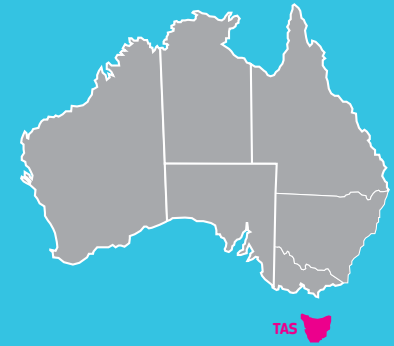


**MISSION
AUSTRALIA**



**YOUTH
SURVEY
2023
TASMANIA**



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About this report

This is the **Tasmania (TAS)** 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 **TAS** 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. **TAS** 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.

This report may be cited as: McHale, R., Brennan, N., Freeburn, T., Rossetto, A., Richardson, E., Boon, B., & Christie, R. (2023). *Youth Survey Report 2023: Tasmania sub-report*. Sydney, NSW: Mission Australia



TAS

 **826** TAS RESPONSES

MOST IMPORTANT ISSUES IN AUSTRALIA TODAY FOR TAS RESPONDENTS

1 

The environment

51% identified it as one of the most important issues in Australia compared with 51% in 2022 and 55% in 2021.

26% of young people were personally extremely or very concerned about climate change.

2 

The economy and financial matters

31% identified it as one of the most important issues in Australia compared with 23% in 2022 and 11% in 2021.

18% of young people were personally extremely or very concerned about financial security.

3 

Housing and homelessness

29% identified it as one of the most important issues in Australia compared with 22% in 2022 and 9% in 2021.

21% of young people who reported there were barriers to achieve their study or work goals said where they live was a barrier.

It would be nice to have less of an expectation to work while doing school, the pressure to do multiple things at once and the requirement to make money while trying to focus on my studies feels like it is making it harder than it should be.

Male, 17, TAS



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 3 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

65% of students were satisfied or very satisfied with their studies

44% of students said there are barriers to achieving study or work goals

TOP 3 BARRIERS:

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

- Study harder and more effectively
- Greater understanding from teachers and parents about stress levels
- Being more organised and get help managing my time
- Being comfortable asking for support or advice



25% MENTAL HEALTH CHALLENGES

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

23% had high psychological distress

23% felt lonely all or most of the time

37% were extremely or very concerned about coping with stress

- Being comfortable asking for support or advice
- Asking healthcare professionals for help
- Better access to and availability of mental healthcare services
- Greater understanding from teachers and parents about stress levels



20% RELATIONSHIP CHALLENGES

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

24% said their family's ability to get along was fair to poor

TOP SOURCE OF SUPPORT:
75% friends

- Being comfortable asking for support or advice
- Having a more diverse support network
- 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?
School Challenges			
Male, 16	"Improving work ethic, and making better choices related to school and other commitments."	"My parent's support me and help me better lacking aspects of my academic career."	"Improved learning environment and maybe some form of small classroom enviroment (sic) specialised learning."
Female, 16	"Trying to figure out what I want to do in the future, what I want to do with my life, what my values are, and who I want to become as a person. I really have absolutely no idea what I want to do with my life. This year (year 11) everything feels so go-go-go, and it seems like the teachers expect that we should already know what we're going to do after we leave school. I feel like the school system is very catered for people who know what they're going to do in the future, and not for people who don't, or just want to explore the endless options of where their life can lead them. I don't know if I want to go to uni or not (and what/where I would study), whether I should take a gap year and so on. It's actually quite scary realising that once school is over, it's really up to me to figure everything out from there."	"Exploring subject options at school, exploring/researching topics in my own time, journalling, reflecting, trying new things, using my free time to follow my passions, getting outside into nature - basically exploring who I am as a person whenever I can."	"Having more support resources that provide a wide range of future study options and how we can find a career/pathway we love."

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?
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Mental Health Challenges

Male, 17	<p>"I was a performer in my high school's musical. As expected, it came with a great deal of stress. Around mid-last year, I developed a derealisation disorder, which I still have to this day (it is very likely DPDR, but I have not gotten a formal diagnosis.) I also experienced likely micro sleeping, combined with daily panic attacks. These symptoms do not persist as strongly to this day, but still exist to a degree."</p>	<p>"It took until late that year to see a counsellor for my mental illness. It has helped, and while it is far from gone, I at least have more strategies."</p>	<p>"It can be difficult to find out how best to help problems such as these. My home life interferes with my confidence, and school does not contain great levels of proper support. I have a relatively unknown disorder, and I doubt many people would know about it. I wouldn't mind seeing a greater deal of education towards this, although it is really not necessary."</p>
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Female, 17	<p>"My most significant personal challenge was my mental health due to an unstable household. I struggled with severe anxiety and mild depression due to constant tension in my home which impacted my schooling and my performance."</p>	<p>"I found it helpful to isolate for a prolonged period of time until I had enough control over my anxiety as well as listening to music with my friends. Speaking to a mental health professional improved my coping strategies and reduced my overall stress."</p>	<p>"Having consistent access to mental health services even if the situation is not an emergency, just regular weekly checkups would be good."</p>
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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?
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Relationship Challenges

Female, 16	<p>"Family issues have become more frequent in lack of support with hopefully looking to apply for a TAFE vet course. Some of my family relationships have been tricky and hard to cope with. Along with this mental health has been an issue for me and I am currently working on becoming more aware of this and that it is okay to not be okay."</p>	<p>"Friends who make me laugh in any situation. Music is helpful to distract my mind as well."</p>	<p>"I think support from teachers and extra patience. Also, the fact for teachers to realize I may think and process things differently to other students."</p>
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Male, 17	<p>"Talking about some confronting topics with my psychologist about myself and how some issues I have today come as a result of my parent's separation (<i>sic</i>) when I was very young. Causing me today to not ask for help or try to be as little a burden as I can due to this feeling of obligation to each parent that I had then. Essentially confronting the core reasons behind the issues I have with a psychologist."</p>	<p>"Talking to my parents about it as it is something that needed addressing. By talking with them it is allowing for real changes in my own behaviour for the better."</p>	<p>"For parents to have a greater understanding of what separation (<i>sic</i>) does to children even at very young ages, I was only 2 at the time but it still has had great carry-on effects for my life. Not to use as an excuse to not separate (<i>sic</i>) as I believe that I am better off living in 2 happy households rather than one that is fighting. But parents should have a greater understanding of what separation (<i>sic</i>) might do to the child and how they can help to support that child and reduce the effects of separation (<i>sic</i>) on those children."</p>
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TAS Data Tables

PROFILE OF RESPONDENTS

Table 1: Gender

	TAS n	TAS %	National %
Base	797	100.0	18790
Female	411	51.6	54.9
Male	347	43.5	40.2
Gender diverse [^]	32	4.0	3.7
Prefer not to say	7	0.9	1.3

[^]A-gender/non-gendered, non-binary gender, transgender and not listed are combined under the gender diverse reporting category.

Table 2: Locality

	TAS %	Female %	Male %	National %
Base	802	404	339	18857
Major city	0.6	0.7	0.6	62.7
Regional area	99.4	99.3	99.4	24.7
Major city/regional area [^]	0.0	0.0	0.0	12.7

[^]Postcodes classified as both a major city and regional area in the *Australian Statistical Geography Standard* (Australian Bureau of Statistics, 2021).
Gender diverse data is not included as sample size was less than 30.

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	807	406	334	31*	18824
Non-Indigenous	91.8	91.4	91.9	90.3	95.6
Aboriginal and/or Torres Strait Islander	8.2	8.6	8.1	9.7	4.4
Aboriginal	7.6	8.6	6.6	9.7	3.5
Torres Strait Islander	0.2	0.0	0.6	0.0	0.4
Aboriginal and Torres Strait Islander	0.4	0.0	0.9	0.0	0.5

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

Table 4: Identify with a cultural or ethnic identity

	TAS %	Female %	Male %	Gender diverse %	National %
Base	801	403	332	31*	18750
Yes	11.1	10.2	11.7	19.4	21.6
No	88.9	89.8	88.3	80.6	78.4

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

Table 5: Spoke a language other than English

	TAS %	Female %	Male %	Gender diverse %	National %
Base	800	401	332	31*	18698
Yes	13.8	11.7	15.1	16.1	22.1
No, English only	86.3	88.3	84.9	83.9	77.9

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

Table 6: Identify as a person with disability

	TAS %	Female %	Male %	Gender diverse %	National %
Base	792	400	325	31*	18545
Yes, I have disability	10.1	9.3	7.7	41.9	7.3
No	85.9	89.3	86.8	38.7	88.6
Prefer not to say	4.0	1.5	5.5	19.4	4.1

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

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	790	398	327	30*	18533
Yes, I have a mental health condition	20.9	26.6	11.3	53.3	17.4
No	69.6	62.3	82.3	30.0	70.8
Prefer not to say	9.5	11.1	6.4	16.7	11.7

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

PERSONAL CHALLENGES AND CONCERNS

Table 8: Biggest personal challenge experienced by young people

	TAS %	Female %	Male %	National %
Base	723	364	301	16447
School challenges	45.2	49.7	41.2	49.0
Mental health challenges	25.2	31.6	16.3	24.2
Interpersonal relationship challenges	19.6	25.5	13.6	21.3
Financial and Housing challenges	5.5	5.8	5.3	4.2
Other challenges	15.6	17.3	14.0	17.1
Not sure/no challenge identified	5.5	2.5	8.6	5.9

Note: Items ranked high to low according to the TAS 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. Gender diverse data is not included as sample size was less than 30.

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

	TAS %	Female %	Male %	Gender diverse %	National %
Coping with stress	37.0	48.8	20.3	53.1	38.4
School or study problems	35.7	46.4	22.4	37.5	37.1
Body image	31.3	44.7	15.8	43.8	29.0
Mental health	30.4	38.1	18.5	59.4	31.9
Climate change	25.7	31.8	17.1	38.7	20.8
Financial security	17.9	22.2	12.6	21.9	14.7
Physical health	17.3	19.4	15.0	18.8	19.1
Family conflict	15.3	19.8	9.4	18.8	15.6
Suicide	13.1	13.7	10.6	25.0	14.0
Social media	12.6	15.7	9.1	15.6	11.2
LGBTIQA+^ issues	11.7	9.8	8.6	59.4	11.8
Discrimination	11.5	12.8	7.1	34.4	11.6
Bullying/emotional abuse	9.3	11.4	5.9	12.9	11.1
Personal safety	8.9	9.9	7.1	12.9	10.6
Alcohol and other drugs	6.9	6.7	6.5	12.5	7.1
Domestic/family violence	5.4	5.9	4.5	6.3	7.1
COVID-19	4.3	4.9	2.7	9.4	5.0

^Lesbian, Gay, Bisexual, Trans, Intersex, Queer, Asexual issues. Bases vary across each aspect.
 Note: Items ranked high to low according to TAS responses.
 Sample is less than 100 for gender diverse, please use caution when interpreting results.

NATIONAL CONCERNS

Table 10: Most important issues in Australia today

	TAS %	Female %	Male %	National %
Base	675	347	280	15556
The environment	51.1	56.5	44.6	44.0
The economy and financial matters	31.0	27.7	34.3	31.2
Homelessness/housing	28.6	30.3	24.3	18.5
Mental health	27.7	35.7	18.6	30.3
Equity and discrimination	26.4	30.0	22.9	31.4
Crime, safety and violence	12.9	14.1	11.1	17.7
Alcohol & drugs	10.1	10.1	10.7	12.1
Health	9.5	9.2	10.7	4.9
Aboriginal and Torres Strait Islander issues	8.0	10.4	5.4	7.3
Education	7.1	7.8	6.4	7.4

Note: Items are listed in order of TAS frequency.
Gender diverse data is not included as sample size was less than 30.

EDUCATION AND EMPLOYMENT

Table 11: Participation in education

	TAS %	Female %	Male %	Gender diverse %	National %
Base	823	410	346	31*	19414
Studying full-time	87.4	91.2	83.8	80.6	86.2
Studying part-time	6.8	6.3	7.2	6.5	7.4
Not studying	5.8	2.4	9.0	12.9	6.4

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

Table 12: Satisfaction with studies

	TAS %	Female %	Male %	National %
Base	571	298	225	17766
Very satisfied or satisfied	65.5	69.5	60.4	62.9
Neither satisfied nor dissatisfied	27.3	23.8	32.0	28.1
Dissatisfied or very dissatisfied	7.2	6.7	7.6	9.0

Base: Respondents currently studying. Gender diverse data is not included as sample size was less than 30.

Table 13: Where they are currently studying

	TAS %	Female %	Male %	National %
Base	571	300	223	17864
School or equivalent	98.8	98.3	99.1	97.9
TAFE or equivalent	0.5	0.7	0.4	1.2
University	0.7	1.0	0.4	0.9

Base: Respondents currently studying. Items are listed in order of TAS frequency. Gender diverse data is not included as sample size was less than 30.

Table 14: Plan to complete Year 12

	TAS %	Female %	Male %	National %
Base	557	293	216	17343
Yes	95.5	96.9	94.4	97.2
No	4.5	3.1	5.6	2.8

Base: Respondents who reported they were studying at a school or equivalent. Gender diverse data is not included as sample size was less than 30.

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

	TAS %	Female %	Male %	National %
Base	561	293	220	17440
Yes	2.0	1.0	2.7	5.5
No	98.0	99.0	97.3	94.5

Base: Respondents who reported they were studying at a school or equivalent.
Gender diverse data is not included as sample size was less than 30.

Table 16: Plans after leaving school

	TAS %	Female %	Male %	National %
Base	564	295	221	17492
Go to university	58.9	67.8	46.2	70.0
Get a job	42.4	44.1	38.9	46.2
Travel/gap year	31.7	38.6	23.1	32.5
Go to TAFE or college	14.5	15.3	14.5	10.2
Get an apprenticeship	12.4	6.4	19.5	8.7
Join the defence force or emergency services	9.9	6.8	14.5	7.1
Start a business	9.9	8.8	11.8	11.3
Become a professional athlete	7.3	4.4	11.3	7.6
Other	2.1	1.4	2.7	2.0
Not sure	9.6	7.1	10.9	7.0
No choices are available to me	0.2	0.0	0.5	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 TAS frequency.
Gender diverse data is not included as sample size was less than 30.

Table 17: Confidence in achieving study or work goals

	TAS %	Female %	Male %	National %
Base	522	273	203	17052
Extremely or very confident	44.1	42.1	47.8	47.4
Somewhat or slightly confident	52.5	56.4	48.3	50.0
Not at all confident	3.4	1.5	3.9	2.6

Base: Respondents who reported having a plan or were *not sure* of their plan after leaving school.
Gender diverse data is not included as sample size was less than 30.

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

	TAS %	Female %	Male %	National %
Base	488	264	187	16215
Yes	43.6	48.9	36.9	37.0
No	56.4	51.1	63.1	63.0

Base: Respondents who reported having a plan or were *not sure* of their plan after leaving school.
Gender diverse data is not included as sample size was less than 30.

Table 19: Barriers to people achieving study/work goals

	TAS %	Female %	Male %	National %
Base	213	129	69*	5994
Mental health	34.7	34.1	37.7	42.4
Financial difficulty	29.6	35.7	23.2	28.9
Academic ability	26.3	30.2	23.2	36.5
Where you live	21.1	25.6	15.9	16.2
Admission/job requirements	12.7	15.5	8.7	16.9
Family responsibilities	12.7	14.7	11.6	13.0
Lack of information	12.7	11.6	14.5	15.6
Lack of school support	12.2	12.4	11.6	9.8
Lack of jobs	11.7	12.4	11.6	12.6
Transport	10.3	10.9	11.6	11.5
Lack of family support	6.1	6.2	5.8	9.1
Physical health	6.1	3.9	10.1	9.5
Discrimination	5.6	4.7	5.8	7.0
COVID-19	3.8	5.4	1.4	3.2
Caring responsibilities	2.8	3.9	1.4	5.1
Cultural responsibilities	0.9	0.8	1.4	2.6
Other	7.0	3.9	13.0	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 TAS frequency.
*Sample is less than 100, please use caution when interpreting results.
Gender diverse data is not included as sample size was less than 30.

Table 20: Participation in paid employment

	TAS %	Female %	Male %	Gender diverse %	National %
Base	826	411	347	32*	19390
Permanent employee	3.9	3.4	4.6	3.1	4.6
Casual employee	50.1	52.8	48.7	34.4	48.2
Not in paid employment, looking for work	27.1	27.7	25.6	31.3	26.6
Not in paid employment, NOT looking for work	18.9	16.1	21.0	31.3	20.6

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

Table 21: Employment type

	TAS %	Female %	Male %	National %
Base	336	170	142	10031
Working full-time	2.1	0.6	2.1	1.4
Working part-time	97.9	99.4	97.9	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.

Gender diverse data is not included as sample size was less than 30.

Table 22: Satisfaction with job

	TAS %	Female %	Male %	National %
Base	333	169	139	10024
Very satisfied or satisfied	68.2	66.3	75.5	66.7
Neither satisfied nor dissatisfied	20.4	23.7	15.8	22.1
Dissatisfied or very dissatisfied	11.4	10.1	8.6	11.1

Base: Respondents who reported they are in paid employment.

Gender diverse data is not included as sample size was less than 30.

WELLBEING

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	811	403	340	32*	19110
Excellent	11.8	5.2	20.6	9.4	10.4
Very good	21.3	18.6	25.3	9.4	22.0
Good	28.9	32.3	26.2	12.5	29.9
Fair	24.5	28.3	19.1	40.6	25.4
Poor	13.4	15.6	8.8	28.1	12.3

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

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

	TAS Mean	Female Mean	Male Mean	National Mean	Adult National normative range [^]	Adult National Mean [^]
With their life as a whole	65.9	64.4	68.1	65.7	75.5 – 79.3	77.4
Personal Wellbeing Index	67.9	66.4	70.6	68.2	74.2 - 76.8	75.5
About the things they have e.g., money	72.6	72.5	72.7	73.1	75.8 – 80.6	78.2
With their health	65.6	63.2	69.3	65.9	72.5 – 76.0	74.2
With things they want to be good at	62.3	59.7	65.5	62.4	69.9 – 74.5	72.1
With getting on with the people they know	69.3	67.8	71.5	70.4	75.7 – 80.9	78.2
About how safe they feel	76.6	76.3	78.4	77.4	75.4 – 83.1	79.2
Doing things away from home	73.0	72.3	74.5	73.0	68.2 – 72.1	70.1
About what may happen to them later in their life	58.3	55.3	62.4	59.7	65.5 – 72.0	68.7
With their connection to culture ^{**}	60.6*	58.4*	62.5*	68.1	n/a	n/a

[^]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). *Sample is less than 100, please use caution when interpreting results. Gender diverse data is not included as sample size was less than 30.

^{**}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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	799	399	334	32*	18982
Complete control	11.1	6.8	17.4	6.3	9.6
Mostly in control	48.6	51.1	46.1	34.4	46.3
Some control	30.2	29.8	30.5	37.5	34.1
Almost no control	7.5	9.8	3.6	18.8	7.7
No control	2.6	2.5	2.4	3.1	2.3

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

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	780	392	321	32*	18554
Low psychological distress	45.9	37.0	59.5	21.9	46.0
Moderate psychological distress	30.9	35.2	26.5	18.8	29.1
High psychological distress	23.2	27.8	14.0	59.4	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).

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

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	800	401	332	32*	18991
None of the time	15.8	10.2	23.5	9.4	17.2
A little of the time	30.5	30.4	31.6	15.6	31.1
Some of the time	31.0	34.7	28.0	28.1	30.8
Most of the time	18.8	20.7	13.6	43.8	16.6
All of the time	4.0	4.0	3.3	3.1	4.2

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

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	801	398	336	32*	18926
Excellent	20.3	17.3	25.3	9.4	20.7
Very good	28.7	26.6	30.7	31.3	29.4
Good	26.7	29.6	24.7	12.5	25.3
Fair	14.5	16.8	9.8	34.4	16.2
Poor	9.7	9.5	9.5	12.5	8.4

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

Table 29: Feelings about the future

	TAS %	Female %	Male %	Gender diverse %	National %
Base	799	400	332	32*	18953
Very positive or positive	50.2	47.8	56.0	25.0	50.0
Neither positive nor negative	33.3	34.5	31.6	40.6	33.5
Negative or very negative	16.5	17.8	12.3	34.4	16.5

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

SUPPORT AND CONNECTEDNESS

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	817	408	341	32*	19162
Friend(s)	75.4	80.9	69.2	71.9	72.8
Parent(s) or guardian(s)	67.3	69.1	67.7	50.0	66.3
Brother/sister	40.5	42.4	37.8	37.5	39.4
Relative/family friend	40.3	43.4	37.2	34.4	41.9
GP or health professional	31.8	35.8	25.8	50.0	23.0
Partner or significant other	28.4	30.6	24.0	40.6	23.5
Internet	26.9	27.2	25.5	53.1	24.6
Teacher	25.8	28.9	21.7	28.1	22.7
School counsellor	14.6	14.0	13.2	25.0	16.1
Social media	13.3	16.4	8.2	28.1	13.6
Mobile apps	10.9	13.0	7.6	21.9	9.6
Spiritual/religious mentor	3.8	3.2	3.5	9.4	5.8
Community service	2.8	1.7	3.5	3.1	2.8
Other	2.8	1.7	4.1	3.1	3.3
None of the above	4.7	2.2	8.2	0.0	6.4

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

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

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	806	404	336	32*	19065
Sports (as a participant)	65.9	67.6	66.4	37.5	67.0
Sports (as a spectator)	50.0	49.5	52.4	28.1	49.7
Volunteer work (e.g., through a sports club, charity, religious organisation, school)	43.1	49.5	36.3	28.1	40.7
Arts/cultural/music groups/activities	31.0	36.4	23.8	43.8	29.4
Student leadership groups/activities	24.7	26.2	22.9	15.6	28.6
Youth groups/activities	14.6	12.4	16.1	25.0	18.2
Environmental groups/activities	9.8	12.1	6.3	12.5	7.5
Religious groups/activities	8.9	6.9	10.1	12.5	15.4
Political groups/activities	4.7	3.7	4.5	15.6	3.4
None of the above	13.9	11.9	16.7	15.6	12.4

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

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

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

	TAS %	Female %	Male %	Gender diverse %	National %
Base	760	390	306	32*	18762
Yes – both spiritual and cultural beliefs	9.3	8.5	9.5	9.4	18.5
Yes – spiritual beliefs	15.0	16.9	12.1	18.8	20.0
Yes – cultural beliefs	6.3	5.1	6.9	15.6	11.2
No beliefs	69.3	69.5	71.6	56.3	50.2

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

Table 33: Activities young people find hard to do

	TAS %	Female %	Male %	Gender diverse %	National %
Base	792	400	327	31*	18452
Fit in and socialise with everyone else (<i>at school, work or socially</i>)	33.7	37.0	25.7	64.5	28.5
Turn to friends and family if you need help	30.7	34.0	24.2	48.4	29.3
Make choices and feel independent	21.2	22.0	17.4	38.7	21.6
Turn to services / organisations if you need help	20.7	22.8	17.7	32.3	21.1
Do everyday activities as young people your age usually do	20.1	20.5	16.5	51.6	19.2
Do things in public places with friends (<i>e.g, go to shopping centres</i>)	18.7	17.3	18.3	38.7	16.0
Travel around the community (<i>e.g, using footpaths</i>)	9.7	10.3	9.2	6.5	9.1
None of the above	43.2	38.0	52.6	25.8	45.5

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

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

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

	TAS %	Female %	Male %	Gender diverse %	National %
I am proud to be part of my community (Base)	782	390	325	32*	18404
Strongly agree/agree	54.9	55.6	56.3	31.3	60.1
Mixed feelings	35.4	35.6	33.5	50.0	31.8
Disagree/strongly disagree	9.7	8.7	10.2	18.8	8.1
My community has the things that I need to have a positive and thriving future (Base)	782	390	325	32*	18408
Strongly agree/agree	55.0	55.1	57.5	31.3	62.5
Mixed feelings	33.8	34.4	31.4	50.0	29.7
Disagree/strongly disagree	11.3	10.5	11.1	18.8	7.8
Young people in my community have a say on issues that matter to them (Base)	782	389	326	32*	18390
Strongly agree/agree	38.5	38.0	38.0	31.3	44.4
Mixed feelings	40.2	42.4	37.7	46.9	38.9
Disagree/strongly disagree	21.4	19.5	24.2	21.9	16.7

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

UNFAIR TREATMENT AND DISCRIMINATION

Table 35: Unfair treatment or discrimination in the last year

	TAS %	Female %	Male %	Gender diverse %	National %
Base	817	408	341	32*	19050
Yes	28.3	29.9	23.2	59.4	26.6
No	71.7	70.1	76.8	40.6	73.4

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

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

	TAS %	Female %	Male %	National %
Base	231	122	79*	5060
Physical appearance	33.8	37.7	27.8	36.4
Mental health	24.7	24.6	22.8	23.6
Personal views	23.8	23.0	24.1	26.6
Gender	23.4	27.9	8.9	30.0
Race/cultural background	20.8	15.6	27.8	34.6
Sexuality	18.2	18.0	10.1	20.2
Age	13.4	15.6	11.4	15.3
Disability	10.4	6.6	11.4	8.9
Financial background	6.9	6.6	6.3	6.3
Religion	6.1	4.1	7.6	10.9
Other	8.7	9.0	8.9	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 TAS frequency. Examples in *other* included things like personality, family, hobbies, unsure etc.

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

Gender diverse data is not included as sample size was less than 30.

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


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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

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