	7.1
Become a professional athlete	9.0	5.3	13.8	7.6
Other	2.1	1.8	2.5	2.0
Not sure	9.1	7.8	11.3	7.0
No choices are available to me	0.0	0.0	0.0	0.1

Base: Respondents who reported they were studying at a school or equivalent.

Note: Respondents were able to choose more than one option. Items are listed in order of ACT frequency.

**Table 17: Confidence in achieving study or work goals**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>795</b>	<b>392</b>	<b>352</b>	<b>17052</b>
Extremely or very confident	38.7	34.7	42.9	47.4
Somewhat or slightly confident	58.4	61.5	55.1	50.0
Not at all confident	2.9	3.8	2.0	2.6

Base: Respondents who reported having a plan or were *not sure* of their plan after leaving school.

**Table 18: Are there any barriers to young people achieving their study/work goals**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>742</b>	<b>368</b>	<b>325</b>	<b>16215</b>
Yes	35.3	41.0	27.7	37.0
No	64.7	59.0	72.3	63.0

Base: Respondents who reported having a plan or were *not sure* of their plan after leaving school.

**Table 19: Barriers to people achieving study/work goals**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>262</b>	<b>151</b>	<b>90*</b>	<b>5994</b>
Mental health	39.3	46.4	25.6	42.4
Academic ability	37.0	39.7	36.7	36.5
Financial difficulty	27.1	32.5	20.0	28.9
Admission/job requirements	18.7	22.5	14.4	16.9
Lack of information	17.9	21.2	16.7	15.6
Lack of jobs	14.5	14.6	15.6	12.6
Family responsibilities	14.1	16.6	10.0	13.0
Where you live	12.2	12.6	12.2	16.2
Lack of school support	8.4	9.3	7.8	9.8
Physical health	7.6	4.0	13.3	9.5
Lack of family support	6.5	7.3	5.6	9.1
Discrimination	6.1	6.0	4.4	7.0
Transport	5.7	6.0	4.4	11.5
Caring responsibilities	5.0	3.3	7.8	5.1
COVID-19	4.2	4.6	3.3	3.2
Cultural responsibilities	1.9	2.6	1.1	2.6
Other	7.6	4.6	12.2	7.7

Base: Respondents who reported there were barriers to achieving their study/work goals.

Note: Respondents were able to choose more than one option. Items are listed in order of ACT frequency.

\*Sample is less than 100, please use caution when interpreting results.

**Table 20: Participation in paid employment**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>857</b>	<b>419</b>	<b>375</b>	<b>19390</b>
Permanent employee	5.7	5.7	6.1	4.6
Casual employee	50.3	53.0	48.8	48.2
Not in paid employment, looking for work	30.5	28.6	31.2	26.6
Not in paid employment, NOT looking for work	13.5	12.6	13.9	20.6

**Table 21: Employment type**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>476</b>	<b>244</b>	<b>204</b>	<b>10031</b>
Working full-time	1.1	0.8	1.0	1.4
Working part-time	98.9	99.2	99.0	98.6

Base: Respondents who reported they are in paid employment.

Note: Part-time employment is considered to be less than 35 hours per week, while full-time employment is considered to be 35 hours or more.

**Table 22: Satisfaction with job**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>479</b>	<b>246</b>	<b>205</b>	<b>10024</b>
Very satisfied or satisfied	62.6	57.3	66.3	66.7
Neither satisfied nor dissatisfied	23.4	25.6	22.9	22.1
Dissatisfied or very dissatisfied	14.0	17.1	10.7	11.1

Base: Respondents who reported they are in paid employment.

## WELLBEING

**Table 23: Young people's overall mental health and wellbeing**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>841</b>	<b>411</b>	<b>371</b>	<b>19110</b>
Excellent	9.4	5.1	14.0	10.4
Very good	22.0	15.3	30.7	22.0
Good	27.5	27.7	27.0	29.9
Fair	28.7	35.3	21.8	25.4
Poor	12.5	16.5	6.5	12.3

**Table 24: Mean Personal Wellbeing Index scores of respondents compared with Australian adults**

	ACT Mean	Female Mean	Male Mean	National Mean	Adult National normative range <sup>^</sup>	Adult National Mean <sup>^</sup>
With their life as a whole	63.7	61.1	67.2	65.7	75.5 – 79.3	77.4
<b>Personal Wellbeing Index</b>	<b>67.0</b>	<b>65.1</b>	<b>69.8</b>	<b>68.2</b>	<b>74.2 - 76.8</b>	<b>75.5</b>
About the things they have e.g., money	71.7	71.5	72.4	73.1	75.8 – 80.6	78.2
With their health	64.7	61.7	69.1	65.9	72.5 – 76.0	74.2
With things they want to be good at	60.0	56.6	63.8	62.4	69.9 – 74.5	72.1
With getting on with the people they know	69.3	66.7	72.6	70.4	75.7 – 80.9	78.2
About how safe they feel	77.8	76.6	80.8	77.4	75.4 – 83.1	79.2
Doing things away from home	73.1	70.6	76.0	73.0	68.2 – 72.1	70.1
About what may happen to them later in their life	57.9	54.5	61.8	59.7	65.5 – 72.0	68.7
With their connection to culture <sup>**</sup>	65.6	65.0	68.3	68.1	n/a	n/a

<sup>^</sup>National average index is based on aggregated survey mean scores from 2002 to 2021 of adults 18 years and over where mean age = 50.55 and SD= 17.47 (Khor, S., Capic, T., Cummins, R.A., Fuller-Tyszkiewicz, M., Olsson, C.A., Hutchinson, D., Lycett, K. (2021). *Australian Unity Wellbeing Index - Report 38*. Subjective wellbeing in Australia during the second year of the pandemic. Geelong, Victoria: Australian Centre on Quality of Life, School of Psychology, Deakin University).

<sup>\*\*</sup>This question is not officially part of the PWI but a supplementary question to *spiritual and/or cultural beliefs*. Respondents who answered *yes* to having *spiritual and/or cultural beliefs* were only able to respond to this question.

**Table 25: Young people’s level of control over their life**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>840</b>	<b>413</b>	<b>369</b>	<b>18982</b>
Complete control	9.3	4.4	14.4	9.6
Mostly in control	45.8	43.3	50.7	46.3
Some control	35.6	39.7	30.6	34.1
Almost no control	7.0	10.2	3.5	7.7
No control	2.3	2.4	0.8	2.3

**Table 26: Level of psychological distress in young people (experienced in the past four weeks)**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>824</b>	<b>405</b>	<b>361</b>	<b>18554</b>
Low psychological distress	47.3	35.6	61.2	46.0
Moderate psychological distress	27.8	30.9	25.5	29.1
High psychological distress	24.9	33.6	13.3	24.9

Note: Cut-off scores for categories of psychological distress are as follows: low = 0 to 7, moderate = 8 to 12 and high = 13 to 24 (Hilton, M. F., Whiteford, H. A., Sheridan, J. S., Cleary, C. M., Chant, D. C., Wang, P. S., & Kessler, R. C. (2008). The prevalence of psychological distress in employees and associated occupational risk factors. *Journal of occupational and environmental medicine*, 50(7), 746-757). These cut-off scores are used by the Australian Institute of Family Studies (Rioseco, P., Warren, D., & Daraganova, G. (2020). *Children’s social-emotional wellbeing: The role of parenting, parents’ mental health and health behaviours*. Southbank, Victoria: Australian Institute of Family Studies).

**Table 27: Young people’s level of loneliness (experienced in the past four weeks)**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>841</b>	<b>413</b>	<b>370</b>	<b>18991</b>
None of the time	17.2	12.1	23.5	17.2
A little of the time	27.5	25.2	30.3	31.1
Some of the time	33.9	36.6	31.6	30.8
Most of the time	17.6	21.3	12.7	16.6
All of the time	3.8	4.8	1.9	4.2

**Table 28: Family’s ability to get along with one another**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>834</b>	<b>409</b>	<b>368</b>	<b>18926</b>
Excellent	16.8	14.2	20.1	20.7
Very good	30.2	27.6	35.1	29.4
Good	26.4	26.4	26.4	25.3
Fair	16.5	19.8	12.5	16.2
Poor	10.1	12.0	6.0	8.4

**Table 29: Feelings about the future**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>840</b>	<b>411</b>	<b>370</b>	<b>18953</b>
Very positive or positive	45.1	42.8	47.3	50.0
Neither positive nor negative	35.6	36.7	35.4	33.5
Negative or very negative	19.3	20.4	17.3	16.5

## SUPPORT AND CONNECTEDNESS

**Table 30: Where young people go for help with important issues**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>851</b>	<b>417</b>	<b>371</b>	<b>19162</b>
Friend(s)	71.6	75.8	65.8	72.8
Parent(s) or guardian(s)	65.6	65.0	68.2	66.3
Relative/family friend	39.5	38.1	42.0	41.9
Brother/sister	35.8	38.4	33.2	39.4
Partner or significant other	24.3	23.5	24.3	23.5
Internet	23.5	23.0	22.4	24.6
GP or health professional	23.1	24.7	20.5	23.0
Teacher	22.4	24.5	21.3	22.7
School counsellor	19.9	21.8	18.6	16.1
Social media	11.9	12.9	9.7	13.6
Mobile apps	8.2	9.8	5.4	9.6
Spiritual/religious mentor	4.7	2.9	7.3	5.8
Community service	1.6	1.4	1.9	2.8
Other	3.3	1.4	5.1	3.3
None of the above	7.5	5.0	10.5	6.4

Note: Respondents were able to choose more than one option. Items are listed in order of ACT frequency.

**Table 31: Activities young people were involved in during the past year**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>849</b>	<b>417</b>	<b>369</b>	<b>19065</b>
Sports (as a participant)	67.5	65.9	70.7	67.0
Sports (as a spectator)	47.8	42.4	55.3	49.7
Volunteer work (e.g. through a sports club, charity, religious organisation, school)	42.8	49.6	37.4	40.7
Arts/cultural/music groups/activities	24.4	30.0	16.8	29.4
Student leadership groups/activities	21.4	29.0	14.1	28.6
Youth groups/activities	14.3	13.2	14.6	18.2
Religious groups/activities	10.6	8.2	13.6	15.4
Environmental groups/activities	4.7	5.3	3.5	7.5
Political groups/activities	3.4	4.3	2.2	3.4
None of the above	13.3	13.7	13.0	12.4

Note: Respondents were able to choose more than one option. Items are listed in order of ACT frequency. In 2023 this was asked as a multiple response question for the first time. In prior years it was asked as yes/no response per item which may impact historical comparisons.

**Table 32: Whether young people have cultural and/or spiritual beliefs**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>826</b>	<b>408</b>	<b>360</b>	<b>18762</b>
Yes – both spiritual and cultural beliefs	17.2	15.7	18.9	18.5
Yes – spiritual beliefs	17.3	18.9	14.2	20.0
Yes – cultural beliefs	11.1	12.5	10.6	11.2
No beliefs	54.4	52.9	56.4	50.2

**Table 33: Activities young people find hard to do**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>817</b>	<b>398</b>	<b>363</b>	<b>18452</b>
Turn to friends and family if you need help	29.0	33.9	21.2	29.3
Fit in and socialise with everyone else ( <i>at school, work or socially</i> )	26.2	29.9	20.4	28.5
Make choices and feel independent	19.8	25.9	12.9	21.6
Turn to services / organisations if you need help	19.2	21.4	14.6	21.1
Do everyday activities as young people your age usually do	17.3	20.4	13.2	19.2
Do things in public places with friends ( <i>e.g., go to shopping centres</i> )	14.7	15.8	11.3	16.0
Travel around the community ( <i>e.g., using footpaths</i> )	5.8	7.0	4.1	9.1
None of the above	47.7	37.9	60.1	45.5

Note: Respondents were able to choose more than one option. Items are listed in order of ACT frequency.

**Table 34: Young people and the feelings they have about their community**

	ACT %	Female %	Male %	National %
<b>I am proud to be part of my community (Base)</b>	<b>824</b>	<b>404</b>	<b>365</b>	<b>18404</b>
Strongly agree/agree	59.3	59.7	60.3	60.1
Mixed feelings	35.2	35.9	34.2	31.8
Disagree/strongly disagree	5.5	4.5	5.5	8.1
<b>My community has the things that I need to have a positive and thriving future (Base)</b>	<b>826</b>	<b>405</b>	<b>366</b>	<b>18408</b>
Strongly agree/agree	65.4	64.9	67.5	62.5
Mixed feelings	29.5	30.6	27.9	29.7
Disagree/strongly disagree	5.1	4.4	4.6	7.8
<b>Young people in my community have a say on issues that matter to them (Base)</b>	<b>824</b>	<b>405</b>	<b>365</b>	<b>18390</b>
Strongly agree/agree	44.4	42.7	47.1	44.4
Mixed feelings	40.0	44.0	35.9	38.9
Disagree/strongly disagree	15.5	13.3	17.0	16.7

## UNFAIR TREATMENT AND DISCRIMINATION

**Table 35: Unfair treatment or discrimination in the last year**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>843</b>	<b>413</b>	<b>371</b>	<b>19050</b>
Yes	27.8	33.2	19.7	26.6
No	72.2	66.8	80.3	73.4

**Table 36: Reason(s) for being treated unfairly in the last year**

	ACT %	Female %	Male %	National %
<b>Base</b>	<b>234</b>	<b>137</b>	<b>73*</b>	<b>5060</b>
Physical appearance	30.8	29.9	34.2	36.4
Race/cultural background	30.3	29.9	39.7	34.6
Gender	27.8	38.7	6.8	30.0
Personal views	21.8	20.4	24.7	26.6
Mental health	19.2	19.7	16.4	23.6
Sexuality	17.9	13.9	16.4	20.2
Age	14.5	19.0	8.2	15.3
Religion	9.4	5.8	17.8	10.9
Disability	7.7	5.1	11.0	8.9
Financial background	4.7	5.1	4.1	6.3
Other	9.8	10.9	6.8	10.5

Base: Respondents who reported they had been treated unfairly or faced discrimination in the past year.

Note: Respondents were able to choose more than one option. Items are listed in order of ACT frequency. Examples in *other* included things like personality, family, hobbies, unsure etc.

\*Sample is less than 100, please use caution when interpreting results.

## Who is Mission Australia?

**Mission Australia is a national Christian charity motivated by a shared vision of an Australia where everyone has a safe home and can thrive.**

Since 1859, we've been standing alongside people and communities in need across Australia, offering real hope that has lasting impact. Backed by our supporters, churches, partners and funders, we work together for the long-term wellbeing of anyone who needs us by collaborating with them to tackle the root causes of their challenges.

Every day we deliver homelessness crisis and prevention services, provide social and affordable housing, assist struggling families and children, address mental health issues, fight substance dependencies, support people with disability and much more.

We measure our impact, collecting evidence of what works to inform our service design and delivery, and to advocate for change.

Mission Australia believes a person's circumstances shouldn't define their future and that given the right support, everyone can reach their full potential.

That's why we stand together with Australians in need, for as long as they need us.

## Thank you


This publication would not have been possible without the 19,501 young people who completed Mission Australia's Youth Survey 2023. We extend special thanks to them, the staff of Mission Australia, and the many schools and organisations who supported their involvement.

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**If you are a young person and need someone to talk with, you can contact Kids Helpline: 1800 55 1800 (24/7) [kidshelpline.com.au](http://kidshelpline.com.au)**

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AUSTRALIA** | together  
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