

MONASH GRADUATE ASSOCIATION (MGA)

**THE COVID-19 PANDEMIC AND MONASH GRADUATE STUDENTS:
MGA 2020 SURVEY ON HEALTH, FAMILY AND FINANCES**

Expanded Version

OCTOBER 2020



mga monash
graduate
association

The MGA would like to thank the graduate students who participated in this survey.

For comments and enquiries please contact:

Dr Ryan Edwards, MGA Research Advocate

ryan.edwards@monash.edu

Dina Galanopoulos, MGA Research Officer

dina.galanopoulos@monash.edu

Jenny Reeder, MGA Executive Officer

jenny.reeder@monash.edu

Table of Contents

Table of Contents	3
(i) Executive Summary	4
(ii) Introduction	5
1 Health: General wellbeing of Monash graduate students.....	6
1.1 General wellbeing upon commencement of your degree and now:.....	6
1.2 Is there anything else causing you stress?	7
1.3 Is your main source of stress:	9
1.4 Do you have any comments to make regarding your mental health?	9
1.5 Where are you primarily studying during the COVID-19 University shutdown?.....	10
1.6 Please rate the following statements regarding your current study arrangements:	11
1.7 What kind of support you would like to receive from the University in relation to stress, health and wellbeing:.....	12
1.8 What could the University do to help you feel more socially connected?.....	12
1.9 Summary	13
2 Family: Parents and carers.....	15
2.1 Do you have children?	15
2.2 Are you the primary carer for your children?	15
2.3 Age/stage of life of Monash graduate students' children:	15
2.4 Coping with childcare responsibilities, both before and during COVID-19:	16
2.5 Are you the primary carer for someone other than a child?	16
2.6 Coping with carer responsibilities, both before and during COVID-19:	17
2.7 What could the University do to support students who are also parents and/or carers? Do you have any further comments regarding childcare and/or carer responsibilities?	17
2.8 Summary	18
3 Finances and Employment.....	19
3.1 What is your main source of income?	19
3.2 What was/is your estimated post-tax income for 2020?	20
3.3 Do you feel your course offers value for money?	20
3.4 Why not? Please elaborate on why you think your course does not represent value for money.	21
3.5 What is your employment status?.....	22
3.6 Where do you work?.....	22
3.7 Have you applied for any of the following emergency grant schemes?.....	23
3.8 Summary	23
iii) MGA Recommendations	25
Appendix 1: Demographics	26

(i) Executive Summary

The data from this report is taken from the Monash Graduate Association's Health, Family and Finances survey. Over 900 responses were collected in May and June of 2020, which was approximately four months into the COVID-19 pandemic.

This brief report contains initial findings from the responses to those questions relevant to the COVID-19 pandemic.

This report makes evident that the COVID-19 global pandemic has had a substantially negative impact on the health and wellbeing of Monash graduate students.

Key findings are summarised below.

Health:

- Those indicating that their mental health was either *extremely poor* or *poor* rose from 8% at commencement of their course to 31% during the COVID-19 pandemic.
- COVID-19 was the primary source of stress among those surveyed, with the resultant lockdown, restrictions on campus attendance and economic uncertainty leading to heightened levels of academic stress and stress related to employment/employability.
- Monash graduate students were primarily working from home (85%) once the pandemic had hit, and over half of the respondents surveyed (53%) indicated that they would like more opportunity for social interactions.

Family:

- Just under one in five (18%) Monash graduate students are parents, with 94% of these parents indicating that they had primary or shared parental responsibilities. Meanwhile, 5% of Monash graduate students said that they were the primary carer for someone other than a child.
- 70% of Monash graduate student parents with a child/children of high-school age or younger agreed that it was difficult to cope with childcare responsibilities during the COVID-19 pandemic. In comparison, 26% agreed that it was difficult prior to the pandemic.
- Just under two-thirds (61%) of Monash graduate students with carer responsibilities for someone other than a child agreed that it was difficult to cope with those responsibilities during the COVID-19 pandemic. In comparison, 25% agreed that it was difficult prior to the pandemic.

Finances and Employment:

- One-quarter of graduate students surveyed were unemployed and looking for work, while 30% were in casual employment.
- Of the 360 graduate students who were employed, over half (192) had jobs at Monash University, with 124 (64.6%) casually employed and highly vulnerable to anticipated job cuts.
- Just over one in every five (21%) Monash graduate students who completed the survey had applied for a COVID-19 Hardship and Compassionate Grant.

(ii) Introduction

The Monash Graduate Association (MGA) ran a survey of Monash graduate students in May-June 2020. The aim of the survey was to explore and measure the experiences of graduate students at Monash University, with a specific focus on three key areas: health, family and finances. The survey was advertised in the MGA newsletter, the MGA website, electronic posters and through contacts with Monash faculty groups and associate deans, many of whom agreed to forward the advertising of the survey to their entire cohorts. Participants were self-selecting, so an incentive scheme (comprising the opportunity to win gift cards worth up to \$100 in value) was used to assist in attracting a representative sample.

A total of nine-hundred and one partially and fully completed responses were received.¹ The demographic of the respondents is outlined in the Appendix.

This report presents both quantitative and qualitative data from Monash University graduate student respondents as it relates to the COVID-19 global pandemic.

The quantitative component of this survey required students to answer several multiple choice and Likert-scale questions, while the qualitative component comprised sections where participants were invited to make general comments within broad subject areas and/or respond to open-ended questions. Answers to these open-ended questions were analysed and coded into common themes. Some responses were coded under multiple themes.

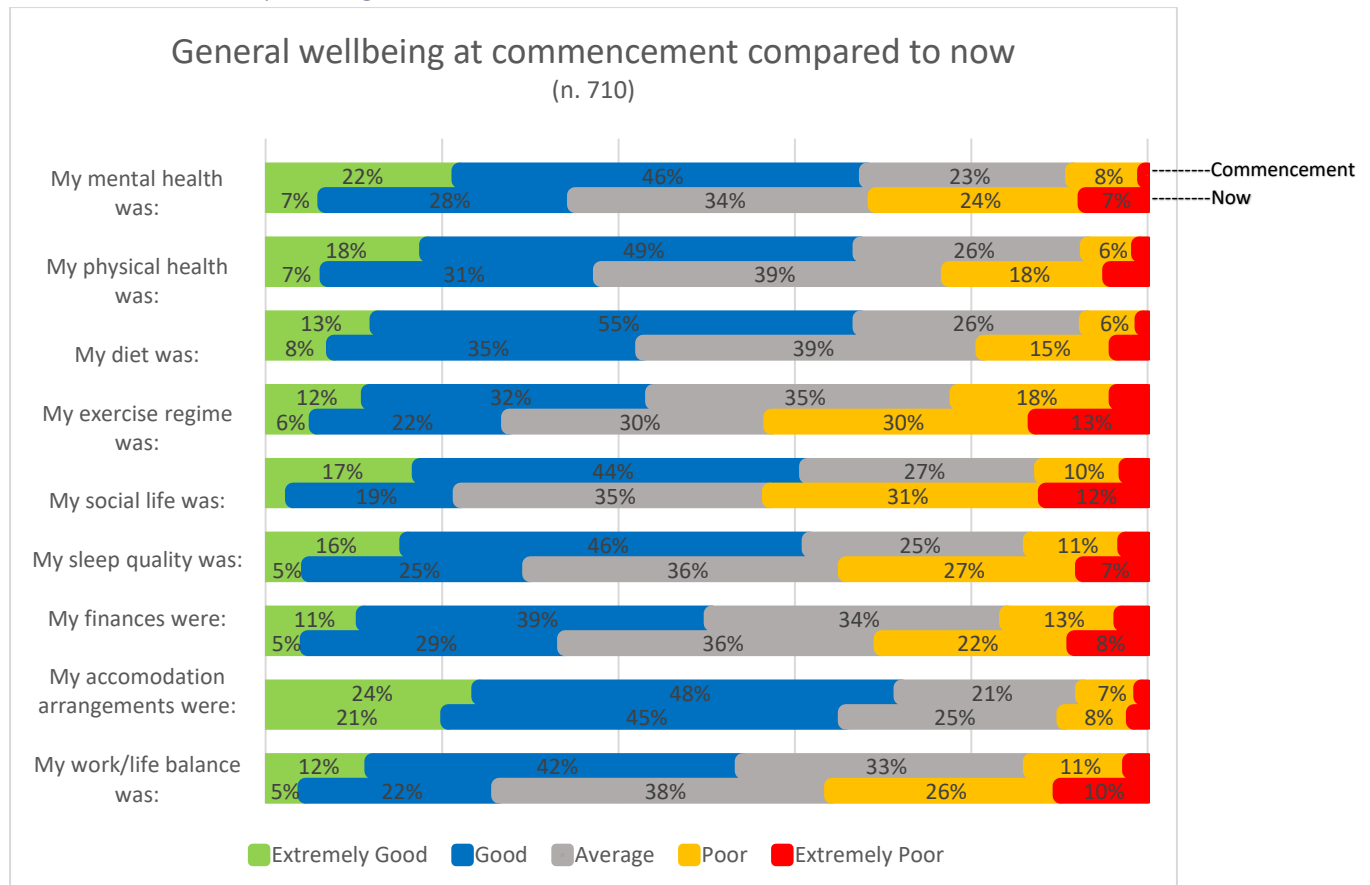
All ten faculties were represented in terms of responses. Overall respondents were skewed towards full-time (90%), Higher Degree by Research (68%), while female (64%) and male (35%) genders were well represented, as were domestic (47%) and international students (53%).

This research has been approved by the Monash University Human Research Ethics Committee.

¹ Not every respondent who commenced the survey went on to complete it, while those who did were not necessarily required to answer every question. As a result, the number of respondents to each question varies. Please see the individual graph/table for number of respondents to that specific question.

1 Health: General wellbeing of Monash graduate students

1.1 Please rate each of the following statements in terms of your general wellbeing upon commencement of your degree and now:²

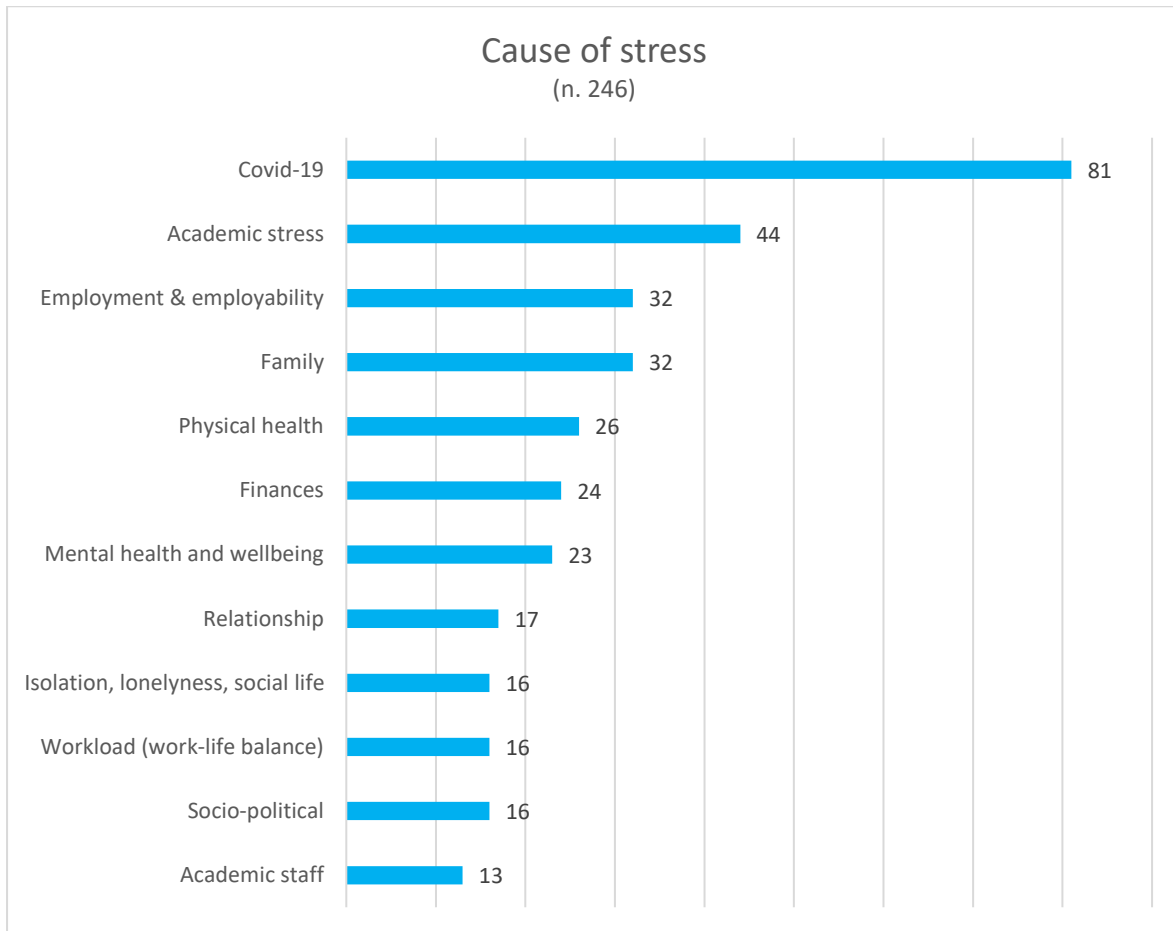


Across the board, graduate students at Monash indicated that their general health and wellbeing was worse off now than it was upon the commencement of their degree, with the obvious hypothesis for this fundamental change being the COVID-19 global pandemic (see 1.2 and 1.4).

Those indicating that their mental health was either *extremely poor* or *poor* rose from 8% at commencement to 31% during the pandemic. Similarly, having an *extremely poor* or *poor* social life rose from 12% to 43%, sleep quality from 13% to 34% and work/life balance from 13% to 36%.

² Where responses were under 5% (e.g. the total number of students responding 'extremely poor' to a question/statement was less than 5%), the figures have been removed from most tables to avoid those tables becoming incomprehensible.

1.2 Is there anything else causing you stress?



The global COVID-19 pandemic and the far-reaching impact that it has had on the lives and livelihoods of Monash graduate students and their families was the primary source of stress among respondents. Comments relating to COVID-19 were often made in reference to specific impacts and stressors and, as such, they will be presented regularly in the themes explored below.

The COVID-19 pandemic has created additional **academic stress** for many graduate students. Revealing comments included:

“There are so many assignments and with everything being online, it's causing a lot of stress.”

“My inability to do research during the COVID-19 pandemic.”

“Substantial delays to my candidature due to COVID-19, worried that I may not be able to obtain enough data to pass my milestone due to the ongoing restrictions to laboratory access.”

Many respondents were also stressed about the economic impact of the pandemic and how it had affected or would affect their **employment and employability**. Comments included:

“Lack of shifts at work due to COVID-19.”

“The current pandemic and the loss of job has been very stressful.”

"Bad job prospects, Monash cutting my job hours, no income."

The health of **family** members and, in some cases, access to them during the pandemic were also identified by many respondents as major sources of stress. For instance:

"Limited childcare during COVID and feeling guilty that my 3yo has a lot of screen time."

"Worrying about older, immune suppressed family members getting sick/getting COVID."

"My mother is seriously sick back home and shut down because of COVID is preventing me to make that trip to go visit her."

"Not being able to stay with my family."

Mental health and wellbeing during the pandemic were also a cause of stress among many respondents. Notable comments included:

"Everything online instead of on-campus, trapped alone in a room in a shared house for 3 months without any family member or friend, sleep disorder, lack of concentration on studies due to depression."

"COVID-19 and worry about that can be debilitating at times."

Other interesting comments included:

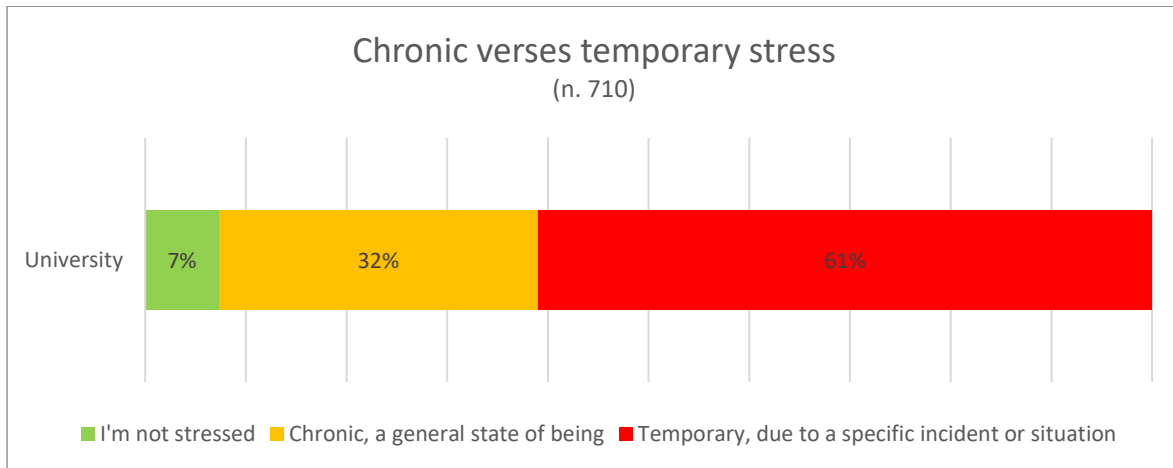
"If schools close again I have no leave left. Was shitty of the uni not to extend leave available beyond 12 months for parents ... Absolutely not fair for university to make no special consideration for parents re: timeline ... As if my circumstances over the past 4 months compare to those of someone without kids!!! Deadlines without covid are hugely stressful. Deadlines with covid almost broke me until I chose to exhaust all my leave. If I get sick between now and submission, I'm stuffed. And stress compromises my immune system and physical and mental wellbeing."

"Isolation from university life. Not knowing what is going on, not being connected."

"My supervisor's expectation under the current circumstances. Sometimes feel like she acknowledges that these are not normal circumstances, but it feels like she expects me to be progressing the same and being super productive."

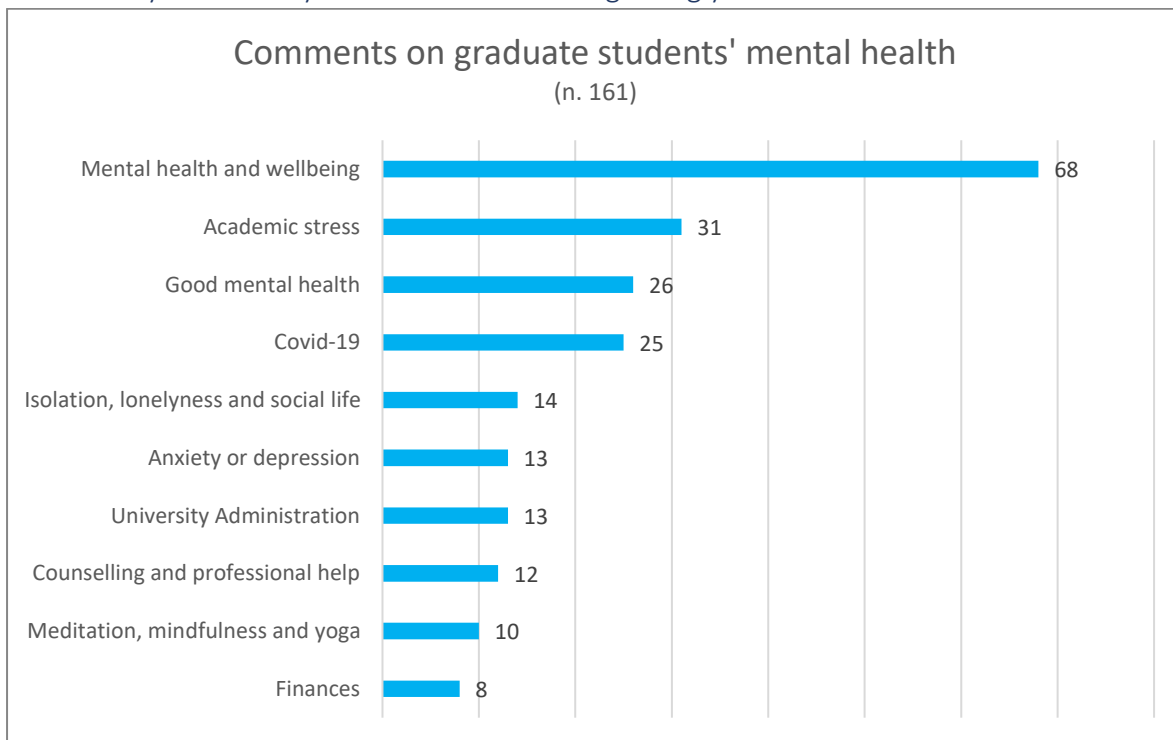
"The lack of clarity with Monash over "automatic" extensions due to covid-19. I feel like there is absolutely no clarity about what I'm entitled to during this, and that Monash doesn't care at all about HDRs and only cares about their money makers -- the undergrads."

1.3 Is your main source of stress:



Only 7% of the 710 respondents to this question said that they were not stressed, while 61% reported that their main source of stress was temporary. Such a substantial number indicating that their main source of stress is temporary is likely related to the global COVID-19 pandemic.

1.4 Do you have any comments to make regarding your mental health?



Of the 161 respondents to this question, 42% could be said to be experiencing, or had experienced, mental health or wellbeing issues. Meanwhile, the COVID-19 pandemic was a factor in the responses of 25 respondents. Interesting comments included:

“It is a temporary stress based on certain conditions and situations. It has been pretty bad because of COVID 19, since you don't have certainty on anything.”

“The lockdown has led to less social interactions which leads to loneliness.”

“Monash admin has negatively impacted my mental health. Monash is almost wholly responsible for my distress in lack of security and uncertainty because of their lack of clarity during COVID-19.”

“Isolation and COVID and studying too many days in a row added to some "dark" times.”

“Normally I am pretty fine, it is all amplified in these COVID-19 times.”

“Since lock-down I've started using the Smiling Mind app, which has been very helpful.”

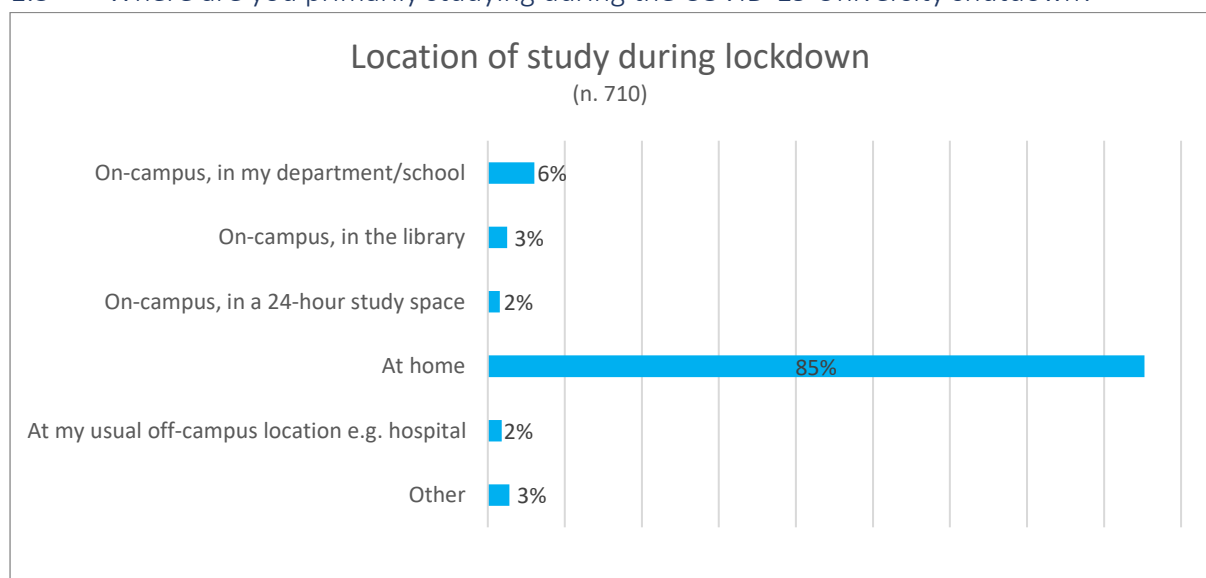
“Being unproductive while working from home is building up the stress (which is increasing as the time is passing by) that I am unable to handle.”

“My mental health is impacted by current physical isolation measures and I think I'd be in a different mental space if they weren't in place.”

“Trying to focus on a PhD whilst lonely and wanting to be with family in a pandemic is wreaking havoc on my mental health.”

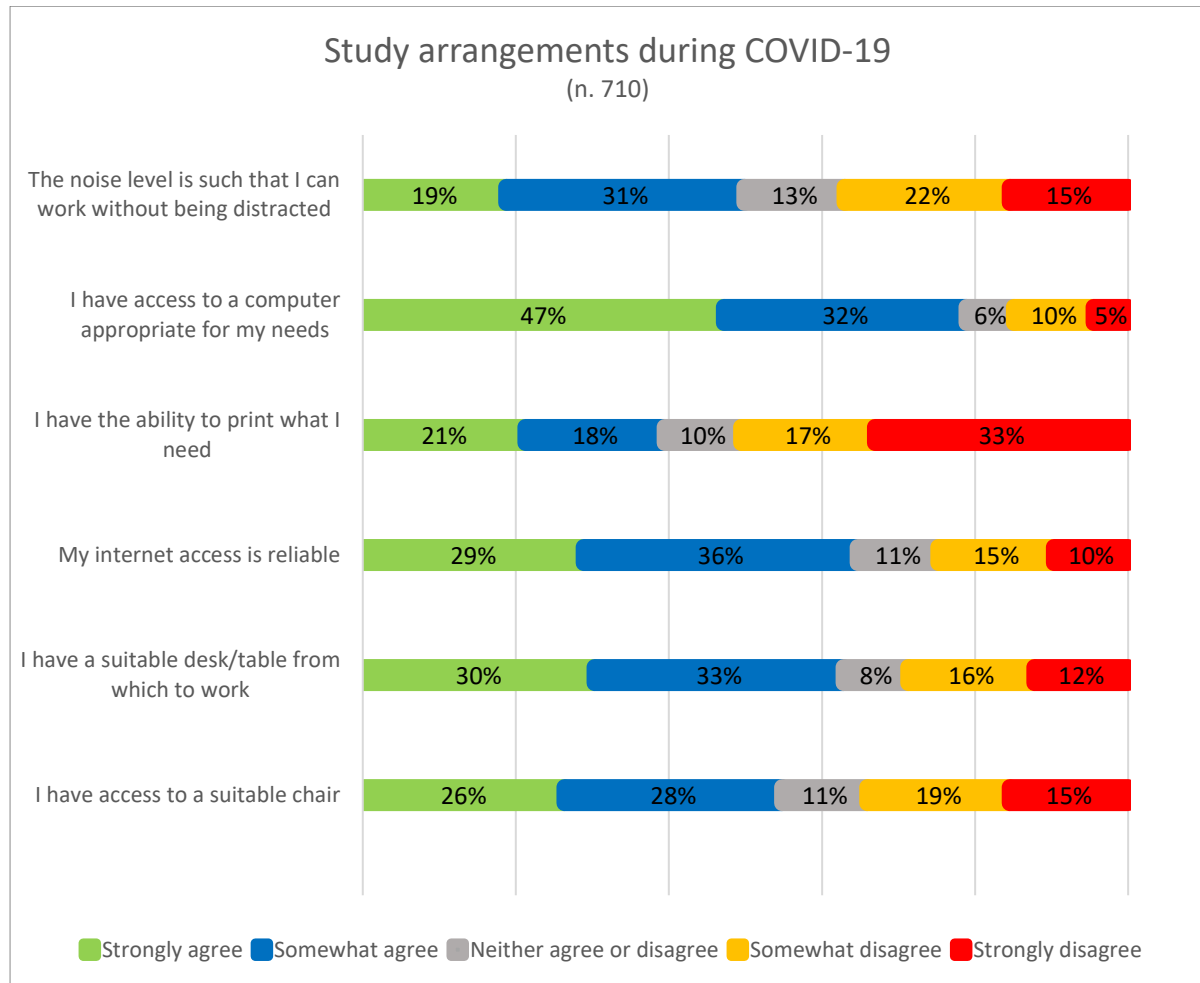
“Worry about my PhD progress coupled with covid stress about ... my kids ... Plus, my family [is overseas] -- it's very stressful. And, making decisions regarding kids schooling especially right now with the rise on cases. I find it hard to concentrate on my studies. Although, when I can focus like on them it's also a relief from covid19 stress. Then, I remember reality and get down. I will miss my sister's wedding [overseas]. I suppose as long as we are all healthy should be my main focus. I would also like more guarantees from the uni that it will take longer to complete things due to that mental load.”

1.5 Where are you primarily studying during the COVID-19 University shutdown?³



³ Responses were collected in May and June of 2020.

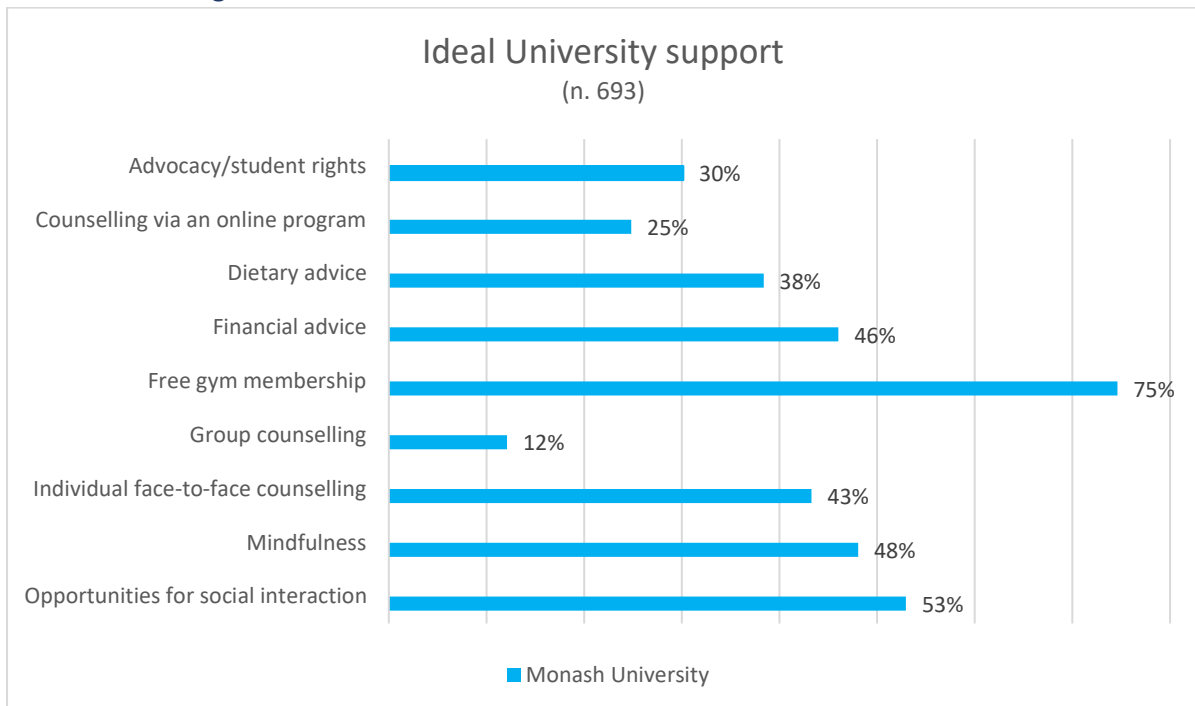
1.6 Please rate the following statements regarding your current study arrangements:



Half of Monash graduate students surveyed said that they did not agree that they were able to print what they needed, while 79% reported that they agreed that they had access to a computer appropriate for their needs.

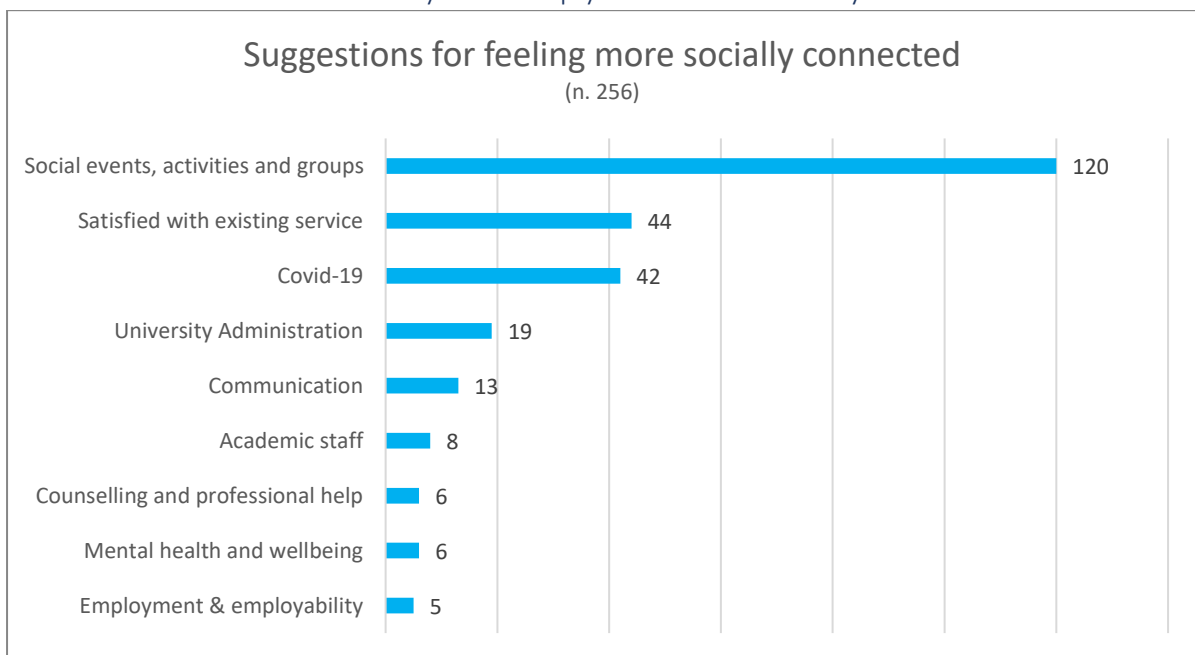
Meanwhile, over one-third of respondents indicated that they were unable to work without distraction.

1.7 Please select as many relevant options from the list below regarding what kind of support you would like to receive from the University in relation to stress, health and wellbeing:



Three-quarters of the Monash graduate students surveyed wanted the University to provide them with a free gym membership to support their stress, health and wellbeing, while 53% wanted further opportunities for social interaction.

1.8 What could the University do to help you feel more socially connected?



The overwhelming response from graduate students regarding what they thought the University could do to help them feel more socially connected was to encourage and administer more **social**

events, activities and groups. Just under half (47%) of the respondents made this suggestion. Comments of note that related to the COVID-19 pandemic, included:

“More opportunities for graduate students to socialise in less-formal but still university-relevant circumstances. Maybe a buddy program or internet pen-pals to keep track of each other and support each other with our research? This would also be extra effective with the current COVID lockdown.”

“Under this circumstance, it would be great if there are more sessions that bring people together, like game nights or just making some conversations.”

“Virtual sessions don't really help. I don't really know peers in my own department. Something that could connect us non-academically.”

“Organise more Zoom meetings for mixers and potentially host more events in between faculties after the pandemic has settles.”

“Small group events (face to face), if can be arranged that can also satisfy the government regulations regarding COVID-19 restrictions, then it will be of great help.”

“More support for MGA and other social events, eg. Wine Down Wednesdays, parents catchups, physical exercises. It's difficult during the pandemic, but Zoom is good and things should be in place for when face to face meetings becomes possible again.”

“If we could set up general interest forums with my particular cohort, being separated from them because of COVID means we only get to interact when it is about an assignment.”

“Zoom catch ups, online reading groups (which have recently restarted), “touching base” emails.”

“More online Shut Up and Write Sessions really help with connectedness and productivity.”

Meanwhile, there were further comments specifically made with the COVID-19 pandemic in mind. These were predominantly acknowledgements that the pandemic made it difficult for the University to do anything of substance at the current time or they were requests to open campuses for student attendance.

1.9 Summary

The COVID-19 global pandemic has had a substantially negative impact on the health and wellbeing of Monash graduate students.

Across the board, graduate students at Monash indicated that their general health and wellbeing was worse off now, during the pandemic, than it was at the commencement of their degree.

COVID-19 was the primary source of stress among those surveyed with the resultant lockdown, restriction on campus attendance and economic uncertainty leading to heightened levels of academic stress and stress related to employment/employability.

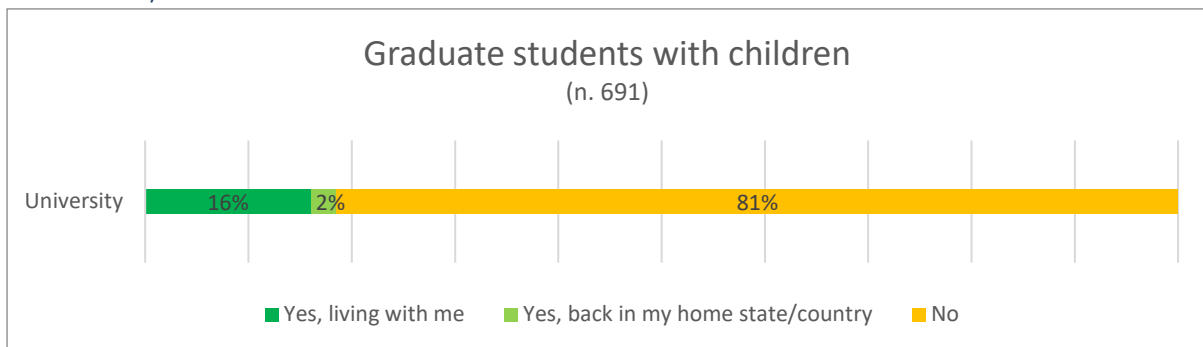
Monash graduate students were primarily working from home (85%) and over half of the respondents surveyed (53%) indicated that they would like more opportunity for social interactions, with many repeating this request in open-ended responses (see 1.8).

The high levels of loneliness and isolation and the deterioration in mental health of graduate students is reflected in the number of graduates seeking the MGA advocacy service, as well as the types of issues with which they present.

More alarming is the number of graduate students who do not discover the MGA services until several months into their enrolment, exacerbating their isolation from their student community and keeping them ignorant of important support services. This situation could be ameliorated were the University to provide the MGA with direct access to newly-enrolling graduate students, even if this access was provided as a one-off option.

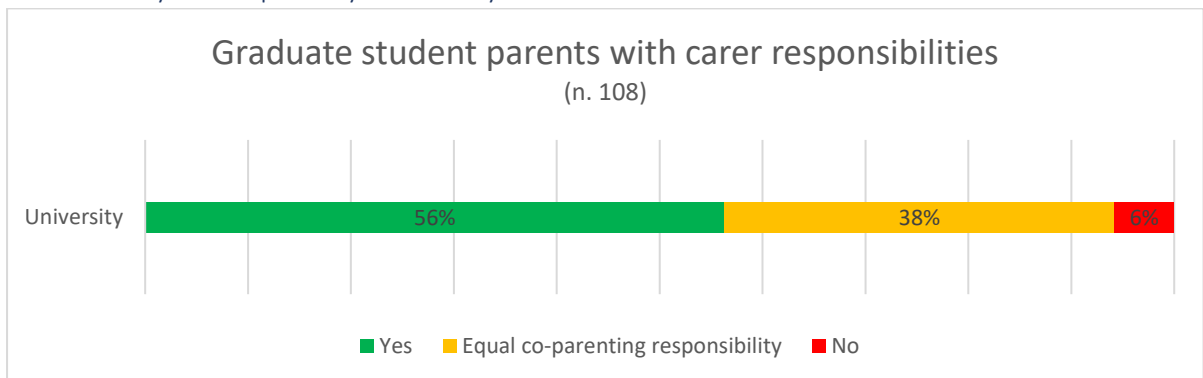
2 Family: Parents and carers

2.1 Do you have children?



Just under one in five (18%) Monash graduate students were parents.

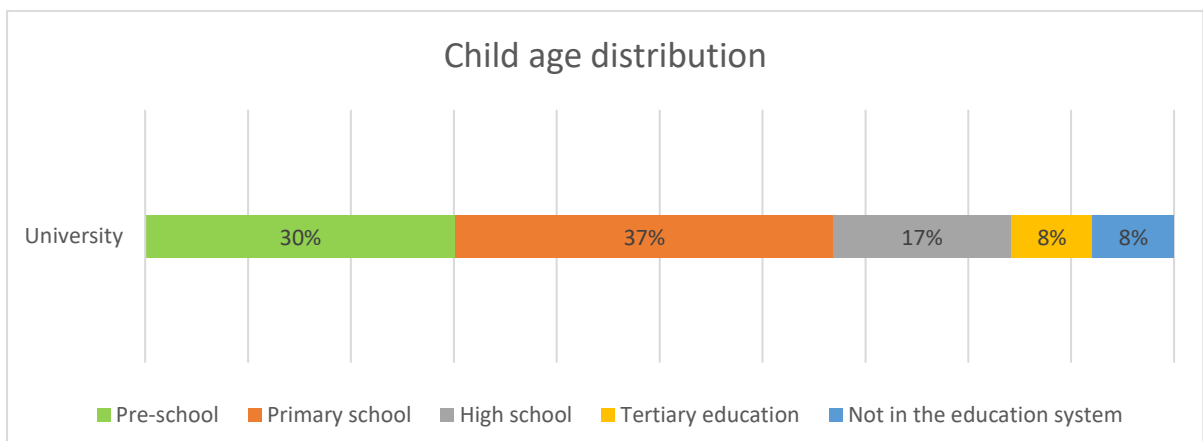
2.2 Are you the primary carer for your children?



Of the respondents with children, just over half (56%) had primary carer responsibilities, while another 38% shared parenting responsibilities equally with their partner.

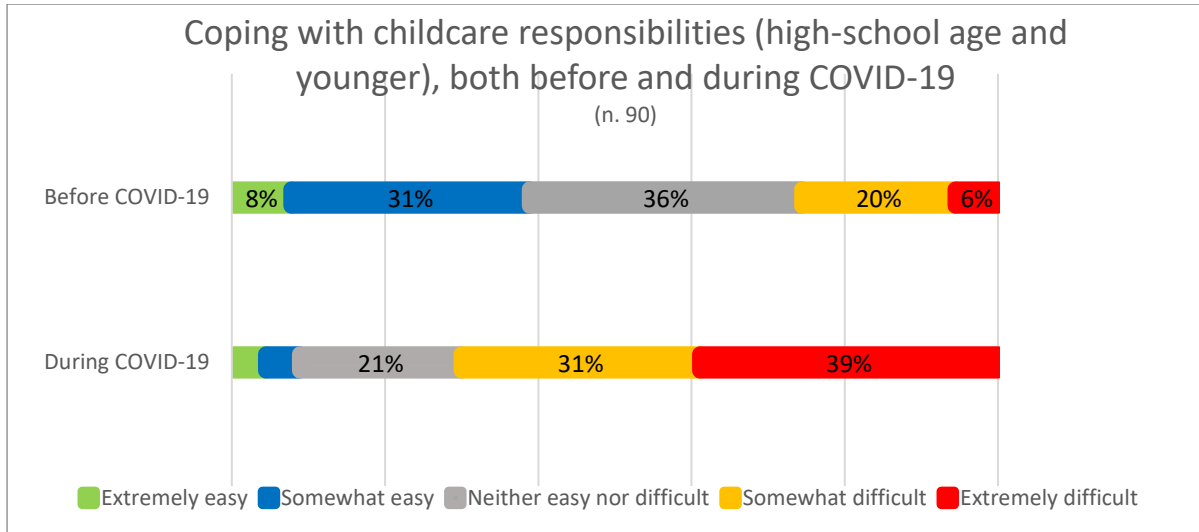
2.3 Age/stage of life of Monash graduate students' children:

The average number of children per Monash graduate student parent is 1.96, while the age distribution of these children is presented below:



Over two-thirds of the children of Monash graduate students surveyed were either in pre-school or primary school.

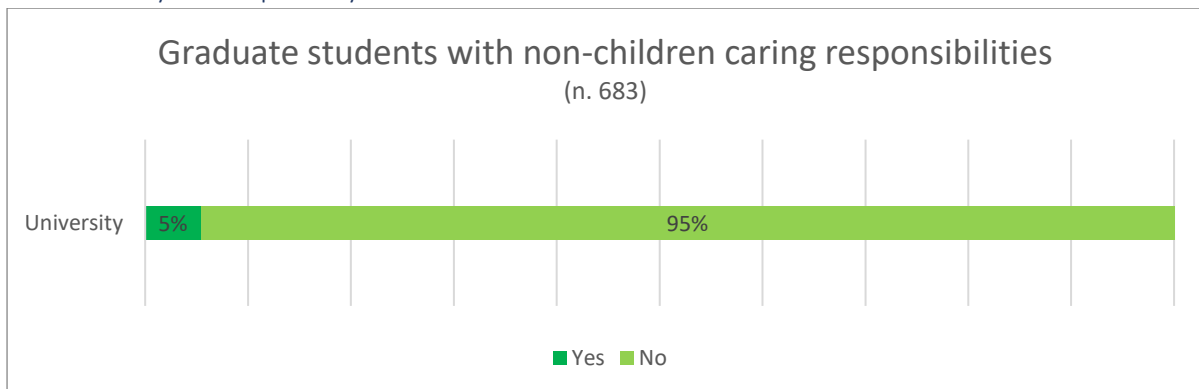
2.4 Please rate the difficulty you have coping with childcare responsibilities, both before and during COVID-19:



Over two-thirds (70%) of Monash graduate student parents with a child/children of high-school age or younger agreed that it was difficult to cope with childcare responsibilities during the COVID-19 pandemic. In comparison, 26% agreed that it was difficult prior to the pandemic.

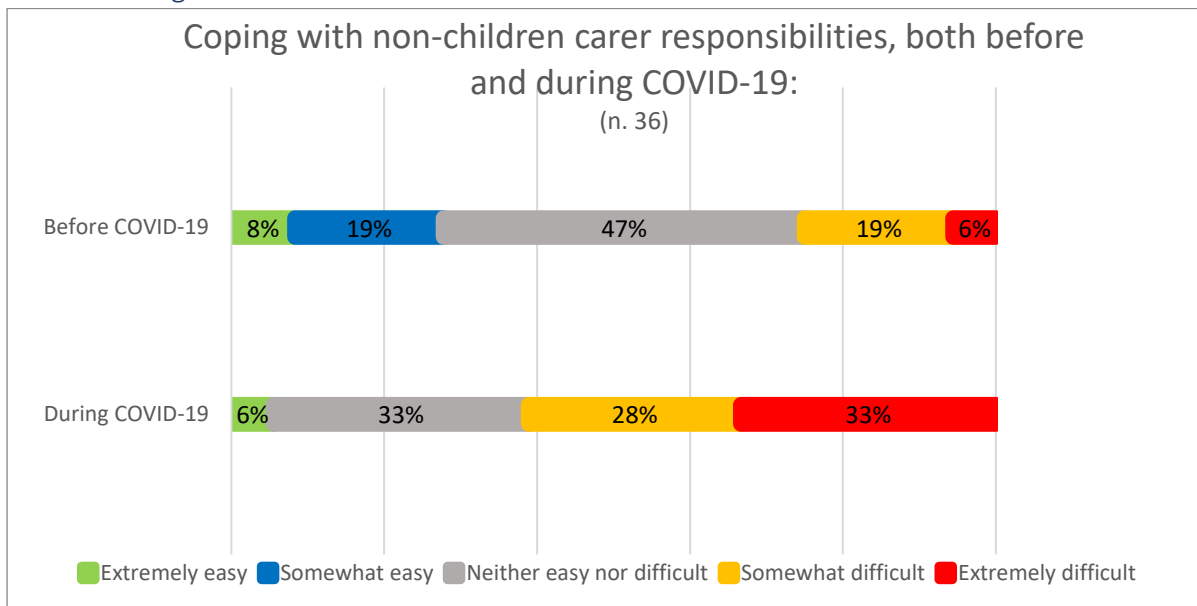
Of those with a child/children in pre-school and/or primary school, 74% agreed that it was difficult to cope during the pandemic (not shown in graph above).

2.5 Are you the primary carer for someone other than a child?



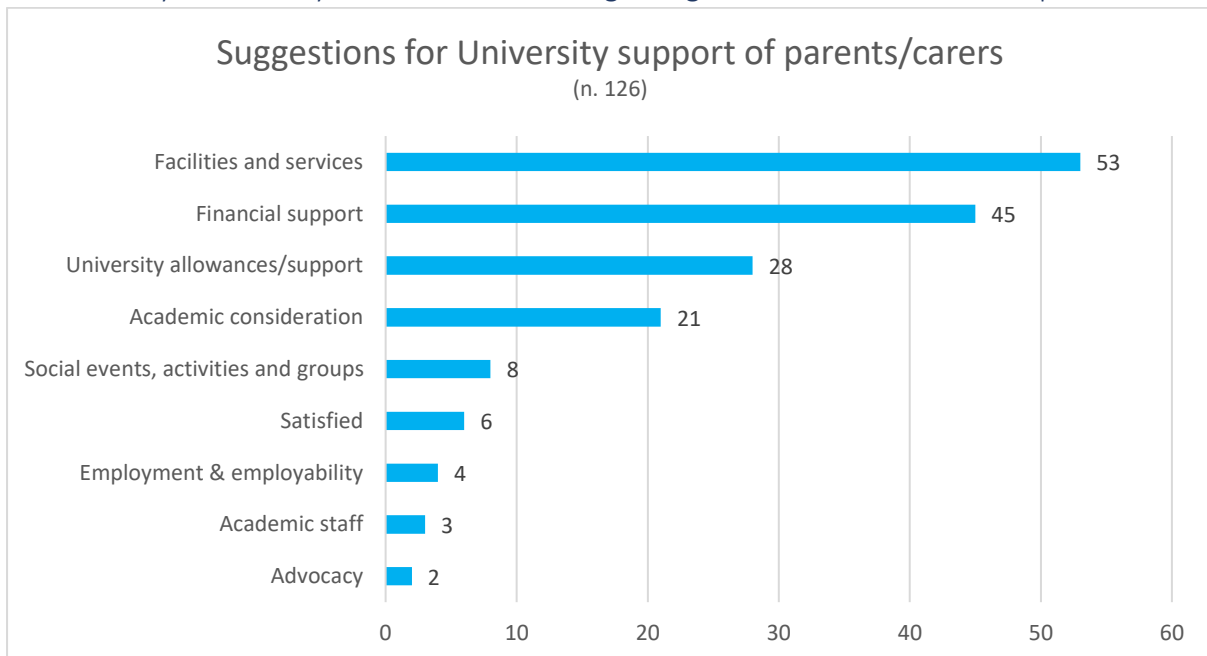
There were thirty-six Monash graduate students who were the primary carer for someone other than a child.

2.6 Please rate the difficulty you have coping with carer responsibilities, both before and during COVID-19:



Just under two-thirds (61%) of Monash graduate students with carer responsibilities for someone other than a child agreed that it was difficult to cope with those responsibilities during the COVID-19 pandemic. In comparison, 25% agreed that it was difficult prior to the pandemic.

2.7 What could the University do to support students who are also parents and/or carers? Do you have any further comments regarding childcare and/or carer responsibilities?



Improving and expanding on the limited existing infrastructure and services available to students who are also parents and carers was the primary suggestion from respondents. In regards to the COVID-19 pandemic, the most-relevant comments related to the need for parents and carers enrolled at Monash to receive additional allowances and support beyond those available to all students. For instance, revealing comments included:

“Monash offered \$7,000 to people affected by COVID-19. As a mother of 3 young children home-schooled for months, I did not need money, I needed time.”

“Parents and carers should be allowed additional carer’s leave due to COVID-19 as it is unfair to dip into the regular allowance in case we need them in the future due to illness or non-COVID19 caring responsibilities.”

2.8 Summary

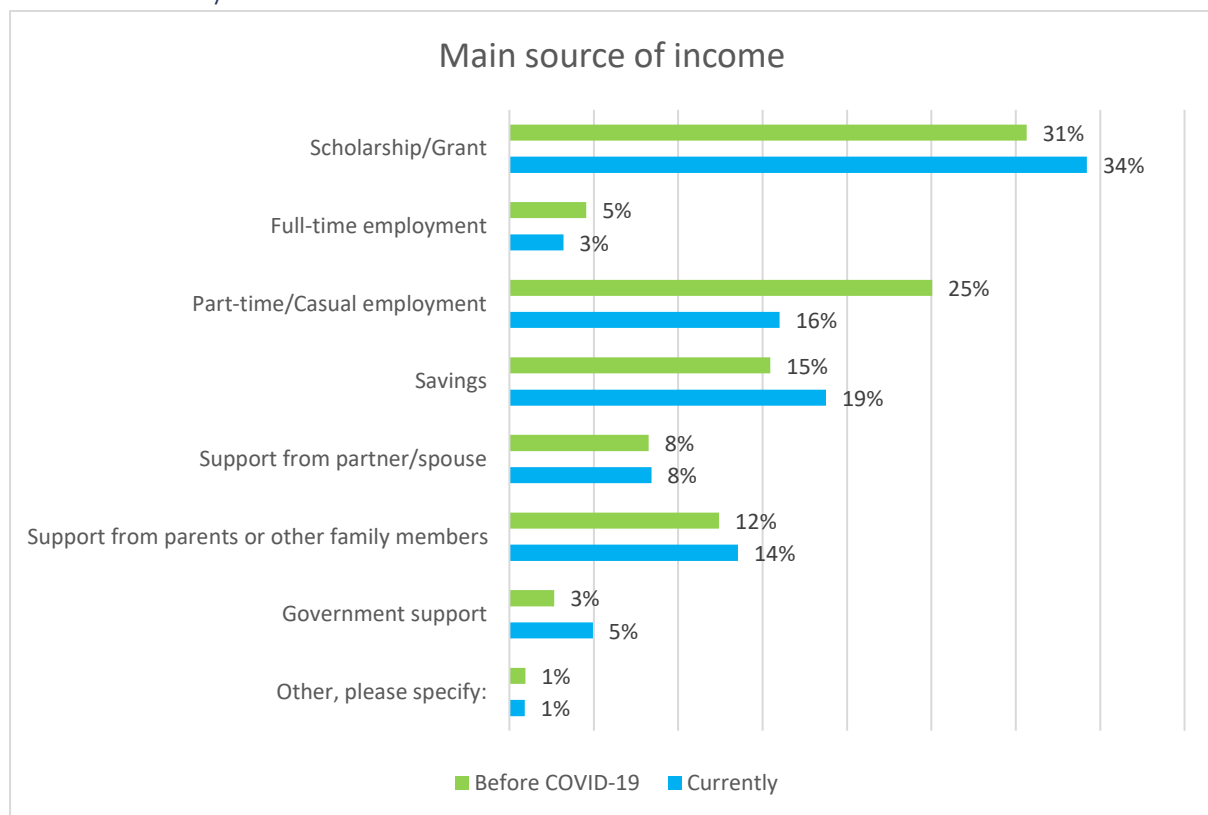
Just under one in five (18%) Monash graduate students are parents, with 94% of these parents indicating that they had primary or shared parental responsibilities. Meanwhile, 5% of Monash graduate students said that they were the primary carer for someone other than a child.

According to these Monash graduate students, their carer responsibilities had become significantly more difficult during the COVID-19 pandemic. The percentage of those caring for a child/children of high-school age or younger, who indicated it was either *somewhat difficult* or *extremely difficult* to cope with these responsibilities rose from 26% before COVID-19 to 70% during the pandemic, while it rose from 25% to 61% among those caring for someone other than a child.

Graduate students with carer responsibilities presenting to the MGA advocacy service are exclusively female. They have expressed disappointment with the lack of recognition of their situation and the failure of the university to provide additional assistance to their cohort, who have struggled to maintain their enrolments while also home-schooling. Additionally, some coursework graduate students have found it difficult to attend online exams at the stipulated time and without interruption due to their carer responsibilities.

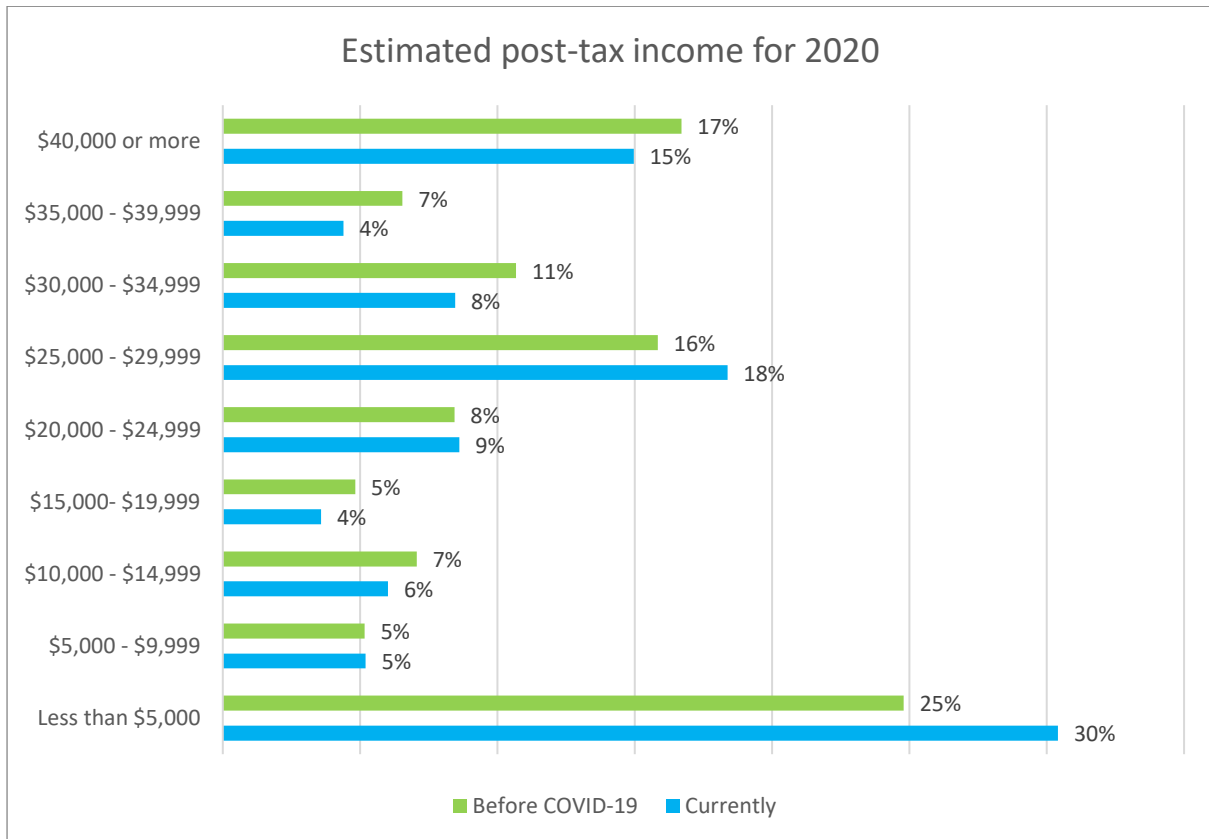
3 Finances and Employment

3.1 What is your main source of income?



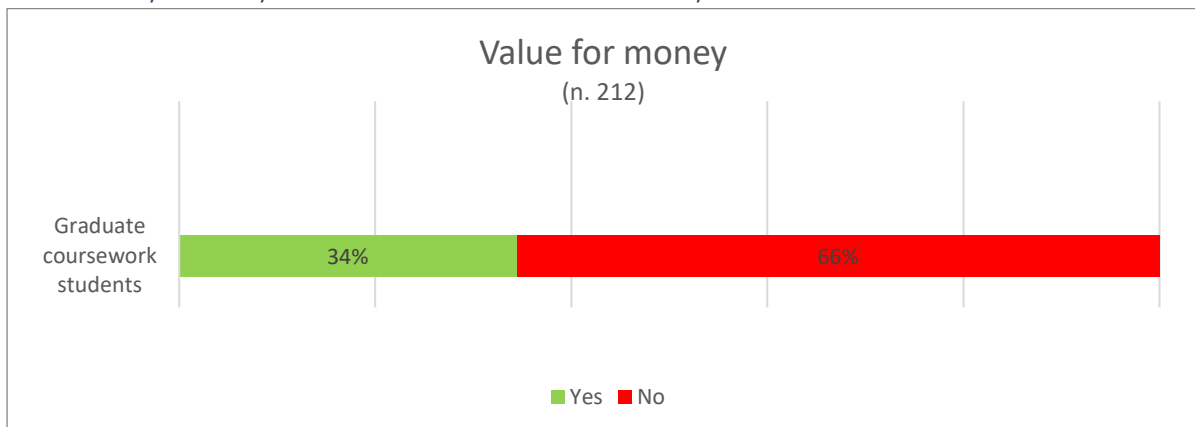
The financial impact of COVID-19 on the finances of graduate students is hinted at in the table above with those indicating that their main source of income came through part-time or casual work dropping from 25% to 16% during the pandemic, while those relying on their scholarship/grant and savings rising from 31% to 34% and 15% to 19% respectively.

3.2 What was/is your estimated post-tax income for 2020?



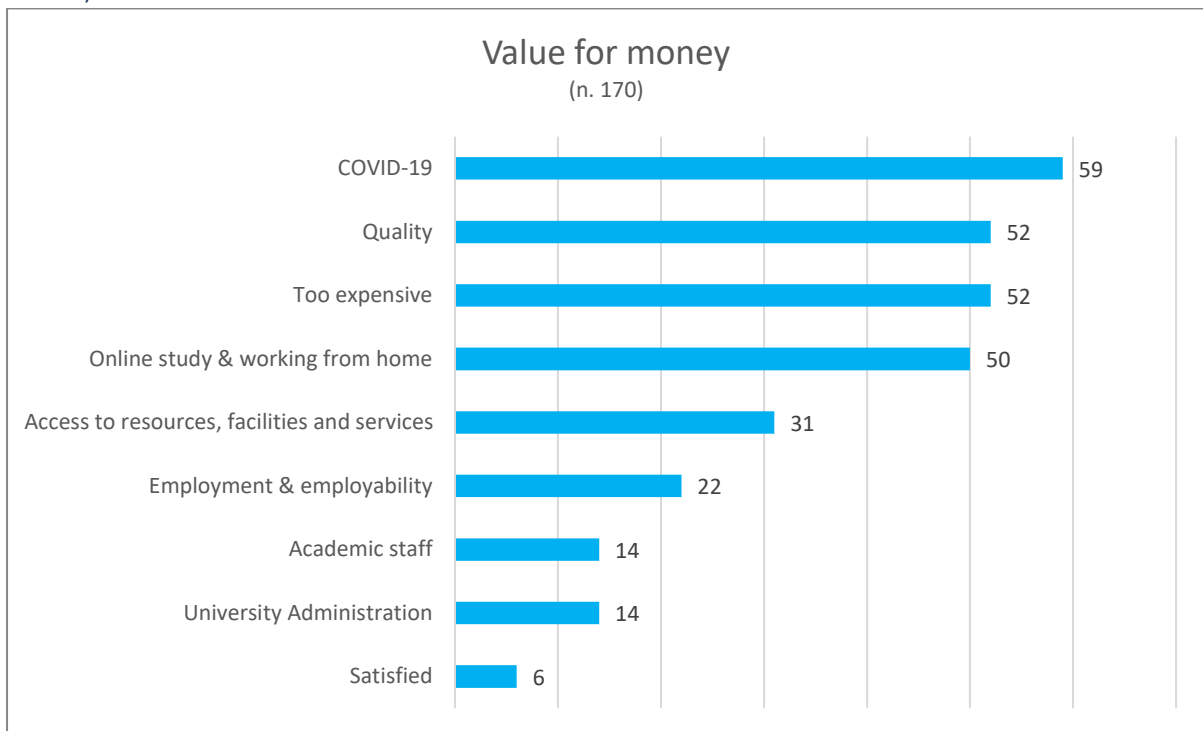
Those graduate students whose estimated post-tax income for 2020 was less than \$5,000 grew from 25% to 30% as a result of the global pandemic.

3.3 Do you feel your course offers value for money?



In the midst of the COVID-19 pandemic, in which face-to-face teaching was predominantly replaced by online classes, approximately 2 in every 3 graduate coursework students indicated that they felt their course did not represent value for money.

3.4 Why not? Please elaborate on why you think your course does not represent value for money.



The COVID-19 pandemic was prominent in the reasons given by respondents who did not believe their course represented value for money.

Many suggested that the quality of their course had been severely reduced because of the pandemic, with these statements often overlapping with issues related to the switch to online classes and insufficient access to anticipated resources, facilities and services. Interesting comments included:

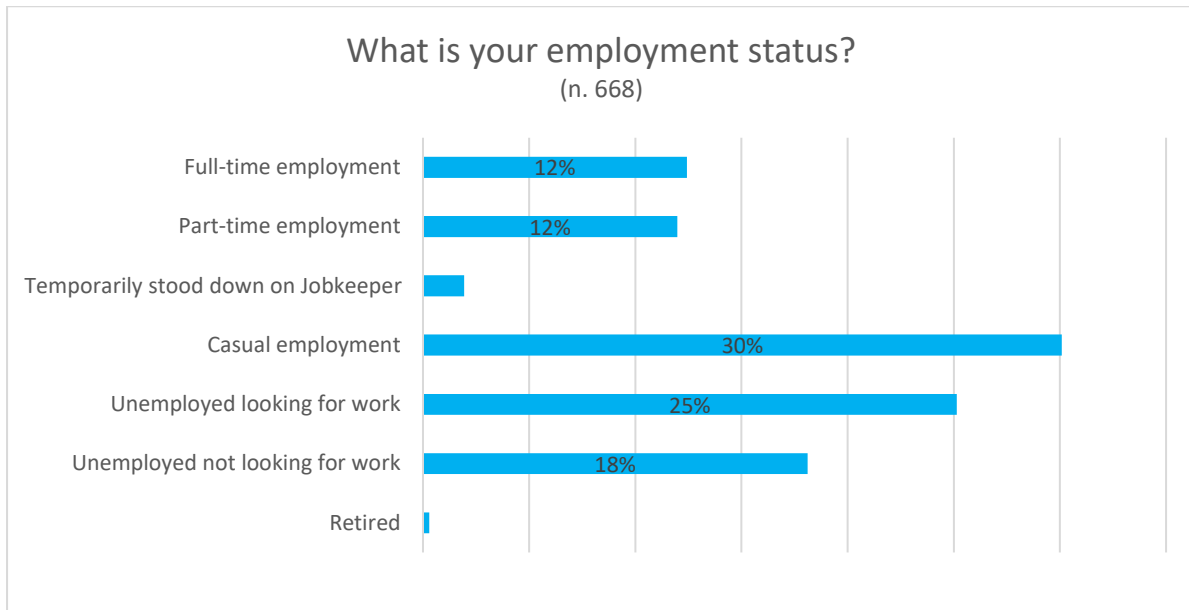
"I am only sitting at home staring at a screen listening to professors giving lectures. There is no other activity or practical teaching that takes place. The fees [are] reasoned for the various facilities which was promised to me by Monash but none of that is happening now. No access to libraries, labs, study spaces, etc. I feel like I am just sitting at home and paying for nothing, paying for lectures that I could also see randomly on YouTube. The University should consider reducing the fees of international students, it's unfair to us and there's no way the Uni can justify the amount of the fees at least for this semester."

"Currently, there are no on campus classes and no usage of the resources ... I am not using so what am I paying for exactly?"

"It is obvious that online classes are not equally effective [as] on-campus. We are receiving all the content, but assessments are messy and we are missing access to infrastructure and services."

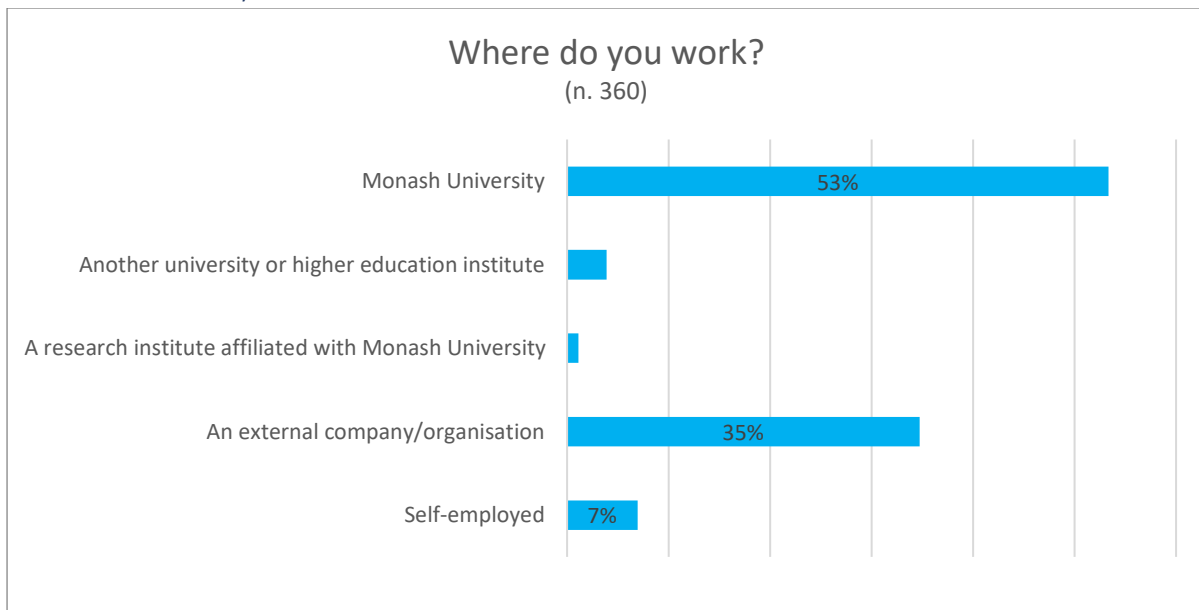
"I am not being able to use any features of the campus and the facilities that are available. I am sitting at my home in front of a computer all day and I am paying a very heavy amount for that."

3.5 What is your employment status?



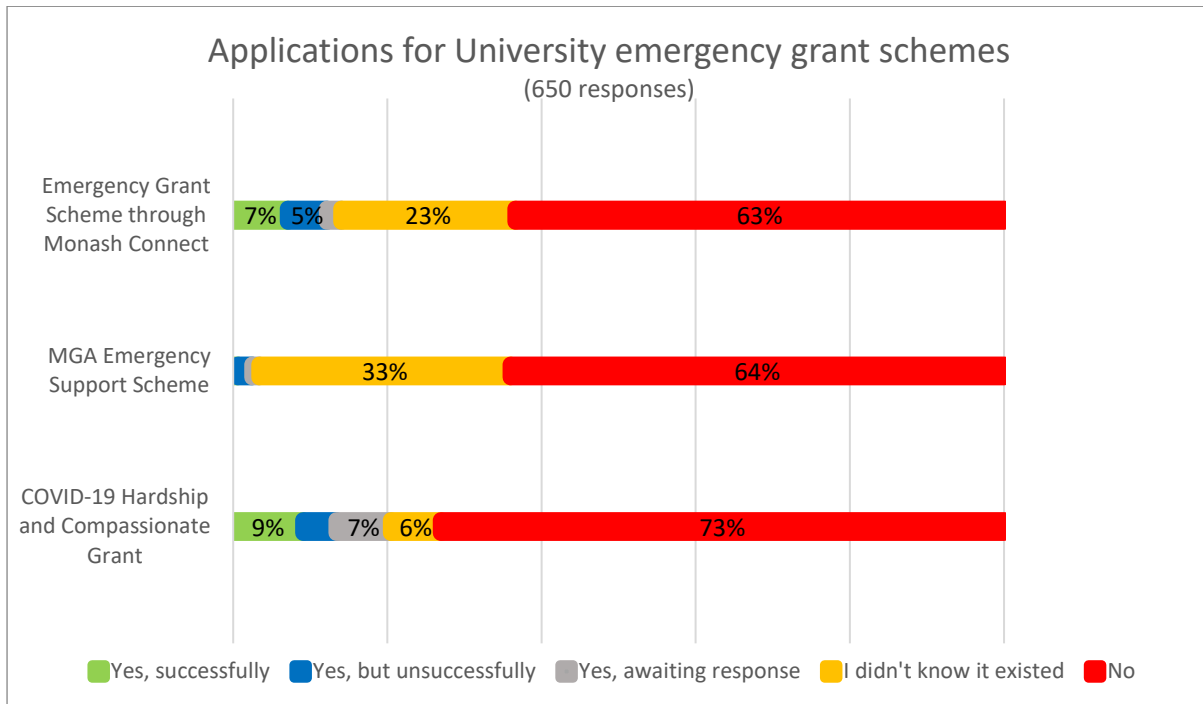
One-quarter of graduate students surveyed were unemployed and looking for work, while 30% were in casual employment.

3.6 Where do you work?



Of those 360 graduate students who were employed, over half (192) had jobs at Monash University, with 124 (64.6%) casually employed.

3.7 Have you applied for any of the following emergency grant schemes?



Just over one in every five (21%) Monash graduate students who completed the survey had applied for a COVID-19 Hardship and Compassionate Grant. Of overall respondents to the question, 9% were successful in their application, while 7% were awaiting a response.

3.8 Summary

During the COVID-19 pandemic, in which face-to-face teaching was predominantly replaced by online classes, approximately 2 in every 3 graduate coursework students indicated that they felt their course did not represent value for money.

Regarding graduate students' employment data, one-quarter of those surveyed were unemployed and looking for work. Meanwhile, 30% were in casual employment, which in the current economic climate, puts them at significant risk of either a reduction in hours or termination.

Similarly, of the 360 respondents who were employed, over half (53%) had jobs at Monash University. Given the precarious economic position of the University, and anticipated job cuts to permanent and casual staff, this makes Monash graduate students particularly vulnerable.

The MGA welfare support scheme provides \$50 food vouchers to students experiencing financial distress. This scheme saw a 200% increase in applications for food vouchers between 2019 and 2020 to date.

Of those students facing APCs, the majority of students who admitted to academic misconduct stated that they had made a poor decision based on the fear of not being able to afford all the associated costs of having to repeat the unit. Those costs include course fees, and extended living and visa costs.

The issue of poverty among the student population is not often fully acknowledged or openly discussed within the University. While the provision by the University of a Hardship grant scheme was warmly welcomed by the student population, it was a temporary measure to a perpetual problem. While many students find it challenging to gain employment at the best of times, COVID-19 has completely changed the job market for this wave of students. Many students have permanently lost their casual employment as a result of businesses closing down and will find it extremely difficult to find employment in the coming years. We need creative, long-term solutions to financially support our student community, including the especially vulnerable international student population.

iii) MGA Recommendations

Based on the findings of this survey and direct contact with the Monash graduate student community through representation, advocacy and service provision, the MGA proposes the following recommendations:

Health:

1. *Improving communication between the University and graduate students by providing information that is: specific to graduate students; expressed clearly; easy to locate; timely in relation to changes in the COVID-19 situation; actively promoted to students when updated; and, written in a compassionate and supportive manner.*
2. *Increasing opportunities for social interaction – particularly for international students and for those students who have commenced their study during lockdown.*
3. *Alerting students to the MGA and its services by providing the MGA with direct access to newly-enrolling students.*
4. *Providing free gym memberships to all students given the financial impact of COVID-19 on students' finances and the importance of physical exercise to their health and wellbeing.*

Family:

5. *Acknowledging the additional stress and responsibility placed on graduate students with carer responsibilities by pro-actively offering those students additional leave, expanded criteria for special consideration, flexibility for timing of exams and extensions.*

Finances and Employment:

6. *Allocating more funds for another round of Hardship grants, given the large number of students experiencing financial distress, the additional costs for students of working from home and the extension of Melbourne's lockdown.*
7. *Providing graduate coursework students with a discount on course fees, in acknowledgement that the experience delivered online cannot match the quality of the on-campus experience for which students enrolled.*
8. *Supporting the MGA to re-establish its graduate employment program, which has the potential to provide casual employment to up to 60 graduate students each year.*
9. *Investigating and supporting proposals to create casual employment opportunities within Monash University for students.*
10. *Investigating and supporting proposals to create opportunities for the establishment of Not-for-Profit cafes that can provide free food in exchange for voluntary labour.*

Appendix 1: Demographics⁴

Campus	Respondents
Clayton (including AMREP, MMC, Law Chambers and affiliated institutions)	606 (68.7%)
Caulfield	144 (16.3%)
Parkville	76 (8.6%)
Peninsula	26 (3.0%)
Malaysia	12 (1.4%)
Other	18 (2.0%)

Faculty	Respondents
Art, Design and Architecture	9 (1.1%)
Arts	112 (13.6%)
Business and Economics	67 (8.1%)
Education	107 (13.0%)
Engineering	110 (13.3%)
Information Technology	74 (9.0%)
Law	19 (2.3%)
Medicine, Nursing and Health Sciences	141 (17.1%)
Pharmacy	75 (9.1%)
Science	98 (11.9%)
Monash Sustainable Development Institute	8 (1.0%)
Monash University Accident Research Centre	4 (0.5%)

Mode of attendance	Respondents
Full-time	618 (90.0%)
Part-time	69 (10.0%)

Course type	Respondents
Higher-Degree by Research (HDR)	539 (68.1%)
Graduate/Postgraduate (GPG)	253 (31.9%)

Domestic/International	Respondents
International student	419 (52.9%)
Local student (Australian or New Zealand citizen/permanent resident)	373 (47.1%)

⁴ Not every respondent answered every question, and not every respondent completed the survey; hence, total respondents vary between questions.

English primary language	Respondents
Yes	428 (54.0%)
No	353 (44.5%)
Prefer not to disclose	12 (1.5%)

Gender	Respondents
Female	505 (63.8%)
Male	275 (34.7%)
Prefer to self-describe	4 (0.5%)
Prefer not to say	8 (1.0%)

LGBTIQA+	Respondents
Yes	70 (8.8%)
No	688 (86.8%)
Prefer not to disclose	35 (4.4%)

Aboriginal and/or Torres Strait Islander	Respondents
Yes	1 (0.1%)
No	785 (99.0%)
Prefer not to disclose	7 (0.9%)

Disability	Respondents
Yes	32 (4.0%)
No	750 (94.6%)
Prefer not to disclose	11 (1.4%)

Age	Respondents
18-25	240 (30.3%)
26-30	274 (34.6%)
31-40	191 (24.1%)
41-50	52 (6.6%)
51-60	20 (2.5%)
60+	15 (1.9%)