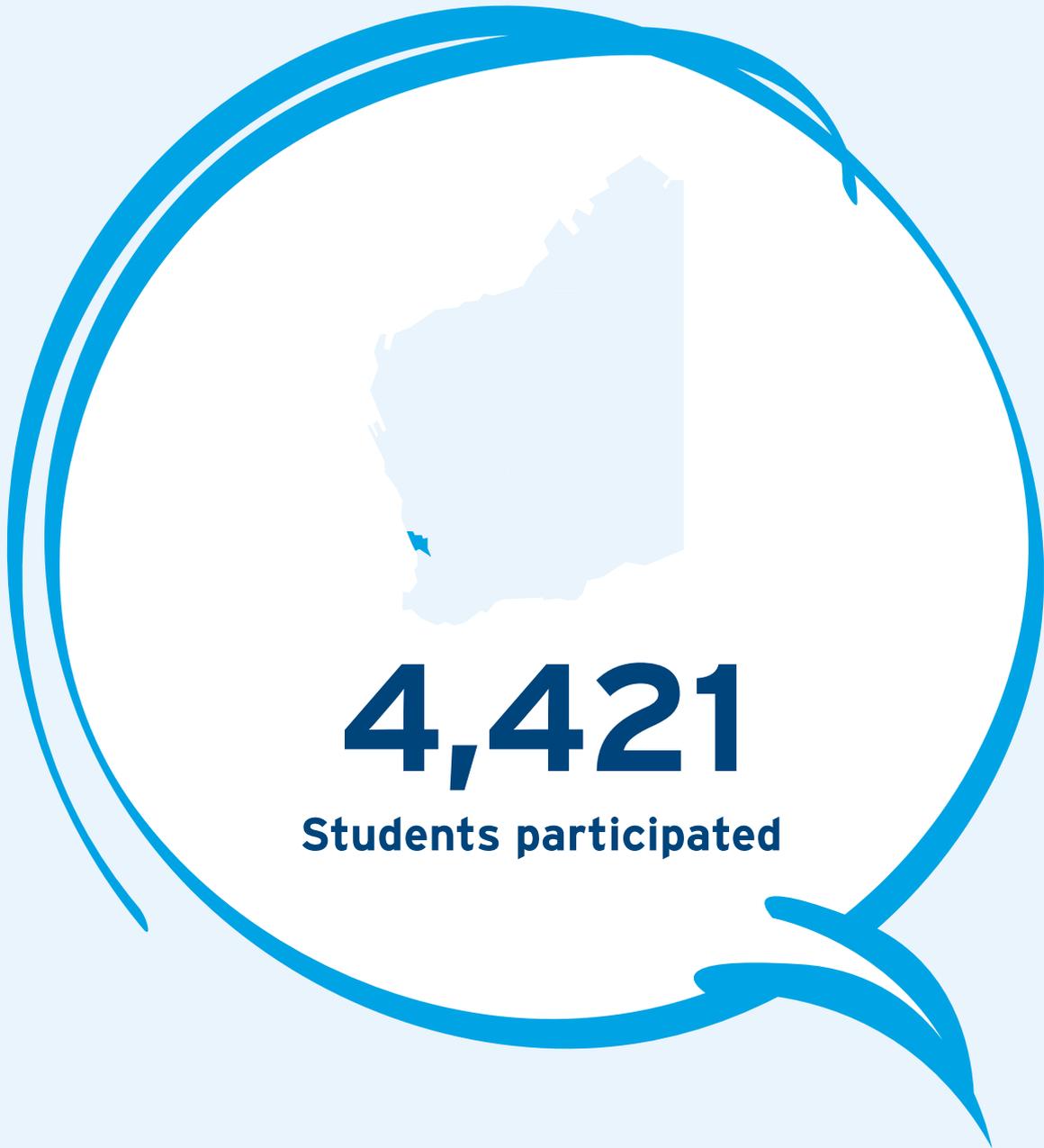


North Metropolitan



North Metropolitan key findings

Of all Year 4 to Year 12 students surveyed in the North Metropolitan region, **49.1 per cent reported that their health is very good or excellent**, while 15.2 per cent reported that their health is poor or fair.



Of the Aboriginal students surveyed in the North Metropolitan region, **just over one-third (36.3%) rated their health as very good or excellent**; this is less than non-Aboriginal students (49.5%).

Only one-half (52.6%) of secondary students in the North Metropolitan region **reported a high life satisfaction** (7 to 10 out of 10), one-quarter (26.2%) reported medium life satisfaction (5 to 6) and one in five (21.3%) reported a low life satisfaction (0 to 4).



One-fifth (19.5%) of secondary students in the North Metropolitan region **reported they have tried smoking**, while two-fifths have tried alcohol (39.9%).



More than one-third (38.1%) of secondary students in the North Metropolitan region **do not know or are unsure about where to go if they needed help for something about their reproductive or sexual health**.



Most (69.6%) secondary students agree that their **school is a place where they belong**, however, a significant minority (30.3%) disagree and do not feel this way (disagree: 20.8%, strongly disagree: 9.5%).

Almost one-quarter (23.3%) of Aboriginal secondary students in the North Metropolitan region **strongly disagree that school is a place where they feel like they belong** (non-Aboriginal: 8.9%).



Most students (82.4%) in the North Metropolitan region **said they live in one home**, which is the highest proportion of regions across the state.

Almost one-third (29.8%) of female secondary students **feel safe in their local area only sometimes or less** (male: 21.2%).



Aboriginal children and young people in the North Metropolitan region are **more likely to be experiencing greater material disadvantage** than their non-Aboriginal peers and Aboriginal children and young people in other regions across the state.



Almost one-quarter (23.4%) of Aboriginal Year 4 to Year 12 students in the North Metropolitan region said there is **only sometimes or never enough food to eat at home when they are hungry**.

Overview

A total of 4,421 students across Years 4 to 12 from 12 primary schools and nine secondary schools in the North Metropolitan region took part in the Speaking Out Survey 2021.

Over one-half (57.8%) of Year 4 to Year 12 students surveyed in the North Metropolitan region identified as girls, 39.4 per cent identified as boys and 2.8 per cent selected the option that they identify 'in another way'.

In total, 3.6 per cent of participants reported being Aboriginal and/or Torres Strait Islander.

Of the students surveyed in the North Metropolitan region, 95.3 per cent reported speaking English at home and 19.6 per cent reported (also) speaking other language(s) at home. The other languages spoken included Afrikaans, Indonesian, Chinese (including Cantonese/ Mandarin) and Tagalog/Filipino.

Many students in the North Metropolitan region enjoyed doing the survey and appreciated the opportunity to have their say:

“Thank you for coming to the school and giving us a chance to speak up.”

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

■ ■ I think it was good that I can share the answers to the questions provided and that people are asking what children have to say about these questions so that kids around the world know that their rights matter too. ■ ■

(female, 10 year-old, Aboriginal)

“I think this is an amazing thing to do and I think you should do it with all ages because kids like to have a voice every once and a while.”

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

“I like how this survey made kids feel the right to speak up about how things are going at home , school and their communities.

I love the thought of this survey. 🙌😊”

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

“I loved this survey and felt completely comfortable with answering the questions.”

(female, 11 year-old, Aboriginal, 3984)

“I think this survey really made me think about things properly about my life.”

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

“I think the survey was a good idea, and hopefully it will help to understand what young people are going through and how to help them through it.”

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

“Succinct but detailed, it was good.”

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

“I think it was very good and respectful of our boundaries.”

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

Healthy and connected

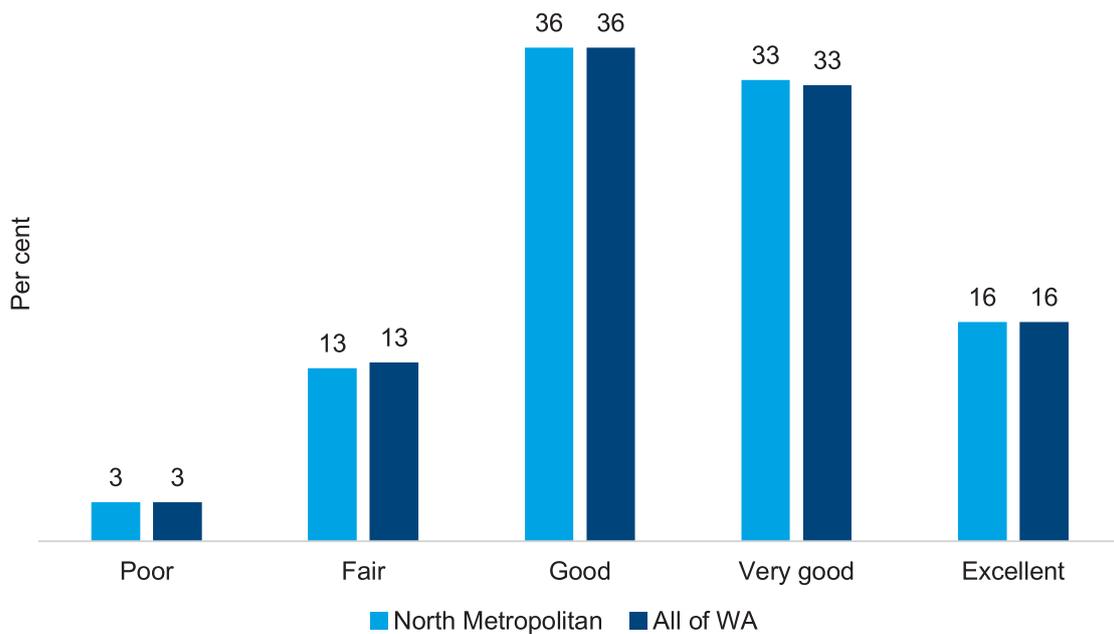
“ I have mild anxiety and stress. I used kids helpline when I needed them. They were great. Ever since my parents got divorced, which was about a year ago now. My anxiety started. Online websites really help me as they taking in my worries without judging or anything like that. ”

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

Physical health

Of the students surveyed in the North Metropolitan region, 49.1 per cent reported that their health is very good or excellent (Years 4–6: 60.7%; Years 7–12: 43.5%), while 15.3 per cent reported that their health is poor or fair (Years 4–6: 7.9%; Years 7–12: 18.8%).

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



Just over one-quarter (26.3%) of secondary students reported they have a long-term health problem, while 12.0 per cent reported they have a disability. The most commonly reported disabilities were ADHD, dyslexia and having a visual impairment. The most commonly reported long-term health conditions were asthma, anxiety and depression.

Over one-half (54.0%) of secondary students reported physical activity, sport or exercise is ‘definitely’ an important part of their life. One in

five (18.9%) secondary students reported they had done vigorous exercise seven or more times in the previous week, while 44.3 per cent reported they had done vigorous exercise three to six times in the previous week.

Female students in the North Metropolitan region are much less likely than their male peers to have done vigorous exercise three or more times in the previous week (56.1% vs 73.8%).

Of the students surveyed in the North Metropolitan region:

- 42.7 per cent reported caring very much about how they look (Years 4–6: 32.1%; Years 7–12: 47.9%) and 29.6 per cent reported they care some (Years 4–6: 28.7%; Years 7–12: 30.1%).
- 37.9 per cent reported they care very much about eating healthy food (Years 4–6: 50.6%; Years 7–12: 31.7%) and 46.5 per cent reported they care some (Years 4–6: 41.3%; Years 7–12: 49.1%).
- Just less than one-quarter (23.7%) of secondary students reported only eating fruit a few times a week or less.
- 52.0 per cent reported they eat breakfast every day (Years 4–6: 72.0%; Years 7–12: 42.3%), while 6.6 per cent reported they never eat breakfast (Years 4–6: 1.1%; Years 7–12: 9.2%). Female students are much less likely to eat breakfast every day than their male peers (45.4% vs 62.0%).
- 69.8 per cent of Year 4 to Year 6 students reported going to sleep on a school night before 9pm, while 38.8 per cent of Year 7 to Year 12 students reported going to sleep on a school night before 10pm.
- 71.4 per cent reported brushing their teeth twice or more the previous day (Years 4–6: 75.5%; Years 7–12: 69.4%) and 44.8 per cent reported having ever had a filling (Years 4–6: 35.9%; Years 7–12: 49.2%).

These results are consistent with those across the state.

Mental health

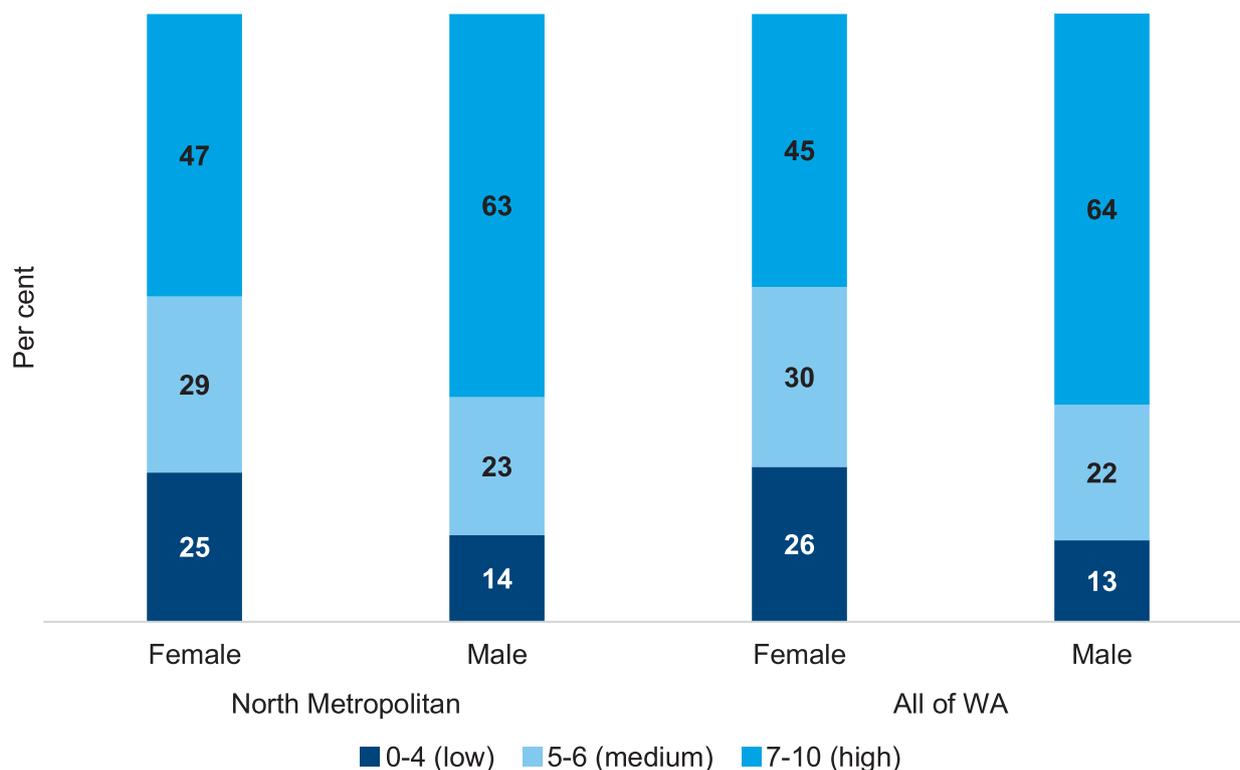
Of the students surveyed in the North Metropolitan region, 6.8 is the mean life satisfaction (on a scale from 0 to 10) (Years 4–6: 7.7; Years 7–12: 6.3). The mean life satisfaction across all of WA is 6.8.

Three-fifths (60.2%) of students reported a high life satisfaction (7 to 10 out of 10) (Years 4–6: 75.6%; Years 7–12: 52.6%) and 16.8 per cent reported a low life satisfaction (0 to 4) (Years 4–6: 7.8%; Years 7–12: 21.3%). Female students are much more likely to report low life satisfaction than their male peers.

These results are consistent with the rest of the state.



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



Of the students surveyed in the North Metropolitan region:

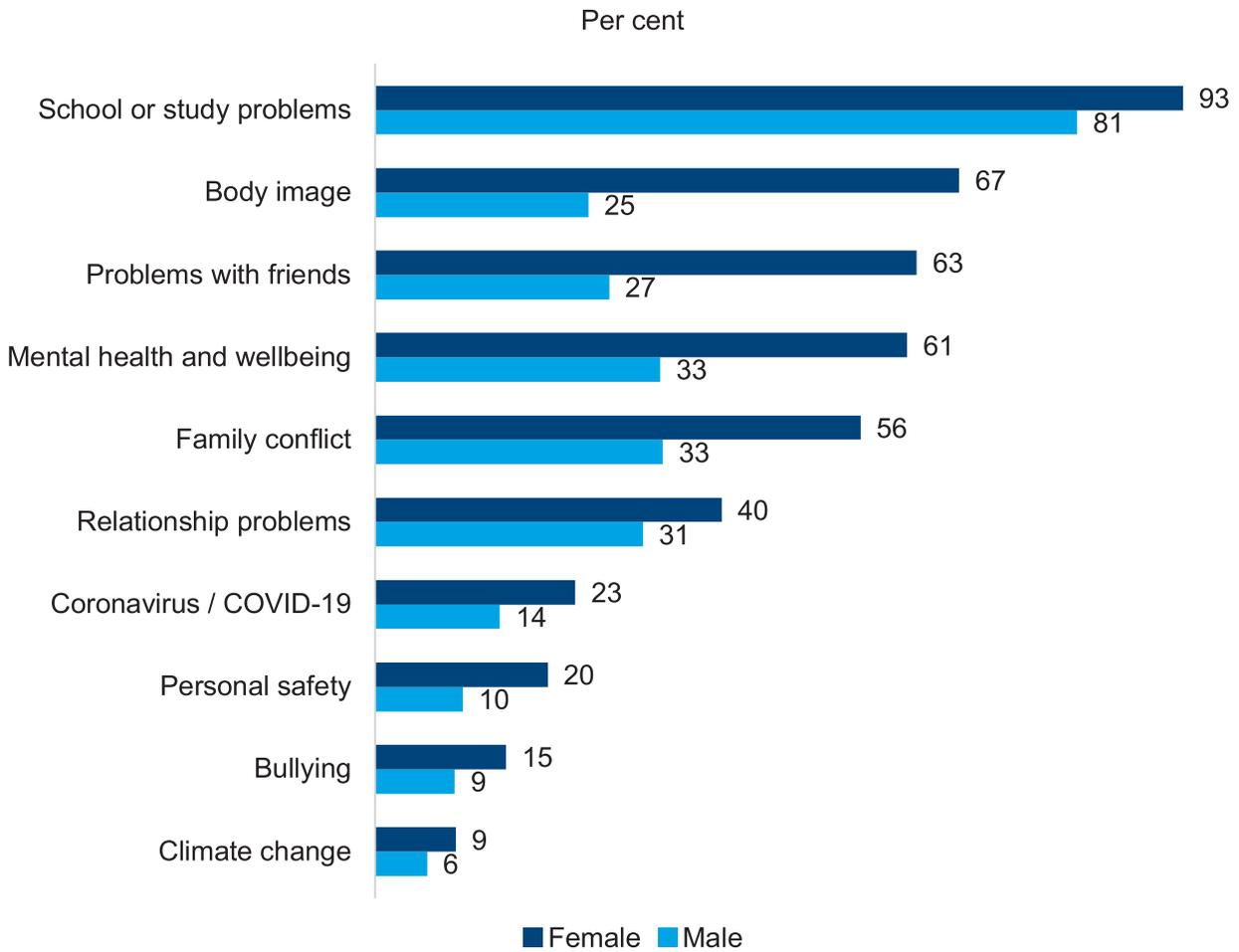
- 52.0 per cent agreed (Years 4–6: 47.9%; Years 7–12: 54.0%) and 25.3 per cent strongly agreed they are happy with themselves (Years 4–6: 44.6%; Years 7–12: 15.9%).
- 46.4 per cent agreed (Years 4–6: 40.0%; Years 7–12: 49.5%) and 28.0 per cent strongly agreed they feel good about themselves (Years 4–6: 50.0%; Years 7–12: 17.4%).
- 49.2 per cent of secondary students agreed and 20.7 per cent strongly agreed they can deal with things that happen in their life.

- In Years 9 to 12, 59.1 per cent of secondary students reported they had felt sad, blue or depressed for two or more weeks in a row in the previous 12 months. Female students are more likely to report this than their male peers (68.2% vs 45.2%).

Year 9 to Year 12 students were also asked about sources of stress in the previous 12 months. School and study problems (88.7%) were the most commonly reported source of stress, followed by mental health and wellbeing (51.3%), body image (50.9%) and problems with friends (48.5%).

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 previous 12 months



Notably, female young people are more than twice as likely as their male peers to report body image and problems with friends as stressors. These gender differences are consistent with the rest of the state.

Access to support for physical and mental health

Over two-thirds (68.1%) of secondary students in the North Metropolitan region said they know where to get support in their school for stress, anxiety, depression or other emotional health worries, while 48.2 per cent said they know where to get support in their local area. More than one-half (60.1%) said they know where to get help online.

Over one-third (36.2%) reported they had received help for problems with stress, anxiety, depression or other emotional health worries in the previous 12 months. Of these students, 39.1 per cent found a doctor or GP helpful, while 33.2 per cent reported they found a school psychologist or school nurse helpful.

The most commonly used sources of support for students in the North Metropolitan region were parents or someone who acts as a parent (83.2%), friends including boyfriends or girlfriends (70.2%), other family (62.9%), school psychologist, school chaplain or school nurse (51.4%) and doctor or GP (48.9%).

Of the students who had asked for help, 86.9 per cent found friends (including boyfriend or girlfriend) helpful, 81.1 per cent found parents helpful, 78.2 per cent found other family helpful, 76.5 per cent found a GP or doctor helpful and 64.3 per cent found a school psychologist, school chaplain or school nurse helpful.

More than one-quarter (26.3%) reported there had been a time in the previous 12 months when they had wanted or needed to see someone for their health but weren't able to. Female students are more likely to report this than their male peers (31.2% vs 17.9%).

Two-thirds (66.1%) of these students reported not seeing someone for their health due to feeling embarrassment or shame,

while 39.3 per cent reported they are unsure who to see or where to go.

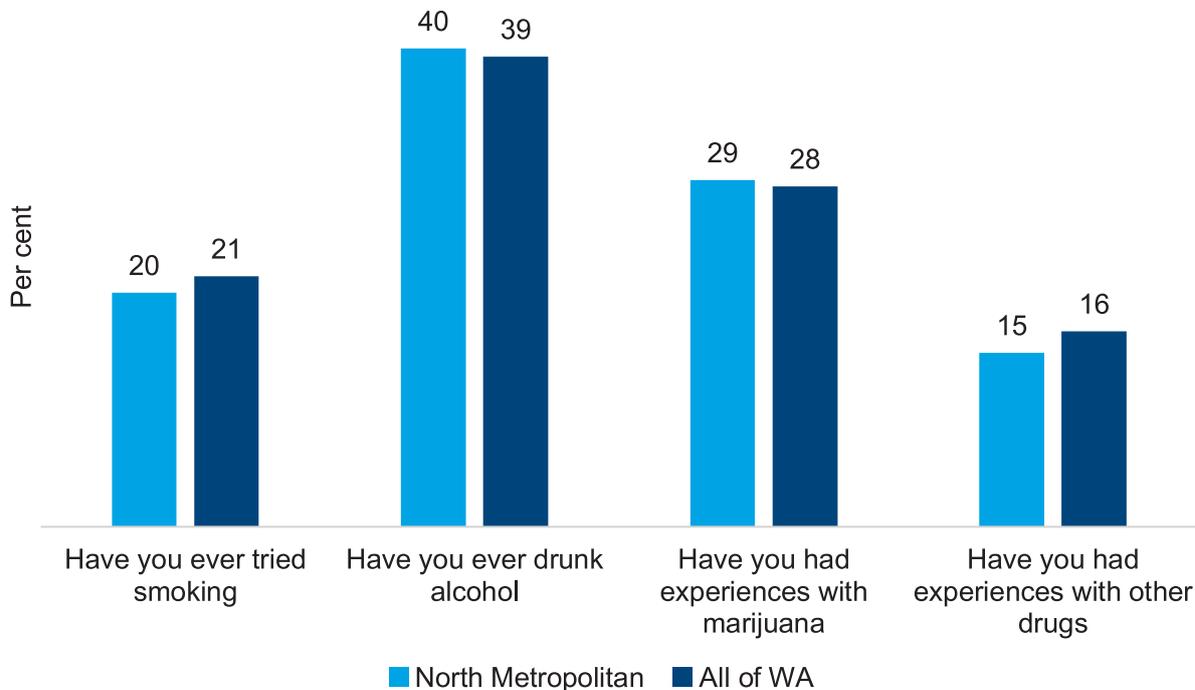
Risk-taking and healthy behaviours

Alcohol and other drugs

One-fifth (19.5%) of secondary students in the North Metropolitan region reported they have tried smoking, while two-fifths have tried alcohol (39.9%). Year 9 to Year 12 students were also asked if they had experiences with marijuana as well as other drugs. Over one-quarter (28.9%) reported they had experience with marijuana, while 14.5 per cent had experience with other drugs.

These results are relatively consistent with those across the state.

Proportion of young people in Years 7 to 12 who responded 'yes' to the 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 North Metropolitan region:

- 68.7 per cent reported having learnt 'some' or 'a lot' about alcohol and 64.4 per cent had learnt about cigarettes/smoking at school (all of WA: 73.0% and 68.5% respectively).
- Only 46.1 per cent said they had learnt 'some' or 'a lot' about marijuana and 50.9 per cent had learnt 'some' or 'a lot' about other drugs at school (all of WA: 50.0% and 55.0%).
- 69.7 per cent thought people their age should not use any substances including cigarettes, alcohol, marijuana or other drugs (all of WA: 72.0%).

Most students in the North Metropolitan region feel like they know enough about the health impacts of alcohol (88.3%) and smoking (90.7%), however fewer feel like they know enough about the health impacts of marijuana (64.1%). These results are broadly consistent with the rest of WA.

Sexual health

Just over one-half of secondary students (53.4%) in the North Metropolitan region reported they had learnt 'some' or 'a lot' about sexual health and ways to support their sexual health at school, while 47.9 per cent reported they had learnt 'some' or 'a lot' about pregnancy and contraception at school.

Consistent with the above results, 44.1 per cent reported they feel they don't know enough about sexual health and ways to support their sexual health or they aren't sure (female: 47.9%; male: 39.0%). A similar proportion (46.5%) reported they feel they don't know enough about pregnancy and contraception or they aren't sure (female: 46.3%; male: 47.0%).

More than one-third (38.1%) of secondary students in the North Metropolitan region 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, 59.1 per cent of female students and 31.3 per cent of male students reported they had been sent unwanted sexual material, such as pornographic pictures, videos or words.

These results are consistent with those across the state.

Problematic behaviours and emotions related to being online

Three in ten (30.2%) Year 4 to Year 12 students said they feel bothered 'fairly often' or 'very often' when they cannot be on the internet (Years 4–6: 24.4%; Years 7–12: 32.7%), while 22.2 per cent said they feel bothered 'fairly often' or 'very often' when they cannot play electronic games (Years 4–6: 25.0%; Years 7–12: 21.0%).

When it comes to mobile phone usage, over one-third (37.5%) of secondary school students feel bothered when they cannot use their mobile phone. Of these, 28.8 per cent of male and 44.2 per cent of female secondary students said they feel bothered 'fairly often' or 'very often' when they cannot use their mobile phone. Further, 8.1 per cent of male and 17.5 per cent of female secondary students said they go without eating or sleeping either fairly often or very often because of their mobile phone.

These results align with those for students across WA.

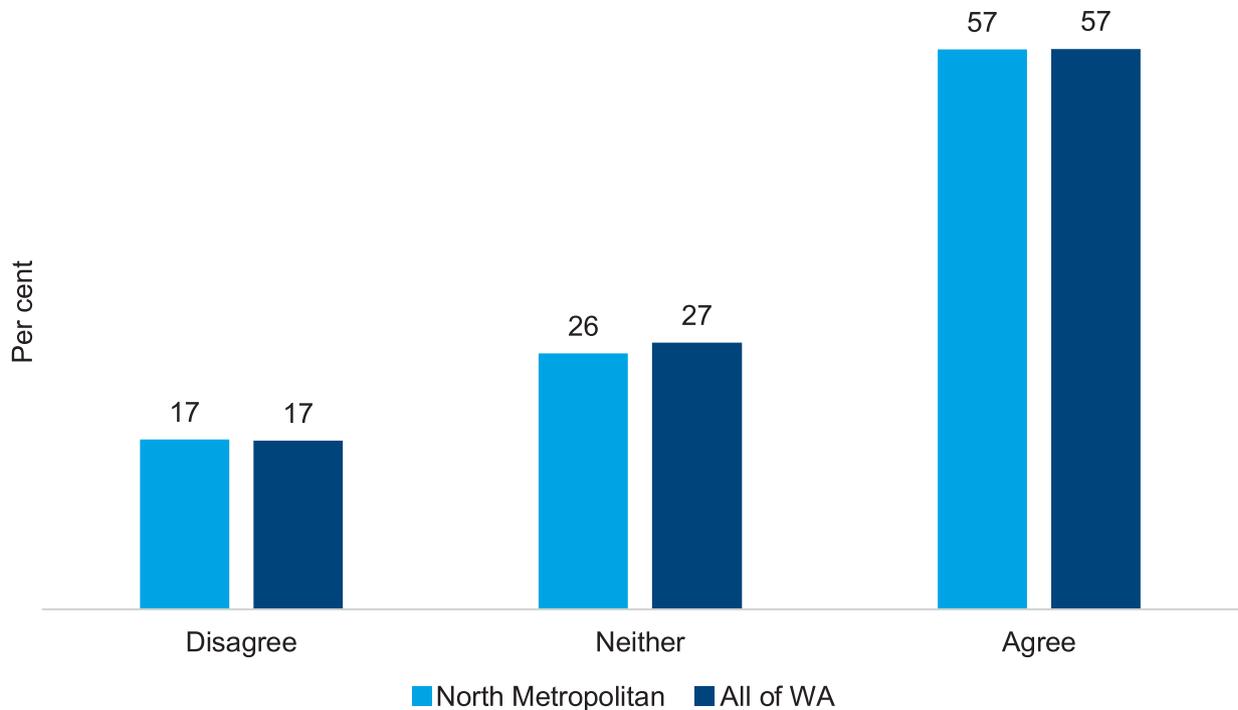
Connection to community

Most Year 4 to Year 6 students (88.4%) and Year 7 to Year 12 students (81.3%) in the North Metropolitan region like where they live.

Further, seven in ten (71.2%) Year 4 to Year 6 students feel like they belong in their

community, while just over one-half (57.1%) of Year 7 to Year 12 students feel this way. Female secondary students are less likely to feel like they belong in their community than male students. These results are consistent with those across WA.

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



Of the students surveyed in the North Metropolitan region:

- 72.5 per cent of Year 4 to Year 6 students agreed that their neighbours are friendly, while 65.5 per cent of Year 7 to Year 12 students agreed.
- 57.8 per cent of Year 4 to Year 6 students agreed that when they go to the shops the people there are friendly, while 66.2 per cent of Year 7 to Year 12 students agreed.
- 74.9 per cent of Year 4 to Year 6 students agreed that there are lots of fun things to do where they live, while 49.2 per cent of Year 7 to Year 12 students agreed.

- 85.8 per cent of Year 4 to Year 6 students agreed that there are outdoor places for them to go in their area, like parks, ovals or skate parks, while 85.2 per cent of Year 7 to Year 12 students agreed.

These results are consistent with those across the state.

Less than one-half (40.3%) of Year 4 to Year 12 students are active outdoors (like going to the park, beach or bush, walking the dog, riding a bike or skateboard) outside of school every day or almost every day (Years 4–6: 46.8%; Years 7–12: 37.2%).

Female secondary students are less active outdoors than their male peers (31.2% vs 46.1%).

Two in five students (Years 4–6: 42.2%; Years 7–12: 40.6%) in the North Metropolitan region said they spend time practising or playing a sport outside of school every day or almost every day. Similarly, female secondary students are less likely than their male peers to do this (34.4% vs 50.4%).

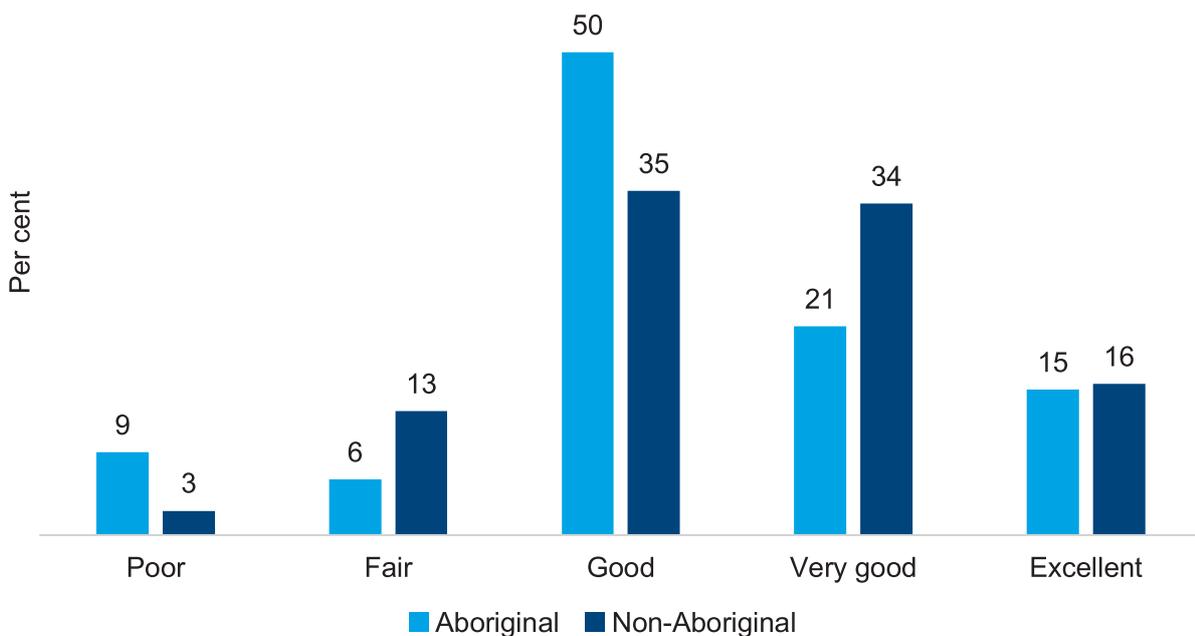
In terms of other activities outside of school, of the students surveyed in the North Metropolitan region:

- 32.2 per cent said they spend time hanging out with friends outside of school every day or almost every day (Years 4–6: 30.1%; Years 7–12: 33.3%).
- 59.7 per cent of male and 34.6 per cent of female students reported playing games on a game console, computer or tablet every day or almost every day.

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

Of the Aboriginal students surveyed in the North Metropolitan region, just over a third (36.3%) rated their health as very good or excellent; this is less than non-Aboriginal students (49.5%).

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



Nearly three-fifths (56.5%) of the Aboriginal students in the North Metropolitan region reported that physical activity, sport or exercise is 'definitely' an important part of their life, slightly more than non-Aboriginal students (53.8%). Moreover, three-fifths (61.0%) reported they had done vigorous exercise three or more times in the past week, which is consistent with 63.1 per cent for non-Aboriginal students.

Just over one-half (52.3%) of Aboriginal students reported high life satisfaction compared to 60.7 per cent for non-Aboriginal students. Moreover, 24.1 per cent of Aboriginal students in the North Metropolitan region reported low life satisfaction compared to 16.3 per cent of non-Aboriginal students.

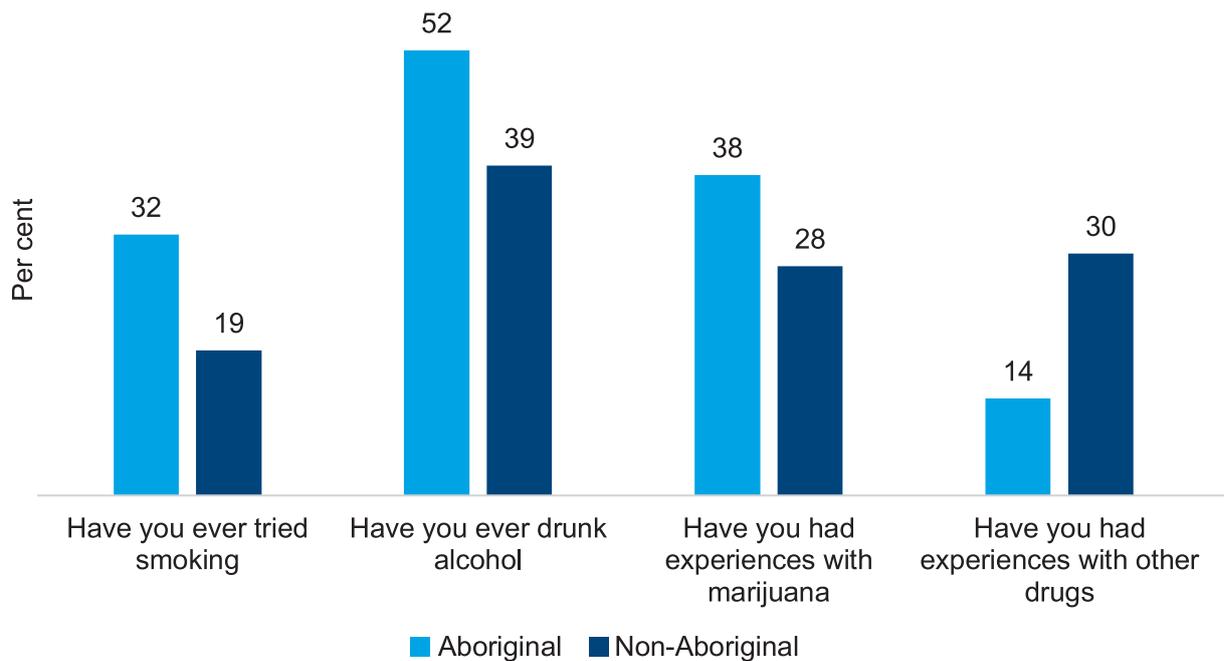
Notwithstanding the above result, most Aboriginal students agreed with the following statements:

- I feel good about myself (64.5%).
- I am able to do things as well as most people (73.0%).
- I am happy with myself (68.8%).

The top three stressors reported by Aboriginal Year 9 to Year 12 students were school or study problems (93.3%), mental health and wellbeing (65.8%), and family conflict (65.1%). Notably, compared to non-Aboriginal students, Aboriginal students in the North Metropolitan region were more likely to be stressed due to the COVID-19 pandemic (52.0% vs 19.3%), climate change (34.7% vs 8.2%) and bullying (35.2% vs 12.8%).

Aboriginal secondary students in the North Metropolitan region are more likely to have tried smoking and drunk alcohol than non-Aboriginal students (smoking: 31.7% vs 18.9%; alcohol: 52.1% vs 39.4%).

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'.

Aboriginal Year 9 to Year 12 students are also marginally more likely to have had experiences with marijuana (38.3% vs 28.2%) and with other drugs (29.6% vs 13.6%).

In terms of connection to culture and community, of the Aboriginal students in the North Metropolitan region:

- more than one-third (35.5%) do not know or are unsure if they know their family's country, which is the equal highest proportion of all regions across WA.
- almost one-third (30.2%) said they talk Aboriginal language 'some' or 'a lot', while 45.5 per cent said they talk none.
- only one-third (34.3%) said they do cultural or traditional activities with their family (all of WA: 47.8%).

Of the students who did know their family's country, only 60.0 per cent said they spend time on their family's country (all of WA: 77.4%). This is the lowest proportion across the state.

One in five (21.2%) Aboriginal children (Years 4 to 6) in the Perth Metropolitan area does not feel like they belong in their community (non-Aboriginal: 5.2%). Almost two-thirds (62.6%) of Aboriginal secondary students do feel like they belong in their community, which is consistent with their non-Aboriginal peers (56.9%). However, a significant proportion (26.4%) do not feel like they belong in their community (non-Aboriginal: 16.7%). The remainder neither agree nor disagree (Aboriginal: 10.9%, non-Aboriginal: 26.3%).

Similarly, only 63.6 per cent of Aboriginal secondary students in the North Metropolitan region like where they live, compared to 82.0 per cent of non-Aboriginal students.

The North Metropolitan region has the highest proportion of Non-Aboriginal secondary students liking where they live, and the lowest proportion of Aboriginal students liking where they live.

What do children and young people in the North Metropolitan region 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

“There was a time where my school really helped me when I was feeling down because of a bully once I told my parents and they got it to a teacher they fixed the problem straight away by getting me to talk to a well-being teacher that I could talk to and tell her all my problems it really helped me and made me feel a lot more better about myself and I didn't feel down anymore because I had her to talk to and not just my parents.”

(female, 13 year-old, Aboriginal)

“I think young people should always be taken seriously by adults when they express concerns for their mental health, or talk about something important to them. Teenage girls, or just younger teenagers in general, are often made fun of for their interests which can make them afraid to try new things or aspects of identity, meaning they may miss out on this important part of growing up.”

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

“Perhaps be more open, as I feel like I will be criticised if I admit how I feel.”

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

“I find that we haven’t been educated enough about mental health at school. It is somewhat a taboo topic. I feel like my peers don’t know how common it is to struggle with your mental health. Less common mental health issues such a psychosis and bipolar disorder are not taught to us at all. I also reckon that we should be taught how to ask for help and how to react when someone tells us that they are in a really dark place. For example my friends told me she was feeling suicidal and I didn’t know what to do with that information. I also don’t tell anyone about my conditions because I’m afraid of being judged.”

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

Feeling anxiety, depression or sadness

“I’m a bit depressed but am to scared to show it to anybody.”

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

“I have been really sad and worried about family members some of them have been really sick which makes me worry stress and very sad.”

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

“Depression it hit me at a young age and it’s been affecting me ever since.”

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

“Because there aren’t enough things put in place to put peoples mental health first. It’s so hard to deal with and school is the last thing you should have to worry about when the biggest thing on your mind is your bad home life, bad life, everything going wrong, intrusive and horrible thoughts about yourself and ... having scars all over your body because you tried to kill the sadness.”

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

“Music is a great release from the grip of anxiety, it puts me in a new world.”

(male, 16 year-old, undisclosed Aboriginal status)

Talking about getting support

“When seeking help for depression it was always the same answer. ‘Your fine’ or ‘do you want a hug’. With my anxiety it was har to find help, people would say I was a weak person.”

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

“Yeah, it’s just so expensive to go to therapy and it’s hard to talk about to parents.”

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

“Parents blew off any problems I believed I had, until I booked my own sessions to see psychologists and psychiatrists and I was diagnosed with clinical depression and anxiety.”

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

▲▲ I think that lots of young people my age are experiencing mental health challenges but are either unsure of where to go or are ashamed of how seeking help would look to others like our family members, peers etc. and because we all know it’s so common to feel like this, we either just disregard it or invalidate our own emotions just because we know there are others that feel like this. ▼▼

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

Views on their local area

In total, 1,446 students from the North Metropolitan region 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 this area, the top things that they would like to change in their local area were:

- More fun activities to do and places to hang out.
- More, upgraded outdoor spaces or parks.
- I wish I was closer to my friends, more friends, more young people.
- Would like more, closer shops, a mall, movies, greater diversity.

“More mountain bike trails and jumps.”
(male, 12 year-old, Aboriginal)

“I would change my neighbour that lives next to me because he is really rude to my family and my culture.”
(female, 12 year-old, Aboriginal)

“There is nothing to do in my area. I just have to stay home everyday if I'm not going out because there's no where I can walk or ride my bike to. I would like there to be an oval and playground where I could hang out at. I would like to go outside and enjoy it, not just sit at home doing homework all day and everyday.”
(female, 13 year-old, non-Aboriginal)

“I have wrote letters to the council asking if they can build a skate park in Quinn's rocks because they don't have one there and I think it will be good because people that carny go all the way to butler or Clarkson can just go to the one in Quinn's.”
(male, 13 year-old, non-Aboriginal)

“More jumps for bikes and let us choose what to build.”
(male, 14 year-old, non-Aboriginal)

“Build more establishments and fun places for teens because the majority of places are for toddlers or adults (park with sand and a swing saw). At a teen age, going out is very common and adding basketball hoops or soccer goals in my area would tremendously improve the percentage of who goes outside.”
(male, 13 year-old, non-Aboriginal)

“I would like to see more opportunities to meet the people in my community and to feel connected within the community. E.g. having Christmas light competitions, bake sales/fundraisers or gatherings in the local park.”
(female, 14 year-old, non-Aboriginal)

▲▲ To get more things for us children and teenagers to do because there isn't enough that's why kids start experimenting with drugs is because we are bored there i s nothing better to do. ▼▼

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

Learning and participating

“ I feel as though upper school and ATAR are a major source of stress and anxiety, and there are ways to reduce this. I believe that the teaching practices in some classes are inadequate in preparing us for the tests and exams, mostly in Methods. We could achieve better with more structured and guided teaching rather than just being told to do book work and seek occasional assistance. ”

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

Attendance

Just over one-half (51.7%) of Year 4 to Year 12 students in the North Metropolitan region said it is very important to them to be at school every day (Years 4–6: 62.9%; Years 7–12: 46.2%), while 40.5 per cent (Years 4–6: 33.1%; Years 7–12: 44.2%) said it is somewhat important.

Two-thirds (66.7%) of students reported they had attended the same school since beginning primary or secondary school, while the remaining third had attended multiple schools.

Of the secondary students surveyed, 15.5 per cent reported they had been suspended from

school, while 13.8 per cent reported they had wagged school in the previous 12 months.

Participants were asked whether it worried them if they missed school due to COVID-19. One-half (52.0%) of students responded, ‘No’, while 38.6 per cent said it worried them a little and 9.4 per cent said it worried them a lot.⁴

These results are similar to those across WA.

When it comes to learning activities outside of school, almost one-half (45.9%) of Year 4 to Year 12 students in the North Metropolitan region spend time doing homework every day or almost every day (Years 4–6: 50.4%, Years 7–12: 43.8%). This is the highest proportion of regions across the state.

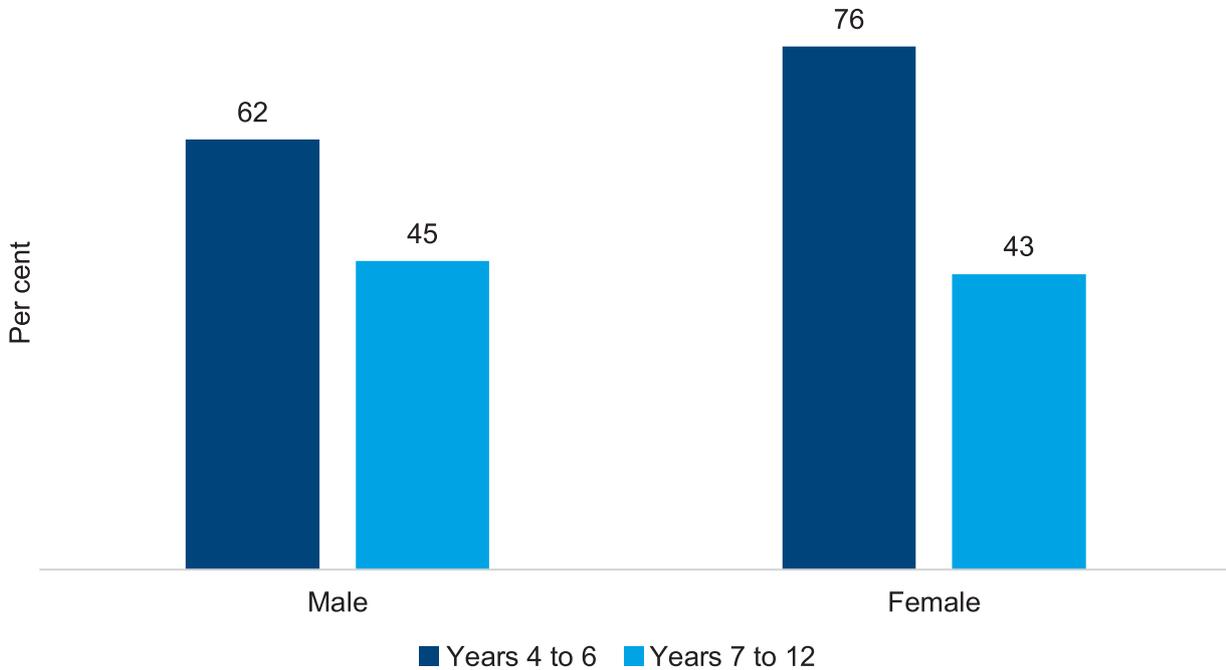
Liking school and sense of belonging

Around one-quarter (25.5%) of students in the North Metropolitan region reported liking school a lot (Years 4–6: 43.4%; Years 7–12: 16.7%), and 25.7 per cent a bit (Years 4–6: 25.1%; Years 7–12: 26.0%).

In primary school, female students are more likely than male students to like school (female: 75.6%, male: 62.1%), however in secondary school male students are more likely to like school (female: 42.7%, male: 44.6%).

⁴ It should be noted that in the 2021 school year when the survey was completed the State Government postponed the start of Term 1 by one week in the Perth Metropolitan area. Similarly, in 2020 there was one week where parents were encouraged to keep their children at home and do remote learning. Source: WA Department of Education, 2020-21 and 2021-22 Annual reports.

Proportion of Year 4 to Year 12 students reporting they like school



These gender differences are consistent with those across the state.

Most (69.6%) secondary students agree that their school is a place where they belong, however, a significant minority (30.3%) do not feel this way (disagree: 20.8%; strongly disagree: 9.5%).

Female secondary students are more likely than male students to feel like they don't belong at school (33.4% vs 23.6%).

Most students (74.6%) agreed they feel happy at school (Years 4–6: 89.4%; Years 7–12: 67.3%), while 71.8 per cent agreed they like learning at school (Years 4–6: 85.8%; Years 7–12: 65.0%).

Seven in ten students (71.4%) said they usually get along with classmates (Years 4–6: 71.8%; Years 7–12: 71.2%), while 64.0 per cent said they usually get along with their teachers (Years 4–6: 78.1%; Years 7–12: 57.1%).

One-third (32.3%) of Year 4 to Year 12 students said that, if needed, they almost always get help from teachers in class (Years 4–6: 47.6%; Years 7–12: 24.8%), while 47.1 per cent reported they get it sometimes (Years 4–6: 42.2%; Years 7–12: 49.4%).

Around one in five (20.8%) secondary students said they almost never get the help that they need. This is the highest proportion of students not getting help of regions across WA.

Of the students surveyed in the North Metropolitan region:

- Three-quarters (74.7%) reported it is true there is a teacher or another adult in the school who believes the student will achieve good things (Years 4–6: 90.6%; Years 7–12: 66.9%).
- 66.4 per cent said it is true that a teacher or another adult at their school really cares about them (Years 4–6: 86.3%; Years 7–12: 56.7%).
- 58.8 per cent said their parents or someone in their family often ask about schoolwork/homework (Years 4–6: 60.6%; Years 7–12: 58.0%). These are the highest proportions across the state.

Feeling safe at school

One-third (32.9%) of students in the North Metropolitan region said they feel safe at school all the time (Years 4–6: 41.7%; Years 7–12: 28.6%), while 45.9 per cent said they feel safe at school most of the time (Years 4–6: 39.7%; Years 7–12: 48.9%). These results are consistent with those across the state.

Over one-third (37.4%) reported they had been bullied or cyberbullied (or both) (Years 4–6: 37.6%; Years 7–12: 37.3%).

In terms of the nature of the bullying, 22.4 per cent reported they had been bullied, 2.6 per cent cyberbullied and 12.4 per cent both bullied and cyberbullied. Among students who reported having ever been bullied or cyberbullied (or both), 38.3 per cent reported this had happened in the previous three months.

Students in secondary school are much more likely to experience cyberbullying than those in primary school (18.1% vs 8.7%). Further, female secondary students are more likely to experience cyberbullying than male students (21.6% vs 12.9%).

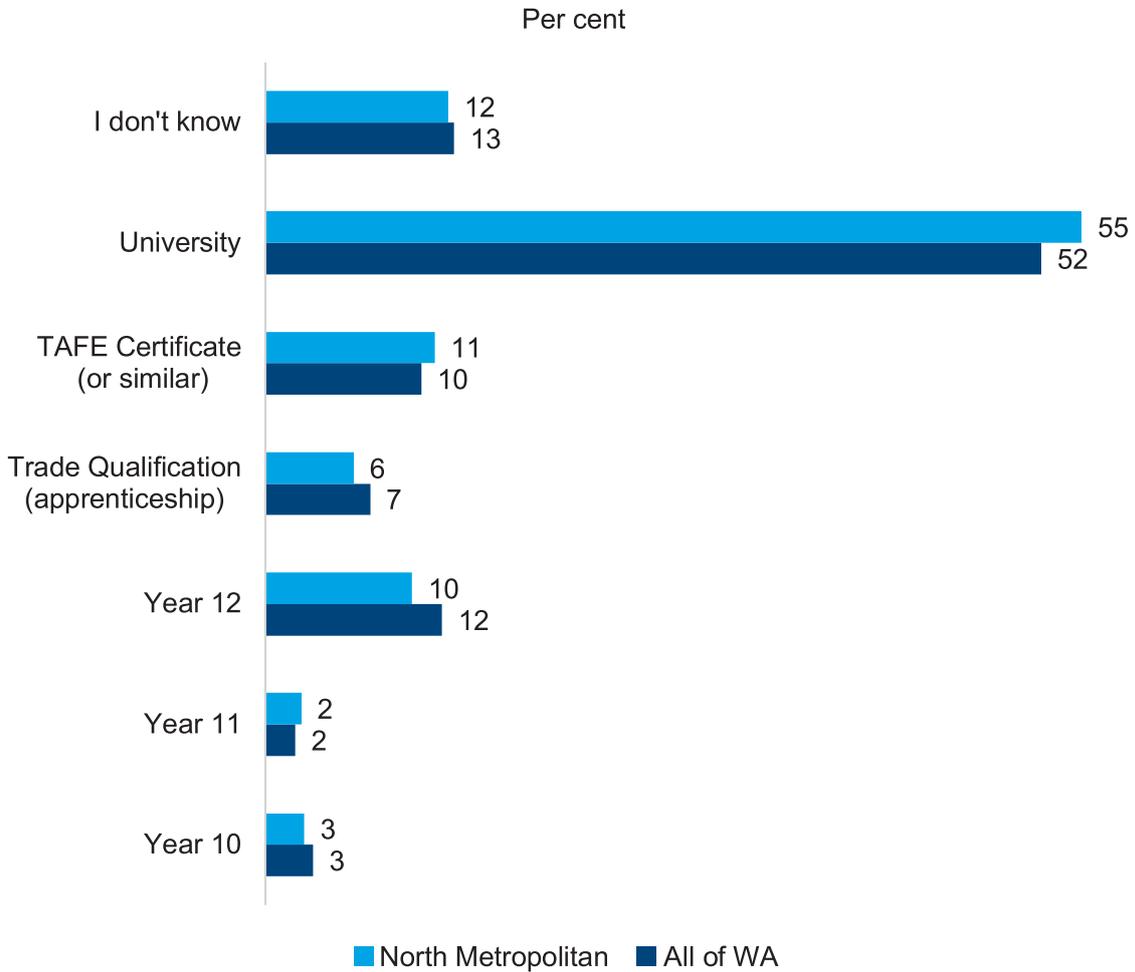
One in seven (15.0%) Year 4 to Year 12 students reported they had missed school in the past because they were afraid someone might bully them (Years 4–6: 12.2%; Years 7–12: 16.4%). Female students are more than twice as likely to report this as male students in primary school (15.5% vs 8.2%, respectively) and secondary school (21.0% vs 9.6%, respectively).

Transition from school

Over one-half (54.5%) of secondary school students in the North Metropolitan region reported they want to attend university. This is the highest proportion of regions across the state.

A lower proportion of students in the North Metropolitan region than in other regions do not plan to go on to further study after secondary school (14.8% vs 17.0%).

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



One in six students (17.2%) planned to pursue a TAFE certificate or a trade qualification, while around one in eight (12.2%) reported not knowing the highest level of education they want to achieve.

The majority of students (59.0%) 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.

Over one-quarter (26.6%) of secondary students in the North Metropolitan region reported having a regular part-time job (all of WA: 28.0%).

A relatively high proportion of secondary school students in the North Metropolitan region had not done paid work in the previous year (56.8%), compared to, for example, 42.5 per cent of students in the Mid West or 38.8 per cent in the Wheatbelt.

Most young people reported working so they could have money of their own to spend on things they want (69.1%), while 10.8 per cent said it is to get skills and experience.

Independence and autonomy

Of the secondary students surveyed in the North Metropolitan region:

- 80.6 per cent said they are allowed to go to and from school on their own.
- 76.3 per cent said they are allowed to go places other than school on their own.
- 30.8 per cent said they are allowed to go out alone at night in their local area.

Female young people are less likely to be allowed to do things than their male peers, including going out alone at night (25.4% vs 37.8%) or cycling on main roads without an adult (44.4% vs 60.7%).

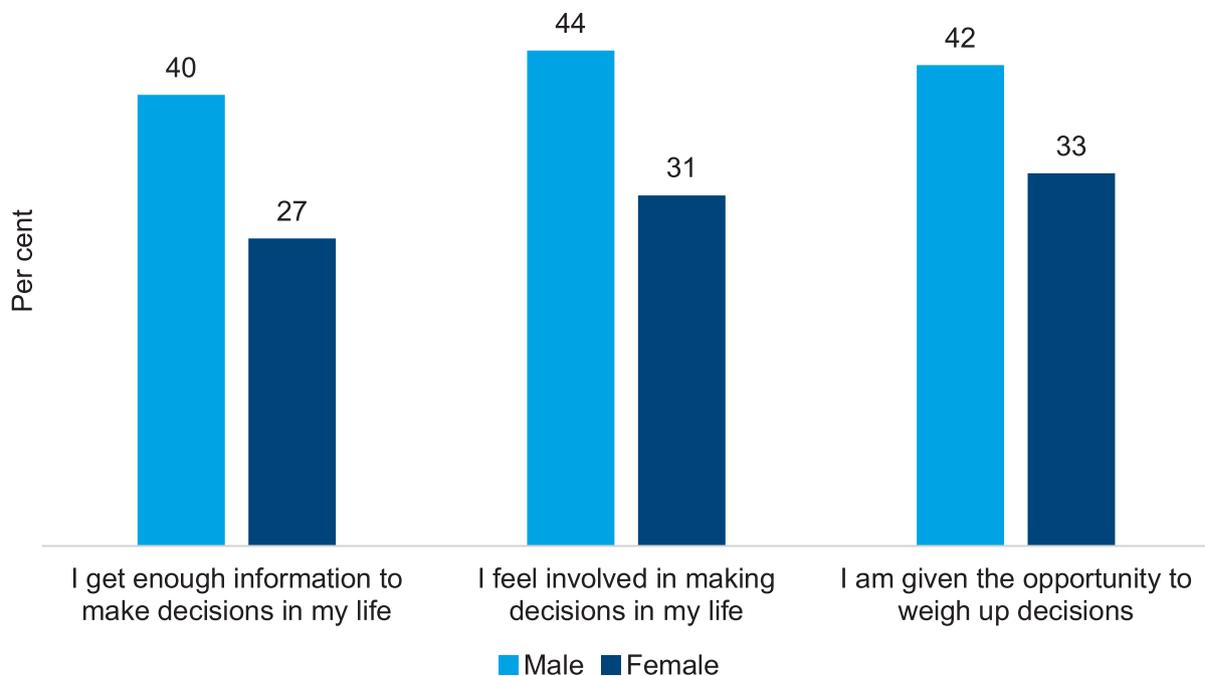
These results are similar to those across the state.

Most secondary students in the North Metropolitan region agreed that they get enough information to make decisions in their life (82.1%), feel involved in making decisions in their life (79.4%) and are given the opportunity to weigh up decisions (81.7%).

Notably, female students are less likely to strongly agree with all three statements.

This gender difference is consistent with results for the rest of the state.

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



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

Aboriginal students in the North Metropolitan region are less likely to like school than Aboriginal children and young people around the state, and their non-Aboriginal peers in the region.

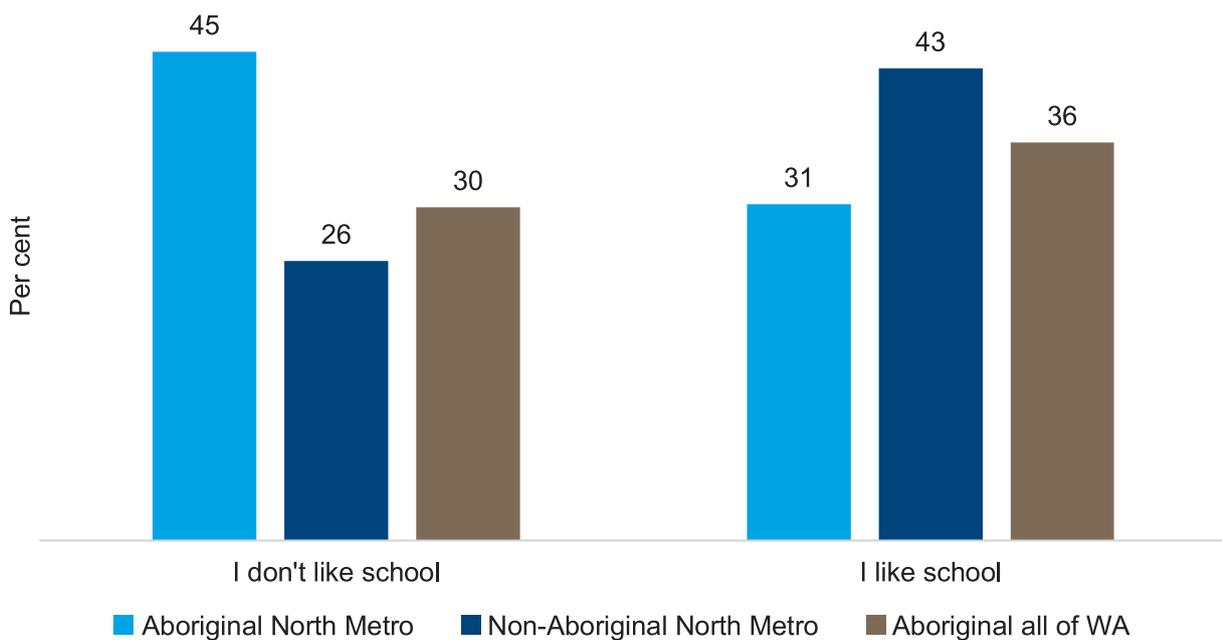
Over two-thirds (69.0%) of Aboriginal Year 4 to Year 6 students reported that being at school every day is very important to them, however only one-third (33.5%) of Aboriginal secondary students reported this (compared to 46.7 per cent for non-Aboriginal students).

Two-fifths (41.4%) of Year 4 to Year 12 Aboriginal students in the North Metropolitan region reported liking school, compared to one-half (51.2%) of non-Aboriginal students in the region and 47.3 per cent of Aboriginal students around WA.

A much higher proportion of Aboriginal students don't like school (34.0%), compared to their non-Aboriginal peers in the North Metropolitan region (20.2%) and compared to Aboriginal students across the state (23.1%).

In particular, 44.6 per cent of Aboriginal secondary students in the North Metropolitan region reported that they don't like school, compared to 25.5 per cent of non-Aboriginal secondary students in the region and 30.4 per cent of Aboriginal secondary students across the state.

Proportion of Year 7 to Year 12 students reporting how they feel about school



Year 4 to Year 12 Aboriginal students in the North Metropolitan region reported they agree their school is a place where they like learning (52.8%) and feel happy (63.3%). A majority (57.7%) of Aboriginal secondary students in the North Metropolitan region agreed their school is a place where they belong. These results are much lower than that for non-Aboriginal students (72.2%, 74.8% and 70.4% respectively).

Almost one-quarter (23.3%) of Aboriginal secondary students in the North Metropolitan region strongly disagree that school is a place where they feel like they belong (non-Aboriginal: 8.9%).

Just over one-half (62.5%) of Year 4 to Year 12 Aboriginal students in the North Metropolitan region said they usually get along with their classmates, while 20.0 per cent said they sometimes get along with their classmates.

Most Aboriginal Year 4 to Year 12 students in the North Metropolitan region said that it is 'very much true' (37.4%) or 'pretty much true' (24.3%) that at school there is a teacher or another adult who listens to them when they have something to say. While only one-quarter (26.8%) reported that if they need extra help they will almost always get it from their teachers (non-Aboriginal: 32.4%).

Aboriginal students in the North Metropolitan region are more likely to have attended multiple schools since they started primary school or secondary school. For example, 38.8 per cent of Aboriginal secondary students have attended more than one secondary school compared to 26.6 per cent for non-Aboriginal students.

When it comes to feeling safe at school, 70.8 per cent of Aboriginal students reported feeling safe all or most of the time (non-Aboriginal: 79.7%).

Aboriginal students in the North Metropolitan region are more likely to report experiences of bullying, cyberbullying or both from students at their school, with one-half (50.7%) reporting this compared to 37.1% for non-Aboriginal students. A high proportion of Aboriginal students have experienced cyberbullying compared to their non-Aboriginal peers (20.9% vs 14.8%).

Almost three-quarters of those Aboriginal secondary students who had been bullied in the previous three months were teased about their cultural background, the colour of their skin, or their religion (Aboriginal: 72.6%; non-Aboriginal: 18.4%).

Aboriginal students in the North Metropolitan region are much less likely to plan to go to university than non-Aboriginal students (24.5% vs 55.5%). One-third (32.0%) want to attend TAFE or pursue a trade qualification. Almost one-third (29.4%) of Aboriginal students in the North Metropolitan region do not plan to study further after secondary school (non-Aboriginal: 14.3%).

The majority (57.9%) of Aboriginal secondary students in the North Metropolitan region had done paid work in the past year (non-Aboriginal: 42.9%). One-quarter (23.2%) of Aboriginal students had a regular part-time job (non-Aboriginal: 26.8%) and another one-quarter (25.7%) worked sometimes during the school-term (non-Aboriginal: 9.6%).

What do children and young people in the North Metropolitan region say about learning and participating?

Talking about stress at school

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?'

"I think that students mainly get scared of disappointing someone like their parents or their teachers. They also get stressed out because they may have a particular goal or career that they want to achieve, so getting high results in that area would be extra important to them."

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

"We are pressured by teachers to do it then they ask why are you tired or why are you sleeping in class all because they gave the kid too much home work."

(female, 12 year-old, Aboriginal)

"We have too much pressure put on us at once, and pressure to do we,, or live up to other people's expectations rather than setting our own goals.... It may seem like we're just lazy, or we don't know how to manage our time properly, but we do get stressed and we do have a lot of pressure out on us often at once. And sometimes we have other things going on in our lives or other activities such as sport, or earning money or babysitting our siblings if our parents have work. It takes time for these things, and we can't always multitask or rush them to get them done last minute."

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

"There's too much pressure put on getting the highest marks and being the best when everyone's performance will always be different. You can't standardise learning and then expect everyone to feel like an individual."

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

■ ■ Yes. I did ATAR and the reason I stopped was because of the amount of stress the school and teachers put onto you that you need this to get into uni and if you don't you're basically a failure. I wanted to spend my high school enjoying it and not being stressed out about handing things on time and actually have teachers that genuinely care about you and are not just there to work. It's upsetting how stressful and hard ATAR is in order to have the "succeed" label in society. It's sad. ■ ■

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

Feeling unsafe at school

"Some friends that I made in past years are now bullies and they tell on me and say that I did everything wrong when I've actually done nothing and it's starting to get really bad now."

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

"I feel unsafe when I get lost around the school and that people will make fun of me because I am in yr 7. I also feel unsafe around some teachers who are male. In the public I always feel unsafe or worried of what is going to happen next."

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

“Racism in the school is hard to cope with I’m Indian so people always call me stuff (curry muncher).”

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

“... me getting bullied at school.”

(male, 14 year-old, Aboriginal)

“That people are mean they stick to cliques and people at school are judgemental I don’t feel safe around certain girls. I don’t feel safe around girls who drink and vape.”

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

■ ■ Cutting down bullying. It is serious and it has been affecting me for a very long time because I am different than everyone else. I am rarely happy at school because I would get physically abused everyday. I have no one to talk to and my only intention is to get through school with a good education but I always get bullied and can’t be happy. I drown out all this sadness from school bullying by playing video games. I hate my life extremely. ■ ■

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

“Some teachers turn their heads away when they see a student get bullied.”

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

Other comments on school

“I would like for people to be more educated on Australian history, cause it’s embarrassing to see how little people know and how much these things affect me.”

(female, 15 year-old, Aboriginal)

“I’d like for my school to not be so sheltered. For them to include more life skills in the curriculum and to share more information on opportunities or events outside of school. To have more subjects that are physical skill so not just academic.”

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

“Schools preach supporting students but then when it comes to a student needing help they are more fixated on uniform or grades or the shoes you’re wearing. The system really lacks in supporting struggling students.”

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

“School needs to have a larger focus on teaching rather than getting certain mark. Exams are important but the purpose of school is learning and compulsory attendance and such a large focus on getting essays and assignments in is killing the love of learning all students start off with.”

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

Safe and Supported

▲▲ Trusted friends have been a good source of help and understanding and support especially when they have the same struggles/problems. ▲▲

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

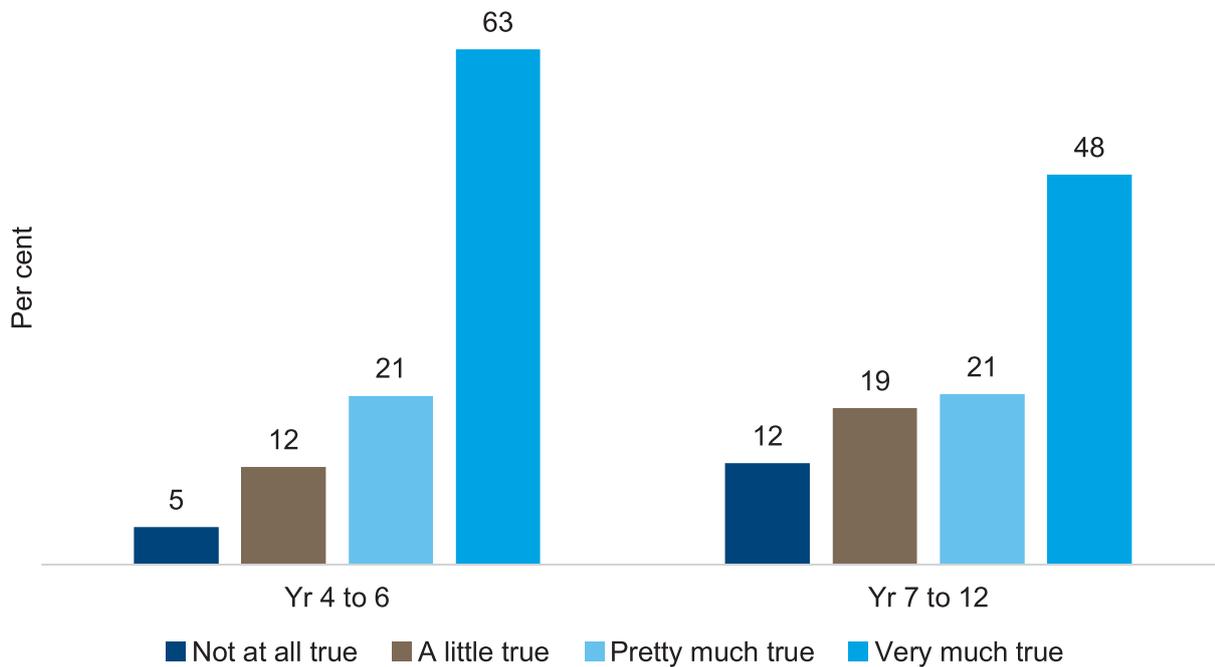
or 'pretty much true' (20.8%) that they live with a parent or another adult they can talk to about their problems or worries. At the same time, one in ten (9.9%) reported it is 'not at all true'.

Secondary students are less likely to report that this is 'very much true' compared to Year 4 to 6 students (47.6% vs 62.9%), and more than twice as likely to report 'not true at all' (12.4% vs 4.6%).

Supportive relationships

Almost three-quarters (73.4%) of Year 4 to Year 12 students in the North Metropolitan region reported it is 'very much true' (52.6%)

Proportion of Year 4 to 12 students responding to the statement: 'Where I live, there is a parent or adult who I can talk to about my problems'



The difference in results between primary and secondary students is consistent with the rest of the state.

One-half (49.8%) of students 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: 55.2%; Years 7–12: 47.2%), while 67.8 per cent said it is 'very much true' they live with a parent or another adult who believes they will achieve good things (Years 4–6: 71.2%; Years 7–12: 66.1%).

Female secondary students in the North Metropolitan region are less likely than male secondary students to report that it is 'very much true' or 'pretty much true' that they live with a parent or other adult who listens to them when they have something to say (72.1% vs 80.1%) or whom they can talk to about their problems (65.2% vs 75.0%).

Most students (82.4%) said they live in one home, which is the highest proportion of regions across the state. Of the students who reported having a second home, 38.1 per cent reported living in this home one-half of the time (Years 4–6: 46.0%; Years 7–12: 33.9%).

Three-quarters (76.5%) reported their family gets along very well or well (Years 4–6: 81.2%; Years 7–12: 74.1%).

In terms of friendships, of the students surveyed in the North Metropolitan region:

53.2 per cent felt they are very good at making and keeping friends (Years 4–6: 60.2%; Years 7–12: 49.7%).

83.5 per cent reported they feel they have enough friends (Years 4–6: 84.4%; Years 7–12: 83.0%).

47.2 per cent said they feel their friends care about them a lot (Years 4–6: 56.7%; Years 7–12: 42.6%).

These results are consistent with those across the state.

Material basics

Children and young people in the North Metropolitan region are generally less likely to be missing out on material items than other students around the state. However, there is still a significant minority of children and young people in this area who do not have access to certain material basics.

Two-thirds (66.5%) of students said that if they are hungry there is always enough food for them to eat at home, while 9.7 per cent said there is only sometimes or never enough food to eat at home (all of WA: 9.6%).

Most students reported having enough money in their family to afford school excursions and/or camps (91.4%) and reported having 'the right kind of clothes' to fit in with people their age (88.1%).

Of the students surveyed in the North Metropolitan region:

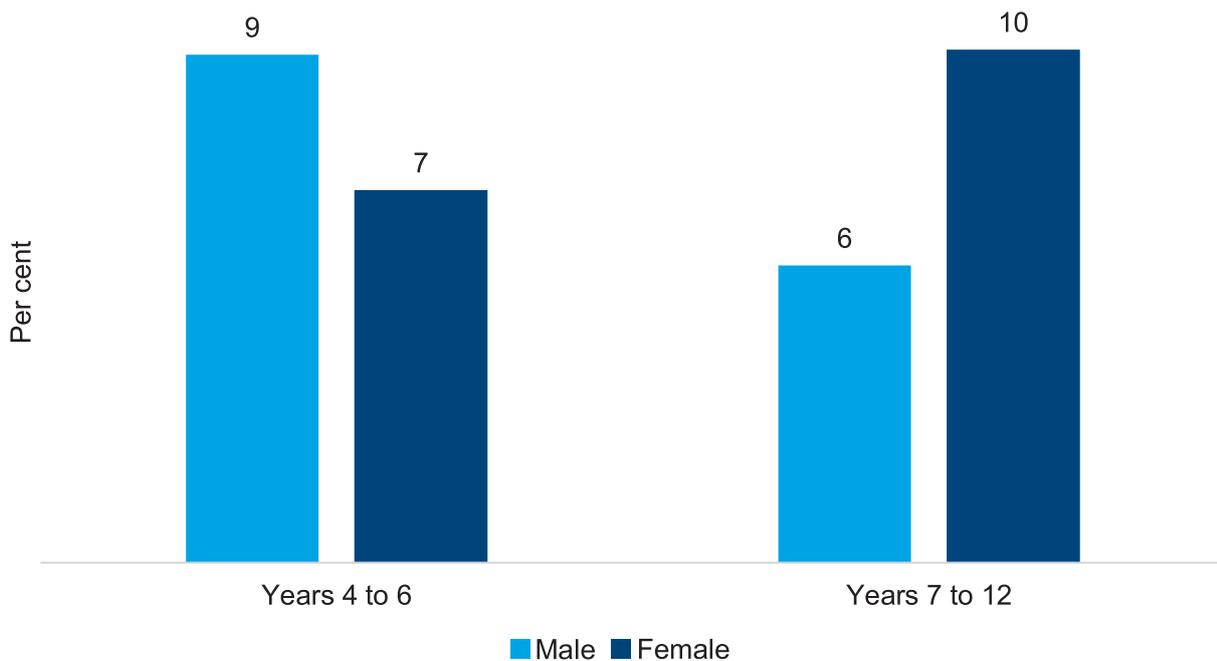
- 89.4 per cent said they have their own bedroom (Years 4–6: 82.3%; Years 7–12: 92.8%).
- 2.3 per cent reported their family does not own a car used for family transport (Years 4–6: 4.0%; Years 7–12: 1.4%).
- 97.3 per cent reported they have access to the internet at home (Years 4–6: 95.6%; Years 7–12: 98.2%).
- 94.0 per cent of secondary students reported having their own mobile phone and 87.7 per cent have their own tablet, laptop or computer.

Safe in the home

Just under two-thirds (65.5%) of students in the North Metropolitan region said they feel safe at home all the time (Years 4–6: 64.6%; Years 7–12: 66.0%), while 25.0 per cent said they feel safe at home most of the time (Years 4–6: 25.6%; Years 7–12: 24.6%). Almost one in ten (8.8%) feels safe at home only sometimes or less.

In primary school (Years 4 to 6), male students are more likely than their female peers and sisters to not feel safe at home (9.4% vs 6.9%). However, in secondary school, female students are more likely than their male peers and brothers to not feel safe at home (9.5% vs 5.5%). These results are relatively consistent with those across the state.

Proportion of Year 4 to Year 12 students reporting they feel safe at home sometimes or less



One-quarter (24.2%) of students said they were ‘somewhat’ or ‘a lot’ worried that someone in their home or family will be fighting, while 15.7 per cent said they were ‘somewhat’ or ‘a lot’ worried that someone in their home or family will hurt somebody.

Female secondary students are more likely to worry ‘somewhat’ or ‘a lot’ about their family fighting than their male siblings and peers (29.3% vs 17.6%).

This gender difference is consistent across the state.

Just under one-third (31.4%) of secondary students reported they had stayed away from home overnight because of a problem.

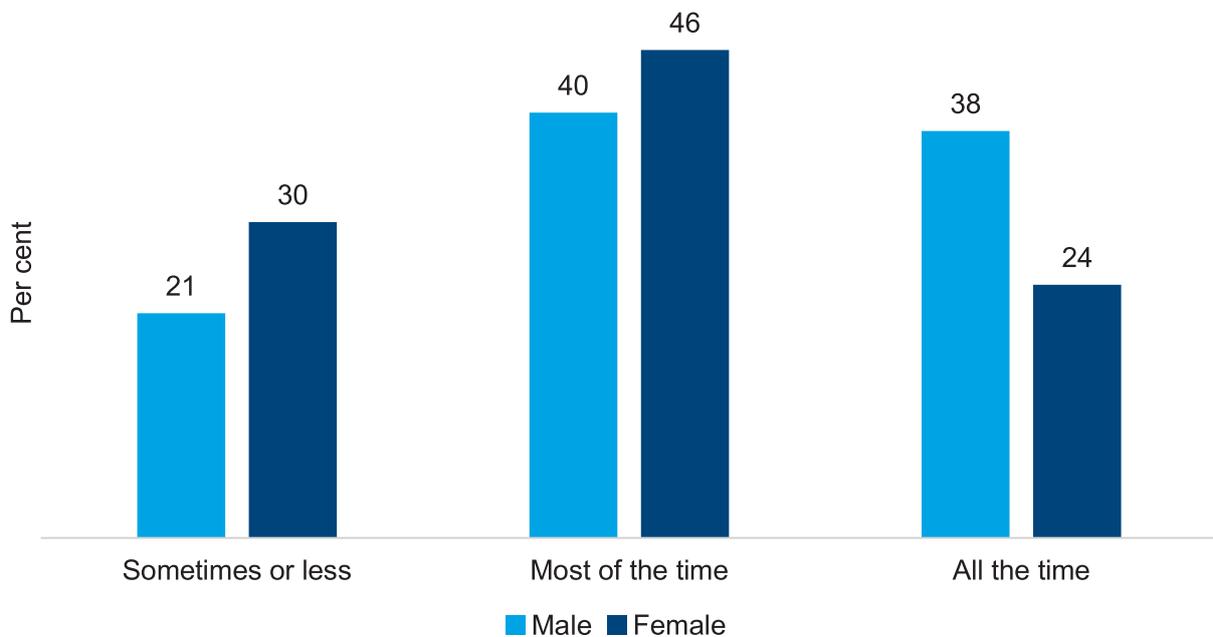
Safe in the community

Just over one-quarter (28.6%) of students in the North Metropolitan region said they feel safe in their local area all the time (Years 4–6: 26.5%; Years 7–12: 29.6%), while 42.9 per cent said they feel safe in their local area most of the time (Years 4–6: 42.4%; Years 7–12: 43.1%).

These results are consistent with the rest of the state.

Female secondary students are much less likely to feel safe in their local area all the time compared to their male peers (23.9% vs 38.4%). Almost one-third (29.8%) of female secondary students feel safe in their local area only sometimes or less (male: 21.2%).

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



Of Year 9 to Year 12 students, 40.4 per cent reported they had ever been hit or physically harmed by someone on purpose (female: 33.6%; male: 48.2%). Of these, 60.8 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.

Female students are more likely to report being harmed by an adult than male students (42.1% vs 21.2%), whereas male students

are much more likely to report being harmed by another child or young person (80.9% vs 55.4%).

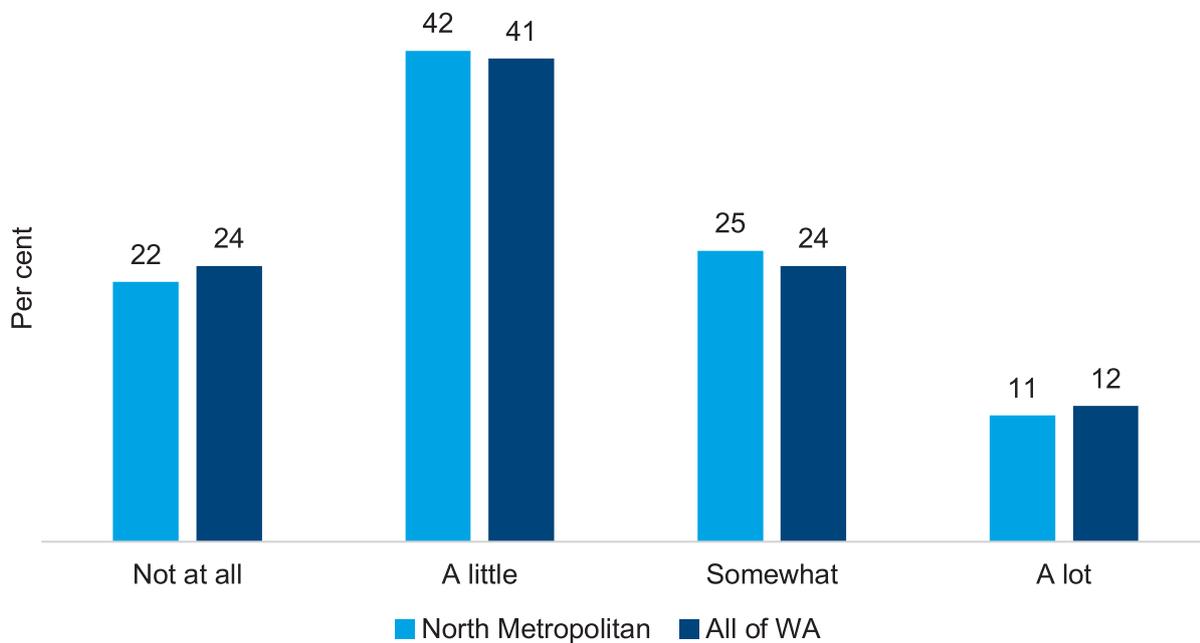
There are also differences in the locations of the incidents reported by males and females. Males reported the incident predominantly taking place at school (53.6%), followed by at home (36.2%); whereas, females reported the incident predominantly taking place at home (71.5%), followed by at school (35.2%).

Impact of the COVID-19 pandemic

When asked about the COVID-19 pandemic and the resulting changes to daily life, just over one-third (35.7%) of students in the North Metropolitan region reported the pandemic affected their life in a bad way ‘a lot’ (10.8%)

or ‘somewhat’ (24.9%). Further, 22.2 per cent of students responded ‘not at all’ when posed this question.

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?’



These results are consistent with the rest of the state.

One-fifth (20.3%) of Year 9 to Year 12 students reported the COVID-19 pandemic had been a source of stress to them in the previous year.

Of the students surveyed in the North Metropolitan region:

- 53.1 per cent reported feeling very or somewhat relaxed when they thought of COVID-19; 32.2 per cent reported feeling very or somewhat stressed/anxious.

- 48.0 per cent reported feeling worried if they missed school due to COVID-19 in the previous calendar year (2020).
- These results are similar to those across the state.

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

Supportive relationships

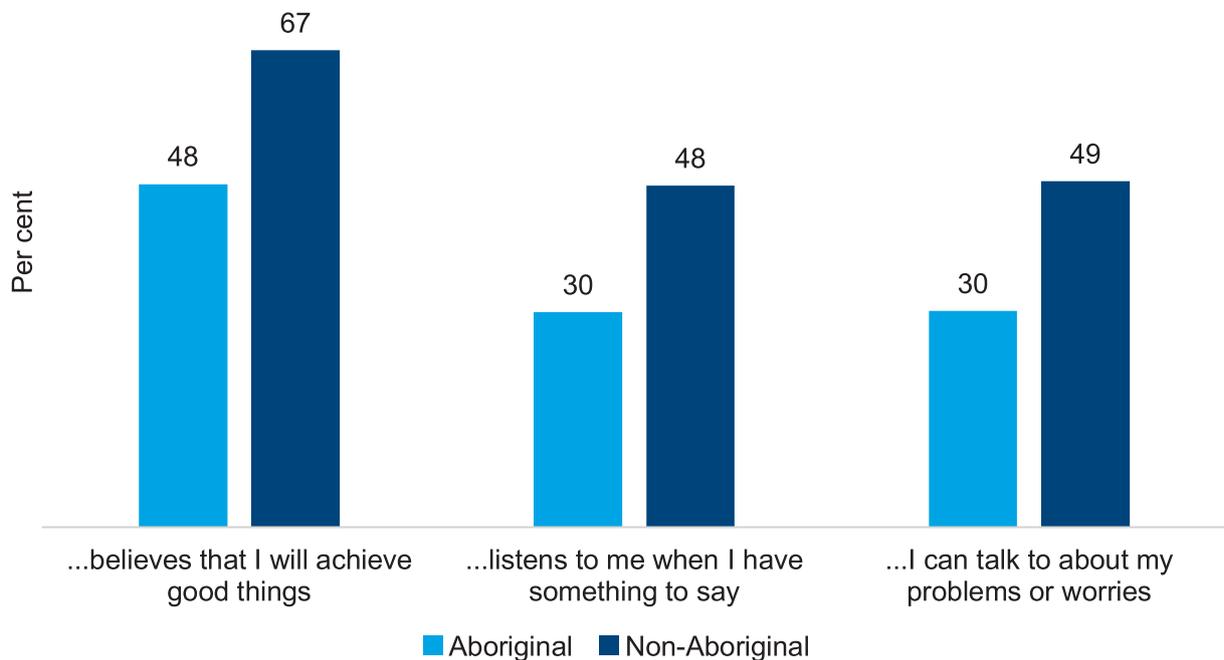
Most Year 4 to Year 6 Aboriginal students in the North Metropolitan region reported that it is 'very much true' that where they live there is a parent or another adult who:

- Believes they will achieve good things (74.4%).
- Listens to them when they have something to say (60.3%).
- They can talk to about their problems or worries (64.6%).

These results are consistent with non-Aboriginal students in the North Metropolitan region.

In contrast, Aboriginal secondary students reported 'very much true' in lower proportions across all three questions compared to non-Aboriginal students.

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



More than one in five (21.6%) Aboriginal secondary students in the North Metropolitan region reported that it is 'not at all true' that they live with a parent or adult who listens to them when they have something to say (non-Aboriginal: 6.6%).

In terms of family harmony, over two-thirds (68.9%) of Aboriginal students reported that their family gets along well or very well, slightly less compared to non-Aboriginal students (76.8%).

Compared to non-Aboriginal students, Aboriginal students in the North Metropolitan region are more likely to worry 'a lot' that someone in their home or family will be fighting (Aboriginal: 23.4%; non-Aboriginal: 9.8%), will hurt somebody (Aboriginal: 18.4%; non-Aboriginal: 7.2%) or will get arrested (Aboriginal: 15.8%; non-Aboriginal: 4.7%).

Material basics

Aboriginal students in the North Metropolitan region are more likely to be experiencing some form of material disadvantage in comparison to their non-Aboriginal peers.

- One in 10 (10.0%) of Year 4 to Year 12 Aboriginal students reported that their family does not have a car (non-Aboriginal: 1.9%).
- More than one in eight (13.9%) Aboriginal students in Years 4 to 12 do not have enough money in their family for them to go on a school excursion or camp (non-Aboriginal: 7.9%).

- Almost one-third (30.6%) of Aboriginal secondary students do not have their own tablet, laptop or computer, compared to 11.6 per cent of non-Aboriginal students.
- One in ten (10.6%) Aboriginal students in Years 4 to 12 does not have access to the internet at home (non-Aboriginal: 2.3%).

Almost one-quarter (23.4%) of Aboriginal Year 4 to Year 12 students in the North Metropolitan region said there is only sometimes or never enough food to eat at home when they are hungry. This is much higher than non-Aboriginal children and young people in the area (8.6%) and is also higher than Aboriginal children and young people across the state (18.7%).

Aboriginal students in the North Metropolitan region are more likely to report living in a primary household of seven people or more (16.6%) compared to non-Aboriginal students (6.2%).

Feeling safe

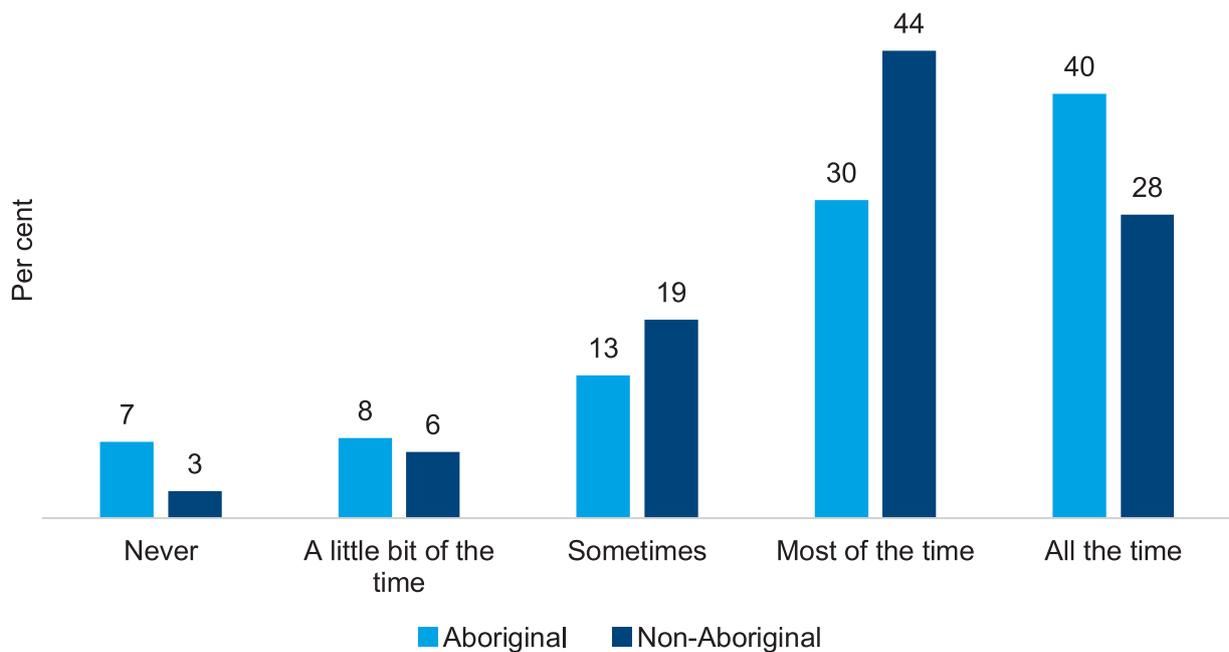
Most (81.5%) Aboriginal students feel safe at home most or all of the time, however, more than one in ten (11.7%) reported they never feel safe at home (non-Aboriginal: 91.1% and 0.9% respectively). Notably, 15.5 per cent of Aboriginal secondary students reported never feeling safe at home, compared to 4.2 per cent of primary school students.

When it comes to safety in their local community, 69.3 per cent of Aboriginal

children and young people in the North Metropolitan region reported feeling safe most or all of the time. This is consistent with non-Aboriginal students in the region (71.9%).

At the same time, a high proportion (7.1%) of Aboriginal students in the North Metropolitan region never feel safe in their local area (non-Aboriginal: 2.5%).

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 North Metropolitan region say about being safe and supported?

Supportive relationships

“I would like adults to know that we all have feelings, so don’t yell at children because that won’t help with whatever they are trying to them.”

(female, 12 year-old, Aboriginal)

“I think adults in general could be a little more understanding of the way kids feel, that they are still not fully matured therefore we struggle with things adults don’t. I think adults should be a bit considerate of that more.”

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

“Remind us that you aren’t a different species and that we can talk to you, Check up on us every now and then If we say nothings wrong and we look worried, push on.”

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

“That kids do go through a hard time and don’t tell anyone and you should always check up on them.”

(female, 15 year-old, Aboriginal)

▲▲ Be more open to our generation, as generations are different and values and customs are changing, don’t base everything off the generation you grew up in as it is not the same. ▼▼

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

“Yelling at kids and treating them with anything less than equal respect is just damaging and ruining your relationships. If your not willing to have conversations with students and kids and just opt to pull the I told you so card, your just making life harder. Parents need to be taught these skills to reduce strain and stress on the students.”

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

Feeling unsafe

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

“My mum and dad fighting and my sister and mum fighting.”

(female, 9 year-old, Aboriginal)

“My brother when he threatens to do something to me if I don’t give him something or tell my mum or dad something that he would prefer to keep a secret from them.”

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

“I feel super safe at my home.”

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

“Old dudes sitting out the front of their houses watching you walk down the street.”

(female, 12 year-old, Aboriginal)

“...Feel unsafe around men that I don’t know and that stare at me and my friends.”

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

“Getting attacked by people at the train station.”

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

“Public transport, being alone with older people(strangers), men. This is due to being followed and harassed by boys and men many times.”

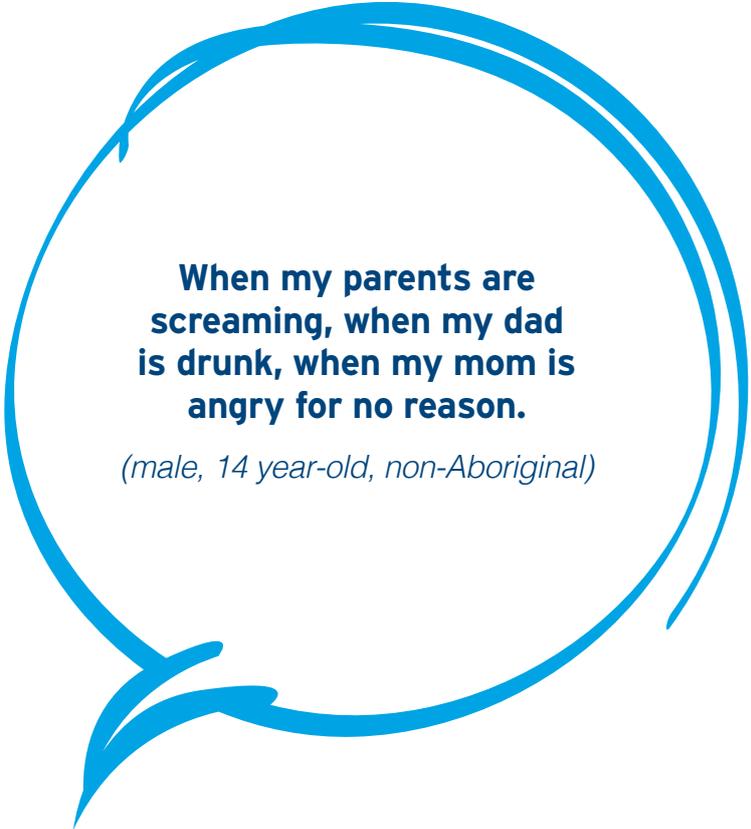
(female, 14 year-old, non-Aboriginal)

“I have had an incident in the past on a bus where I never thought I could speak up about but I was sexually assaulted by three men and no one including the driver did anything about it. So I made it my priority to get my licence so I never would have to put myself in a position like that again.”

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

■ ■ When I'm wearing an outfit that I liked and thought I looked good in, then men on the train or any where look at me as if I'm an objected with something they like the look of, I'm 17 and I have men my age and older (no age limit) looking at my breast like it is okay or have a man once again of any age touch my bum or stare at me or make a gross comment as I walk by or am near them... ■ ■

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



When my parents are screaming, when my dad is drunk, when my mom is angry for no reason.

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