



Commissioner for Children and Young People  
Western Australia

# Belonging Across Borders

Understanding the challenges faced by Culturally and Linguistically Diverse children and young people

Key findings from the WA Commissioner for Children and Young People's "Belonging Across Borders" Survey 2024



## Acknowledgement of Country

The Commissioner for Children and Young People proudly acknowledges and pays respects to the Traditional Custodians of the lands across Western Australia and acknowledges the Whadjuk people of the Noongar nation upon whose lands the Commissioner's office is located.

She recognises the continuing connection to culture, lands, skies and waters, families and communities for all the Aboriginal peoples. The Commissioner and her team also pay their respects to all Elders, past, present and emerging leaders. The Commissioner and her team recognise the knowledge, insights and capabilities of Aboriginal people, and pay respect to Aboriginal ways of knowing, being and doing.

## Who is the Commissioner for Children and Young People?

The Commissioner for Children and Young People (CCYP) has an important statutory role to monitor and review written laws, draft laws, policies, practices, and services affecting the wellbeing of children and young people under 18.

The Commissioner and staff are required to support vulnerable and disadvantaged Western Australian citizens, including children and young people from culturally and linguistically diverse (CaLD) backgrounds. She has a statutory duty to regularly consult with children and young people about issues that affect them and to promote the participation of children and young people in the making of decisions that affect their lives. The Commissioner also has the responsibility to encourage government and non-government agencies to seek the participation of children and young people in their work.

More information about the Commissioner and the work of her office is available from: [ccyp.wa.gov.au](http://ccyp.wa.gov.au).

## A note about language

For the purposes of this report, the term 'Aboriginal' encompasses Western Australia's diverse language groups and recognises Torres Strait Islanders who live in Western Australia. The use of the term 'Aboriginal' in this way is not intended to imply equivalence between Aboriginal and Torres Strait Islander cultures, although similarities do exist.

## Disclaimer

This report has been prepared by the Commissioner for Children and Young People and is intended to provide the views of the children and young people who participated to the survey 'Belonging Across Borders' between April to June 2024. Any errors of omission or commission are the responsibility of the commissioner for Children and Young People. A selection of quotations is included in this report on the relevant topics. The quotations are generally unedited to ensure the voice of the child or young person is authentically represented. Editing has only been done where necessary for clarity, understanding or for confidentiality.

## Alternative formats

On request, large print or alternative formats can be obtained from  
Commissioner of Children and Young People  
Level 1, Albert Facey House, 469 Wellington St, Perth WA 6000  
Telephone: (08) 6213 2297  
Freecall: 1800 072 444  
Email: [info@ccyp.wa.gov.au](mailto:info@ccyp.wa.gov.au)  
Web: [ccyp.wa.gov.au](http://ccyp.wa.gov.au)

ISBN: 978-1-7636912-1-6



# Message from the Commissioner



All children and young people have the right to be loved, to belong, to feel safe and respected for who they are. They have the right to be healthy and educated, to be able to access the services they need to thrive, to live a life free from discrimination and harassment, and to be able to have their views and opinions heard in the decisions that affect them.

These rights are supported by the United Nations Convention on the Rights of the Child. According to this convention, it is acknowledged that every child or young person, irrespective of their ethnicity or other forms of diversity, should have equal access to these fundamental rights.

This is especially important in Western Australia as we live in an incredibly diverse and multicultural population, with almost 15 per cent of the State's young people born overseas, whilst many others are the first generation born in Australia coming from culturally and linguistically diverse (CaLD) backgrounds.

Recognising that such a large portion of Western Australian young people are from CaLD backgrounds, it was crucial to better understand their experiences of moving to and living in Australia. Through their shared experiences WA will be able to improve programs, and services for CaLD young people in our state.

We know many families migrating to Australia have lived through a variety of experiences including poverty, war, homelessness and loss of family. Children and young people therefore have the great need for culturally responsive mental health services. They also need support in feeling safe in their new environment – at home and in the community.

Whilst various studies have examined developmental outcomes of young people who have immigrated to WA or are from CaLD backgrounds, there are few studies which have explored young people's experiences on immigrating to and living in WA.

My office sought to fill that gap by gathering the real-life stories of our young people through our 'Belonging Across Borders' survey. This statewide, anonymous online survey was accessible to anyone in Western Australia under the age of 18 for a duration of six weeks, from April 19, 2024, to June 4, 2024.

Participants were invited to share their experiences on the challenges and highlights of immigrating to WA. I am delighted to present the key findings from this survey and hope these results serve as valuable insights for policymakers, educators, and community leaders as they work to address challenges and implement initiatives that align with the expressed needs and priorities of culturally and linguistically diverse young Western Australians.



**Jacqueline McGowan-Jones**  
**Commissioner for Children and Young People WA**

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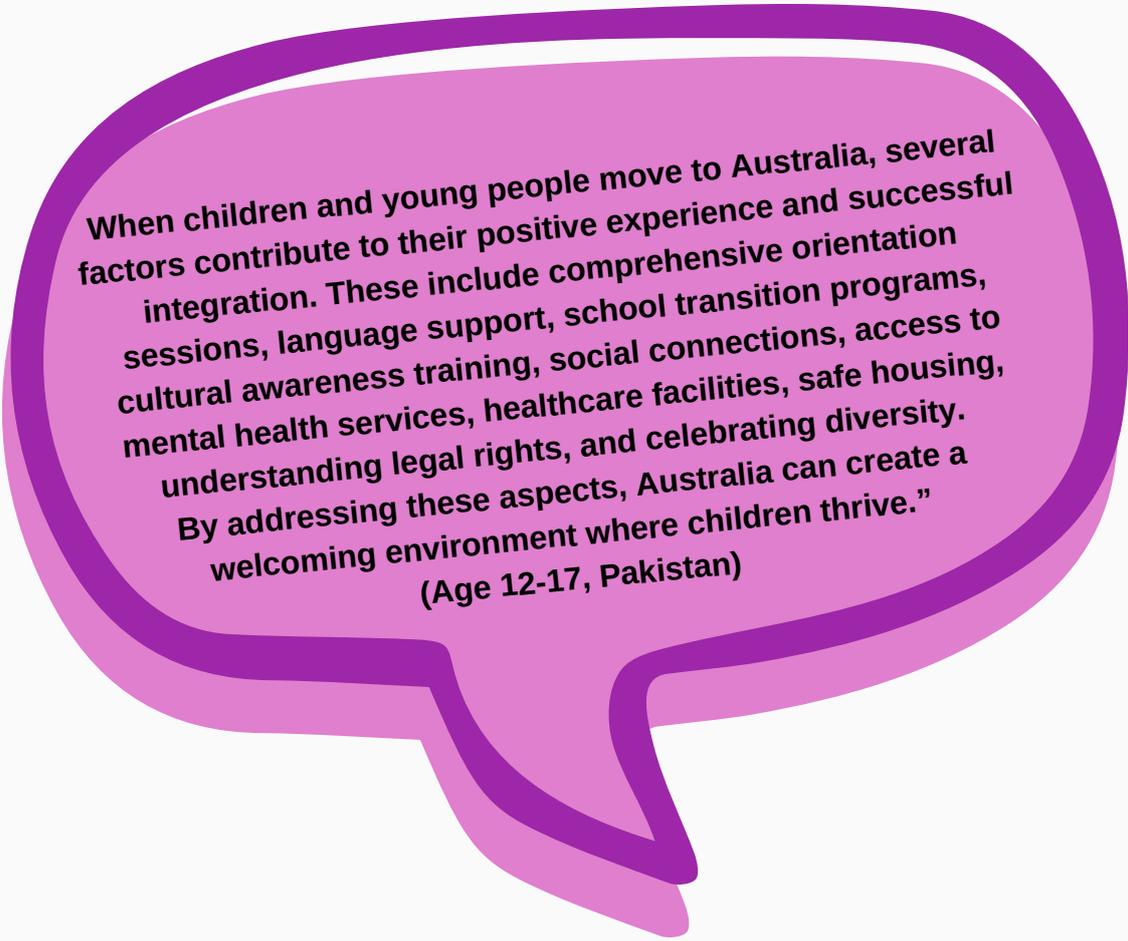
# What is the 'Belonging Across Borders' survey?

The 'Belonging Across Borders' survey was developed to provide an opportunity for WA children and young people from CaLD backgrounds to share their experiences on the challenges and highlights of immigrating to and living in Australia, as well as their opinions on what support services they would have found useful.

When we refer to children and young people from CaLD backgrounds, these are children and young people who may have been born in another country and immigrated to Australia, or who may have been born in Australia but they use a language other than English as their main language at home.<sup>1</sup>

The CCYP 'Belonging Across Borders' survey was accessible to all Western Australian children and young people under the age of 18. The responses to the survey yielded invaluable insights into the experiences of children and young people from CaLD backgrounds in WA.

It is our hope that the information gathered from this survey will serve as a guiding resource for the development of policies, allocation of resources, and implementation of practices that support young people immigrating to WA. By prioritising the voices and perspectives of children and young people, we aim to shape a more inclusive and effective approach to welcoming young people from diverse backgrounds when moving to WA.



**When children and young people move to Australia, several factors contribute to their positive experience and successful integration. These include comprehensive orientation sessions, language support, school transition programs, cultural awareness training, social connections, access to mental health services, healthcare facilities, safe housing, understanding legal rights, and celebrating diversity. By addressing these aspects, Australia can create a welcoming environment where children thrive.”**  
(Age 12-17, Pakistan)

<sup>1</sup>- Pham, T.T.L., Berecki-Gisolf, J., Clapperton, A., O'Brien, K.S., Liu, S. and Gibson, K. (2021). Definitions of Culturally and Linguistically Diverse (CaLD): A Literature Review of Epidemiological Research in Australia. *International Journal of Environmental Research and Public Health*, 18(2), pp.1-23. doi:<https://doi.org/10.3390/ijerph18020737>.

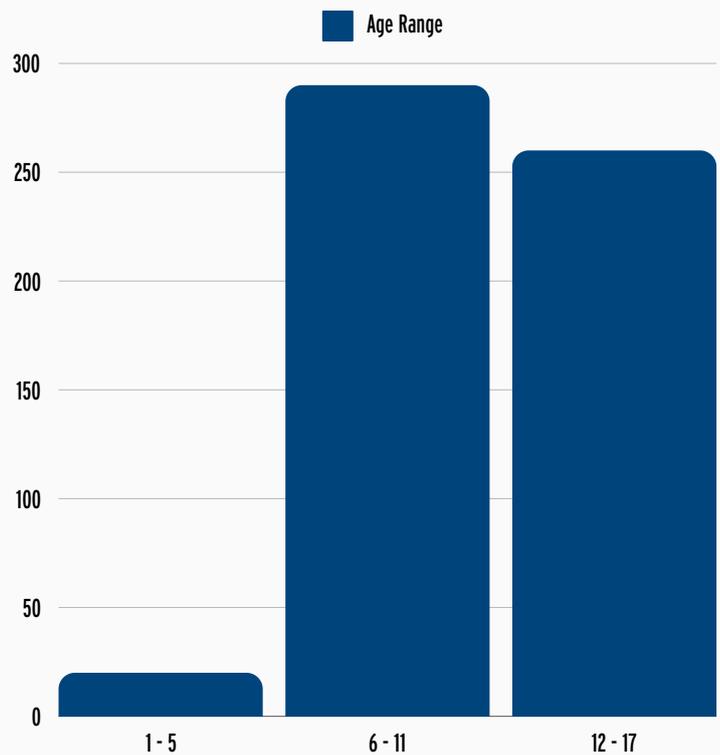
# Profile of participants

With the support of key stakeholders, the survey reached more than 1000 young people from across WA, with 576 complete responses.

We have analysed the answers to demographic questions regarding age range, Country of Birth, age they moved to Australia if they were born overseas, and number of languages spoken, to understand the diversity of our participants.

## Age range

The survey was open to all young people aged 17 years and under, however, the vast majority of participants were aged 6-17. Of the 576 participants, 51 percent were aged between 6-11, whilst 46 percent were aged between 12-17. Only 18 were aged 1-5, who were assisted in completing the survey.



## Country of birth

More than half of the participants (53%) were born in Australia, whilst the other 47 percent of participants represented 67 other countries. The countries next most represented were Vietnam, Philippines, Kenya, and India.



Australia  
303



Vietnam  
22



Philippines  
20



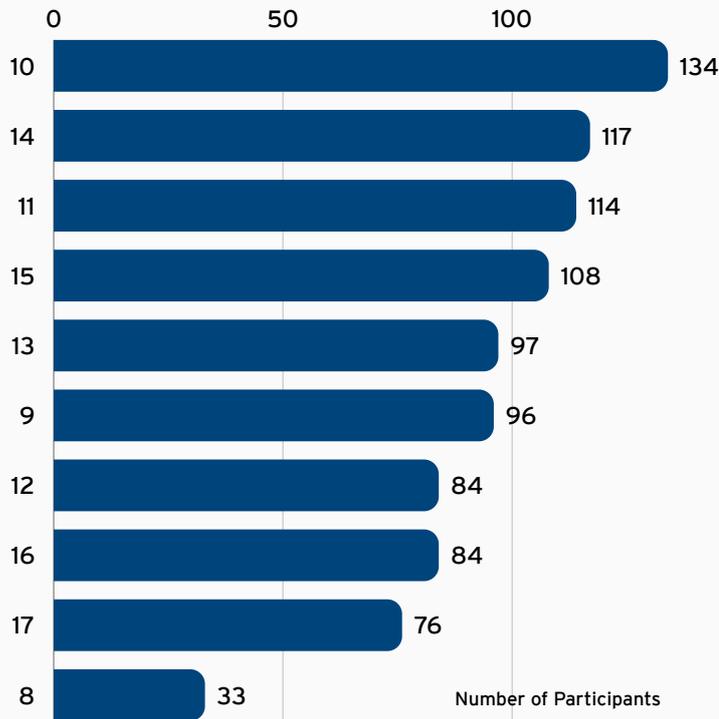
Kenya  
17



India  
13

# Age they arrived in Australia

Chart 1: Survey respondents according to age



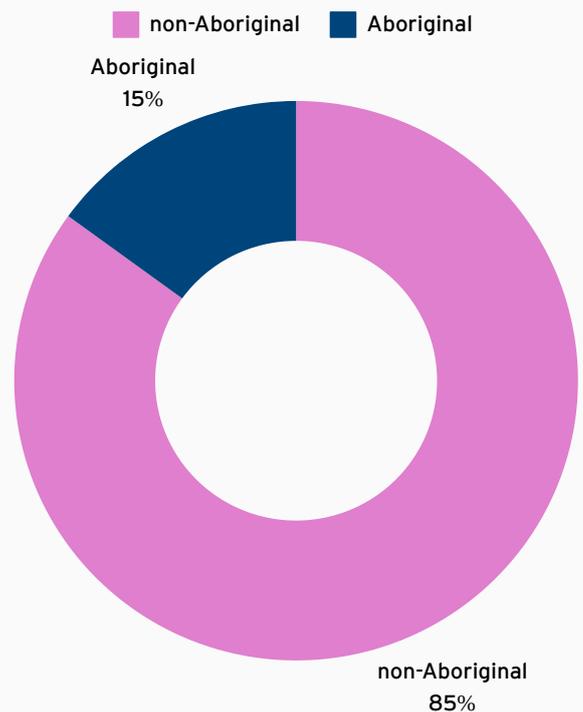
All participants were asked at what age they arrived in Australia, as 314 identified they arrived in Australia when they were 0, and 303 were born in Australia this means that 11 moved to Australia in their first year of life.

Of the remaining participants, slightly more than half arrived during ages 1-10 (147, 26%), compared to those who arrived aged 11-17 (115, 20%).

# Number of languages spoken

The majority of participants identified being able to speak two languages (49%), whilst 27 percent of participants spoke one language, and 24 percent were able to speak three or more languages.

Chart 2: Survey respondents by Aboriginal status



# Data collection and analysis

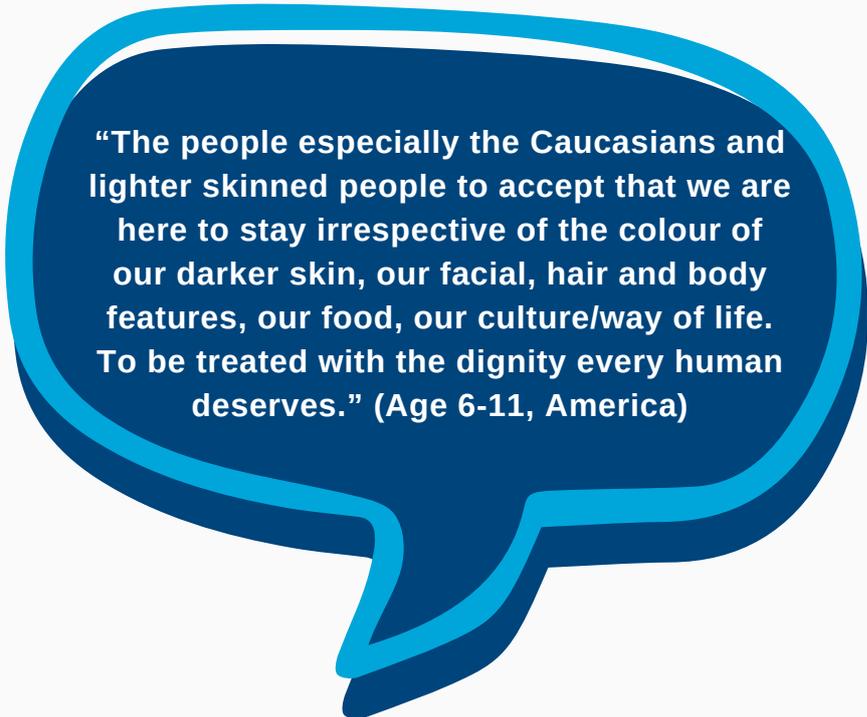
Data was collected via a survey during April 19, 2024, to June 4, 2024. All responses were provided anonymously as the information and data collected was de-identified. The survey was promoted via social media, the CCYP website and sharing the link to schools who have reported having large numbers of CaLD students.

To ensure we obtained responses from children with CaLD backgrounds, the beginning of the survey asked for responses from those who had 'moved to Australia, and those who were born here, but their parents are from overseas'.

Participants were asked to identify if they were aged between 1-5, 6-11, or 12-17. They were then asked demographic questions relating to their country of birth, and the number of languages spoken, followed by several open-ended questions. These questions allowed them to share their experiences regarding what they enjoyed and disliked about Australia, aspects they were missing from their country of birth, and what supports they thought would be helpful to children and young people moving to WA.

More than 1000 young people accessed the survey, however, responses which had failed to complete any of the qualitative questions were deemed incomplete and removed, leaving 576 completed responses. These responses were used for the final overarching thematic analyses.

Microsoft Excel and Power BI were used to analyse the quantitative data. This report is the product of careful review and analyses of results from the open-text questions, which have undergone a thematic data analysis, using Excel, to identify the key themes that emerged from responses, including direct quotes from participants.

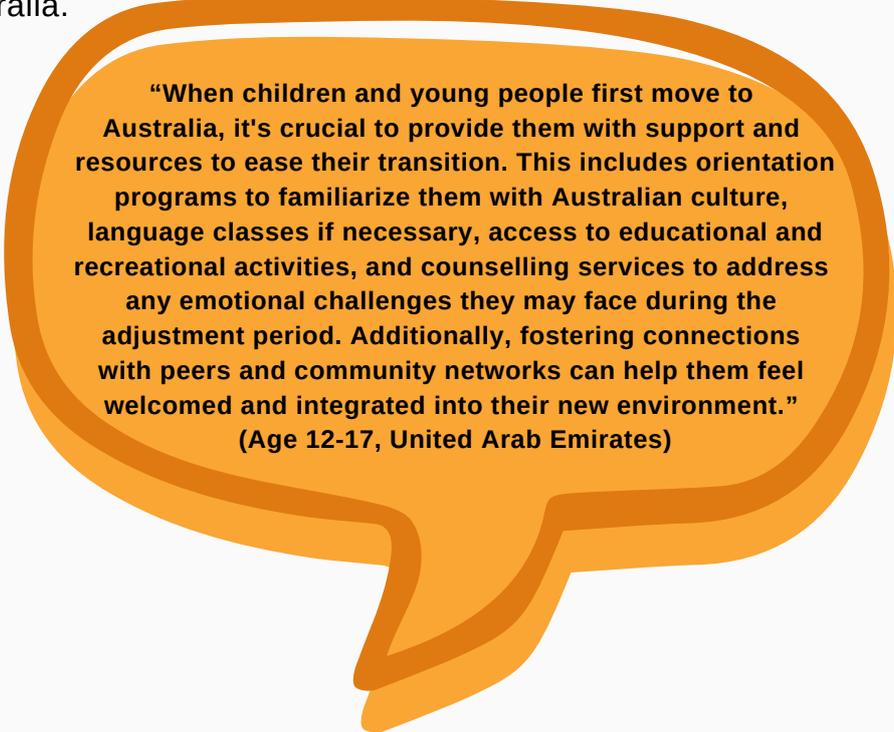


**“The people especially the Caucasians and lighter skinned people to accept that we are here to stay irrespective of the colour of our darker skin, our facial, hair and body features, our food, our culture/way of life. To be treated with the dignity every human deserves.” (Age 6-11, America)**

# How can we support children and young people from CaLD backgrounds?

Relocating to a new country is an incredibly difficult experience for anyone, with stressors experienced during the migration, settlement, and integration processes. These challenges are known as considerable risk factors for the development of mental health issues.<sup>2,3</sup> However, this can be especially difficult for children and young people who have to learn about an entirely new culture, language, and way of life, whilst going through a pivotal developmental period. Therefore, the supports and resources available upon their arrival and as they are integrating into a new culture are of the utmost importance. Research has shown that factors at the individual, family, school, peer, and community level can influence the adjustment of young people when assimilating into a new country.<sup>4</sup> Whilst there are several organisations which offer support to migrants in Australia at these levels, these are not always known to those new to Australia who may be struggling with accessing basic necessities.

There are few studies which have explored children and young people's perspectives on what supports they would like to access or would recommend to other children and young people experiencing a significant relocation. Gaining children and young people's perspectives on supports available can help inform policy and resources that are provided to those new to Australia.



**“When children and young people first move to Australia, it's crucial to provide them with support and resources to ease their transition. This includes orientation programs to familiarize them with Australian culture, language classes if necessary, access to educational and recreational activities, and counselling services to address any emotional challenges they may face during the adjustment period. Additionally, fostering connections with peers and community networks can help them feel welcomed and integrated into their new environment.”**  
(Age 12-17, United Arab Emirates)

When participants were asked to discuss what they thought would be helpful for children and young people upon moving to Australia, and as they are growing up in Australia, five main themes emerged, “Friends and Community”, “Language and Education”, “Sharing Culture and Experiences”, and “Support Services”.

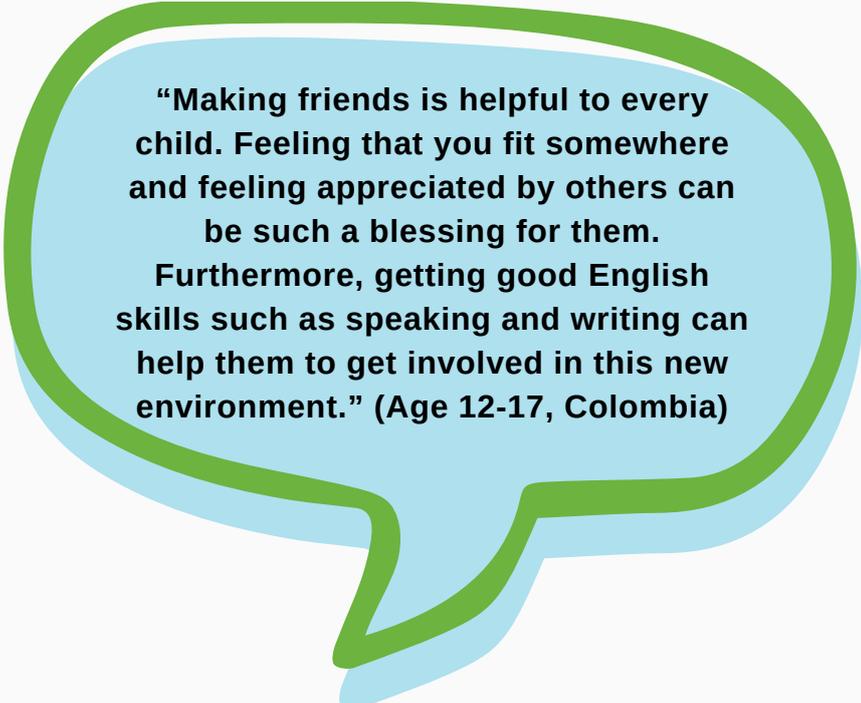
2- Mwanri, L., Fauk, N.K., Ziersch, A., Gesesew, H.A., Asa, G.A. and Ward, P.R., 2022. Post-migration stressors and mental health for African migrants in South Australia: a qualitative study. *International Journal of Environmental Research And Public Health*, 19(13), p.7914.

3 - International Organization for Migration. (2019). *World Migration Report 2020*. [online] [www.un-ilibrary.org](https://www.un-ilibrary.org/content/books/9789290687894). United Nations. Available at: <https://www.un-ilibrary.org/content/books/9789290687894>.

4 - Fazel, M., Reed, R.V., Panter-Brick, C. and Stein, A. (2012). Mental health of displaced and refugee children resettled in high-income countries: risk and protective factors. *The Lancet*, [online] 379(9812), pp.266-282. doi:[https://doi.org/10.1016/s0140-6736\(11\)60051-2](https://doi.org/10.1016/s0140-6736(11)60051-2).

## Friends and Community

187 participants identified the importance of having friends or social supports upon arriving in Australia. Building friendships were linked to numerous benefits, such as helping to learn English, and aiding with the feeling of fitting in and being part of the community. In particular, being able to learn from the experiences of other children and young people who have immigrated to Australia and were from a similar CaLD background so that they would be able to easily communicate and learn from their experiences. They also wanted to share their own experience with someone who would be able to empathise with them. Forms of social supports suggested included having a buddy, joining community groups and clubs.



**“Making friends is helpful to every child. Feeling that you fit somewhere and feeling appreciated by others can be such a blessing for them. Furthermore, getting good English skills such as speaking and writing can help them to get involved in this new environment.” (Age 12-17, Colombia)**



**“Opportunities to meet other people their age who have also immigrated to Australia and be able to form friendships with people who have similar experiences.” (Age 12-17, United Kingdom)**



**“A buddy who has immigrated who knows how it feels”. (Age 12-17, United Kingdom)**

Some children suggested this was both important for not only themselves, but also their parents. These children and young people also recognise that their parents may also not be familiar with the communication, location, or have social supports available, and need assistance. Parental health and wellbeing are significantly influential factors for their children’s mental health and wellbeing.<sup>5</sup> Ensuring the parents are well supported and have access to services will have positive flow on effects for their children.

**“Support networks - for the children AND the parents”  
(Age 6-11, United Kingdom)**

**“Learning about Australia, being put in contact with families with kids in the same area the same age. Like mothers groups, when children are born.”  
(Parent of child aged 1-5, Australia)**

**“Maybe someone that’s from their country to come and help them settle or anyone. Especially young mothers with kids so they don’t struggle. But just to help them understand the culture here and how everything works.”  
(Age 12-17, Australia)**

More simply, having those in their community welcome those who were new to Australia was identified by numerous participants. It would help them feel more comfortable and accepted in Australia. It appears some of these children and young people may have experienced or observed racism and exclusion against people of colour, which has led to these suggestions.

**“Interact with everyone no matter what culture/color they are from and for others to help them settle in Australia.”  
(Age 12-17, Philippines)**

**“To not abuse them or affect them in any way for example being racist or physically abusing them. Instead make them feel at home and at peace.”  
(Age 6-11, Australia)**

Building friendships and community relationships remained an important support as children and young people grow in Australia. Building relationships is pivotal in developing a sense of belonging, which can be defined as “a subjective feeling that one is an integral part of their surrounding systems”. Many researchers agree that belonging is fundamental human need that influences various mental, physical, social, economic, and behavioural outcomes, and as such it is incredibly important for children and young people to develop a sense of belonging to help ensure healthy development.<sup>6</sup>

**To not try to fit in with the other not matter what others say, you just need to try and be yourself. Make sure to try your hardest in school or work but don't try too hard because it can affect your mental health and to make sure to save your brain for the future. Make sure to have as much fun as you can while you can, but don't make bad choices in life.”**  
(Age 12-17, Phillippines)

**“Join school, join community groups (sports, singing, dancing etc) and make lots and lots of friends!”**  
(Age 6-11, Australia)

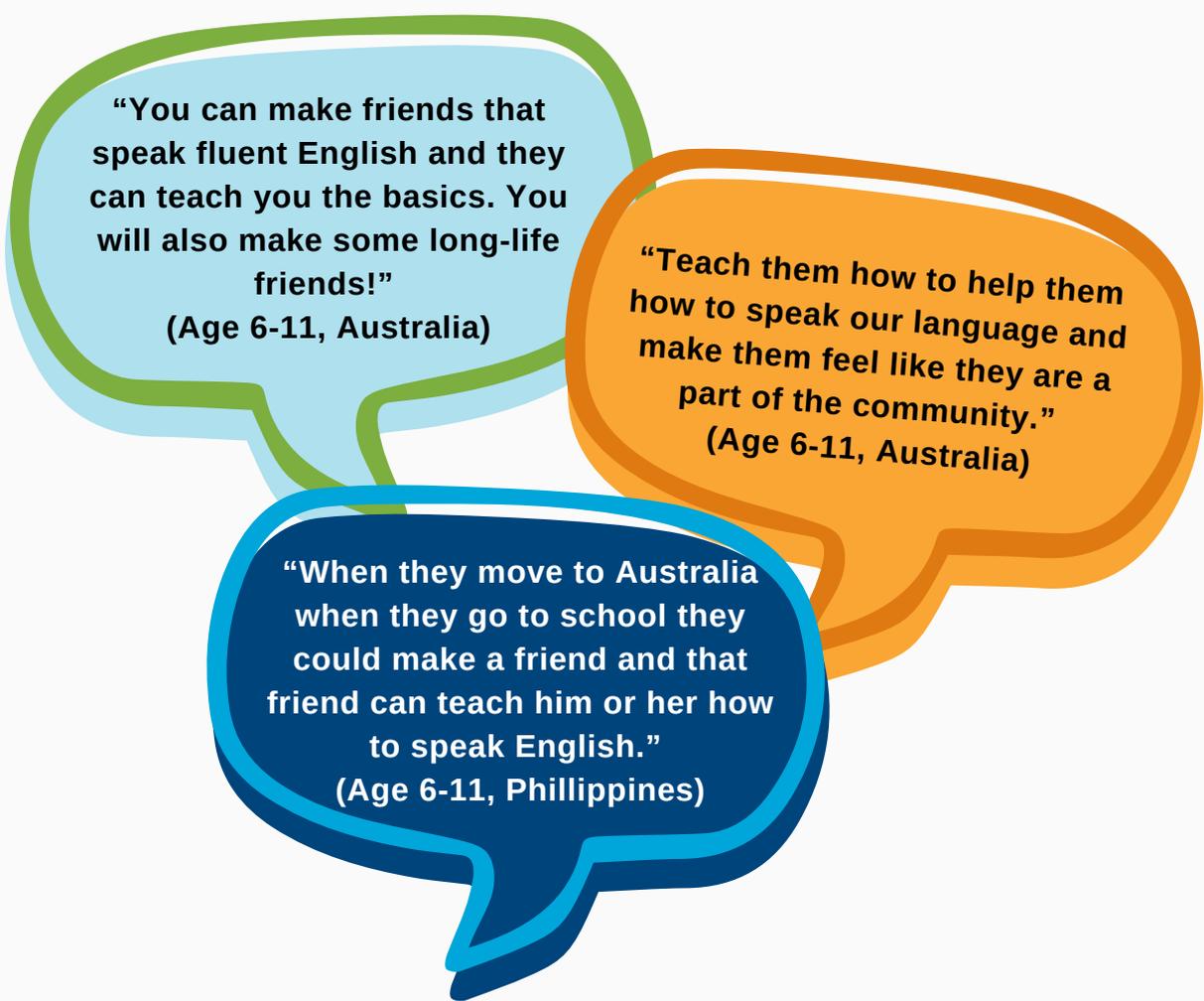
**“A group or community where they can talk with people that understand their journey and their struggles so kids can feel like they're not the only ones that aren't fully Australian. This would give people a real sense of belonging.”**  
(Age 12-17, England)

**“Encouraging participation in community events and volunteering can also help them develop a sense of belonging and civic engagement. Additionally, providing access to healthcare, including mental health support, ensures their overall well-being as they navigate adolescence and young adulthood in Australia.”**  
(Age 12-17, United Arab Emirates)

**Make them feel belonged and treat them as you would any other person no matter how they look or what type of accent they have.”**  
(Age 12-17, Australia)

## Language and Education

Language barriers or issues learning the local language are also associated with the development of mental health issues.<sup>7</sup> This is unsurprising, as being able to communicate is pivotal to building friendships, engaging with education, and being able to navigate in a new area. Language was also identified by our participants as a key issue, with suggestions relating to being able to speak English or have access to English classes/lessons being a frequent suggestion. Participants also suggested that by having friends from similar backgrounds, who they could communicate with in their first language, as well as in English would enable them to learn English faster and make them feel as though they are part of the community.



**“You can make friends that speak fluent English and they can teach you the basics. You will also make some long-life friends!”**  
(Age 6-11, Australia)

**“Teach them how to help them how to speak our language and make them feel like they are a part of the community.”**  
(Age 6-11, Australia)

**“When they move to Australia when they go to school they could make a friend and that friend can teach him or her how to speak English.”**  
(Age 6-11, Phillipines)

Practical suggestions and resource suggestions were also provided, such as being provided with free lessons, or apps that they are able to use help learn the language, or having access to a translator so they are able to learn and communicate as soon as they arrive. Schooling was identified as an important pathway to learning English, suggesting additional classes for those with CaLD backgrounds. Some participants also highlighted that learning Australian phrases and understanding the Australian accent may require additional focus, as certain phrases and colloquialisms were not covered within traditional classes.

**“Lessons for English”  
(Age 12-17, Russia)**

**“The children struggle understanding as the accent here is very hard to understand. So I wish people could give some free English class and time to get to know and understand Aussie English.” (Age 12-17, Bhutan)**

**“To have a personal English trainer, and instead of being in class with ordinary children, they should have 1 on 1s with an English trainer to improve English skills like talking. Once they have kind of got on board with English, they should move onto basic mathematics.”  
(Age 6-11, Australia)**

**“Language translation”  
(Age 12-17, Australia)**

Learning English was further discussed as an important aspect as children and young people develop, suggesting access to additional classes and supports to help develop language English language skills.

**“More open communication about other cultures in preschools/ kindergarten/ language learning programs which can be attended for free, perhaps after a school day. I grew up bilingual, almost trilingual, and sometimes I confused words and talking in the classroom sometimes wasn't enough to wrap my head around language.”  
(Age 12-17, Australia)**

A few responses also highlighted that the community should be patient with those who are new to Australia as dismissing someone due to language difficulties can make them feel more isolated. This echoes what recent literature which has found that immigrants who have arrived in Australia with less knowledge of English and fewer resources, had poorer educational outcomes, and face issues such as racism, trauma from cultural separation, and less social support.<sup>8</sup>

Considering these factors, schools should be more flexible and understanding with new students, taking into consideration their background, age, and other potential difficulties, to provide specific resources or additional supports to help them learn the language. These suggestions, provided by participants, may reflect their own experiences in learning English, and the supports they wish they had or that they had found helpful in their own learning.

**Children and young people should receive much more support from school systems. School systems are very rigid and do not allow for much flexibility in learning, meaning they also do not account for language barriers. Schools should provide English lessons to support students who do not speak the language to their standard, instead of expecting them to just "pick it up" themselves. Teachers need to be made away of the possible circumstances that lead to the move and should be much more accommodating, especially given how difficult it is to learn another language as a teenager."  
(Age 12-17, Australia)**

**"If they do not speak fluent English, we should stay patient with them as it is a new experience and when teachers or other people start getting impatient it makes them feel bad inside, instead we should respectfully correct them. If they do know fluent English, then we should try and teach them about Australia and the things that are important to know."  
(Age 12-17, Australia)**

**"Opportunity to study in great school of their choice, chance to finish their studies and have a good career that will help them to become successful."  
(Age 12-17, Phillippines)**

Children and young people reiterated the importance of education and having the opportunity to complete their studies, as they think forward to their future prospects such as entering higher education and obtaining successful careers.

Participants felt that more could be done by their teachers, the education system, the media, and the government to promote more inclusivity within the classroom and society, to ensure children from CaLD backgrounds are not excluded, isolated, or singled out for being different. Additionally, they want the opportunity to choose their school, and attend schools which are inclusive and recognise their cultural background, such as through more inclusive activities, learning about their culture, or religion.

**“Sensitising the local kids more to be inclusive of immigrant kids and not singling them out based on their race. Teachers should play a bigger role in this.”**  
(Age 6-11, India)

**“Government to support diverse culture for children when growing up both in childcare and schools i.e., language inclusion and integration in the community structure and amenities i.e., playground. Introduce policies that minimise racial profiling and more so bullying in school set up.”**  
(Parent of child aged 1-5, Australia)

**“As children and young people grow up in Australia, continued support in various aspects is essential for their well-being and development. This includes access to quality education, opportunities for extracurricular activities to explore their interests and talents, mentorship programs to guide them in their personal and academic growth, and ongoing support services to address any cultural or social challenges they may encounter.”**  
(Age 12-17, United Arab Emirates)

**“Having more inclusive activities in schools and public media that will assist in letting Australians know that children and youth from across borders may suffer culture shock also have programs that promote how to overcome the anxiety of knowing they are the minority.”**  
(Parent of child aged 1-5, Zimbabwe)

**“Being given chances to study their own language, religion and culture through school-based assessments so that they still have the knowledge of their own background.”**  
(Age 12-17, Pakistan)

## Sharing culture and experiences

As new residents to Australia may be quite surprised by the cultural differences and unfamiliar with their neighbourhood, and surrounds, it was suggested that supports in the form of a guide, or classes, could be helpful. These guides could aid immigrants to familiarise themselves with the new culture, and environment, and local facilities and activities. This would not only allow them to feel more confident in exploring and accessing services but may also help to make them feel more comfortable within their community.

**“Understanding and support as they may experience cultural change and culture shock.”**  
(Age 12-17, Australia)

**“To be engaged in social life of the community life, join the library, play groups etc.”**  
(Parent of child aged 1-5, Australia)

**“Playgroup, concerts, kids events like sports, multicultural gatherings, music, drama festivals like poetry, cultural dances competitions and religious activities like bible studies and singing.”**  
(Age 6-11, Australia)

**“Having people introduce the places and the rules in the area they are in.”**  
(Age 6-11, Phillipines)

**“Social activities for kids who may be from other countries to give them a chance to socialise with people who are in similar situations to them. Kids information area about Australia and fun things to do in the place they live. It’s like an information centre but focused on things that young people might enjoy.”**  
(Age 12-17, Kenya)

Taking part in clubs and programs were also highly recommended so that children and young people could learn and take part in Australian culture, such as playing sports, or attending classes where they may meet others from similar backgrounds. Suggesting that this would help them feel more connected with others and with their new home.

**"Tell them about Australia and greet them to this amazing country. Help them get to know the sports we play."  
(Age 6-11, Australia)**

**"Their families should be open and encouraged to join out of school communities that have programs and activities that keep children and youth engaged and learn more about Australian culture".  
(Parent of child aged 1-5, Zimbabwe)**

**"Support for them. Helping with anything needed, citizens new to Australia might know about life here or nothing about life here so even the little things being explain and providing help with everything."  
(Age 12-17, Australia)**

**"They could go to classes with fellow Australians and other immigrants to make friends and learn about the culture, language, popular places and the rules about Australia."  
(Age 12-17, Australia)**

Learning about and exploring Australian culture, nature, and wildlife, was suggested as a way to help those new to Australia to embrace the new culture and enjoy their life here.

**"Sports, art, friendship, English, and lots more things."  
(Age 6-11, Australia)**

**"Go to the beaches, travel around, meet new people, swim in the ocean, meet your neighbours... Have fun!"  
(Age 12-17, France)**

**"They can travel Australia and see all the landmarks and wildlife that live here."  
(Age 6-11, Australia)**

**"Discovering a new environment with different diversities all around the world in one country. It helps them blend into the society without the feeling of being judged by anyone or anything."  
(Age 12-17, Phillipines)**

However, retaining connection to their culture and country of birth was clearly important to many children and young people arriving in Australia who wanted to be accepted and welcomed for who they are. Including being able to share their culture with those born in Australia.

This was highlighted by one respondent who suggested harmony days or cultural education days to help share different cultures and cuisine and make it more normalised so that children from CaLD backgrounds aren't bullied for being different.

**"They should be able to have opportunities to further engage with their culture by furthering their knowledge in their languages and people of the same ethnicity."  
(Age 12-17, Ireland)**

**"Activities and social events that celebrate different cultures and nationalities so they still feel connected to their home."  
(Age 12-17, Kenya)**

**"To stay connected with your heritage and culture."  
(Age 12-17, Philippines)**

**"Not to mention feeling different and excluded isn't all that great. I know that "kids can be kids" but it's not a nice feeling to have your food mocked just because it isn't a vegemite sandwich like the other kids'. Perhaps bringing harmony days/ some education regarding culture to lower primary would allow children to be more open minded with things that are different to what they are used to?"  
(Age 12-17, Australia)**

## Support services

Several participants highlighted the need for more government support and access to services, such as financial support, shelter, medical aid, and child services. These suggestions were not only for children and young people, but for families immigrating to Australia. Having to move an entire family to Australia can be incredibly expensive, especially for refugees and those fleeing dangerous situations, where they have come to Australia without any money, furniture, or require medical help, needing immediate access to services. It is evident that these participants are aware of the struggles faced by their parents and those around them, which would also have considerable flow on effects for the children themselves.

**“Support networks. Access to childcare at a reasonable cost. Programs for relationship building between young children and older members of the community - as migrant children we often don't have grandparents close by.”**  
(Age 6-11, United Kingdom)

**“Affordable access to education, health services, personal development activities. Tell them about voting and having to vote at 18.”**  
(Age 1-5, Bhutan)

**“Government support and money.”**  
(Age 12-17, Sri Lanka)

**“Have higher paying for people under 18.”**  
(Age 12-17, Bhutan)

**“Having a specific place to go for the first night that people arrive in Australia. When I first moved here, we had to go to the shops and buy an air mattress with unknown currency and it was quite a struggle and when we arrived at our rental house there was absolutely nothing left for us to use. So, I think people could benefit from a centre where you stay the night, and you can ask questions on what you have to do when you leave the centre, like where to buy stuff currency explanations etc.”**  
(Age 12-17, England)

**“Give them homes, support.”**  
(Age 12-17, Mauritius)

Support services should be accommodating and able to communicate with those new to the country in their native language, or have access to additional supports for translation, so that those new to the country are able to understand the information being provided. Explanation regarding how the system works was also suggested, as participants lacked clarity regarding what they were eligible to access, if they required to apply through different means, and what medical support they are eligible for.

**“Much more support, especially for refugees/ families. I have friends whose parents barely speak English, so they have to speak for them. How difficult would it be for parents in that situation to raise a toddler? Perhaps they were forced out of their country, or do not have the money to pay for education to learn the language? There should be agencies to help immigrants who are struggling find houses and jobs IN THEIR NATIVE LANGUAGE, so it is easier to understand. While learning English is important it is just as important to preserve heritage and be able to comfortably settle into a new life.”**  
(Age 12-17, Australia)

**“Make people understanding how the school system works from childcare to university/else. Same for healthcare system (which doctor/dentist/hospital etc you have to go) and sports (as in Australia everything seems to be volunteer parent managed).”**  
(Age 6-11, Italy)

**“More information on how to do things as an international individual e.g. uni applications: the process for international students is different to Australian citizens but we weren’t told how to apply as an international student so it puts us in a weird situation because what we do is different from other people.”**  
(Age 12-17, Kenya)

Continuous care throughout their development was also suggested, including regular check ins for health and mental health, to ensure that children and young people were supported with their transition into a new country and culture.

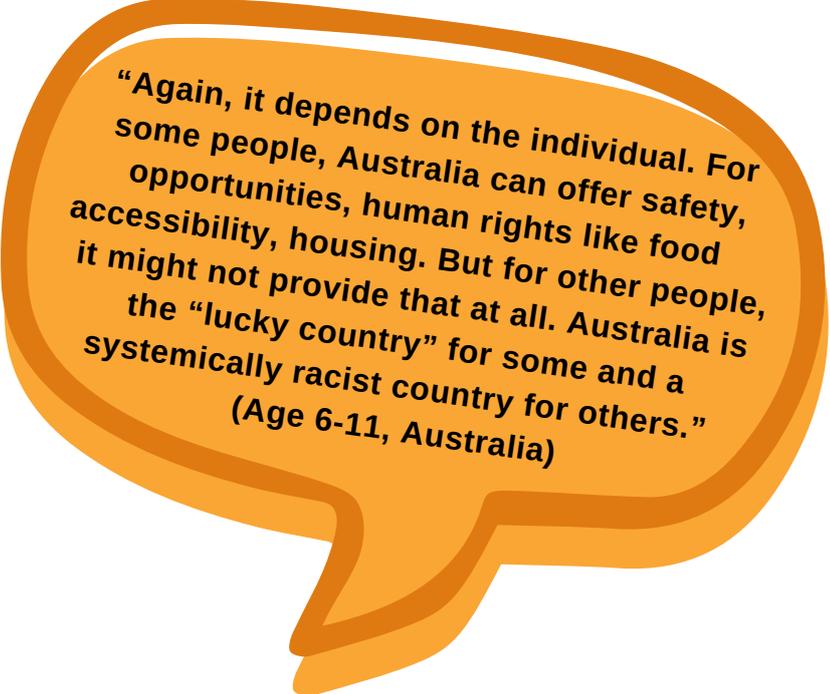
**“Regular check-ins to see how they are adjusting. Perhaps allocating a youth worker from school or something similar to have regular conversations with the children as it is quite easy to fall into an identity crisis when adjusting to a new culture.”  
(Age 12-17, Pakistan)**

**“When people arrive here with young kids not born here you do not know which are the options for mums' groups and child healthcare and periodical health checks. In Italy a kid needs to do checks with a paediatrician every 6 months and then every year until they are 12.”  
(Age 6-11, Italy)**

# Living In Australia: Highlights And Challenges

## What do they like and dislike about living in Australia?

Participants were asked separately about their likes and dislikes when living in Australia, however, surprisingly similar themes emerged. Whilst, education and opportunity, safety, the social and physical environment, and access to services were frequently highlighted as aspects they liked about Australia; racism, lack of safety, the environment, and cost of living were discussed as aspects they disliked about Australia. Children and young people's experience and views regarding Australia seem to significantly differ depending on level of access, number of supports, and the comparisons made to their country of birth.



***“Again, it depends on the individual. For some people, Australia can offer safety, opportunities, human rights like food accessibility, housing. But for other people, it might not provide that at all. Australia is the “lucky country” for some and a systemically racist country for others.”  
(Age 6-11, Australia)***

## Education and Opportunity

Participants were appreciative of the high standard of education, facilities, and supportive staff available in Australian schools, with some participants actively comparing it to their previous experience with schools in their country of birth. Further, completing their education was often associated with the opportunity to progress their education and prospect of diverse career options, indicating that these participants were clearly looking forward to building their lives in Australia.

**"the schools are very good and the teachers are kind and very understanding with a lot of things."**

**(Age 6-11, Australia)**

**"Diverse culture and many opportunities for young people."**

**(Age 12-17, Australia)**

**"The teacher here very enthusiastic, friendly."**

**(Age 12-17, Vietnam)**

**"Australia has a developed education facilities and schools are welcoming and diverse."**

**(Age 12-17, Sri Lanka)**

**"the education because it teaches way more than schools in the Philippines because in there they teach the same subjects over and over while over here you can choose what you want, and the classes are just better."**

**(Age 12-17, Philippines)**

**"The amazing opportunities Australia provides for many different aspects of life, the diverse community with people from all over the world coming to live in Australia and the amazing land and nature that is seen in this beautiful country."**

**(Age 12-17, Australia)**

**"Safe. Better education, better way of make living."**

**(Age 12-17, Afghanistan)**

**"More opportunities and career paths"**

**(Age 12-17, Afghanistan)**

**"Plenty of opportunities for career and study for children and grownups"**

**(Age 1-5, Zimbabwe)**

# Racism

Experiencing racism inherently contradicts the previous theme of opportunity, as racism involves discrimination and prejudice based on superficial characteristics,<sup>9</sup> suggesting that those who have experienced racism have experienced limited or been denied opportunities due to their background.

Unfortunately, many of our children and young people from CaLD backgrounds identified experiencing racism and exclusion when asked what they disliked about Australia. Racism was not only identified at the individual and community level, but also recognised at the systemic level in regard to access to educational and medical services, and our justice system. Despite Australia being a highly diverse nation, it is evident that improvements need to be made to ensure our children and young people feel welcomed and safe.

**“Systemic racism in the justice, medical, education systems etc. Homophobia. Transphobia. Extreme cost of living crisis. Rental crisis.”**  
(Age 6-11, Australia)

**“Having to tolerate racism, micro-aggressions and ignorance/ignorant comments from mostly white Australians. Finding out that the country was colonised, even though before coming you thought it was a good country and that the colonisers still don't want to fully acknowledge the owners of the land who they tortured for so long.(the voice referendum).”**  
(Age 12-17, Kenya)

**“If you're not fully Australian you can sometimes feel a bit excluded from things, like things people experienced as little kids growing up here. When you can't relate it makes you feel like you don't belong.”**  
(Age 12-17, England)

**“Discrimination, negative or derogatory comments, always being seen as different.”**  
(Age 12-17, United Kingdom)

<sup>9</sup>- Australian Human Rights Commission (2022). What Is Racism? [online] Australian Human Rights Commission. Available at: <https://humanrights.gov.au/our-work/race-discrimination/what-racism>.

## Safety

From the responses provided it is evident that some of our participants had left war torn countries, or countries with lax gun controls, as one of the most common responses regarding what they liked about Australia was feeling safe and not having to worry about violent conflicts. Surprisingly, those from CaLD backgrounds who were born in Australia were still very appreciative of the gun control laws, perhaps making comparison to other countries which are frequently in the media due to issues with gun safety and violence.



## Lack of Safety

Contrastingly, whilst some children and young people felt as though Australia was safer than their country of birth, many others highlighted the lack of safety and rising crimes and violence as a concern. Recent events, such as the attack on the Bishop in a Sydney church, were raised as examples, demonstrating that children and young people are keeping up to date with current events, and that these events are affecting their feelings of safety. These findings align with our 2021 Speak Out Survey findings, in which less than one third of children and young people reported feeling safe in their community.<sup>10</sup> Safety is a critical aspect of children’s subjective wellbeing, meaning how they view their lives. If children don’t feel safe in their homes, schools, or communities this can then negatively influence their overall wellbeing and quality of life.<sup>11</sup>

10- Commissioner for Children and Young People 2021, Speaking Out Survey 2021. The views of WA children and young people on their wellbeing – a summary report, Commissioner for Children and Young People WA 2021.

11- González-Carrasco, M., Casas, F., Ben-Arieh, A., Savahl, S. and Tiliouine, H. (2018). Children’s Perspectives and Evaluations of Safety in Diverse Settings and Their Subjective Well-Being: A Multi-National Approach. *Applied Research in Quality of Life*, 14(2), pp.309-334. doi:<https://doi.org/10.1007/s11482-018-9594-3>.

**“Constant violence like stabbing and burglary, for example, in Sydney the bishop got stabbed, Bondi junction. It just doesn’t feel safe when you go places anymore.”**  
(Age 6-11, Australia)

**“The crimes and the Karens in Australia.”**  
(Age 6-11, Australia)

**“The safety. There’s a lot more criminals, attacks (and maybe robberies) here.”**  
(Age 12-17, Vietnam)

**“Sometimes very bad things can happen (crime etc). Sometimes places can be very polluted. If you go to a very populated area like the city or city beaches you might get lost.”**  
(Age 6-11, Australia)

**“Probably the fact you can get in the wrong crowds like really easily and the amount of underaged illegal activities and violence.”**  
(Age 12-17, Kenya)

## Social and Physical environment

The diversity in both the communities and nature was greatly valued by participants, who enjoyed being able to explore the beaches, wildlife, and scenery, as well as engaging with people from many different cultures and backgrounds. These responses reflect numerous studies which have demonstrated that engagement with community spaces and nature is associated with numerous benefits to health, mental health, and feelings of belonging. Especially for those from ethnic minorities or refugees, as it can facilitate relationship building and social connections with others in a shared space.<sup>12, 13</sup>

**“It’s a great country with amazing temperature along with it being accepting of other cultures and having a safe great community.”**  
(Age 12-17, Australia)

**“It is a very safe and clean space. I love how Australia is very nature-based like people love being in touch with the beach or camping and I think that’s really cool.”** (Age 12-17, England)

12- Dyg, P., Christensen, S. and Peterson, C. (n.d.). Community gardens and wellbeing amongst vulnerable populations: a thematic review. [online] Available at: <https://www.greencarenetvaerk.dk/wp-content/uploads/2019/01/Review-Community-gardens-and-wellbeing-amongst-vulnerable-populations.pdf>.

13- Jimenez, M.P. (2021). Associations between Nature Exposure and Health: a Review of the Evidence. *International Journal of Environmental Research and Public Health*, [online] 18(9), p.4790. doi:<https://doi.org/10.3390/ijerph18094790>.

**"I like the nature and scenery at night. The stars shine so brightly here and it's really pretty. The amount of nature here is beautiful and the parks here are very nice."  
(Age 12-17, Singapore)**

**"The beaches, the beautiful horizon, people from many different countries."  
(Age 12-17, Myanmar)**

**"Diverse culture, state of the art schools, hospitals and lifestyles."  
(Age 6-11, Pakistan)**

**"Is it nice and calm and a lot of nature, bush walks and a lot of interesting things to explore."  
(Age 6-11, Australia)**

However, Australia's reputation for unrelenting heat and dangerous animals was substantiated by some of our children and young people, with many responses highlighting the heat as something they disliked about Australia, alongside their fear of encountering insects and deadly animals.

**"Heat, dangerous animals and insects (example: Insects: Redback spider, Animals: Snakes)."  
(Age 12-17, France)**

**"Too hot."  
(Age 6-11, Sierra Leone)**

**"It's hot and deadly animals everywhere."  
(Age 6-11, Australia)**

**"It gets really hot."  
(Age 12-17, Chile)**

**"The wildlife."  
(Sudan)**

**"When it's hot it can be sticky and uncomfortable, also the bugs can be annoying and a bit scary at night."  
(Age 6-11, Australia)**

**"The thing that is not so good is that if you like winter and rain then it does not really rain as much as it is sunny."  
(Age 6-11, Australia)**

**"When it's hot it can be sticky and uncomfortable, also the bugs can be annoying and a bit scary at night."  
(Age 6-11, Australia)**

**"Too hot in the summer."  
(Age 6-11, Canada)**

## Access to services

Access to basic needs such as clean food, water, and shelter was highlighted as one of the positives of living in Australia, demonstrating that some of our children and young people have arrived from third world countries where they may have struggled to obtain basic goods. Australia's health care system and education system were also praised for their high quality and accessibility. Some participants even compared our health care system to other countries, which may indicate that they were unable to easily access medical aid in their country of birth.

**"clean roads, less pollution, better housing, schools, parks."  
(Age 6-11, India)**

**"Good healthcare, school and amenities."  
(Age 1-5, Kenya)**

**"Good security, good health and good education."  
(Age 6-11, Australia)**

**"Diverse culture, state of the art schools, hospitals and lifestyles."  
(6-11, Pakistan)**

**"Australia is the one of the countries with best in healthcare and is one among the countries when it comes to education system is excellent."  
(Age 6-11, Zambia)**

**"When you pay taxes then they take your part of your taxes to the hospital so when you go to the hospital it's free."  
(Age 6-11, Australia)**

**"Australia's health system is a lot better and more privileged than other places. Australia also has strict laws, making it a better and safer place. Australia is also a mix of different types of cultures."  
(Age 12-17, Australia)**

**"You would have food, water and a house to live in and enjoy life, you could also go to restaurants and have breakfast, lunch or dinner there. There is lots of things to enjoy in Australia."  
(Age 6-11, Australia)**

## Cost of Living

Children and young people are feeling the stress of the increased cost of living in Australia, identifying how many people are struggling to afford basic necessities. The housing and rental crisis was also discussed by several participants. These answers may indicate that their families may be experiencing stress due to the cost-of-living crisis or are struggling to find housing, or perhaps something they are concerned about in their own future when they attempt to live independently.

Understandably, financial stress places a large amount of pressure on parents. Parental stress can negatively impact parent-child interactions, and worsen child outcomes such as academic achievement, externalising behaviours,<sup>14</sup> and emotional coping skills.<sup>15</sup> Financial stress can also limit access to goods and services, and activities,<sup>16</sup> which can hinder these outcomes further. Furthermore, children who may come from families facing financial security report having to go without or withdraw from social events and interactions as to not put financial pressure on their parents.<sup>17</sup> This may have implications for their ability to build friendships, and therefore, to develop their sense of belonging within the community.

**“Australia can be really expensive to go to, or to live in. Fees and groceries can be too much, so some people can’t afford food or water.”**  
(Age 6-11, Australia)

**“amount of tax you have to pay.”**  
(Age 12-17, Bhutan)

**“The prices for everything and the rent for a home or apartment.”**  
(Age 6-11, Australia)

**“A lot of the things are very expensive in Australia unlike other countries.”**  
(Age 6-11, Australia)

**“Inflation and the cost of living. Especially for younger generations.”**  
(Age 12-17, Philippines)

14- Lee, C.-Y.S., Lee, J. and August, G.J. (2011). Financial Stress, Parental Depressive Symptoms, Parenting Practices, and Children’s Externalizing Problem Behaviors: Underlying Processes. *Family Relations*, 60(4), pp.476-490. doi:<https://doi.org/10.1111/j.1741-3729.2011.00656.x>.

15- Olson, S.L., Choe, D.E. and Sameroff, A.J. (2017). Trajectories of child externalizing problems between ages 3 and 10 years: Contributions of children’s early effortful control, theory of mind, and parenting experiences. *Development and Psychopathology*, 29(4), pp.1333-1351. doi:<https://doi.org/10.1017/s095457941700030x>.

16- Wolf, S. and Morrissey, T. (2017). Economic Instability, Food Insecurity, and Child Health in the Wake of the Great Recession. *Social Service Review*, 91(3), pp.534-570. doi:<https://doi.org/10.1086/694111>.

17- Butler, R. (2016). Children making sense of economic insecurity: Facework, fairness and belonging. *Journal of Sociology*, 53(1), pp.94-109. doi:<https://doi.org/10.1177/1440783316630113>.

**"Rent is a huge problem at the moment. It's hard to find a place to live, let alone stay in it for very long."  
(Age 6-11, Japan)**

**"Too expensive everything however salaries are not increasing. Accommodation issues. No payments from government side to parents which covers 50 percent cost of living and education."  
(Age 1-5, Australia)**

**"the cost of living."  
(Age 12-17, India)**

**"The inflation has gone up by a lot, so a lot of things are really expensive these days such as the groceries you buy everyday would be very expensive."  
(Age 6-11, Australia)**

**"It has gotten a bit expensive to buy everyday products."  
(Age 12-17, Ghana)**

**"The housing problems to find a house with the market going up in houses and the amount of houses being able for people to buy and rent!!"  
(Age 6-11, Australia)**

**"The inflation."  
(Age 12-17, India)**

Clean food, water, shelter, education, and health care are rights that all children and young people should have access to, however, the current cost of living crisis may be significantly impacting our children and young people's ability to access these resources indicating that additional supports are needed.

# What they miss from their country of birth

## Family and friends

Understandably, many participants missed their family and friends that live in different countries. Participants also noted that as Australia is an isolated and remote country, it is not feasible to travel to see their families and friends frequently.

**"I really miss my family, my dog, my house and my school and friends."  
(Age 12-17, Chile)**

**"Spending more time with family or kids. Living without fear of children being bullied."  
(Age 1-5, Australia)**

**"I was born in London, but I am not English I am half Spanish. I miss being able to fly 2 hours from London to Spain and be able to see my grandma, grandpa, aunty and uncle etc. I also miss being able to see more Spanish people at School."  
(Age 12-17, England)**

**"My family. It is harder to be here as all countries are so far from Australia."  
(Age 12-17, Australia)**

## Culture

Understandably, many participants missed their family and friends that live in different countries. Participants also noted that as Australia is an isolated and remote country, it is not feasible to travel to see their families and friends frequently.

**"Friends Family Food."  
(Age 12-17, Vietnam)**

**"My family and the food."  
(Age 12-17, United Arab Emirates)**

**"Food from my country."  
(Age 12-17, China)**

**"The sense of community  
with people who shared very  
similar ideas and opinions to  
me."  
(Age 12-17, Pakistan)**

**"Food, here the food is not  
really good, culture, here  
you don't have a really  
strong culture and way of  
living."  
(Age 12-17, Brazil)**

**"The food, some of my friends.  
The nice neighbours, the nice  
farmland crop, it was so  
juicy!"  
(Age 6-11, Thailand)**

**"Local festivals, friends and family.  
Since Australia is more developed  
and has more immigrant population  
and has more immigrant population  
over East coast, it's not that bad but  
in other parts it gets quite lonely  
living in Australia."  
(Age 6-11, India)**

**"Australia is the one of the  
countries with best in healthcare  
and is one among the countries  
when it comes to education  
system is excellent."  
(Age 6-11, Zambia)**

**"Being able to be treated with dignity like  
every other persons; I miss being able to get  
and eat my native food while at school  
without teachers and other kids saying my in  
fact healthier food is messy. I miss going to  
the park and having other kids play with me  
without thinking twice or being stopped by  
their parents"  
(Age 6-11, America)**

**"The culture of unity  
and sense of belonging."  
(Age 12-17, Fiji)**

# Sources of pride

Participants were most proud of the new friendships they had made, as well as their own personal developments such as their education, learning English, and skills in extracurricular activities such as sports. These children and young people have clearly managed to adapt and make their own lives here in Australia.

## Family progress and their new friendships

Participants were most proud of the new friendships they had developed with other children and young people. Not only were they proud of the social relationships that they had made themselves, but also of the achievements and progress of their family members, for example, making the decision to move, and starting a new career.

*"My Mum has done a career change she always wanted and can work and take care of us easily. We are a happy family and my parents tell us it is possible to achieve our dreams."  
(Age 1-5, Zimbabwe)*

*"Having supportive relationships with family and friends Resilience and overcoming challenges Providing positive impacts to others."  
(Age 12-17, Kenya)*

*"I'm proud that I live in a safe country and I'm glad my parents made that possible."  
(Age 6-11, Australia)*

*"I have lots of healthy friendships, I'm doing well in school, and I get excellent grades."  
(Age 6-11, Australia)*

*"I have good friends, and a really good social connection with people. I'm proud of my friends."  
(Age 12-17, Iran)*

*"I love all of my friends that have moved here to Australia either before me or after me and I'm very proud of which school I go to, my parents and friends."  
(Age 12-17, United Arab Emirates)*

*"My mum I am proud of my mum and dad and how they try so hard to make our livings loving and safe they always appreciate everything we do for them."  
(Age 6-11, Australia)*

## Achievement

Participants were most proud of the new friendships they had developed with other children and young people. Not only were they proud of the social relationships that they had made themselves, but also of the achievements and progress of their family members, for example, making the decision to move, and starting a new career.

**“my marks are better than before and I am proud of that.” (Age 12-17, Bhutan)**

**“My school, my academics, my English, my friends, siblings.”  
(Age 12-17, Ireland)**

**“That I’m going to be the first child in my family to go university and I’m doing ATAR.”  
(Age 12-17, Mauritius)**

**“Learning English and meeting new friends.”  
(Age 6-11, Serbia)**

**“I’m proud of my ability to work hard and aspire to go to university if I success I will be the first in my family and I am proud of doing well at school despite coming from a low socioeconomic area and a school with a not good reputation and extenuating family and home life circumstances that make becoming successful harder , as well as aspiring for a good career despite not really having support.”  
(Age 12-17, Australia)**

Achievements and improvements in other areas such as sports, hobbies, and helping their family were also noted.

**"I'm proud of my drawing I draw at home for myself or parents and I'm proud of how I wash the dishes and do my AR quizzes for school. I'm also proud of helping my mum bring the clothes in from outside in the backyard."  
(Age 6-11, Australia)**

**"I'm proud of being an amazing friend and netball and cricket player. But I'm most proud of being a supportive, kind Aussie from Perth Australia".  
(Age 6-11, Australia)**

**"I can say school is going well and am enjoying. am proud of one thing, am able to communicate with Australian very well compared with day arrived in Australia.  
Netball career."  
(Age 6-11, Zambia)**

# Conclusion and policy recommendations

We would like to thank the children and young people who completed our survey. We appreciate the time and effort they dedicated to sharing their experiences of moving to and living in Australia. By completing the 'Belonging Across Borders' survey they have provided us with invaluable insights and have helped us better understand the challenges and opportunities experienced by Western Australian children and young people from CaLD backgrounds.

The key findings in our survey indicate that government and other social services could support improved integration in the following three areas:

## Language and Education

It is evident from our survey responses that participants find language development and community support to be of the utmost importance upon arriving in Australia and as they grow up.

Participants highlighted the need for additional education and services to help with their language development. Shared language not only assisted developing their education, but also in facilitating relationships.

Having friends with similar backgrounds who understood them and were able to support them in their transition and to learn the language was considered helpful.

Being able to build friendships with local students was not only important in helping develop their grasp of the language, but also their sense of belonging within the community.

## Recommendations:

It is noted that some schools may already have these programs in place.

- Free or subsidised English language classes should be provided to children and young people to help them integrate and communicate effectively.
- Additional supports should be provided to aid with their transition and understanding of the Australian culture and "Australian" English.
- Translation and interpretation services should be provided for school communications to ensure children and their parents understand and can participate.
- Tutoring and translations should be provided for children and young people so they can build their knowledge of language.
- Schools can develop peer support programs that connect CaLD students with others who share similar experiences.
- Schools should incorporate celebrating diverse cultures as a standard daily practice.

## Support Services

Additional supports and information were suggested upon arrival in Australia, as many immigrants arrive without much money, shelter, access to necessities, or knowledge of the services available. Moving to a new country is already a very stressful adjustment for families, and as such supports should be available to help aid their transition.

The current cost of living pressures and rental/house crisis was noted as a point of concern for many children and young people. These crises would only further exacerbate any difficulties they may already be having accessing services or supports, or even obtaining housing, which can negatively affect their physical and mental health.

## Recommendations:

Australian and Western Australian state governments should:

- Provide orientation programs for parents who have recently immigrated, that cover essential information about living in Australia, including housing, healthcare (private health insurance, dental, mental health services), education, and employment.
- Provide information for all new immigrants on Australian cultural practices, social norms, and laws.
- Provide guidance on accessing social services, such as housing support, income support, childcare subsidies, and welfare benefits, should also be provided.
- Consult with CaLD organisations and peak advocacy groups to obtain their perspective on topics and key issues that may affect CaLD groups

## Racism and Safety

Children and young people have the right to feel safe within their communities, however, many children and young people reported feeling unsafe. This was attributed to increasing reports of violence in the media and in their surrounds.

No one should feel excluded or ostracised due to superficial differences, especially children and young people who are already struggling with significant life changes. However, many of our participants identified racism as a significant issue in WA.

Racism is an incredibly significant and difficult issue to address, however, it is important that efforts be made at all levels of our society to help ensure that all children and young people feel welcomed and respected within WA.

## Recommendations:

- School staff and students should be provided training on recognising and combating racism and discrimination.
- Schools should engage directly with their CaLD students to help identify what issues are affecting their cohort and work together with their CaLD students to develop solutions.
- Local Governments in collaboration with CaLD children and young people should create safe spaces for youth to gather, such as community centres and recreational facilities.
- Local Governments could provide training and resources for effective neighbourhood watch initiatives. This could promote and support neighbourhood watch programs that encourage residents to look out for each other and report suspicious activities.
- Recruit and train police officers from diverse cultural backgrounds to better represent and understand the communities they serve.
- Promote community engagement by fostering collaborations between local nonprofits, educational institutions, and local governments, and incorporating cultural sensitivity programs.
- For the government to consider the funding and the development of a CaLD Youth Advisory Group, within the Youth portfolio to be part of consultation process in the development of policies that affect them.

## Appendix I - Survey Questions

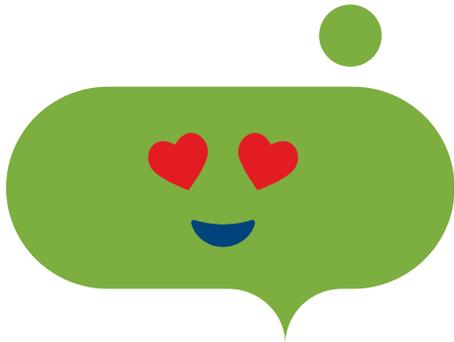
- How old are you?
- Which country were you born in?
- How many languages do you speak?
- What do you think would help children and young people when they move to Australia?
- When they first arrive here:
  - As they grow up here?
- What is good about coming to or living in Australia?
- What is not so good?
- What do you miss since coming to Australia?
- What things are going well in your life and what are you proud of?
- Is there anything you'd like to tell us that we haven't asked about?

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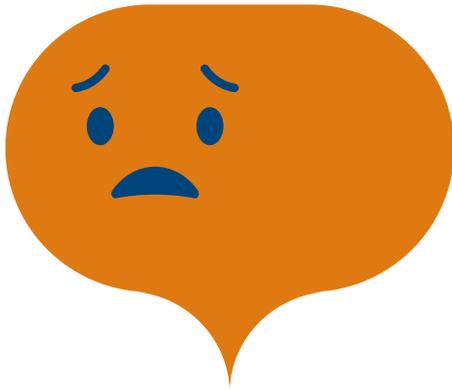
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Commissioner for Children and Young People  
Western Australia



Level 1, Albert Facey House,  
469 Wellington St, Perth WA 6000  
Telephone: (08) 6213 2297  
Country Freecall: 1800 072 444  
Email: [info@ccyp.wa.gov.au](mailto:info@ccyp.wa.gov.au)



[ccyp.wa.gov.au](http://ccyp.wa.gov.au)

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