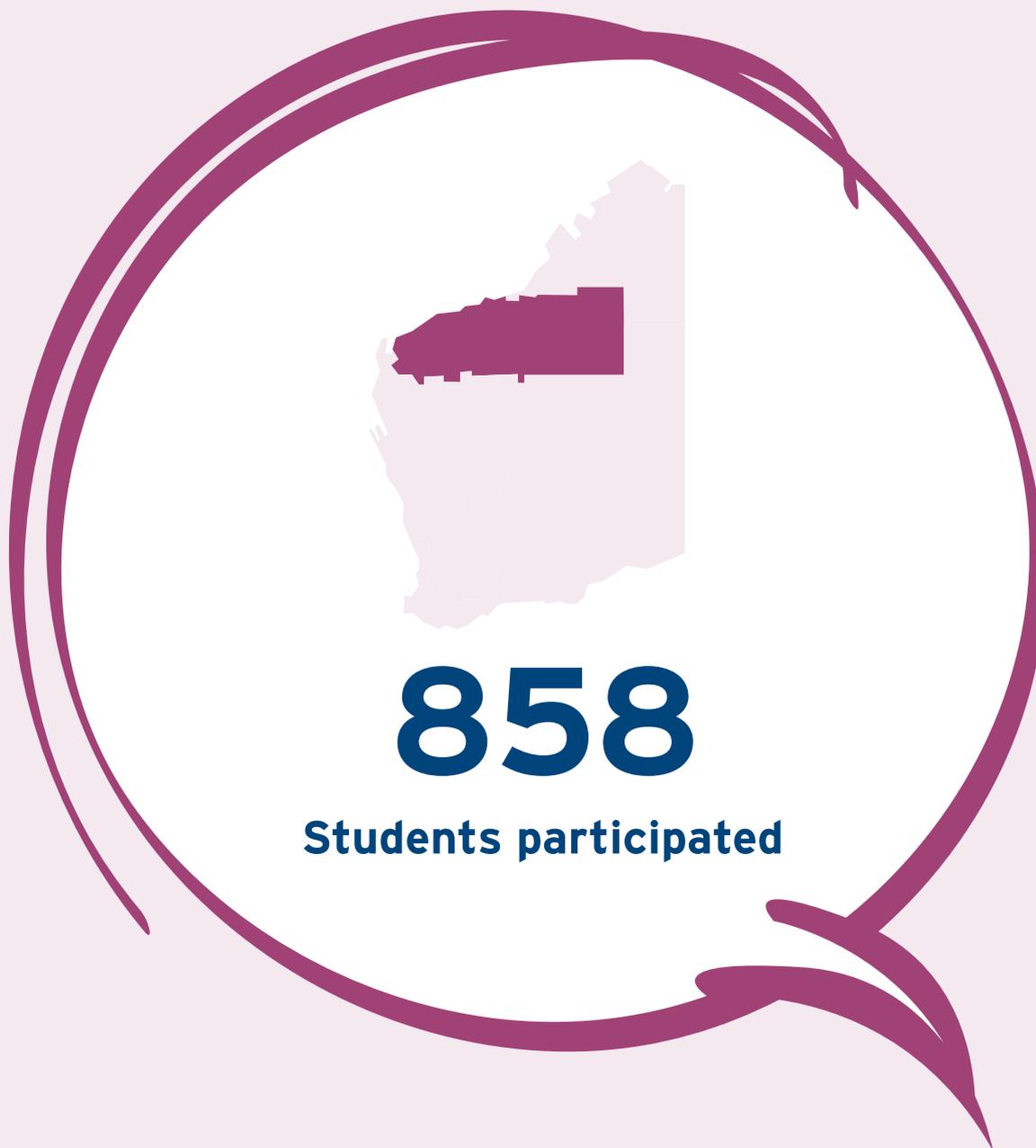


Pilbara



Pilbara key findings

A lower proportion of students in the Pilbara **reported their physical health is very good or excellent** than those across WA (41.6% vs 48.7%). Further, **Aboriginal students** in the Pilbara are **less likely to rate their health as very good or excellent**, compared to their non-Aboriginal peers (38.4% vs 42.3%).



The proportion of secondary students in the Pilbara reporting they **did not exercise in the previous week is more than double** that for the rest of the state (11.4% vs 5.3%). Aboriginal and non-Aboriginal students in the Pilbara reported similarly low levels of exercise.

Secondary students in the Pilbara are **more likely** than those across the state **to report playing games on a game console, computer or tablet every day or almost every day (57.5% vs 48.0%)**. This is the highest proportion of young people in regions across WA.



A higher proportion of young people in the Pilbara compared to the rest of the state **have tried smoking** (26.6% vs 20.9%) as well as alcohol (46.8% vs 39.2%).



Children and young people in the Pilbara reported broadly **similar ratings for their life satisfaction** to those across the rest of WA (mean life satisfaction: 6.9 vs 6.8).

Most Year 4 to Year 12 Aboriginal students in the Pilbara reported they **agree their school is a place where they feel happy** (74.5%) and like learning (70.1%).



Secondary students in the Pilbara are much **more likely to have been suspended from school** than those across the state (30.9% vs 17.1%). This is the highest proportion of all regions across the state.



The proportion of Year 7 to Year 12 students **planning to attend university (27.5%)** is almost one-half that for the rest of WA (51.8%) and is the **lowest proportion of the regions** across the state.

Most students (80.7%) in the Pilbara said their **family gets along very well or well**. In particular, secondary students in the Pilbara are more likely to report that their family gets along very well compared to the rest of the state (37.1% vs 30.3%).



Secondary students in the Pilbara are **more than twice as likely to disagree that they like where they live** compared to students in the rest of WA (23.9% vs 10.4%).



Students in the Pilbara are also more likely than those across the state **to feel unsafe in their local area**. One-half (49.3%) of secondary students in the Pilbara feel safe in their local area only sometimes or less (all of WA: 29.6%).

Overview

A total of 858 students across Years 4 to 12 from six primary schools and three secondary schools in the Pilbara took part in the Speaking Out Survey 2021.

Just under one-half (47.4%) of Year 4 to Year 12 students surveyed in the Pilbara identified as girls, 49.2 per cent identified as boys and 3.4 per cent selected the option that they identify 'in another way'.

In total, 26.0 per cent of participants reported being Aboriginal and/or Torres Strait Islander. This is a much greater proportion than in the South metropolitan (5.4%) or North metropolitan (3.6%) regions.

Of the students surveyed in the Pilbara, 96.4 per cent reported speaking English at home and 14.7 per cent reported (also) speaking other language(s) at home. The other languages spoken included Filipino/Tagalog, Maori, Thai and some Aboriginal language.

Many students in the Pilbara enjoyed doing the survey and appreciated the opportunity to have their say:

"I thought that it felt like lifting lots of things from my shoulders. 🙌🙌"
(female, 8 year-old, non-Aboriginal)

"I liked it it was great to let out stuff that I have been keeping to my self for a long time."
(female, 10 year-old, Aboriginal)

"I found this survey very helpful because I got talk about how I felt."
(female, 10 year-old, Aboriginal)

"Thank you for caring."
(female, 10 year-old, non-Aboriginal)

"It was good to tell people about how i felt about school home and even my physical activity."
(male, 11 year-old, Aboriginal)

"I believe that this survey was beneficial for the many Australian children that can't vote. I hope this survey is useful."
(female, 14 year-old, non-Aboriginal)

▲▲ Thank you very much for creating this survey, I appreciate being able to speak my voice anonymously. ▼▼

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

"It was specific and straightforward."
(male, 15 year-old, non-Aboriginal)

"It was great, I was very honest."
(female, 15 year-old, non-Aboriginal)

Healthy and connected

Have more local and accessible places for young people to go about their mental health without them feeling pressured to do so, or that they would be judged for doing so.

(female, 15 year-old, Aboriginal)

Physical health

Of the students surveyed in the Pilbara, 41.6 per cent reported that their health is very good or excellent (Years 4–6: 54.9%; Years 7–12: 32.3%), while 41.9 per cent reported that their health is good and 16.4 per cent that it is poor or fair (Years 4–6: 7.7%; Years 7–12: 22.6%).

These results are different from the rest of WA, with a lower proportion of students in the Pilbara reporting their physical health is

very good or excellent (41.6% vs 48.7%) and a correspondingly higher proportion reporting their physical health is good (41.9% vs 35.6%).

One-fifth (20.5%) of secondary students reported having a long-term health problem, while 10.8 per cent reported having a disability. Both of these proportions are lower than those for the rest of WA (25.4% and 11.7% respectively). The most commonly reported disabilities and/or long-term health problems were asthma, ADHD and having a visual impairment.

Approximately one-third (35.1%) of students reported they care very much about eating healthy food (Years 4–6: 48.9%; Years 7–12: 25.4%). Similarly, 36.4 per cent reported caring very much about how they look (Years 4–6: 31.2%; Years 7–12: 40.0%).

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



Less than one-half (45.1%) of students in the Pilbara reported they eat breakfast every day (Years 4–6: 67.1%; Years 7–12: 29.5%), while 6.5 per cent reported they never eat breakfast (Years 4–6: 2.4%; Years 7–12: 9.5%).

A significantly lower proportion of secondary students eat breakfast every day compared to those across the state (29.5% vs 44.1%). A much lower proportion of male secondary students (37.4% vs 54.7%) and female secondary students (22.3% vs 35.5%) in the Pilbara eat breakfast every day compared to their counterparts around WA.

Compared to the rest of the state, a lower proportion of secondary students in the Pilbara reported physical activity, sport or exercise was 'definitely' an important part of their life (43.7% vs 53.0%). Similarly, a much lower proportion (46.3%) of secondary students in the Pilbara reported they had done vigorous exercise three or more times in the previous week, compared to 61.9 per cent for the rest of WA.

Further, the proportion of Pilbara students reporting they did not exercise in the previous week is more than double that for the rest of the state (11.4% vs 5.3%).

Of the students surveyed in the Pilbara:

- 67.1 per cent reported brushing their teeth twice or more the previous day (Years 4–6: 70.5%; Years 7–12: 64.7%) (all of WA: 68.9%).
- More than one-quarter (28.0%) of secondary students reported eating fruit only a few times a week or less.
- 81.4 per cent of Year 4 to Year 6 students reported going to sleep on a school night before 9pm, while 43.1 per cent of Year 7 to Year 12 students reported going to sleep on a school night before 10pm (all of WA: 71.0% and 40.6% respectively).

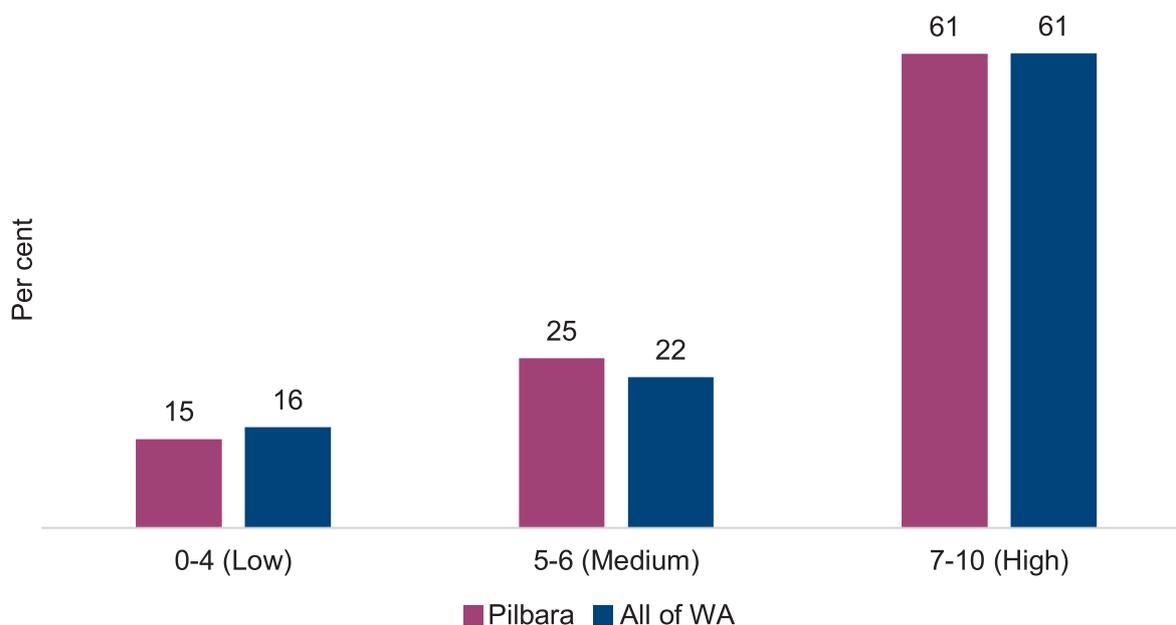
Mental health

Of the students surveyed in the Pilbara, 6.9 is the mean life satisfaction (on a scale from 0 to 10). The mean life satisfaction across all of WA is 6.8.

Primary school students have a higher mean result than secondary students (Years 4–6: 7.7; Years 7–12: 6.3) – a result consistent across the state.

Three-fifths (60.6%) of students reported a high life satisfaction (7 to 10) (Years 4–6: 73.4%; Years 7–12: 51.4%) and 14.9 per cent reported a low life satisfaction (0 to 4) (Years 4–6: 9.2%; Years 7–12: 18.9%).

Proportion of Year 4 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



Overall reported life satisfaction in the Pilbara is broadly consistent with the results for the rest of WA, across both primary and secondary school. The only departure from this is that female secondary students in the Pilbara are less likely to report low life satisfaction scores (0 to 4) (18.8% vs 25.5%) and more likely to report medium scores (5 to 6) (35.7% vs 29.6%).

Of the students surveyed in the Pilbara:

- 51.9 per cent agreed (Years 4–6: 48.3%; Years 7–12: 54.4%) and 26.0 per cent strongly agreed they are happy with themselves (Years 4–6: 41.7%; Years 7–12: 15.0%).
- 46.4 per cent agreed (Years 4–6: 41.2%; Years 7–12: 49.9%) and 29.1 per cent strongly agreed that they feel good about themselves (Years 4–6: 46.0%; Years 7–12: 17.5%).
- 51.9 per cent of secondary students agreed and 20.4 per cent strongly agreed they can deal with things that happen in their life.

- In Years 9 to 12, 64.6 per cent reported they had felt sad, blue or depressed for two or more weeks in a row in the previous 12 months.

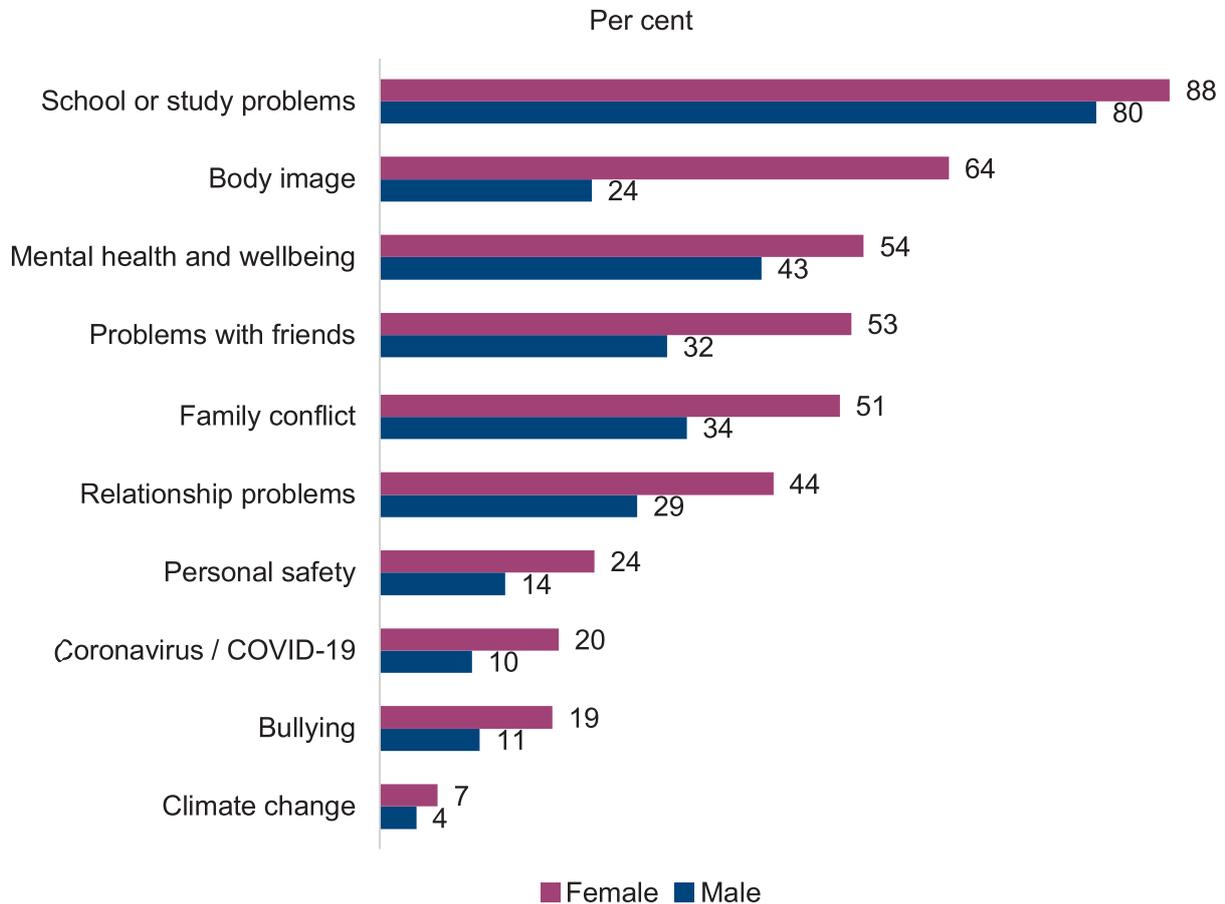
These results are consistent with those across the state.

Year 9 to Year 12 students were also asked about sources of stress in the previous 12 months. School and study problems (84.2%) were the most commonly reported source of stress, followed by mental health and wellbeing (48.8%), body image (44.6%) and problems with friends (42.7%). These results are broadly consistent with the rest of the state.

Notably, however, students in the Pilbara are less likely to report COVID-19 and climate change as sources of stress compared to the rest of the state.

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

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



Notably, females are almost three times as likely to report body image and almost twice as likely to report 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

Over two-thirds (67.6%) of secondary students in the Pilbara said they know where to get support for stress, anxiety, depression or other emotional health worries in their school, and around one-half (53.8%) know where to get support in their local area.

These responses align with those across the state.

One-third (33.7%) reported they had received help for problems with stress, anxiety, depression or other emotional health worries in the previous 12 months (all of WA: 36.7%).

The most commonly used sources of support for secondary students in the Pilbara were parents or someone who acts as a parent (86.7%), other family (74.7%), friends including boyfriend or girlfriend (68.6%), teachers (65.2%) and school psychologist, school chaplain or school nurse (61.7%). Due to the high proportion of Aboriginal students in the Pilbara, 31.7 per cent of all students have contacted an Aboriginal health worker or medical service.

Of the students who had asked for help, 86.0 per cent found their parents helpful, 85.8 per cent found other family helpful, 81.9 per cent found a mental health service like Headspace helpful and 81.2 per cent found a doctor or GP helpful.

Over one-fifth (22.7%) of secondary students reported that in the previous 12 months there had been a time when they wanted or needed to see someone for their health but were not able to (all of WA: 25.6%).

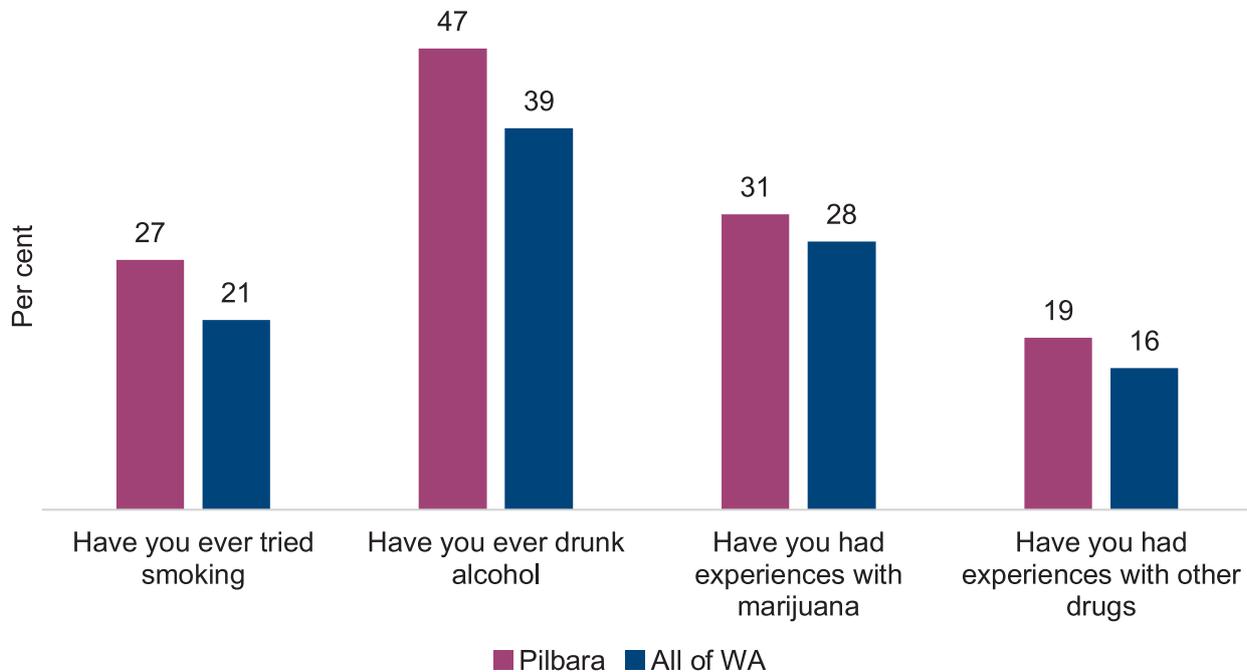
Among these students, over two-thirds (68.5%) cited shame or embarrassment as the reason for not seeing someone about their health. The next most cited reason was 'being unsure who to see or where to go' (34.2%), followed by lack of transport (17.6%).

Risk-taking and healthy behaviours

Alcohol and other drugs

A higher proportion of young people in the Pilbara compared to the rest of the state have tried smoking (26.6% vs 20.9% respectively) or drunk alcohol (46.8% vs 39.2% respectively). Year 9 to Year 12 students in the Pilbara report having experiences with marijuana or other drugs in slightly higher proportions to the rest of the state (marijuana: 31.0% vs 28.4%; other drugs: 19.2% 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 Pilbara:

- 73.4 per cent reported having learnt 'some' or 'a lot' about alcohol and 66.4 per cent had learnt 'some' or 'a lot' about cigarettes/smoking at school.
- 53.2 per cent said they had learnt 'some' or 'a lot' about marijuana and 58.0 per cent had learnt 'some' or 'a lot' about other drugs at school.
- 71.3 per cent thought people their age should not use any substances including cigarettes, alcohol, marijuana or other drugs.

Most students in the Pilbara feel like they know enough about the health impacts of alcohol (87.7%) or smoking (86.7%), however fewer feel like they know enough about the health impacts of marijuana (65.4%).

These results are broadly consistent with the rest of WA.

Sexual health

Almost two-thirds (65.7%) of secondary students in the Pilbara reported they had learnt 'some' or 'a lot' about sexual health and ways to support their sexual health at school.

Compared to the rest of WA, students in the Pilbara are more likely to report having learnt 'a lot' on the topic (27.1% compared 17.1% for WA). This result held true across male and female students but is particularly noteworthy for female students in the Pilbara who are almost twice as likely to report this compared to females in the rest of WA (31.3% vs 16.4%).

Consistent with above results, 58.9 per cent reported they had learnt 'some' or 'a lot' about pregnancy and contraception at school which, again, is higher than the proportion for rest of WA (46.5%).

Despite the higher proportions of students in the Pilbara reporting they had learnt a lot about these topics, 41.6 per cent reported they feel they don't know enough about sexual health or they aren't sure and almost one-half (48.2%) reported they feel they don't know enough about pregnancy and contraception or they aren't sure.

These results are consistent with those across the state.

One-third (34.9%) of secondary students in the Pilbara 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, 63.2 per cent of female students and 30.0 per cent of male students reported they had ever been sent unwanted sexual material, such as pornographic pictures, videos or words (all of WA: 57.3% and 31.4% respectively).

Problematic behaviours and emotions related to being online

Over one-third (34.9%) of students in the Pilbara said they feel bothered 'fairly often' or 'very often' when they cannot be on the internet (Years 4–6: 29.3%; Years 7–12: 38.2%).

While the results for Year 4 to Year 6 students in the Pilbara are on par with the rest of the state, Year 7 to Year 12 students are more likely than those across WA to report feeling bothered 'very often' when they cannot be on the internet (15.7% vs 9.9%). This result is true for male and female students in the Pilbara (male: 13.6% vs 8.6%; female: 17.0% vs 11.1%).

When it comes to electronic gaming, 28.9 per cent said they feel bothered 'fairly often' or 'very often' when they cannot play electronic games (Years 4–6: 26.9%; Years 7–12:

30.2%). Again, compared to the rest of WA, secondary students in the Pilbara are more likely to report feeling bothered 'very often' when they could not play electronic games (11.8% vs 7.9%).

Secondary students in the Pilbara are also more likely to report feeling bothered 'very often' (17.1%) and going without sleep (9.9%) due to mobile phone use compared to those across the rest of WA (12.7% and 5.5% respectively).

In general, female students across WA are more likely than male students to go without eating or sleeping due to their mobile phone 'fairly often' or 'very often' (17.3% vs 9.6%), however in the Pilbara, male students are just as likely as female students to report this (22.8% vs 22.8%).

Notably, secondary students in the Pilbara are more likely than those across the state to report playing games on a game console, computer or tablet every day or almost every day (57.5% vs 48.0%). This is the highest proportion of young people in regions across WA.

Connection to community

Children and young people in the Pilbara are less likely to like where they live or feel like they belong than students in most other regions across the state.

Four-fifths (80.3%) of Year 4 to Year 6 students in the Pilbara agreed they like where they live, while 61.2 per cent of Year 7 to Year 12 students agreed. Both these proportions are lower than those across the rest of the state (86.0% and 79.3% respectively).

Moreover, secondary students in the Pilbara are more than twice as likely to disagree that they like where they live compared to students in the rest of WA (23.9% compared to 10.4%).

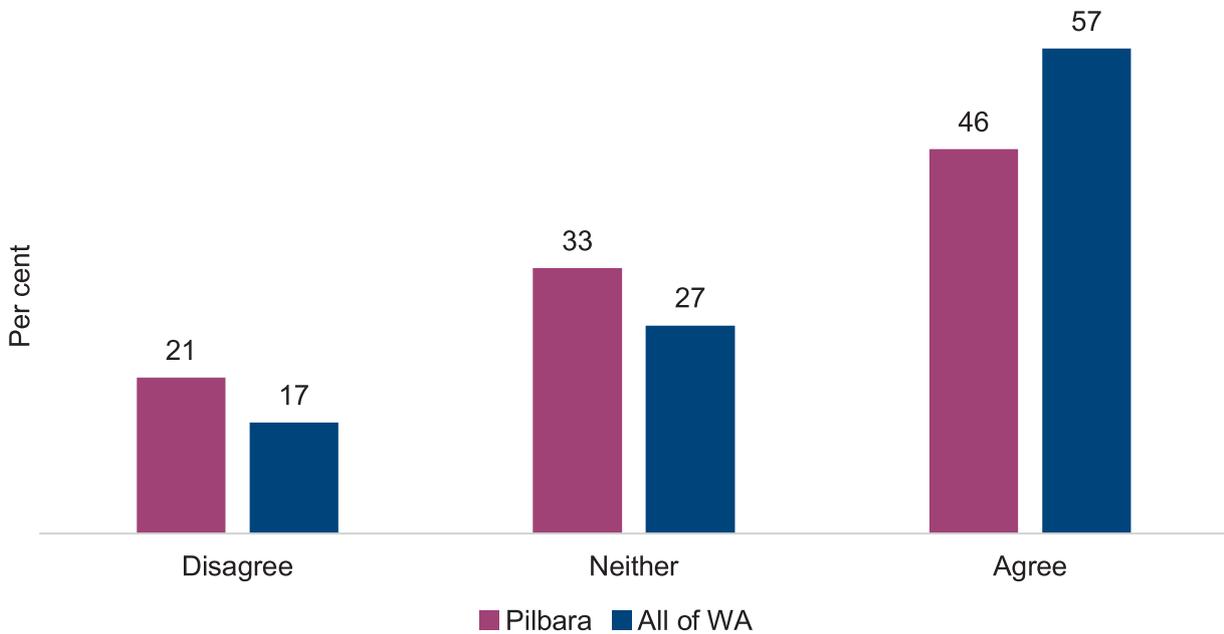
Just under two-thirds (65.0%) of Year 4 to Year 6 students agreed they belong in their community, while 45.7 per cent of Year 7 to Year 12 students agreed. The proportion for Year 4 to Year 6 students is consistent with the rest of WA, however the proportion for secondary students in the Pilbara is lower than the state (45.7% vs 56.5%).

This is the lowest proportion of secondary students feeling like they belong in their community of all regions across the state.

■ ■ The community could provide more sporting opportunities because I find that sport is a way to escape the real world for awhile. The community could also try and keep children out of trouble and try and bring them all together. ■ ■

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

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



Most (71.8%) of Year 4 to Year 6 students agreed that their neighbours are friendly, while 57.9 per cent of Year 7 to Year 12 students agreed (all of WA: 70.5% and 64.4% respectively).

Similarly, 57.2 per cent of Year 4 to Year 6 students agreed that when they go to the shops the people there are friendly, while 54.7 per cent of Year 7 to Year 12 students agreed – lower compared to the rest of the state (66.0%).

Consistent with the above results on liking where they live and belonging, children and young people in the Pilbara are much less likely than their counterparts across WA to feel like there are fun things to do in their local area.

In Years 4 to 6, two-thirds (66.8%) of children agreed there are lots of fun things to do, while 18.2 per cent disagreed (all of WA: 73.6% and 9.9% respectively). While in secondary school, less than one-third (31.5%) of Pilbara students agreed that there are fun things to do (all of WA: 48.7%) and almost one-half (48.0%) disagreed (all of WA: 27.2%).

Secondary students in the Pilbara are also much less likely than students across the state to agree that there are outdoor places for them to go in their area, like parks, ovals or skate parks (70.2% vs 83.7%). Almost one-half (47.7%) of secondary students in the Pilbara agreed that there is nothing to do in their area (all of WA: 31.2%).

When it comes to activities outside of school, just under one-third (31.6%) of Year 4 to Year 12 students in the Pilbara said they spend time practising or playing a sport outside of school every day or almost every day (Years 4–6: 36.8%; Years 7–12: 28.0%). This is the lowest proportion across the state.

This is particularly the case for secondary students, with one in five (21.9%) secondary students saying they hardly ever or never spend time practising or playing a sport outside of school. The proportion of male secondary students in the Pilbara reporting this is significantly higher than for the rest of the state (22.8% vs 12.8%).

Two-thirds (65.9%) of male and 41.2 per cent of female students reported playing games on a game console, computer, or tablet every day or almost every day. Secondary students in the Pilbara are much more likely to report this than students in the rest of the state (57.5% compared to 48.0%).

In terms of other activities outside of school, of the students in the Pilbara:

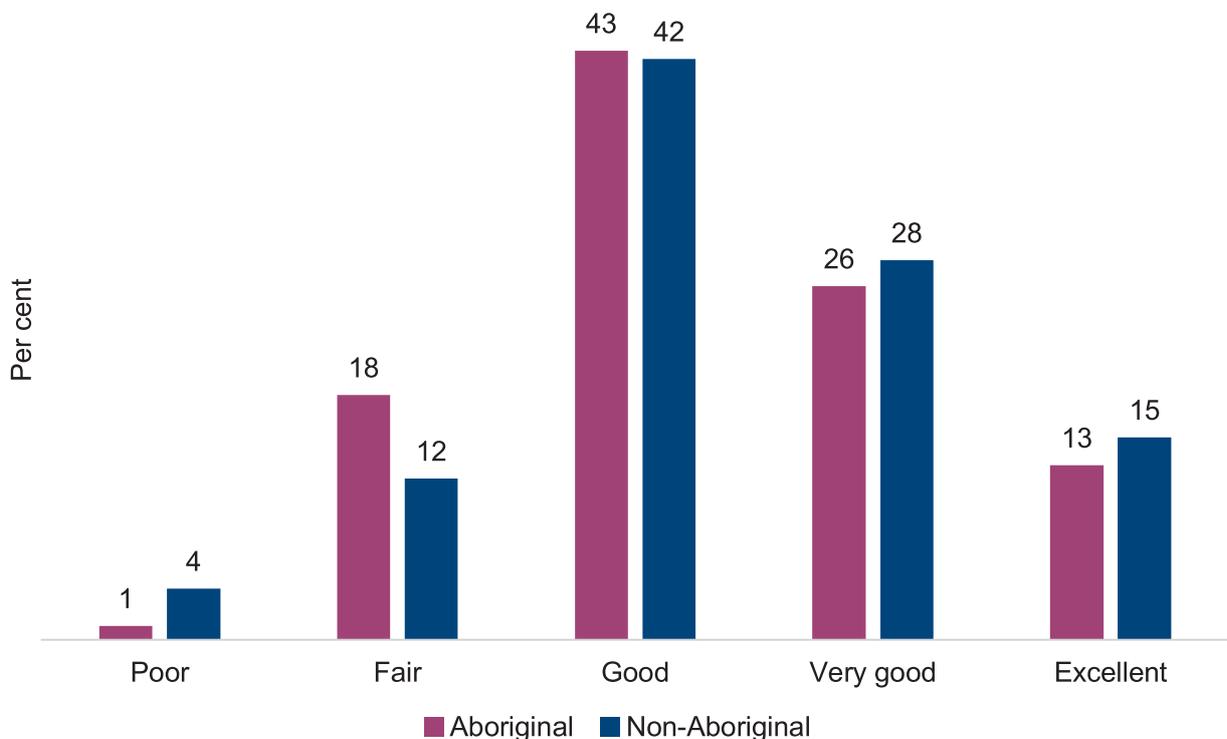
- 38.5 per cent said they spend time being active outdoors outside of school every day or almost every day (Years 4–6: 45.3%; Years 7–12: 34.0%).
- 39.5 per cent said they spend time hanging out with friends outside of school every day or almost every day (Years 4–6: 44.8%; Years 7–12: 35.9%).

- 53.8 per cent said they spend time helping out with housework outside of school every day or almost every day (Years 4–6: 42.6%; Years 7–12: 61.4%).

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

Just under two-fifths (38.4%) of the Aboriginal students in the Pilbara surveyed rated their health as very good or excellent. This is slightly below their non-Aboriginal peers (42.3%).

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



Around two-fifths (42.4%) of the Aboriginal Year 4 to Year 12 students in the Pilbara reported that physical activity, sport or exercise is ‘definitely’ an important part of their life, consistent with non-Aboriginal students (44.7%). Moreover, a similar proportion (43.6%) reported they had done vigorous exercise three or more times in the past week, compared to 47.1 per cent of non-Aboriginal students.

Three in five (59.4%) Aboriginal Year 4 to Year 12 students reported a high life satisfaction (non-Aboriginal: 60.7%).

Most Aboriginal students in Years 4 to 12 in the Pilbara agreed with the statements:

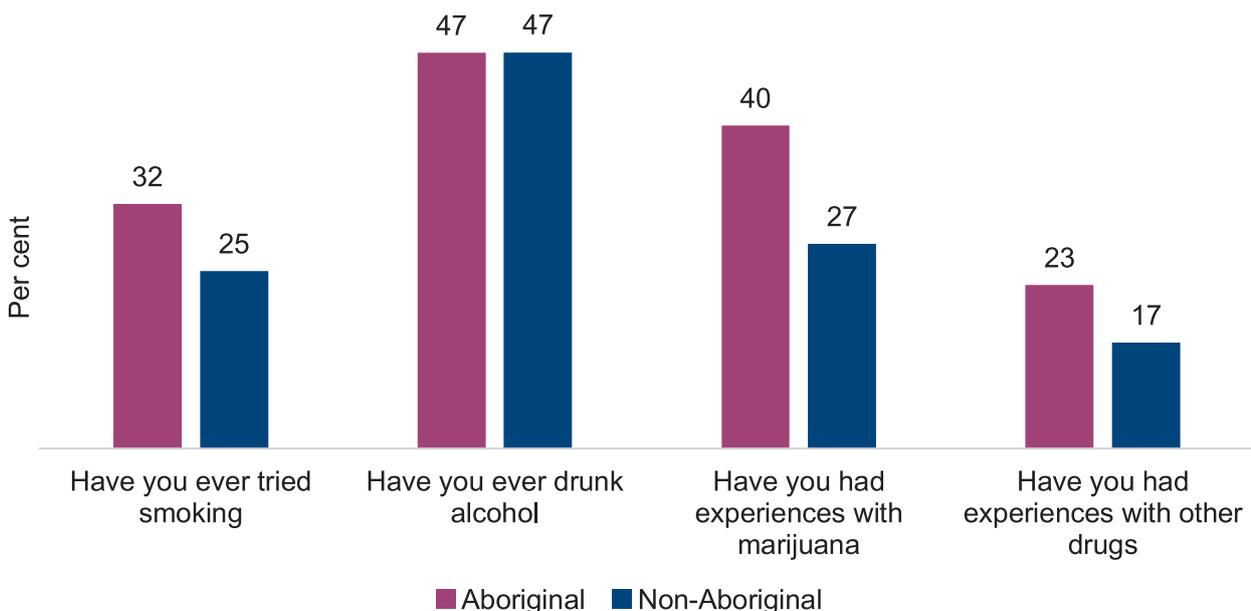
- I feel good about myself (75.2%)
- I am able to do things as well as most people (82.9%)
- I am happy with myself (78.2%).

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

The top three stressors reported by Aboriginal Year 9 to Year 12 students were school or study problems (78.1%), mental health and wellbeing (45.7%) and problems with friends (42.8%). Notably, Aboriginal students are less likely to be stressed due to body image than non-Aboriginal students (Aboriginal: 27.3%; non-Aboriginal: 53.5%).

Around a third (31.5%) of Aboriginal secondary students in the Pilbara have tried smoking; this is higher than non-Aboriginal students (24.6%). Just under one-half (47.1%) of Aboriginal secondary students have drunk alcohol; this is consistent with non-Aboriginal students (47.3%).

Proportion of young people in Years 7 to 12 who 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’.

When it comes to Year 9 to Year 12 students, Aboriginal students are more likely to have had experiences with marijuana compared to non-Aboriginal students (39.6% vs 27.4%), and slightly more likely to have had experiences with other drugs (23.2% vs 17.3%).

Most Aboriginal students in the Pilbara feel like they know enough about the health effects of alcohol, smoking and other drugs, however a significant minority reported they do not think they know enough about smoking (10.0%) or marijuana (17.1%).

Aboriginal Year 4 to Year 12 students are marginally more likely than their non-Aboriginal peers to report playing games on a game console, computer or tablet every day or almost every day (61.7% vs 51.8%).

In terms of connection to culture and community, of the Aboriginal students in the Pilbara:

- 72.7 per cent said they know their family's country (all of WA: 69.6%), and of these students 80.1 per cent said they spend time on their family's country (all of WA: 74.5%).
- 27.5 per cent said they talk Aboriginal language 'some' or 'a lot' (all of WA: 27.1%).
- 51.2 per cent said they do cultural or traditional activities with their family (all of WA: 47.8%).

Almost two-thirds (63.6%) of Aboriginal children (Years 4 to 6) in the Pilbara feel like they belong in their community (non-Aboriginal: 65.4%). A lower proportion of Aboriginal secondary students feel like they belong in their community (56.9%), however, this is a higher proportion than their non-Aboriginal peers (41.5%).

Aboriginal and non-Aboriginal students had similar views on whether there are fun things to do in their community or outdoor places to go, like parks and skate parks, with students in Years 4 to 6 more likely to agree than secondary students.

What do children and young people in the Pilbara 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

“Maybe check up on kids more and how they’re feeling because of mental health issues or any other issues kids might have. Making sure kids are okay and to check up on kids who might be stressed. Be more aware of kids feelings and to not pressure them.”

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

“One time, maybe a few months ago, I wanted to go to a therapist or something because I was worried about my mental health and I didn’t feel like asking my parents to see if we could go to one because I was too nervous to talk to them about it. They always ask me to talk to them about mental health stuff but I’m always too scared to bring it up.”

(student who selected ‘in another way’, 14 year-old, Aboriginal)

■ ■ Was always too scared to go the my mum and dad because we don’t really talk about feelings in our family as it is shown as being “weak” so I would keep it to myself and either talk my to mates about it or sometimes my Aunty who is always there and I feel comfortable talking to about everything. ■ ■

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

“Schools could maybe check ups on students every once and a while? I can’t really ask someone about my own mental health, and I’d like to have someone to talk to where I don’t have to go find them on my own, I’m not too confident.”

(female, 15 year-old, Aboriginal)

Feeling anxiety, depression or sadness

“Well I have a really big issue when it come to the way I see myself. Some days I will fell,so ugly and i will fell like crying and rarely any other days I feel like I’m good enough. I don’t want to tell my parents because I feel like they will just say that I’m pretending and I’ll get in trouble. I feel to ashamed to go and tell that school because it won’t just help for someone to tell me that I’m ‘pretty and not ugly’.”

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

“I struggle getting out of bed due to my mental health issue, I wish I could make better choices and give it a go, but I can’t do it on my own yet I certainly cannot vent or rant to someone, due to my trust issues...”

(student who selected ‘in another way’, 13 year-old, non-Aboriginal)

“I over think a lot to the point we’re I have mental breakdowns often and I can take a normal thought and think about it until the the point were I panic and don’t know what the truth is or whether or not something is true or false I have trust issues and find it hard to talk to people about these type of things I am quiet at home and school and don’t like to talk a lot.”

(female, 14 year-old, Aboriginal)

Talking about getting support

“I have not been seeking any help because there isn’t really any help in Port Hedland.”

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

“To my councillor, you were absolutely useless, you did not help me at all and I didn’t want to tell you the truth because you would call my parents and get other adults involved also it was a complete [waste] of my time.”

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

“In our school we are told there are many places to go for help regarding health and wellbeing. Still the problems are being ignored, In some of my classes I still a lot of negativity but I see it being ignored. I would like that to change.”

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

“Other ways my family could be more helpful is to try and listen and not argue with me about my mental health problems and allow me to go to someone outside our family about my health because what is going on isn’t helping I get told that my mental health isn’t a thing or I am making things up or it is all in my head.”

(female, 14 year-old, Aboriginal)

“Pregnancy help in young people I’ve personally had this kind of problem and it makes you feel sick wondering where you would get help... I believe plan b should be accessible to At least 14+ cause this day in age it’s happening then and more people would feel secure knowing that they are able to purchase it.”

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

Views on their local area

In total, 212 students from the Pilbara 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 Pilbara, the top four comments made about their local area related to:

- More fun activities to do and places to hang out.
- Would like more, closer shops, a mall, movies, greater diversity.
- People in the local area are scary, not nice or friendly.
- New, more or better skate park, bike trails.

“More things to do cause this town sucks and has rarely nothing in it.”

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

“That there are places to cool down, not like the pool, but like a small water park for young people to go see each other, and that there is shade under hot places like the skatepark ,there is not a lot of places to go, all kids can really do, is ride around town (some kids don’t even have transportation!) or go to the shops for like five minutes or go to the skate park (no shade! Remember that please!) or go to a friends place , but that doesn’t happen often, and there is also not many safe places for kids under age (like 1,2,3 ect) to go with there parents, there is not a nice little safe and secure park for little kids to play without broken glass and ruined playgrounds...”

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

“Biking pump track decent size as well.”

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

“More shops to buy stuff.”

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

“Maybe more skateparks with shade so people can skate without getting the sun in your eyes.”

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

▲▲ I would make the pool slides a lot bigger and build a lollie shop in south so we don’t have to drive all the way to port and a deeper pool and a kfc and a bigger pool at the school (oh that rhymed) and that’s pretty much it so yeah bye) ▼▼

(female, 13 year-old, Aboriginal)

“To have more after school activities for children my age to go and participate in. And to also have more sporting opportunities for children.”

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

“A more safety place for the lgbtq+, skin colours and religion. it can just be a area where we can hang out and talk about our life like it's a con-festival.”

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

“We are in need of some kind of additional recreational facilities as the town is quite neglected even though it's a large amount of the state income.”

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

▲▲ The town of Port Hedland/ South doesn't have much activities to keep us busy and other kids out of trouble. To be very honest I for one, have to make plans within my friend group to go out and drive until we find something to do, this is because we really have nothing to do. ▼▼

(female, 17 year-old, Aboriginal)

Many students in the Pilbara said they would like their local area to be cleaner and safer and for there to be less crime.

“The people to not steal.”

(male, 12 year-old, Aboriginal)

“I would change that when I go out the house I could go to the skate park with out getting bashed or punched and getting a better skate park.”

(male, 12 year-old, undisclosed Aboriginal status)

“Tidying up all of the rubbish and making it look nicer.”

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

“To not have drugos in my street.”

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

“Le[ss] people drunk and less fights.”

(female, 13 year-old, Aboriginal)

“There is so much crime going on in our local area and it is scary because sometimes it isn't safe to walk to school on my own. Our town used to be so safe where we could leave our houses unlocked and night and it would be perfectly safe, but now even if you lock your back gates entruders manage to break through them and steal things from our back yards, and steal and break into cars.”

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

Learning and participating

“ Don’t force kids to do what the parents expect such as going to uni as many Kids aren’t interested in further education and wish to go into the work force or an apprenticeship such as myself. ”

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

Attendance

Just over one-half (54.9%) of the students in the Pilbara said it is very important to them to be at school every day (Years 4–6: 67.4%; Years 7–12: 45.8%), while 36.3 per cent (Years 4–6: 27.9%; Years 7–12: 42.5%) said it is somewhat important. These results are consistent with the responses of students across the state.

Female secondary students in the Pilbara are less likely to report thinking it is very important

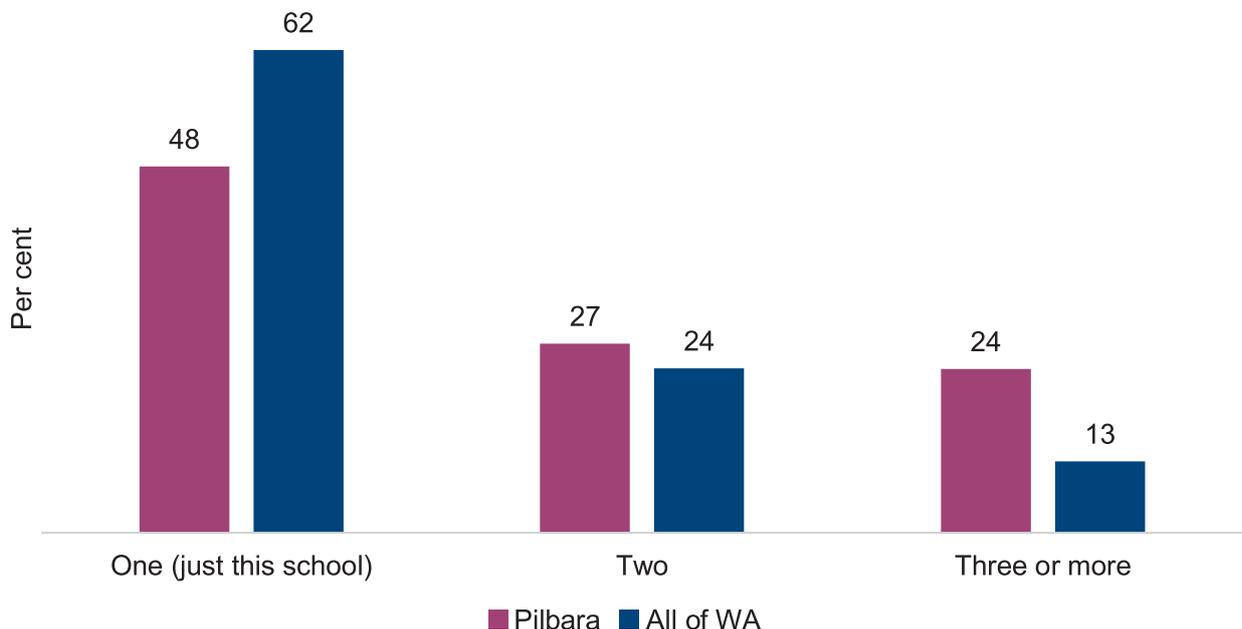
to be at school every day compared to female students elsewhere in WA (40.8% compared to 46.9%).

Almost one-third (30.9%) of secondary students in the Pilbara reported they had been suspended from school; this proportion is well above the rest of the state at 17.1 per cent. This is the highest proportion of all regions across the state.

Almost one-quarter (24.2%) of secondary students reported they had wagged school for a full day or more in the previous 12 months. Female secondary students in the Pilbara are more likely to report having wagged school compared to female students in the rest of WA (23.4% compared to 16.7%).

At the same time, students in the Pilbara are more likely than students in the rest of WA to have attended multiple schools, and almost twice as likely to have attended three or more schools (24.3% compared to 13.2%).

Proportion of students reporting how many different schools they have gone to since they started primary or secondary school



When it comes to learning activities outside of school, just under one-third (30.8%) of Year 4 to Year 12 students in the Pilbara hardly ever or never spend time doing homework (all of WA: 16.1%). In particular, more than one-third (36.5%) of secondary students in the Pilbara said they 'hardly ever' or 'never' do homework (all of WA: 16.2%). This is the highest proportion across the state.

Liking school and sense of belonging

Most Year 4 to Year 6 students in the Pilbara reported liking school (62.5%), while only 28.0 per cent of secondary students reported liking school. This is well below the results for students across the rest of the state (42.8%).

Similarly, 44.1 per cent of secondary students in the Pilbara do not feel like they belong at their school (all of WA: 29.8%).

Consistent with the above results, most Year 4 to Year 6 students in the Pilbara reported feeling happy at school (88.0%) and liking learning at school (87.1%), while a much smaller proportion of Year 7 to Year 12 students reported the same (57.8% and 54.5% respectively). Again, the proportions observed for secondary students in the Pilbara are

below that of the rest of the state (feel happy: 66.9%; like learning: 66.2%).

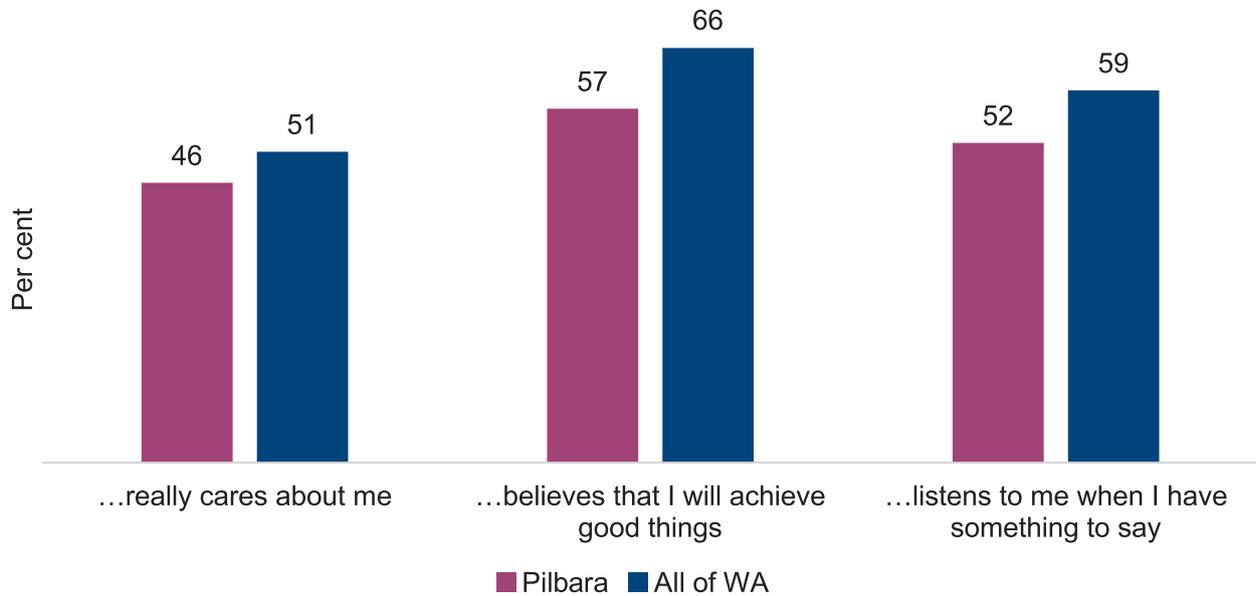
Three-fifths (59.6%) of students said they usually get along with classmates (Years 4–6: 59.0%; Years 7–12: 60.1%). For both Years 4 to 6 and Years 7 to 12 this proportion is below that of the rest of WA (Years 4–6: 68.4%; Years 7–12: 68.6%).

A similar proportion (59.7%) of Year 4 to Year 12 students reported they usually get along with their teachers, however there is a marked difference between primary school and secondary school (Years 4–6: 74.0%; Years 7–12: 49.3%). The proportion for Years 4 to 6 is in line with the rest of the state, however, the same is not true for secondary students (all of WA: 58.3%).

Compared to the rest of WA, lower proportions of Year 4 to Year 6 students in the Pilbara reported it is 'very much true' there is a teacher or another adult in their school who:

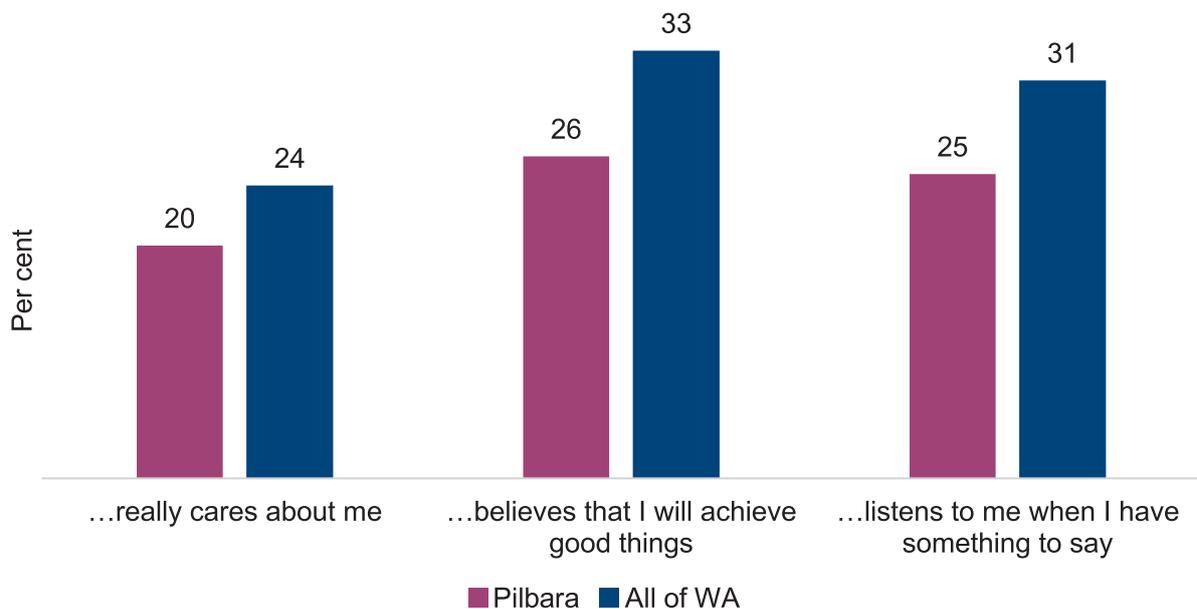
- really cares about them (46.1% vs 50.6%).
- believes they will achieve good things (56.8% vs 65.6%).
- listens to them when they have something to say (51.9% vs 59.4%).

Proportion of Year 4 to Year 6 students responding ‘very much true’ when posed the statement: ‘At my school, there is a teacher or another adult who...’



Secondary students in the Pilbara also responded ‘very much true’ to these questions in lower proportions relative to secondary students across WA.

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



Over one-third (36.6%) of Year 4 to Year 6 students reported, if needed, they almost always get help from teachers in class; this is lower than students across the rest of the state (46.1%).

While for secondary students, only one in five (20.4%) said they almost always get help from teachers in class if they need it, which is lower than for students across the rest of the state (26.4%).

One-half (49.3%) of students in the Pilbara said their parents or someone in their family often ask about schoolwork/homework (Years 4–6: 51.0%; Years 7–12: 48.1%). The proportions for both Years 4 to 6 and Years 7 to 12 are lower than the proportions for the rest of WA (Years 4–6: 57.7%; Years 7–12: 54.5%).

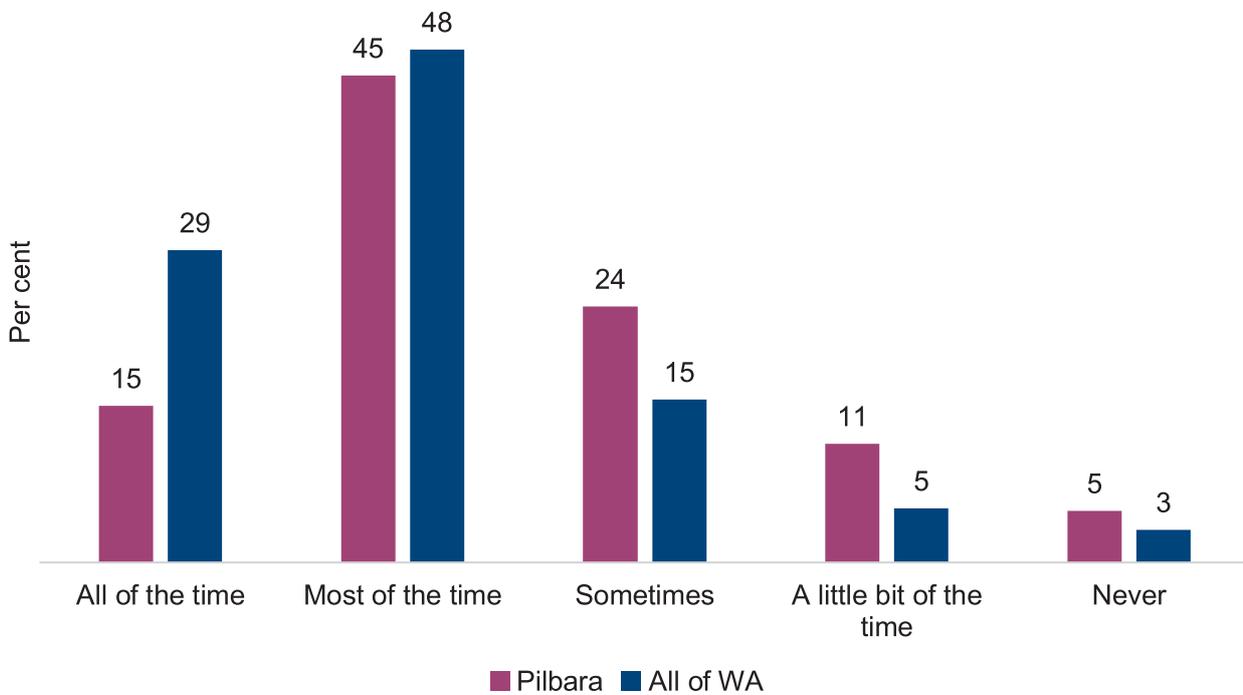
Feeling safe at school

Just over two-fifths (40.8%) of Year 4 to Year 6 students in the Pilbara reported feeling safe at school all the time, while 33.1 per cent said they feel safe at school most of the time (all of WA: 42.2% and 38.5% respectively).

Less than one in six (14.5%) secondary students in the Pilbara reported feeling safe at school all the time – half as likely as secondary students in the rest of the state (28.9%).

Over one-third (38.5%) of secondary students reported feeling safe at school only sometimes or less. This includes more than two-fifths (44.7%) of female secondary students and one-third (33.0%) of male students.

Proportion of Year 7 to Year 12 students reporting how often they feel safe at school



More than one-third (38.3%) of Year 4 to Year 12 students in the Pilbara reported they had been bullied, cyberbullied or both by students from their own school. Students in primary school (Years 4–6) are less likely to be bullied than those in secondary school (34.8% vs 40.7%). A greater proportion of secondary school students in the Pilbara have experienced bullying than those across the state (40.7% vs 36.5%).

Among students who reported having ever been bullied or cyberbullied (or both), 39.8 per cent reported this had happened in the previous three months (Years 4–6: 49.3%; Years 7–12: 34.1%). Of the secondary students who had been bullied in the previous three months, one-third (34.2%) reported that they were bullied several times a week or more at school (all of WA: 24.7%).

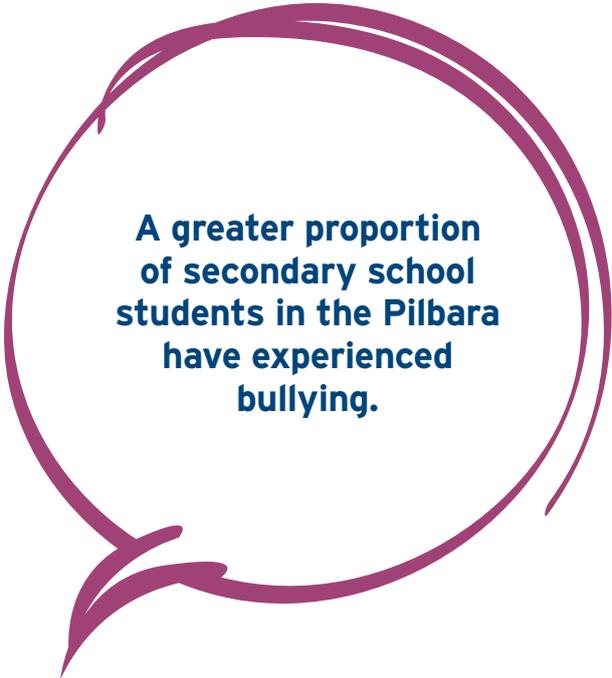
In terms of the nature of the bullying, 37.3 per cent of those secondary students who were bullied said they have been teased about their cultural background, the colour of their skin or their religion sometime in the previous three months (all of WA: 26.1%).

One in five (19.2%) students reported they had missed school in the past because they were afraid someone might bully them (Years 4–6: 18.7%; Years 7–12: 19.6%). This is consistent with students' experiences across the state.

Transition from school

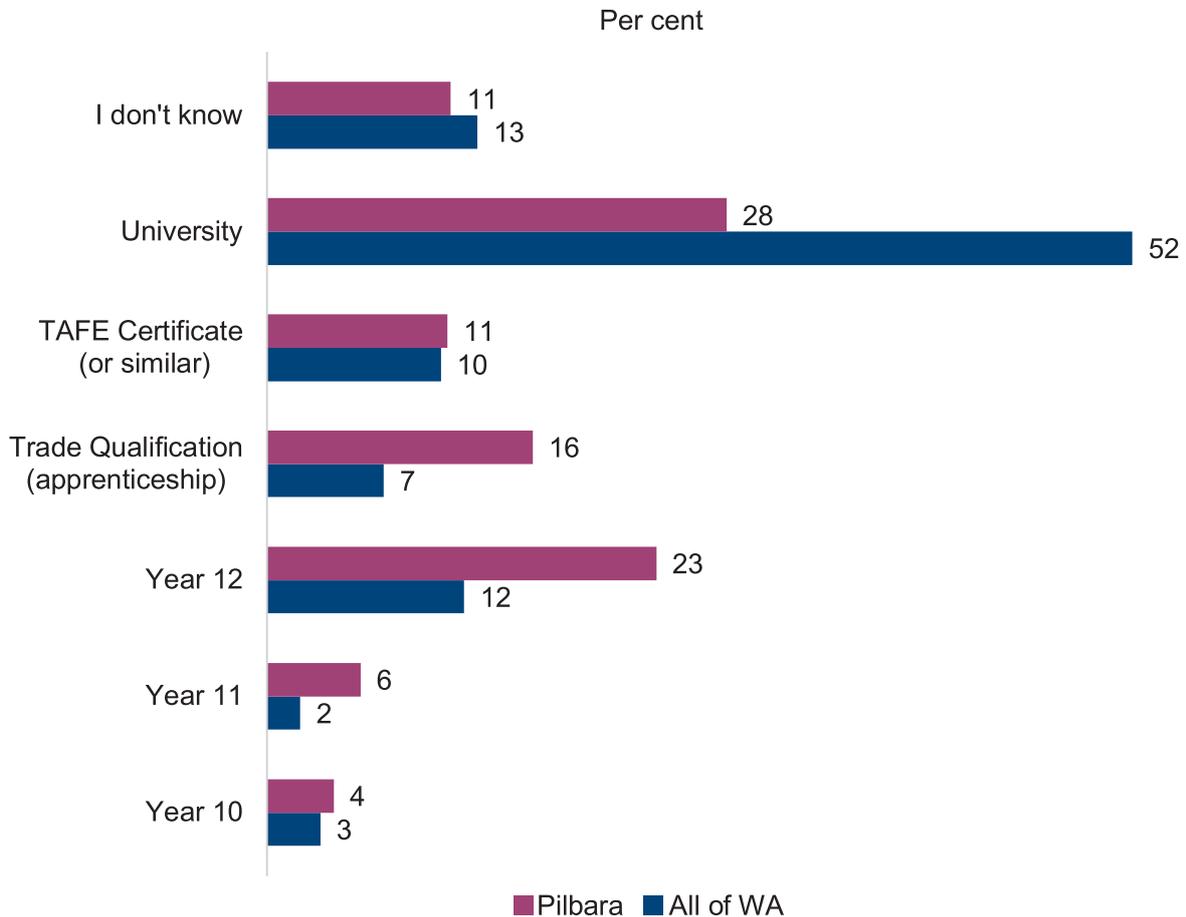
Just over one-quarter (27.5%) of secondary students in the Pilbara reported they want to attend university, while 32.9 per cent do not intend to go on to further study after secondary school. The proportion of students planning to attend university is almost one-half that for the rest of WA (51.8%) and is the lowest proportion of the regions across the state.

Conversely, a higher proportion of Pilbara secondary students intended to pursue trade qualifications (15.9%) compared to students across the rest of WA (7.0%). This is true across genders, with male students in the Pilbara almost twice as likely (23.0% vs 12.4%) and female students more than four times as likely (8.3% vs 1.9%) as students across WA to want to pursue a trade qualification.



A greater proportion of secondary school students in the Pilbara have experienced bullying.

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



Notwithstanding the above result, most students (57.2%) 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 relatively high proportion of secondary school students in the Pilbara have a regular part-time job (35.8% vs 28.0% for all of WA).

The majority reported working so they could have money of their own to spend on things they want (69.9%), while 9.6 per cent said it is to get skills and experience.

Independence and autonomy

Of the secondary students surveyed in the Pilbara:

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

Female secondary students in the Pilbara are less likely to be allowed to go out alone at night in their local area than male secondary students (19.4% vs 41.8%). This is the highest percentage point gender gap across all regions.

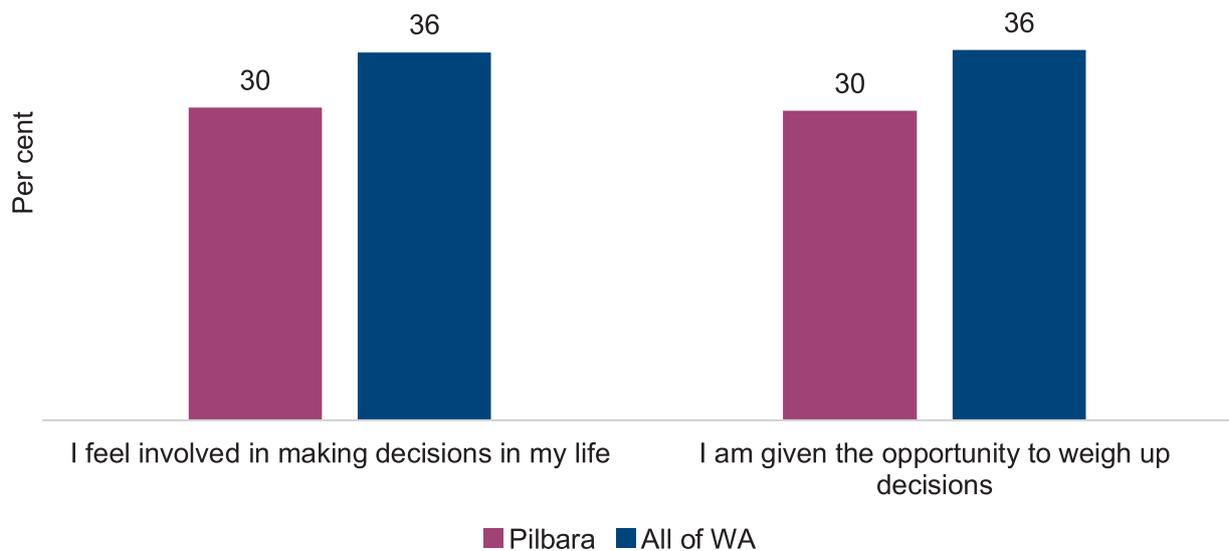
Most secondary students in the Pilbara region agreed that they get enough information to make decisions in their life (81.0%), feel involved in making decisions in their life (80.8%) and are given the opportunity to weigh up decisions (78.5%).

Just under one-third (32.5%) of secondary students in the Pilbara strongly agreed that they get enough information to make decisions in their life; this is consistent with the rest of WA (33.0%). However, students in the

Pilbara are less likely than students in the rest of the state to strongly agree when it comes to feeling involved in making decisions about their life (30.4% vs 35.8%) and being given opportunities to weigh up decisions (30.1% vs 36.0%).

Consistent with results around the state, female students in the Pilbara are less likely than male students to agree with these statements.

Proportion of students strongly agreeing with two statements regarding making decisions in their life



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

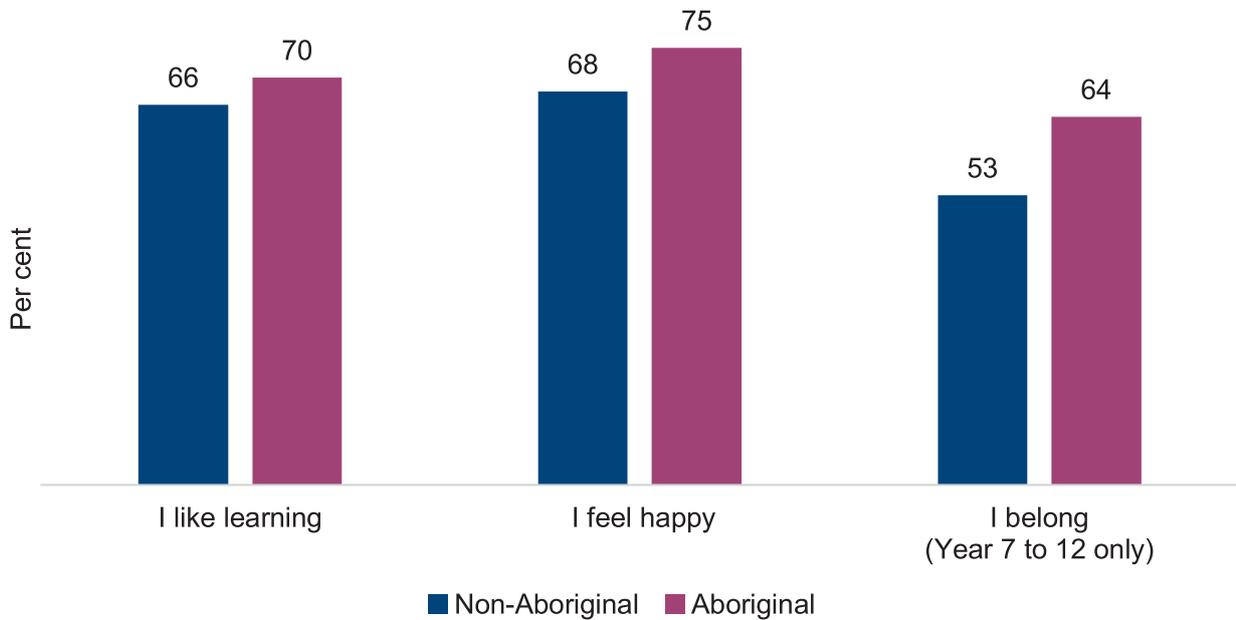
Aboriginal students in the Pilbara are generally more positive about school and learning than their non-Aboriginal peers.

The majority (63.4%) of Aboriginal Year 4 to Year 12 students in the Pilbara reported that being at school every day is very important to them (non-Aboriginal: 49.8%). At the same

time, a little less than one-half (46.7%) of these students reported liking school (non-Aboriginal: 40.2%).

Most Year 4 to Year 12 Aboriginal students in the Pilbara reported they agree their school is a place where they feel happy (74.5%) and like learning (70.1%). Both these proportions are slightly higher than for non-Aboriginal students (68.0% and 66.0% respectively).

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



Additionally, Aboriginal secondary students in the Pilbara are more likely than non-Aboriginal students to agree their school is a place where they belong (64.2% vs 52.5%).

Aboriginal students in the Pilbara are more likely than non-Aboriginal students to have attended multiple schools since they started primary school or secondary school with 51.5 per cent of Aboriginal secondary students having attended multiple schools compared to 36.6 per cent for non-Aboriginal students.

Over one-third (39.7%) of Aboriginal Year 7 to Year 12 students reported they have been suspended from school (been sent home for a few days for doing something wrong) (non-Aboriginal students: 26.4%). Aboriginal secondary students in the Pilbara are also more likely to report that they had waggged school in the previous 12 months for a full day or more compared to non-Aboriginal students (34.1% compared to 19.5%).

Most Aboriginal students get along with their teachers 'usually' (55.4%) or 'sometimes' (38.6%) and two-thirds (66.8%) reported that it is 'very much true' or 'pretty much true' that there is a teacher or another adult at school who really cares about them. A relatively high proportion (15.2%) of Aboriginal students reported that this is 'not at all true' (non-Aboriginal students: 7.9%).

When it comes to feeling safe at school, 71.6 per cent of Aboriginal students reported feeling safe all or most of the time (non-Aboriginal: 63.7%).

Aboriginal students in the Pilbara reported experiencing bullying by students from their school in similar proportions to non-Aboriginal students (36.9% compared to 38.7%).

Around one in seven (15.2%) Aboriginal secondary students plans to go to university, while 43.6 per cent do not plan to study further after secondary school. Moreover, 30.4 per cent want to attend TAFE or pursue a trade qualification.

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

Talking about stress at school

The following responses are generally 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?'

"I think the main reason is that our parents are very harsh on wanting us to get good grades for a better life but they don't understand it's not as easy when you've got depression, Anxiety or anything like that and when they are like that it is probably more likely that the kid won't talk about their mental health and the teachers say if we don't do our homework we will get detention yes I understand that but sometimes we have a reason that we can not say and we may be introvert which makes it harder to say anything."

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

"Because the stuff they give is hard and then if you have an assignment it stresses you out because you wanna pass and get it in on time."

(female, 13 year-old, Aboriginal)

"School adds so much more pressure and stress on the kids when all they're trying to do is stay alive and get through the day. Some kids out age cannot even get up out of bed because their mental health is that bad. Adults and teachers just need to be more aware and understanding that we have much more important things to do than school."

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

"I think the most important well being issue is having a job. This is the hardest challenge I am still trying to get over because I am juggling 5 training sessions a week for sport,

working everyday after school including a full day on Saturday, and then trying to figure out where to fit in school work..."

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

"Worrying about getting good grades."

(male, 15 year-old, Aboriginal)

"I feel like they put to much pressure on us."

(female, 15 year-old, Aboriginal)

Other comments on school

"Last time I was bullied online, I reported it to our teacher but they didn't do much. I wanted to move classes because I didn't feel comfortable around her but they kept saying that I should try to be friends with her, I did not want to. So since then, I feel like even if I report something happening to me, they will only try to solve it by "being friends."

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

"For school, maybe call the people out that say slurs, homophobic, and racist comments, we hear them and it should not go unnoticed."

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

"Teachers to take action against kids at school who cause trouble and constantly disrupt others instead of favouring them."

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

Supportive relationships

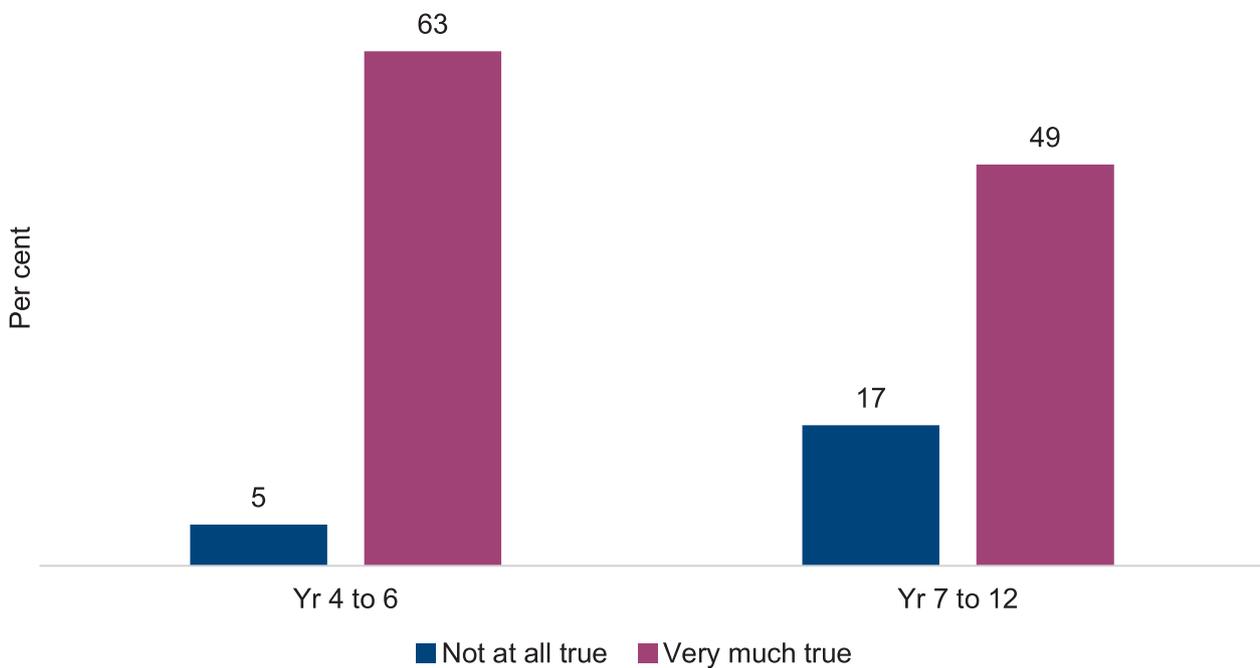
Almost three-quarters (73.9%) of Year 4 to Year 12 students in the Pilbara reported that it is 'very much true' (54.3%) or 'pretty much true' (19.6%) that they live with a parent or another adult they can talk to about their problems or worries. However, more than one in ten (12.2%) reported that this is 'not at all true', with 17.1 per cent of secondary school students reporting this compared to 5.0 per cent of Year 4 to 6 students.

Safe and Supported

▲▲ Just listen to what we have to say, don't assume, or start yelling, listening and giving some nice advice would be much appreciated. ▼▼

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

Proportion of Year 4 to 12 students saying the statement, 'Where I live, there is a parent or adult who I can talk to about my problems', is 'very much true' or 'not at all true'



Note: Response options 'pretty much true' and 'a little true' have been omitted from this graph.

The difference in responses between Year 4 to Year 6 students and secondary students is consistent with the rest of WA.

Three in five students (59.7%) said it is 'very much true' they live with a parent or another adult who believes they will achieve good things (Years 4–6: 59.7%; Years 7–12: 59.8%). While the proportion for secondary students is on par with the rest of WA, the figure for Year 4 to Year 6 students is below the rest of the state (69.2%). This difference is predominantly attributable to Year 4 to Year 6 male students in the Pilbara (57.2% vs 69.9%).

Just under one-half (46.0%) of students in the Pilbara reported it is 'very much true' they live with a parent or another adult who listens when they have something to say (Years 4–6: 49.2%; Years 7–12: 43.8%).

Most students (80.7%) in the Pilbara said their family gets along very well or well (Years 4–6: 82.0%; Years 7–12: 79.7%). Notably, secondary students are more likely to report that their family gets along very well compared to the rest of the state (37.1% vs 30.3%).

Most students (79.1%) said they live in one home, while 20.9 per cent said they live in two or more homes. Of the students who reported having a second home, 40.6 per cent reported living in this home one-half of the time (Years 4–6: 45.7%; Years 7–12: 37.0%).

Around two-fifths (38.0%) said they moved house in the previous 12 months; this is a higher proportion than for the rest of the state (24.6%).

In terms of friendships, of the students surveyed in the Pilbara:

- 48.4 per cent felt they are very good at making and keeping friends (Years 4–6: 51.3%; Years 7–12: 46.5%). This is a lower proportion than students across the state (53.0%).
- 83.1 per cent reported they feel they have enough friends (Years 4–6: 79.5%; Years 7–12: 85.7%).

Around two-fifths (38.4%) of students in the Pilbara said they feel their friends care about them ‘a lot’; this is a lower proportion than for the rest of the state (45.8%). Female primary school students are much less likely than their counterparts across the state to feel their friends care about them (41.6% vs 57.4%), and similarly for male secondary students (29.4% vs 41.1%).

Material basics

Around two-thirds (63.7%) of Year 4 to Year 12 students in the Pilbara said that if they were hungry there is always enough food for them to eat at home, while 10.3 per cent said there is only sometimes or never enough food to eat at home. These responses are consistent with those across the state.

Most (83.1%) students reported having enough money in their family to afford school excursions and/or camps, however this is a lower proportion than for the rest of WA (90.2%).

Of the students surveyed in the Pilbara:

- 81.9 per cent said they have their own bedroom (Years 4–6: 72.2%; Years 7–12: 88.6%).
- 4.1 per cent reported their family does not own a car used for family transport (Years 4–6: 6.0%; Years 7–12: 2.7%).
- 95.1 per cent reported they have access to the internet at home (Years 4–6: 92.5%; Years 7–12: 96.8%).
- 91.9 per cent of secondary students reported having their own mobile phone.
- 86.4 per cent reported having ‘the right kind of clothes’ to fit in with people their age (Years 4–6: 87.5%; Years 7–12: 85.6%).

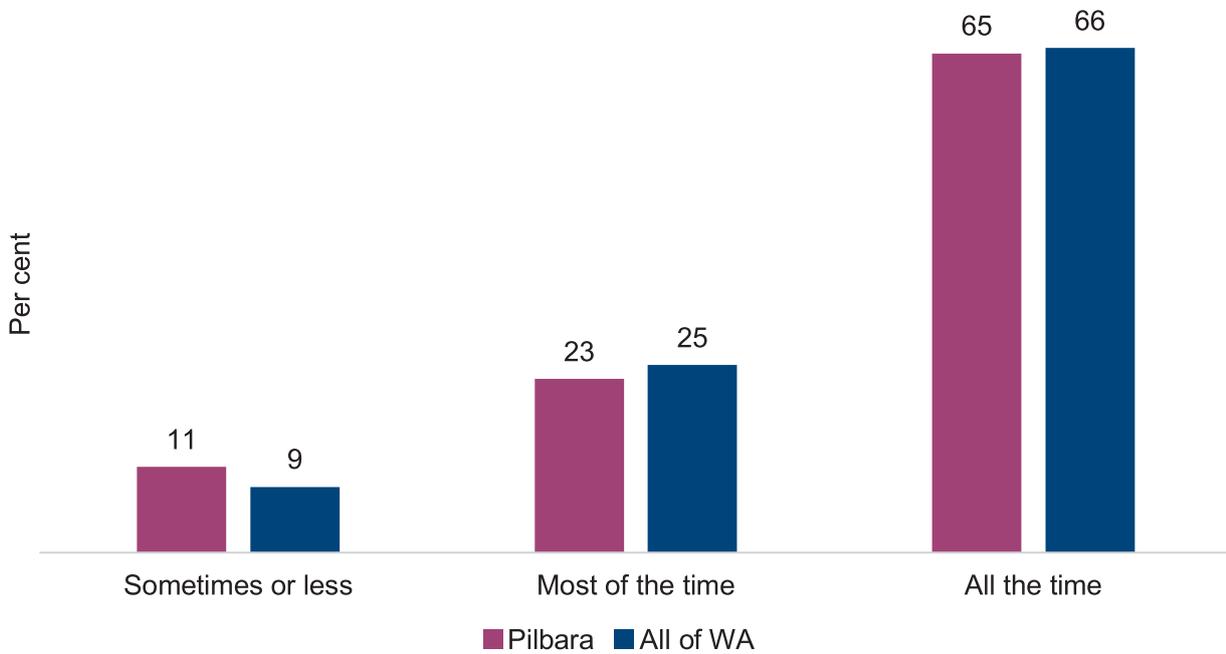
These results are consistent with the rest of the state.

Safe in the home

Just under two-thirds (65.2%) of students in the Pilbara said they feel safe at home all the time (Years 4–6: 65.2%; Years 7–12: 65.2%), while 22.7 per cent said they feel safe at home most of the time (Years 4–6: 23.0%; Years 7–12: 22.5%).

These results are consistent with the rest of WA.

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



At the same time, one-quarter (25.5%) 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: 24.8%; Years 7–12: 25.9%). This result is consistent with the rest of the state.

Notwithstanding the above result, compared to the rest of the state, secondary students in the Pilbara are more likely to report being ‘somewhat’ or ‘a lot’ worried that someone in their home or family will hurt somebody (Pilbara: 22.0%; All of WA: 15.4%) or hurt themselves (Pilbara: 22.2%; All of WA: 18.4%) or be arrested (Pilbara: 18.4%; All of WA: 11.6%).

Over one-third (35.0%) of secondary students reported they had stayed away from home overnight because of a problem, with 41.0 per cent of female young people reporting this (compared to 33.3% for the rest of the state).

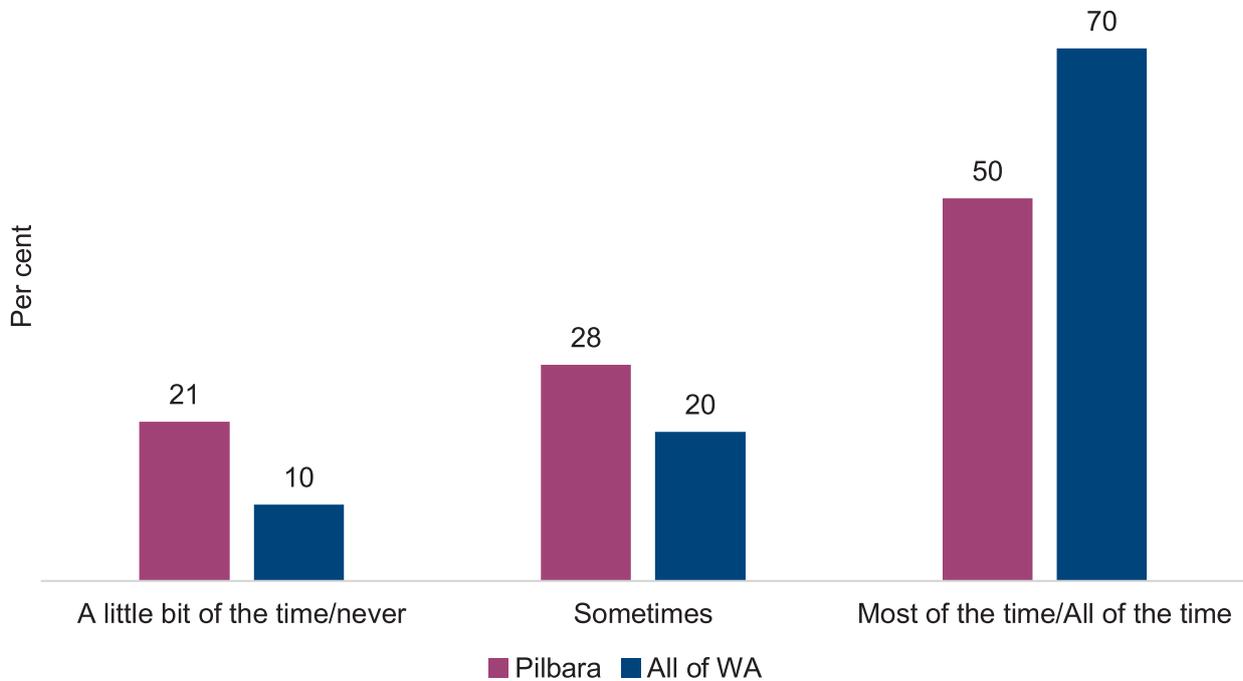
Safe in the community

A higher proportion of students in the Pilbara do not feel safe in their local area compared to students across WA.

Less than one-quarter (21.8%) of students in the Pilbara said they feel safe in their local area all the time (Years 4–6: 27.1%; Years 7–12: 18.2%), while 31.5 per cent said they feel safe in their local area most of the time (Years 4–6: 30.8%; Years 7–12: 32.0%).

One-half (49.3%) of secondary students in the Pilbara feel safe in their local area only sometimes or less (all of WA: 29.6%).

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



A high proportion of both male and female secondary students do not feel safe in their local area (feeling safe only sometimes or less: female: 56.5%; male: 41.5%).

Students in Years 9 to 12 in the Pilbara are more likely to report having been hit or physically harmed by someone on purpose than their counterparts across WA (49.8% vs 43.4%). Of these, 55.5 per cent occurred in the previous 12 months.

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.

Compared to the rest of the state, male students in the Pilbara are more likely to report being harmed by an adult (53.2% vs 23.8%), as opposed to another child or young person (37.9% vs 80.7%). Female students in the

Pilbara reported being harmed by an adult 54.1 per cent of the time and by another child or young person 41.6 per cent of the time.

Young people who were hit or physically harmed in the Pilbara are less likely than those across the state to report this happened at school (25.7% vs 45.3%), while being marginally more likely to report it happened in the neighbourhood (26.1% vs 11.8%) or when hanging out in a public place (35.9% vs 20.3%).

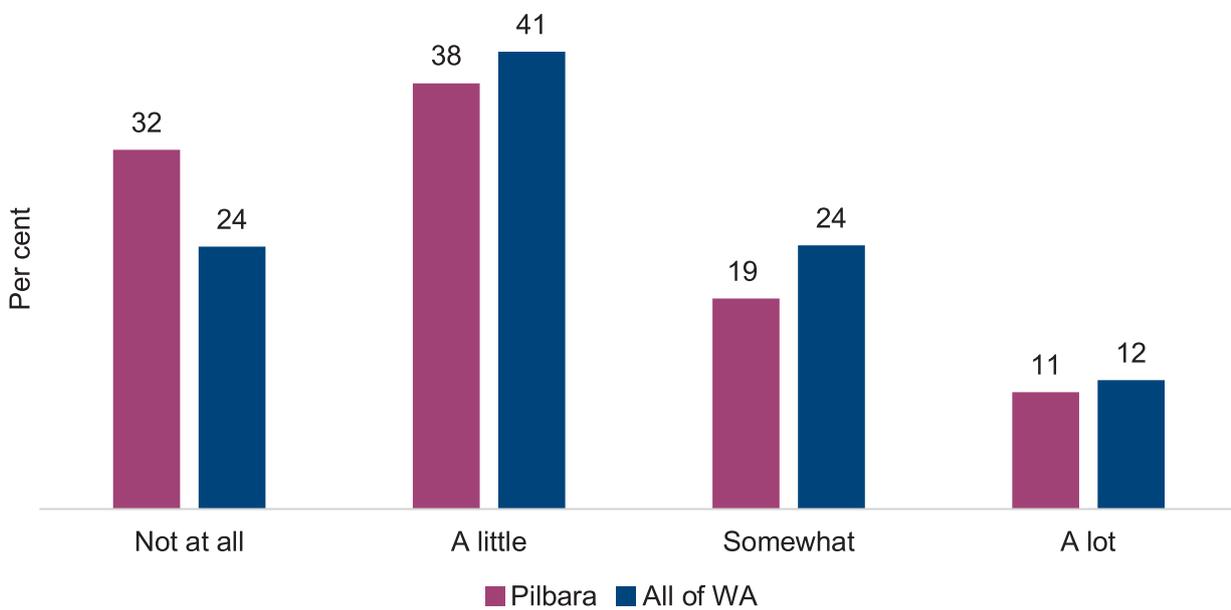
There are also differences in the locations of the incidents reported between male and female students. Male young people reported the incident predominantly taking place in their neighbourhood (43.1%) or in a public place (e.g. in town, shops, sports centre) (43.0%), whereas female young people reported the incident predominantly taking place at home (77.8%), followed by in a public place (27.6%).

Impact of the COVID-19 pandemic

When asked about the COVID-19 pandemic and the resulting changes to daily life, less than one-third (29.4%) of students in the Pilbara reported the pandemic affected their

life in a bad way ‘a lot’ (10.5%) or ‘somewhat’ (18.9%). Further, 32.3 per cent of students responded ‘not at all’ when posed this question – this is a higher proportion than for the rest of the state (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 the above result, a lower proportion of Year 9 to Year 12 students in the Pilbara compared to the rest of the state reported the COVID-19 pandemic had been a source of stress to them in the previous year (14.5% vs 20.8%).

Of the students surveyed in the Pilbara region:

- 53.3 per cent reported feeling very or somewhat relaxed when they thought of COVID-19; 34.2 per cent reported feeling very or somewhat stressed/anxious.
- 43.1 per cent reported feeling worried if they missed school due to COVID-19 in the previous calendar year, 2020.

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

Supportive relationships

Most (85.8%) Aboriginal Year 4 to Year 12 students in the Pilbara reported that their family gets along well or very well, slightly more compared to non-Aboriginal students (79.2%).

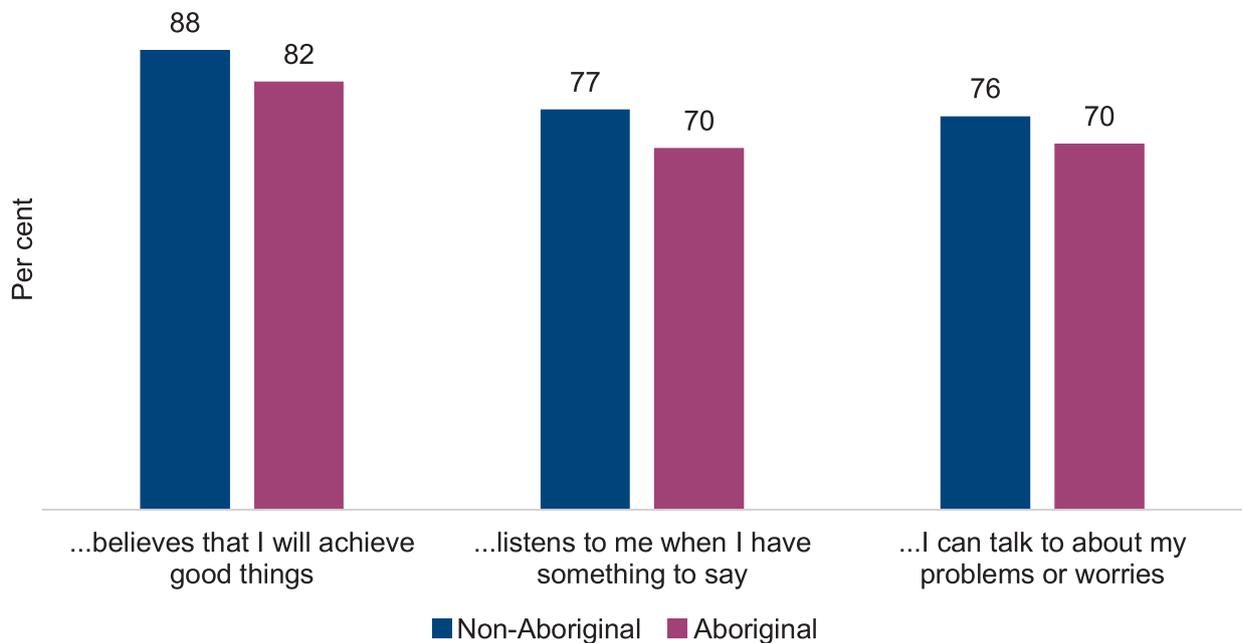
Most Year 4 to Year 12 Aboriginal students in the Pilbara also reported that it is 'very much true' or 'pretty much true' that where they live there is a parent or another adult who:

- believes they will achieve good things (82.3%)
- listens to them when they have something to say (69.5%)
- they can talk to about their problems or worries (70.4%).

These results are marginally lower than those of their non-Aboriginal peers.

Most Aboriginal students feel that they are very good or okay at making and keeping friends (92.5%) and that they have enough friends (85.1%). These results are consistent with non-Aboriginal students.

Proportion of Year 4 to 12 Pilbara students responding 'very much true' or 'pretty much true' to the statement: 'Where I live, there is a parent or adult who...'



Material basics

Year 4 to Year 12 Aboriginal students in the Pilbara are more than three times as likely to report living in a primary household of seven people or more (21.9%) compared to their non-Aboriginal peers (6.8%).

Aboriginal Year 4 to Year 12 students in the Pilbara are marginally more likely to be experiencing some form of material disadvantage in comparison to their non-Aboriginal peers.

- More than one in ten (11.8%) Aboriginal Year 4 to Year 12 students in the Pilbara said there is only sometimes or never enough food to eat at home when they are hungry (non-Aboriginal: 9.0%).
- More than one in five (21.5%) Aboriginal students do not have enough money in their family for them to go on a school excursion or camp (non-Aboriginal: 14.6%).
- One in ten (10.7%) Aboriginal students in Years 4 to 12 does not have access to the internet at home (non-Aboriginal: 2.7%).

Almost one in five (18.6%) Aboriginal secondary students does not have their own tablet, laptop or computer, compared to 12.9 per cent of non-Aboriginal students.

Feeling safe

The majority (84.4%) of Aboriginal children and young people in the Pilbara feel safe at home most or all of the time. This is marginally lower than the result for non-Aboriginal children and young people (89.6%).

Compared to non-Aboriginal students, Aboriginal students are more likely worry 'a lot' that someone in their home or family will hurt themselves (Aboriginal: 17.0%; non-Aboriginal: 11.7%) or hurt somebody (Aboriginal: 16.7%; non-Aboriginal: 8.0%), or for secondary students, are more likely to worry 'a lot' that someone in their family will get arrested (Aboriginal: 9.8%, non-Aboriginal: 4.9%).

When it comes to safety in their local area, 61.9 per cent of Aboriginal children and young people in the Pilbara reported feeling safe most or all of the time. This proportion is higher than their non-Aboriginal peers (50.2%).

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

Supportive relationships

*"I'm worried about if my parents will break up and if they will die and Have no one to look after me and I get sent to a orphanage."
(female, 10 year-old, Aboriginal)*

*"Adults if you see a kid down and walking alone crying ask them if they are okay."
(female, 12 year-old, non-Aboriginal)*

*"... [I] would rather just tell my parents anything that's going on because they are really supportive."
(male, 14 year-old, non-Aboriginal)*

*"Actually listen to you and not compare your troubles to their own and not dismiss it straight away."
(male, 14 year-old, non-Aboriginal)*

*"Often the adults believe that whatever they say is right and don't understand how the person feels. As well helping them understand that how they feel is okay."
(female, 15 year-old, non-Aboriginal)*

*"Listen to kids more, because ultimately if you're trying to help kids you can't make decisions without their input you don't know their feelings because you aren't them."
(female, 15 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?'

"When my dad gets mad at me and smaks me well I do so things that are wrong but I try to do my best sometimes I feel like I want to run away."

(female, 9 year-old, non-Aboriginal)

"The sketchy people at night, there is some people at night who try to steal things like, bikes, motorbikes, scooters and other stuff."

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

"When people are at my house and drinking and I feel like they are going to hurt me and when I'm at my dads or mums friends house that I don't know."

(female, 10 year-old, Aboriginal)

"People who I don't know not being in my house and people who I don't know that are online when I'm playing games."

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

"When older men I don't know cross my path or look at me, I am very scared of sexual assault and I always warn my little sister to be safe."

(student who selected 'in another way', 10 year-old, non-Aboriginal)

"When I'm at the shops it makes me feel unsafe and... when I go to the park I sometimes feel unsafe being around this boy he's creepy..."

(female, 10 year-old, undisclosed Aboriginal status)

"Feel anxious about people inside the house, afraid they will hit me."

(male, 12 year-old, Aboriginal)

"Bully's that hit me and threaten to belt me..."

(male, 12 year-old, undisclosed Aboriginal status)

"The people in this town are rude, they always verbally and SEXUALLY harass me, and no one does anything about it."

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

"When I'm home alone or when my brother has friends over."

(female, 14 year-old, Aboriginal)

"People who go around beating up other people. People at school getting away with hurting me."

(female 14 year-old, non-Aboriginal)

▲▲ Ummm the people in the community I've been threatened numerous times and even had it cause me and my friend to get bashed. And no one does anything about it and it makes me feel unsafe. ▼▼

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

"When family gets into arguments that are physical and yelling that leads to fighting and I've grown up with that my whole life."

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

"When I get followed by men."

(female, 17 year-old, Aboriginal)