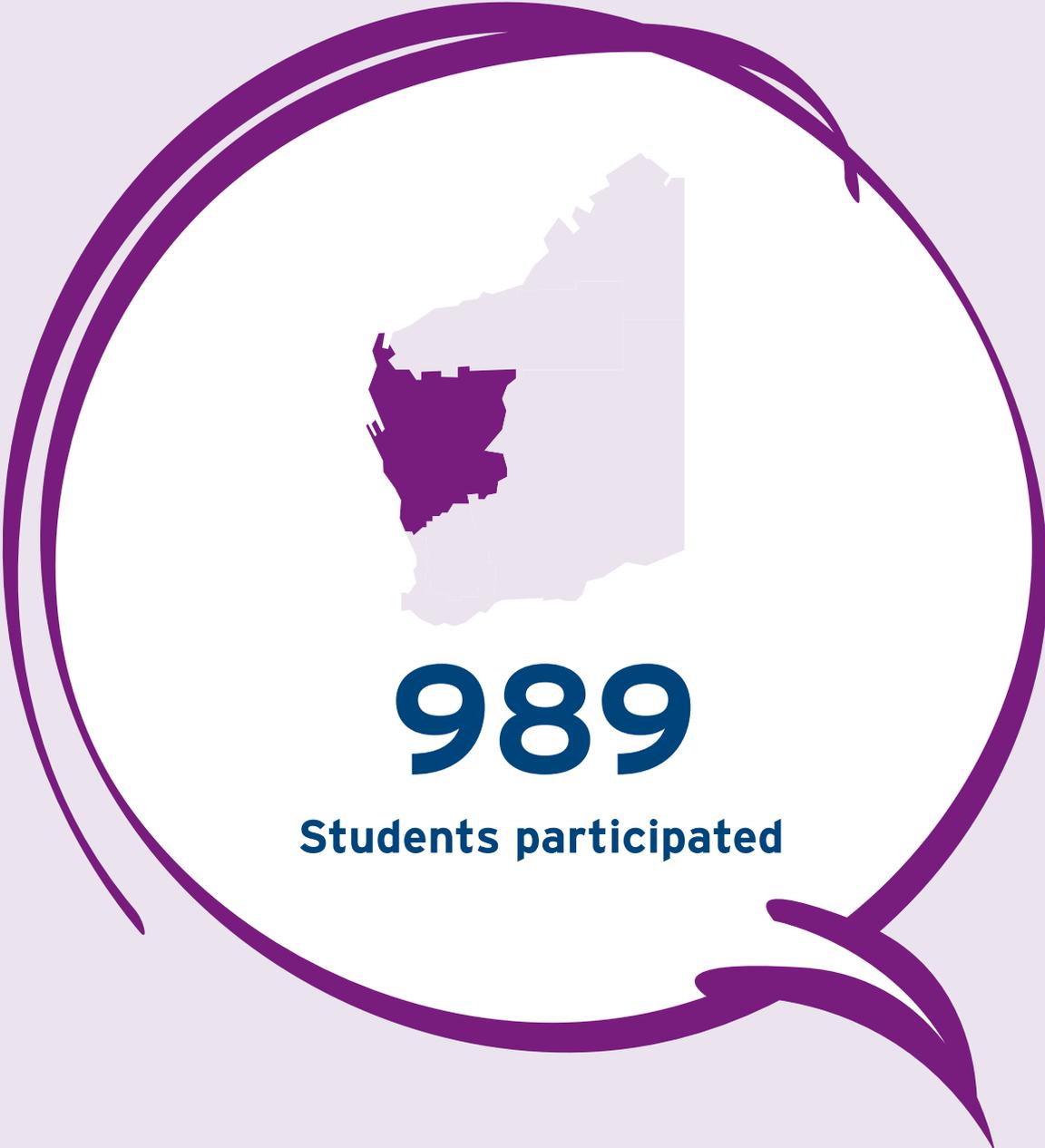


Mid West



Mid West key findings

A majority of students in the Mid West **care very much about staying fit and being physically active** (60.3%). This is the highest proportion of all regions across the state (all of WA: 56.7%).



Almost one-third (31.8%) of female secondary students in the Mid West **reported low life satisfaction**. This is greater than their female peers across the state (25.5%) and a significantly larger proportion than their male peers in the Mid West (9.2%).

58.0 per cent of secondary students said they **know where to get support in their local area for stress, anxiety, depression or other emotional health worries** (all of WA: 48.7%).

A much higher proportion of Mid West students **reported being active outdoors outside of school** every day or almost every day compared to the rest of the state (50.3% compared to 38.5% respectively).



Aboriginal students in Years 9 to 12 are **more likely to have had experiences with marijuana** than non-Aboriginal students (57.2% vs 24.5%).

A relatively high proportion (14.5%) of Year 4 to Year 6 students in the Mid West **do not like school** compared to students across the state (8.7%).

Over two-fifths (43.6%) of Year 4 to Year 12 students in the Mid West **reported they had been bullied**, with approximately one-third of this bullying involving cyberbullying.



The proportion of **students planning to attend university is lower** than the rest of WA (34.3% vs 51.8%). Mid West male students are more likely than students across WA to intend to pursue trade qualifications (20.5% vs 12.4%).

Year 4 to Year 6 **Aboriginal students reported experiencing bullying** by students from their school in greater proportions than non-Aboriginal students (58.5% compared to 39.6%).

Three-quarters (74.3%) of Year 4 to Year 12 students in the Mid West **said their family gets along very well or well** (Years 4–6: 79.2%; Years 7–12: 71.5%).



Almost one-third (32.6%) of **female** secondary students **reported feeling safe in their local area only sometimes or less** (compared to 19.4% for their male peers).

Aboriginal students in Years 4 to 12 are **just as likely to feel safe at home most of the time or all of the time** as non-Aboriginal students (Aboriginal: 91.9%, non-Aboriginal: 90.2%).



Overview

A total of 989 students across Years 4 to 12 from seven primary schools and seven secondary schools in the Mid West took part in the Speaking Out Survey 2021.

One-half (47.6%) of Year 4 to Year 12 students surveyed in the Mid West identified as girls, 49.7 per cent identified as boys and 2.6 per cent selected the option that they identify 'in another way'.

Around one in eight (12.4%) participants reported being Aboriginal and/or Torres Strait Islander. This is a much greater proportion than in the Perth Southern (5.4%) or Northern (3.6%) metropolitan areas.

Of the students surveyed in the Mid West, 97.7 per cent reported speaking English at home and 9.0 per cent reported (also) speaking other language(s) at home. The other languages spoken included Indonesian, German, Vietnamese, Croatian and Filipino.

Many students in the Mid West liked doing the survey and felt that it provided them with an opportunity to have their say:

"I recon that you did a great job!"
(male, 8 year-old, Aboriginal)

"I liked it because it lets me express myself."
(student who selected 'in another way',
9 year-old, non-Aboriginal)

"I thought that this survey was very helpful because I don't usually speak about my issues."
(male, 10 year-old, non-Aboriginal)

"I really liked this survey because you can be truthful and tell people how you feel."
(male, 11 year-old, non-Aboriginal)

"This is a great and confidential survey. It's a great way to see how kids are feeling."
(female, 11 year-old, non-Aboriginal)

"I thought this survey was great, it gave us opportunity to share how we feel about many things."
(female, 14 year-old, non-Aboriginal)



I think it is good because I could now express my feelings to you but now that has happened I feel much better and thank you for holding this survey and now I can express my feelings to my friends/ family. Thank you.

(female, 10 year-old, non-Aboriginal)

▲▲ **People commit suicide because they feel like they don't belong. Racism, homophobia and sexism are some of the many troubles that students all over Western Australia experience, whether they be gay, non-binary, black or just living as a woman.▲▲**

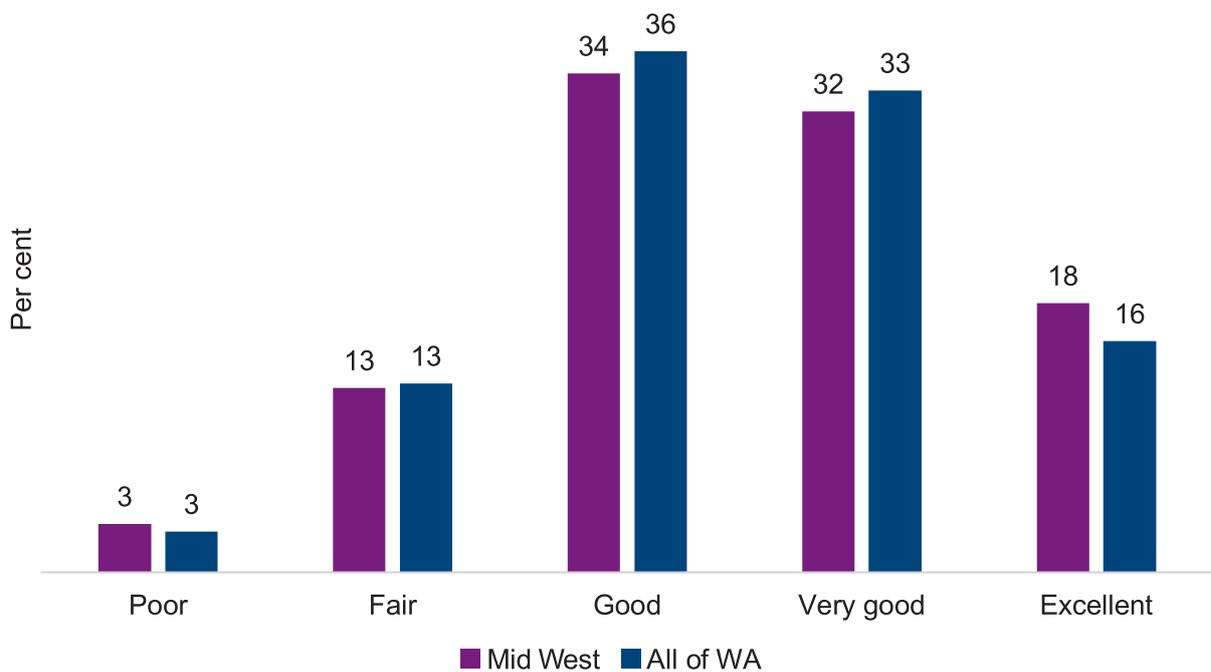
(student who selected 'in another way', 12 year-old, Aboriginal)

Physical health

Of the students surveyed in the Mid West, one-half (49.9%) reported that their health is very good or excellent (Years 4–6: 59.1%; Years 7–12: 44.6%), while 15.9 per cent reported that their health is poor or fair (Years 4–6: 7.3%; Years 7–12: 21.0%).

These results are comparable to students across the state.

Proportion of Year 4 to Year 12 students reporting their general health ratings



Over one-quarter (26.0%) of secondary students reported having a long-term health problem, while 11.6 per cent reported having a long-term disability. The most commonly reported long-term health problems were asthma and anxiety/depression.

Approximately two-fifths (43.3%) reported they care very much about eating healthy food (Years 4–6: 57.3%; Years 7–12: 35.1%). A majority of students in the Mid West care very much about staying fit and being physically active (60.3%); this is the highest proportion of all regions across the state (all of WA: 56.7%).

Over one-half (55.8%) of secondary students reported physical activity, sport or exercise is 'definitely' an important part of their life. One-fifth (21.9%) reported they had done vigorous exercise seven or more times in the previous week and 40.5 per cent reported they had done vigorous exercise three to six times in the previous week.

Female students in the Mid West are much less likely than their male peers to have done vigorous exercise three or more times in the previous week (53.2% vs 73.6%).

These responses are consistent with students across WA.

Students in the Mid West also reported the following with respect to their physical health:

- 65.1 per cent reported brushing their teeth twice or more the previous day (Years 4–6: 68.1%; Years 7–12: 63.3%).
- One in five (20.9%) secondary students reported only eating fruit a few times a week or less (all of WA: 24.8%).
- 52.3 per cent reported they eat breakfast every day (Years 4–6: 67.8%; Years 7–12: 43.3%), while 7.2 per cent reported they never eat breakfast (Years 4–6: 3.0%; Years 7–12: 9.7%).
- 71.2 per cent of Year 4 to Year 6 students reported going to sleep on a school night before 9pm, while 49.4 per cent of Year 7 to Year 12 students reported going to sleep on a school night before 10pm.

These results are comparable to students across the state.



Mental health

Students in the Mid West reported similar life satisfaction to the rest of WA with 6.9 as the mean life satisfaction on a scale from 0 to 10 (all of WA: 6.8).

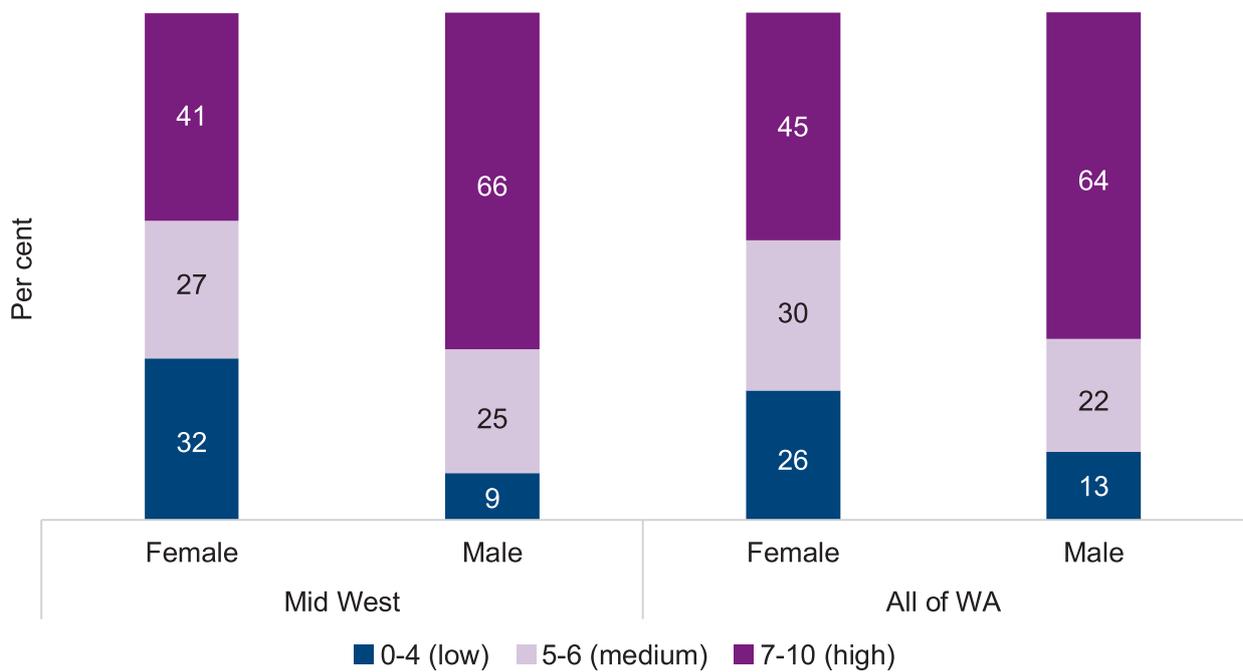
Primary school students had a higher mean result than secondary students (Years 4–6: 7.8; Years 7–12: 6.3) – a result consistent across the state.

Of the students surveyed, 61.3 per cent reported a high life satisfaction (7 to 10 out of 10) (Years 4–6: 76.9%; Years 7–12:

52.0%) and 16.7 per cent reported a low life satisfaction (0 to 4) (Years 4–6: 7.6%; Years 7–12: 22.0%). These results are consistent with those across WA.

Almost one-third (31.8%) of female secondary students in the Mid West reported low life satisfaction. This is greater than their female peers across the state (25.5%) and a significantly larger proportion than their male peers in the Mid West (9.2%).

Proportion of Year 7 to Year 12 students rating their life satisfaction on a scale of 0 to 10, where 0 is the worst possible life and 10 the best possible life



Of the students surveyed in the Mid West:

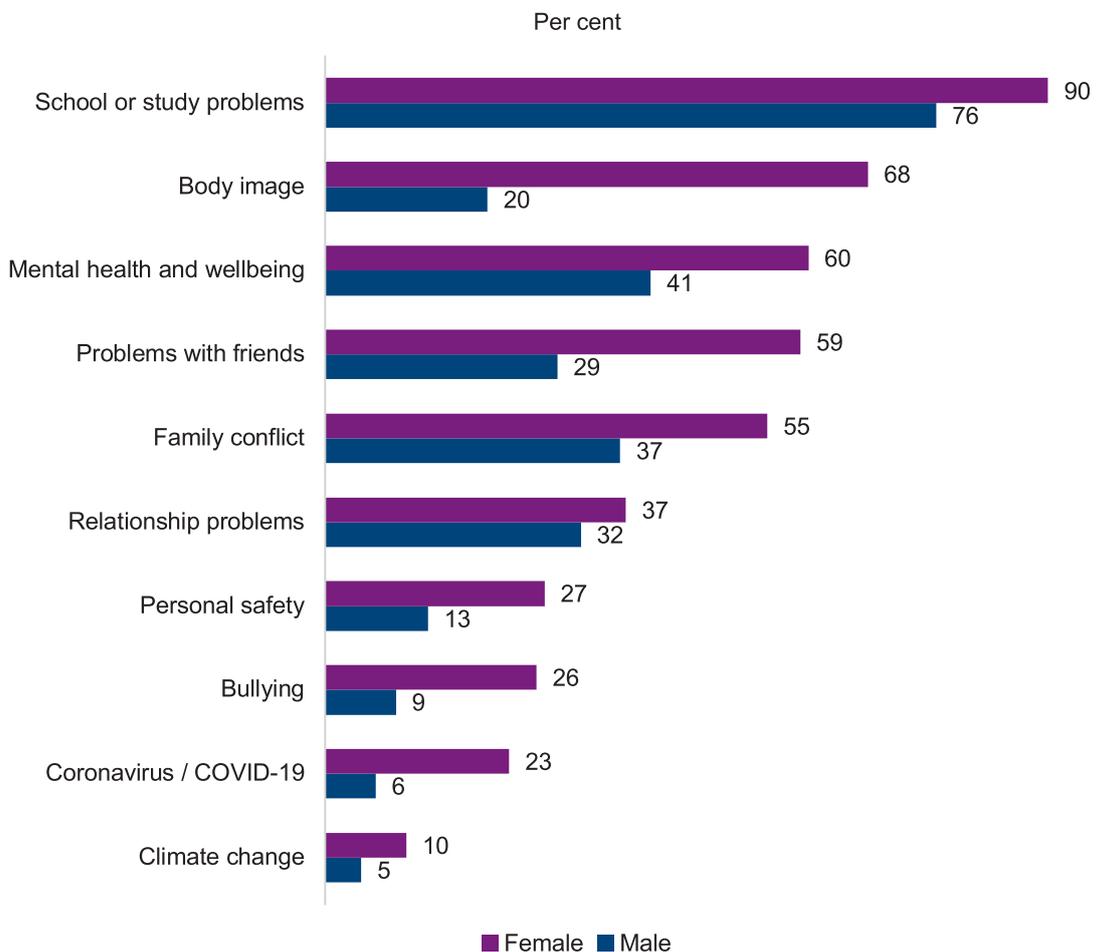
- 45.7 per cent agreed (Years 4–6: 45.2%; Years 7–12: 46.0%) and 28.7 per cent strongly agreed they are happy with themselves (Years 4–6: 45.1%; Years 7–12: 19.1%).
- 43.8 per cent agreed (Years 4–6: 42.9%; Years 7–12: 44.3%) and 29.1 per cent strongly agreed they feel good about themselves (Years 4–6: 45.8%; Years 7–12: 19.6%).
- 51.3 per cent of secondary students agreed and 19.3 per cent strongly agreed they can deal with things that happen in their life.

- In Years 9 to 12, 69.1 per cent reported they had felt sad, blue or depressed for two or more weeks in a row in the previous 12 months.

As with life satisfaction, these results are broadly consistent with the rest of WA.

Year 9 to Year 12 students were asked about sources of stress in the previous 12 months. School and study problems (84.4%) were most commonly reported, followed by mental health and wellbeing (52.7%), family conflict (48.4%), body image (48.7%) and problems with friends (47.5%).

Proportion of students reporting sources of stress in the last 12 months by gender



There are gender differences in the responses, with greater proportions of female students reporting being affected by stress across all sources.

Notably, female young people are more than three times as likely as male young people to report body image, bullying and COVID-19 as stressors. These gender differences are consistent with the rest of the state.

Access to support for physical and mental health

Of the secondary students surveyed in the Mid West:

- 64.0 per cent said they know where to get support in their school for stress, anxiety, depression or other emotional health worries (all of WA: 67.2%).
- 58.0 per cent said they know where to get support in their local area for stress, anxiety, depression or other emotional health worries (all of WA: 48.7%).

Just under one-third of secondary students (32.2%) reported they had received help for problems with stress, anxiety, depression or other emotional health worries in the previous 12 months. While the proportion of female secondary students reporting this (39.0%) is consistent with the rest of the WA (41.6%), male students in the Mid West are less likely to report this (Mid West males: 23.9%; WA males: 30.3%).

The most commonly used sources of support for students in the Mid West were parents (77.4%), friends including boyfriend or girlfriend (75.0%), other family (69.6%), teachers (61.1%), the school psychologist, school chaplain or school nurse (58.6%).

Students in the Mid West who had asked for help for emotional health worries are less likely to have accessed a doctor compared to the rest of WA (Mid West: 41.6%; WA: 49.3%), and they are more likely to have accessed mental health services like Headspace (Mid West: 50.5%; WA: 41.1%) or accessed websites as a source of help (Mid West: 43.2%; WA: 37.4%).

Of the students who had asked for help, 82.2 per cent found parents helpful, 78.3 per cent found other family helpful, 76.1 per cent found mental health services like Headspace helpful and 62.1 per cent found a school psychologist, school chaplain or school nurse helpful.

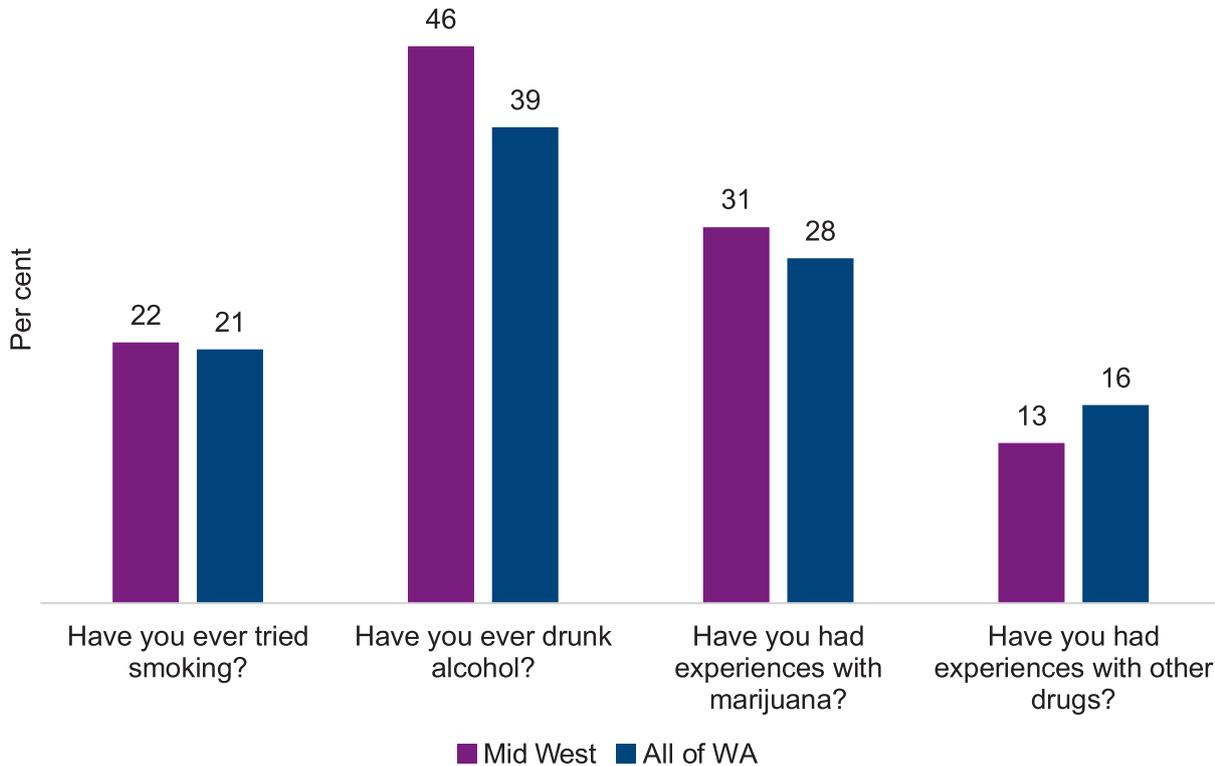
Risk-taking and healthy behaviours

Alcohol and other drugs

A similar proportion of young people in the Mid West compared to the rest of the state have tried smoking (21.5% vs 20.9%), while a slightly higher proportion have tried alcohol (45.9% vs 39.2%).

Year 9 to Year 12 students in the Mid West reported having experiences with marijuana or other drugs (but not necessarily using the drug themselves) in similar proportions to the rest of the state (marijuana: 31.0% vs 28.4%, other drugs: 13.2% vs 16.3%).

Proportion of young people in Years 7 to 12 who responded ‘yes’ to the question on whether they have tried smoking or drinking, or had experiences with marijuana or other drugs (Years 9 to 12 only)



Note: The questions asked were: Have you ever tried cigarette smoking, even one or two puffs?; Have you ever drunk alcohol (more than just a few sips, like a full can of beer or a glass of wine)?; Have you ever had any experiences with marijuana?; Have you ever had any experiences with other drugs? Response options were: ‘No’, ‘Yes’ and ‘Prefer not to say’.

Of the secondary students surveyed in the Mid West:

- 74.7 per cent reported having learnt ‘some’ or ‘a lot’ about alcohol and 68.4 per cent reported learning about cigarettes/smoking at school.
- 53.6 per cent said they had learnt ‘some’ or ‘a lot’ about marijuana and 60.7 per cent reported learning about other drugs at school.

- 74.2 per cent thought people their age should not use any substances including cigarettes, alcohol, marijuana or other drugs.

Most students in the Mid West feel like they know enough about the health impacts of alcohol (88.1%) and smoking (88.2%), however fewer feel like they know enough about the health impacts of marijuana (66.7%).

These results are broadly consistent with the rest of WA.

Sexual health

Over one-half (50.6%) of secondary students in the Mid West reported that they have learnt nothing or a little bit about pregnancy and contraception at school, while 37.1 per cent reported they have learnt nothing or a little bit at school about sexual health and ways to support their sexual health.

Consistent with the above results, almost one-half (45.6%) reported they feel they don't know enough about sexual health and pregnancy or they aren't sure, with a similar number (46.8%) reporting they feel they don't know enough about pregnancy and contraception or they aren't sure.

More than one-third (38.4%) of secondary students in the Mid West do not know or are unsure about where to go if they needed help for something about their reproductive or sexual health.

In Years 9 to 12, 60.4 per cent of female students and 32.5 per cent of male students reported they had ever been sent unwanted sexual material, such as pornographic pictures, videos or words.

These results are consistent with results across WA.

Problematic behaviours and emotions related to being online

Of the students surveyed in the Mid West:

- 32.8 per cent said they feel bothered 'fairly often' or 'very often' when they cannot be on the internet (Years 4–6: 28.1%; Years 7–12: 35.1%).
- 22.2 per cent said they feel bothered when they cannot play electronic games (Years 4–6: 24.7%; Years 7–12: 21.0%).
- 28.5 per cent of male and 46.7 per cent of female secondary students said they feel bothered when they cannot use their mobile phone.
- 9.1 per cent of male and 18.3 per cent of female secondary students said they go without eating or sleeping either fairly often or very often because of their mobile phone.

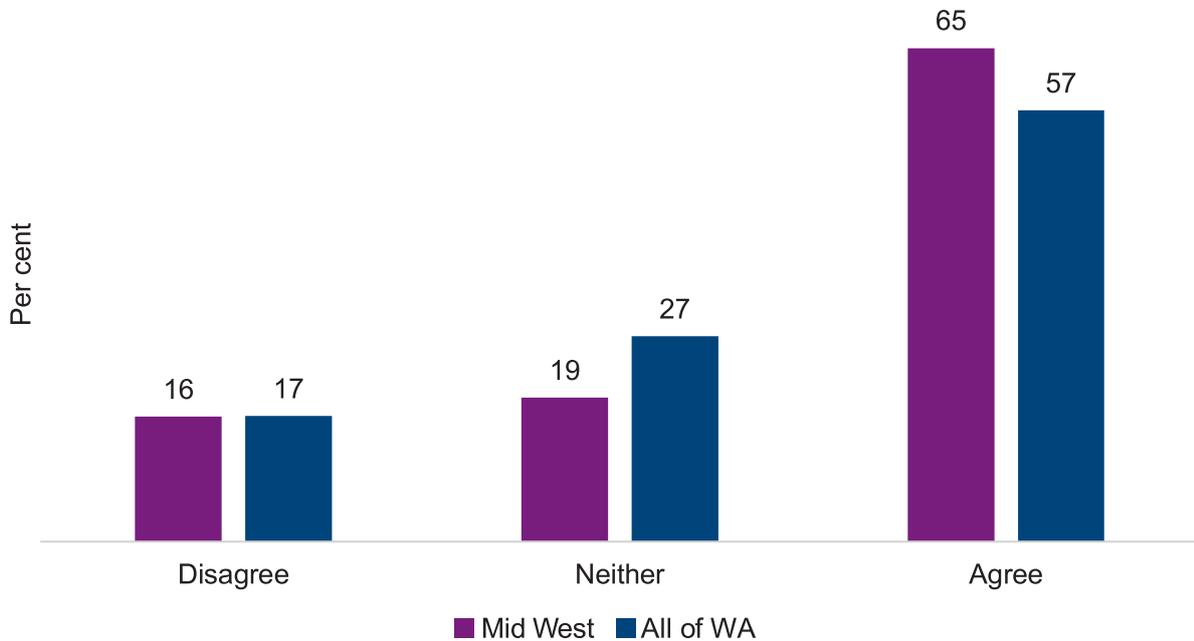
The above results, including the gender differences, are consistent with the rest of the state.

Connection to community

Most Year 4 to Year 6 students (84.2%) and Year 7 to Year 12 students (76.0%) in the Mid West agreed they like where they live.

Students in the Mid West are marginally more likely than those across the state to feel like they belong in their community. Over three-quarters (76.4%) of Year 4 to Year 6 students agreed and 64.7 per cent of Year 7 to Year 12 students agreed they feel like they belong in their community.

Proportion of young people in Years 7 to 12 who feel like they belong in their community



Participants in the Mid West also reported:

- 69.8 per cent of Year 4 to Year 6 students agreed that their neighbours are friendly, while 66.5 per cent of Year 7 to Year 12 students agreed.
- 63.3 per cent of Year 4 to Year 6 students agreed that when they go to the shops the people there are friendly, while 81.8 per cent of Year 7 to Year 12 students agreed.

For both questions Year 7 to Year 12 students in the Mid West are more likely than students across WA to agree a lot.

Most Year 4 to Year 6 students (76.2%) agreed that there are lots of fun things to do where they live, while just over one-half (52.2%) of Year 7 to Year 12 students agreed.

While these results are consistent with the rest of the state, when students were asked if there are outdoor places for them to go in their area, like parks, ovals or skate parks, Mid West students are less likely to agree than children and young people across WA (Years 4– 6: Mid West: 79.3%; WA: 84.1%; Years 7–12: Mid West 77.0%; WA 83.7%).

Despite this, a much higher proportion of Mid West students reported being active outdoors outside of school every day or almost every day compared to the rest of the state (50.3% compared to 38.5% respectively). This result is true across primary school and secondary school as well as for male and female students.

Proportion of young people in Years 4 to 12 who reported being active outdoors outside of school every day or almost every day



Two-fifths (39.3%) of students reported that they spend time hanging out with friends outside of school every day or almost every day (Years 4–6: 34.7%; Years 7–12: 42.0%). These proportions are higher than for the rest of WA (Years 4–6: 30.1%; Years 7–12: 34.0%).

In terms of other activities outside of school, of the participants in the Mid West:

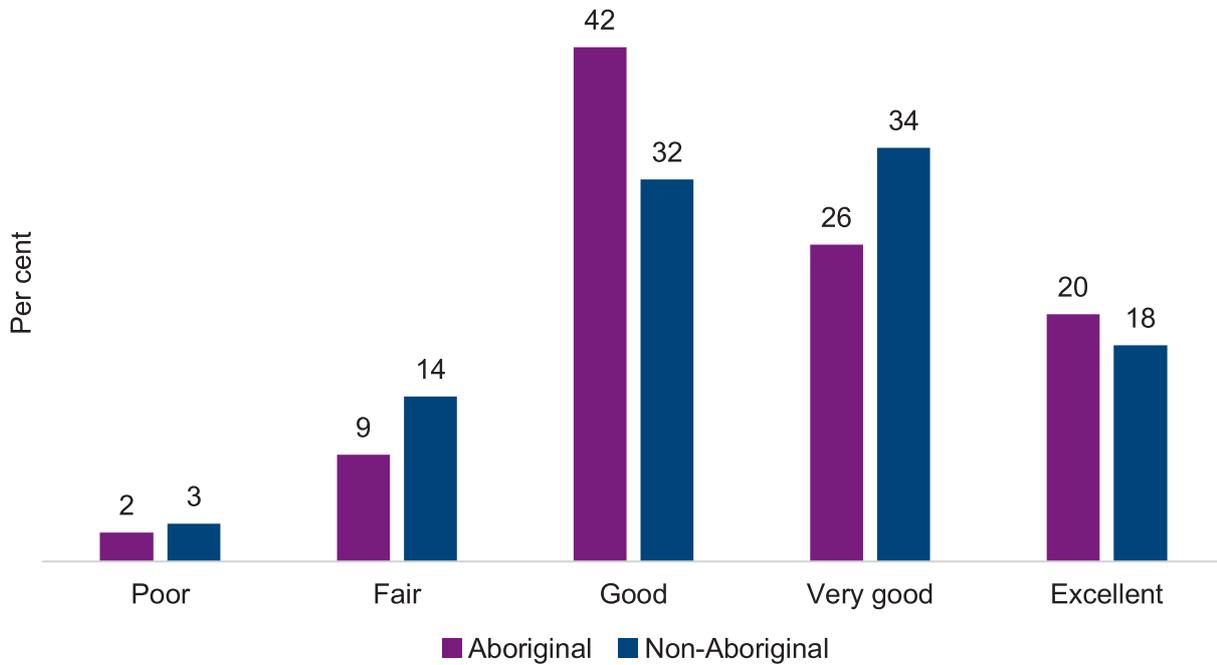
- 42.1 per cent said they spend time practising or playing a sport outside of school every day or almost every day (Years 4–6: 46.1%; Years 7–12: 39.8%).
- 60.1 per cent male and 36.8 per cent female students reported playing games on a game console, computer or tablet every day or almost every day.

These results are consistent with those across the state.

Aboriginal children’s and young people’s views on feeling healthy and connected

Of the Aboriginal students surveyed in the Mid West, less than one-half (46.5%) rated their health as very good or excellent, marginally less than non-Aboriginal students (51.9%).

Proportion of Year 4 to Year 12 students reporting their general health ratings



Nearly three-fifths (59.5%) of the Aboriginal secondary students in the Mid West reported that physical activity, sport or exercise was ‘definitely’ an important part of their life, slightly more than non-Aboriginal students (55.3%). However, only one-half (52.2%) reported they had done vigorous exercise three or more times in the previous week, compared to 64.9 per cent of non-Aboriginal students.

Year 4 to Year 12 Aboriginal students in the Mid West reported high life satisfaction in similar proportions to non-Aboriginal students (7 to 10 out of 10) (63.0% compared to 61.7%).

Most Year 4 to Year 12 Aboriginal students agreed with the statements:

- I feel good about myself (89.2%).
- I am able to do things as well as most people (77.9%).
- I am happy with myself (87.2%).

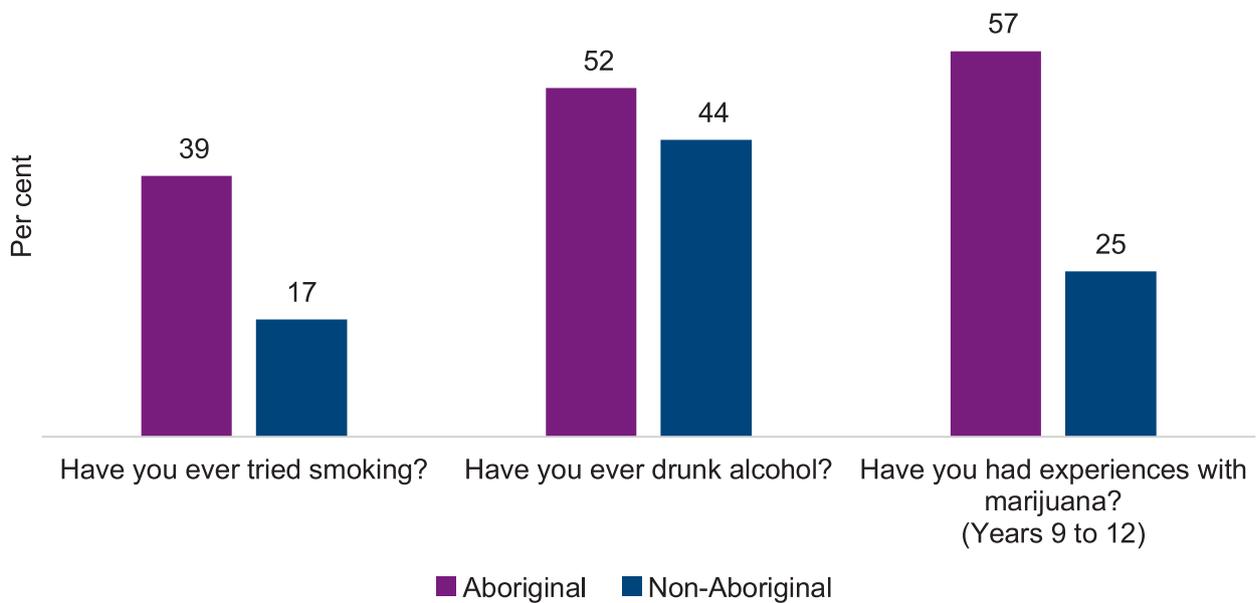
Results between Aboriginal and non-Aboriginal students are comparable for both the primary and secondary students surveyed.

The top three stressors reported by Aboriginal Year 9 to Year 12 students were school or study problems (83.5%), family conflict (54.5%) and problems with friends (36.4%).

Notably, Aboriginal students are less likely than non-Aboriginal students to be stressed due to mental health and wellbeing (Aboriginal: 34.9%; non-Aboriginal: 56.7%) or body image (Aboriginal: 32.8%; non-Aboriginal: 52.3%).

Aboriginal secondary students in the Mid West are more likely to have tried smoking and drunk alcohol than non-Aboriginal students (smoking: 38.7% vs 17.4%; alcohol: 51.7% vs 44.0%). Further, Aboriginal students in Years 9 to 12 are more likely to have had experiences with marijuana than non-Aboriginal students (57.2% vs 24.5%).

Proportion of young people in Years 7 to 12 who have tried smoking or drinking, or had experiences with marijuana (Years 9 to 12 only)



Note: The questions asked were: Have you ever tried cigarette smoking, even one or two puffs?; Have you ever drunk alcohol (more than just a few sips, like a full can of beer or a glass of wine)?; Have you ever had any experiences with marijuana?; Have you ever had any experiences with other drugs? Response options were: 'No', 'Yes' and 'Prefer not to say'.

At the same time, a lower proportion of Aboriginal students felt that they know enough about the health impacts of smoking (Aboriginal: 79.6%, non-Aboriginal: 91.1%) or alcohol (Aboriginal: 80.3%, non-Aboriginal: 91.1%). Similar proportions of Aboriginal and non-Aboriginal students felt they know enough about the health impacts of marijuana (Aboriginal: 66.9%, non-Aboriginal: 67.5%).

Aboriginal children (Years 4 to 6) in the Mid West are more likely than non-Aboriginal children to feel like they belong in their community (Aboriginal: 87.5%, non-Aboriginal: 75.8%). Two-thirds (67.3%) of Aboriginal secondary students in the Mid West feel like they belong in their community, which is consistent with their non-Aboriginal peers (64.4%).

In terms of connection to culture and community, of the Aboriginal students surveyed in the Mid West:

- 68.0 per cent said they know their family's country (all of WA: 69.6%), and of these students 90.1 per cent said they spend time on their family's country (all of WA: 77.4%).
- 34.2 per cent said they talk Aboriginal language some or a lot (all of WA: 27.1%).
- 52.8 per cent said they do cultural or traditional activities with their family (all of WA: 47.8%).

What do children and young people in the Mid West say about being healthy and connected?

Students were asked the following open text questions related to health and mental health:

- Thinking about mental health and other emotional worries, like stress, anxiety and depression, what are some of the ways families, communities, schools or adults in general could be more helpful?
- Is there anything else you would like to share about your experiences with seeking help for health issues, including mental health worries?

Talking about mental health

"I don't know who to talk to. It's like I feel like no one will listen or care, they will just tease me like they all ways do."
(female, 12 years-old, non-Aboriginal)

"I think again the school needs to cover more on mental health as I and I'm sure other students suffer from self harm, anxiety and depression. It's a serious topic that is definitely not talked not talked about enough."
(female, 12 year-old, non-Aboriginal)

"Young people are often bombarded and weighs down with stress and somewhat over worked. Young people are often still growing and developing and schools should and need to recognise and adapt. Measures should be implemented to further accept and understand the issues many young people face every day."
(male, 13 year-old, non-Aboriginal)

"In Health I would love to learn more about developing positive mental health (not that I have mental health issues) and a healthy lifestyle."
(female, 15 year-old, non-Aboriginal)

"Not comparing the experiences and hardships of newer generations to past generations. E.g. "You kids these days are so soft, back when I was young life was much harder.." - Having access to and attending meetings/organised events where they [adults] can learn more about mental health and how to properly help young people who are struggling with mental health and stress."
(female, 16 year-old, non-Aboriginal)

"Talking to students and kids from a young age so there can learn about it early and not later on and have it simple enough for the younger kids to understand what your showing but complexed enough for the older kids to understand as well."
(male, 17 year-old, non-Aboriginal)

Feeling anxiety, depression or sadness

"Sometimes I get a bit depressed because I don't have that many friends."
(male, 11 year-old, non-Aboriginal)

"I have a lot of insecurities that I try to talk to my parents about, but all they say is I'm overreacting and I need to get over it but it's not that simple. I want someone to talk to, someone to trust that won't judge me or be against me, if I asked for a therapist my parents wouldn't allow it and tell me to stop being so dramatic."
(female, 12 year-old, non-Aboriginal)

"I feel like I don't have many friends. The friends I do have don't seem to want to just talk to me, rather use me to talk to someone else. I normally feel left out. I have to stand outside the group if it's too big. I know 3 people who have depression, 3 who tried to cut them self's and when they told me I don't know what to say I just freeze."
(female, 13 year-old, non-Aboriginal)

"I don't know where to go, and am afraid that if I tell people why I need to get help they will be worried, I have a hard time eating and don't want to be in hospital for it so I keep quiet."
(female, 15 year-old, non-Aboriginal)

Talking about getting support

“I felt like I couldn’t tell my parents how I really felt, so I couldn’t get the help I really needed.”

(female, 13 year-old, non-Aboriginal)

“I have gone to see my doctor and that helps with my anxiety.”

(female, 13 year-old, Aboriginal)

“It was very hard to get my diagnosis for adhd and it was very difficult for my mental health, I felt like no one was there to help me and that no one wanted to see me get better and that I was “weird” for being like this.”

(female, 13 year-old, non-Aboriginal)

“I know nowhere that I put can go and try to seek help for about my mental health.”

(male, 13 year-old, non-Aboriginal)

“Well I think I have depression but I’m too scared to tell my parents about my mental state I’m in or how I’m feeling, I’m scared they’ll just say it’s a “phase” that I’m going through.. I want help but I’m too scared to ask for it sometimes.”

(female, 14 year-old, undisclosed Aboriginal status)

“It’s hard to seek help for mental health when you feel that others have it much worse than you and that your feeling aren’t valid.”

(female, 14 year-old, non-Aboriginal)

“I am worried about therapists telling my parents.”

(female, 16 year-old, non-Aboriginal)

“I’ve had a few unhelpful experiences with contacting organisations such as KidsHelpline. I know what they can do is limited but the conversations just ended up making me feel more hopeless.”

(female, 16 year-old, non-Aboriginal)

“Our school services are overbooked and they don’t always remain as confidential as required. My parents aren’t really supportive of mental health concerns they think it’s quote unquote silly.”

(female, 17 year-old, non-Aboriginal)

Views on their local area

In total, 330 students from the Mid West responded to the free text question: ‘If there was one thing you could change about your local area, what would it be?’ Of the students surveyed in the Mid West, the top things that they would like to change in their local area were:

- More fun activities to do and places to hang out.
- Would like more, closer shops, a mall, movies, greater diversity.
- More, upgraded outdoor spaces or parks.
- New more or better skate parks, bike trails.

“More sports activities and sport ground areas for kids and the community. Being such a small town there are not too much activities to do and they need to encourage kids more to do sport! I know that people are encouraged but they don’t do sports.”

(female, 11 year-old, non-Aboriginal)

“I would [like] there to be more after school sport activities like rugby, hockey and water polo. There are barley any sports here and i would like lots more. It would help socializing and making more friends, and keeping fit and heathy.”

(female, 12 year-old, non-Aboriginal)

“Create nurturing areas and facilities [where] youth and younger populations are able to gather and connect, creating bonds and friendships.”

(male, 13 year-old, non-Aboriginal)

“Adding a local indoor sport facility.”

(male, 13 year-old, Aboriginal)

“That we had more places to go to hang out that were clean and not ruined.”

(female, 13 year-old, non-Aboriginal)

“I would change the parks to make them safer for everyone to use.”

(male, 14 year-old, non-Aboriginal)

“To get a local swimming pool or a youth centre for the kids to paint watch movies and do fun activities.”

(female, 14 year-old, Aboriginal)

“There are some people living on my street who frequently get drunk etc I would love for them to have some more support.”

(female, 15 year-old, non-Aboriginal)

■ ■ If there as one thing I could change it would be having access to more things to do after school and on the weekends as there isnt much to do around the town as it is quite unsafe with other little kids roamin around and the drug and alcohol community we have. ■ ■

(female, 17 year-old, non-Aboriginal)

“Have something for young aboriginal kids to avoid crime and drug use.”

(female, 17 year-old, Aboriginal)

A number of students in the Mid West talked about financial difficulties or wanting more things to do that are affordable or free.

“...housing where I live isn't going well and there are a few house that are some sort of government houses or something and they have been closed for renovating but they aren't being renovated and people are having to leave because they have no where to live. (sorry for the bad punctuation and stuff).”

(female, 13 year-old, non-Aboriginal)

“An indoor basketball court that was available to the public for free.”

(male, 14 year-old, non-Aboriginal)

“More places for teenagers to go. For example there used to be a bowling alley when I was a little kid, that isn't there anymore. It feels like there's nothing for us to do in town other then go to the beach and walk around shops, and that's especially hard when you don't have any money and can only look.”

(student who selected 'in another way', 15 year-old, non-Aboriginal)

“Have more fun things for kids to do. Cheaper things to do.”

(female, 14 year-old, non-Aboriginal)

Learning and participating

■ ■ Students have homework from many different subjects from school and it can be stressful to finish all this work considering the work is from various different subjects. Not every person can feel up to doing this amount of work considering they also have a life outside of school, so they may feel stressed or worried when they don't have time to finish which may cause them to stay up late at night to finish or study which is bad for their health. ■ ■

(student who selected 'in another way', 12 year-old, Aboriginal)

Over one-fifth (22.3%) of secondary students in the Mid West reported they had waggged school for a full day or more in the previous 12 months (male: 25.5%; female: 18.9%), while 21.0 per cent reported they had been suspended from school (male: 29.2%; female: 12.7%).

When it comes to learning activities outside of school, more than one-third (38.4%) of Year 4 to Year 12 students in the Mid West spend time doing homework every day or almost every day (Years 4–6: 48.5%; Years 7–12: 32.5%).

These results are similar to those for children and young people across the state.

Attendance

Over one-half (51.9%) of students in the Mid West said it is very important to them to be at school every day (Years 4–6: 62.6%; Years 7–12: 45.7%), while 38.6 per cent (Years 4–6: 32.2%; Years 7–12: 42.4%) said it is somewhat important.

Of Year 4 to Year 12 students in the Mid West, 63.1 per cent reported attending the same school since they started primary school or secondary school (all of WA: 62.3%).

More activities and involvement in things for the youth. Such as concerts, or things like water activities since I live close to the beach. As well as more places that you can find in the city.

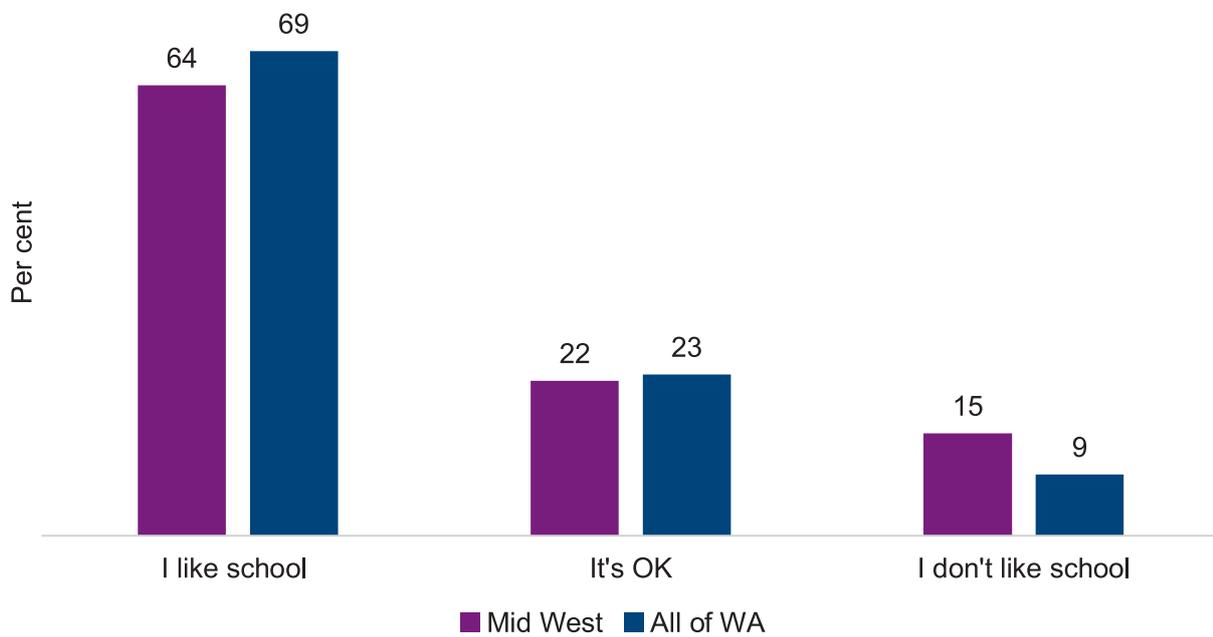
(female, 15 year-old, non-Aboriginal)

Liking school and sense of belonging

Of the Year 4 to Year 12 students in the Mid West, almost one-quarter (23.4%) reported liking school a lot (all of WA: 26.3%), while 24.4 per cent reported they don't like school much or at all (all of WA: 19.8%).

A relatively high proportion (14.5%) of Year 4 to Year 6 students in the Mid West do not like school compared to students across the state (8.7%).

Proportion of Year 4 to Year 6 students reporting how they feel about school



Most (61.7%) secondary students agreed that their school is a place where they belong, however, more than one-third (38.3%) disagreed and do not feel this way (all of WA: agree: 70.2%; disagree: 29.8%).

Most students in the Mid West (70.5%) agreed they feel happy at school (Years 4–6: 88.4%; Years 7–12: 60.0%), while a similar proportion (68.0%) agreed they like learning at school (Years 4–6: 78.7%; Years 7–12: 61.9%).

Almost two-thirds (64.3%) said they usually get along with classmates (Years 4–6: 63.6%; Years 7–12: 64.6%), while 62.4 per cent said they usually get along with their teachers (Years 4–6: 72.8%; Years 7–12: 56.4%).

The majority of students in the Mid West reported it is ‘very much true’ or ‘pretty much

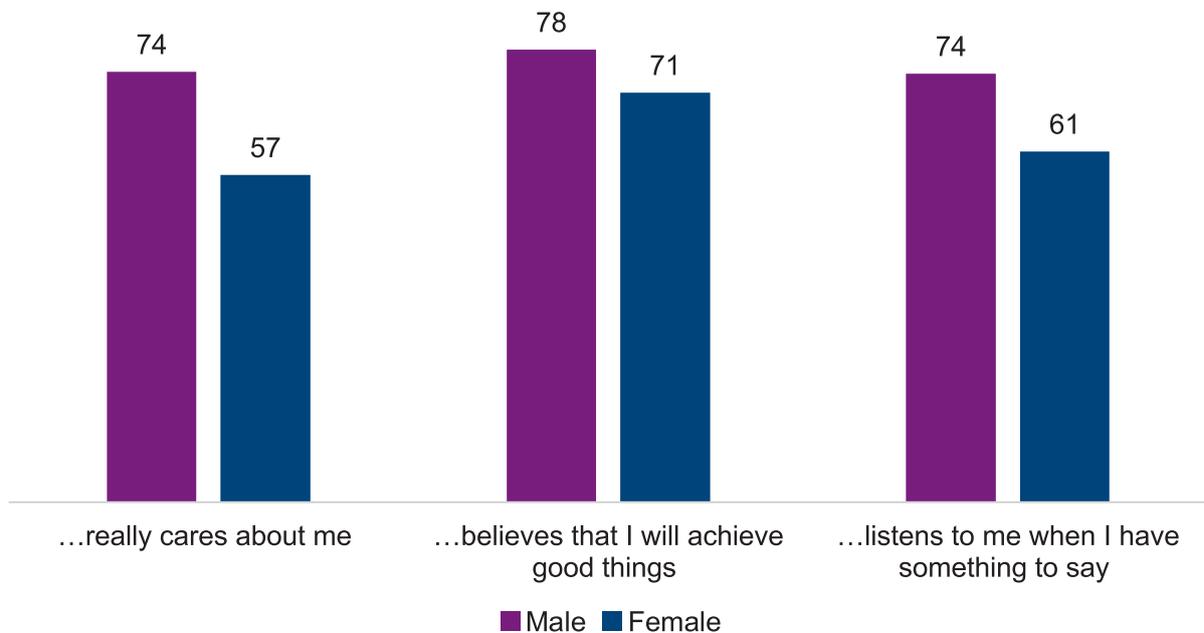
true’ there is a teacher or another adult in their school who:

- really cares about them (71.3%).
- believes they will achieve good things (79.0%).
- listens to them when they have something to say (73.2%).

Years 4 to Year 6 male and female students reported similarly on these statements, however when it comes to secondary students there is a gender difference. Male secondary students are more likely to agree with these statements compared to their female peers.

These results are consistent with the rest of WA.

Proportion of Year 7 to Year 12 students responding ‘very much true’ or ‘pretty much true’ when posed the statement: ‘At my school, there is a teacher or another adult who...’



Of the students surveyed in the Mid West:

- 34.2 per cent reported, if needed, they almost always get help from teachers in class (Years 4–6: 43.2%; Years 7–12: 28.9%), while 48.9 per cent reported they get it sometimes (Years 4–6: 45.1%; Years 7–12: 51.3%).
- 50.5 per cent said their parents often ask about schoolwork/homework (Years 4–6: 53.9%; Years 7–12: 48.5%).

These results are consistent with students' responses across WA.

Feeling safe at school

Of the students surveyed in the Mid West, one-third (33.4%) of Year 4 to Year 12 students said they feel safe at school all the time and 41.6 per cent said they feel safe at school most of the time. However, 8.9 per cent reported that they feel safe at school only a little bit of the time or never. These results are consistent with results across WA.

While safety at school is comparable for male and female Year 4 to Year 6 students, female secondary students are less likely to feel safe at school all the time compared to their male peers (20.4% compared to 39.6%). This gender difference is consistent with results across the state.

Over two-fifths (43.6%) of Year 4 to Year 12 students in the Mid West reported they had been bullied, with approximately one-third of this bullying involving cyberbullying.

Among students who reported having ever been bullied or cyberbullied (or both),

45.3 per cent reported this had happened in the previous three months. Of these students, 84.0 per cent reported being bullied at school, one-half (50.5%) reported the bullying occurring at home, while 30.0 per cent reported it happening on the way to or from school.

One-fifth (19.1%) of Year 4 to Year 12 students reported they had missed school in the past because they were afraid someone might bully them (Years 4–6: 16.9%; Years 7–12: 20.4%). Of these students, 54.1 per cent had missed school in the previous month due to fear of being bullied.

These results on bullying are similar to those across the rest of the state.

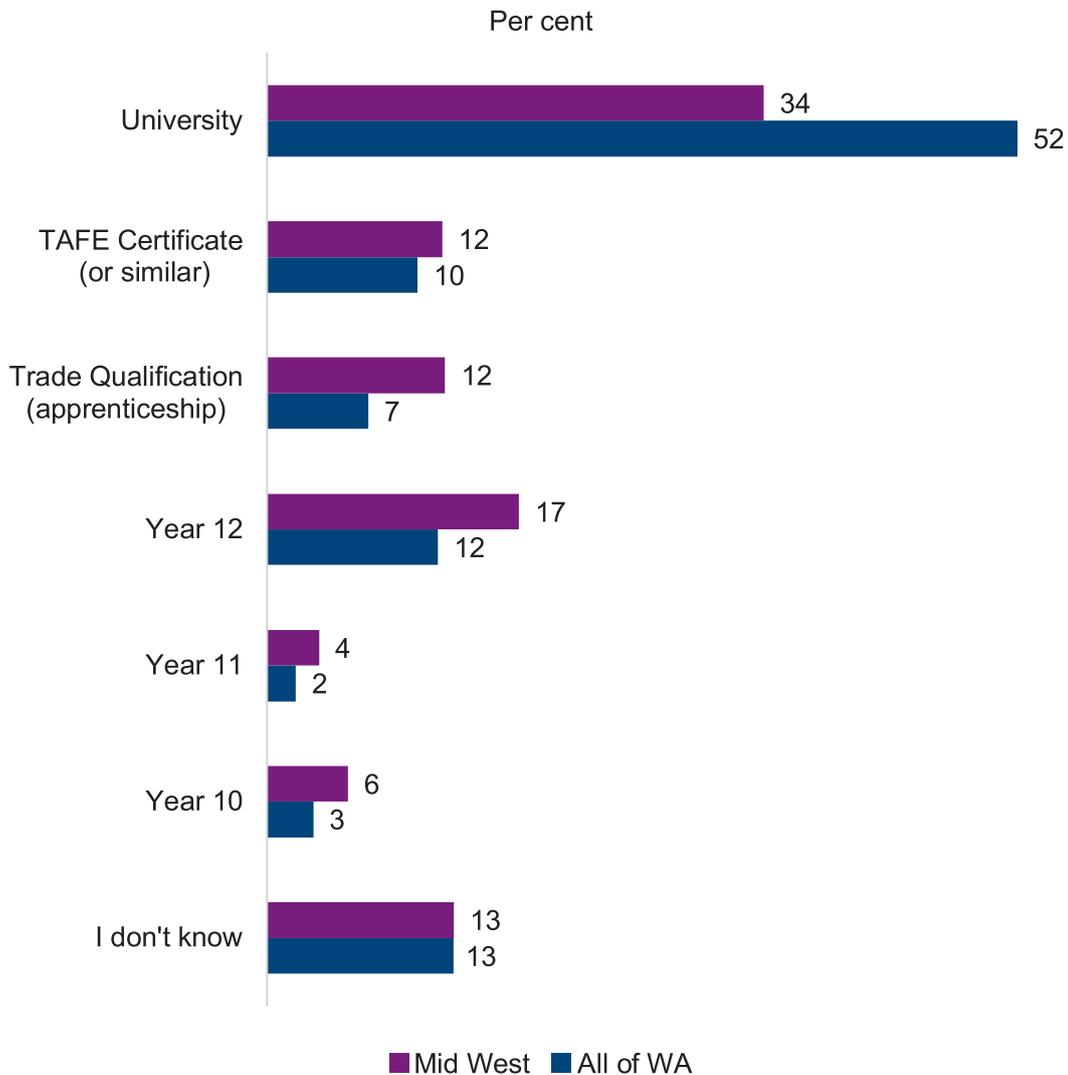
Transition from school

Just over one-third (34.3%) of secondary students in the Mid West reported they want to attend university, while over one-quarter (26.6%) do not intend to go on to further study after secondary school. The proportion of students planning to attend university is lower than the rest of WA (51.8%).

Male students in the Mid West made up most of this difference with 20.7 per cent reporting they want to attend university compared to 45.8 per cent for the rest of WA (Mid West females: 47.0%; WA females: 58.2%).

At the same time, a higher proportion of Mid West male students than students in the rest of WA intend to pursue trade qualifications (20.5% vs 12.4%).

Proportion of Year 7 to Year 12 students reporting highest level of education they would like to achieve (single choice only)



Of the secondary students surveyed in the Mid West, 61.8 per cent said it is 'very much true' or 'pretty much true' that at their school they are learning knowledge and skills that will help them in the future (all of WA: 61.4%).

A greater proportion of secondary students in the Mid West reported doing paid work in the previous 12 months. More than one-half

(57.5%) of secondary students had paid work in the previous 12-months (all of WA: 45.2%) and 40.0 per cent reported having a regular part-time job (all of WA: 28.0%).

Independence and autonomy

Of the secondary students surveyed in the Mid West:

- 83.8 per cent said they are allowed to go to and from school on their own (all of WA: 80.9%).
- 83.0 per cent said they are allowed to go places other than school on their own (all of WA: 76.0%).
- 44.2 per cent said they are allowed to go out alone at night in their local area (all of WA: 31.2%).

Female students in the Mid West are more likely to be allowed to do things independently than female students across the state, however many are still more restricted than their male peers in the Mid West.

In terms of being able to make decisions, most young people in the Mid West reported positively, agreeing with the following statements in high proportions:

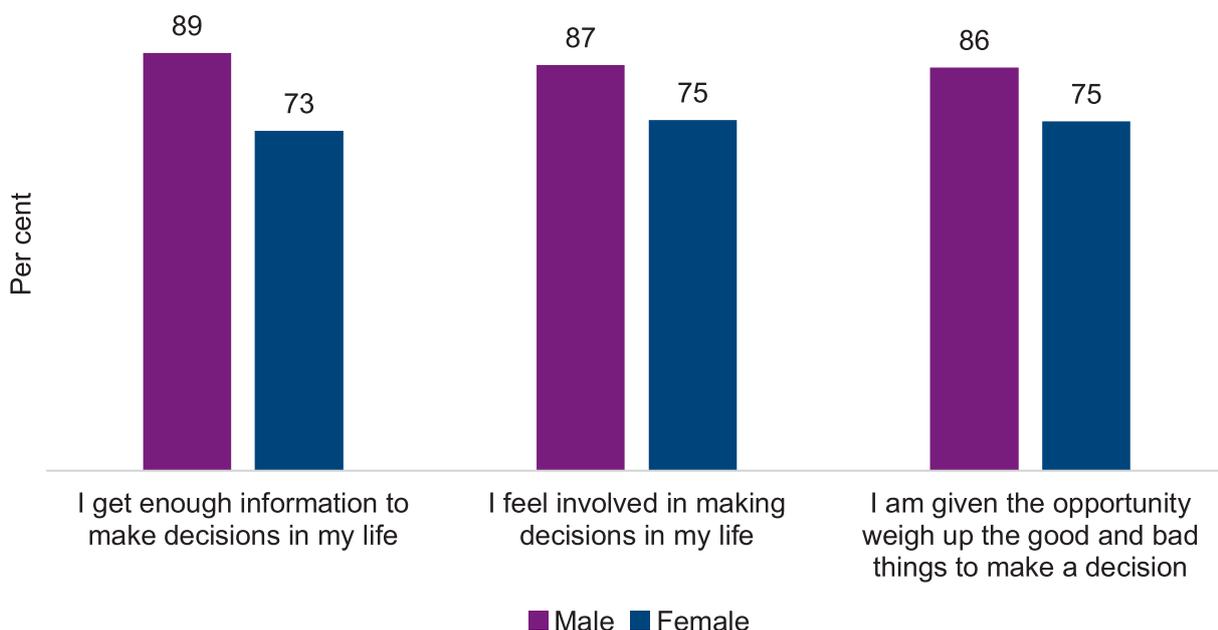
- getting enough information to make decisions in their life (79.1%).
- feeling involved in making decisions in their life (79.2%).
- being given the opportunity to weigh up the good and bad things to make a decision (79.3%).

These results are consistent with those across the state.

Female students are less likely to agree with these statements than male students. This is particularly evident when it comes to getting enough information to make decisions in their life with 72.5 per cent of females agreeing compared to 89.2 per cent of male students.

These gender differences are consistent with the results across WA.

Proportion of secondary students agreeing they feel involved in making decisions in their life



Aboriginal children's and young people's views on learning and participating

The majority (60.0%) of Aboriginal children and young people in the Mid West reported that being at school every day is very important to them (non-Aboriginal: 50.5%).

Aboriginal students in the Mid West are more likely than non-Aboriginal students to have attended multiple schools since they started primary school or secondary school. Almost one-half (45.9%) of Aboriginal primary school students have attended three or more schools compared to 18.9 per cent of non-Aboriginal students.

More than one-third (37.3%) of Aboriginal Year 7 to Year 12 students in the Mid West reported they have been suspended from school (been sent home for a few days for doing something wrong) (non-Aboriginal students: 16.9%). Aboriginal students in the Mid West are twice as likely to report that they had wagged school in the previous 12 months for a full day or more compared to non-Aboriginal students (39.7% compared to 18.2%).

Just less than one-half (47.8%) of Aboriginal Year 4 to Year 12 students in the Mid West reported liking school (non-Aboriginal: 47.1%). However, a majority of Aboriginal students reported feeling happy at school (71.0%) and liking learning (75.5%).

Proportion of Year 4 to 12 students agreeing that school is a place where they like learning, feel happy, and belong (Year 7 to 12 only)



Most Aboriginal secondary students in the Mid West agreed their school is a place where they belong (63.2%). These results are consistent with those for non-Aboriginal students.

Just over one-half (61.5%) of Year 4 to Year 12 Aboriginal students in the Mid West said they usually get along with their classmates, while 32.3 per cent said they sometimes get along with their classmates.

Most Aboriginal Year 4 to Year 12 students in the Mid West said that it is 'very much true' (39.8%) or 'pretty much true' (28.1%) that at school there is a teacher or another adult who listens to them when they have something to say. While one in four (42.5%) reported that if they need extra help they will almost always get it from their teachers (non-Aboriginal: 32.3%).

Two-thirds (69.8%) of Aboriginal students said that their parents, or someone in their family, often or sometimes ask about their schoolwork (Years 4–6: 72.4%; Years 7–12: 68.0%). This is lower than the responses from non-Aboriginal students (Years 4–12: 82.1%).

When it comes to feeling safe at school, Aboriginal students reported similarly to non-Aboriginal students with 75.6 per cent of Years 4 to 12 feeling safe all or most of the time (non-Aboriginal: 76.3%).

Year 4 to Year 6 Aboriginal students reported experiencing bullying by students from their school in greater proportions than non-Aboriginal students (58.5% compared to 39.6%). However, this is not the case for secondary students in the Mid West with Aboriginal students reporting fewer experiences of bullying than non-Aboriginal students (32.8% compared to 47.1%).

Aboriginal students in the Mid West are less likely than non-Aboriginal students to report they would like to go to university (17.7% compared to 39.3%). Concomitantly, Aboriginal students are more likely to say they do not intend to do any further study after secondary school (40.2% compared to 22.7%).

What do children and young people in the Mid West say about learning and participating?

The following responses are from secondary school students who were asked the open text question: 'The majority of secondary school students feel stressed by school work or study. What do you think are the main reasons for this?'

Talking about schoolwork stress

"Because school is based on one type of learning, but people learn in all types of different ways, and the work just gets piled on and piled on, and it's not a voluntary thing, it's just 'you have to do it' and some people don't like it. Most people don't like it. Most schools aren't prepared to talk about it but they're all wrong, and putting students through mental distress doesn't 'make them stronger' or 'give them more experience' it's a terrible thing..."
(student who selected 'in another way', 12 year-old, Aboriginal)

"They put to much pressure on us to do school work when we are having other problems in life, especially when the work is long and hard."
(male, 12 year-old, non-Aboriginal)

"We get all our assessments/assignments usually piled onto us in the same week."
(female, 13 year-old, non-Aboriginal)

"Pressure from home and the future. Like being told that I have to go to uni and get a good job even when I can't do math."
(female, 13 year-old, non-Aboriginal)

"I get stressed because I struggle with learning and I don't understand and I struggle to ask for help."
(female, 14 year-old, non-Aboriginal)

“They won’t be able to get it finished because of problems or work outside of school. Then they get punished for not doing it.”

(male, 14 year-old, non-Aboriginal)

“Schools don’t really care about our mental health, they only care about grades, etc.”

(female, 14 year-old, non-Aboriginal)

“Due to people having out of school commitments that they are following but also need to complete the large amount of homework given to them by the school, while still following their outer school commitments.”

(male, 16 year-old, Aboriginal)

Other comments on school

“Most people can’t handle school work, or the homophobic things said, or the racist remarks thrown around, or just being a woman and called al, these disgusting things and having disgusting things done to you. The school system is failing. Do better and change it.”

(student who selected ‘in another way’, 12 year-old, Aboriginal)

“There is multiple bullies in this school who make me feel unsafe.”

(female, 15 year-old, non-Aboriginal)

“Teaching more about consent in relationships and about bullying.”

(female, 16 year-old, non-Aboriginal)

“I found that there isn’t much resources around helping with being Transgender at a young age and not much information to young teenagers, people are often left to find out about it from the internet like I did. When it is talked about in schools, it’s often talked about from other students in a mocking way and schools aren’t reinforcing to teenagers that being Trans is okay.”

(student who selected ‘in another way’, 15 year-old, non-Aboriginal)

“Well when I had problems with a teacher I got help from our local AEIO. From this day onwards I still have problems with him. But our AEIO has made sure I am still on task with school work and home. life :)”

(female, 15 year-old, Aboriginal)

A number of students in a very remote area of the Mid West noted that doing schooling remotely (likely through the School of Isolated and Distant Education) is difficult.

“Because we haft to do work online and it is hard to do work on a sheet, then scan it, then we haft to send it to them. And because the teachers are not with us, it’s hard to do the work without them here with us to help us with the work we haft to do.”

(female, 11 year-old, non-Aboriginal)

▲▲ Because we don’t have actual face to face teachers and over email is hard to just point at a question and say what doesn’t make sense it takes time to both send a receive a reply We have a lot of work that grouped together. ▼▼

(female, 17 year-old, non-Aboriginal)

Safe and Supported

▲▲ Listen to a kid and change his perspective about life, do not argue with them, try to listen to what they have to say, do not be political they can think what they want to think, never say man up or be more feminine, and agree to what they say. This will make them think that you're a good person/parent. ▲▲

(male, 15 year-old, non-Aboriginal)

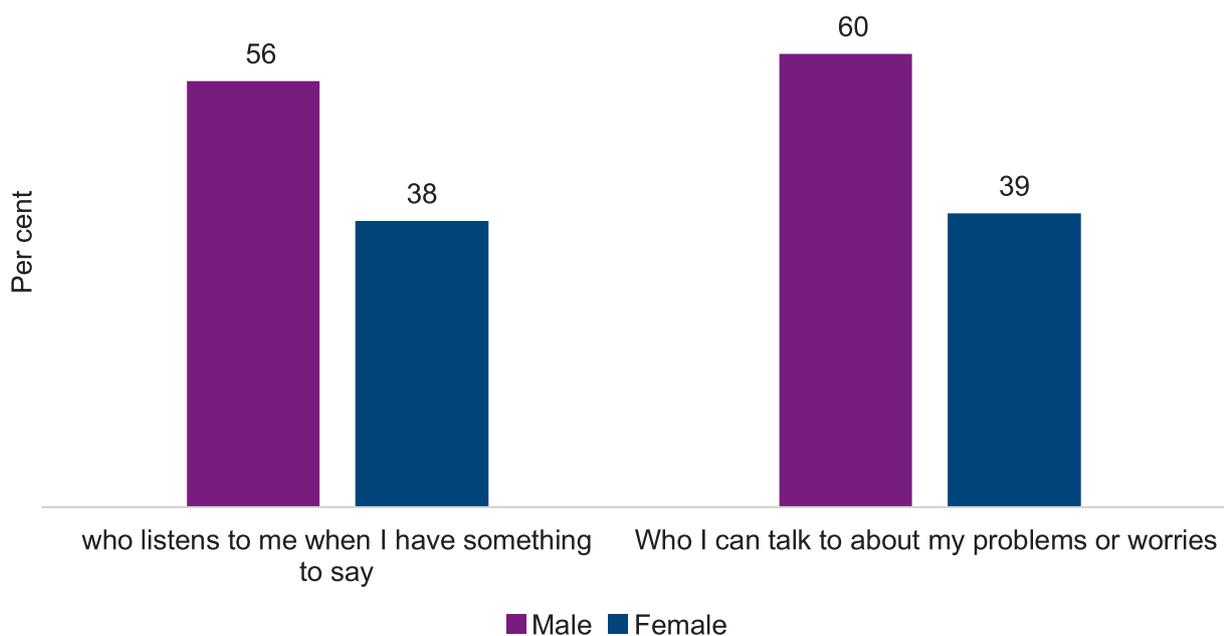
Supportive relationships

Approximately one-half of the children and young people in the Mid West reported that it was 'very much true' that they live with a parent or other adult whom they can talk to about their problems or worries (55.1%) and who listens when they have something to say (48.5%).

Secondary students are much less likely to report that it is 'very much true' they live with a parent or other adult whom they can talk to about their problems or worries than primary school students (48.2% compared to 67.2%). The difference in results between Years 4 to 6 and Years 7 to 12 is consistent across WA.

For both questions, there are large gender differences among secondary. This result is consistent with the rest of WA.

Proportion of Year 7 to 12 students responding 'very much true' to the statement: 'Where I live, there is a parent or adult who...'



Three-quarters (74.4%) of Year 4 to Year 12 students in the Mid West said their family gets along very well or well (Years 4–6: 79.2%; Years 7–12: 71.5%). This result is consistent with responses across WA.

Over one-quarter of students (25.9%) reported living in more than one home; this is a greater proportion than for the rest of WA (19.9%). Of the students who reported having a second home, 39.1 per cent reported living in this home one-half of the time (Years 4–6: 50.2%; Years 7–12: 31.9%).

Most children and young people in the Mid West felt that they are very good at making friends (51.4%) and have enough friends (79.6%). Female secondary school students in the Mid West are less likely to feel like they have enough friends in comparison to their male peers (76.9% and 87.1%).

Material basics

Almost one in ten (9.7%) Year 4 to Year 12 students in the Mid West only sometimes or never have enough food to eat at home when they are hungry (all of WA: 9.6%).

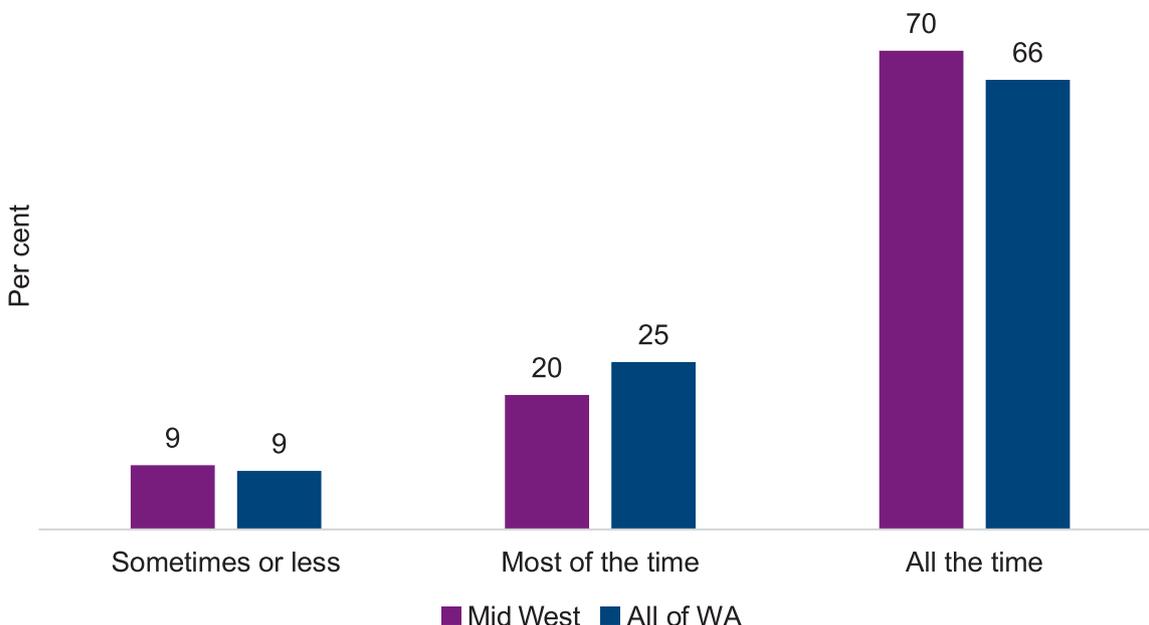
Of the students surveyed in the Mid West:

- 87.5 per cent reported they have their own bedroom (Years 4–6: 79.2%; Years 7–12: 92.3%).
- 91.1 per cent reported they have access to the internet at home, compared to 96.2 per cent for the rest of WA.
- One in ten (9.6%) secondary students in the Mid West do not have access to the internet at home, compared to 2.7 per cent across the rest of the state.
- 89.5 per cent of secondary students reported having their own mobile phone (all of WA: 91.7%).

Safe in the home

Of the students surveyed in the Mid West, 70.1 per cent said they feel safe at home all the time (Years 4–6: 70.3%; Years 7–12: 70.0%), while 19.7 per cent said they feel safe at home most of the time (Years 4–6: 19.9%; Years 7–12: 19.5%). These results are similar to those across the state.

Proportion of Year 4 to 12 students reporting how often they feel safe at home



One-quarter (25.3%) of Year 4 to Year 12 students said they are 'somewhat' or 'a lot' worried that someone in their home or family will be fighting (Years 4–6: 21.0%; Years 7–12: 27.7%), while 18.5 per cent said they are 'somewhat' or 'a lot' worried that someone in their home or family will hurt somebody (Years 4–6: 20.7%; Years 7–12: 17.2%).

These results are consistent with the rest of WA.

One-third of secondary students (33.2%) reported they had stayed away from home overnight because of a problem (all of WA: 30.1%).

7–12: 32.7%), while 38.2 per cent said they feel safe in their local area most of the time (Years 4–6: 35.0%; Years 7–12: 39.9%).

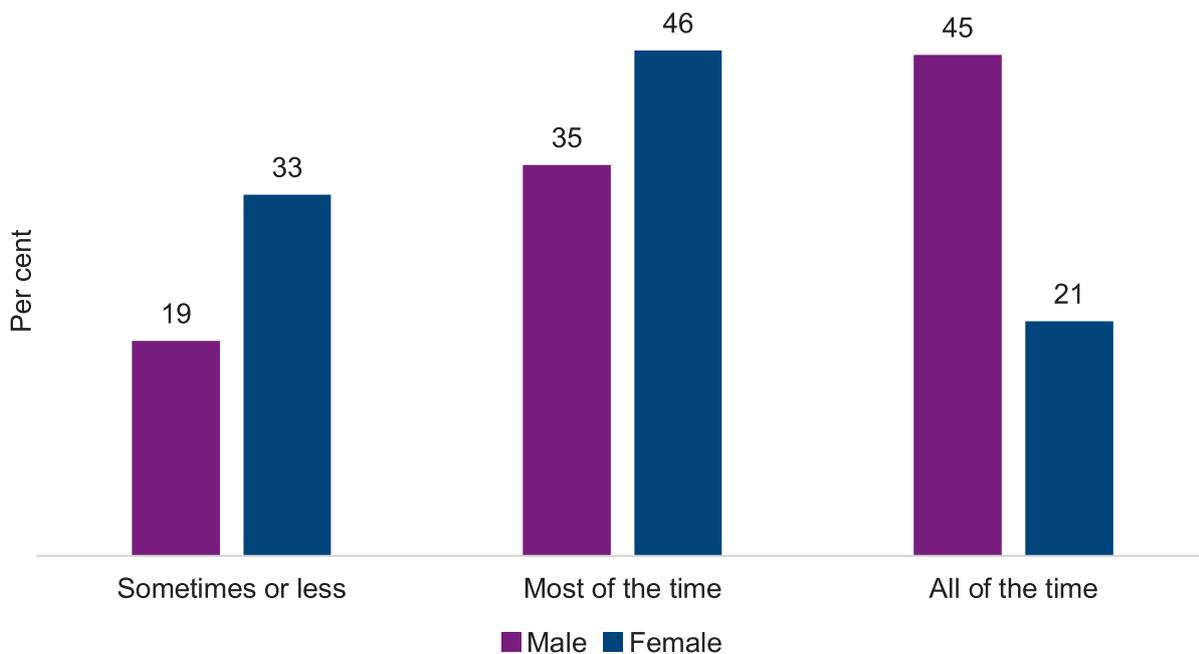
Results are broadly consistent for male and female students in Years 4 to 6, however for Year 7 to Year 12 students there are large gender differences. Female secondary students are half as likely to report feeling safe in their local area all the time compared to their male peers (21.2% vs 45.2%).

Moreover, almost one-third (32.6%) of female secondary students reported feeling safe only sometimes or less (compared to 19.4% for their male peers).

Safe in the community

Of the students surveyed in the Mid West, 31.9 per cent said they feel safe in their local area all the time (Years 4–6: 30.6%; Years

Proportion of Year 7 to 12 students reporting how often they feel safe in their local area



The gender difference in this question is consistent with the results for the rest of WA. However, male secondary students in the Mid West are much more likely than male students across WA to feel safe all the time in their local area (45.2% vs 36.4%).

Over two-fifths (44.2%) of Year 9 to Year 12 students reported they had ever been hit or physically harmed by someone on purpose (male: 50.6%; female: 37.8%). These results are consistent with those across the state.

Students who reported being hit or physically harmed by someone on purpose in the previous 12 months were also asked further questions about the nature and location of the incident.

Consistent with the rest of the state, male students in the Mid West are more likely to report being harmed by another child or young person (male: 83.2%; female: 31.5%), while female students are more likely to report being harmed by an adult (female: 56.2%; male: 20.8%).

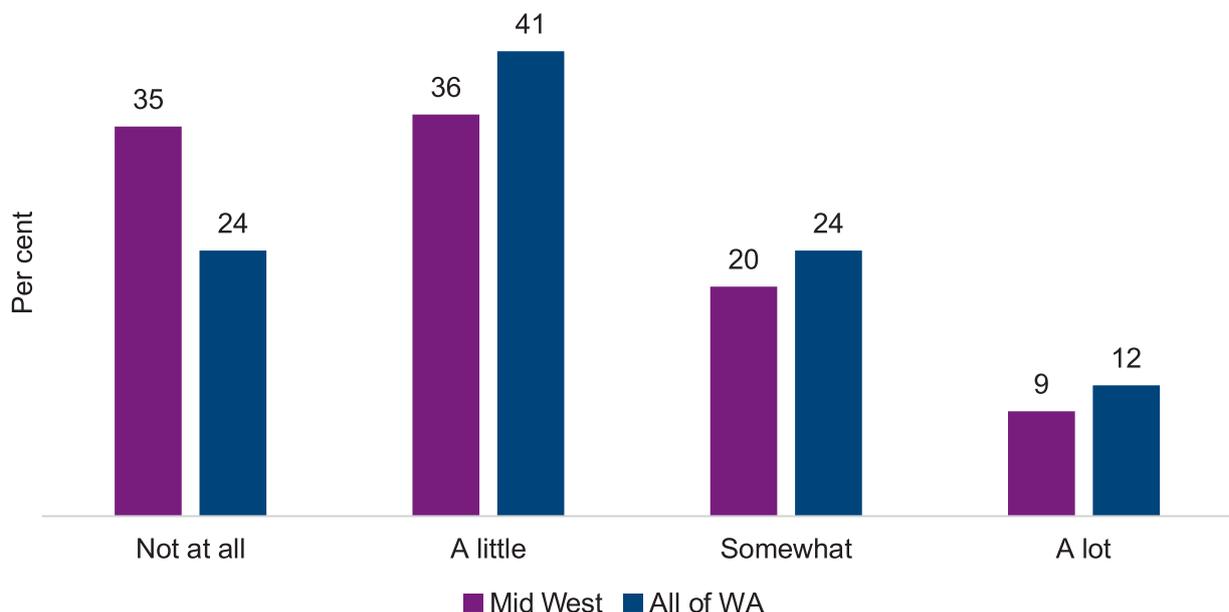
Of the students who reported being harmed, female students are more likely than male students to have been harmed at home (female: 80.3%; male: 26.3%), while male students are more likely to have been harmed at school (female: 40.5%; male: 67.6%).

Notably, students in the Mid West are more likely to report the incident took place while hanging out in a public place (e.g. in town, shops, sport centre) compared to students in the rest of WA (31.0% compared to 20.3%).

Impact of the COVID-19 pandemic

When asked about the COVID-19 pandemic and the resulting changes to daily life, over one-third (34.6%) of Year 4 to Year 12 students in the Mid West reported that the pandemic had not affected their life in a bad way at all – this is a higher proportion than the rest of WA (23.6%).

Proportion of students responding to the question: ‘Thinking about the COVID-19 pandemic and the resulting changes to daily life, how much has this affected your life in a bad way?’



Consistent with this result, Mid West students are more likely than students across the state to report feeling not at all anxious or stressed when thinking about the COVID-19 pandemic (39.6% compared to 32.4%) and more likely to report feeling very relaxed about it (26.8% compared to 20.2%).

Moreover, Year 9 to Year 12 students in the Mid West are less likely to report the COVID-19 pandemic had been a source of stress to them in the previous year compared to students in the rest of the state (15.9% compared to 20.8%).

Aboriginal children's and young people's views on feeling safe and supported

Supportive relationships

Most Year 4 to Year 12 Aboriginal students in the Mid West reported that it is 'very much true' or 'pretty much true' that where they live there is a parent or another adult who:

- believes they will achieve good things (85.1%).
- listens to them when they have something to say (75.0%).
- they can talk to about their problems or worries (72.3%).

These results are consistent with non-Aboriginal students in the Mid West.

In terms of family harmony, two-thirds (67.7%) of Aboriginal students reported that their family gets along well or very well, marginally less compared to non-Aboriginal students (76.5%).

Aboriginal students are more likely than non-Aboriginal students to feel that their siblings care about them a lot (53.4% compared to 44.7%).

Aboriginal students in Years 4 to 6 are more likely than non-Aboriginal students to be 'somewhat' or 'a lot' worried that someone in their home or family will be fighting (Aboriginal: 32.2%, non-Aboriginal: 18.7%). Aboriginal students in Years 4 to 6 are also more likely to be 'somewhat' or 'a lot' worried that someone in their home or family would hurt somebody (Aboriginal: 28.1%, non-Aboriginal: 19.7%) and more likely to be worried 'somewhat' or 'a lot' that someone in their home or family would hurt themselves (Aboriginal: 32.7%, non-Aboriginal: 22.8%).

Aboriginal secondary school students in the Mid-West are worried about these issues in similar proportions to non-Aboriginal secondary students.

Material basics

Aboriginal students in the Mid West are marginally more likely to be experiencing some form of material disadvantage in comparison to their non-Aboriginal peers.

- One in 20 (5.3%) Year 4 to Year 12 Aboriginal students reported that their family does not have a car (non-Aboriginal: 1.9%).
- One in six (17.0%) Aboriginal students in Years 4 to 12 does not have enough money in their family for them to go on a school excursion or camp (non-Aboriginal: 12.5%).
- One-quarter (26.7%) of Aboriginal secondary school students do not have their own tablet, laptop or computer, compared to 13.9 per cent of non-Aboriginal students.
- One in six (15.9%) Aboriginal secondary students does not have access to the internet at home (non-Aboriginal: 7.9%).

More than one in ten (11.7%) Aboriginal Year 4 to Year 12 students in the Mid West said there is only sometimes or never enough food to eat at home when they are hungry. This is marginally higher than non-Aboriginal children and young people in the Mid West (8.8%), however, it is also considerably lower than Aboriginal children and young people across the state (18.7%).

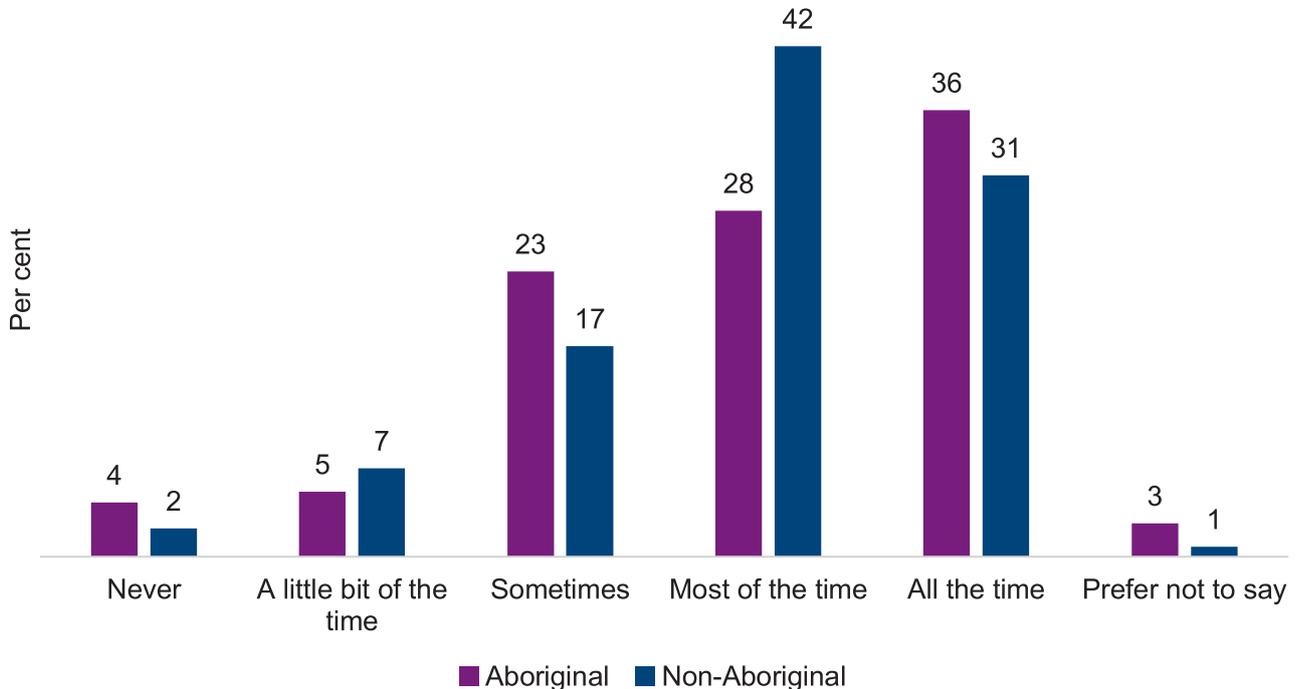
Aboriginal students in the Mid West are much more likely to report living in a primary household of seven people or more (21.0%) compared to non-Aboriginal students (5.8%). They are also more likely to report living in more than one home (40.5% compared to 22.6%).

Feeling safe

Aboriginal students in Years 4 to 12 are just as likely to feel safe at home most of the time or all of the time as non-Aboriginal students (Aboriginal: 91.9%, non-Aboriginal: 90.2%).

However, Year 4 to Year 12 Aboriginal children and young people in the Mid West reported feeling less safe in their local area most of the time or all of the time compared to non-Aboriginal children and young people (Aboriginal: 64.4%, non-Aboriginal: 72.5%).

Proportion of Year 4 to Year 12 students reporting how often they feel safe in their local area



What do children and young people in the Mid West say about being safe and supported?

Supportive relationships

“My mum and dad have just Brocken up and it has been really hard for me because I’m sad.”
(female, 10 year-old, non-Aboriginal)

“I think that the school chapmen is good also the teachers and doctors.”
(female, 12 year-old, Aboriginal)

“Adults should try to be more understanding of teens because many adults don’t understand teens of this generation making it harder to express our feelings.”
(female, 13 year-old, non-Aboriginal)

“Give the people strategies on how they could solve the problems on what’s going on in their life and maybe ask more questions about how they could have changed the situation if they were part of it or if they caused it and why they caused the situation in the first place But mostly just find strategies to help them work through on what they are going through.”
(female, 14 year-old, non-Aboriginal)

“They could try getting more involved in some people’s life and help more.”
(male, 16 year-old, Aboriginal)

Feeling unsafe

The following statements were generally in response to the question: ‘What are some of the things that make you feel unsafe?’

“Mum and dad fighting.”
(male, 9 year-old, undisclosed Aboriginal status)

“We have got robbed before so I have a constant fear of that happening again my friends turning on me cause they have done that before and also bullies because when I was in year one I got bullied for that hole year of year one and i was just traumatised to go out to play we’re my bully was.”
(female, 9 year-old, non-Aboriginal)

“People who are drunk and stuff like that.”
(female, 11 year-old, Aboriginal)

“Strangers following me or coming near me coz I feel like something bad might happen to me every time someone walks past if I’m alone.”
(female, 12 year-old, non-Aboriginal)

“Being at event that have alcohol and last most of the night, the drunk people make me fell a bit unsafe (e.g. Races, parties and meet ups/gatherings).”
(male, 12 year-old, non-Aboriginal)

“I don’t feel safe anywhere bully will hurt me.”

(male, 14 year-old, non-Aboriginal)

“Walking around at night be myself.”

(male, 14 year-old, Aboriginal)

“Boys, males, especially when it’s dark.”

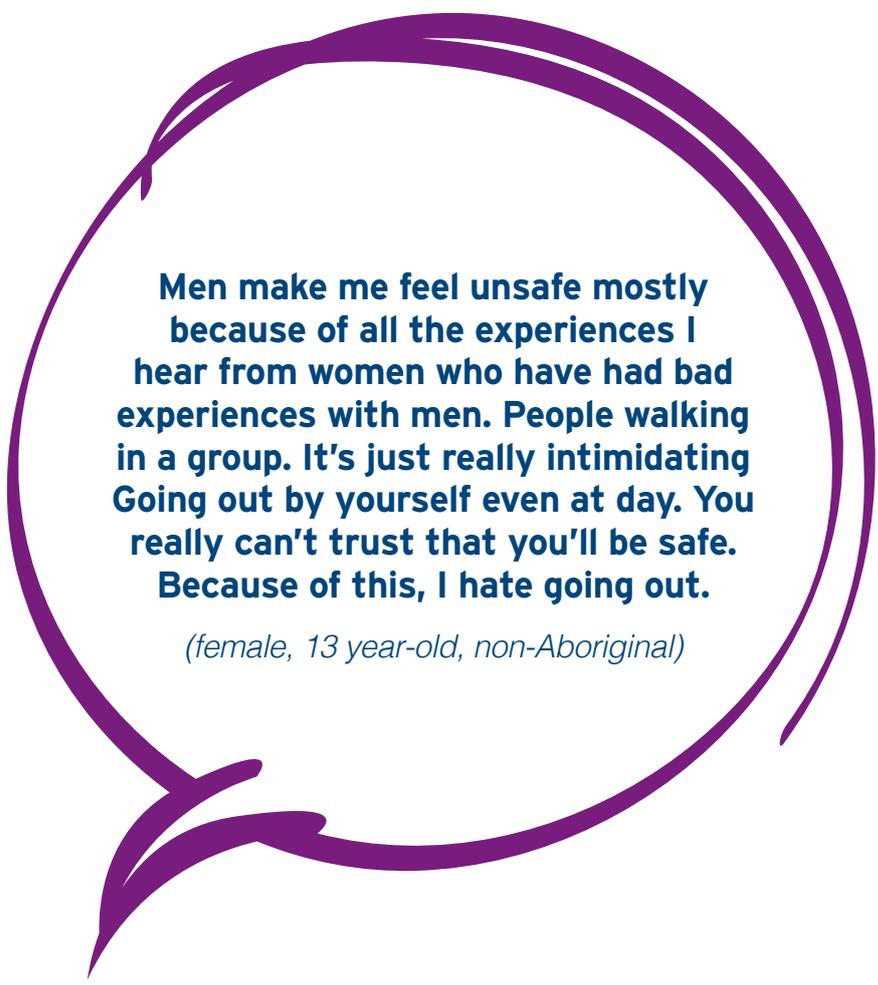
(female, 15 year-old, non-Aboriginal)

“Because I live regionally, it is not safe for me as a young girl, to be out at night without an adult/large group I would love it if I could feel more safe on my own in my community...”

(female, 15 year-old, non-Aboriginal)

“Being around someone idk especially if it’s a man.”

(female, 16 year-old, Aboriginal)



Men make me feel unsafe mostly because of all the experiences I hear from women who have had bad experiences with men. People walking in a group. It’s just really intimidating Going out by yourself even at day. You really can’t trust that you’ll be safe. Because of this, I hate going out.

(female, 13 year-old, non-Aboriginal)