

Methodological Report

Wallis Market and Social Research achieved accreditation to the International Standard ISO20252 in September 2007. The Company is committed to maintaining administrative and operational procedures which comply with these accreditation requirements and to improving its performance in all aspects of the service it delivers to its customers. Wallis is an active participant in the market research industry, with senior staff making significant contributions to the Australian Market and Social Research Society (AMSRS) and the Association of Market and Social Research Organisations (AMSRO). As such we actively pursue the ethical objectives of the industry.

In addition to having attained the highest Industry accreditation, Wallis also participates in the Australian Achiever Awards, which recognises the customer service excellence of Australian companies. The Company has been awarded a high commendation every year since the inception of these awards in 1999.



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1.0 Introduction

The Social Futures and Life Pathways project, more commonly known as 'Our Lives' is a longitudinal study managed by Monash University. The study has followed a large cohort of young Queenslanders from when they were attending Year 8 in numerous high schools across Queensland in 2006 up until present day where they are now aged 21 or 22 years old. A survey has been conducted approximately every two years.

This survey, now in its fifth wave, aims to determine how global change and uncertainty is affecting the attitudes, behaviours and life journey of these young people.

1.1 Background

The 'Our Lives' study commenced in 2006, where it was solely operated and managed out of the University of Queensland. This first wave saw 7,031 students take part from some 202 high schools across Queensland. All students were in Year 8 at the time and were aged 12 or 13 years old. Participants were only selected on the basis that written consent was provided from a parent or guardian.

From wave two, the data collection process moved to the Social Research Centre, and saw about 52% (n=3,653) of the original sample members taking part in the survey, conducted between 2008 and 2009. Wave three was conducted in 2010 and resulted in 3,209 completed surveys.

In 2013, the project was relocated to Monash University and wave four of data collection took place. This resulted in 2,206 completed interviews (38.8% of the initial sample).

In May 2015, Wallis Consulting Group (Wallis) was selected as the new data collection agency for this project. This new partnership between Monash University and Wallis saw a revamp of the 'Our Lives' branding as well as the overall data collection approach (introduction of a multi-mode methodology). These initiatives helped achieve 2,097 completed interviews, which translated to a response rate of 56.6% of the supplied sample.

Following the main fieldwork, additional re-engagement work was conducted in an attempt to reconnect with respondents who had only completed a Wave 1 survey or those that were marked as 'return to sender' during the Wave 4 mailout (and were omitted from the Wave 5 initial sample size). Further details will be appended once this re-engagement activity is finalised.

This report focuses on the outcomes of the main interview period of the fifth wave of the Our Lives Cohort.

1.2 Project Objectives

As the data collection agency for this project, Wallis successfully met its key objectives:

• Maximise response rates – Wallis was able to achieve a favourable response rate of 56.5% (versus 38.8% achieved during Wave 4). This solid level of interview conversion was imperative in avoiding biased estimates and erosion in the confidence that can be placed in survey findings.

Figure 1	Overview of Response Rates	
	Original records (Wave 1, 2006)	7,031
	Initial sample provided for Wave 5	3,708
	Completed interviews	2,073
	Partially completed interviews*	24
	Total responding	2,097
	Response rate	56.6%

*NB For a survey to be considered partially completed, the respondent needs to have at least finished Section A

- Ensured that participants responded thoughtfully, accurately and fulsomely. A number of processes were employed to ensure that the respondents realised the value of their input and the importance of the study:
 - Initial PAL mailout, which highlighted the importance of the respondent's commitment to the study and an acknowledgment of their contribution
 - Deploying experienced and patient interviewing staff, who were fully committed to encouraging completions whether it be over the phone or prompting the respondent to complete online, which are highlighted in some verbatim comments below:
- •••••• "You're a very nice person and it was easy and relaxed, didn't feel uncomfortable."

"I think it was good. You did a good job. A pleasant experience"

"Over the phone was really easy"

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- "I appreciated the constant tone, it was a good interview."
- Follow up on incomplete surveys to convert them into complete surveys
- Addition of a feedback question towards the end of the survey, which allowed respondents to provide feedback and/or reflect on their survey experience. This was a well-used tool by the respondents and gave further opportunity to engage the respondents through their feedback and reflections

- "Not a suggestion; but the way that the questions flowed on from one another really got me thinking about some things that I normally wouldn't, and sort of felt like a massive eye opener"
- "It's self-reflective for me"
- "Great list of questions. I find the Our Lives survey very interesting as my views on life have changed • with time" .



[&]quot;I enjoy doing the surveys when I get them, they are very interesting and I am glad to be a part of our • • lives over these years" •

1.3 Methodology

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1.3.1 Multi-Mode Approach

The survey could either be completed online or by phone. While online was the preference, the priority was to get a complete interview. Therefore if any respondent who was contacted by phone was able to complete the survey immediately and over the phone if that was their preference. The opportunity for respondents to be able to complete a survey over the phone from the first point of phone contact was implemented for the first time in Wave 5. Through the feedback received, it was clear that a number of respondents preferred and appreciated the phone interview approach.

"It is pretty good you guys do telephone now as I do forget sometimes"

"I actually prefer doing it with a real person rather than over a computer. I like this method more. It is a bit more personal"

"It was quick and a lot easier than having to do it online"

"I liked over the phone this year, I only use the internet on my phone and would have struggled to do it (the survey) if that was the only option"

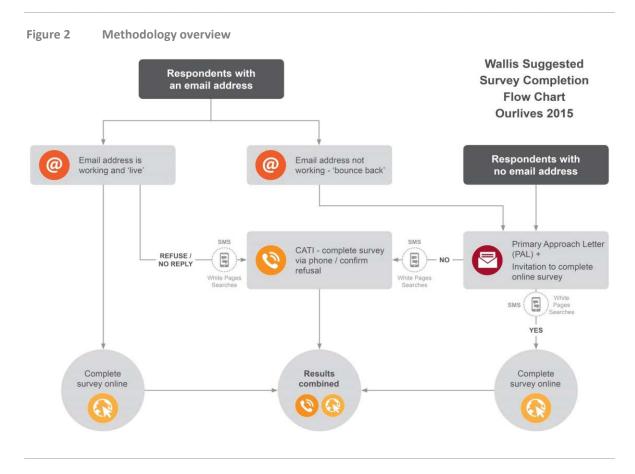
A Primary Approach Letter (PAL) was mailed to all respondents with a mailing address (n=3704). This was followed up by two reminder emails, the first 4 days after the PAL was sent and the second six days later and four days before CATI calling began.

The PAL and email invitations contained a link to the online survey. Those that were a recipient of a CATI call were also offered the option to be emailed a link to the online survey. However, as mentioned earlier, those that were called could also complete the survey over the phone, either immediately or by appointment.

Where a response was not received, Wallis followed up with the respondent, either by telephone, email or SMS. This was ultimately to encourage an online response or, if called on the telephone, a respondent could opt to complete the survey over the phone.

All interviewers and supervisors participated in a briefing conducted immediately prior to the start of fieldwork. The training program was designed to review the required interviewing skills and to ensure that all those working on the project were familiar with its unique requirements.

The following diagram shows the overall process of the survey:



1.3.2 Prize Draw

As an incentive for prompt completion of the survey, respondents were given the chance to win one of ten \$500 Coles Myer Gift Cards, provided they completed the survey by 31 October 2015. The prize draw totalled \$5,000 and was drawn at random at the offices of Wallis on 15 January 2016.

Winning respondents are able to use the gift card at any of the following stores; Myer, Target, Baby Target, Target Country, Kmart, Coles supermarkets, Coles Central, BI-LO, Pick 'n' Pay Hypermarkets, and Officeworks.

Winners were notified by telephone with an email follow up using the most recent contact details provided. Gift cards were sent by registered post to an address nominated by the respondent.

Winners' names were advertised on the survey participants' section of the Monash University Our Lives website on 9 February 2016.

2.0 Questionnaire Design, Development and Testing

2.1 Questionnaire Design, Development and Testing

The 'Our Lives' questionnaire development began with an inception meeting, which included staff from both Monash and Wallis, on 29 May 2015 at Monash University, Clayton Campus. A draft questionnaire was presented and discussed at this meeting, with Wallis providing formalised feedback via email on 2 June 2015.

Further changes and developments to the questionnaire continued through regular telephone discussions and emails between Monash and Wallis. The final questionnaire was approved at the end of July 2015.

An MSWord version of the questionnaire is appended (see Appendix 1). Main topic areas were as follows:

Section	Торіс
Section A	Health, Wellbeing and Participation
Section B	Politics and Society
Section C	Study, Work and Career Pathways
Section D	Relationships and Living Situation
Section E	Technology Use
Section F	Re-contact Information

2.2 CATI / Online Setup

Prior to the piloting stage the questionnaire was set up for CATI and online completion and the following checking process was used:

- 1. The questionnaire was set up by the Senior Data Analyst assigned to the project;
- 2. The questionnaire was initially checked by the Wallis consultancy team;
- 3. Finally the questionnaire was checked by the Field Manager and Deputy Field Manager prior to piloting.

During the pilot stages of testing, members from the Our Lives team at Monash also tested both the CATI and online scripts.

2.3 Pilot Test

A pilot test for the CATI method of the survey was undertaken on 20 July 2015. Four 'test' respondents were nominated by Monash University, who each completed two surveys over the phone with two Wallis CATI interviewers. This testing gave a 'real time' indication of survey length as well as some important final tweaks the questionnaire. An informal debrief session was held with the Wallis interviewers which was later relayed to Monash by phone as well as in an informal debriefing report. In turn, Monash verbally provided Wallis with the feedback from their test respondents. A copy of the debrief report can be found in appendix 4.

The online version of the survey was available for testing from 27 July 2015. Test links were created and were tested by both staff at Monash and Wallis. This ensured that the questionnaire flowed as expected and operated correctly. Final approval of the online questionnaire was acknowledged on 31 July 2015.

2.4 New 'Our Lives' Branding

With the survey entering its fifth wave (and ninth year), there was a need to keep the survey feeling 'fresh'. With this in mind, Wallis' in-house designer created a new eye catching 'Our Lives' logo, header banner and footer banner designs. This was used in all communications, including the online survey. The new look Our Lives study was also acknowledged by participants.

- *"I love the new branding that is sitting alongside the Our Lives study. The website is easy to use and nice and colourful"*
 - "Neat survey. Well designed"
 - "I like the new look"

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"Survey layout & speed was great!"

It was agreed that the words 'Our Lives' be featured in all correspondence given that this is how the study is more commonly known (as opposed to The Social Futures and Life Pathways project). Therefore the new Our Lives logo was placed prominently in all correspondence so that all communications could be easily recognisable as for the 'Our Lives' study.



Figure 3 Our Lives Logo, Header and Footer

3.0 Sample

For the main survey period, those sample members that were considered as 'still active' and had last completed a survey in either Waves 2, 3 or 4 were invited to participate in Wave 5. Therefore, any sample member that was still active after the Wave 4 survey but had not completed a survey since Wave 1 were excluded from the initial sample file for the main survey period.

The initial sample file was provided by Monash and contained 3,708 sample members. Attempts were made to contact all sample members contained in this initial file via any method where contact details were supplied; mail, email, phone or SMS.

Direct contact was made with 2,444 (66%) members of the sample; with 2,097 taking part.



4.0 Data Collection Procedures

4.1 Pre Survey Mailing

4.1.1 Hardcopy PAL

On 30 July 2015, all sample members with a mailing address were posted a new look invitation to participate in the 2015 survey. This letter also reinforced the importance of the Our Lives study, reintroduced participants to Monash, announced Wallis as the new data collection agency and acknowledged the role of the Australian Research Council.

The Primary Approach letter (PAL) was in the form of a colourful double sided A4 pamphlet, which folded to fit in a Wallis branded envelope. The PAL also included a cut off slip for respondents to update their contact details and return in an included reply paid envelope. The PAL was designed to be eye catching and engaging.



NB A larger copy of the PAL can be found in Appendix 2

As well as the aforementioned, the PAL also included other key information such as:

- the web address to access the online survey
- the respondent's unique Personal Identification Number (PIN)
- the 1800 Toll Free contact number survey queries
- Details of the dedicated Our Lives email addresses and web pages for both Monash and Wallis, which
 participants could use to gather more information about the study, update contact details or ask any
 queries
- Contact details for the Monash Human Research and Ethics
- Details of the prize draw.

The pre-survey mailing was despatched to 3,703 sample members. Any records where the mail was 'returned to sender' were still fielded for interviewing if a valid phone number or email address was available.



4.1.2 Email Invitation

Figure 5 Email Invite



Seven days after the hardcopy PAL was sent, a follow up email was sent (on August 7) to all those with a valid email address and had not yet completed a survey.

As per the PAL the email invitation included important information such as a brief reminder of the study, the importance of the respondents' continued commitment, a link to the survey, a link to the Explanatory Statement, a link to the prize draw terms and conditions and contact details for any queries.

Just four days prior to CATI calling and a week since the first email invite was sent, an email reminder was sent on August 13th to those who still had not completed the survey.

Follow up email reminders were sent at selected times throughout the survey period (see Section 5 for further details).

4.2 Interviewer Briefing

Figure 6

The Wave 5 briefing followed the following format:

Interviewer Briefing Agenda

StageBriefing AgendaTime1Introduction5 min

1	Introduction	5 min	
2	Reading	25 min	
3	PPT Presentation	1 hour	
4	Group Led Testing	1 hour	
5	Field Procedures	30 min	
6	Individual Practice	30 min	

All interviewers were actively involved in a Microsoft PowerPoint presentation. The presentation covered the following areas:



Figure 7 Interviewer Briefing Presentation

Background & History of Our Lives
How the Our Lives Data is Used
Methodology
Prize draw process
Online option
Online option
Sample size
Tracking Procedures
Data Collection
Data Quality
Probing
Questionnaire
Problem Resolution
Program Success

After a general introduction, the interviewers were given a hardcopy of the instructions and pen to make notes. Interviewers were given 25 minutes to read their detailed briefing notes (Appendix 2) before the commencement of the presentation. They were asked to identify any questions which they would like to share with the wider team at the completion of reading time. This format proved to be a successful way into the formal presentation.

The interviewers were fortunate to have Dr Jonathan Smith from Monash University attend and provide a client perspective of the project, particularly in regards to the study's background and purpose. This proved to be a valuable part of the briefing, with interviewers expressing that having the client attend the session gave them a greater sense that they were part of the wider Our Lives team. It also gave them a fuller perspective of the project from its beginnings right through to the survey that would be appearing on their computer screens, which in turn gave them empathy to the entire project and what the study was trying to achieve.

Following the introduction by Dr Jonathan Smith, the interviewers were taken through the PowerPoint presentation as per Table 2 above, which then led into group questionnaire practise session. During the group questionnaire practise session, a test version of the CATI survey was projected onto a screen and each interviewer took turns in asking a question. The Wallis consultancy team played the role of the 'respondent' to ensure a broad range of skips and questions were asked.

A briefing by the field assistant manager regarding field procedures followed. This was to ensure that the interviewers had a good understanding of the CATI appointment system and various CATI housekeeping instructions.

The interviewers were then given the opportunity to conduct individual interview practice on the CATI system. This allowed each interviewer to conduct mock interviews so that they had a thorough understanding of the questionnaire before they started 'live' interviewing.

Each interviewer received a laminated Our Lives Interviewer Information Sheet. This was developed in order to give them a 'quick reference sheet' that they could refer to in order to highlight the key details of the Our Lives project. The laminated sheet includes key details about the Our Lives survey including anticipated FAQ's, what to do if a respondent appears distressed, as well as key phone numbers, email addresses and websites. A copy is attached at Appendix 3.

4.3 CATI Calling Procedures

In order to maximise call efficiency the first call attempt to the last known phone number of a sample member was made either on a weekday evening or on a weekend.

The first contact, if other than with the sample member directly, was used to:

- Arrange an appointment;
- Determine whether or not the sample member was still a member of the contacted household, and if not,
- Try and obtain new contact details for the sample member.

Further to the above, call-backs were pre-programmed such that non-contacts were called back after one hour, and if the result was still a non-contact, then tried a day later. After four such calls, callbacks were scheduled for a different time period (say, weekend rather than evening) and the process re-commenced. Reminder emails were also sent to eligible respondents. This procedure ensured a good spread of call attempts across weekday evenings, weekends and weekdays during the day.

The possible 'non-interview' call outcomes are shown in the table below.

Automatic further action	Action stopped for review/recording
Appointment	Away for survey period
No answer	Refusal
Engaged	Refused to complete interview
Answering machine / Voice Mail	Language difficulties
Number disconnected	Stopped interview – online option

Figure 8 Non Interview Call Outcomes

Particular attention was given to the monitoring of appointments and call-backs with supervisors given the responsibility for ensuring that all call back and appointment times were honoured.

4.4 Help Desk

4.4.1 1800 Phone Number

A 1800 phone number was set up by Wallis and printed on the PAL and email invitation. This was provided so that respondents could phone in to update contact details, opt out of the survey, to obtain further information on the survey or to make or change an appointment.

The Wallis 1800 number was managed and monitored by the field supervisors and was attended during the hours of 9am to 6pm Monday to Friday and most evenings and weekends.

4.4.2 Our Lives Email Addresses

Two dedicated 'Our Lives' email addresses were made available to respondents. One managed by Monash and the other managed by Wallis.

The Wallis email address was monitored daily during business hours. Wallis and Monash received a number of emails updating contact details and others wanting to be taken out of the study.

4.5 Survey Reminders

Throughout the data collection period, a number of reminders were scheduled. As previously mentioned, the reminders were either in the form of a phone call, email or SMS.

4.5.1 Email Reminders

Aside from the two initial email invites, email reminders were sent to those with a valid email address and who had not yet completed a survey at selected points during the main survey period (between 26 August and 17 December 2015). Some of these were to anyone who had not yet completed a survey whilst other reminders targeted a specific sub section of the sample, for example those that were unable to be contacted by telephone but had a valid email address or those who were ineligible to receive a SMS reminder.

4.5.2 SMS Reminders

Where a mobile number was available and contact had not been made with the respondent, an SMS reminder was sent advising that contact had been attempted to remind them to participate in the study. The SMS also provided the sample member's PIN, a link to the survey and listed the Wallis 1800 number to contact with any queries. Respondents could reply to the SMS with responses sent to a secure mailbox.

A total of 4 rounds SMS reminders were sent.

4.6 Return to Senders

All mail sent out had the Wallis office address as the return address. Upon receipt, return-to-senders were logged. In total, 191 return-to-senders were received.

Return-to-sender respondents were still called and/or emailed if a valid email address and/or phone number was available.

Monitoring Data Quality

Five percent of each interviewer's work was monitored using CATI monitoring facilities, which enable the supervisor to view the interview on a monitor whilst listening to the interviewer and respondent. Wallis maintains accreditation to the ISO 20252 standard, specifically designed for Market and Social Research companies. The standard requires that at least 5% of all interviews must be monitored by listening to at least 75% of the interview. Wallis exceeds the standard by also aiming to monitor every interviewer during every shift.

By monitoring interviewers during each shift, supervisors are able to ensure

- all instructions are followed and the questions are asked as scripted;
- responses are recorded accurately, and
- the interviewer explains the purpose of the survey, identifies themselves and the client and is polite and well-mannered at all times.

The software at Wallis allows the recording of interviews from the point at which permission is granted by the respondent (as early in the interview as possible). This facility allows Wallis field management and project managers to review interviews and follow up if there are any quality issues. Recorded interviews are used as a training facility to improve the performance of our interviewing staff and to ensure that they are praised for positive experiences and counselled if correct procedures are not being adhered to.

This comprehensive approach to survey monitoring has the advantage that supervising staff are alerted very quickly to any interviewer who may be having difficulty with some aspect of the questionnaire (or their technique). If this occurs, the interviewer can be counselled in the early stages of fieldwork. Importantly, it also assists supervisors in providing positive reinforcement to those who are performing at an above average level and are 'raising the bar' for all interviewing staff¹.

¹ Recordings are also invaluable in the accurate transcription and comprehension of open ended responses, at the coding stage of data processing.



5.0 Response Outcomes

5.1 Overall Response Rates

The culmination of the above-mentioned fieldwork and supervision procedures achieved response rates of 56.5% which is a great accomplishment from the 38.8% response rate achieved in 2013.

The refusal rate for 2015 was lower in Wave 4, at 4.5% (compared to 6.2% in 2013). This could also be due to the fact that more rigorous follow up was conducted in the current Wave. It is important however to note, the number of sample members who could not be tracked was higher than in Wave 4, at 36.6% versus 29.7% in Wave 3. This may be due to the length of time that the survey has been in operation, with the likelihood of people moving from the home they grew up in increasing with each year passing. However it also may be due to the extensive tracking and follow up Wallis conducted in order to achieve a successful interview.

Encouragingly, while 1.9% was deemed as not contactable during the survey period due to such reasons as being away, there was some success in reaching respondents who were overseas at the time of the survey period, with 2.4% of the final sample completing the survey from an overseas location. The identification of respondents conducting the survey overseas was another enhancement made by Wallis so that these participants can be included or excluded when the University conducts its analysis.

	Wave 5 (2015)		
	Number	%	
Interviews	2073	55.9	
Partially complete	24	1.1	
Refused	167	4.5	
Non-contactable	1,359	36.6	
Other (away, etc.)	71	1.9	
Total	100.0		

Figure 9 Overall Response Rate

5.2 Mode of Completion

The survey completion method used for all interviews is shown in the figure below. All respondents regardless of when they last completed a survey were more likely to complete the survey online.

Interestingly, it appeared that the telephone interviews were more likely to be taken up by those who had not completed a survey for quite some years (ie they last completed a survey in either Wave 3 or Wave 2) in comparison to those who completed a survey recently (ie Wave 4).

	Telephone Interviews		Completed Online		Total Completes	
Last completed	No	%	No	%	No	%
Wave 4	369	21.5	1349	78.5	1,731	100.0
Wave 3	92	30.7	208	69.3	310	100.0
Wave 2	15	27.3	40	72.7	56	100.0
Total	476	23.0	1,597	77.0	2,097	100.0

Figure 10 Completed Interviews by Mode and Wave

5.3 Response by Reminder Method

The following table shows the total number of completes resulting from the different reminder methods. It clearly demonstrates the value of utilising a wide range of contact methods with each method providing a similar success rate.

5.3.1 Response Rate by Reminder Method

		то	TAL	RESPONSE BY WAVE			
Reminder Method	No. of Contact Attempts	Response Rate Interviews compared Yielded to no. of contact attempts		Last completed Wave 4	Last completed Wave 3	Last completed Wave 2	
				n			
Total	34,036	2071	6.1%	1716	300	55	
Letter	3,704	131	3.5%	125	5	-	
Email	10,508	730	7.0%	621	90	19	
Phone	18067	1122	6.2%	907	182	33	

Figure 11 Response Rate per Reminder Method

It is important to note that while email appears to have been slightly more successful than the other reminder methods in terms of efficiency, more than half of the surveys that were prompted by an email reminder/invite (approx. 58%), were completed prior to CATI calling commencing and therefore comprised 'early completers'. Likewise, SMS reminders were not implemented until approximately a month after the first reminder email was sent and about 3 weeks after CATI calling commenced. As would be expected, responses to any particular reminder method eased as the survey period went along.

Interestingly, those who had not completed a survey for many years (ie those last completed a survey in Wave 3 and Wave 2) appeared two thirds more likely to complete an interview if they were prompted by a phone call. This compares to about half the Wave 4 respondents who completed a survey after being prompted by phone.

Reminder Method	Total Completes	Letter		En	nail	Ph	one	SI	MS
		n	%	n	%	n	%	n	%
Total	2071	131	6.3%	730	35.2%	1122	54.2%	88	4.2%
Last completed survey in Wave 4	1716	125	7.3%	621	36.2%	907	52.9%	63	3.7%
Last completed survey in Wave 3	300	5	1.7%	90	30.0%	182	60.7%	22	7.3%
Last completed survey in Wave 2	55	-	-	19	34.5%	33	60.0%	3	5.5%

Figure 12 Total number of completes by reminder method

Looking at total completes by reminder method, phone appeared to be the most successful method in converting to a complete interview, with 54% of respondents completing an interview after being contacted by phone. This was particularly true for those who had not completed a survey in many years (61% of those who last completed a survey in Wave 3 and 60% of those who last completed a survey in Wave 2) compared to those who completed a survey last wave (53%).

Email also yielded a high number of completes (35%).

Interestingly, letter contact was more successful than SMS contact for those who completed a survey last Wave. This is probably not surprising given that one would expect recent completers to be the most diligent and therefore many of these would have completed a survey prior to the SMS reminder service commencing.

The following table shows the response level per reminder phase.



Figure 13	Response	Rate by	Reminder	Phase
-----------	----------	---------	----------	-------

				Total		R	Response by Wave		
Date	Reason for contact	Contact Method	Total		Response Rate of those Contacted		Last completed Wave 3	Last completed Wave 2	
			n	п	%	n	п	n	
30 Jul	Initial hard copy invitation	Post	3,704	130	3.5%	125	5	-	
7 Aug	Initial online invitation	Email	2,544 ²	247	9.7%	230	15	2	
13 Aug	General reminder	Email	1,234	175	14.2%	164	7	4	
17 Aug	CATI Calling Commences	Phone							
26 Aug	Sub group reminder (sent to those that have been unable to track by phone but have valid email addresses)	Email	267	4	1.5%	3	-	1	
2 Sep	Sub group reminder (individualised emails sent to those being sought for qualitative research)	Email	13 ³	2	15%	2	-	-	
4 Sep	Sub group reminder (to those who haven't picked up their phone after at least 5 attempts)	SMS	480	41	8.5%	32	9	-	
13 Sep	Sub group reminder (sent to those with valid email		103 ⁴	2	1.9%	2	-	-	
16 Sep	Sub group reminder (to those who haven't picked up their phone after at least 5 attempts)	SMS	475	22	4.6%	17	3	1	
18 Sep	General <u>reminder</u>	Email	1203 ⁵	101	8.4%	86	14	1	
13 Oct	General <u>reminder</u>	Email	1020 ⁶	48	4.7%	36	11	1	
19 Oct	General <u>reminder</u>	SMS	646	16	2.5%	9	7	-	
23 Oct	Sub group reminder (to those ineligible for SMS reminder (i.e. landlines) with valid email addresses but no productive phone call contact (i.e. small number of calls, but few or none that connect to respondent or any contact)		104	6	5.8%	5	-	1	
27 Oct	General reminder	Email	911	27	3.0%	20	6	1	
29 Oct	General <u>reminder</u>	Email	771	22	2.9%	14	8	-	
31 Oct	L Oct CATI Calling Stops		3294 ⁷	1122	34%	907	182	33	
6 Nov	General <u>reminder</u>	SMS	156	9	5.8%	5	2	2	
6 Nov	General <u>reminder</u>	Email	737	55	7.5%	33	17	5	
2 Dec	General <u>reminder</u>	Email	682	27	4.0%	14	9	4	
17 Dec	End of Year Thank You and Reminder	Email	919	15	1.6%	12	3	-	

²This number excludes known unsuccessful deliveries. 2,693 emails were sent, however 149 were returned as undeliverable (ie "bounced")

³This number excludes known unsuccessful deliveries. 14 emails were sent, however 1 was returned as undeliverable (ie "bounced")

⁴ This number excludes known unsuccessful deliveries. 117 emails were sent, however 14 were returned as undeliverable (ie "bounced") ⁵ This number excludes known unsuccessful deliveries. 1220 emails were sent, however 17 were returned as undeliverable (ie

"bounced") ⁶ This number excludes known unsuccessful deliveries. 1041 emails were sent, however 21 were returned as undeliverable (ie

"bounced") ⁷ Total people contacted by phone during the CATI calling period – 17/8/16 - 31/10/16

The above table gives a very detailed look at the response per reminder phase. Overall, CATI reminders generated the most survey completions, particularly in the first two weeks. This was true of all respondents regardless of when they last completed a survey.

Interestingly, most of the Wave 4 respondents (68%) completed a survey in the first four weeks. Immediately after the first round of letter/email contact and then again in weeks 3 and 4 coinciding with CATI activity. This compares to 37% of Wave 3 respondents who completed a survey in the first four weeks (with 29% completing in weeks 3 and 4 when CATI calling commenced) and 37% of Wave 2 respondents (with 28% completing in weeks 3 and 4 when CATI calling commenced).

After the first 4 weeks, Wave 4 respondent completions eased noticeably, with an average of 17% completions in the first four weeks compared to an average of 3% completions from September to November. The change in response over time was not as obvious amongst those who last completed a survey during Waves 3 or 2, with both groups averaging a response rate of 9% in the opening four weeks which only fell to an average of 6% response rate from September to November.

		Wave 2	Wave 3	Wave 4
Mailout / Email	W1	4%	7%	<mark>22%</mark>
Email	W2	6%	1%	3%
CATI commences	W3	<mark>14%</mark>	<mark>12%</mark>	<mark>25%</mark>
	W4	<mark>14%</mark>	<mark>17%</mark>	<mark>18%</mark>
	W5	8%	5%	7%
	W6	0%	2%	1%
	W7	2%	5%	5%
Add Wave 3 contact details	W8	<mark>18%</mark>	<mark>16%</mark>	7%
	W9	4%	2%	2%
	W10	6%	8%	2%
	W11	2%	6%	3%
	W12	2%	6%	1%
CATI finishes	W13	8%	8%	3%
SMS / Email	W14	<mark>10%</mark>	5%	1%
	W15	4%	2%	1%

Figure 14 Overall Response Rate per week by when last wave was completed⁸

⁸ Indicative at this stage. Final statistics are still being confirmed.

5.4 Overview of CATI Calling

5.4.1 Call Outcomes

As shown in the table following, just over half of the calls made (52.5%) did not result in contact with the respondent or with someone that could verify whether the contact details were still correct. In addition, a further 45.4% of calls were made prior to having any success in reaching the respondent.

Of the total calls made, a total of 1.4% resulted in a complete interview, while a further 0.5% of calls resulted in a refusal.

Call Outcome	No.	%
Total	35,567	100.0
Unable to make contact respondent to verify details correct	18,682	52.5
No. of calls made before completion of survey/refusal	16,133	45.4
Refusals	167	0.5
Correct contact number but unavailable during the survey period	71	0.2
Incomplete surveys	14	0.0
Partially complete surveys	24	0.1
Complete surveys	476	1.3

Figure 15 Total Call Attempts



Figure 16 Proportion of Interviews by Call Attempts

In terms of number of calls made before an interview was completed, the above chart shows that most (33%) interviews were completed in less than 5 calls, although only very few (3%) were completed after the first call. This may be due to interviewers making appointment to conduct the interview and also establishing contact with the respondent.

A good response rate (12%) was achieved after 2 calls, while 3-4 calls also yielded a solid response rate (9% respectively). The response rate, as may be expected, eased from about 9+ calls, although it should be noted that a solid proportion (23%) took more than 10 call attempts before a completed interview was achieved. Many of these would have been calls to contacts, but there were always certain cases where the respondent was consistently 'busy' when called and then asked for another call.

Overall, an average of 8.7 calls was required in order to complete an interview. Where an interview was ultimately obtained by telephone, the average number of calls reduced to 7.4. In one specific case, a respondent, or their contacts, was called 60 times before a completed interview was achieved.

5.4.2 CATI Interview Conversions

•

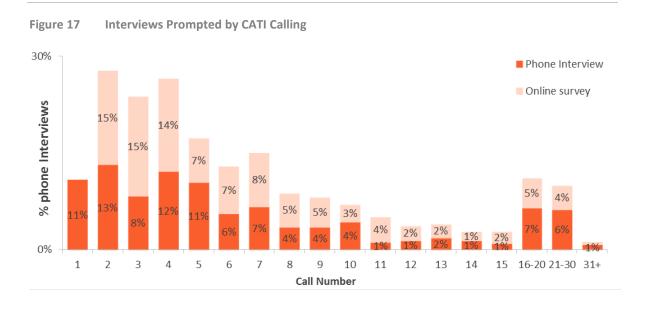
•

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More than half of the total interviews (53%) achieved directly resulted from the CATI calling either by being sent an email link to the survey or were completed over the phone. More respondents who completed a survey resulting from a CATI call chose to complete the survey online (31% of total interviews/58% of interviews motivated by CATI calling) compared with those who chose to complete over the phone (23% of total interviews/42% of interviews motivated by a CATI call).

- "Good to have a choice of over the phone or internet"
- "Happy with the way I am reminded to do the survey. Happy call with backs"

In the graph below we can see that just over half of the CATI inspired interviews were completed within five calls, regardless of whether they completed online (51%) or over the phone (55%). However, a considerable number of interviews were still completed after at least 10 calls (25% who completed over the phone and 23% who completed online).





6.0 End of Field Sample Maintenance Activity

It became very clear that result information was craved by many respondents.

- "I want more summary, statistics and information about what this is being used for"
 - "Send key results in mail/email to participants"
- "I'm looking forward to seeing the stats from these questions from the entire group of
- interviewees!"

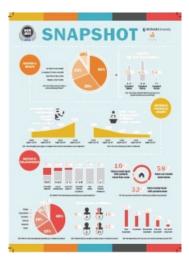
•

- "A copy of the overall results from the survey when completed would be nice. I would like to know
- what the thoughts of other people my age are"

Therefore, for the first time an end of year snapshot of results was made available to all Wave 5 sample members.

Wallis' in-house designer developed an attractive design based on some key results as selected by Monash.

Figure 18 End of Year Snapshot



A larger copy of the snapshot can be found in Appendix 5

The end of year snapshot was linked in an email which was sent to 2,692 respondents with an email address. This email also provided an opportunity to thank all Wave 5 sample members, to remind them how important they are, to remind them to keep us updated with any changes to their contact details.

Two versions of this email were sent. The first was sent to those who had completed the email. A second version was sent to those who had not yet completed the survey, offering them another chance to complete the survey. 919 emails were sent to those who had not yet completed a survey, which yielded another 15 completed surveys (2% response rate).

The snapshot was also made available on the Our Lives website.

It is likely to be an important tool to help keep the respondents engaged with the study and as a friendly reminder to those who had not yet completed their survey.

7.0 Conclusion

The response rate achieved for Wave 5, prior to any additional re-engagement activity stands at 56.6%. It is encouraging to observe this improvement in comparison to 2013 (38.8%), but we are confident that further progress can be made to boost participation for the remaining years of Our Lives study. Sample maintenance activity is imperative to ensure quality of contact information and to keep sample members engaged and assured of their value to the study.

The new look materials which were designed in conjunction with the University provided a regeneration to the study. We believe the graphical, simplified new look materials aided in the positive response rate by encouraging respondents to read the material provided.

The introduction of the multimode methodology gave respondents a choice about how to complete their survey and this was met with very positive responses from participants which were highlighted in the body of the report. The option of utilising CATI calling much earlier in the fieldwork process was also a successful strategy in reducing the number of 'impersonal' approaches of the previous methodology.

As desired, the online option was the most used completion method, with 77% completing the survey online. Whilst 23%, completed the survey over the phone, CATI calling resulted in more than half (53%) of the completed interviews, whether it be by respondents being emailed a direct link to the survey by the interviewer or opting to complete the interview over the phone. Whilst most of the interviews were completed within five calls, calling over a long period of time still produced a considerable proportion of interviews, with 23% completing an interview after at least 10 reminder calls. CATI calling is clearly an important tool in sample retention and gives the study a human contact. It is recommended that this approach continues.

Wallis has made a considerable improvement in the capture of 'buddy' details in 2015 which is an integral component of a longitudinal study. We hope that this thorough approach is maintained to ensure that as many contact details are collected as possible. It is important that sample members are able to update their details using all the methods available even within a non-interviewing year.

It is recommended that ongoing communication be sent to the sample members between surveys in order to keep the cohort engaged in the study. Such tools as happy birthday messages, countdown notices, updates of how the study is being used and/or reminders to keep details updated could all be utilised to keep the study in the minds of the sample members and to keep them engaged. A common complaint made by cohort members is the absence of actionable findings – often respondents are very interested in key findings of the study which in turn shows the respondent that their option does matter. This philosophy was followed through at the end of the year with an Our Lives snapshot. Wallis strongly believes that this is a very beneficial sample maintenance activity and should be continued on an ongoing basis.



APPENDIX 1 Questionnaire



MONASH UNIVERSITY **OUR LIVES** WG4278 (WAVE 5) FINAL

PHONE NUMBER RESPONDENT NAME OTHER PHONE NUMBER

CONTACT 1 NAME PHONE NUMBER RELATIONSHIP

INTRODUCTION

Good My name is from Wallis, Market and Social research, May I speak to (RESPONDENT NAME)

WHEN YOU MAKE CONTACT WITH RESPONDENT:

INTRO1

(Good My name is from Wallis.)

CATI: I'm calling in relation to your participation in the 2015 Our Lives Project. Hopefully you have received your letter and email recently inviting you to participate again in this survey. This year the survey will focus on a variety of topics including health and wellbeing, relationships, politics, education, employment and technology.

The interview will take, on average, 30 minutes. If you don't have your link to complete it online, I can send you another one, or we can continue by phone now if you prefer.

01	Will continue with CATI	GO TO MOBILE CHECK
52	Respondent Refusal (Record reason)	TERMINATE
41	Appointment required for CATI	RETURN TO SMS – MAKE APPT
42	Will do it online	RETURN TO SMS - MAKE APPT FOR 1 WE

43 Prefers online - email link

FFK **RETURN TO SMS – MAKE APPT**

IF NECESSARY: There will be a prize draw for all Our Lives members who complete their interview, either online or on the phone, before the 31st of October 2015. Details of the draw were in the letter we sent recently, to let you know about this year's survey. There will be 10 \$500 gift cards to be won.

CAWI: Welcome to the new-look 2015 Our Lives Project. This year the survey will focus on a variety of topics including health and wellbeing, relationships, politics, education, employment and technology. If any of these topics are triggering for you, there is a helpline link, below right.

We'd like to thank you for past participation in this survey. It is your views that make this project so vital. So, let's get started.

CATI MOBILE CHECK

IF CALLING A MOBILE NUMBER:

SAFE1: I realise I am calling you on your mobile. Is it safe for you to speak now? Can I confirm you are not drivina?

(IF DRIVING OR NOT SAFE: I am happy to call you back when it is more convenient for you).

DO NOT READ OUT

- 01 Safe to take call
- 02 Not safe to take call



IF SAFE1=2 (NOT SAFE TO TAKE CALL):

MOB APPT: Do you want me to call you back on this number or would you prefer I call back on another number?

DO NOT READ OUT

- 01 This number (ARRANGE CALL BACK)
- 02 Alternative number (RECORD ALTERNATE NUMBER AND ARRANGE CALL BACK)

CATI MONITORING QUESTION

M1 This call will be recorded and may be monitored for quality control purposes. If you do not want this call to be monitored, please say so now.

DO NOT READ OUT

- 01 Monitoring allowed
- 02 Monitoring NOT allowed

CAWI LOCATION CHECK:

Before we begin, are you currently in Australia or overseas?

- 01 Australia
- 02 Overseas





SECTION A: HEALTH, WELLBEING & PARTICIPATION

CATI: As I mentioned, we'll cover several different topics and in some cases I'll ask you to answer the questions in different ways. For some questions I'll ask you for a 1 to 10 rating, but other questions will have different rating scales. I'll explain as we go. First, we'd like to ask you about your overall health and wellbeing.

CAWI: First we'd like to ask you about your overall health and wellbeing.

ALL

A1 In general, how would you rate your overall <u>physical</u> health? CATI: Would you say excellent, very good, good, fair or poor?

CATI: PROMPT IF NECESSARY

- 01 Excellent
- 02 Very good
- 03 Good
- 04 Fair
- 05 Poor
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know
- A2 In general, how would you rate your overall <u>mental</u> health? CATI: Would you say excellent, very good, good, fair or poor?

CATI: PROMPT IF NECESSARY

IF DISTRESSED: If you like I can give you the phone number of a counselling agency? Lifeline: 13 11 14. We also have a list of other support services on our website <u>www.wallisgroup.com.au</u>

- 01 Excellent
- 02 Very good
- 03 Good
- 04 Fair
- 05 Poor
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know
- A3 Compared to one year ago, how would you rate your health in general? CATI: Would you say much better than one year ago, somewhat better, about the same, somewhat worse, or much worse than one year ago?

CATI: PROMPT IF NECESSARY

- 01 Much better now
- 02 Somewhat better now
- 03 About the same
- 04 Somewhat worse
- 05 Much worse
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know



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A4 All in all, how happy are you with your life these days? Please answer on a scale of 1 to 10. The happier you are, the higher the number you should answer.

Extremely unhappy									Extremely happy
01	02	03	04	05	06	07	08	09	10
0	0	0	0	0	0	0	0	0	0

98 (DO NOT READ) Prefer not to say

A5 The following questions ask about how you have been feeling in the past 30 days. For each one, please describe how often you had this feeling, [CATI: that is, was it all of the time, most of the time, some of the time, a little of the time or none of the time?]

CATI: READ OUT AS REQUIRED

IF DISTRESSED: If you like I can give you the phone number of a counselling agency? Lifeline: 13 11 14. We also have a list of other support services on our website <u>www.wallisgroup.com.au</u>

- A. [CATI: The first one is] Nervous
- B. [CATI: And how often have you felt] Hopeless
- C. [CATI: And how often have you felt] Restless or fidgety
- D. So depressed that nothing could cheer you up?
- E. That everything was an effort
- F. Worthless

All of the time	Most of the time	Some of the time	A little of the time	None of the time
01	02	03	04	05
0	0	0	0	0

98 (DO NOT READ) Prefer not to say



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A6 [CATI Next, I'll read out a list of statements. I would like you to tell me] to what extent do you agree or disagree with the following statements. CATI: I'll ask you if you Strongly disagree, Disagree, Agree, or Strongly agree.

CATI NOTE: IF AGREE: IS THAT STRONGLY AGREE OR JUST SIMPLY AGREE IF DISAGREE: IS THAT STRONGLY DISAGREE OR JUST SIMPLY DISAGREE

IF DISTRESSED: If you like I can give you the phone number of a counselling agency? Lifeline: 13 11 14. We also have a list of other support services on our website <u>www.wallisgroup.com.au</u>

- A. [CATI: Starting with] There is really no way I can solve some of the problems I have
- B. [CATI: And to what extent do you agree or disagree that] Sometimes I feel that I'm being pushed around in life
- C. [CATI: And to what extent do you agree or disagree that] I have little control over the things that happen to me
- D. [CATI: And to what extent do you agree or disagree that] I can do just about anything I really set my mind to
- E. [CATI: And to what extent do you agree or disagree that] I often feel helpless in dealing with the problems of life
- F. [CATI: And to what extent do you agree or disagree that] What happens to me in the future mostly depends on me
- G. [CATI: And to what extent do you agree or disagree that] There is little I can do to change many of the important things in my life

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05
0	0	0	0	0

98 (DO NOT READ) Prefer not to say

A7 In general, how often do you participate in moderate or intensive physical activity for at least 30 minutes?

CATI: PROMPT IF REQUIRED

(CATI) IF NECESSARY: Moderate level physical activity will cause a slight increase in breathing and heart rate, such as brisk walking.

- 01 Not at all
- 02 Less than once a week
- 03 1 to 2 times a week
- 04 3 times a week
- 05 More than 3 times a week (but not every day)
- 06 Every day



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Now I'm going to ask some questions about smoking and drinking.

A8. How often do you currently smoke cigarettes?

CATI: PROMPT IF NECESSARY

- 01 Do not smoke at all
- 02 Less than once a day
- 03 At least once a day
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know

IF A8=03 CONTINUE, ELSE GO TO A10

A9 How many cigarettes do you usually smoke in one day?

NOTE: PLEASE INCLUDE CIGARS, PIPES, LOOSE TOBACCO IN THIS CALCULATION

CATI: ENCOURAGE BEST GUESS



A10. How often would you have a drink containing alcohol?

CATI NOTE: IF NECESSARY: IN THE LAST 12 MONTHS CATI NOTE: PROMPT IF NECESSARY

- 01 Not in the last year/never drink
- 02 Monthly or less
- 03 2-3 times a month
- 04 Once a week
- 05 2-3 times a week
- 06 4-6 times a week
- 07 Everyday
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know

IF A10=02-07 CONTINUE, ELSE GO TO A12

A11. How many standard drinks do you have on a typical day when you are drinking?

IF NECESSARY: A standard drink is a small glass of wine, a 285ml glass of regular beer, a nip of spirits, or a mixed drink.

CATI: PROMPT IF NECESSARY

- 01 1 or 2 standard drinks
- 02 3 or 4 standard drinks
- 03 5 or 6 standard drinks
- 04 7 to 10 standard drinks
- 05 11 or more standard drinks
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know)





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A12 What is your height in centimetres? INTERVIEWER: ENCOURAGE BEST GUESS

ALLOWABLE RANGE 90 TO 250 CENTIMETRES



998 (DO NOT READ) Prefer not to say

A13 What is your weight in kilograms? INTERVIEWER: ENCOURAGE BEST GUESS

ALLOWABLE RANGE 30 TO 260 KILOGRAMS



998 (DO NOT READ) Prefer not to say

A14 [CATI: Next we have a list of organisations.] [CAWI: For each of the organisations on the list below] Please indicate whether you are an active member, inactive member or not a member of that type of organisation.

CATI: READ AS NECESSARY: Is that an active member or inactive member?

- A. [CATI: Are you an active member, inactive member or not a member of a] Church or religious organisation
- B. [CATI: And are you an active member, inactive member, or not a member of a...] Sport or recreational organisation (including gym)
- C. [CATI: And are you an active member, inactive member, or not a member of a...] Union
- D. Political party
- E. Humanitarian or charitable organisation
- F. Other political or campaigning group
- G. An environmental group or organisation

Active member	Inactive member	Don't belong
01	02	03
0	0	0

- 98 (DO NOT READ) Prefer not to say
- A15 In general, about how often do you get together in person with friends or relatives not living with you?

CATI: PROMPT IF NECESSARY

- 01 Less often than once every 3 months/Never
- 02 Once or twice every 3 months
- 03 About once a month
- 04 2 or 3 times a month
- 05 Once a week
- 06 Several times a week
- 07 Every day



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SECTION B: POLITICS & SOCIETY

In this next set of questions, we will ask you about a variety of cultural and political issues.

ALL

B1 Please indicate how strongly you agree or disagree with each statement.

CATI NOTE: IF AGREE: IS THAT STRONGLY AGREE OR JUST SIMPLY AGREE IF DISAGREE: IS THAT STRONGLY DISAGREE OR JUST SIMPLY DISAGREE

- A. [CATI: How strongly do you agree or disagree that] Australia should take in more migrants
- B. [CATI: And how strongly do you agree or disagree that] Migrants should adapt to the Australian way of life
- C. [CATI: And how strongly do you agree or disagree that] Climate change is a serious threat to Australia
- D. [CATI: And how strongly do you agree or disagree that] The planet is warming because of human activity producing greenhouse gases
- E. [CATI: And how strongly do you agree or disagree that] All boats carrying asylum seekers should be turned back
- F. [CATI: And how strongly do you agree or disagree that] Electricity should be produced from renewable sources as much as possible, even if this increases the cost.
- G. [CATI: And how strongly do you agree or disagree that] People who receive welfare benefits should be under more obligation to find work
- H. [CATI: And how strongly do you agree or disagree that] Terrorism poses a serious threat to Australia's security

Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
01	02	03	04	05
0	0	0	0	0

B2 There are different opinions about the effects that immigrants have on Australia. How much do you agree or disagree with each of the following statements?

CATI NOTE: IF AGREE: IS THAT STRONGLY AGREE OR JUST SIMPLY AGREE IF DISAGREE: IS THAT STRONGLY DISAGREE OR JUST SIMPLY DISAGREE

- A. Immigrants increase the crime rate
- B. Immigrants are generally good for Australia's economy
- C. Immigrants take jobs away from people who are born in Australia
- D. Immigrants make Australia more open to new ideas and culture
- E. Immigrants increase the risk of terrorism

Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
01	02	03	04	05
0	0	0	0	0





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B3 On a scale of 1 to 10, where 1 is don't believe at all and 10 is completely convinced, how convinced are you that climate change is actually happening?

Don't believe									Completely convinced		
01	02	03	04	05	06	07	08	09	10		
0	0	0	0	0	0	0	0	0	0		

B4 Generally speaking, how much interest do you usually have in what's going on in politics? (CATI: Would you say...)

CATI NOTE: READ OUT

- 01 A good deal
- 02 Some
- 03 Not much
- 04 None
- B5 Generally speaking, do you usually think of yourself as Liberal, Labor, National, Greens, some other party, or as belonging to no party?

CATI NOTE: DO NOT READ OUT

- 01 Liberal
- 02 Labor
- 03 National Party
- 04 Greens
- 95 Other party (please specify)
- 97 No party
- 98 (DO NOT READ) Prefer not to say

IF B5=01-04, OR 95 CONTINUE, ELSE GO TO B7

- B6 Would you call yourself a very strong, fairly strong, or not very strong supporter of that party?
 - 01 Very strong supporter
 - 02 Fairly strong supporter
 - 03 Not a very strong supporter



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B7 [CATI: Next, I'm going to ask you about different groups of people. For each group I would like you to tell me how much trust you have in them. Please tell me if you have No trust at all, Not very much trust, Quite a lot of trust, or a Great deal of trust.] [CAWI: How much trust do you have in:]

CATI NOTE: IF TRUST: IS THAT A GREAT DEAL OF TRUST OR QUITE A LOT OF TRUST IF NO TRUST: IS THAT NOT VERY MUCH TRUST OR NO TRUST AT ALL

- A [CATI: The first one is] The police
- B Politicians
- C Religious leaders
- D Groups that are working to protect the environment (e.g. Greenpeace, etc)
- E Well known sporting figures
- F Music, film and TV celebrities
- G The Australian Government
- H Courts and the legal system
- I Banks and financial institutions
- J Universities
- K People of another religion
- L People from another country

CATI NOTE: DO NOT READ BUT PROMPT AS REQUIRED

No trust at all	Not very much trust	Quite a lot of trust	A great deal of trust
01	02	03	04
0	0	0	0

- B8 Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?
 - 01 Most people can be trusted
 - 02 You can't be too careful in dealing with people
- B9 How important are the following for you?

CATI NOTE: IF IMPORTANT: IS THAT VERY IMPORTANT, IMPORTANT OR SOMEWHAT IMPORTANT IF NOT IMPORTANT: IS THAT NOT VERY IMPORTANT OR NOT AT ALL IMPORTANT

- A Being a member of your family
- B Being a part of your local community
- C Being a Queenslander
- D Being Australian
- E Being a part of the global community

CATI NOTE: DO NOT READ BUT PROMPT AS REQUIRED

Not at all important	Not very important	Somewhat important	Important	Very important
01	02	03	04	05
0	0	0	0	0





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CATI NOTE: READ OUT

CATI: For each one I read, if you would **not** like to have this group as your neighbours, just say "No".

CATI NOTE: CODE ALL WITH "NO" RESPONSE, IF NOTHING SELECTED FOR CODES 01-09, USE CODE 10 (NO NEED TO READ OUT CODE 10)

CAWI NOTE: Please select all options that apply

- 01 People addicted to drugs
- 02 People of a different race/ethnicity
- 03 People who are HIV positive
- 04 Immigrants/foreign workers
- 05 People who are not heterosexual (e.g. gay or lesbian)
- 06 People of a different religion
- 07 People who speak a different language
- 08 Refugees or asylum seekers
- 09 People receiving unemployment benefits
- 10 I wouldn't mind having any of these groups of people as neighbours (Exclusive)
- B11 On a scale from 1 to 10, how important is religion in your life? The more important it is, the higher the number you answer.

Not at all importan in my life	nt							Most i	mportant thing in my life
01	02	03	04	05	06	07	08	09	10
0	0	0	0	0	0	0	0	0	0

98 (DO NOT READ) Prefer not to say



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SECTION C: STUDY, WORK & CAREER PATHWAYS

Now we'd like to ask you some questions about work and study.

C1=THOSE WHO DID NOT PARTICIPATE IN WAVE 4 ONLY, ELSE GO TO C4

- C1 Did you complete Year 12?
 - 01 Yes
 - 02 No

IF C1=01 CONTINUE, ELSE GO TO C4

- C2 What qualification did you receive upon completing Year 12?
 - 01 Certificate Level IV
 - 02 Certificate Level III
 - 03 Certificate Level II
 - 04 Certificate Level I
 - 05 Certificate Not known
 - 06 Queensland Certificate of Individual Achievement (QCIA)
 - 07 Queensland Certificate of Education (QCE)
 - 08 Senior Statement
 - 09 Other
- C3 Did you receive an Overall Position (OP) or International Baccalaureate Diploma (IBD) upon completing year 12?
 - 01 Overall Position (OP): _____ (RANGE 1 25)
 - 02 International Baccalaureate Diploma (IBD): _____ (RANGE 24-45)
 - 03 Did not receive one of these

ALL

- C4 Which of the following activities <u>BEST DESCRIBES</u> what you were mainly doing LAST WEEK? CATI: READ OUT
 - 01 Employed full- time
 - 02 Employed part-time or casual
 - 03 Unemployed/looking for work
 - 04 Studying full-time
 - 05 Studying part-time
 - 06 Permanently ill/unable to work or study
 - 07 Performing home duties/looking after children
 - 08 Time off including gap year, travel, or holiday
 - 09 Other

IF C4=04-05 GO TO C6

C5 Are you currently studying?

NOTE: This can include apprenticeships, traineeships, or study at university, TAFE or any other educational institution.

01 Yes 02 No

Wallis

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IF C4=04-05 OR C5=01 CONTINUE, ELSE GO TO C12

C6 What is the level of the study you are currently undertaking?

CATI NOTE: READ IF NECESSARY

CAWI NOTE: Please select one only

- 01 Certificate Level I
- 02 Certificate Level II
- 03 Certificate Level III
- 04 Certificate Level IV
- 05 Certificate Not known
- 06 Diploma
- 07 Advanced diploma or Associate Degree
- 08 Bachelor Degree (without Honours)
- 09 Bachelor Degree (with Honours)
- 10 Graduate Certificate
- 11 Graduate Diploma
- 12 Masters' Degree
- 13 Doctoral Degree
- 14 Other

IF C4=04-05 GO TO C8

C7 Are you studying mostly full-time or part-time?

- 01 Full-time
- 02 Part-time
- C8 What is the name of the course you are doing now?

RECORD VERBATIM

C9 What is your main area of study in this course?

RECORD VERBATIM

C10. Which month and year did you begin this course?

Month	Year		

CATI: IF MONTH NOT KNOWN RECORD 99, IF MONTH AND YEAR NOT KNOWN PROBE FOR BEST GUESS OF YEAR, ELSE RECORD 99/99



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C11 What sources of income do you have while you are studying?

CATI NOTE: ACCEPT MULTIPLES

- CATI NOTE: PROMPT IF NECESSARY
- CAWI NOTE: Please select all that apply
- 01 Paid work
- 02 My parents or family
- 03 Academic scholarship or cadetship
- 04 Youth Allowance or ABSTUDY
- 05 Other government allowances
- 95 Other (SPECIFY _____
- 97 (DO NOT READ OUT) None

IF C5=02 CONTINUE, ELSE GO TO C13

C12 What is the MAIN reason you aren't currently studying?

INTERVIEWER NOTE: If more than one reason is mentioned, ask for the MAIN reason or the most important reason

- 13 I have graduated / completed what I need to do to get the job I want
- 01 My work commitments
- 02 My family commitments
- 03 I am working to qualify for independent Youth Allowance
- 04 I am working in order to finance further study
- 05 I want a break from study (e.g. travel)
- 06 The course fees and other costs are a barrier
- 07 I don't meet the criteria for the program I want to do
- 08 Transport difficulties/I would need to move away from home
- 09 Poor health
- 10 I need to earn money
- 11 I don't want to undertake further study
- 12 Other

(IF C4=04-05 OR C5=01 display "Excluding any study you may be currently undertaking,")

- C13 Have you begun or attempted any ("other") study since leaving high school?
 - 01 Yes
 - 02 No

IF C13=01 CONTINUE, ELSE GO TO C17







C14 What is the highest level of study you have attempted since leaving secondary school?

CATI: READ IF NECESSARY

CAWI: Please select one option below

- 01 Certificate Level I
- 02 Certificate Level II
- 03 Certificate Level III
- 04 Certificate Level IV
- 05 Certificate Not known
- 06 Diploma
- 07 Advanced diploma or Associate Degree
- 08 Bachelor Degree (without Honours)
- 09 Bachelor Degree (with Honours)
- 10 Graduate Certificate
- 11 Graduate Diploma
- 12 Masters' Degree
- 13 Doctoral Degree
- 14 Other
- C15 What was the outcome of those studies? Did you complete it, withdraw from it, fail, defer your studies, or change to a different course?

CATI: READ OUT

- 01 Completed
- 02 Withdrew
- 03 Failed
- 04 Deferred
- 05 Changed to another course
- C16. Which month and year did this outcome take place?

Mor	nth	Year		

CATI: IF MONTH NOT KNOWN RECORD 99, IF MONTH AND YEAR NOT KNOWN PROBE FOR BEST GUESS OF YEAR, ELSE RECORD 99/99

ALL

C17 Do you hold any other qualifications or certificates that might help in securing employment?

CATI: READ OUT

CAWI: Select all that apply

- 01 First Aid Certificate
- 02 Responsible Serving of Alcohol
- 03 Responsible Conduct of Gambling
- 04 Heavy Vehicle Driving License
- 05 Car or Motorcycle License
- 06 Forklift License
- 07 Blue card (working with children check)
- 08 Other (Specify: _____)
- 09 None





Now we'd like to ask about your participation in work...

- C18 Are you currently working in a paid job?
 - 01 Yes
 - 02 No

IF C18=1 CONTINUE, ELSE GO TO C35

C19 Do you currently have more than one job?

CATI NOTE: If answer 'yes', ask "Is that 2 jobs or more than 2 jobs"

- 01 Yes, I have 2 jobs
- 02 Yes, I have more than 2 jobs
- 03 No

We'd like to ask you some questions about [IF C19=3 "your present job" / IF C19=1-2 "your main job (that is, the job which you usually work the most hours each week)"]

- C20 Including any paid or unpaid overtime, how many hours per week do you usually work in this job?
 - 01 Hours per week

INTERVIEWER: ENTER NUMBER GIVEN BELOW IN RANGE 1 TO 100



999 Hours vary

IF C20=999 CONTINUE, ELSE GO TO C22

C21 Including any paid or unpaid overtime, how many hours **per week do you work on average** over a usual 4-week period from this job?

INTERVIEWER: ENTER NUMBER GIVEN BELOW IN RANGE 1 TO 100

INTERVIEWER: ENCOURAGE BEST GUESS



C22 For this job, what is the total gross amount of your pay in your usual pay period, before tax or anything else is taken out?

01 Enter amount (whole \$)





- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know



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IF C22=01 CONTINUE, ELSE GO TO C24

C23 And what period does that cover?

CATI: PROMPT IF NECESSARY

- 01 Hour
- 02 Week
- 03 Fortnight
- 04 Month
- 05 Year

C24 Which of these categories best describes your type of employment contract for this job?

CATI: READ OUT

- 01 Employed on a fixed-term contract
- 02 Employed on a casual basis
- 03 Employed on a permanent or ongoing basis
- 04 Not applicable self-employed
- 99 (DO NOT READ) Don't know

C25A Who do you work for?

CATI: RECORD BUSINESS NAME OR EMPLOYER. IF SELF-EMPLOYED, RECORD BUSINESS NAME

CAWI: (This will make it easier to ask you about your employment in the future. *Examples: Woolworths, Brighton Primary School, Department of Health*)

RECORD VERBATIM

98 (DO NOT READ) Prefer not to say

C25B/CWhat kind of work do you do in this job? That is, what is your occupation called and what are the main tasks and duties you undertake in this job?

INTERVIEWER NOTE: Obtain full title. Try to avoid one-word answers. For example: "shipping clerk", not just "clerk", "dairy farmer", not just "farmer", and "builder's labourer", not just "labourer".

OCCUPATION TITLE

INTERVIEWER NOTE: For example: recording accounts, frying fish and chips, operating plastic extruding machine

MAIN TASKS DUTIES

C26. Which month and year did you begin this job?

Month	Year	

CATI: IF MONTH NOT KNOWN RECORD 99, IF MONTH AND YEAR NOT KNOWN PROBE FOR BEST GUESS OF YEAR, ELSE RECORD 99/99



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C27 How did you get this job, for example, through Centrelink, Job Services Australia, did you see an ad in the newspaper or online, or in some other way?

SINGLE RESPONSE

- 01 Through Job Services Australia member (referral or computers)
- 02 Through another employment agency
- 03 Initially worked as unpaid intern, trainee or apprentice
- 04 Job was advertised (inc. newspaper / radio / TV / website such as SEEK)
- 05 Got it through a friend or relative
- 06 Employer approached me
- 07 Written / Phoned/ Approached employer to ask if jobs available
- 08 Through school / college / university
- 09 Self-employed / Have started my own business
- 10 Other

IF C19=01-02 CONTINUE, ELSE GO TO C32

Now we would like to ask some questions about [IF C19=1 "your other job" / IF C19=2 "all your other jobs"].

C28 Including any paid or unpaid overtime, how many hours per week do you usually work in [IF C19=1 "your other job" / IF C19=2 "all your other jobs"]?

01 Hours per week



999 Hours vary

IF C28=999 CONTINUE, ELSE GO TO C30

C29 Including any paid or unpaid overtime, how many hours **per week do you work on average** over a usual 4-week period inl [IF C19=1 "your other job" / IF C19=2 "all your other jobs"]?

INTERVIEWER: ENCOURAGE BEST GUESS



C30 For [IF C19=1 "this job" / IF C19=2 "all your other jobs"], what is the total gross amount of your pay in your usual pay period, before tax or anything else is taken out?

01 Enter amount (whole \$)



97 (DO NOT READ) Nil

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- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know



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IF C30=01 CONTINUE, ELSE GO TO C32

C31 And what period does that cover?

- 01 Hour
- 02 Week
- 03 Fortnight
- 04 Month
- 05 Year

IF C18=01 CONTINUE, ELSE GO TO C35

C32 If you could choose the total number of hours you work each week, and taking into account how that would affect your income, would you prefer to work...

CATI: READ OUT

- 01 Fewer hours than you do now?
- 02 About the same hours as you do now?
- 03 Or more hours than you do now?

IF C32=01 or 03 CONTINUE, ELSE GO TO C36

C33 In total, how many hours a week, on average, would you choose to work? Again, take into account how that would affect your income.

01 TOTAL preferred hours per week



C34 Are you available to work more hours than you do now?

- 01 Yes
- 02 No

IF C18=02 CONTINUE, ELSE GO TO C36

- C35 What is the MAIN reason you aren't currently in paid work?
 - 01 My study commitments
 - 02 My family commitments
 - 03 Working as unpaid trainee or apprentice
 - 04 Working as volunteer
 - 05 I have no financial need to undertake paid employment
 - 06 Transport difficulties/I would need to move away from home
 - 07 Cannot find a job with suitable hours
 - 08 Cannot find a job suitable to skills
 - 09 Cannot find any work at all
 - 10 Poor health
 - 11 I do not want to work
 - 12 Other
- C36. [IF C19 = 01-03 display "Excluding any job(s) you are currently doing,"] have you been employed in [(C18=02) a (C19=01-03) any other] paid job for any amount of time since leaving school?
 - 01 Yes
 - 02 No

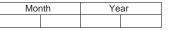


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IF C36=01 CONTINUE, ELSE GO TO C39

C37. Which month and year did you finish your most recent job?



- CATI: IF MONTH NOT KNOWN RECORD 99, IF MONTH AND YEAR NOT KNOWN PROBE FOR BEST GUESS OF YEAR, ELSE RECORD 99/99
- C38 Was it your choice to leave that job, did you have to stop because the employer was going out of business, or were you laid off or forced to stop for some other reason?

SINGLE RESPONSE

- 01 Chose to stop
- 02 Going out of business
- 03 Laid off/forced to stop for some other reason
- C39 What is your gross personal annual income, before tax or other deductions, from all sources? Please include any pensions and allowances (e.g. Youth Allowance), and income from interest or dividends.

CATI: READ AS NECESSARY

- 01 Less than \$5,000 per year
- 02 \$5,001 to \$10,001 per year
- 03 \$10,001 to \$15,000 per year
- 04 \$15,001 to \$20,000 per year
- 05 \$20,001 to \$30,000 per year
- 06 \$30,001 to \$40,000 per year
- 07 \$40,001 to \$50,000 per year
- 08 \$50,001 to \$60,000 per year
- 09 \$60,001 to \$80,000 per year
- 10 More than \$80,000 per year
- 98 (DO NOT READ) Prefer not to say
- C40. [IF C11=4, display: "Apart from the Youth Allowance you get for study"] What ["other"] government payments, if any, do you currently receive?

ACCEPT MULTIPLES

CATI: DO NOT READ OUT

- 01 Youth allowance (unemployment benefits / Newstart allowance)
- 02 Parenting payment
- 03 Sickness Allowance
- 04 Disability Support Pension
- 05 Family Tax Benefit
- 95 Any other allowance (Specify)
- 97 None of these







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C41A/BWhat kind of job would you like to have by the time you turn 30? What is the occupation called and what are the main tasks and duties you would undertake in this job?

INTERVIEWER NOTE: Obtain full title. Try to avoid one-word answers. For example: "shipping clerk", not just "clerk", "dairy farmer", not just "farmer", and "builder's labourer", not just "labourer".

OCCUPATION TITLE

INTERVIEWER NOTE: For example: recording accounts, frying fish and chips, operating plastic extruding machine

MAIN TASKS DUTIES

C42 How CONFIDENT are you of having this kind of job by the time you turn 30? [CATI: Would you say...]

CATI: READ OUT

- 01 Not at all confident
- 02 Not very confident
- 03 Somewhat confident
- 04 Confident
- 05 Very confident
- C43 [IF C4=04-05 OR C5=01 display "Excluding any study you are doing currently,"] Do you plan to undertake any "further" study in future?
 - 01 Yes
 - 02 No
 - 99 (DO NOT READ) Don't know

IF C43=01 CONTINUE, ELSE GO TO SECTION D

C44 What is the highest level of study you expect to complete in the future?

CATI: READ IF NECESSARY

- 01 Certificate Level I
- 02 Certificate Level II
- 03 Certificate Level III
- 04 Certificate Level IV
- 05 Certificate Not known
- 06 Diploma
- 07 Advanced diploma or Associate Degree
- 08 Bachelor Degree (without Honours)
- 09 Bachelor Degree (with Honours)
- 10 Graduate Certificate
- 11 Graduate Diploma
- 12 Masters' Degree
- 13 Doctoral Degree
- 14 Other



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SECTION D: RELATIONSHIPS & LIVING SITUATION

Next, we would like to ask about your current relationships and living situation.

D1 Which of the following BEST DESCRIBES your present situation?

CATI NOTE: READ OUT CAWI NOTE: Please read the full list before selecting one option only

NOTE: If living both with your partner and with others, please choose option 5.

- 01 I mostly live with my parent(s)
- 02 I mostly live by myself
- 03 I mostly live together with my partner (e.g. boyfriend/girlfriend, de facto)
- 04 I mostly live together with my partner and my parent(s) or their parent(s)
- 05 I mostly live with friends/housemates in a group shared household
- 06 I mostly live in a student residence
- 95 Something else (Please specify)

IF D1=01, 04, OR 06 GO TO D3, ELSE CONTINUE

D2 The place where you live MOST OFTEN, is:

CATI NOTE: READ OUT CATI NOTE: SINGLE RESPONSE

CAWI NOTE: Please select one only

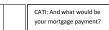
- 01 A place I own outright
- 02 A place I am buying (e.g. making mortgage repayments)
- 03 A place I am renting from a private landlord
- 04 A place I am renting from public housing authority
- 05 Something else

IF D1=01, 04, 06 OR D2=02-05 CONTINUE, ELSE GO TO D5

D3 In your current place of residence, do you make, or contribute towards, mortgage payments, rental payments, or other payments (e.g. board)? If so, please state the amount you pay in a typical payment period.

CATI: PROMPT IF NECESSARY

01 Mortgage payments (specify)



INTERVIEWER NOTE: If mortgage shared with others, include respondent's share only.

02 Rental payments (specify)

CATI: And what would be your rent?

INTERVIEWER NOTE: If rent shared with others, include respondent's share only.

03 Board (specify)

- CATI: How much is your board?
- 98 (DO NOT READ) Prefer not to say

I don't make payments



04



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IF D3=01-03 CONTINUE, ELSE GO TO D5

- D4 And what period does that cover?
 - 01 Week
 - 02 Fortnight
 - 03 Month
 - 04 Year

IF D1=01 OR D1=04 CONTINUE, ELSE GO TO D6

- D5 Have you ever stopped living with your parent(s) or guardian(s) and moved somewhere else?
 - 01 Yes
 - 02 No

IF D1=02,03,05,06,95 OR D5=01 CONTINUE, ELSE GO TO D9

D6. What month and year did you first stop living with your parents or guardian(s)?

Month	Year		

- CATI: IF MONTH NOT KNOWN RECORD 99, IF MONTH AND YEAR NOT KNOWN PROBE FOR BEST GUESS OF YEAR, ELSE RECORD 99/99
- D7 Have you ever moved back in with your parent(s) or guardian(s)?

CATI: PROMPT TO CLARIFY

- 01 Yes, I have moved back once
- 02 Yes, I have left and returned more than once
- 03 No, I have not moved back

IF D7=01-02 CONTINUE, ELSE GO TO D9

D8 In what month and year did you [IF D7 = 2, display "most recently"] move back in with your parent(s)?

Month	Year		

CATI: IF MONTH NOT KNOWN RECORD 99, IF MONTH AND YEAR NOT KNOWN PROBE FOR BEST GUESS OF YEAR, ELSE RECORD 99/99

ALL

- D9 How important is it to buy your own home by the time you turn 30? (CATI: Would you say..) CATI: READ OUT
 - 01 Not at all important
 - 02 Not very important
 - 03 Somewhat important
 - 04 Important
 - 05 Very important
- D10 In total, how many people, besides you, live in the same house as you?







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D11 How many children of your own, if any, do you have?

IF NONE PLEASE ENTER 0

ALLOWABLE RANGE 0 TO 10



IF D11>0 CONTINUE, ELSE GO TO D14

D12 How many children of your own do you have living with you? IF NONE PLEASE ENTER 0

ALLOWABLE RANGE 0 TO 10



D13 What month and year did you first become a parent?

Month	Year		

99 (DO NOT READ) Don't know

ALL

The next questions will be about your intimate relationships. Your responses to these questions are voluntary and will be treated as strictly confidential.

D14 Which of the following categories best describes how you think of yourself?

READ OUT

- 01 Heterosexual or Straight
- 02 Gay or Lesbian
- 03 Bisexual
- 04 Other
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know

ALL

D15 Which of the following best describes your current relationship status?

READ OUT

- 01 Married
- 02 Not married but living with each other (e.g. de facto)
- 03 In a serious/committed relationship (but not living together)
- 04 In a casual relationship or dating
- 05 Other (e.g. 'Friends with benefits')
- 06 Single
- 07 Separated
- 08 Divorced
- 09 Widowed

CATI: IF MONTH NOT KNOWN RECORD 99, IF MONTH AND YEAR NOT KNOWN PROBE FOR BEST GUESS OF YEAR, ELSE RECORD 99/99



IF D15=01-03 CONTINUE, ELSE GO TO D23

- D16 So that we can ask about this particular relationship in the future, what is your partner's first name, or alternatively, their initials?
 - 01 First Name or Initials

- 98 (DO NOT READ) Prefer not to say
- D17 (CATI: Can I just confirm), is [IF D16=1, display PARTNER NAME OR INITIALS; IF D16=98, display "your partner"] male or female?
 - 01 Male
 - 02 Female
 - 98 (DO NOT READ) Prefer not to say

IF D15=01 CONTINUE ELSE GO TO D18

D18 In what month and year did you and [IF D16=1, display PARTNER NAME OR INITIALS; IF D16=98, display "your partner"] get married?

Month	Year

PROGRAMMER NOTE: ALLOW 'PREFER NOT TO SAY' AS OPTION IN DROP DOWN DATE LIST (CODE 98/98)

IF D15=01-02 CONTINUE, ELSE GO TO D19

D19 In what month and year did you begin living with [IF D16=1, display PARTNER NAME OR INITIALS; IF D16=98, display "your partner"]?

Month	Ye	ar

PROGRAMMER NOTE: ALLOW BOTH 'PREFER NOT TO SAY' AND 'DON'T KNOW' AS OPTIONS IN DROP DOWN DATE LIST

IF D15=01-03 CONTINUE, ELSE GO TO D23

D20 In what month and year did your relationship with [IF D16=1, display PARTNER NAME OR INITIALS; IF D16=98, display "your partner"] begin?

Month	Year		

PROGRAMMER NOTE: ALLOW BOTH 'PREFER NOT TO SAY' AND 'DON'T KNOW' AS OPTIONS IN DROP DOWN DATE LIST





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D21 On a scale of 1 to 10, where 1 means "not committed at all" and 10 means "very committed", how committed are you to [IF D16=1, display PARTNER NAME OR INITIALS; IF D16=98, display "your partner"]?

Not committ at all	ed							со	Very mmitted
01	02	03	04	05	06	07	08	09	10
0	0	0	0	0	0	0	0	0	0

- 98 (DO NOT READ) Prefer not to say
- D22 On a scale of 1 to 10, where 1 means "very dissatisfied" and 10 means "very satisfied", how satisfied are you with your current relationship with [IF D13=1, display PARTNER NAME OR INITIALS; IF D13=98, display "your partner"]?

Not satisfied at all									Very satisfied
01	02	03	04	05	06	07	08	09	10
0	0	0	0	0	0	0	0	0	0

98 (DO NOT READ) Prefer not to say

IF D15=04-09 CONTINUE, ELSE GO TO D24

- D23 Do you currently have a sexual partner? By sexual partner we mean someone with whom you have intimate physical contact beyond kissing and holding hands.
 - 01 Yes
 - 02 No
 - 98 (DO NOT READ) Prefer not to say

IF D15=01-03 OR D23=01 CONTINUE, ELSE GO TO D25

D24 Which of the following statements best describes how your first met [IF D16=1, display PARTNER NAME OR INITIALS; IF D16=98, display "your partner"; IF D23=1, display "your current sexual partner"]?

CATI: READ OUT AS REQUIRED

- 01 We worked together
- 02 We went to university or TAFE together
- 03 We went to school together
- 04 We met at religious centre/religious activity
- 05 We met at bar/nightclub/dance club
- 06 We met at a social or sporting organisation (e.g. Gym, volunteering service, campaigning group)
- 07 We met at a social gathering
- 08 We were introduced by a mutual friend or acquaintance
- 09 We met on a social networking site (like Facebook)
- 10 We met using an internet dating site or app
- 11 Other
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know

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ALL

D25 In total, how many sexual partners have you had in your lifetime?

CATI: READ OUT

- 01 None
- 02 1 partner
- 03 2-4 partners
- 04 5-9 partners
- 05 10-20 partners
- 06 20 or more partners
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know
- D26 In total, how many serious/committed relationships (including sexual and non-sexual relationships) have you had in your lifetime?

CATI: READ OUT

- 01 None
- 02 1 relationship
- 03 2-4 relationships
- 04 5-9 relationships
- 05 10 or more relationships
- 98 (DO NOT READ) Prefer not to say
- 99 (DO NOT READ) Don't know

Now, we would like to ask about your relationships and family plans.

D27 Thinking about your own future, how <u>IMPORTANT</u> is it for you to be in a serious/committed relationship with someone? CATI: Would you say...?

CATI: READ OUT

- 01 Not at all important
- 02 Not very important
- 03 Somewhat important
- 04 Important
- 05 Very important
- D28 How IMPORTANT is it for you to be married to someone? CATI: Would you say ...?

CATI: READ OUT

- 01 Not at all important
- 02 Not very important
- 03 Somewhat important
- 04 Important
- 05 Very important



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IF D27=02-05 CONTINUE, ELSE GO TO D30

D29 Thinking about the kind of person you would consider having a serious, committed relationship with, how IMPORTANT are the following things?

CATI INTERVIEWER NOTE: IF IMPORTANT: IS THAT VERY IMPORTANT, IMPORTANT OR

SOMEWHAT IMPORTANT IF NOT IMPORTANT: IS THAT NOT VERY IMPORTANT OR NOT AT ALL IMPORTANT

- A They are Australian
- B They share your religious beliefs
- C They are the same race or ethnicity as you
- D You love each other
- E You are faithful to each other
- F They want to get married
- G They are financially successful
- H They are well-educated
- I They want to have children
- J You are committed to each other for life

CATI INTERVIEWER NOTE: DO NOT READ BUT PROMPT IF REQUIRED

Not at all important	Not very Important	Somewhat important	Important	Very important
01	02	03	04	05
0	0	0	0	0

D30 On a scale of 1 to 10, how strongly do you feel about having [IF D11 > 0 additional] children? The more you want to have [IF D11>0: additional] children, the higher the number you should choose.

Definitely not want have (addition children	to							(ad	ely want to have ditional) children
01	02	03	04	05	06	07	08	09	10
0	0	0	0	0	0	0	0	0	0

IF D30=01 GO TO D34

IF D11=0 CONTINUE, ELSE GO TO D33

D31 What would you consider an ideal number of children to have?

IF NONE PLEASE ENTER 0

(ALLOWABLE RANGE 0 TO 15)



Wallis

99 (DO NOT READ) Don't know





D32 And taking your own circumstances into account, how many children, if any, do you expect to have?

IF NONE PLEASE ENTER 0

(ALLOWABLE RANGE 0 TO 15)



99 (DO NOT READ) Don't know

- D33 Thinking about when you might consider having [IF D11>0: additional] children, how IMPORTANT are the following things?
 - CATI INTERVIEWER NOTE: IF IMPORTANT: IS THAT VERY IMPORTANT, IMPORTANT OR SOMEWHAT IMPORTANT IF NOT IMPORTANT: IS THAT NOT VERY IMPORTANT OR NOT AT ALL IMPORTANT
 - A Being married
 - B Being in a serious/committed relationship
 - C Having achieved your career goals
 - D Owning your own home
 - E Being financially secure
 - F You (or your partner) can conceive naturally

CATI INTERVIEWER NOTE: DO NOT READ BUT PROMPT AS REQUIRED

Not at all important	Not very Important	Somewhat important	Important	Very important	
01	02	03	04	05	
0	0	0	0	0	

- D34 How <u>CONFIDENT</u> are you that the following people won't let you down?
 - CATI INTERVIEWER NOTE: IF CONFIDENT: IS THAT VERY CONFIDENT, CONFIDENT OR SOMEWHAT CONFIDENT IF NOT CONFIDENT: IS THAT NOT VERY CONFIDENT OR NOT AT ALL CONFIDENT
 - A Your parents
 - B Your friends
 - C Your best friend
 - D Your brothers and sisters
 - E Your neighbours
 - F (IF D15 =1-3) Your partner

CATI INTERVIEWER NOTE: DO NOT READ BUT PROMPT AS REQUIRED

Not at all confident	Not very Confident	Somewhat confident	Confident	Very Confident
01	02	03	04	05
0	0	0	0	0

97 (DO NOT READ) Does not apply to me





SECTION E: TECHNOLOGY USE

This section asks about your use of digital technologies and the internet.

- E1 Do you regularly (at least once a week) access the internet using the following devices? CATI: READ OUT
 - CAWI: Please select all that apply
 - 01 Desktop computer
 - 02 Laptop or notebook
 - 03 Tablet computer (such as an iPad)
 - 04 Mobile phone
 - 05 Gaming console (such as an Xbox or PlayStation)
 - 06 Other wireless handheld device (such as an iPod or e-book reader)
 - 07 Any other device
 - 08 Do not access the internet regularly (at least once a week) [SR]
- E2 How confident would you feel in your ability to do the following?

CATI INTERVIEWER NOTE: IF CONFIDENT: IS THAT VERY CONFIDENT, CONFIDENT OR SOMEWHAT CONFIDENT IF NOT CONFIDENT: IS THAT NOT VERY CONFIDENT OR NOT AT ALL CONFIDENT

- A Control who can view information about you online
- B Judge the reliability of an online source
- C Remove a virus that has infected your computer
- D Share video content that you have created online

CATI INTERVIEWER NOTE: DO NOT READ BUT PROMPT AS REQUIRED

Not at all confident	Not very confident	Somewhat confident	Confident	Very confident
01	02	03	04	05
0	0	0	0	0





- E3 If you had no way of accessing the internet for one week, how disruptive would that be to each of the following things? [CATI: Please answer on a scale from 1 to 10, where a higher number means a bigger disruption. If you had no way of accessing the internet for one week, how disruptive would that be to...]
 - A. Your knowledge of news and current affairs
 - B. Your ability to socialise with friends
 - C. Your capacity to manage your finances
 - D. Your ability to stay in touch with your family
 - E. Your ability to keep yourself entertained in your spare time
 - F. Your awareness of what's going on in your social circles
 - G. [IF C18=01] Your ability to perform your job well
 - H. [IF C4=04-05 OR C5=01] Your ability to study effectively

No disru at all	iption								xtremely isruptive
1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0



Recontact Information

We'd now like to ask you to update your contact details, in order to help us to stay in touch with you in the future. Your contact details will be stored separately from your survey responses and will remain confidential. Your contact details will be used to contact you if you are drawn as a winner in our prize draw.

Please confirm details and amend accordingly.

First Name	
Last Name	
Is this your primary email address? (that is, the email address that you check most often)	
(If secondary email provided) Is this still also a valid email address for you?	
(If no secondary email provided) Do you have a secondary email address? (e.g. a work email address or an email address from an educational institution?	
Is the best number for contacting you(10 digits required)	
(If secondary phone available) And is this still a valid number for you? (10 digits required)	
(If secondary phone not provided) Do you have an alternative number we might try you on? (10 digits required)	

F2. Are there any changes to your address? Please confirm details and amend accordingly.

F3. Are you likely to move to a new residential address in the next 6 months? *If so, please provide new details if available.*

Street	
Town / Suburb	
State	
Post code	







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- F4. You have provided the name of (Contact Name) to help us get in contact with you in the future. Is (Contact Name) still likely to know how we could contact you?
 - 01 Yes 02 No

IF F4=01 CONTINUE, ELSE GO TO F6

F5. Are these details for (Contact Name) still correct?

Please confirm details and amend accordingly.

First Name	
Last Name	
Phone (10 digits required)	
Relationship to you	

IF NO (CONTACT NAME) DETAILS GIVEN CONTINUE, ELSE GO TO F7

F6. Just in case you move, we would like to you to provide information for someone not currently living with you. This person could be a relative or friend, who might be able to help us get in contact with you in the future. We'll only contact this person if we can't get hold of you on the details you've given. IF PREFER NOT TO PROVIDE DETAILS, PRESS 'NEXT'

First Name	
Last Name	
Phone (10 digits required)	
Relationship to you	

- F7 You mentioned earlier that you had a partner. Do you think your partner would be interested in participating in similar research in the future?
 - 01 Yes 02 No 99 Don't know
- F8. And finally, how interesting did you find this survey:
 - 01 Very interesting
 - 02 Somewhat interesting
 - 03 Not interesting

FEEDBACK

Do you have any feedback regarding your experience completing this survey?

01 No thanks 95 Here's a suggestion (specify)

CATI: IF NECESSARY: A snapshot of results from the 2015 survey will be available to all participants who complete the 2015 survey. So make sure you look out for these at the end of the year.

Thank you very much, (NAME), for participating in the 2015 Our Lives Survey and good luck in the prize draw. Just to remind you, as part of the survey program, we will be in touch with you next year. We look forward to speaking to you then.



WG4278



APPENDIX 2

Interviewer Instructions (Without Questionnaire)









Social Futures & Life Pathways of Young People in Queensland A Longitudinal Project | & MONASH University



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1.0 INTRODUCTION

We are delighted to be working with Monash University on the Social Futures and Life Pathways project, better known as Our Lives. This project explores how global change and uncertainty is affecting the attitudes, behaviours and life pathways of young Australians.

This is a longitudinal project which actually commenced in 2006 with a large cohort of year 8 students in Queensland.

The data collection of the first wave was collected by the University of Queensland, while waves 2-4 were collected with another research agency.

Wallis has been introduced to this project for the first time in 2015, with the project now entering its fifth wave of data collection.

As outlined on the 'Our Lives' website, maintained by Monash, the project has five specific aims:

- 1. To identify institutional and socio-structural characteristics that may place individuals at heightened risk of marginalisation, disadvantage, and political disengagement.
- 2. To examine young people's engagement with, and participation in, conventional and non-conventional forms of politics and their support of political issues.
- 3. To investigate key theoretical arguments about the impact of global change and uncertainty on young people's emerging attitudes, behaviours, and life course trajectories.
- 4. To collect new data on a longitudinal cohort, and longitudinally analyse respondents' trajectories from adolescence to early adulthood by specifically capturing the impact of their early experiences of work, tertiary education, and family life, as well as their engagement with public institutions and their participation in the political process.
- 5. To use innovative social research methodologies to explain varied life course trajectories and outcomes

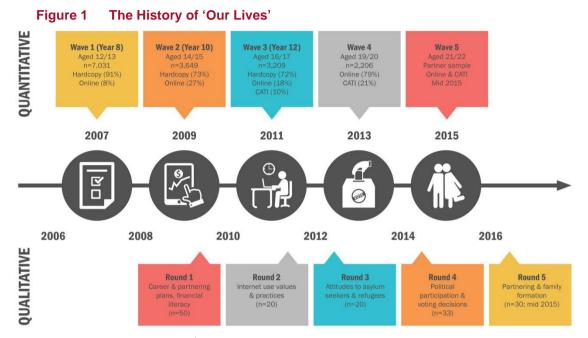




1.1 'OUR LIVES' – LIFE BEFORE WALLIS

As previously mentioned, 'Our Lives' began in 2006 with the data collection managed by the University of Queensland.

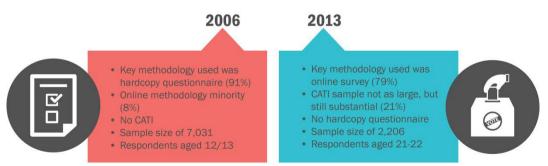
For the next three waves (Wave 2 in 2008, Wave 3 in 2010-11 and Wave 4 in 2013) the data collection was managed by another research agency. The project has also been re-located and is now housed and managed out of Monash University.



As you will see in figure 1¹ above, a survey has been conducted about every two years since its inception in 2006. Therefore the last time respondents were contacted was in 2013.

Figure 2 below shows some key differences between the first survey, conducted in 2006 and the last survey, conducted in 2013.

Figure 2 Key Differences Between 1st Survey and Last



You will note that the survey has changed from being predominately a hardcopy questionnaire to, in 2013, being predominately online. However, you will notice that the CATI sample in 2013 was still a sizeable proportion of the sample.



More information about the history of 'Our Lives' can be found at Monash University's 'Our Lives' website (<u>http://artsonline.monash.edu.au/ourlives/about-the-project/</u>).

1.2 'OUR LIVES' WAVE 5 – WHERE WALLIS COMES IN

Our Lives 2015 is an exciting wave to become involved with. Respondents are now 21-22 years of age, and therefore still in the beginning stages of life as an adult. While several questions will have appeared on earlier questionnaires, some new questions have been included for this wave that have been designed to really capture this still pivotal and aspirational yet more mature point in life.

This year's survey focuses on young people's experiences with employment, tertiary education, relationships as well as their attitudes to some social and political issues. To really tap into the mindset of these young people, there are some questions on the survey that may be considered quite provocative, while others are rather personal. However we will go into more detail in these types of questions later in the instructions.

2.0 WHAT IS A LONGITUDINAL SURVEY?

In a longitudinal survey, the same people are surveyed on a regular basis over time. By interviewing the same people we are able to get an understanding of what changes are taking place in their lives and what influence previous experiences have had. Longitudinal surveys differ from "one off" surveys because they are designed to detail changes within a specific sample over time, whereas "one off" surveys provide information about groups of people at specific points in time.

Why Do We Need A Longitudinal Survey?

Longitudinal surveys provide an opportunity to collect information that is not available from other sources. The 'Our Lives' surveys collect more extensive information on how global change and uncertainty is affecting the attitudes, behaviours and life pathways of young Australians than is available from any other single source.

Our Ongoing Contact

It is very important that we are able to keep as many of the sample members in the study as possible; in doing so, we are able to collect widespread data that is representative of that group and is not biased. Thus, your interaction with sample members is critically important in helping us maintain rapport with these people and thereby being assured of their support over the duration of the survey program. A continuing goal of the project is to make every respondent feel they are part of an important, select group.

At the end of their interview, we will be confirming the 'contact' details we have recorded for the respondent for follow-up in the coming months/years. It is only by collecting and maintaining full and correct information about the respondent's whereabouts, and details of others who will know how to 'track' them, that we can





keep in contact with the respondent. We also ask the respondent to provide information for someone that is **not** living with them. This will help us locate respondents in the future who we have been unable to contact for any reason, such as they have moved, changed phone numbers etc. However it is important to note, especially if the respondent appears hesitant to provide an alternative contact, that this "buddy contact" will only be contacted if we cannot get hold of the respondent after several attempts and that their details will not be passed onto anyone else or be used for any other purpose.



3.0 SURVEY DETAILS

3.1 METHODOLOGY

This survey is mostly an online study. Hardcopy invitations (or PAL's) were sent to recipients on July 30th. Given that most respondents still reside in Queensland and given the new Australia Post delivery times, most respondents would have likely began receiving their mail around August 4th. An email invitation with a link to the survey was then sent to respondents on August 6th. So by now respondents have had about a 1.5 - 2 week opportunity to complete the survey online.

A reminder email was sent last Thursday (August 13th).

However, as with most large scale online surveys, not everyone is efficient at completing online surveys after simply receiving an invitation. This is where you come in.

We will now be going out to all respondents who have not completed an online survey. We are unsure how many people we will end up contacting as this changes daily. However, if we use the 2013 survey as a guide, from the 2,206 respondents who completed the survey, 79% completed the survey online, and 21% ended up completing the survey over the phone. So as you can see, CATI was still a considerable proportion.

The CATI approach is a little different to what was conducted in 2013. In 2013 respondents were given several reminders before being offered the opportunity to complete the survey over the phone. However, this time, your first reminder call could end up in a completed survey – **this would be a great outcome**.

3.2 SAMPLE AND RESPONDENT VERIFICATION

Approximately 3,700 participants have been invited to participate. In the projects first 3 days, about 150 had already completed the online interview. At the time of printing 399 had completed the online survey, while more are likely to have completed the survey over the weekend following the reminder email sent on Thursday August 13th. While this is a fantastic result, we still have a considerable number of respondents to contact.

Only invited respondents can participate. They must have completed the first questionnaire in 2006 and must be identifiable by name.

3.3 CONTACT WITH RESPONDENTS

All respondents you speak to will have completed a survey at least twice. We will not be contacting anyone who hasn't participated since 2006.

However, it is possible that you may contact a respondent who has not participated since 2008. While these respondents will hopefully have received and read the hardcopy invitation and/or email, it is possible they may not have strong memories of the survey and may need to be reminded the value of their participation and the





extent of their involvement. This highlights the importance of having a full understanding of this project, including its history, to help with any queries.

You may find that a small number of respondents still associate the study with Queensland University and may not be familiar with Monash. Please reassure the respondent that it is still the same research team. It is just that they have relocated from Queensland University to Monash University in Melbourne, Victoria.

As already mentioned, and especially as it is *our* first year working on a project that has been in existence for 9 years, we must ensure that we have a solid understanding of the project so that the change in data collection agencies appears seamless to the respondent. Table 1 on the following page provides some answers to some frequently asked questions, which will also help you to get a better understanding of this project.





Figure 3 Questions You May Be Asked

Why me?	 In 2006, your high school was one of 213 schools across Queensland that were asked to participate in the 'Our Lives' project. All students asked to participate were in Year 8 at the time. You were given a survey to fill out, most likely on paper form or you may have completed it online. The survey asked questions about your future plans, your interests, your friends and social networks and other general questions about yourself.
What is 'Our Lives' about?	 Basically, 'Our Lives' look at the attitudes and values of young people and how they change over time. It also looks at how these emerging attitudes influence people's life choices, particularly in regards to education, career, relationships, family life, political beliefs and social identity.
Is it confidential?	 YES. It is <u>entirely confidential</u>. Names and addresses are not given to any person or organisation other than Wallis and the Our Lives research team and they are only used for the purposes of contacting you about the survey. The data which is collected from you and other people participating in the survey is seen only by those who are directly involved in the project; and no individual results are ever made public.
How many more years will I be interviewed for?	 We hope that this study will continue as long as possible, for with each wave of the survey your data and earlier participation becomes even more valuable. However, as this project is dependent on government funding, we don't know how long the program will run for. It is expected that young people will be part of the survey for at least another few years, but this is not certain. Interviews will be quite quick and simple for the people who take part. They will take about 25 minutes either online or over the phone once every two years.
Does it matter if I drop out?	• The 'Our Lives' sample has been carefully framed so that it will represent all young people who were aged 21-22 at the time that you were. If people drop out, this means that the sample becomes biased. For example, if the people who drop out are those who are dissatisfied with study or their job prospects then we do not properly measure what happens to young people whose experiences have not prepared them for life in a way that they would have liked. Therefore it is important to keep as many people in the study as possible.
Why do you want to talk to me every two years?	• We need to interview people on a regular basis to monitor what changes, if any, have occurred so that we can explore the factors influencing these changes. Even if you have not had any significant changes in your life since two years ago, that in itself is useful information.
Who gets to see the information I give you?	• The data is analysed in aggregate form only. The responses given by individuals, as well as their identity, are treated confidentially. Analysis of the data is conducted by Monash University and they issue reports accordingly. Your individual results will not ever be made public.

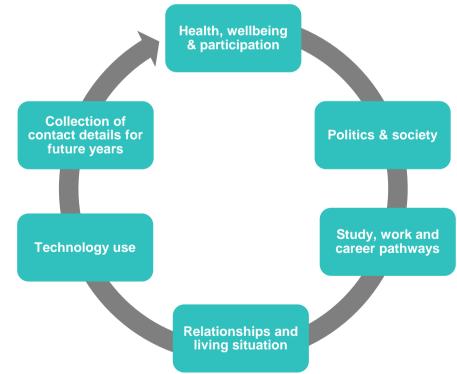


What will happen to the information collected	 The information will be provided to Monash University to assist with research for a variety of publications. Examples of the publications are publicity available on the 'Our Lives' website. http://artsonline.monash.edu.au/ourlives. There are also plans in the works to provide a snapshot of some key findings from the study once the data collection period has ended. So make sure you keep an eye out for this towards the end of the year/beginning of next year.
When will I find out if I have won the prize draw	 We will be drawing ten participants to each win a \$500 Coles Myer Gift card on January 15th 2016. The draw is random and will only be selected for those have completed the survey by the end of October 2015. If you have won you will be notified by email/phone. All winners will be published on the Our Lives website on February 9th 2016.

3.4 WHAT INFORMATION IS COLLECTED

Over time, data has been collected about the respondents' social and educational backgrounds, their participation in various forms of training and work, as well as their attitudes to health, politics, cultural issues, environmental concerns, technology and relationships. While some questions in this wave will have not been asked in earlier waves, the longitudinal nature of the 'Our Lives' data collection means that we are able to compare with and build on previous survey data as young people move through different life stages and experiences.









3.5 CONFIDENTIALITY

As a quantitative study, this survey collects statistical information from a sample of the population. Analysis is based on statistical conclusions – that is, findings can be generalised to a larger population, and thus are not based on just one individual. It is important that you reiterate to respondents that **no identifiable information will ever be made public.** Names and addresses will never be given to anyone outside the very select group of people from Monash and Wallis, who work directly on this project, for any purpose whatsoever. Contact details are stored separately from the rest of the survey and will not be linked to individual survey answers.

We take the confidentiality of our respondents very seriously, which means that no information given by a respondent is to be passed on to a third party. Similarly you must never indicate to anyone else that a particular individual is a sample member for 'Our Lives'.

3.6 SAMPLE MAINTENANCE

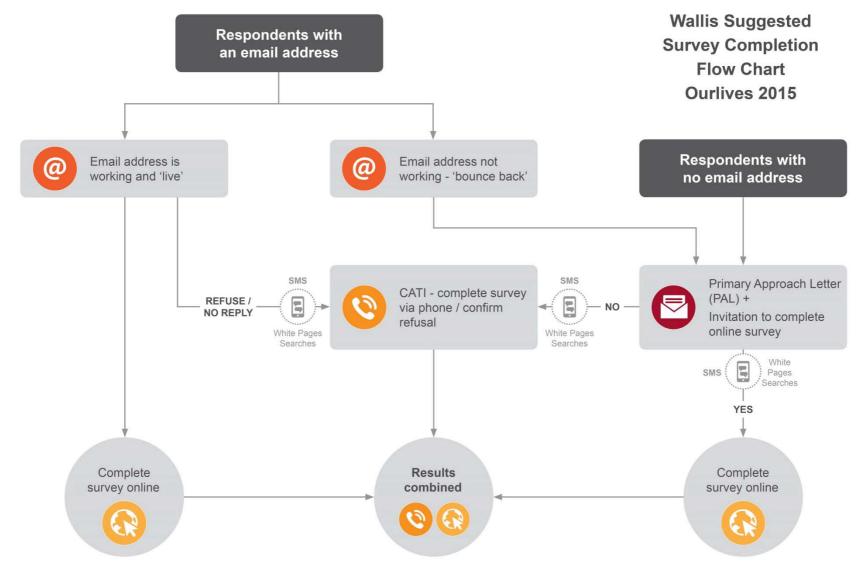
In addition to the bi-annual interview, we keep in touch with respondents in the following ways:

- Prior to fieldwork, respondents were posted a mailer advising that the survey is about to commence. As part of this mailer there will be a section where respondents can amend/update their details if necessary, which can be removed and mailed back to Wallis. Copies of these documents are included as Appendix 1.
- An online invitation was sent a few days after the self-mailer was posted. This will contain a link to the online version of the survey.
- A reminder email is schedule to be sent on the Friday prior to CATI calling commencing.
- CATI calling will commence in early August to those who have not yet completed the survey. The purpose of the phone call is primarily to remind people to participate in the survey. However, respondents will also have an opportunity to complete the survey immediately if they wish. This would be a good outcome. Alternatively respondents may elect to make an appointment to complete the survey over the phone at another time.
- After two weeks from when the initial invites were sent, a reminder email will be sent to those who have not yet participated.
- Further reminder emails/SMS's will be sent as appropriate.
- Respondents can contact Wallis with any queries or to update their contact details by calling 1800 113 444 or by emailing be <u>ourlives@wallisgroup.com.au</u>.





Figure 5 Our Lives Approach Flow Chart







3.7 SAMPLE MANAGEMENT

Sample member not available on phone number provided

If our sample member is no longer available on the phone number provided, the first thing you should do is see if people living in the household you have called are able to provide new contact details. If you are able to obtain a new number you need to record the details and then set an appointment so that the number gets served again straight away.

If the current occupant is unable or unwilling to provide contact details for the sample member and there is no contact person information displayed, then you should record this case as 'unable to trace' and record all available information for subsequent tracking. This would also apply if the household members cannot give you a new number but tells you something like "I think they moved to Sydney", and there are no contact person details available. Obviously you should record that the person may have moved to Sydney and who provided this information. These clues will improve our chances of tracking down and interviewing the respondent.

When and how to use contact person details

If the current occupant of the household is not able to provide contact details for our sample member but we do have details for an alternative contact, then you should follow the procedure set out on the following page.



Figure 6 When and how to use contact person details









3.8 PILOT TEST

Wallis conducted a pilot test with Monash University staff members on July 20, 2015 to ensure the survey ran smoothly, logically and free from error. From this the two interviewers and four respondents involved gave some insightful feedback.

3.9 FIELD DATES

Phone interviewing is scheduled to begin on 17th August 2015 with data collection finishing at the end of October, 2015.

3.10 INTERVIEWER PROMPT SHEET

A FAQ form will be provided to each interviewer (a copy is also provided in the instructions). It covers questions such as, "How did you get this number?" through to what to say if a respondent becomes distressed. The information sheet also includes key phone numbers which can be passed on to the respondent if required. This prompt sheet will need to be with you at all times while interviewing.

3.11 DEBRIEFING

Please complete your de-briefing forms as you interview, not at the end of interviewing. Please keep note of anything that arises rather than waiting until the end of the interviewing period.

The debriefing date is scheduled for October 12th 2015.

3.12 INCENTIVES

All participating respondents will be given the opportunity to enter a prize draw to win one of 10 \$500 Coles Myer gift cards. At the end of the interview, you will confirm the respondent's contact details which will be used to notify the respondent if they should win.

The prize draw will be held at our office on January 15th. Winners will be notified by phone or by email. The prize draw winners will be published on the Our Lives website on **9 February 2016**.





4.0 GENERAL INTERVIEWING INSTRUCTIONS

Although we are using CATI to administer the questionnaire, there are three things that you must always keep in mind regardless of the interview format:

- Read the questions exactly as worded (this is particularly important given that most respondents will be completing the survey online and therefore will see the exact wording of the question)
- Record the answers accurately
- <u>Probe</u> fully as appropriate.

In this section, we aim to give you a broad appreciation of the key design aspects of the questionnaire, the conventions employed and the procedures you have to use.

4.1 ASKING THE QUESTIONS AS WORDED

You must ask all questions in the questionnaire exactly as worded. You can alter the whole meaning of a question simply by changing one word in a question or by changing a word from singular to plural.

If a respondent seems to be having difficulty understanding a particular question, be patient and repeat the question. Allow the respondent time to consider the question and their answer. If necessary, explain the question further, using the information provided in these instructions. **DO NOT** ask it in your own words, and do not suggest to the respondent what their answers should be. Make sure you resist the temptation to reword the questions.

4.2 RECORDING ANSWERS ACCURATELY

There are two situations that require you to write the respondent's answer verbatim.

- Open-ended questions, and
- Other 'SPECIFY' responses.

Make sure the respondent's answer does not fit into any of the pre-coded responses before you use this option.

Record responses to open ended questions and "other specifies" in the first person (e.g. "I was unable to get work" rather than the third person "he was unable to get work"). This will help you when it comes to recording responses verbatim.

4.3 **PROBING**

Probing is a means of obtaining an accurate response to a question. You must probe when the respondent does not volunteer enough information, or when the answer is unclear or ambiguous or you can't decide between two pre-coded responses.





Probing is a way of asking for more information, but without changing the meaning of the original question. In other words, probing has to be neutral. For example if the respondent is asked:

"What is your employer's main kind of business?"

A respondent could answer:

"Retailer"

The question requires more specific detail. You can do one of a number of things:

- You can assume you know what it means, but you may be quite wrong; SO THIS IS NEVER ACCEPTABLE.
- You can use a neutral probe. For example, you could say "What kind of retailer?" Alternatively, if the respondent is still unclear, you could ask "How would you describe your employer's main kind of business?"

It is extremely important that you never lead the respondent, suggest specific answers or interpret responses. The art of probing is the art of explaining questions or clarifying responses in a neutral way.

For some questions, specific definitions are given in the Interviewer's Instructions or in notes on-screen. In these cases, you may use the definition to explain the meaning of the question.

For all open-ended questions, you must probe until you are satisfied that the answer provided is clear and unambiguous, and provides enough information to allow office coders to allocate a code to the answer.

There are two main areas of the questionnaire where you will always have to probe to ensure you have obtained sufficient information. These are occupation/industry questions and questions related to type of study.

While it is important to probe to get enough information to enable a specific question to be coded, we do not want you to obtain information that is not needed, e.g., the types of different computers a clerk works on in their job etc.

4.4 OCCUPATION QUESTIONS

The occupation data collected in the questionnaire will be coded in accordance with the Australia & New Zealand Standard Classification of Occupations (ANZSCO). In order to do this, at a minimum you will need to establish from your respondent:





- a) the name or title of their job (which provides a partial description of the work involved, for example, dentist, bank teller, shop assistant), and
- b) a description of the things the respondent does for **most** of the day in the job.

It is never enough to record vague or general occupation descriptions or job titles such as "manager", "clerk", "shop assistant" etc. It is also not sufficient to record terms like "factory worker", "company manager", or "office clerk". These descriptions are not an adequate description of the respondent's occupation. Neither is an indication of the type of industry they work in – such as "I work in McDonalds" You need to know what they do there.

To find out the person's specific trade, activities, task or duties you may have to ask further questions such as:

"what is your position?"

"what activities does your job involve?" or "tell me what you actually do?"

The level of detail needed to code occupation can be illustrated by the occupation "service cashier".

The respondent gave the answer:

"I'm service cashier and help manage staff on the front end".

This information is not sufficient to code the occupation of service cashier. We need to know what the respondent does **most** of the day. If that person serves customers on the register most of the day, then that would be coded as Cashier, not as a Manager.

Another example where more detail is essential to code occupation is for the occupation "Nurse". There are about 30 different ANZSCO codes for nursing occupations ranging from Student Registered Nurse to Spinal Injuries Nurse, Psychiatric Nurse, Midwife, Infant Welfare Nurse, and so on. It is difficult to code accurately unless you are able to obtain a detailed description from the respondent.

If a respondent gave an answer such as "nursing" it would be impossible to code. We cannot accept a `title' only, we need information about the main things the respondent does (tasks and duties). For example: "provide nursing care and health counselling to individuals and families, advice on occupational health and safety and liaison with welfare workers". This description would then enable us to code the respondent to "Registered Community Health Nurse".







- Some of the poor occupation descriptions provided on similar questionnaires in the past include:
 - o Assistant/hire service
 - An office of architecture/an architect student
 - o Waterboard/leading hand
 - o Works in bakery section/Coles

It is difficult to know what each of these people does each day - are they managers, trades persons, machine operators, labourers, salespersons, etc.? If they are managers, what do they do as managers? Who do they manage? What area of work are they involved in? What are their usual daily tasks? If they are salespersons, what do they sell? Who do they sell to? Do they do other tasks as well in the shop or business? Do they order materials, perform receptionist duties, etc.?

These are the sort of questions you must ask yourself about each occupation description the respondent gives you. We don't need every little detail about what they sell or how they manage, but we do need to know their **main tasks and duties**.

It is also important to separate the 'place they work' from the work they do. Note that in each of the above examples, the place they work is offered as part of the job description, but this generally doesn't offer any assistance for coding.





5.0 QUESTIONNAIRE

The questionnaire has been drafted by Monash.

5.1 GENERAL STRUCTURE OF QUESTIONNAIRE

Types of Questions

At a basic level there are 5 question types included in this survey.

- Simple closed questions where answers are selected from a pre-coded list.
- 10 point scale rating, where respondents are asked to rate their answer by choosing a number between 1 and 10, with a rating of 1 being that they don't associate with the question being asked, while a rating of 10 is where they absolutely associate with the question being asked. Please note there is no zero rating on this scale, therefore absolutely 'don't believe/agree' etc. should be given a rating of 1. If a respondent says "somewhere in the middle", you will need to respond with, "Would that be a rating of 5 or 6 would you say"
- 5 point rating scale, where respondents are asked to choose a worded response to how much they associate with a statement. With these types of questions you may need to clarify with the respondent the extent of their reply. For example if they answer agree or disagree to a statement, you will need to ask whether that is strongly agree/disagree or just agree/disagree
- Direct questions asking for specific information, (e.g. weight, height, date, salary) where respondents are asked to disclose a numeric value in response to the question. For some of these questions the respondent may not know accurately, but always encourage their best guess. If a respondent appears to be having difficulty to recall the answer to these questions. Please be patient. Do not offer or read out the 'don't know/prefer not to say' option if this option is offered. This 'non-response' is only to be used if the respondent is adamant they can't say.
- Open ended questions only occur in the sections relating to types of study and types of employment. For these questions obtain the full name/title of job or course. For the job tasks, make sure you are not too general and you encourage them to disclose specific job tasks, e.g. "drive a fork lift" instead of "drive a machine".

Inclusion of Non Response Codes

Where a question includes an option for you to code an answer as 'don't know' or 'prefer not to say', <u>please make sure that you do not read out 'don't know or</u> 'preferred not to say' as part of a coded response list or voluntarily offer these to the respondent as an answer option to a question. These are only to be used if the respondent is adamant that they cannot provide an answer. For the questions where the non-response option is included, we do not want to upset respondents by





forcing them to answer, but at the same time we would like them to be given the chance to consider and provide a response where possible.

You should note that not all questions in this survey offer a 'non response' option. For these questions, if the respondent is having trouble giving an answer, reassure them that it is okay and their best guess will be sufficient.

Survey Sensitivities

As mentioned earlier in these instructions, there are some questions that could be considered rather sensitive.

If you notice that a respondent is feeling uncomfortable, please remain sensitive but as unbiased and neutral as possible. Please try to make the respondent comfortable by being warm in nature, but do not offer opinion, counsel or try to empathise too much with the respondent. Never repeat an answer with an emotive tone or sound 'surprised'.

Some questions, particularly in the wellbeing section, may trigger a respondent to become distressed. Whilst we do not expect this to happen, we need to be prepared for if and when it does. We have pre-empted the questions where this could occur and for these questions a script and a counselling phone number will appear on screen. We will need to rely on your discretion on whether this needs to be used. In extreme cases, you may need to terminate the interview and find out what you can do to help them. You will have a list of possible help services that you can offer to the found at respondent. which can also be our website (http://www.wallisgroup.com.au/ourlives/). If you feel out of your depth at any time, please ask the respondent to remain on hold for a short time and seek help immediately from you supervisor.

In the unlikely event that a respondent becomes distressed at other points in the questionnaire where the script and counselling number does not appear, please use your information sheet to offer some counselling phone numbers and/or follow the same procedure as above.





5.2 INTRODUCTION – SCREENING

The way in which you introduce the survey is critical to obtaining a successful outcome. It is desirable, especially given that the respondent has already been invited and been given a chance to complete the survey online, that the interview is done at the first point of CATI calling. The introduction is worded so as to reaffirm the importance of the survey and to give the opportunity for immediate completion. Referring to the pre survey letter is an effective way of establishing your credentials and the mention of the prize draw will, we hope, be a big drawcard for respondents. Do not volunteer more information than provided in the scripted introduction unless it is necessary to do so.

5.3 MAIN SURVEY - OVERVIEW

The questionnaire is largely in five parts.

Section A: Health, Wellbeing and Participation

Section B: Politics & Society

Section C: Study, Work & Career Pathways

Section D: Relationships & Living Situation

Section E: Technology Use

5.4 SECTION BREAKDOWN

Section A Health, Wellbeing & Participation

This section asks respondents about their general health and wellbeing - mentally, physically and socially.

As some questions relate to personal wellbeing, it is possible that some respondents may become distressed. For further information on how to handle such a situation, please refer to the *Survey Sensitivities* section in these instructions.

A1-A6 These questions refer to general wellbeing.

If the respondent is hesitant, you can prompt with some of the coded responses in this section if you feel it will help to get the respondent on track. However, do pause and give the respondent time to answer. This will be particularly important if the respondent is not feeling particularly happy. Remain sensitive but unbiased in your response. Please refer to the *Survey Sensitivities* section in these instructions to help with what to do if a respondent becomes distressed.

A7 This question asks about participation in moderate or intensive physical activity. Please note that moderate level physical activity includes exercise that causes a slight increase in breathing and hear rate, such as brisk walking.





A8-A11	These questions ask about tobacco and alcohol intake.
	Please note that the alcohol intake questions refer to consumption in the last 12 months.
	A11 refers to a standard drink, which is a small glass of wine, 285ml of regular beer, nip of spirits or mixed drink.
A12-A13	These questions refer to height and weight. It is very possible that respondents may not know the answer accurately, so please encourage best guess.
A14	For this question you will read out a list of different types of organisations. For each organisation, respondents are asked if they are an active member, inactive member or not a member. The definition of an active/inactive member is at the assessment of the respondent, there is no conclusive definition. If a respondent says they are not sure, ask if they feel they are an active member or inactive member.
A15	This question asks about contact with those outside their household. Please allow the respondent to answer then fit it in with the appropriate code. If you feel that after an appropriate amount of time, the respondent is still unsure how to answer, you may prompt some of the codes to assist them.

Section B Politics & Society

This section asks about a variety of cultural and political issues.

B1-B2	Asks about some cultural, political and environmental views. It is possible that some of the statements may be viewed as rather provocative. You may get a strong reaction to some of these and that is okay. However, the respondent needs only to answer whether they agree or disagree, so avoid going in to detail or encouraging opinion beyond 'agree' or 'disagree'. If a respondent answers 'agree' or 'disagree' ask if that's 'strongly agree/disagree' or 'simply agree/disagree'.
В3	This question asks for a rating between 1 and 10 on whether the respondent believes that climate change is actually happening. Respondents must give a rating, so please be patient. If the respondent appears to be having trouble giving a rating, please ask for their best guess.
B4	This question asks about the respondent's interest level in politics. You are to read out the coded responses to this question.
B5-B6	These questions ask about the respondent's support for a political party. Respondents can give a 'non response' to this question, but please do not promote this





B7-B8	These questions ask respondents their level trust with different groups of people and people overall.
	For B7 you will need to confirm with the respondent the level of trust, i.e. whether that's a great deal of trust, quite a lot of trust, not very much trust or no trust at all.
	For either question there is not an option for don't know/refused, so if a respondent is having trouble deciding how to answer, just encourage them to answer with their best guess.
В9	This question asks about the importance of community involvement. Again if the respondent simply answers with important/not important, you will need to verify to which level, i.e. very, somewhat, not very or not at all.
	There is not an option for don't know/refused, so if a respondent is having trouble deciding how to answer, just encourage them to answer with their best guess.
B10	For this question you are to read out a list of different groups of people and ask if there are any of the selected groups of people that the respondent would <u>not</u> like as neighbours. Please enter in as many codes as the respondent answers. If the respondent does not answer any of the codes, then ask code 10 "I wouldn't mind having any of these groups of people as neighbours". For this question, please ask the respondent to say 'no' if they would not
	like a specific group as neighbours.
B11	This question asks for a rating between 1 and 10 the importance of religion is in the respondents life.

Section C Study, Work & Career Pathways

These questions ask about respondents experience and future aspirations relating to education and career.

C1-C3	These questions ask whether respondents have completed year 12 and with what qualification. Please note that this will only be asked of respondents who did not participate in Wave 4.
	Please note that the some of the qualifications in C2 and C3 are Queensland specific, in particular, QCIA (Queensland Certificate of Individual Achievement), QCE (Queensland Certificate of Education), Senior Statement and Overall Position (OP). International Baccalaureate Diploma is an internationally recognised certificate offered at select schools.
C4	This question asks for the MAIN activity conducted last week. It is a single response. You are to read out the possible responses and code one only.





C5-C10	Asks about current study.
	C10 asks for the month and year that they started their current course. It is acceptable for the respondent to give the year only if the month is not known. However, please probe for best guess before accepting a 'don't know' response.
	Please note that C5 Are you currently studying and C7 Are you mostly studying full-time or par-time will be skipped if the respondent answered studying full/part time at as their main activity last week at C4
C11	Asks about the sources of income whilst studying. You can accept more than one answer for this question. If necessary, you can prompt with some of the codes.
C12	Asked of those who are not currently studying. We are looking for the main reason the respondents are not studying. If more the one reason is given, ask for the most important reason.
C13	Asks for other study that the respondent began or completed since finishing high school. Please note that this does not include any course mentioned in questions C5-C10.
C14-C16	This asks for the highest level of study the respondent has attempted since leaving secondary school. Please note we do not only want completed here as we follow up with a question asking what the outcome of the study. This may be completed, withdrew, failed or deferred or changed to another course.
C17	Asks for any other qualifications that the respondent may have obtained to help them secure employment. Please code all that apply. Please read out all the possible responses.
C18	Asks if the respondent is currently in a paid job
C19	Asks if they have more than one job. If they say they have more than one job, ask if they have 2 jobs or more than 2 jobs then code appropriately.
C20-27	Asks about their job, or if they have more than one job their main job. Please note that the main job refers to the job where the respondent usually works the most hours per week .
	For each question, please always encourage best guess.
	For the salary based questions, respondents may refuse to answer, but please do not encourage this or read out this possibility as a code. Please note that salary is before the tax is taken out (gross) and best guess for these questions are acceptable.
	C25B/C Kind of work. Please obtain the full title and the main tasks that are required for this job.
C28-34	Questions are asked as for the main job. However if there are more than two jobs we are asking about all other jobs combined except for the main job referred to in C20-27
C36-C38	These questions only refer to past jobs and not any that the respondent is currently employed in.





C39	These questions relate to current income. You may read out if necessary. Respondent can prefer not to say, but do not read out this option.
C40	This question refers to government payments and not income received from other sources. If a respondent specifies a type of government payment not on the pre-coded list then choose other and record verbatim. Do not read out the pre-coded responses.
	Please note that if a respondent has already mentioned previously that they receive Youth Allowance for study, this will display as part of the question, therefore do not code it again here. If they haven't mention Youth Allowance earlier then it will not appear as part of the question, therefore you can code it here if they receive it for other reasons.
C41-C42	These ask about future career plans. Please obtain full aspirational career title (i.e. not just manager but sales manager/not just lawyer, but criminal lawyer etc.) as well as tasks the respondent feels they may be doing in this role. Encourage best guess
C43-C44	Asks about future study plans

Section D Relationships and Living Situation

This section asks about the respondent's current living situation and relationships. Please note that some questions in this section are of a personal nature, so please remain unbiased and try to make the respondent feel as comfortable as possible

D1	Asks about the respondent's current living situation. You will need to read out this list. Please read the complete list to the respondent before taking the respondent's answer. However, if a respondent interrupts and says, for example, they live with their parents, you will need to confirm whether they only live with their parents or with their parents and their romantic partner. If a respondent says they live with their partner in a shared household, please code at 5 'I mostly live with friends/housemates in a shared household'
D2	If the respondent does not live with their parents or does not live with their partner and their parents or their partner's parents, then we ask whether they own their home or renting
D3-D4	Asks whether they financially contribute to their place of residence. Please note that this is their own personal contribution only, and not their combined contribution with a partner/housemate etc.
D5-D6	For those who are living with their parents, we ask if they have ever lived away from their parents and, if so, when. We ask for the month and year they stopped living with their parents. If they are not sure, ask for best guess. Year is acceptable if that is all they can recall.
D7	Ask whether the respondent has ever moved back with their parents. If they say yes, you will need to prompt whether they moved back once or more than once
D8	We ask when the respondent moved back with their parents. If they have moved back more than once, we ask for the most recent time. We ask for





the month and year they stopped living with their parents. If they are not sure, ask for best guess. Year is acceptable if that is all they can recall.

- **D9** Asks the importance of buying your own home by the time your reach 30. This is asked of everyone, even if they own a home. You are to read out the coded responses.
- **D10** Asks how many people live with the respondent. This includes everyone that lives in their house on a permanent basis, regardless of what relationship they have to the respondent.
- **D11** Asks about how many children the respondent has. This is regardless of whether the children, lives with the respondent or not. This refers to biological children.
- D12 Of those that have children we ask the number of biological children living with them
- D13 Asks for the month and year that the respondent first became a parent
- D14 Asks about sexual orientation. This may potentially be a confronting question. There is an option for them to opt out of this question, however, please be patient, neutral and do not highlight the option to refuse to answer.
- D15 Ask about relationship status. Please read out the different options
- **D16** Is asked of those in a relationship. In order to be able to refer to them in the question set, we ask the respondent for a name. This is so we can refer to them in future surveys. If the respondent does not want to give a name then initials are acceptable. They just need to be able to recognise the partner reference either name or initial for future surveys. The names will not be used for any other purpose.
- **D17** Is asked of those who are married only, when they got married. We ask for the month and year. If they are not sure, ask for best guess. Year is acceptable if that is all they can recall.
- **D18** Is asked of those that are married or living together. We ask when they began living together. We ask for the month and year. If they are not sure, ask for best guess. Year is acceptable if that is all they can recall.
- D19-D20 Is asked of those in a relationship.
 - D19 ask when the relationship began. We ask for the month and year. If they are not sure, ask for best guess. Year is acceptable if that is all they can recall.
- **D21** Asks for level of commitment to partner on a 10 point scale, where a rating of 1 is not committed at all and a rating of 10 is very committed.
- D22 Asks based on a 1-10 rating scale for level of satisfaction with relationship.
- **D23-26** Asks about sexual partners. This is a sensitive section. Please remain neutral and relaxed as possible so that the respondent has a chance to feel safe and comfortable to answer these questions. A 'refusal' option is available for these questions, but please only use if the respondent absolutely cannot or will not answer the question. Please do not volunteer





	this as an option or read out.
D27-D28	Asks about relationship plans. You will read out the possible answers to these questions.
D29	This question asks about the importance of certain attributes in a partner. You will read a list of statements. The respondent will answer based on a five point worded scale. If respondent answers important/not important, you will need to ask whether that is very/somewhat important or not very/not at all important
D30	Asks how strongly the respondent wants to have children. Or if they have children, how strongly they would like to have more children. This is based on the 10 point scale, where '1' is don't want to have children and '10' is definitely want to have children.
D31	Asks for the ideal number of children to have. This is overall and regardless of the number of children the respondent may or may not have at present. This is not asked of those who answer 'definitely do not want to have children' at D30.
D32	This asks how many children the respondent expects to have. This is not necessarily based on how they answer D31, but obviously has to include any children they have now.
D33	You will read from a list of statements that people may consider when deciding to have children. You will ask, based on a 5 point worded scale, how important each statement is for the planning of when to have children.
D34	Respondents will need to use a 5 point worded scale, how confident certain people in their life won't let them down. You will need to read out each list and the respondent will rate accordingly.

Section E Technology Use

This is a very short and straightforward section.

E1	You will read out a list of electronic devices and respondents will need to disclose which ones they use for accessing the internet at least once a week. You can select all that apply.
E2	You will read a list of statements regarding skills with technology. Respondents will need to rate themselves using the 5 point scale based on confident/not confident. If respondent answers confident you will need to ask whether that is very confident, confident or somewhat confident or if they answer not confident you will need to ask if it is not at all confident or not very confident.
E3	Is based on a 10 point scale. You will need to read a list of statements and ask the respondent how disruptive it would be for the respondent to conduct these activities/have knowledge of certain aspects if they were without internet access for a week. Rating '1' is no disruption at all, while rating '10' is extremely disruptive.





Close and Recontact

As this is a longitudinal study, we need to confirm contact details for future surveys.

At this point we also need to collect their contact details to enter them into the prize draw.

We need to ask for their contact details so that we can contact them again. This includes up to two phone numbers, two email addresses, postal address, and any address that they may move to within the next six months, as they are willing to give (i.e. mobile, home, work), address and email. All information supplied by the respondent at the time of their last interview, and subsequently as part of our intersurvey contact has been included for checking or amending at this point.

We also ask if we can get a contact number for someone not living with them who may be able to help us get in contact with them (i.e. for reasons such as they move home, go on a long trip etc.). You may need to assure the respondent that we will only contact this person if we can't get hold of them using the details they given us. You may also need to assure them that we will not disclose the nature of the survey to this person and that their privacy will be maintained. An alternate contact may have been previously provided, and in these instances you will need to confirm whether these details are still relevant or accurate.

We also ask whether the respondents partner may be interested in future research. This does not mean they will be called; we are just gauging the interest level at this stage.

Finally we ask how interesting the respondent found the survey and we also ask if respondents would like to provide some feedback about the survey. We have already had a look at some of the feedback we have received from the online survey, and there are a number of respondents who are keen to see some results from the survey. If this is mentioned, you may want to refer them to the publications on the Monash 'Our Lives' website (<u>http://artsonline.monash.edu.au/ourlives</u>). You may also want to mention that there are plans to provide a summary of results to participants at the end of the data collection period, and that they may want to start looking out for this at the end the year/beginning of 2016.

If you have any questions regarding the survey please speak to the supervisor or contact Josephine on ex 622 or Amber on ex 624.

Thank you and good luck.









Social Futures & Life Pathways of Young People in Queensland A Longitudinal Project | & MONASH University







WG4278



You are making a difference to Australia's future...

Thanks to you, Australia now has some invaluable insights into young people's views of the future and how their experiences and choices guide them through life. You are giving young Australians a voice.

We sincerely thank you for your continued commitment to the Our Lives project. Without you we would not be able to continue with this vital work. We look forward to your participation in this important survey.



2015

Social Futures & Life Pathways of Young People in Queensland A Longitudinal Project 🛛 👵 MONASH University

What's the project about?

The Social Futures and Life Pathways project, better known as 'Our Lives' is an ongoing study on a select group of young people who began high school in Queensland in 2006. You are part of this special group of people.

Essentially the Our Lives project looks at how global change and uncertainty is affecting the attitudes, behaviours and life journey of young Australians. 2015 will mark the fifth wave of the survey, and will focus on young people's experiences with employment, tertiary education, relationships as well as attitudes to some social and political issues.

More detail about this study can be found in the enclosed explanatory statement from Monash University or on the following websites:

http://artsonline.monash.edu.au/ourlives or www.wallisgroup.com.au/ourlives

Who's running it?

The Our Lives project is managed by one of Australia's most highly regarded universities, Monash University and funded by the Australian Research Council (ARC).

This year Wallis Market and Social Research will manage the entire survey process and data collection on behalf of Monash University.

So who's Wallis?

Well let us introduce ourselves. Wallis has been in operation for almost 25 years and we are undisputed leaders in research, data collection and privacy best practise. We have extensive experience in managing projects such as this one and we are delighted to be teaming up with you and Monash on this very important study.

Keep in touch

Your ongoing involvement is what makes Our Lives so valuable, so please stay in touch. You can update your details by:

() calling Wallis on 1800 113 444 (toll free on most mobiles)

emailing ourlives@wallisgroup.com.au

updating the form below and posting it back to Wallis via the reply paid address. No stamp required, even if using an envelope.

Thank YOU





Social Futures & Life Pathways of Young People in Queensland A Longitudinal Project 🛛 🐰 MONASH University

We look forward to your participation in this important survey...

You can access the survey at:

http://artsonline.monash.edu.au/ourlives

Simply click on the link to the survey and enter your unique PIN:

<LOGINID>

Complete the survey by 31 October 2015 to go into the draw to win one A \$500 Gift Card of 10 \$500 Coles Myer gift cards

Contact for Survey Assistance and Enquiries

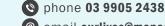
Wallis Market and Social Research is an independent national research company engaged by Monash University to manage the data collection, if you have questions about the survey, contact Wallis:

phone **1800 113 444** (toll free on most mobiles)

@ email ourlives@wallisgroup.com.au

Contact for Research Enquiries

If you have questions about the research, contact the Our Lives Project Team at Monash University:



email ourlives@monash.edu

Contact for Privacy and Confidentiality Enquiries

If you have any privacy and confidentiality concerns, please contact the Executive Officer, Monash University Human Research Ethics Committee (MUHREC):

Phone 03 9905 2052

email muhrec@monash.edu

For further details, please read the enclosed explanatory statement.



Prizes will be drawn 15 January 2016 and winners will be notified by phone or email, so make sure Wallis has your correct details. Winners will be announced on the Our Lives website http://artsonline.monash.edu.au/ourlives. For full prize draw terms go to www.wallisgroup.com.au/ourlives.

TEAR HERE

Are your details correct?

Name: <FNAMF> <I NAMF> Address: <STREET> City/Suburb: <SUBURB> State: <STATE> Postcode: < PCODE> Other Ph: < PHONE2> Ph: <PHONE> Email1: < EMAIL> Email2: <EMAIL2>

If not, please update your details below:

..... **Delivery Address:** Ground Floor 116-120 Balmain Street **CREMORNE VIC 3121**

No stamp required if posted in Australia

Wallis Market & Social Research Reply Paid 86654 **CREMORNE VIC 3121**

Invitation text Subject box: Our Lives 2015 Survey – You are making a difference



Dear <FName>,

Thank you for being part of the Our Lives project. This year Wallis Strategic, Market & Social Research are delighted to be working with Monash University as the data collection agency for this project.

Since 2006, your participation has already led to some valuable insights into how global change and uncertainty is affecting the attitudes, behaviour and life journey of young Australians.

2015 will mark the fifth wave of the survey, and will focus on young people's experiences with employment, tertiary education, relationships as well as attitudes to some social and political issues. More details about this study, including information regarding your privacy, can be found in the <u>explanatory statement</u> from Monash University.

To make your participation easier, Wallis invites you to complete your Our Lives interview online.

To start, please click the link below:

< Link>

The survey should take about 25 minutes to complete.

By completing your 2015 interview, you will be entered into a draw to win one of 10 **\$500 Coles Myer Gift Cards** (click here for prize draw terms and conditions).

If you have any queries regarding this survey, please contact Wallis on 1800 113 444 or by emailing ourlives@wallisgroup.com.au.

We sincerely thank you for your continued commitment to the Our Lives project. Without you we would not be able to continue with this vital work.

We hope you enjoy the survey.

Josephine Foti Account Director, The 'Our Lives' Project Wallis Strategic Market & Social Research **Dr Jonathan Smith** Research Fellow, The 'Our Lives' Project Monash University (Clayton Campus)











Social Futures & Life Pathways of Young People in Queensland





Australian Achiever

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OUR LIVES 2015		Social Futures & Life Pathways of Young People in Queensland A Longitudinal Project Structure MONASH University
	Progress the 2015 Our Lives Project! Please enter ye	33% our information below:
	Enter the 5 digit two letters number here here	
	Back Next	
Wallis strategic market & social research	a c e a t	MONASH University





Social Futures & Life Pathways of Young People in Queensland

APPENDIX 3 2015 University Semester Dates

2015



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WG4278

Universities Australia	Summer		Last Teaching Day -		Autumn		Last Teaching Day -		Spring		Last Teaching Day -	
	Session ^	Mid-Term Break		Exam Period	Session Start	Mid-Term Break		Exam Period	Session Start	Mid-Term Break		Exam Period
Members' Universities	Start Date		Summer Session ^		Date		Autumn Session		Date		Spring Session	
NEW SOUTH WALES												
Charles Sturt University	17 Nov 14	22 Dec - 04 Jan	06 Feb	09 Feb - 13 Feb	02 Mar	13 Apr - 26 Apr	05 Jun	09 un - 19 un	13 Jul	24 Aug - 04 Sep	16 Oct	19 Oct - 30 Oct
Macquarie University	08 Dec 14	20 Dec - 05 Jan	23 an	27 Jan - 02 Feb	23 Feb	06 Apr - 17 Apr	05 Jun	09 Jun - 26 Jun	27 Jul	14 Sep - 25 Sep	06 Nov	09 Nov - 27 Nov
Southern Cross University #	20 Oct 14	25 Dec - 01 Jan	l 6 Jan	22 an - 31 an	16 Feb	30 Mar - 02 Apr	15 May	21 May - 30 May	22 Jun	03 Aug - 07 Aug	18 Sep	24 Sep - 30 Sep
The University of New England	27 Oct 14	19 Dec - 05 Jan	23 an	27 Jan - 09 Feb	23 Feb	02 Apr - 20 Apr	29 May	01 Jun - 15 Jun	29 Jun	14 Aug - 31 Aug	02 Oct	06 Oct - 19 Oct
The University of New South Wales	01 Dec 14	20 Dec - 04 Jan	06 Feb	06 Feb - 16 Feb	02 Mar	03 Apr - 12 Apr	05 lun	12 Jun - 29 Jun	27 Jul	26 Sep - 05 Oct	30 Oct	06 Nov - 24 Nov
The University of Newcastle #	24 Nov 14	22 Dec - 02 Ian	06 Feb	09 Feb - 13 Feb	23 Feb	03 Apr - 17 Apr	05 lun	09 lun - 26 lun	27 lul	21 Sep - 05 Oct	06 Nov	09 Nov - 27 Nov
The University of Sydney *	05 Ian 15	N/A - N/A	27 Feb	N/A - N/A	02 Mar	25 Mar - 01 Apr	05 lun	15 lun - 27 lun	27 lul	28 Sep - 02 Oct	28 Oct	09 Nov - 21 Nov
University of Technology, Sydney *	01 Dec 14	25 Dec - 01 Ian	30 Ian	02 Feb - 06 Feb	23 Feb	20 Apr - 24 Apr	05 lun	06 lun - 26 lun	27 lul	28 Sep - 02 Oct	06 Nov	07 Nov - 27 Nov
University of Western Sydney ^	05 lan 15	22 Dec - 04 Jan	04 Feb	09 Feb - 15 Feb	23 Feb	13 Apr - 19 Apr	29 May	09 Jun - 28 Jun	20 lul	14 Sep - 20 Sep	23 Oct	02 Nov - 22 Nov
University of Wollongong	01 Dec 14	22 Dec - 02 Ian	30 Ian	09 Feb - 13 Feb	02 Mar	06 Apr - 10 Apr	05 lun	13 lun - 25 lun	27 lul	28 Sep - 02 Oct	30 Oct	07 Nov - 19 Nov
VICTORIA						••••		1	14 1			1
Deakin University #	10 Nov 14	22 Dec - 04 Ian	06 Feb	12 Feb - 20 Feb	09 Mar	03 Apr - 12 Apr	29 May	08 lun - 19 lun	13 lul	10 Aug - 16 Aug	02 Oct	12 Oct - 23 Oct
Federation University Australia	16 Nov 14	25 Dec - 01 Jan	27 Feb	N/A - N/A	02 Mar	06 Apr - 17 Apr	05 lun	15 Jun - 26-Jun	27 lul	21 Sep - 02 Oct	30 Oct	09 Nov - 20-Nov
La Trobe University (a)	27 Oct 14	08 Dec - 02 Jan	13 Feb	17 Feb - 20 Feb	02 Mar	06 Apr - 10 Apr	29 May	05 Jun - 25 Jun	27 jul	28 Sep - 02 Oct	23 Oct	30 Oct - 19 Nov
Monash University *	01 Nov 14	24 Dec - 02 Jan	20 Feb	09 Feb - 11 Feb	02 Mar	03 Apr - 10 Apr	29 May	08 Jun - 26 Jun	27 jul	28 Sep - 02 Oct	23 Oct	02 Nov - 20 Nov
RMIT University	02 Jan 15	N/A - N/A	31 Mar	N/A - N/A	02 Mar	02 Apr - 08 Apr	29 May	08 lun - 26 lun	20 Jul	31 Aug - 06 Sep	16 Oct	26 Oct - 13 Nov
Swinburne University of Technology *	05 Jan 15	N/A - N/A	15 Feb	09 Feb - 14 Feb	02 Mar	02 Apr - 08 Apr	31 May	05 Jun - 21 Jun	03 Aug	14 Sep - 20 Sep	01 Nov	06 Nov - 22 Nov
The University of Melbourne	05 Jan 15	N/A - N/A	27 Feb	N/A - N/A	02 Mar	03 Apr - 12 Apr	29 May	09 Jun - 26 Jun	27 lul	28 Sep - 04 Oct	23 Oct	26 Oct - 06 Dec
Victoria University *	10 Nov 14	N/A - N/A	30 Jan	N/A - N/A	23 Feb	03 Apr - 12 Apr 03 Apr - 17 Apr	22 May	01 Jun - 19 Jun	20 Jul	28 Sep - 02 Oct	16 Oct	26 Oct - 13 Nov
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Bond University #	19 Ian 15	N/A - N/A	10 Apr	17 Apr - 24 Apr	18 May	N/A - N/A	07 Aug	14 Aug - 22 Aug	14 Sep	N/A - N/A	04 Dec	II Dec - 19 Dec
		0 Dec - 05 Dec										
CQUniversity Australia # (b)	27 Oct 14	25 Dec - 01 Jan	30 Jan	02 Feb - 06 Feb	09 Mar	13 Apr - 17 Apr	05 Jun	II Jun - 19 Jun	I 3 Jul	17 Aug - 21 Aug	09 Oct	15 Oct - 23 Oct
Griffith University * ^	01 Dec 14	20 Dec - 04 Jan	13 Feb	N/A - N/A	02 Mar	03 Apr - 12 Apr	05 Jun	13 Jun - 27 Jun	27 jul	26 Sep - 04 Oct	30 Oct	07 Nov - 21 Nov
James Cook University * ^ (c)	N/A	N/A - N/A	N/A	N/A - N/A	23 Feb	20 Apr - 26 Apr	29 May	06 jun - 19 jun	27 jul	28 Sep - 02 Oct	30 Oct	07 Nov - 20 Nov
Queensland University of Technology	17 Nov 14	29 Dec - 02 Jan	13 Feb	16 Feb - 20 Feb	23 Feb	06 Apr - 10 Apr	01 Jun	06 Jun - 23 Jun	20 jul	28 Sep - 02 Oct	27 Oct	31 Oct - 14 Nov
The University of Queensland	01 Dec 14	25 Dec - 31 Dec	24 Jan	31 Jan - 07 Feb	02 Mar	06 Apr - 11 Apr	06 Jun	13 Jun - 27 Jun	27 jul	28 Sep - 03 Oct	31 Oct	07 Nov - 21 Nov
University of Southern Queensland #	17 Nov 14	22 Dec - 01 Jan	30 Jan	02 Feb - 13 Feb	02 Mar	06 Apr - 17 Apr	12 Jun	15 Jun - 26 Jun	20 Jul	21 Sep - 02 Oct	30 Oct	02 Nov - 13 Nov
University of the Sunshine Coast *	24 Nov 14	22 Dec - 02 Jan	23 Jan	26 an - 30 an	02 Mar	06 Apr - 10 Apr	05 Jun	15 Jun - 26 Jun	27 Jul	28 Sep - 02 Oct	30 Oct	09 Nov - 20 Nov
WESTERN AUSTRALIA												
Curtin University of Technology * (b)	29 Dec 14	N/A - N/A	06 Feb	09 Feb - 13 Feb	02 Mar	06 Apr - 17 Apr	05 Jun	15 Jun - 26 Jun	03 Aug	31 Aug - 04 Sep	06 Nov	16 Nov - 27 Nov
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Edith Cowan University	01 Dec 14	23 Dec - 06 Jan	06 Feb	09 Feb - 13 Feb	23 Feb	06 Apr - 10 Apr	29 May	08 Jun - 19 Jun	27 Jul	28 Sep - 02 Oct	30 Oct	09 Nov - 20 Nov
Murdoch University * (b) (d) (e)	17 Nov 14	23 Dec - 02 Jan	09 Jan	19 Jan - 23 Jan	02 Mar	06 Apr - 12 Apr 11 May - 17 May	05 Jun	13 Jun - 26 Jun	27 Jul	24 Aug - 30 Aug 28 Sep - 04 Oct	30 Oct	07 Nov - 20 Nov
The University of Western Australia (f)	06 Ian 15	N/A - N/A	13 Feb	16 Feb - 20 Feb	23 Feb	06 Apr - 10 Apr	29 May	06 lun - 20 lun	27 lul	28 Sep - 02 Oct	30 Oct	07 Nov - 21 Nov
SOUTH AUSTRALIA												
Flinders University *	05 Ian 15	N/A - N/A	20 Feb	19 Feb - 20 Feb	02 Mar	13 Apr - 26 Apr	19 lun	22 lun - 04 lul	27 lul	21 Sep - 04 Oct	06 Nov	09 Nov - 21 Nov
The University of Adelaide	05 Jan 15	N/A - N/A	13 Feb	16 Feb - 20 Feb	02 Mar	13 Apr - 24 Apr	05 Jun	20 Jun - 03 Jul	27 Jul	21 Sep - 02 Oct	30 Oct	07 Nov - 20 Nov
University of South Australia *	03 Nov 14	25 Dec - 02 lan	06 Feb	09 Feb - 14 Feb	02 Mar	13 Apr - 24 Apr	12 lun	20 Jun - 04 Jul	27 Jul	21 Sep - 02 Oct	06 Nov	14 Nov - 28 Nov
TASMANIA	05110711	20 000 02 141	00100	07100 11100	02114	157401 217401	12 011	20 jun 01 jun	27 01	21000 02 000	001101	201101
University of Tasmania * ^	03 Nov 14	24 Dec - 01 Jan	08 Apr	N/A - N/A	23 Feb	02 Apr - 08 Apr	29 May	06 Jun - 23 Jun	13 lul	31 Aug - 04 Sep	16 Oct	24 Oct - 10 Nov
NORTHERN TERRITORY	00110711	2.000 01/01			20100	027.p. 007.pi	27 / Idy	25 jun	1.5 jui	String Of Sep		21000 101100
Charles Darwin University	10 Nov 14	22 Dec - 02 Jan	13 Feb	23 Feb - 17 Feb	02 Mar	07 Apr - 10 Apr	29 May	09 jun - 19 jun	20 Jul	07 Sep - 11 Sep	16 Oct	26 Oct - 06 Nov
AUSTRALIAN CAPITAL TERRITORY	10110714		1 10160	25100 - 17100	UZ I Idi	or npi in To Apr	27 i idy		20 jui	олоср эттэер	10 Oct	20 000 - 001100
The Australian National University *	01 Ian 15	N/A - N/A	31 Mar	N/A - N/A	16 Feb	06 Apr - 17 Apr	29 May	04 Jun - 20 Jun	20 lul	07 Sep - 18 Sep	30 Oct	05 Nov - 21 Nov
University of Canberra * (g)	N/A	N/A - N/A	N/A	N/A - N/A	I 6 Feb	06 Apr - 17 Apr 06 Apr - 10 Apr	15 May	18 May - 30 May	10 Aug	28 Sep - 02 Oct	06 Nov	09 Nov - 21 Nov
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Australian Catholic University * ^ (h)	01 Dec 14	N/A - N/A	08 Feb	N/A - N/A	23 Feb	06 Apr - 10 Apr	22 May	01 un - 21 un	27 Jul	28 Sep - 02 Oct	23 Oct	02 Nov - 22 Nov
The University of Notre Dame Australia* ^	05 Ian 14	N/A - N/A	30 Ian	02 Feb - 06 Feb	23 Feb	06 Apr - 12 Apr	29 May	08 lun - 21 lun	27 lul	28 Sep - 04 Oct	30 Oct	09 Nov - 22 Nov

Source: Universities Australia 2014 collection of data on 2015 academic dates (data provided by individual universities). This table reflects principal dates for the standard teaching sessions of each university and are subject to review later in 2014.

This document is NOT intended to fully represent the official academic/operating calendar of individual universities - please refer to their calendars for details.

Many universities now teach outside the periods shown, particularly through winter sessions during June and July (indicated by *). Individual faculties within universities (often Medicine, Health Sciences, Visual Arts and Education) may operate by different timetables.

* Summer session is offered only for a limited number of degree programs or individual subjects, which can start and finish anytime during the period. N/A indicates an ad-hoc / integrated exam period within the session. For universities operating under a two semester model, "Autumn Session" is Semester 1 and "Spring Session" is Semester 2.

University operates under a three session (trimester) model, ie. summer session is a formal teaching period for all students.

Notes:

(a) La Trobe University offers two other Summer 2 (6 weeks in duration) from 5 Jan to 13 Feb and Summer 3 (2 weeks in duration) from 2 to 13 Feb. Both share the same examination period as the Summer 1 session above. It also offers a Winter session (2 weeks in duration) from 29 Jun to 10 Jul, with examinations held from 14 to 17 Jul.

(b) Two short mid-term breaks, shown separately.

(c) No formal summer semester period, however a select number of individual subjects are offered.

(d) Murdoch University will operate a formal Winter Term from 29 June 2015 to 17 July 2015 with Exam period from 20 July 2015 to 24 July 2015. Limited number of degree programs or individual units.

(e) Murdoch University will operate formal trimesters from 5 Jan to 27 Mar, with exam period from 6 Apr to 10 Apr; 27 Apr to 17 Jul with exam period from 27 Jul to 31 Jul; 17 Aug to 6 Nov with exam period from 16 Nov to 20 Nov.

(1) The University of Western Australia will operate formal trimesters from 19 Jan to 17 Apr, with exam period from 18 Apr to 24 Apr, 11 May to 31 Jul with exam period from 1 Aug to 8 Aug 24 Aug to 13 Nov with exam period from 14 Nov to 21 Nov.

(g) University of Canberra will operate a formal mid-year term from 9 Jun to 24 Jul, with exam period from 27 Jul to 8 Aug. A limited summer teaching period will apply in 2015.

(h) Australian Catholic University offers a winter term from 18 May to 26 Jul.



APPENDIX 3 Our Lives Summary Sheet





INTERVIEWER Information Sheet



What is 'Our Lives' about?	• Basically, 'Our Lives' looks at the attitudes and values of young people and how they change over time. It also looks at how these emerging attitudes influence people's life choices, particularly in regards to education, career, relationships, family life, political beliefs and social identity.
Who is running it?	 The Our Lives project was moved from University of Queensland to Monash University in 2013. It is still run by the same research team, they have just re-located to Monash University. In 2015 Wallis Social & Market Research are managing the data collection for this study.
Why me?	• In 2006, your high school was one of 213 schools across Queensland that were asked to participate in the 'Our Lives' project. All students asked to participate were in Year 8 at the time. You were given a survey to fill out, most likely on paper form or you may have completed it online. The survey asked questions about your future plans, your interests, your friends and social networks and other general questions about yourself.
How did you get this number?	• The only phone numbers that we have on file are the ones that have been provided in earlier surveys. These will have been disclosed by the participant, or if provided very early on, would have been provided by the parents of the participant.
Questionnaire topics	 Health, wellbeing and participation Politics and society Study, work and career pathways Relationship and living situation Technology use Collection of contact details for future surveys
Is it confidential?	 YES. It is entirely confidential. Names and addresses are not given to any person or organisation other than Wallis and the Our Lives research team and they are only used for the purposes of contacting you about the survey. The data which is collected from you and other people participating in the survey is seen only by those who are directly involved in the project; and no individual results are ever made public.
How many more years will I be interviewed for?	 We hope that this study will continue as long as possible, for with each wave of the survey your data and earlier participation becomes even more valuable. However, as this project is dependent on government funding, we don't know how long the program will run for. It is expected that young people will be part of the survey for at least another few years, but this is not certain. Interviews will be quite quick and simple for the people who take part. They will take characterized that young the phone can super the phone can be presented.
Does it matter if I drop out?	 about 25 minutes either online or over the phone once every two years. The 'Our Lives' sample has been carefully framed so that it will represent all young people who were aged 21-22 at the time that you were. If people drop out, this means that the sample becomes biased. For example, if the people who drop out are those who are dissatisfied with study or their job prospects then we do not properly measure what happens to young people whose experiences have not prepared them for life in a way that they would like therefore it is important to keep as many people in the study as possible.
Why do you want to talk to me every two years?	• We need to interview people on a regular basis to monitor what changes, if any, have occurred so that we can explore the factors influencing these changes. Even if you have not had any significant changes in your life since two years ago, that in itself is useful information.
Who gets to see the information I give you?	• The data is analysed in aggregate form only. The responses given by individuals, as well as their identity, are treated confidentially. Analysis of the data is conducted by Monash University and they issue reports accordingly. Your individual results will not ever be made public.
What will happen to the information collected	• The information will be provided to Monash University to assist with research for a variety of publications. Examples of the publications are publically available on the 'Our Lives' website. http://artsonline.monash.edu.au/ourlives.
When will I find out if I have won the prize draw?	 We will be drawing ten participants to each win a \$500 Coles Myer Gift card on January 15th 2016. The draw is random and selected only from those participants who completed the survey October 31st 2015. If you have won you will be notified by email/phone. All winners will be published on the Our Lives website on February 9th 2016.
	Our Lives Interviewer Information Sheet WG4278









Contact Details

Wallis (Survey Assistance and Enquiries) http://www.wallisgroup.com.au/ourlives/ Email: ourlives@wallisgroup.com.au Phone: 1800 113 444

Monash (Research Enquiries) http://artsonline.monash.edu.au/ourlives Email: ourlives@monash.edu Phone: 03 9905 2438

Monash University Human Research Ethics Committee (Privacy and Confidentiality Enquiries) Email: muhrec@monash.edu Phone: 03 9905 2052

What to do if a respondent appears distressed:

You may offer any of the following phone numbers. If you feel that you are in a situation that is overwhelming you, please ask the respondent to hold the line and contact your supervisor immediately to help you.

Telephone Support Services

- Lifeline 13 11 14
- Mental Health GROW 1800 558 268
- SANE Mental Health Helpline 1800 18 7263
- National Sexual Assault, Family & Domestic Violence Counselling Line 1800 737 732
- Beyond Blue 1300 224 636
- Parentline 1300 224 636
- Gay and Lesbian Welfare Association (Qld) 1800 184 527
- Mental Health Association of Qld 1300 729 686

Online Support Services

OnTrack: An online program designed to offer support for mental and physical health and wellbeing https://www.ontrack.org.au/web/ontrack



APPENDIX 4 Debrief Report



The table below is a summary of the discussion held regarding the interviewers' feedback and view of the CATI interviewing process for the 2015 Our Lives survey. This meeting was held on Monday 30th November and was attended by four interviewers, Jacinta, Niki, Andrew and Hopi, Dr Jonathan Smith from Monash and Josephine Foti and Amber Dowling from Wallis. At the time of the debrief 486 interviews were conducted via CATI with an average questionnaire length of 36 minutes.

General Comments	Overall the interviewers really enjoyed working on this survey. They thought the questions were interesting and the respondents, as a whole, pleasant to interview. In general it was felt that the respondents appreciated the maturity of the questions and found them engaging. They all felt that the format and content of the questionnaire was a key reason that the respondents remained on the phone for the entire interview despite its long length of about 36 minutes. There were only a few occasions recalled where respondents interruped the interview to ask if they could complete the remaining questions online. On the whole, the interviewers felt the respondents trusted in the process, with the recall of only one respondent having asked for further assurance of their privacy. To help with getting the respondents to complete the questionnaire there and then, the interviewers thought it would be very helpful if they had a point of reference as to what the study is being used for and perhaps some concrete examples of how the data is being used. The link to the Monash website/publications on screen would also be helpful. The interviewers felt a strong sense from the respondents that they needed to be assured that the survey has purpose. The interviewers were commonly asked questions like, "Why is the survey done?" and "What is the information collected being used for?" The laminated form provided useful in these situations. Some interviewers also felt that it would be helpful to have some form of script which highlighted the importance of the respondents' contribution and that each respondent is irreplaceable.
	relation to the Our Lives survey. The transition to Wallis did not appear problematic with only a couple of respondents querying who Wallis was. It was agreed that the consistency of the Our Lives brand was the most important, although it was again highlighted that mostly respondents wanted to know what the data is being used for rather than who the researchers are and who's running it. The option of completing the survey over the phone from the beginning of the study was viewed as a positive experience and a bit of a change from previous years. The differing rating scales were mentioned by some interviewers as tricky, whilst others felt that they handled this well by reassuring the respondent that they'll



	explain as they go. The prize draw was not seen as a draw card to participate in the study it was more of a nice to have.			
Section of questionnaire	Question number Code		Comment (as necessary)	
Section A: Health, Wellbeing and Participation	General		The placement of this section was queried with the feeling that it was a bit 'heavy' to begin the interview with. It was also mentioned that perhaps the interviewers needed more time to 'gain trust' before asking such personal questions. There was a discussion around possibly starting with the technology section, although it was agreed that it was nice to keep the shorter section as the last section to encourage respondents to finish the survey if they were fatigued. It was also questioned whether the technology section was a little too bland to start the survey with.	
	A1-A6		Overall these questions ran well. Interviewers mentioned only a small number of respondents showing signs of depression. The interviewers could only think of two occasions where they offered the Lifeline number, but in both instances the respondent felt that they didn't need to take the number down. The interviewers thought that giving them scales with a range of options (e.g. strongly agree or just agree etc rather than just either agree or disagree) gave the respondents a reason to stop and think about their response more.	
	A8-A11		Interviewers felt that respondents were fine with answering this section on cigarettes and alcohol usage. They felt that this was largely due to their coming of age/maturity.There did appear to be some confusion around understanding the size a standard drink however they did note there was a note regarding the standard drink on screen. Confusion was around bottles of beer.It was also questioned whether people were likely to underestimate the amount they drank as they thought it 'sounded better' but this was not seen as too much of an issue.	



	A12-A13		Interviewers felt that an option to include imperial measurements as well as metric measurements would help in regards to height. It was noted that in Queensland a person's height appears on their driver's license. It was not felt that the imperial measurement was needed for weight. Metric system for weight was fine. Interviewers found that respondents wanted a
	A14		definition of active and inactive – interviewers often had to explain to the respondent that it was up to the respondent to define themselves and that there was not right or wrong answer.
	B7 to be problematic. The trust' to 'Quite a lot of felt respondents needed There were also community deal of trust'. They also felt that the respondents to remember of the trust'.	The interviewers felt that the scale of B7 was seen to be problematic. The jump from 'Not very much trust' to 'Quite a lot of trust' seemed too large. They felt respondents needed more of a midpoint.	
			There were also comments that there was not much difference between 'quite a lot of trust' and 'a great deal of trust'. They also felt that the rating scale was hard for the respondents to remember and caused some confusion.
Section B: Politics and			Comments were also made that some of the categories were too general, e.g. people from another religion or people from another country.
Society	В9		There was an incident were a respondent did not live in Queensland and was not interested in answering the question however this response could not be recorded - "Being a Queenslander"
	B10		There was some confusion mentioned that respondents got confused answering whether they were saying they would like to have as neighbour or would not like to have as neighbours. This however was not a consensus across the board. Some respondents want more information regarding code 01 People addicted to drugs – they wanted to know what type of drugs as some were seen to be more acceptable to others.
Section C: Study, Work and Career Pathways	СЗ	01	Some interviewers found that respondents were reluctant to share their Overall Position (OP) especially if the score was not very good. Interviewers had to be light-hearted to ensure that the respondent felt comfortable in providing their OP.



			Commonte that it would be helpful to add the word
	C11	02	Comments that it would be helpful to add the word "allowance" to this code to differentiate that it was a reliable income (and not just that the parents "paid for stuff").
	C12		The option Graduated was added later which made the questionnaire flow.
	C17		Comment to change the wording of the question slightly to "Which of the following" so that the respondents knew that a list was to follow and not cut the interviewer short. Suggestion to add codes for 'white card' and 'yellow card' as this came up often.
	C41		Some people wanted to answer 'don't know' to C41A, but then C41B would still come up asking for main duties. Suggestion was made that if the respondent 'didn't know' then they could be asked a question such as 'within what industry would you like to work in'.
	C44	08-09	Was discussed that people do not know whether they will be completing a Bachelor degree with or without honours. Was discussed that this was okay, just to stress what one would they like to achieve by the time they're 30.
	D1		Was suggested to add a new code for 'guardians/carer' as respondent were generally quite protective of these relationships and wanted them to be recognised as a legitimate living situation (e.g. people that live with aunts/grandparents etc.).
	D2		Suggested that army barracks/military residence should be added to this code frame.
Section D: Relationships and Living Situation	D9		Suggested to change the words to 'put a deposit on a house' or 'have a mortgage on a house' as some respondents wanted to answer the question literally i.e. own home outright.
			There was a strong feeling that this code should be changed from 'other' as those in the 'other' category felt this to be impersonal / excluding. Suggestion was to change code 4 to 'Or something else (specify)'. This change suggestion was more for rapport purposes than anything else.
	D14	04	There was also a concern that respondents could be uncomfortable if answering this question with someone else in hearing distance of the phone call. A suggestion was made to use a letter response when asking this question so if they didn't want to say their answer out loud they could simply answer 'A' 'B' etc



1	T	
		Some felt respondents preferred to use initials of partner over name.
	D16	They felt that respondents were 'uneasy' giving out personal information about their partner, even if it was only a first name. They thought it could help if we added some more information, like 'for reference in future surveys' instead of just saying 'future'.
	D17	Some interviewers felt awkward asking gender of partner when it was obvious in the lead up questions. A suggestion was to say 'As I am not allowed to assume anything, can I just confirm'
	D24	Some respondents wanted interviewers to read out the options available as they found it interesting to see how other people met.
	D25-D26	Respondents felt the groupings (ie 2-4 partners / 5-9 relationships etc) worked well and were less confronting for the respondent than having them simply say a number.
	D29	Interviewers found respondents struggled with the scale and had to spend a bit of time re-iterating it.
	D31-D32	Some respondents found these questions similar and found it very difficult to differentiate. Discussed stressing ideal so that the respondent can more easily see the difference.
		It was found that some respondents answered married as they didn't know 'being in a serious/committed relationship' was coming up as an option (but you would see this from the start online).
	D33	It was suggested that the order could be changed by putting 'being in a serious/committed relationship (and adding the words) but not married ' first, before asking 'being married'.
		Randomising this question list could also help.
Section E:	General	This section seemed to run very well. The interviewers also felt that it was a good one to end on as it was short. Reason being is that the interviewers could use the shortness of the section and that it was
Technology Use		the last section to encourage fatigued respondents to continue.
Section F: Recontact Information	General	It was felt that collecting respondent information ran well and that respondents were generally okay with supplying their information.
Contact person	General	When calling a contact person, interviewers thought it would be helpful to have the respondents name on the screen at all times as well as their gender so that they could reference the respondent more easily.





APPENDIX 5 End of year infographic

