

Evaluation of the Dissemination of MindMatters

Second Interim Report

Covering the period 1/7/01 to 31/12/01

Evaluation Reference Group

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1 Summary of the Design of the Evaluation

1.1 Scope of the Evaluation

This evaluation comprises two main sub-sections: (a) an evaluation of the roll-out of the Professional Development (PD) program (PD Evaluation); and (b) an evaluation of the outcomes for schools (In-depth Evaluation).

1.1.1 PD Evaluation

This evaluation comprises four main activities:

- internal evaluation to be undertaken by the state-based MindMatters Project Officers
- a questionnaire to be sent to a sample of people that attended PD
- key informant interviews
- a qualitative evaluation of the process and outcomes of PD at the school level.

1.1.2 In-depth Evaluation

This evaluation comprises both qualitative and quantitative methods to be used with 15 case study schools.

The fifteen schools will comprise: one government school in each state and territory; one Catholic school in NSW, Victoria and South Australia; one Independent school in NSW, Victoria and Queensland; and one school predominantly run by and for an indigenous community.

Three field visits will be made to each of the schools to interview members of the school community. First visits will be made in the later half of 2001 or the beginning of 2002. The first follow-up visit will be made in the later half of 2002 and the third visit will be at the end of 2003.

Three questionnaires will be used with students from the case study schools as follows: the Mental Health Questionnaire (MHQ) for students that are exposed to the Understanding Mental Illness (UMI) Module; the Healthy Kids Survey (HKS); and the Help-Seeking Questionnaire (HSQ).

Questionnaires will be administered at baseline and at approximately 12-month and 24-month follow-up.

Comparisons will be made between individual scores at each of the periods of administration. Comparisons will also be made between unexposed students at baseline and students in the same grades at later follow-up, thus providing a way of approximating a within-school control group.

2 Formal Approval for the In-Depth Case Study of Outcomes at the School Level

2.1 Approval by Hunter Area Health Service Research Ethics Committee

As a unit of the Hunter Area Health Service, the Hunter Institute of Mental Health is required to obtain ethics clearance for any research it undertakes, including evaluation research. Separate applications have been submitted to the Hunter Area Health Service Research Ethics Committee for approval to administer the student questionnaires (referred to as “The Student Study”) and to conduct the field visits to schools (referred to as “The Qualitative Study”).

Approval for both studies has now been obtained.

2.2 Approval from states and territories

Separate applications have been submitted to each for the state and territory education authorities for approval to administer the student questionnaires (referred to as “The Student Study”) and to conduct the field visits to schools (referred to as “The Qualitative Study”).

Each state and territory has a different approach to the examination of research proposals and the responsibility for this function is carried out in different sections of the various departments as follows:

Table 1: Authorities responsible for approving research in each state and territory

State / Territory	Department Name	Section Responsible
NT	Department of Education	Strategic Planning Services
Qld	Education Queensland	Strategic Policy Branch
NSW	Dept. Education and Training	Strategic Research Section
ACT	Education and Community Services	Strategic Planning (Education & Training) Section
Vic	Dept Education, Employment and Training	School Community Links & Networks Section
Tas	Department of Education	Education Strategies Section
SA	Dept Education	Strategic Planning and Information
WA	Education Department of WA	Approval is at the level of the principal of the school

The following table indicates progress with obtaining approval to conduct the case study research in states and territories. Approval for the Qualitative Study in NSW is dependent only on the Department receiving a copy of the approval by the Hunter Area Health Service Research Ethics Committee which was sent on 22nd November 2001. It is therefore expected that final approval from NSW will be imminent.

Table 2: Progress on application to conduct two studies in each state and territory

State / Territory	Student Study	Qualitative Study
NT	Approved	Approved
Qld	Approved	Not required
NSW	Approved	Conditional Approved
ACT	Approved	Approved
Vic	Approved	Approved
Tas	Approved	Not required
SA	Approved	Submitted
WA	Pending selection of school	

2.3 Approval for research in Catholic schools

Approval for conducting research is given by each Diocesan Office of Catholic Education. This means that one has to select the school before applying for approval. To date one Catholic school has been selected in Victoria and approval has been obtained from the appropriate diocesan authority. A Catholic school has also been selected in South Australia and New South Wales and formal approval is currently being sought from the relevant diocesan ethics committee.

2.4 Approval for research in Independent schools

Approval for conducting research is given by the principal of the selected school. To date approval has been given to undertake the studies in one Independent school in Victoria and Queensland.

2.5 Modifications to evaluation instruments

As a result of feedback from the Hunter Area Health Service Research Ethics Committee, and from the NSW Department of Education and Training, a number of minor modifications were made to the Help-Seeking Questionnaire and to the Healthy Kids Survey. The Consent Forms and Information Sheets were also modified.

Final copies of the questionnaires and interview schedules are included in Appendices A and B.

3 Selection of Schools

3.1 Process for selecting schools

At the end of the period, the process of selection of schools is almost completed.

The typical process is as follows:

1. All government schools in a state or territory are listed alphabetically.
2. The list is then reordered into random order.
3. State officers of the Department of Education and/or the state-based Project Officer for MindMatters are consulted to remove schools from the list that are not implementing the program.
4. The school at the top of the remaining list is then contacted to determine their interest in, and suitability for (see below) the evaluation.
5. Written information about the evaluation is then sent to the principal together with a consent form whereby the principal can officially commit the school to the evaluation.

If after steps 4 or 5 the school does not agree to participate in the evaluation, the next school on the list is approached.

In reality this method did not prove suitable for government schools Victoria, as there was uncertainty about which schools were or were not using the program. In this state, an officer from the Department of Education Employment and Training, at a meeting of regional departmental staff identified a short list of schools that were definitely undertaking the program. This list was used to generate a randomly ordered list and then steps 4 and 5 above were followed until a school was selected.

A similar variation on the standard process was used to select a Catholic school in Victoria and independent school in Queensland and Victoria.

3.2 Progress with sampling

Table 3 shows the progress with sampling in each state and territory.

Sampling and final negotiations have been completed in Tasmania, Northern Territory and the ACT. A government school has been selected in Victoria, New South Wales and Queensland and negotiations are underway with a government school in Western Australia.

A Catholic school has been selected in Victoria, South Australia and New South Wales. The evaluation team have completed negotiations with an Independent schools in Victoria and Queensland but have not yet selected a school in New South Wales at this point.

Table 3: Progress in sampling in each state and territory

State / Territory	School Type	Sample
NT	Govt.	Non-metropolitan
Qld	Govt.	Non-metropolitan
NSW	Ind.	Metropolitan
	Govt.	Metropolitan
	Ind.	-
ACT	Cath.	Non-metropolitan
	Govt.	Metropolitan
Vic	Govt.	Metropolitan
	Ind.	Non-metropolitan
	Cath.	Metropolitan
Tas	Govt.	Metropolitan
SA	Govt.	Metropolitan
	Cath.	Non-metropolitan
WA	Govt.	Non-metropolitan
Community		Non-metropolitan

It should be noted that guarantees have been given to the schools that have been approached that their identity will remain confidential. This has been a condition of the approval given by most of the states and territories. Consequently, in future reports the schools will be referred to either by their state and school type (eg Victorian govt. school) or by an agreed pseudonym.

3.3 Process of negotiating with schools

In the first instance school principals are approached by telephone. If the principal is interested a brief outline of the evaluation is presented verbally and information gathered about the way in which the school is implementing the MindMatters program to determine suitability for the evaluation. Often at this point the principal may refer the team to one of the staff who is involved in planning and implementing MindMatters.

From the point of view of the evaluation, schools are considered suitable for inclusion in the case study if:

- they have decided to implement MindMatters;
- they already have some clear plans in place;
- they have not progressed too far with implementing MindMatters;
- the school population is not too small (less than 300); and
- they are expecting to be using the program at least over the next few years.

If the school is considered a suitable candidate and the principal is at least willing to consider the idea, a formal letter is sent together with a 2-page outline of the evaluation design. The letter includes a formal acceptance, which the principal is asked to fax back to the Hunter Institute of Mental Health.

Once a school has agreed to participate, the principal is asked to nominate one of the staff who will be the primary contact person for the evaluation (referred to as the "School Contact Person").

The evaluation team will then speak to the School Contact Person by phone and send them a more detailed description of the tasks that they will be involved in during the evaluation. This "Guide" is included as Appendix C.

Once the School Contact Person has had sufficient time to read the Guide, further telephone contact is made to negotiate arrangements for the first school visit and the implementation of baseline data collection.

4 Progress with Data Collection in Case Study Schools

4.1 School visits

To date school visits have been made to 5 schools, as listed below:

Tasmanian govt. school
Queensland govt. school
Victorian govt. school
Victorian Catholic School.
Northern Territory govt. school

No further school visits will be completed before the end of the school year.

4.2 Student questionnaires

To date student questionnaires have been completed at the Tasmanian govt. school and Victorian catholic school.

It is expected that student data will have been collected in all other schools where a formal acceptance has been received in February/march 2002.

5 Progress with PD Evaluation

5.1 Questionnaire design

The questionnaire to be used for the survey has been submitted to the Hunter Area Research Ethics Committee for approval, with other states to follow in 2002.

5.2 Approval to conduct research

Applications to conduct the survey in each state and territory will be negotiated and it is expected that this will be completed by the end of February 2002.

5.3 Sampling

Lists of individuals that have attended Professional Development in each of the states and territories will be obtained from the state-based project officers in each state.

It is intended to take an initial sample of 40% of participants. The first 30% will be sent surveys. If a 20% final sample is not achieved, the remaining participants on the list will be sent surveys forms until 20% is reached.

6 Progress with Literature Review

In conjunction with members of the Faculty of Education at the University of Newcastle, a limited annotated bibliography is being prepared on the topic of change in schools.

To date a first draft has been prepared and circulated to the MindMatters Executive team and the Department of Health and Aged Care. Feedback has been provided to the Faculty and further searches of relevant databases are under way. (See Appendix D)

It is expected that a final draft will be ready by January 2001.

7 Results – Healthy Kids Survey

7.1 Healthy Kids Survey – Overview

7.1.1 Protective Factors Scales

The protective factors scale is made up of six subscales. The table below shows each of the sub-scales and the questions that are related to it.

Table 4: Protective Factors Sub-scales and related questions from the Healthy Kids Survey

Sub-scale	Questions
Family connection	In my home there is a parent or some other adult who is interested in my school work
	In my home there a parent or some other adult Who believes that I will be a success (achieve my goals)
	In my home there is a parent or some other adult who always wants me to do my best
	In my home there is a parent or some other adult who listens to me when I have something to say
School connection	At my school there is a teacher or some other adult who really cares about me
	At my school there is a teacher or some other adult who tells me when I do a good job
	At my school there is a teacher or some other adult who listens to me when I have something to say
	At my school there is a teacher or some other adult who believes that I will be a success (achieve my goals)
Community connection	Outside my home and school there is an adult who really cares about me
	Outside my home and school there is an adult who tells me when I do a good job
	Outside my home and school there is an adult who believes that I will be a success (achieve my goals)
	Outside my home and school there is an adult who I trust
Autonomy experience	I do things at home that make a difference (eg improve things)
	I help make decisions (decide what happens) with my family
	At school, I help decide things like class activities or rules
	I do things at my school that make a difference (eg improve things)
Pro-social – peers	My friends get into a lot of trouble
	My friends try to do what is right
	My friends do well in school
Pro-social – group	I am part of clubs, sport teams, church groups or other extra activities away from school
	Outside of my home and school, I take lessons in music, art, sports or a hobby
	Outside of my home and school, I help other people

The reliability of these sub-scales is excellent as shown in Table 5 below:

Table 5: Reliability of Protective Factors Scale and Sub-scales (N=694)

Scale	Items	Alpha
(a) Family connection	2,3,6,7	0.7575
(b) school connection	28,29,31,32	0.8718
(c) school connection	24,25,26,27	0.8906
(d) autonomy experience	19,21,22,23	0.7519
(e) pro-social peers	16,18,20	0.6917
(f) pro-social group	41,42,43	0.7341
Protective factors	above	0.7684

7.1.2 Resilience Factors Scales

The Resilience Factors Scale is made up of six subscales. The table below shows each of the sub-scales and the questions that are related to it.

Table 6: Resilience Factors Sub-scales and related questions from the Healthy Kids Survey

Sub-scale	Questions
Communication & Cooperation	I enjoy working together with other students my age
	I stand up for myself without putting others down
Self-esteem	I can work out my problems
	I can do most things if I try
	There are many things that I do well
Empathy	I feel bad when someone gets their feelings hurt
	I try to understand what other people go through
Effective help-seeking	When I need help, I find someone to talk with
	I know where to go for help with a problem
	I try to work out problems by talking about them
Self-awareness	I understand my moods and feelings
	I understand why I do what I do
Goals & aspirations	I have goals and plans for the future
	I plan to go to university or TAFE or some other school after high school

The reliability of these sub-scales are more than acceptable as shown in Table 7 below:

Table 7: Reliability of Protective Factors Scale and Sub-scales (N=694)

Scale	Items	Alpha
(a) communication and cooperation	36,37	0.5598
(b) self-esteem	33,34,35	0.7784
(c) empathy	11,12	0.6407
(d) help-seeking	13,14,15	0.7909
(e) self-awareness	39,40	0.7135
(f) goals and aspirations	45,46	0.5316
Resilience factors	above	0.7582

7.2 Protective Factors at Baseline

Table 8 below shows the baseline scores for the Protective factor scale and sub-scales for the Victorian Catholic School.

Table 8: Protective Factors at baseline: Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
Family connection	m	-	-	-	-
	f	3.6797	3.5164	3.4505	3.4342
School connection	m	-	-	-	-
	f	3.2109	2.8006	2.9410	2.6831
Community connection	m	-	-	-	-
	f	3.6207	3.4470	3.2390	3.1974
Autonomy connection	m	-	-	-	-
	f	2.7262	2.5794	2.4882	2.3202
Pro-social peers	m	-	-	-	-
	f	3.3175	2.9813	3.1352	2.9825
Pro-social group	m	-	-	-	-
	f	3.6259	3.6620	3.3396	3.0395
Protective factors	m	-	-	-	-
	f	3.3635	3.1645	3.0989	2.9428

Note Minimum score is 1.000 and Maximum score is 4.000

The mean protective factor score for Grade 7 is statistically significantly higher than for Grade 8 ($t(252) = 3.996, p = 0.000$). The difference between Grade 8 and Grade 9 is not statistically significant. The higher mean score for Grade 9 compared to Grade 10 is statistically significant ($t(180) = 2.317, p = 0.022$).

It is interesting to note the trend towards higher grades showing smaller scores for family connection, school connection and community connection and hence for the composite Protective Factors Scale.

Table 9 below shows the baseline scores for the Protective factor scale and sub-scales for the Tasmanian Government school.

Table 9: Protective Factors at baseline: Tasmanian Government School

		Year 7	Year 8	Year 9	Year 10
Family connection	m	3.2837	3.2317	3.1987	3.1731
	f	3.5449	3.1842	3.2143	3.2000
School connection	m	2.6071	2.4512	2.5577	2.6923
	f	2.8718	2.6118	2.4643	2.5000
Community connection	m	3.1131	2.7195	2.8846	3.0769
	f	3.3910	2.9474	2.9107	3.2500
Autonomy connection	m	2.3929	2.1768	2.2372	2.6731
	f	2.5791	2.3618	2.2768	2.1500
Pro-social peers	m	2.7540	2.4797	2.7521	2.8718
	f	2.9530	2.8509	3.0060	2.6667
Pro-social group	m	2.9643	2.5528	3.0855	3.3333
	f	3.2094	2.9737	2.6905	2.6333
Protective factors	m	2.8525	2.6020	2.7860	2.9701
	f	3.0915	2.8216	2.7604	2.7333

Note Minimum score is 1.000 and Maximum score is 4.000

The differences in males scores between Grade 7 and 8, between Grade 8 and Grade 9, and between Grade 9 and Grade 10, are not statistically significant. Grade 7 girls showed a higher mean protective factors score ($t(75) = 2.373$, $p = 0.020$) than Grade 8 girls. The differences in mean scores between girls in Grades 8 and 9, and between grades 9 and 10, were not statistically significant.

It is interesting that the female students at this school showed similar trends to those seen in the Victorian Catholic school towards higher grades having lower scores on most sub-scales and the composite scale.

Sex differences

Protective factors scores were higher for girls than for boys in grades 7 ($t(79) = -2.212$, $p = 0.030$). They were also higher for girls in grade 8 but the difference was not statistically significant. The mean scores were higher for boys compared to girls in Years 9 and 10, but the differences were not statistically significant.

7.3 Resilience Factors at Baseline

Table 10 below shows the baseline scores for the Resilience factor scale and sub-scales for the Victorian Catholic school.

The resilience score for Grade 7 is statistically significantly higher than for Grade 8 ($t(248) = 3.114$, $p = 0.003$). The differences between Grade 8 and Grade 9, and between Grade 9 and Grade 10, are not statistically significant.

Table 10: Resilience Factors at Baseline: Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
Communication & cooperation	m	-	-	-	-
	f	3.3414	3.3667	3.2925	3.1267
Self-esteem	m	-	-	-	-
	f	3.3356	3.2000	3.1981	3.0444
Empathy	m	-	-	-	-
	f	3.3310	3.2286	3.4057	3.3733
Effective Help-seeking	m	-	-	-	-
	f	3.1793	2.8095	2.7642	2.6978
Self-awareness	m	-	-	-	-
	f	3.1276	2.8810	2.7783	2.7000
Goals & aspirations	m	-	-	-	-
	f	3.4759	3.3714	3.4481	3.3333
Resilience factors	m	-	-	-	-
	f	3.2985	3.1429	3.1478	3.0459

Note Minimum score is 1.000 and Maximum score is 4.000

Table 11 below shows the baseline scores for the Resilience Factor scale and sub-scales for the Tasmanian Government school.

Table 11: Resilience Factors at Baseline: Tasmanian Government School

		Year 7	Year 8	Year 9	Year 10
Communication & cooperation	m	2.9605	2.8000	2.8714	3.3846
	f	3.2432	3.0735	3.0962	3.0556
Self-esteem	m	3.0263	2.7875	3.0238	3.3333
	f	3.1441	2.8431	2.8333	2.8148
Empathy	m	2.7895	2.4875	2.6857	2.6538
	f	3.1081	3.0441	3.2500	3.3333
Help-seeking	m	2.6404	2.3833	2.4048	2.4615
	f	3.0270	2.7157	2.7628	2.5926
Self-awareness	m	2.4821	2.7125	3.0143	3.0769
	f	3.1757	2.5588	2.6346	2.0556
Goals & aspirations	m	3.1316	2.9375	3.2714	3.2692
	f	3.3649	3.3088	3.3654	3.6111
Resilience factors	m	2.8984	2.6847	2.8786	3.0299
	f	3.1772	2.9240	2.9904	2.9105

Note Minimum score is 1.000 and Maximum score is 4.000

The differences in resilience factors scores for males between Grade 7 and 8, between Grade 8 and Grade 9, and between Grade 9 and Grade 10, are not statistically significant. Grade 7 girls showed a higher mean resilience score ($t(69) = 2.566, p = .012$) than Grade 8 girls. The differences in mean scores between girls in Grades 8 and 9, and between grades 9 and 10, were not statistically significant.

Sex differences

Resilience factors were higher for girls than for boys in grade 7 ($t(73) = -2.798, p = .007$), in grade 8 ($t(72) = -2.214, p = .030$) and in grade 9 (not statistically significant). Grade 10 boys had a higher mean resilience score than girls but the difference was not statistically significant.

7.4 Truancy

Table 12 below shows the extent of truancy during the 4 weeks prior to the questionnaire being administered in the Catholic school in Victoria.

Table 12: Proportion of students who truanted in last 4 weeks by number of days, by grade, by sex (%) – Victorian Catholic School

		Year 7 (148)	Year 8 (107)	Year 9 (106)	Year 10 (77)
No days	m	-	-	-	-
	f	98.0	94.4	97.2	84.4
1 day	m	-	-	-	-
	f	1.4	4.7	0.9	9.1
2 days	m	-	-	-	-
	f	-	-	-	3.9
3 days	m	-	-	-	-
	f	-	-	0.9	1.3
4-5 days	m	-	-	-	-
	f	-	-	-	-
6-10 days	m	-	-	-	-
	f	-	-	0.9	-
More than 10 days	m	-	-	-	-
	f	0.7	0.9	-	1.3
Total Truancy	m	-	-	-	-
	f	2.0	5.6	2.8	15.6

Most notable is the greater level of truancy in Year 10.

Table 13 below shows the same data for the Tasmanian Govt. school. It is interesting to note the lower truanting behaviour of female students in Year 7 and 8, but that this trend reverses in Years 9 and 10. The Year 10 data should be treated with some caution due to the small number of cases.

Table 13: Proportion of students who truanted in last 4 weeks by number of days, by grade, by sex (%) – Tasmanian Govt. School

		Year 7 m (40) f (38)	Year 8 m (43) f (38)	Year 9 m (37) f (28)	Year 10 m (14) f (10)
No days	m	95.0	88.4	91.9	100.0
	f	97.4	89.5	82.1	80.0
1 day	m	-	4.7	-	-
	f	2.6	-	10.7	-
2 days	m	2.5	2.3	5.4	-
	f	-	2.6	-	-
3 days	m	-	2.3	-	-
	f	-	-	-	-
4-5 days	m	2.5	2.3	-	-
	f	-	2.6	7.1	10.0
6-10 days	m	-	-	-	-
	f	-	-	-	10.0
More than 10 days	m	-	-	2.7	-
	f	-	5.3	-	-
Total Truancy	m	5.0	11.6	8.1	0.0
	f	2.6	10.5	17.9	20.0

7.5 Use of Alcohol

Table 14: Proportion of students who had one or more drinks of alcohol per day, by number of days in last 3 months, by grade, by sex (%) – Victorian Catholic School

		Year 7 (148)	Year 8 (107)	Year 9 (105)	Year 10 (76)
No days	m	-	-	-	-
	f	73.0	49.5	55.7	22.1
1 day	m	-	-	-	-
	f	12.8	19.6	10.4	10.4
2 days	m	-	-	-	-
	f	9.5	10.3	13.2	11.7
3 days	m	-	-	-	-
	f	2.7	5.6	6.6	13.0
4-5 days	m	-	-	-	-
	f	0.7	7.5	5.7	22.1
6-10 days	m	-	-	-	-
	f	-	3.7	5.7	9.1
More than 10 days	m	-	-	-	-
	f	1.4	3.7	2.8	11.7
Total used alcohol in last 3 months	M	-	-	-	-
	F	27.0	50.5	44.3	77.9

Perhaps not surprising, the use of alcohol is higher for Year 10 than for lower grades. Most grades show a level of infrequent drinking while more regular drinking is shown in the higher grades.

Table 15: Proportion of students who had one or more drinks of alcohol per day, by number of days in last 3 months, by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (40)	m (43)	m (38)	m (13)
		f (38)	f (38)	f (28)	f (10)
No days	m	60.0	32.6	39.5	23.1
	f	68.4	55.3	46.4	10.0
1 day	m	20.0	9.3	13.2	
	f	21.1	13.2	21.4	10.0
2 days	m	5.0	14.0	5.3	
	f	5.3			
3 days	m	2.5	7.0		7.7
	f		5.3	10.7	10.0
4-5 days	m		7.0	7.9	7.7
	f	2.6			20.0
6-10 days	m	5.0	16.3	10.5	7.7
	f		5.3	14.3	30.0
More than 10 days	m	7.5	14.0	23.7	53.8
	f	2.6	21.1	7.1	20.0
Total used alcohol in last 3 months	M	40.0	67.4	60.5	76.9
	F	31.6	44.7	53.6	80.0

While use of alcohol by female students shows a similar pattern to that shown in Table 14, this table shows a comparatively higher level of regular drinking among male students.

7.6 Smoking

Table 16: Proportion of students who had one or more cigarettes per day, by number of days in last 3 months, by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		(148)	(106)	(106)	(75)
No days	m	-	-	-	-
	f	93.2	85.0	76.2	57.9
1 day	m	-	-	-	-
	f	2.0	2.8	8.6	13.2
2 days	m	-	-	-	-
	f	1.4	4.7	1.9	3.9
3 days	m	-	-	-	-
	f	0.7	1.9	1.0	5.3
4-5 days	m	-	-	-	-
	f	0.7	0.9	1.0	5.3
6-10 days	m	-	-	-	-
	f	1.4		1.0	6.6
More than 10 days	m	-	-	-	-
	f	0.7	4.7	10.5	7.9
Total used tobacco in last 3 months	m	-	-	-	-
	f	6.8	15.0	23.8	42.1

Table 16 shows an increasing pattern of smoking across the grades at the Victorian Catholic school. More regular smoking is more prevalent in Years 9 and 10.

Table 17 below displays data for the Tasmanian Govt. school and shows a similar pattern of increasing use with age. It also shows that older girls are more likely to be regular smokers than boys.

Table 17: Proportion of students who had one or more cigarettes per day, by number of days in last 3 months, by grade, by sex (%) – Tasmanian Govt. School

		Year 7 m (40) f (38)	Year 8 m (43) f (38)	Year 9 m (38) f (27)	Year 10 m (14) f (10)
No days	m	85.0	83.7	73.7	57.1
	f	94.7	76.3	85.2	50.0
1 day	m	7.5	2.3	7.9	21.4
	f	5.3	5.3	3.7	
2 days	m		4.7		7.1
	f			3.7	
3 days	m		2.3		
	f				
4-5 days	m	2.5	2.3	7.9	7.1
	f				
6-10 days	m		2.3		
	f				10.0
More than 10 days	m	5.0	2.3	10.5	7.1
	f		18.4	7.4	40.0
Total used tobacco in last 3 Months	m	15.0	16.3	26.3	42.9
	f	5.3	23.7	14.8	50.0

7.7 Marijuana

Table 18 below shows the prevalence of use of marijuana at the Victorian Catholic school. Use is seen to increase with age, increasing to 12% of year 10 girls having used marijuana in the last 3 months. More regular use is very rare however.

Table 18: Proportion of students who had used marijuana, by number of days in last 3 months, by grade, by sex (%) – Victorian Catholic School

		Year 7 (148)	Year 8 (107)	Year 9 (106)	Year 10 (77)
No days	m	-	-	-	-
	f	99.3	94.3	96.2	88.0
1 day	m	-	-	-	-
	f		1.9	0.9	4.0
2 days	m				
	f	0.7			1.3
3 days	m	-	-	-	-
	f			0.9	1.3
4-5 days	m	-	-	-	-
	f			0.9	1.3
6-10 days	m	-	-	-	-
	f		1.9		
More than 10 days	m	-	-	-	-
	f		1.9	0.9	4.0
Total used marijuana In last 3 months	m	-	-	-	-
	f	0.7	5.7	3.8	12.0

Table 19 shows a reasonable high level of regular use of marijuana in the Tasmanian Govt. school, particularly among males and female students in Year 10.

Table 19: Proportion of students who had used marijuana, by number of days in last 3 months, by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (40)	m (43)	m (38)	m (14)
		f (38)	f (38)	f (28)	f (10)
No days	m	92.5	79.1	84.2	57.1
	f	100.0	81.6	85.7	60.0
1 day	m	2.5	4.7	7.9	14.3
	f		7.9	3.6	
2 days	m		4.7		
	f			7.1	
3 days	m				
	f		2.6		
4-5 days	m				14.3
	f			3.6	10.0
6-10 days	m		4.7		
	f				10.0
More than 10 days	m	5.0	7.0	7.9	14.3
	f		7.9		20.0
Total used marijuana	m	7.5	20.9	15.8	42.9
In last 3 months	f	0.0	18.4	14.3	40.0

8 Results – Help-Seeking Questionnaire

8.1 Identification with the scenario

Students were asked to indicate the extent to which they were able to identify with the main character in the scenario in their questionnaire.

Table 20 shows that across the grades at the Victorian Catholic school, a reasonably high proportion of students were able to identify with the scenario, with Year 10 students more able to do so.

Table 20: Proportion of students who could identify with the scenario by grade, by sex (%) – Victorian Catholic School

Victorian Catholic School		Year 7	Year 8	Year 9	Year 10
		f (146)	f (106)	f (106)	f (76)
Could not imagine self in Situation	m	-	-	-	-
	f	41.1	31.1	40.6	17.1
Could kind of imagine this happening to me	m	-	-	-	-
	f	45.2	56.6	42.5	52.6
Could clearly imagine this happening to me	m	-	-	-	-
	f	13.7	12.3	17.0	30.3
Total degree of identification with the situation	m	-	-	-	-
	f	58.9	68.9	59.4	82.9

Table 21 shows that in Tasmania, older boys were less likely to be able to identify with the scenario compared to female students.

Table 21: Proportion of students who could identify with the situation by grade, by sex (%) - Tasmanian Government School

		Year 7	Year 8	Year 9	Year 10
		m (41)	m (47)	m (37)	m (14)
		f (40)	f (37)	f (28)	f (10)
Could not imagine self in Situation	m	36.6	25.5	43.2	50.0
	f	40.0	40.5	21.4	30.0
Could kind of imagine this happening to me	m	53.7	57.4	48.6	42.9
	f	55.0	48.6	67.9	60.0
Could clearly imagine this happening to me	m	9.8	17.0	8.1	7.1
	f	5.0	10.8	10.7	10.0
Total degree of identification with the situation	m	63.4	74.5	56.8	50.0
	f	60.0	59.5	78.6	70.0

8.2 View of the problem

Students were asked to express their view of the seriousness of the problem. Table 22 shows that in Victoria, only a small minority of the Catholic students considered that the problem was not serious at all, and over 70% of students in all grades considered the problem to be fairly serious or very serious.

Table 22: Proportion of students who considered the problem serious by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (146)	<i>f</i> (107)	<i>f</i> (105)	<i>f</i> (77)
Not serious at all	m	-	-	-	-
	<i>f</i>	2.7	1.9	2.9	-
A little bit serious	m	-	-	-	-
	<i>f</i>	24.0	16.8	18.1	22.1
Fairly serious	m	-	-	-	-
	<i>f</i>	50.0	52.3	50.5	46.8
Very serious	m	-	-	-	-
	<i>f</i>	23.3	29.0	28.6	31.2
Some degree of seriousness Reported	m	-	-	-	-
	<i>f</i>	97	98.1	97.2	100.2

In Tasmania (Table 23) slightly more students did not consider that problem a serious one at all, but overall most students did consider it to be at least somewhat serious.

Table 23: Proportion of students who considered the problem serious by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41) <i>f</i> (40)	M (47) <i>F</i> (38)	m (37) <i>f</i> (28)	m (14) <i>f</i> (10)
Not serious at all	m	12.2	6.4	10.8	7.1
	<i>f</i>	10.0	2.6	3.6	-
A little bit serious	m	17.1	25.5	21.6	28.6
	<i>f</i>	7.5	2.6	32.1	10.0
Fairly serious	m	43.9	57.4	37.8	28.6
	<i>f</i>	50.0	39.5	39.3	20.0
Very serious	m	26.8	10.6	29.7	35.7
	<i>f</i>	32.5	55.3	25.0	70.0
Some degree of seriousness Reported	m	87.8	93.5	59.1	92.9
	<i>f</i>	90.0	97.4	96.4	100.0

8.3 Willingness to talk about the problem

Tables 24 and 25 shows the extent to which students might be prepared to talk to someone about the problem depicted in the scenario. At the Victorian Catholic school over 90% of students would consider talking to someone (Table 24).

Table 24: Willingness to talk about the problem by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (145)	<i>f</i> (107)	<i>f</i> (106)	<i>f</i> (77)
No - would definitely not talk to Anyone	m	-	-	-	-
	<i>f</i>	6.9	2.8	2.8	6.5
Maybe – it's possible I would talk to someone	m	-	-	-	-
	<i>f</i>	11.7	27.1	31.1	33.8
Would probably try to talk to Someone	m	-	-	-	-
	<i>f</i>	23.4	26.2	30.2	32.5
Pretty sure I would talk to Someone	m	-	-	-	-
	<i>f</i>	36.6	27.1	18.9	20.8
Would definitely talk to someone	m	-	-	-	-
	<i>f</i>	21.4	16.8	17.0	6.5

Table 25 shows that boys in higher grades are less likely to consider talking to someone about the problem and that in all grades, female students are more likely than males to definitely talk to someone about the problem.

Table 25: Willingness to talk about the problem by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41) <i>f</i> (40)	m (47) <i>f</i> (38)	m (38) <i>f</i> (28)	m (14) <i>f</i> (10)
No - would definitely not talk to Anyone	m	14.6	17.0	23.7	28.6
	<i>f</i>	2.5	10.5	17.9	10.0
Maybe – it's possible I would Talk to someone	m	34.1	31.9	42.1	50.0
	<i>f</i>	17.5	36.8	21.4	20.0
Would probably try to talk to someone	m	31.7	23.4	13.2	7.1
	<i>f</i>	22.5	28.9	21.4	40.0
Pretty sure I would talk to someone	m	12.2	21.3	18.4	7.1
	<i>f</i>	20.0	10.5	17.9	10.0
Would definitely talk to someone	m	7.3	6.4	2.6	7.1
	<i>f</i>	37.5	13.2	21.4	20.0

8.4 Sources of Help – Self

Table 26: Sources of help for self by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (146)	<i>f</i> (107)	<i>f</i> (106)	<i>f</i> (77)
Same sex friend	m	-	-	-	-
	<i>f</i>	84.2	86.0	80.2	88.3
Mother or step-mother	m	-	-	-	-
	<i>f**</i>	72.6	61.7	58.5	49.4
Minister, pastor, priest	m	-	-	-	-
	<i>f</i>	0.7	0.0	0.0	0.0
Opposite sex friend	m	-	-	-	-
	<i>f*</i>	24.0	29.0	31.1	42.9
Professional Counselor outside of school	m	-	-	-	-
	<i>f</i>	6.2	7.5	6.6	11.7
Adult other than parents	m	-	-	-	-
	<i>f</i>	24.0	24.3	17.9	16.9
Sister or brother	m	-	-	-	-
	<i>f</i>	34.9	39.3	34.9	31.2
Aunty	m	-	-	-	-
	<i>f*</i>	27.4	15.9	16.0	13.0
Teacher	m	-	-	-	-
	<i>f**</i>	24.0	10.3	15.1	9.1
Year or house coordinator, patron	m	-	-	-	-
	<i>f</i>	5.5	4.7	6.6	7.8
Father or step-father	m	-	-	-	-
	<i>f*</i>	28.8	19.6	20.8	13.0
Leader in community	m	-	-	-	-
	<i>f</i>	0.0	0.9	0.0	0.0
Kids Help Line or other	m	-	-	-	-
	<i>f</i>	17.1	15.0	14.2	7.8
Doctor	m	-	-	-	-
	<i>f</i>	16.4	8.4	13.2	9.1
Grandparent	m	-	-	-	-
	<i>f**</i>	18.5	10.3	7.5	2.6
Uncle	m	-	-	-	-
	<i>f</i>	5.5	3.7	1.9	1.3
Student welfare, counsellor etc.	m	-	-	-	-
	<i>f</i>	7.5	6.5	5.7	7.8

Notes

* denotes that the differences between grades is statistically significant with $p < 0.05$

** denotes that the differences between grades is statistically significant with $p < 0.01$

This table shows that girls in lower grades are more likely to talk to their mother, their aunty, their teacher, their father, and their grandparent, while girls in higher grades are more likely to talk to a friend of the opposite sex. Over 80% of girls in all grades would talk to a female friend.

Year 7 girls nominated an average of 3.8 sources of help compared to 3.6 for Year 8, 3.4 for Year 9 and 2.9 for Year 10. The difference between Years 9 and 10 is statistically significant.

All students nominated at least one category to whom they would talk.

Table 27: Sources of help for self by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41)	m (47)	m (38)	m (14)
		f (40)	f (38)	f (28)	f (10)
Same sex friend	m	48.8	59.6	65.8	42.9
	f	80.0	86.8	82.1	80.0
Mother or step-mother	m	41.5	36.2	36.8	14.3
	f*	72.5	42.1	50.0	60.0
Minister, pastor, priest	m	4.9	12.8	10.5	7.1
	f	2.5	7.9	3.6	10.0
Opposite sex friend	m*	22.0	46.8	47.4	57.1
	f	27.9	39.5	25.0	50.0
Professional Counselor outside of school	m	9.8	23.4	23.7	0.0
	f	10.0	15.8	3.6	0.0
Adult other than parents	m	12.2	19.1	31.6	0.0
	f	22.5	13.2	14.3	0.0
Sister or brother	m	14.6	23.4	31.6	0.0
	f	25.0	18.4	28.6	50.0
Aunty	m	17.1	17.0	21.1	0.0
	f	27.5	31.6	14.3	30.0
Teacher	m*	12.2	29.8	23.7	0.0
	f	10.0	10.5	3.6	0.0
Year or house coordinator, patron***	m				
	f*				
Father or step-father	m	31.7	27.7	31.6	14.3
	f*	35.0	10.5	10.7	10.0
Leader in community	m	2.4	10.6	15.8	0.0
	f	2.5	5.3	0.0	0.0
Kids Help Line or other	m*	7.3	25.5	28.9	0.0
	f	10.0	15.8	0.0	20.0
Doctor	m	7.3	17.0	13.2	7.1
	f	17.5	7.9	7.1	20.0
Grandparent	m	22.0	12.8	23.7	0.0
	f	27.5	21.1	7.1	0.0
Uncle	m	12.2	10.6	21.1	0.0
	f	12.5	15.8	3.6	0.0
Student welfare, counsellor etc.	m	14.6	34.0	28.9	0.0
	f	17.5	21.1	0.0	0.0

Notes

* denotes that the differences between grades is statistically significant with $p < 0.05$

** denotes that the differences between grades is statistically significant with $p < 0.01$

*** This question not asked at baseline at this school.

For this question 1 male student in Year 7 and Year 9 and one female student in Year 8 and year 10 each nominated no categories of help. There are significant differences across the grades in the sources of help for male students. Older males are more likely to talk to a female friend, a teacher and to use Kids Help Line or other telephone counselling service. Female students in lower grades are more likely to talk to their mother or step-mother, and their father or step-father.

For males, Year 7 students nominated an average of 2.8 sources of help compared to 4.1 in Year 8, 4.6 in Year 9 and only 1.4 in Year 10. The difference between Grade 9 and 10 males is statistically significant.

For female students, Year 7 nominated an average of 4.0 sources of help, Year 8 nominated 3.6, Year 9 nominated 2.5 and Year 10 nominated 3.3.

There are a number of interesting differences between the sexes in that girls are significantly more likely to talk to a same-sex friend and to their mothers or step-mothers, while male students are more likely to talk to a teacher, a house coordinator or patron, and to a community leader. It is interesting that male and female students showed equal likelihood of talking to a doctor.

8.5 Sources of Help – Best Friend

Table 28 below shows the Victorian Catholic students' responses to a question which asked them to select sources of help if their friend was the one who was depicted in the scenario.

Table 28: Sources of help for Best Friend by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (146)	<i>f</i> (107)	<i>f</i> (106)	<i>f</i> (77)
Respondent	m	-	-	-	-
	<i>f</i>	87.7	89.7	89.6	92.2
Mother or step-mother	m	-	-	-	-
	<i>f</i>	78.8	73.8	77.4	74.0
Minister, pastor, priest	m	-	-	-	-
	<i>f</i>	0.7	1.9	1.9	0.0
Opposite sex friend	m	-	-	-	-
	<i>f</i>	45.2	44.9	52.8	55.8
Professional Counselor outside of school	m	-	-	-	-
	<i>f</i> **	12.3	14.0	17.0	29.9
Adult other than parents	m	-	-	-	-
	<i>f</i>	25.3	25.2	17.0	20.8
Sister or brother	m	-	-	-	-
	<i>f</i>	33.6	35.5	25.5	37.7
Aunty	m	-	-	-	-
	<i>f</i> **	19.9	15.9	3.8	9.1
Teacher	m	-	-	-	-
	<i>f</i> **	38.4	20.6	35.8	23.4
Year or house coordinator, patron	m	-	-	-	-
	<i>f</i>	8.9	12.1	16.0	10.4
Father or step-father	m	-	-	-	-
	<i>f</i>	37.0	35.5	29.2	32.5
Leader in community	m	-	-	-	-
	<i>f</i>	1.4	2.8	0.9	0.0
Kids Help Line or other	m	-	-	-	-
	<i>f</i>	19.9	24.3	22.6	11.7
Doctor	m	-	-	-	-
	<i>f</i>	26.7	20.6	22.6	31.2
Grandparent	m	-	-	-	-
	<i>f</i> **	19.9	12.1	4.7	3.9
Uncle	m	-	-	-	-
	<i>f</i> *	9.6	7.5	1.9	1.3
Student welfare, counselor etc.	m	-	-	-	-
	<i>f</i>	15.1	12.1	19.8	16.9

Notes

* denotes that the differences between grades is statistically significant with $p < 0.05$

** denotes that the differences between grades is statistically significant with $p < 0.05$

This table shows that girls in lower grades are more likely to want their friend to talk to their aunty, their uncle or their grandparent. Girls in Year 7 and 9 are more likely than those in other grades to want their friend to talk to a teacher. Nearly 90% of girls in all grades would talk to a female friend.

For this question 1 student in Year 7, 2 in Year 9 and 1 student in year 10 each nominated no categories of help for their friend.

Table 29 below shows the same data for the Tasmanian Government school. For this question 2 male students in Year 7 and on in Year 9 each nominated no categories of help for their friend.

Table 29: Sources of help for Best Friend by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41) f (40)	m (47) f (38)	m (38) f (28)	m (14) f (10)
Respondent	m	68.3	70.2	89.5	64.3
	f	87.5	86.8	96.4	70.0
Mother or step-mother	m	29.3	31.9	44.7	28.6
	f	70.0	50.0	60.7	60.0
Minister, pastor, priest	m	2.4	19.1	10.5	7.1
	f	5.0	13.2	10.7	0.0
Other friend	m	26.8	34.0	44.7	35.7
	f	47.5	50.0	12.9	30.0
Professional Counselor outside of school	m	12.2	27.7	28.9	7.1
	f	22.5	47.4	42.9	40.0
Adult other than parents	m	14.6	12.8	26.3	0.0
	f	20.0	23.7	10.7	0.0
Sister or brother	m	7.3	14.9	28.9	14.3
	f	22.5	21.1	21.4	30.0
Aunty	m	4.9	10.6	18.4	0.0
	f*	17.5	26.3	3.6	0.0
Teacher	m	22.0	31.9	44.7	28.6
	f	25.0	26.3	21.4	30.0
Year or house coordinator, patron***	m				
	f				
Father or step-father	m	22.0	21.3	28.9	14.3
	f	37.5	28.9	17.9	10.0
Leader in community	m	2.4	6.4	13.2	0.0
	f	5.0	13.2	3.6	0.0
Kids Help Line or other	m	9.8	19.1	31.6	7.1
	f	15.0	23.7	28.6	20.0
Doctor	m	7.3	12.8	13.2	7.1
	f	17.5	23.7	32.1	40.0
Grandparent	m	9.8	8.5	23.7	0.0
	f	20.0	23.7	3.6	0.0
Uncle	m*	7.3	8.5	23.7	0.0
	f	10.0	21.1	3.6	0.0
Student welfare, counsellor etc.	m	24.4	36.2	36.8	14.3
	f	27.5	55.3	28.6	40.0

Notes

* denotes that the differences between grades is statistically significant with $p < 0.05$

*** This question not asked at baseline at this school.

8.6 Helpfulness of School Counsellor

Table 30: Helpfulness of School Counsellor by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (145)	<i>f</i> (107)	<i>f</i> (106)	<i>f</i> (77)
Not helpful at all	m				
	<i>f</i>	7.0	10.5	5.7	10.7
Maybe a little bit helpful	m				
	<i>f</i>	39.4	51.4	48.1	52.0
Could help quite a lot	m				
	<i>f</i>	45.1	28.6	38.7	32.0
Would definitely be helpful	m				
	<i>f</i>	8.5	9.5	7.5	5.3

Generally across all grades, students were most likely to indicate a school counsellor would be a little bit or quite a lot helpful. A low percentage of students (less than 11%) across all grades commented that a school counsellor would not be helpful at all.

Table 31: Helpfulness of School Counsellor by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41) <i>f</i> (40)	m (47) <i>f</i> (38)	m (38) <i>f</i> (28)	m (14) <i>f</i> (10)
Not helpful at all	m	23.1	21.3	27.8	35.7
	<i>f</i>	15.0	21.1	28.6	20.0
Maybe a little bit helpful	m	35.9	44.7	47.2	50.0
	<i>f</i>	55.0	39.5	46.4	50.0
Could help quite a lot	m	33.3	19.1	25.0	7.1
	<i>f</i>	22.5	34.2	21.4	10.0
Would definitely be helpful	m	7.7	14.9	0.0	7.1
	<i>f</i>	7.5	5.3	3.6	20.0

Approximately 20% of students (15-35.7%) indicated that a school counsellor would not be helpful at all. Most students (males and females) indicated that a school counsellor would be at least a little bit helpful.

8.7 Helpfulness of Other Counsellors

Table 32: Helpfulness of Other Counsellors by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (145)	<i>f</i> (107)	<i>f</i> (106)	<i>f</i> (77)
Not helpful at all	m				
	<i>f</i>	8.9	6.5	2.8	8.0
Maybe a little bit helpful	m				
	<i>f</i>	39.7	49.5	42.5	42.7
Could help quite a lot	m				
	<i>f</i>	43.2	26.2	45.3	40.4
Would definitely be helpful	m				
	<i>f</i>	8.2	17.8	9.4	9.3

A majority of students (approximately 80%) thought that a school counsellor outside the school would be either a little bit or quite a lot helpful.

Table 33: Helpfulness of Other Counsellors by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41) <i>f</i> (40)	m (47) <i>f</i> (38)	m (38) <i>f</i> (28)	m (14) <i>f</i> (10)
Not helpful at all	m	15.8	14.9	25.0	14.3
	<i>f</i>	12.5	15.8	21.4	0.0
Maybe a little bit helpful	m	47.4	57.4	38.9	71.4
	<i>f</i>	55.0	55.3	35.7	30.0
Could help quite a lot	m	26.3	17.0	27.8	7.1
	<i>f</i>	25.0	23.7	42.9	40.0
Would definitely be helpful	m	10.5	10.6	8.3	7.1
	<i>f</i>	7.5	5.3	0.0	30.0

Differences between the grades are statistically significant. A high proportion (30%) of Year 10 girls indicated that they thought a counsellor would be useful.

8.8 Tobacco as a Way of Coping

Table 34: Tobacco Use by grade , by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (145)	<i>f</i> (107)	<i>f</i> (106)	<i>f</i> (77)
Definitely would not use	m				
	<i>f</i>	87.7	79.4	80.0	61.8
Maybe would use	m				
	<i>f</i>	10.3	15.9	12.4	25.0
Probably would use	m				
	<i>f</i>	2.1	4.7	7.6	13.2

The majority of students across all grades indicated that they would definitely not use tobacco as a way of coping. However, Year 10 girls indicated they would be more likely than other grades to use tobacco as a way of coping.

Table 35: Tobacco Use by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41) <i>f</i> (40)	M (47) <i>f</i> (38)	m (38) <i>f</i> (28)	m (14) <i>f</i> (10)
Definitely would not use	m	82.1	55.3	64.9	71.4
	<i>f</i>	85.0	73.7	78.6	55.6
Maybe would use	m	12.8	31.9	18.9	14.3
	<i>f</i>	12.5	15.8	7.1	22.2
Probably would use	m	5.1	12.8	16.2	14.3
	<i>f</i>	2.5	10.5	14.3	22.2

Differences between grades are not statistically significant with a trend towards students in higher grades more likely to indicate that they probably would use tobacco as a way of coping.

8.9 Alcohol as a Way of Coping

Table 36: Alcohol Use by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (145)	<i>f</i> (107)	<i>f</i> (106)	<i>f</i> (77)
Definitely would not use	m				
	<i>f</i>	81.5	71.0	67.3	42.9
Maybe would use	m				
	<i>f</i>	14.4	25.2	30.8	39.0
Probably would use	m				
	<i>f</i>	4.1	3.7	1.9	18.2

Differences between the grades are statistically significant. Generally the majority of students reported they would not use alcohol as a way of coping. However, girls in older grades were more likely to indicate that they use tobacco as a way of coping.

Table 37: Alcohol Use by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41)	m (47)	m (38)	m (14)
		<i>f</i> (40)	<i>f</i> (38)	<i>f</i> (28)	<i>f</i> (10)
Definitely would not use	m	61.5	37.0	44.7	35.7
	<i>f</i>	75.0	52.6	39.3	30.0
Maybe would use	m	35.9	47.8	23.7	14.3
	<i>f</i>	22.5	31.6	39.3	40.0
Probably would use	m	2.6	15.2	31.6	50.0
	<i>f</i>	2.5	15.8	21.4	30.0

Differences between the grades are statistically significant for both males and females with students in higher grades much more likely to indicate that they would use alcohol as a way of coping. Year 7 students are the only group where the majority of students (over 50%) indicated they definitely would not use alcohol.

8.10 Other Drug Use as a Way of Coping

Table 38: Other Drug Use by grade, by sex (%) – Victorian Catholic School

		Year 7	Year 8	Year 9	Year 10
		<i>f</i> (145)	<i>f</i> (107)	<i>f</i> (106)	<i>f</i> (77)
Definitely would not use	m				
	<i>f</i>	89.7	89.7	89.6	81.8
Maybe would use	m				
	<i>f</i>	10.3	8.4	8.5	11.7
Probably would use	m				
	<i>f</i>	0.0	1.9	1.9	6.5

Differences between grades are not significant in Table 38. A majority of students across grades indicated they definitely would not use other drugs.

Table 39: Other Drug Use by grade, by sex (%) – Tasmanian Govt. School

		Year 7	Year 8	Year 9	Year 10
		m (41)	m (47)	m (38)	m (14)
		<i>f</i> (40)	<i>f</i> (38)	<i>f</i> (28)	<i>f</i> (10)
Definitely would not use	m	92.3	57.4	62.2	57.1
	<i>f</i>	97.5	63.2	82.1	70.0
Maybe would use	m	7.7	27.7	24.3	21.4
	<i>f</i>	2.5	26.3	10.7	0.0
Probably would use	m	0.0	14.9	13.5	21.4
	<i>f</i>	0.0	10.5	7.1	30.0

Differences between the grades are statistically significant for both males and females with students in higher grades much more likely to indicate that they would use alcohol as a way of coping.