

Goldfields



Goldfields key findings



Three in five (59.0%) secondary school students reported they had exercised three or more times in the previous week (all of WA: 61.9%).



A greater proportion of Aboriginal students than non-Aboriginal students in the Goldfields reported they **strongly agree their school is a place where they feel happy** (Aboriginal: 41.5%; non-Aboriginal: 28.0%) and they like learning (Aboriginal: 48.6%; non-Aboriginal: 27.0%).

One in three (30.1%) secondary students reported **only eating fruit a few times a week or less** (all of WA: 24.8%). This is the highest proportion not eating fruit across the state.



More than one-half (57.3%) of Aboriginal Year 7 to Year 12 students reported they have been **suspended from school** (12.3% of non-Aboriginal students).



A lower proportion of primary school students **reported high life satisfaction** compared to students across the state (70.0% compared to 76.7%).

Aboriginal students in Years 4 to 12 are just as likely as non-Aboriginal students to **feel safe at home most of the time or all of the time** (Aboriginal: 87.9%; non-Aboriginal: 87.6%).



One in ten (10.9%) Year 4 to Year 6 students **reported that they do not feel they belong in their community** – almost double the proportion for the rest of WA (6.0%).

Only 42.0 per cent of students said their parents, or someone in their family, **ask about their schoolwork or homework often** (Years 4–6: 37.1%; Years 7–12: 41.0%). This is the equal lowest of all regions across WA (all of WA: 55.6%).



Almost one in ten (8%) female secondary school students in the Goldfields **never feel safe in their local area** (male – Goldfields: 2.1%; female – all of WA: 3.1%).

One in five (21.9%) Aboriginal Year 4 to Year 12 students said there is **only sometimes or never enough food to eat at home** when they are hungry (non-Aboriginal: 12.2%).



Overview

A total of 838 children and young people from Years 4 to 12 from three primary schools and four secondary schools in the Goldfields took part in the Speaking Out Survey 2021.

One-half (50.4%) of Year 4 to Year 12 students surveyed in the Goldfields identified as girls, 45.9 per cent identified as boys and 3.7 per cent selected the option that they identify 'in another way'.

Around one in eight participants (13.0%) reported being Aboriginal and/or Torres Strait Islander. This is a much greater proportion than in the Perth Southern (5.4%) or Northern (3.6%) metropolitan areas.

Of the students surveyed in the Goldfields, 94.1 per cent reported speaking English at home and 18.7 per cent reported (also) speaking other language(s) at home. The other languages spoken included Tagalog/Filipino, Afrikaans, Hindi, Maori and Aboriginal languages including Martu and Wangkatja.

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

*“It was good! ❤️ I want to do it again sometime!
❤️ It made me feel safer! ❤️ Thank you! ❤️”*
(female, 8 year-old, Aboriginal)

*“I like the survey because I could
tell what I don't usually say.
THANKS COMMISSIONER.”*
(male, 10 year-old, non-Aboriginal)

*“I would just like to thank the government
for actually hearing our voices and I hope
that they put action to this.”*
(female, 14 year-old, non-Aboriginal)

“ I really liked it I think it's a good way to get kids and teens to see that others feel the same and for them to tell what's happened in their eyes and how they feel without the feeling of being judged due to the no name things. 😊 🇲🇸 ”

(female, 15 year-old, Aboriginal)

“Cool and special for my culture.”
(male, 17 year-old, Aboriginal)

Healthy and connected

“ Be more open and teach kids that it’s ok to have mental or emotional issues, help teach them where to go or what to do. Mental health is seen as a negative thing so people go see headspace or something in secret so they don’t get bullied. I want to teach them and show them that it’s ok and everyone is going through stuff as well. Make them feel included rather than isolated! ”

(female, 15 year-old, Aboriginal)

Physical health

Of the students surveyed in the Goldfields, 45.3 per cent reported that their health is very good or excellent (Years 4–6: 47.8%;

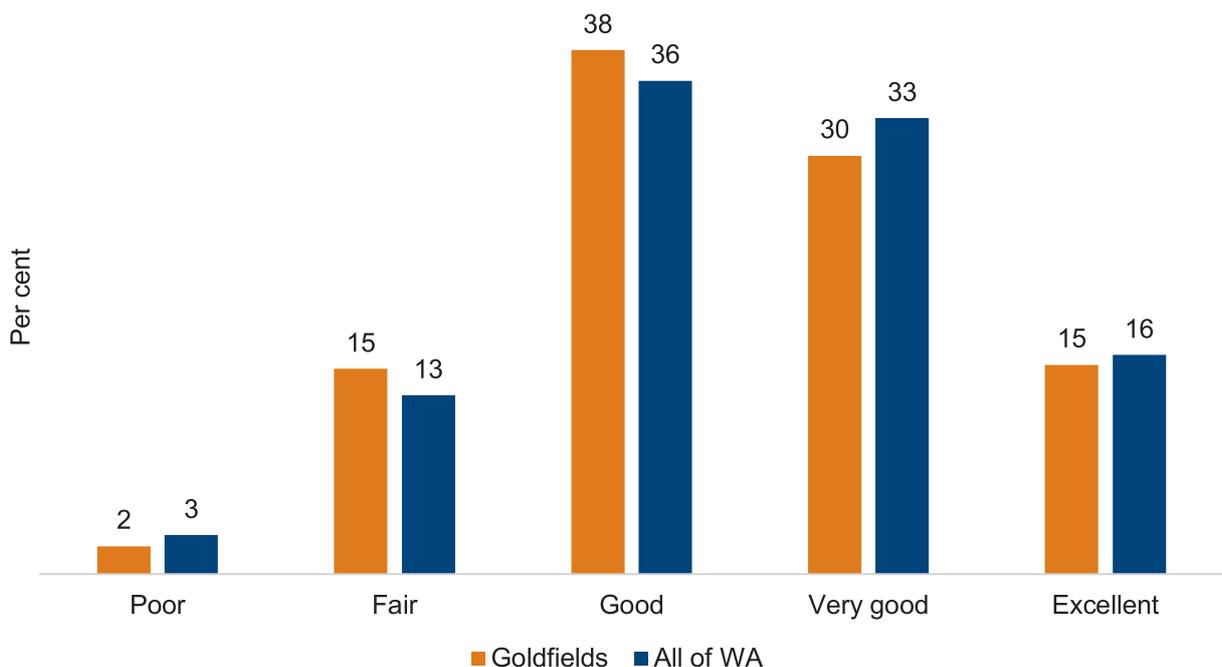
Years 7–12: 43.8%), while 16.8 per cent reported that their health is poor or fair (Years 4–6: 12.8%; Years 7–12: 19.2%).

Compared to students across the state, a slightly lower proportion of students in the Goldfields reported their health is very good or excellent.

One in five (19.4%) secondary students in the Goldfields reported having a long-term health problem, while one in ten (9.5%) reported having a long-term disability. The most commonly reported long-term health problems were asthma and anxiety/depression.

Over one-half (51.6%) of secondary students reported that physical activity, sport or exercise is ‘definitely’ an important part of their life, while three in five (59.0%) reported they had done vigorous exercise three or more times in the previous week. These results are consistent with the rest of the state.

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



Of the students surveyed in the Goldfields:

- 42.3 per cent reported they care very much about eating healthy food (Years 4–6: 52.8%; Years 7–12: 36.3%) and 38.8 per cent reported they care some (Years 4–6: 30.7%; Years 7–12: 43.5%).
- One in three (30.1%) secondary students reported only eating fruit a few times a week or less (all of WA: 24.8%). This is the highest proportion not eating fruit across the state.
- 54.3 per cent reported they eat breakfast every day (Years 4–6: 70.2%; Years 7–12: 45.1%), while 9.2 per cent reported they never eat breakfast (Years 4–6: 3.0%; Years 7–12: 12.8%). The proportion who never eat breakfast is higher than for students across all of WA (6.1%).
- 62.8 per cent reported brushing their teeth twice or more the previous day (Years 4–6: 53.0%; Years 7–12: 68.5%) and 48.1 per cent reported having ever had a filling (Years 4–6: 34.3%; Years 7–12: 56.2%).

- 63.9 per cent of Year 4 to Year 6 students reported going to sleep on a school night before 9pm, while 46.5 per cent of Year 7 to Year 12 students reported going to sleep on a school night before 10pm.

Unless otherwise stated, these results are consistent with responses from students across WA.

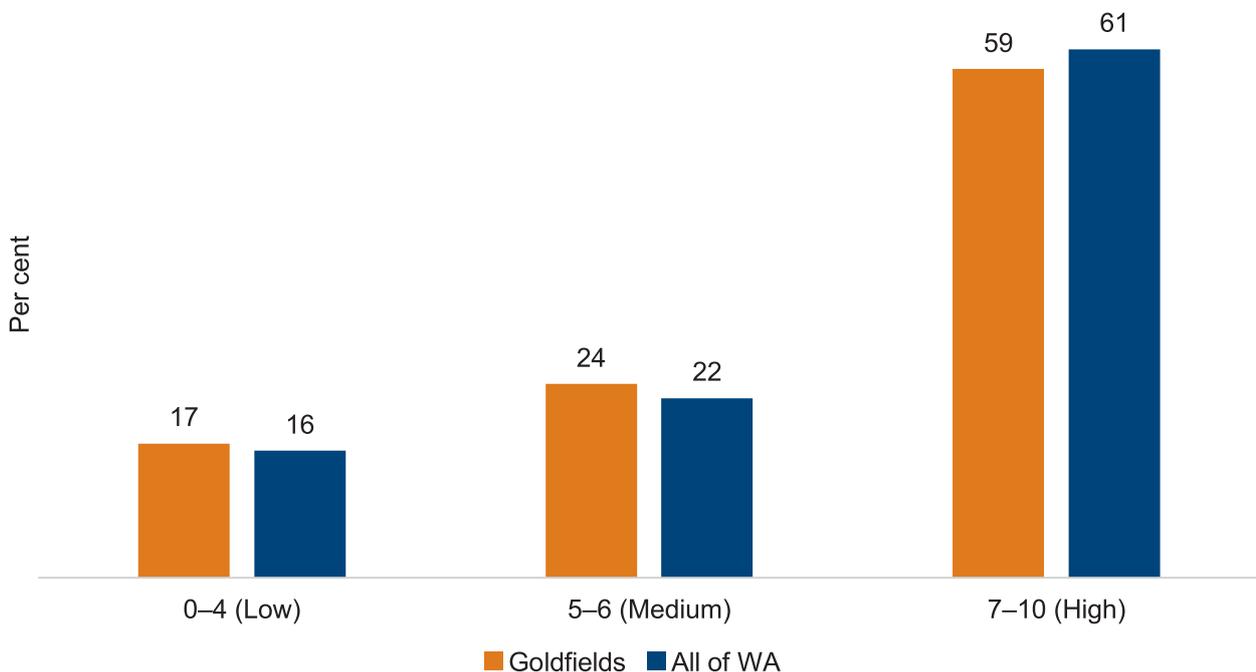
Mental health

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

Primary school students have a higher mean result than secondary students (Years 4–6: 7.3; Years 7–12: 6.4) – a result consistent across the state.

Three-fifths (59.2%) of students reported a high life satisfaction (7 to 10) (Years 4–6: 70.0%; Years 7–12: 52.8%), while 17.1 per cent reported a low life satisfaction (0 to 4) (Years 4–6: 13.4%; Years 7–12: 19.2%).

Proportion of Year 4 to Year 12 students rating their life satisfaction on a scale of from 0 to 10, where 0 is the worst possible life and 10 the best possible life, grouped responses



Secondary students in the Goldfields reported similar life satisfaction to the rest of WA, however, a lower proportion of primary school students reported high life satisfaction compared to the rest of WA (70.0% compared to 76.7%).

More than one in eight (13.4%) primary school students in the Goldfields reported a low life satisfaction (0 to 4 out of 10) (all of WA: 7.9%).

Similarly, a greater proportion of Goldfields primary school students than those across WA strongly disagreed that they are happy with themselves (4.9% vs 1.6%) or that they feel good about themselves (5.5% vs 2.3%).

Female secondary students are more likely to report low life satisfaction than their male peers, with 26.8 per cent of female students reporting low life satisfaction (0 to 4) compared to 10.8 per cent of male students. This result is consistent with the rest of WA.

Of the students surveyed in the Goldfields:

- 28.5 per cent strongly agreed (Years 4–6: 47.9%; Years 7–12: 17.4%) and 48.3 per cent agreed (Years 4–6: 42.4%; Years 7–12: 51.6%) they were happy with themselves.
- 26.8 per cent strongly agreed (Years 4–6: 47.6%; Years 7–12: 15.2%) and 45.6 per cent agreed (Years 4–6: 37.5%; Years 7–12: 50.2%) they feel good about themselves.
- 20.9 per cent of secondary students strongly agreed and 46.6 per cent agreed they can deal with things that happen in their life.

These results are consistent with students across the state.

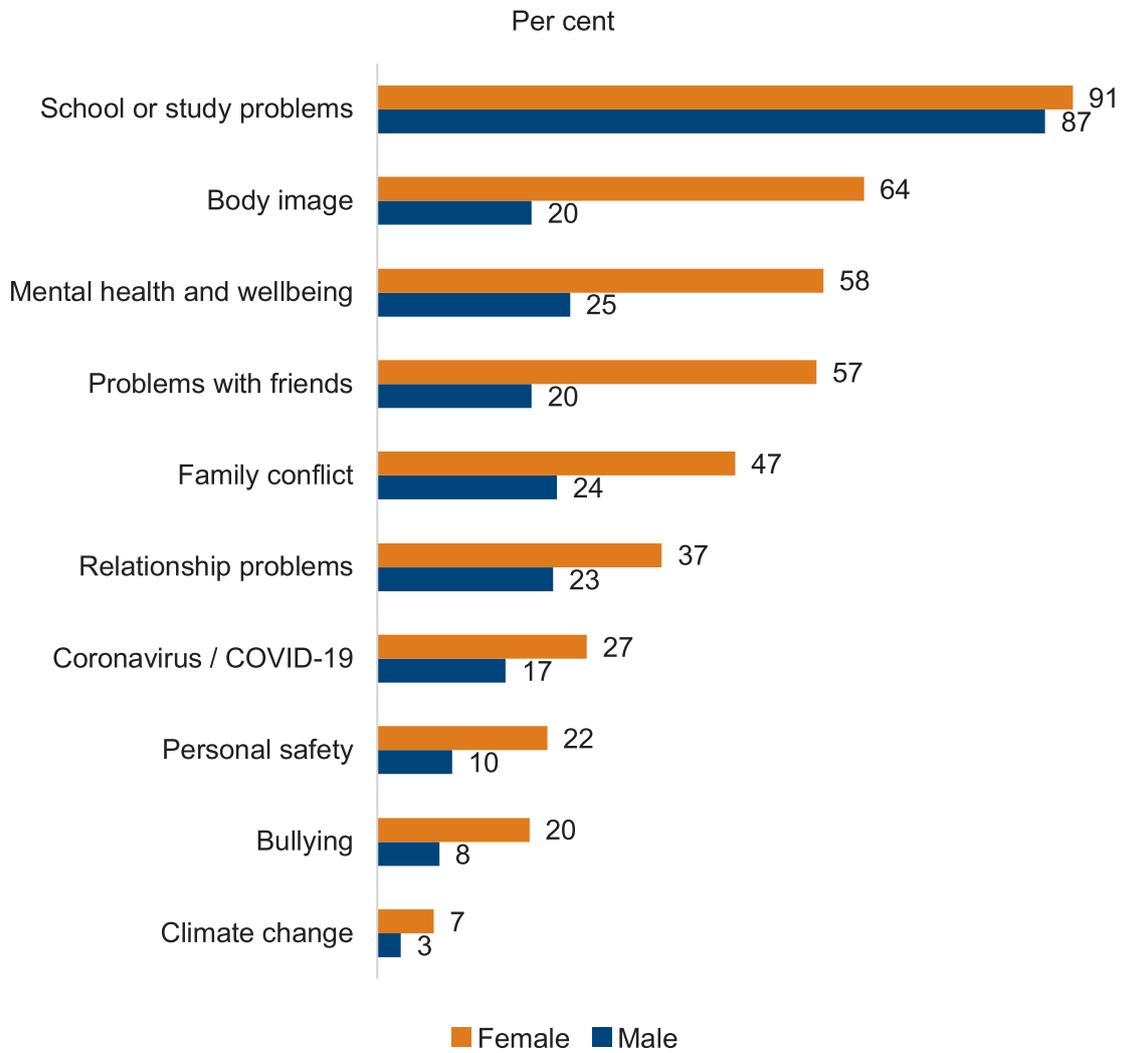
In Years 9 to 12, a lower proportion of students in the Goldfields reported they had felt sad, blue or depressed for two or more weeks in a row in the previous 12 months, compared to the rest of WA (53.8% compared to 59.2%). This is particularly true for male students in the Goldfields, with 40.4 per cent reporting they had felt this way compared to 47.3 per cent for males across the state.

Year 9 to Year 12 students were asked about sources of stress in the previous 12 months. School and study problems were most commonly reported followed by body image, mental health and wellbeing, and problems with friends.

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



Proportion of Year 9 to Year 12 students reporting sources of stress in the previous year



Notably, female young people are around three times as likely as their male peers to report body image and problems with friends as stressors and more than twice as likely to report mental health and wellbeing and family conflict as stressors.

The gender differences are consistent with results across the rest of the state.

Access to support for physical and mental health

Of the secondary students surveyed in the Goldfields:

- 63.8 per cent said they know where to get support in their school for stress, anxiety, depression or other emotional health worries.
- 55.1 per cent said they know where to get support in their local area for stress, anxiety, depression or other emotional health worries.

Compared to the rest of WA, secondary students in the Goldfields are less likely to report that they got help for problems with stress, anxiety, depression or other emotional health worries in the previous 12 months (29.3% compared to 36.7%). This is particularly true of male students, with only 21.9 per cent reporting they had got help for these issues compared to 30.3 per cent for males across WA.

At the same time, female students in the Goldfields are more likely than male students to report that in the previous 12 months, there had been a time when they wanted or needed to see someone for their health but weren't able to (female: 28.5%; male: 14.7%). Of the students reporting this, the predominant reason given for not seeing someone regarding their health was due to feeling embarrassed or shame in doing so (female: 75.8%; male: 53.4%).

The most commonly used sources of support for secondary students in the Goldfields were parents (78.8%), friends including boyfriend or girlfriend (76.4%), other family (66.6%), school psychologist, school chaplain or school nurse (54.5%) and teachers (50.0%).

Of the students who had asked for help, 83.5 per cent found parents helpful, 78.4 per cent found other family helpful, while 69.0 per cent found a school psychologist, school chaplain or school nurse helpful. Compared to other regions in WA, young people in the Goldfields who used mental health services like Headspace are more likely to report them as helpful (79.6% compared to 70.8%).

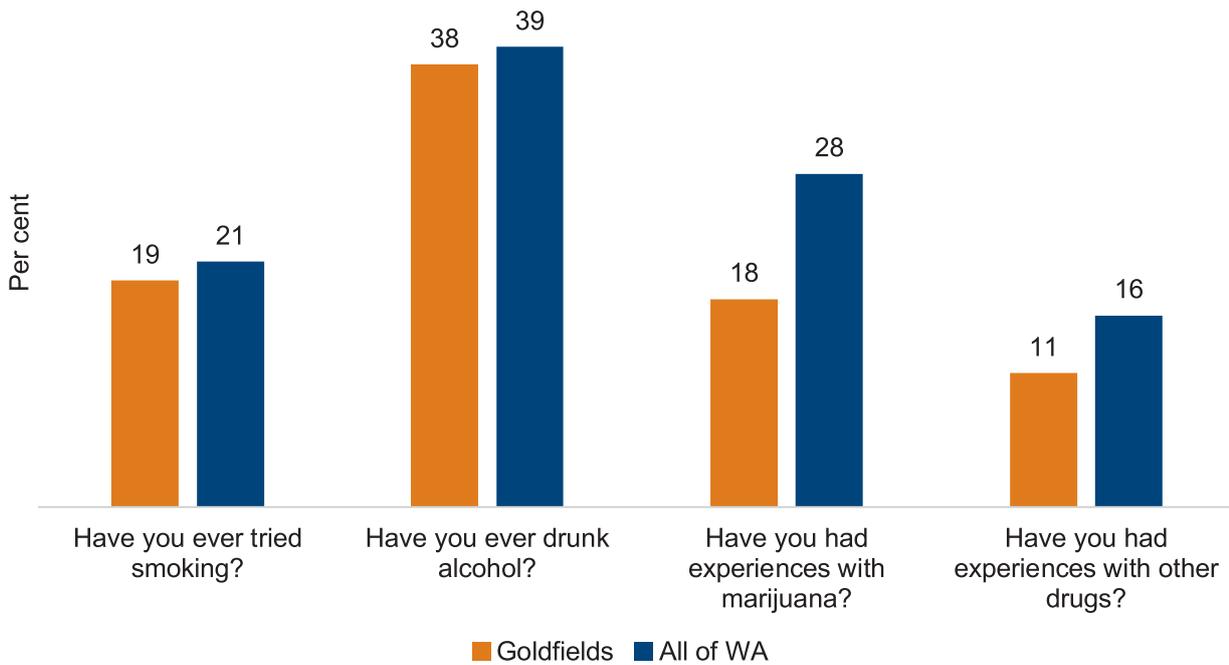
Risk-taking and healthy behaviours

Alcohol and other drugs

A similar proportion of young people in the Goldfields to the rest of the state have tried smoking or drinking alcohol (smoking: 19.3% vs 20.9%; alcohol: 37.7% vs 39.2%).

Year 9 to Year 12 students in the Goldfields are less likely than those across other regions in WA to have had experiences with marijuana or other drugs (marijuana: 17.7% vs 28.4%; other drugs: 11.4% vs 16.3%). (This is not necessarily using the drug themselves.)

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



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

In the Goldfields, a lower proportion of Year 7 to Year 12 students stated that their friends use cigarettes (24.9%), use marijuana (26.4%) or use other drugs (15.6%) compared to results for the rest of the state (33.7%, 33.6% and 24.0% respectively).

More than three-quarters (76.9%) of secondary school students in the Goldfields thought people their age should not use any substances including cigarettes, alcohol, marijuana or other drugs.

Of the secondary students surveyed in the Goldfields:

- 67.0 per cent reported having learnt ‘some’ or ‘a lot’ about alcohol and 65.7 per cent had learnt about cigarettes/smoking at school. These proportions are broadly consistent with the rest of WA.
- 39.6 per cent said they had learnt ‘some’ or ‘a lot’ about marijuana and 43.7 per cent had learnt about other drugs, at school. These proportions are lower compared with the rest of WA (50.0% and 55.0% respectively).

Consistent with young people in the Goldfields reporting they have learnt less about marijuana at school, a higher proportion of students reported that they do not know enough or are not sure they know enough about the health impacts of marijuana and other drugs compared to the rest of WA (marijuana: 43.7% vs 35.6%; other drugs: 37.3% vs 30.2%).

Sexual health

Over one-third (36.9%) of secondary students in the Goldfields reported that they have learnt nothing about pregnancy and contraception at school, with fewer than one in ten (9.0%) reporting they had learnt a lot on the topic (all of WA: nothing: 24.8%; a lot: 17.0%).

Consistent with this result, a greater proportion of young people in the Goldfields reported that they feel they do not know enough or are not sure they know enough about sexual health and ways to support their sexual health compared to all of WA (54.5% compared to 45.4%).

Further, one-half (49.9%) of secondary students in the Goldfields do not know or are unsure about where to go if they need help for something about their reproductive or sexual health. This is the highest proportion across the state.

In Years 9 to 12, 53.4 per cent of female students and 33.9 per cent of male students reported they had ever been sent unwanted sexual material, such as pornographic pictures, videos or words. This sexual material was overwhelmingly sent via social media platforms.

Problematic behaviours and emotions related to being online

Of the students surveyed in the Goldfields:

- 35.5 per cent said they feel bothered 'fairly often' or 'very often' when they cannot be on the internet (Years 4–6: 29.0%; Years 7–12: 38.6%).
- 27.5 per cent said they feel bothered when they cannot play electronic games (Years 4–6: 28.9%; Years 7–12: 26.8%).
- 47.7 per cent of female secondary students said they feel bothered when they cannot use their mobile phone (male: 32.5%) and 21.3 per cent said they go without eating or sleeping either fairly often or very often because of their mobile phone (male: 9.8%).

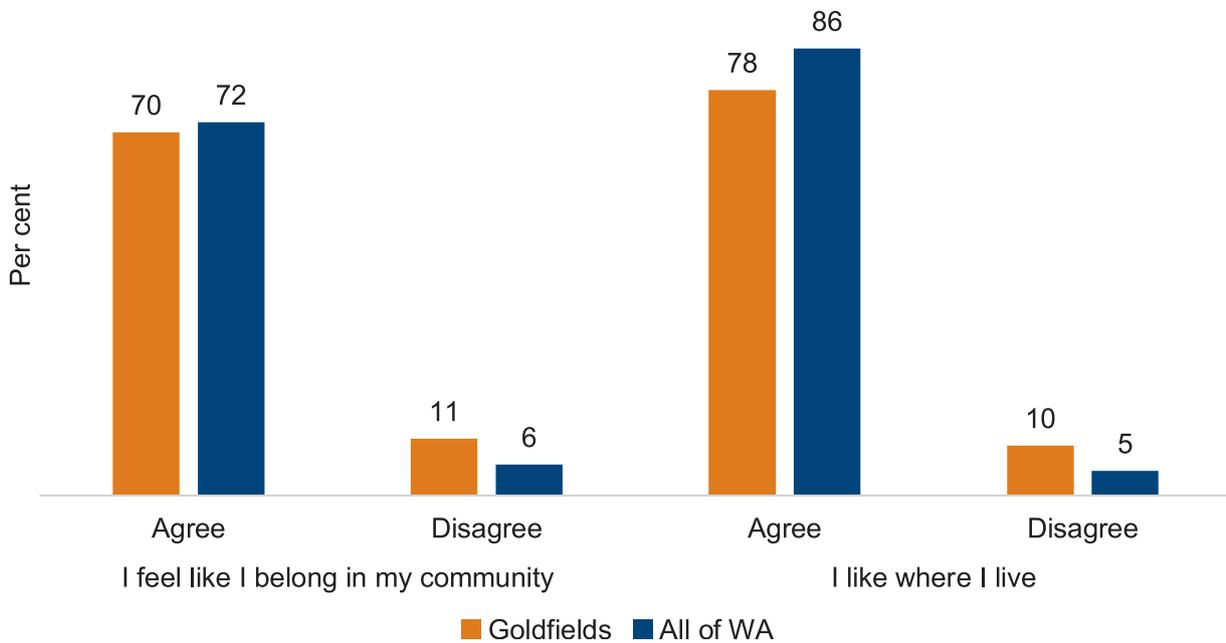
These results are consistent with those of students across WA.

Connection to community

In Years 4 to 6, most students (69.8%) in the Goldfields reported feeling like they belong in their community, however, one in ten (10.9%) reported they do not feel they belong in their community – almost double the proportion for the rest of WA (6.0%).

Further, over three-quarters (77.9%) of Year 4 to Year 6 students in the Goldfields agreed they like where they live, which was also lower than the proportion for all of WA (86.0%).

Proportion of children in Year 4 to Year 6 reporting whether they feel like they belong in their community or like where they live



Note: Percentages will not total to 100% as the response options 'I don't know' for Years 4 to 6 are omitted.

Almost three-quarters (71.7%) of Year 7 to Year 12 students agreed they like where they live (all of WA: 79.3%).

The proportion of secondary students who reported they feel they belong in their community is 56.5 per cent. This proportion is the same as the rest of WA (56.5%).

Almost two-thirds (63.6%) of Year 4 to Year 6 students agreed that there are lots of fun things to do where they live, while 37.8 per cent of Year 7 to Year 12 students agreed.

Both these proportions are lower than for children and young people across WA (73.6% and 48.7% respectively).

Similarly, students in the Goldfields are less likely than those across WA to report that there are outdoor places for them to go in their area, like parks, ovals or skate parks (Years 4–6: 74.6% vs 84.1%; Years 7–12: 75.7% vs 83.7%).

Participants in the Goldfields also reported the following with respect to their community:

- 59.0 per cent of Year 4 to Year 6 students agreed that their neighbours are friendly, while 58.9 per cent of Year 7 to Year 12 students agreed.
- 59.3 per cent of Year 4 to Year 6 students agreed that when they go to the shops the people there are friendly, while 63.7 per cent of Year 7 to Year 12 students agreed.

These results are consistent with the rest of the state.

In regard to the activities that children and young people in the Goldfields do when they are not at school:

- 75.6 per cent said they spend time using the internet on a smartphone or computer every day or almost every day (Years 4–6: 55.5%; Years 7–12: 87.0%).
- 64.9 per cent said they spend time hanging out with family every day or almost every day (Years 4–6: 65.0%; Years 7–12: 64.8%).
- 34.5 per cent said they spend time being active outdoors outside of school every day or almost every day (Years 4–6: 40.0%; Years 7–12: 31.4%). Only one-quarter (25.3%) of female students spend time being active outdoors every day or almost every day (male: 43.6%).
- One-third (33.2%) said they spend time practising or playing a sport outside of school every day or almost every day (Years 4–6: 34.2%; Years 7–12: 32.6%). This is a lower proportion than students across WA (Years 4–6: 40.3%; Years 7–12: 38.4%).

- 33.3 per cent said they spend time hanging out with friends outside of school every day or almost every day (Years 4–6: 28.0%; Years 7–12: 36.4%).

“ The one thing I would change that involved my local area would be, having a lot of fun places I can go and hang out with friends. In Kalgoorlie we don’t have that many places to do stuff with friends, so a places where we can all get her together and have fun would be nice. ”

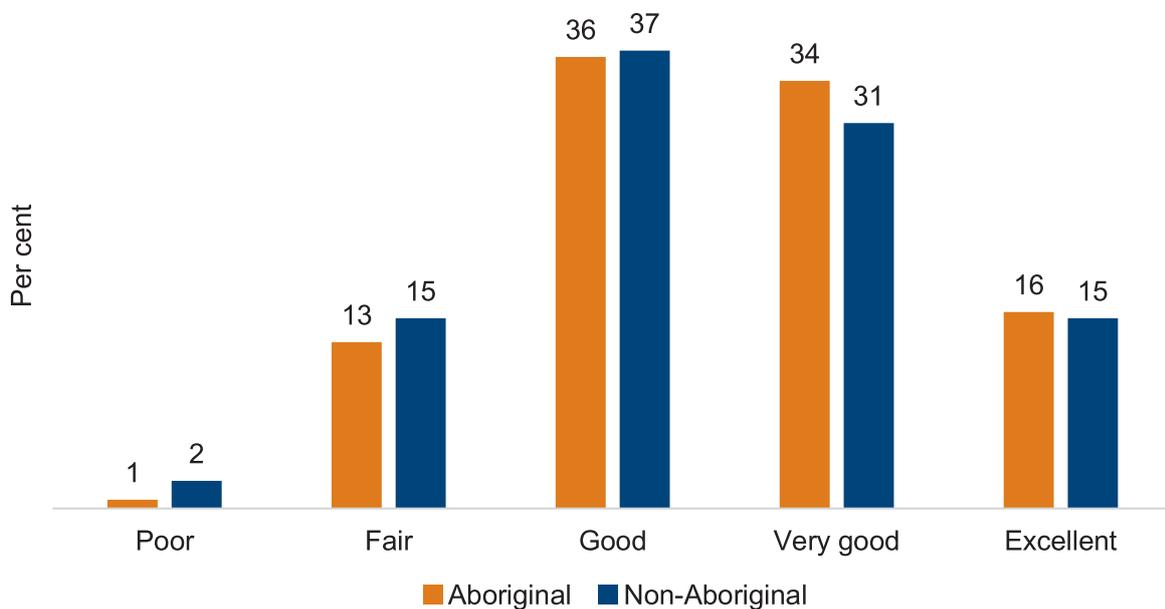
(female, 13 year-old, non-Aboriginal)



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

One-half (49.9%) of Aboriginal students surveyed in the Goldfields rated their health as very good or excellent, slightly more than non-Aboriginal students (46.0%).

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



Aboriginal students in the Goldfields are less likely to report having brushed their teeth the previous day compared to non-Aboriginal students (4.2% compared to 16.2%). They are also more likely to report they had a filling compared to non-Aboriginal students (56.0% compared to 47.2%).

One-half (49.8%) of Aboriginal students in the Goldfields reported that physical activity, sport or exercise was 'definitely' an important part of their life, consistent with non-Aboriginal students (51.3%). Over three-fifths reported they had done vigorous exercise three or more times in the previous week (61.6%).

Year 4 to Year 6 Aboriginal students reported similar life satisfaction to non-Aboriginal students, with more than two-thirds (69.7%) of Aboriginal students rating their life satisfaction as high (7–10), while Year 7 to Year 12 Aboriginal students are more likely to report a high life satisfaction compared to non-Aboriginal students (68.2% vs 48.9%).

Furthermore, greater proportions of Year 4 to Year 12 Aboriginal students than non-Aboriginal students agreed with the statements 'I feel good about myself' (89.2% vs 67.1%) and 'I am happy with myself' (87.2% vs 72.9%).

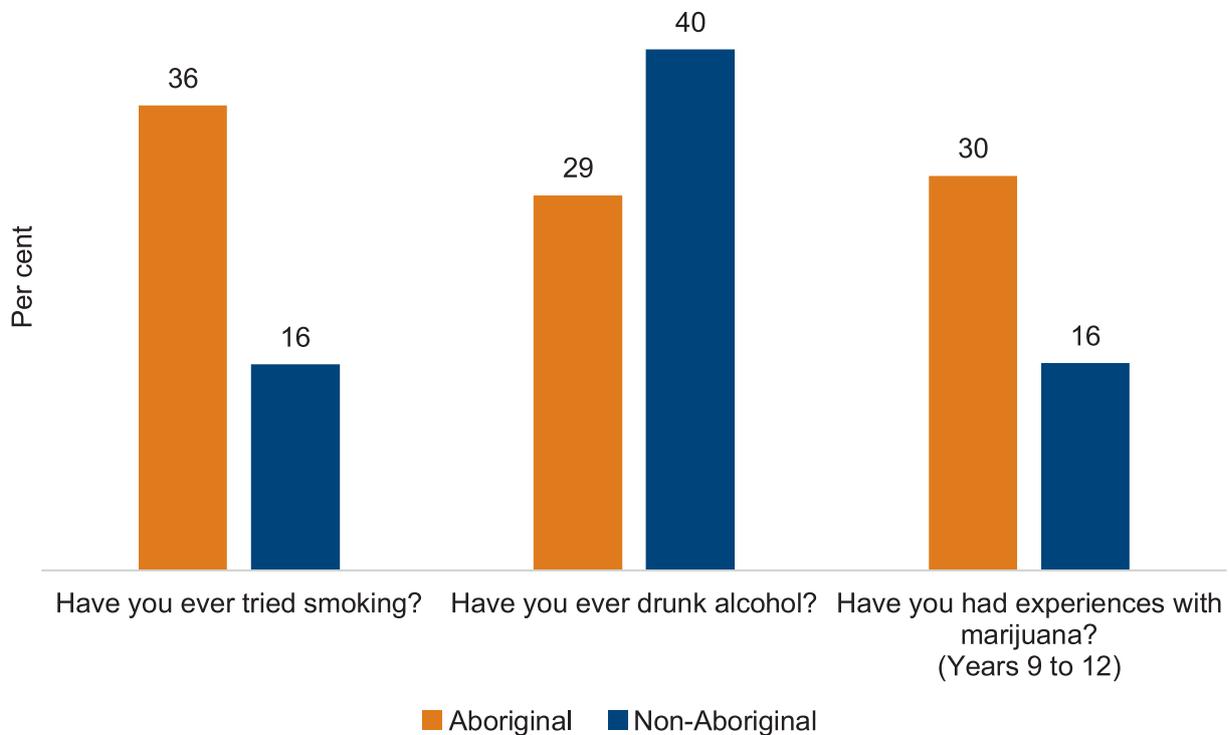
Over two-thirds (69.6%) of Aboriginal secondary students agreed that they can deal with things that happen in their life (non-Aboriginal: 66.2%).

The top three stressors reported by Year 9 to Year 12 Aboriginal students were school or study problems (76.9%), COVID-19 (46.7%) and relationship problems (32.0%). Notably, Aboriginal students in the Goldfields are more likely to report stress due to COVID-19 (non-Aboriginal: 17.6%) and less likely to report stress due to body image (Aboriginal: 27.1%; non-Aboriginal: 46.2%) as well as mental health and wellbeing (Aboriginal: 29.1%; non-Aboriginal: 45.0%).

Aboriginal secondary students in the Goldfields are less likely to have drunk alcohol than their non-Aboriginal peers (28.8% compared to 40.0%).

However, Aboriginal secondary students in the Goldfields are more likely than non-Aboriginal secondary students to have tried smoking. Those in Years 9 to 12 are more likely to have had experiences with marijuana than non-Aboriginal students (smoking: 35.7% vs 15.8%; marijuana: 30.3% vs 15.9%).

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



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

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

- 75.1 per cent said they know their family's country, and of these students 89.9 per cent said they spend time on their family's country.
- 34.3 per cent said they talk Aboriginal language 'some' or 'a lot'. Across WA, 27.1 per cent of Year 4 to Year 12 students reported they talk Aboriginal language 'some' or 'a lot'.
- 51.4 per cent said they do cultural or traditional activities with their family.

Most Aboriginal children (Years 4 to 6) in the Goldfields like where they live (71.9%) and feel like they belong in their community (63.3%). However, a substantial minority do not like where they live (13.7%) or feel like they belong (13.0%). Marginally lower proportions of non-Aboriginal children in the Goldfields do not like where they live (6.8%) or feel like they belong (10.1%).

Most Aboriginal young people in secondary school in the Goldfields like where they live (87.6%) and feel like they belong in their community (81.4%). These are higher proportions than non-Aboriginal young people in the Goldfields (68.6% and 51.2% respectively).

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

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

- Thinking about mental health and other emotional worries, like stress, anxiety and depression, what are some of the ways families, communities, schools or adults in general could be more helpful?

- Is there anything else you would like to share about your experiences with seeking help for health issues, including mental health worries?

Talking about mental health

*"I would like to get diagnosed for adhd but my parents think I'm just faking for attention, and sometimes I feel like I can't do anything, am absolutely worthless and just in the way."
(female, 13 year-old, non-Aboriginal)*

*"I want to just be taken seriously when talking about my mental health as a femininity presenting, asexual, queer, member of the youth. I want serious help. I want someone to understand my struggles."
(student who selected 'in another way', 14 year-old, non-Aboriginal)*

*"How to act around/help/talk to/etc a friend going through something like that without having to tell them to get professional guidance?"
(female, 15 year-old, non-Aboriginal)*

*"Create a more supportive environment and not lean on the masculinity side of things, such as allowing emotions to not be seen as 'weak' or 'unmanly'. Create a support group where men and women that suffer from mental health issues such as anxiety and depression have each other to support one another."
(male, 17 year-old, Aboriginal)*

Feeling anxiety, depression or sadness

“The problem with most kids/teens now a days is that so many of us feel stressed 24/7, not good enough, tired, upset with school or social life and the anxiety hitting at full speed leaving us with nothing to do but let it take us over in silence. There are so many kids who feel alone or feel lonely and it leads them to get depression, unhealthy thoughts, feeling worthless and so much more. That’s how I feel and think many others do to from watching the way my friends and peers occasionally say or do things.”

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

“I’m not ok I have anxiety and depression I think I haven’t seen a doctor for it yet but I might need too it gets worse every day. My mom thinks it’s cause of the meds I take but I don’t think it is.”

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

“I also require seeing someone about my mental health. Not often, but when things are hard, I like to get a check up to make sure I get back on track fine. I get somewhat anxiety being an aboriginal in a school system but I manage myself well, and set boundaries for myself.”

(male, 17 year-old, Aboriginal)

Talking about getting support

“One time at school I reported a friend because he/she was telling me about their suicidal thoughts but the admin did nothing about this.”

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

“I want schools to be a bit more open to help students if they need it.”

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

“CAMHS is horrible. They told me I was too complex for them and needed to seek help elsewhere.”

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

“The process in remote places is very slow and it can often be harmful for this that need urgent help. Many doctors etc often also don’t take children seriously and it can do more harm than good seeking help.”

(female, 17 year-old, undisclosed Aboriginal status)

Views on their local area

In total, 421 students from the Goldfields responded to the open text question: ‘If there was one thing you could change about your local area, what would it be?’ Of the students surveyed in the Goldfields, the top things that they would like to change in their local area were:

- More fun activities to do and places to hang out.
- Would like more, closer shops, a mall, movies, greater diversity.
- More, upgraded outdoor spaces or parks.
- People in the local area are nicer or more friendly.

“Social activity for teenagers because there is nothing to do a high majority end up getting in trouble/kicked out of places.”

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

“In my area I would change the pubs because where I live there are a lot.”
(female, 14 year-old, Aboriginal)

“Have a better park and better pool and ovals.”
(female, 14 year-old, non-Aboriginal)

“Having more activities for teenagers or kids to do on the weekends or holidays.”
(female, 15 year-old, non-Aboriginal)

“I would love to have some more things for young adults/teens to do. I would love for some nice clothing stores for your friends to go shopping instead of always online shopping and some nice water parks would be good something along those lines.”
(female, 15 year-old, non-Aboriginal)

“A place that lets you practice instruments.”
(male, 16 year-old, Aboriginal)

“In my region I believe there aren't enough facilities for people to get free exercise... I believe if we had youth encouraging healthy habits and getting help more youth would because teenagers don't always listen to adults but they might listen to other teenagers.”
(male, 17 year-old, non-Aboriginal)

“I would recommend a more better youth support system especially for students attending school for afternoon activities. I would change the restrictions on alcohol in this community due to younger people getting their hands on it. A change would be a limited amount given to a person at one time.”
(male, 17 year-old, Aboriginal)

Consistent with comments from children and young people around the state, feeling unsafe in their local community is an issue:

“That I can stop the drugs speeding cars and make the cummounty safe from drugs and speeding cars.”
(male, 11 year-old, Aboriginal)

“People drinking and fighting around town.”
(male, 11 year-old, Aboriginal)

“I wish there were less drunks gang teens and drugs.”
(female, 13 year-old, non-Aboriginal)

“The underlying racism and social divide.”
(female, 16 year-old, non-Aboriginal)

Learning and participating

“ A lot of pressure to think about where you are going (what you’re doing after school). And if you want to go to uni, it’s like you have to dedicate your whole [life] to school and do perfect and get perfect grades, otherwise you won’t make it to uni. It’s like year 12 is make-or-break. ”

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

Attendance

Over one-half (53.9%) of students in the Goldfields said it is very important to them to be at school every day (Years 4–6: 64.2%; Years 7–12: 47.7%), while 39.2 per cent (Years 4–6: 28.3%; Years 7–12: 45.8%) said it is somewhat important. These results are consistent with student responses across the state.

Of Year 4 to Year 12 students in the Goldfields, 59.7 per cent reported attending the same school since they started primary school or secondary school.

This result is consistent with results across the state (62.3%).

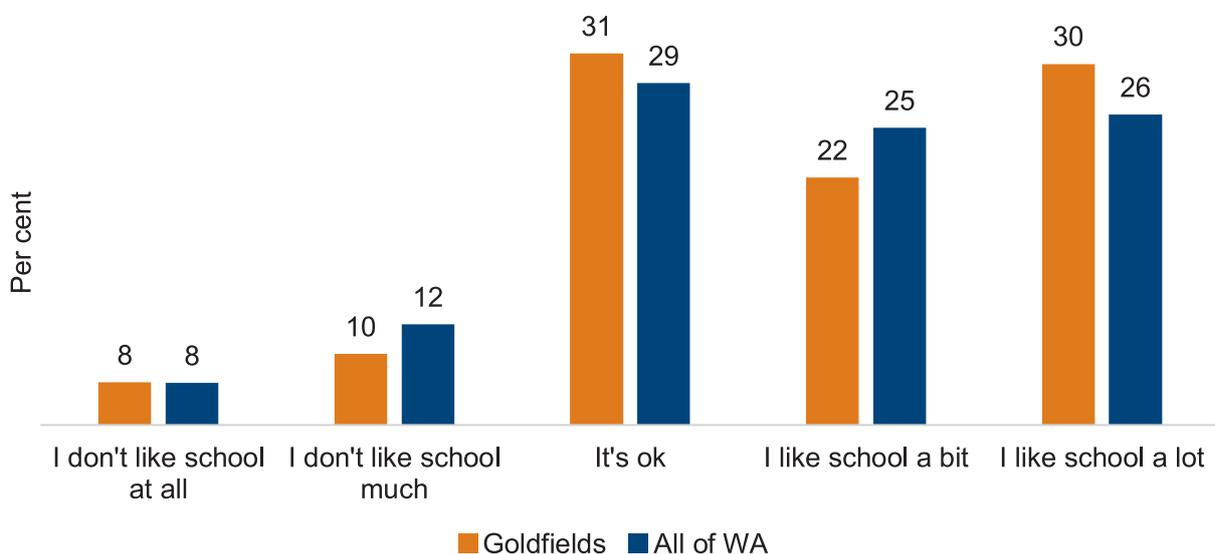
One-fifth (21.0%) of secondary students in the Goldfields reported they had waggged school for a full day or more in the previous 12 months (male: 22.7%; female: 19.0%), while 20.2 per cent reported they had ever been suspended (male: 28.2%; female: 12.3%). These results are consistent with results across WA.

When it comes to learning activities outside of school, more than one-third (34.1%) of Year 4 to Year 12 students in the Goldfields spend time doing homework every day or almost every day (Years 4–6: 32.3%; Years 7–12: 35.1%). A high proportion of Year 4 to Year 12 students in the Goldfields reported hardly ever or never doing homework (26.2% vs 16.0% for all of WA).

Liking school and sense of belonging

Of the Year 4 to Year 12 students surveyed in the Goldfields, almost one-third (29.8%) reported liking school a lot (all of WA: 26.3%), 22.0 per cent like school a bit (all of WA: 25.4%), while 17.7 per cent reported they don’t like school much or at all (all of WA: 19.8%).

Proportion of Year 4 to Year 12 students reporting how they feel about school



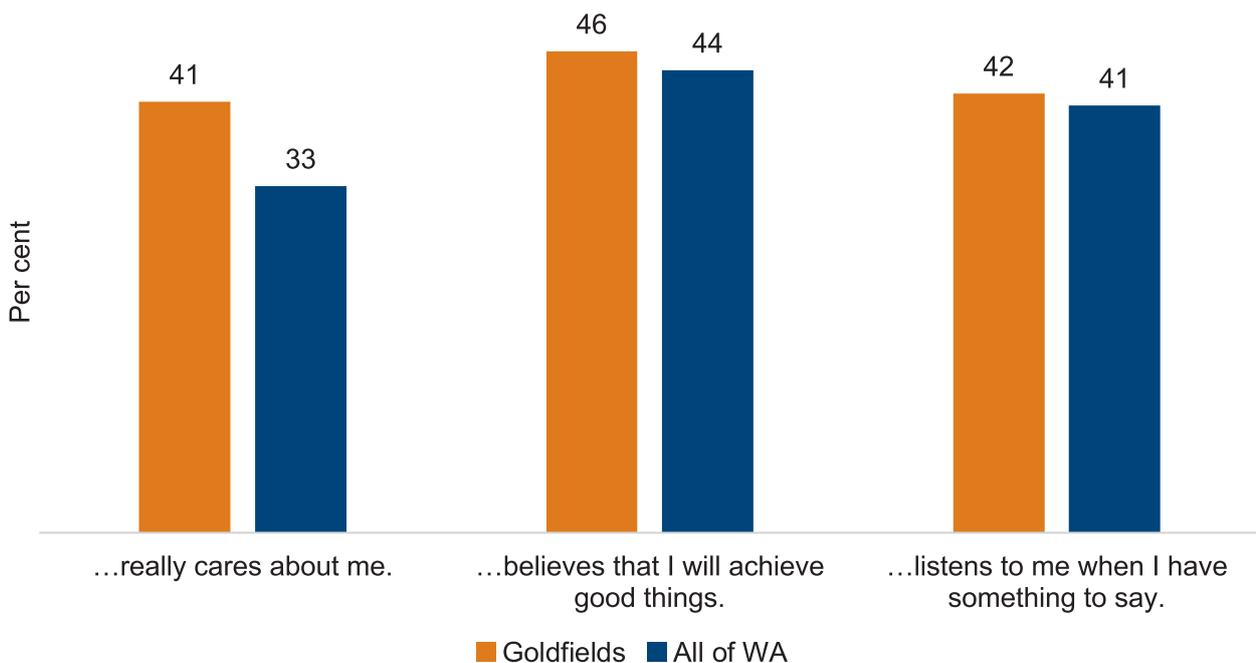
Most (69.0%) secondary students in the Goldfields agreed that their school is a place where they belong, however, a significant minority (30.9%) disagreed and do not feel this way. These results are similar to those across WA.

- 74.6 per cent agreed they feel happy at school (Years 4–6: 85.9%; Years 7–12: 67.9%), while 73.9 per cent agreed they like learning at school (Years 4–6: 84.4%; Years 7–12: 67.7%).
- 57.7 per cent said they usually get along with classmates (Years 4–6: 56.8%; Years 7–12: 58.2%), while 58.0 per cent said they usually get along with their teachers (Years 4–6: 70.6%; Years 7–12: 50.7%).
- 69.0 per cent of Year 7 to Year 12 students agreed they feel they belong at their school (all of WA: 70.2%).

Over two-fifths of students in the Goldfields said it is ‘very much true’ that a teacher or another adult at their school really cares about them (41.4%), believes they will achieve good things (46.2%) and listens to them when they have something to say (42.2%). These proportions are higher than those for the rest of the state.

Less than one-half of students (42.0%) said their parents, or someone in their family, ask about their schoolwork or homework often (Years 4–6: 43.7%; Years 7–12: 41.0%). This is the equal lowest of all regions across WA (all of WA: 55.6%).

Proportion of Year 4 to Year 12 students responding ‘very much true’ when posed the statement: ‘At my school, there is a teacher or another adult who...’



Feeling safe at school

Of the students surveyed in the Goldfields, over one-third (35.8%) of Year 4 to Year 12 students said they feel safe at school all the time and 34.4 per cent said they feel safe at school most of the time (all of WA: 33.6% and 44.3% respectively). However, nearly one in ten (9.4%) reported that they feel safe at school a little bit of the time or never (all of WA: 7.5%).

These results suggest that students in the Goldfields are marginally more likely to feel less safe at school than students across WA.

The proportion of Goldfields students in Years 4 to 6 reporting that they feel safe all or most of the time is the lowest of those year groups across the state (70.0% vs 80.7%).

Female secondary students in the Goldfields are also much less likely than their male peers to feel safe at school all or most of the time (61.1% vs 81.2%).

Around two in five (39.4%) Year 4 to Year 12 students in the Goldfields have been bullied by students at their school; 10.0 per cent did not know whether they had been bullied; and 8.9 per cent 'preferred not to say'.

Primary school students in the Goldfields are more likely to have been bullied than their peers around WA. In primary school (Years 4 to 6), only one-third (32.9%) of students reported they had never been bullied compared to almost one-half (47.7%) of primary school students across WA. Results for secondary school students in the Goldfields are similar to those across the rest of WA.

In terms of the nature of the bullying, 37.5 per cent of students in Years 4 to 12 had been (traditionally) bullied (Years 4–6: 42.4%; Years 7–12: 34.6%), while 15.6 per cent had been cyberbullied (Years 4–6: 13.3%; Years 7–12: 17.0%). A relatively high proportion of primary

school students in the Goldfields reported they have been cyberbullied compared to those across the state (13.3% vs 7.9%).

Of the students who reported being bullied in the previous three months, students in the Goldfields are more likely than students from other regions to report being bullied on the way to or from school (43.5% vs 28.8%) and at home (51.5% vs 39.9%).

Two in five (39.0%) secondary students in the Goldfields who were bullied said they have been teased about their cultural background, the colour of their skin or their religion sometime in the previous three months (all of WA: 26.1%).

One in six (16.7%) Goldfields students in Years 4 to 12 reported they had missed school in the past because they were afraid someone might bully them (Years 4–6: 16.4%; Years 7–12: 16.9%). Female students are more likely than male students to have missed school in this circumstance (24.7% vs 8.9%).

“ I wouldn't say I get bullied or anything because I think that would seem like I'm acting like a baby. But everyone usually calls me ugly for some reason, and because of that my self esteem has gone downhill. People that aren't my good friends are rude to me for no reason. I always try to act nice as I can but I don't know why people do this. ”

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

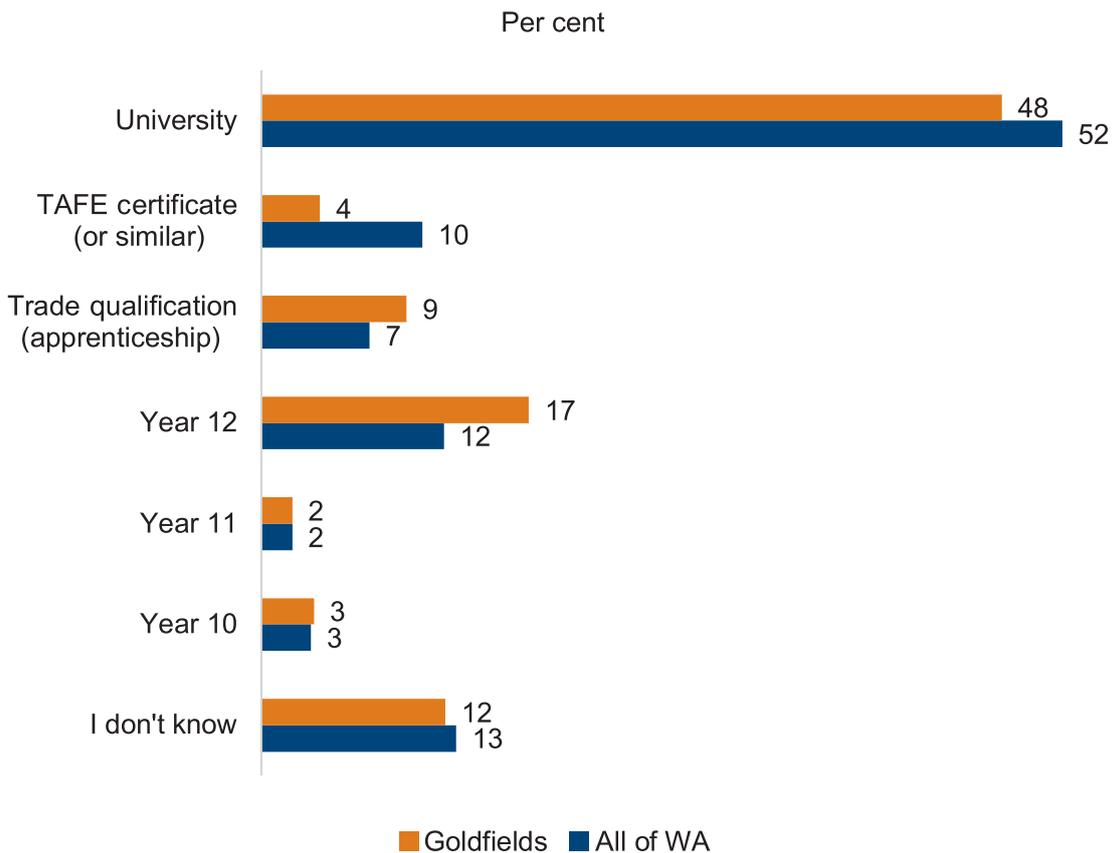
Transition from school

Around one-half (47.9%) of secondary students in the Goldfields reported they want to attend university, while almost one quarter (22.7%) do not intend to go on to further study after secondary school. Secondary students in the Goldfields are also much less likely to report wanting to attend TAFE compared to students in other regions (3.8% compared to 10.4%).

Of the secondary students surveyed in the Goldfields:

- 63.9 per cent said it is ‘very much true’ or ‘pretty much true’ that at their school they are learning knowledge and skills that will help them in the future (all of WA: 61.4%).
- 35.8 per cent reported having a regular part-time job (all of WA: 28.0%).

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



Independence and autonomy

Of the secondary students surveyed in the Goldfields:

- 78.3 per cent said they are allowed to go to and from school on their own.
- 71.6 per cent said they are allowed to go places other than school on their own.
- 24.8 per cent said they are allowed to go out alone at night in their local area.
- 54.0 per cent said they are allowed to cycle on main roads without an adult.

These results are consistent with students across WA.

Female students are less likely than their male peers to be allowed to do all of these activities. Most notably, only 14.2 per cent of female students are allowed to go out alone in their local area at night, compared to 35.6 per cent of male students. While this proportion of male

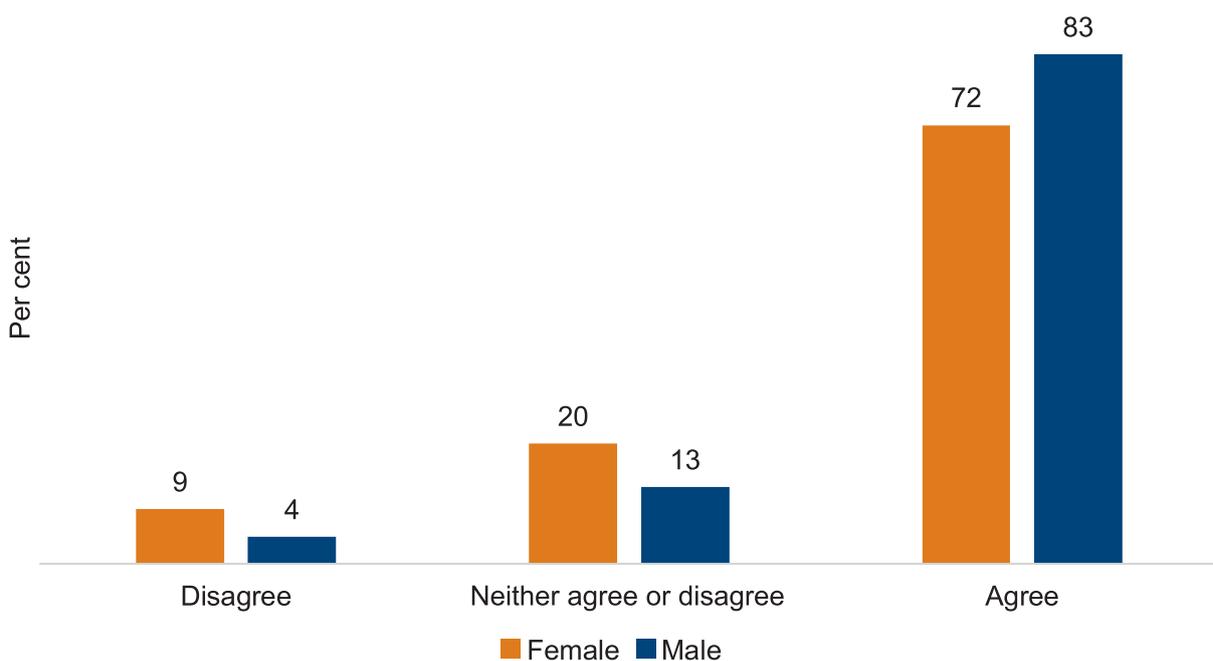
students is consistent with the results across WA, the proportion for female students is well below the results across WA (24.1%).

Most (76.7%) secondary students in the Goldfields reported they feel involved in making decisions about their life. Similar proportions agreed or strongly agreed that they get enough information to make decisions in their life (79.3%), and agreed or strongly agreed that they are given opportunities to weigh up decisions (77.6%).

Female students are less likely than male students to feel involved in making decisions, with 83.2 per cent of males compared to 71.6 per cent of females feeling involved.

This gender difference is consistent with results from across WA.

Proportion of Year 7 to Year 12 students responding to the statement: I feel involved in making decisions in my life



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

More than three in five (62.1%) Aboriginal Year 4 to Year 12 students in the Goldfields reported liking school, while 48.8 per cent reported that being at school every day is very important to them. These results are similar to non-Aboriginal students.

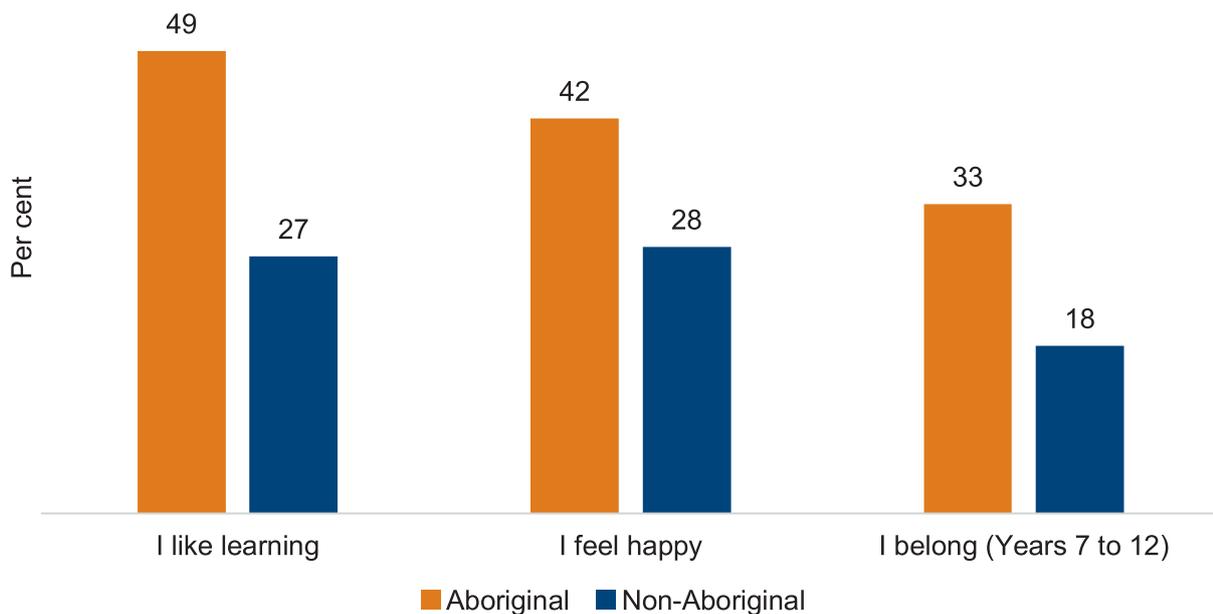
A greater proportion of Goldfields Aboriginal students than non-Aboriginal students

reported they strongly agree their school is a place where:

- they feel happy (Aboriginal: 41.5%; non-Aboriginal: 28.0%).
- they like learning (Aboriginal: 48.6%; non-Aboriginal: 27.0%).

Almost one-third (32.5%) of Goldfields Aboriginal students in secondary school strongly agreed that their school is a place where they belong (non-Aboriginal: 17.6%).

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



Aboriginal students in the Goldfields are more likely to have attended multiple schools since they started primary or secondary school: 40.2 per cent of Year 4 to Year 6 Aboriginal students have attended three or more schools since they started primary school (non-Aboriginal: 23.8%); and 41.3 per cent of Aboriginal secondary students have attended three or more schools since they started secondary school (non-Aboriginal: 6.8%).

More than one-half (57.3%) of Year 7 to Year 12 Aboriginal students reported they have been suspended from school (been sent home for a few days for doing something wrong) (non-Aboriginal: 12.3%). Further, 42.4 per cent of Aboriginal students had wagged school in the previous 12 months for a full day or more, compared to 16.5 per cent of non-Aboriginal students.

A marginally higher proportion of Aboriginal students than non-Aboriginal students in the Goldfields feel safe at school all the time (Aboriginal: 45.2%; non-Aboriginal: 36.3%). Aboriginal students reported experiencing bullying by students at their school in similar proportions to non-Aboriginal students.

Aboriginal students are less likely than non-Aboriginal students to report 'usually' getting along with their teachers (43.3% compared to 63.3%); however, they are more likely than non-Aboriginal students to report it is 'very much true' that there is a teacher at school who really cares about them (65.2% compared to 34.5%).

While many secondary students in the Goldfields want to go to university (47.9%), Aboriginal students in the Goldfields are less likely than non-Aboriginal students to report they would like to go to university (15.9% compared to 56.3%) and more likely to say they do not intend to do any further study after secondary school (47.6% compared to 17.3%).

What do children and young people in the Goldfields 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?'

"Assessments and tests are not spread out well. Sometimes we are not told of an assessment until it's due in a week. We need more time in class to work on assessments because not everyone has time at home to work on it constantly (people with lots of siblings and have to look after them or lots of after school activities or paid jobs)."
(female, 14 year-old, non-Aboriginal)

"Because school work is jammed down students throats. They are given multiple assessments at the same time while having multiple tests due the same day, all while being told to complete their school work to their 100% best ability and have their home work done and handed in on time. After all of these things are done it is after midnight, I haven't had dinner, nor showered and I won't get to sleep until after 3 leaving me with 4 hours to sleep just so that I can wake up at 7 and do it all over again whilst struggling with my own problems."
(female, 13 year-old, non-Aboriginal)

"The type of work we don't fell like is going to help us in life and is needed to be done at a high quantity in a short amount of time."
(male, 14 year-old, non-Aboriginal)

"We get so much put on to us with multiple test or assessments this week alone in the past 2 days I've done 3 assessments/test and I'm still going. I also think parents can put pressure onto kids to do well, although I can see it's to help them in the future it's hard sometimes and makes them stress more. I have fallen into that hole but I've taught myself how to look at it from my view rather than my parents or teachers, etc."
(female, 15 year-old, Aboriginal)

"The main reason is the way schooling is set up in Australia. For example the ATAR system is so silly in my eyes. Your at school 6 hours a day already tired from school and you go home and are expected to do 1 hour of study per subject that's 12 hours gone. Next is if someone has a job for money and basic necessities on average that's 4 hours so that's 16 hours gone add 10 hours for sleep which is recommended for students that's 26 hours seeing that there is only 24 hours in a day we are burning our students out."
(male, 17 year-old, non-Aboriginal)

Safe and Supported

“I’m fine I love my home, my parents may be strict but I know it’s always for the right reasons.”

(female, 15 year-old, Aboriginal)

Supportive relationships

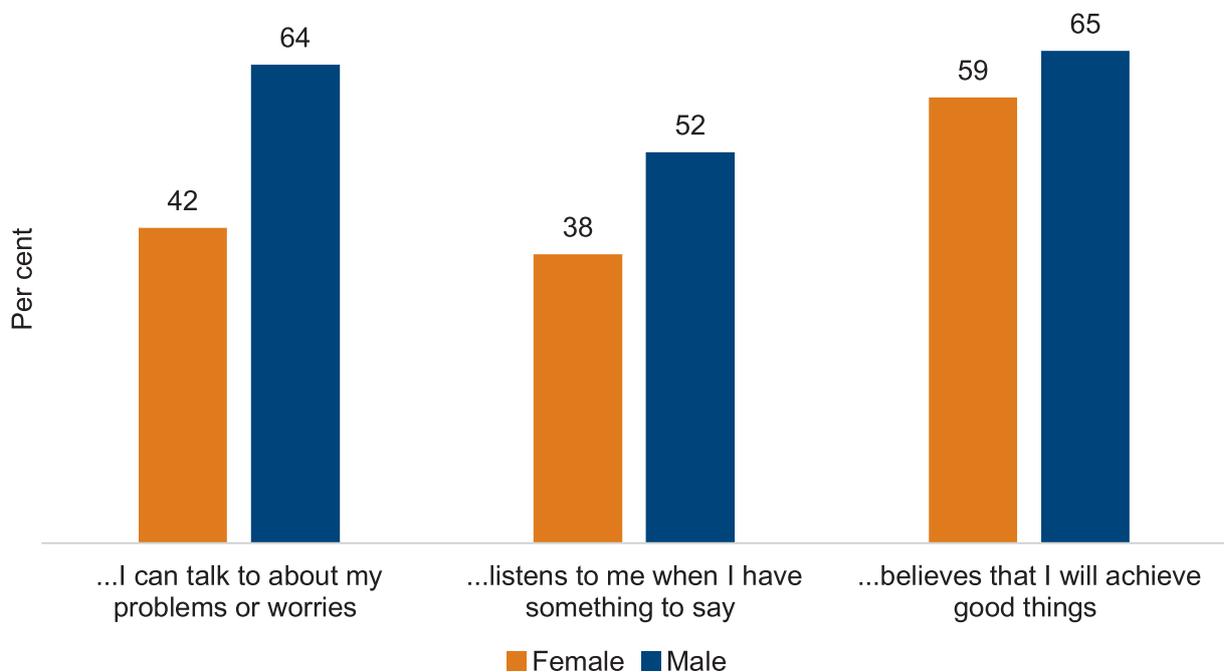
Just over one-half (52.3%) of children and young people in the Goldfields reported that it is ‘very much true’ they have a parent or other adult where they live who they can talk to about their problems. Secondary students are much less likely than primary school students to feel this way (47.5% compared to 60.6%).

The difference in results between Years 4 to 6 and Years 7 to 12 is consistent across WA.

- 44.5 per cent 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: 43.4%; Years 7–12: 45.2%).
- 61.5 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: 62.6%; Years 7–12: 60.8%).

Female secondary school students in the Goldfields are less likely to respond ‘very much true’ to the above questions compared to male students. This gender difference for secondary students is consistent with results across WA.

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



However, the gender difference for Years 4 to 6 in the Goldfields is notable compared to other regions in WA, with less than one-half (47.5%) of female students reporting it is 'very much true' that they have a parent or other adult where they live who they can talk to about their problems (all of WA: 64.2%) compared to 74.0 per cent of males (all of WA: 65.1%).

Almost one-third (30.6%) of students in the Goldfields said their family gets along very well, while 40.7 per cent said their family gets along well.

Almost three-quarters (71.1%) of Year 4 to Year 12 students in the Goldfields said if they were having any serious problems, there is an adult they would feel okay talking to (Years 4–6: 78.3%; Years 7–12: 66.9%). In Years 4

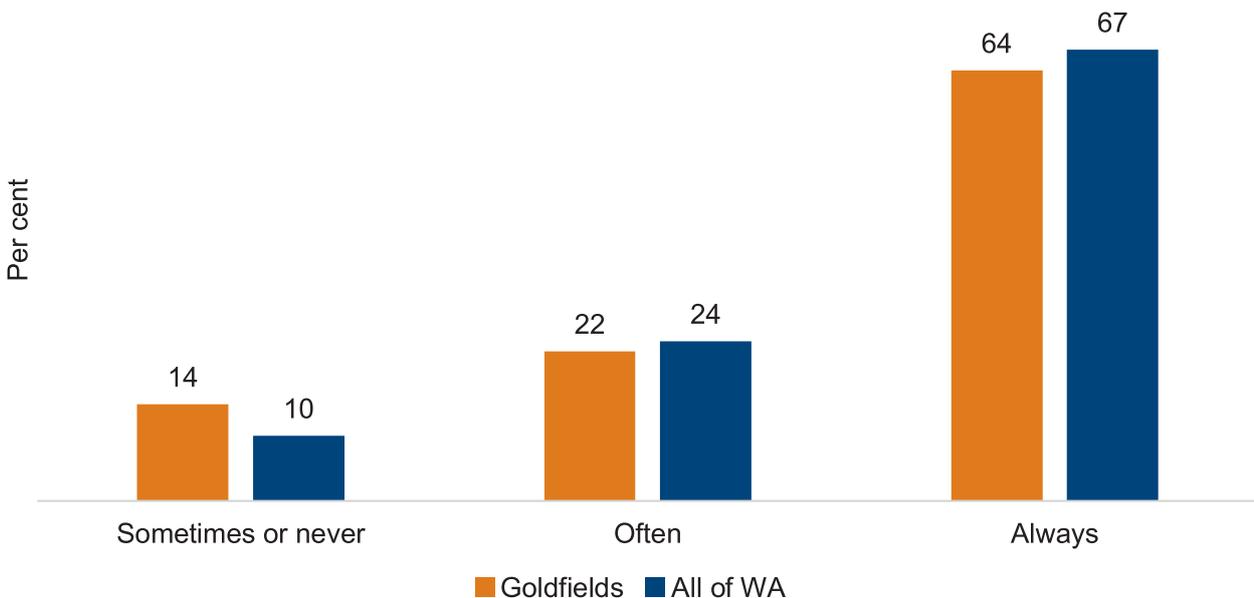
to 6, one in five (21.2%) of female students responded to this question that they are not sure (male: 6.7%).

Most children and young people in the Goldfields felt that they are very good at making friends (51.5%) and have enough friends (80.5%). However, again, primary school students in the Goldfields are less likely to think they have enough friends than those across the state (71.7% compared to 84.2%).

Material basics

A high proportion (14.3%) of students in the Goldfields reported that they only sometimes or never have enough food to eat at home (Years 4–6: 16.9%; Years 7–12: 12.7%). This is a greater proportion than reported by children and young people across WA.

Proportion of Year 4 to Year 12 students reporting whether there is enough food to eat at home



Of the students surveyed in the Goldfields:

- Almost one in five (17.6%) reported that they do not have enough money in their family to afford school excursions and/or camps (Years 4–6: 26.1%; Years 7–12: 12.5%). This overall result is a lower proportion than reported by children and young people across WA (9.8%).
- Most students (84.1%) reported they have the right kind of clothes to fit in with other people their age (Years 4–6: 80.2%; Years 7–12: 86.4%).

Of the secondary students in the Goldfields, 96.3 per cent reported they have access to the internet at home, 88.3 per cent reported they have their own tablet, laptop or

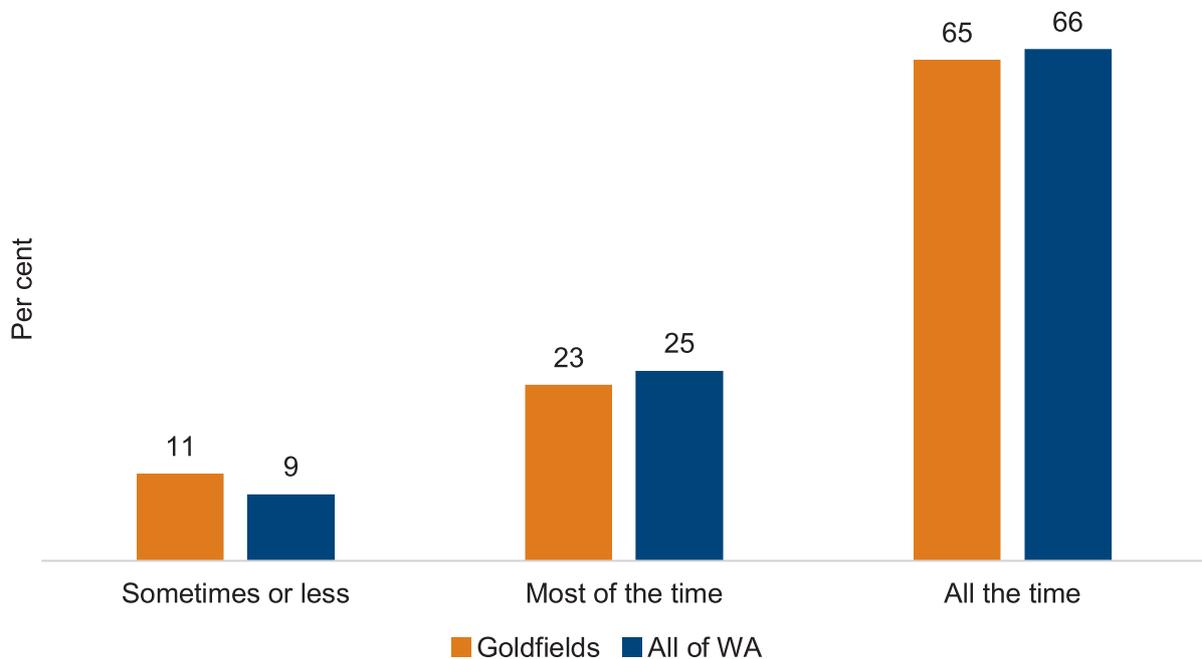
computer, while 91.0 per cent reported they have their own mobile phone. These results are consistent with the rest of WA.

Safe in the home

Of the students surveyed in the Goldfields, 64.5 per cent said they feel safe at home all the time (Years 4–6: 69.0%; Years 7–12: 61.9%), while 22.7 per cent said they feel safe at home most of the time (Years 4–6: 16.9%; Years 7–12: 26.1%).

Compared to students across the state, a marginally higher proportion of students in the Goldfields reported feeling safe at home sometimes or less (11.2% compared to 8.6%).

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



Of Year 4 to Year 12 students in the Goldfields, nearly one-quarter (24.3%) said they are ‘somewhat’ or ‘a lot’ worried that someone in their home or family will be fighting and 21.3 per cent were ‘somewhat’ or ‘a lot’ worried that someone in their home or family will hurt somebody.

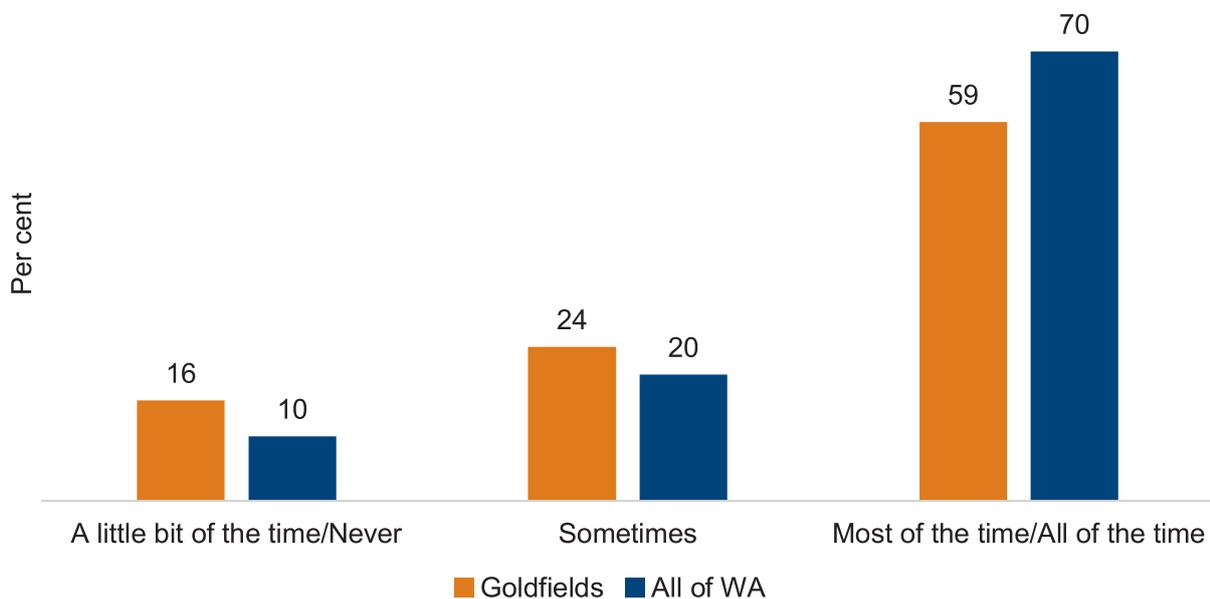
While the results for secondary students are consistent with the rest of WA, Year 4 to Year 6 students in the Goldfields are more likely to be worried ‘a lot’ that someone in their home or family will be fighting (18.6%) and that someone in their home or family will hurt somebody (19.9%) compared to the rest of WA (12.6% and 12.4% respectively).

Thirty per cent of secondary students in the Goldfields reported they had stayed away from home overnight because of a problem. This result is consistent with the rest of WA.

Safe in the community

Of the students surveyed in the Goldfields, over one-quarter (26.0%) said they feel safe in their local area all the time (Years 4–6: 29.7%; Years 7–12: 23.9%), while 30.5 per cent said they feel safe in their local area most of the time (Years 4–6: 22.2%; Years 7–12: 35.1%).

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



Female secondary students in the Goldfields are less likely to feel safe all the time than male students (consistent with the results across WA), however the gender difference in the Goldfields is particularly stark (female: 12.4%; male: 35.5%).

Almost one in ten (8.1%) female secondary school students never feels safe in their local

area (male – Goldfields: 2.1%; female – all of WA: 3.1%).

Just under one-half (49.2%) of Year 9 to Year 12 students reported they had ever been hit or physically harmed by someone on purpose. Responses are similar for male and female students.

Impact of the COVID-19 pandemic

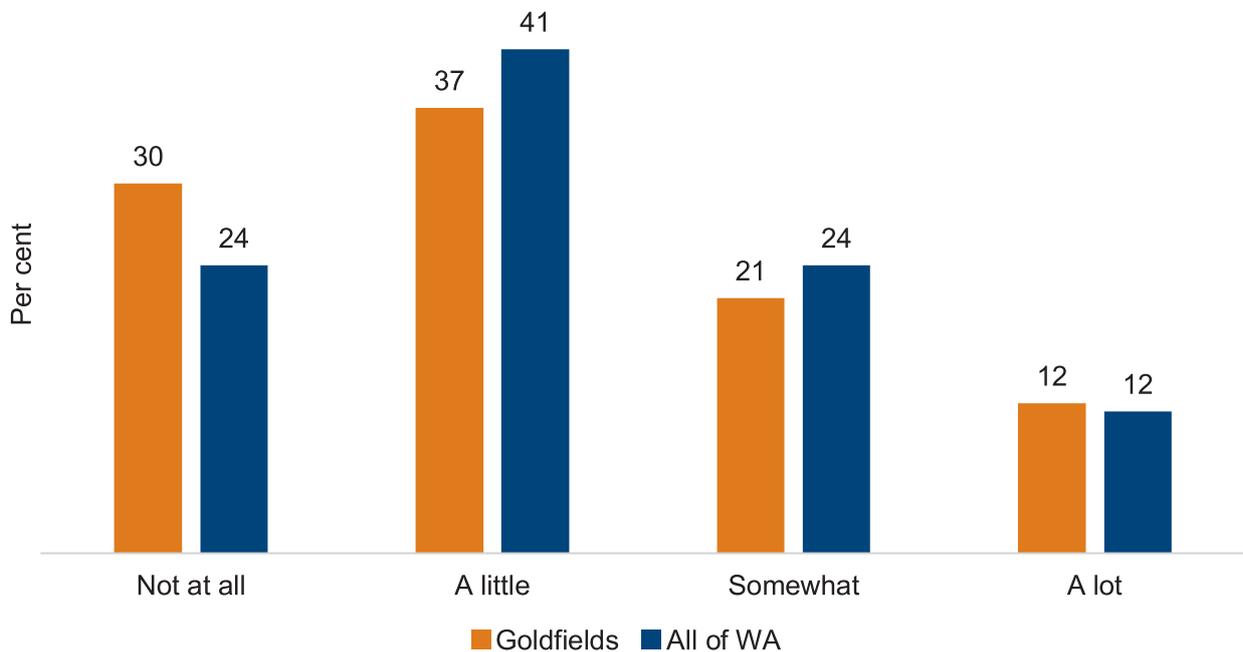
When asked about the COVID-19 pandemic and the resulting changes to daily life, almost one-third (30.3%) of Year 4 to Year 12 students in the Goldfields reported that the pandemic had affected their life in a bad way ‘not at all’ – this is a higher proportion than the rest of WA (23.6%). More than one in 10 (12.3%) reported it had affected them in a bad way ‘a lot’ (all of WA: 11.6%).

Of the students surveyed in the Goldfields:

- 55.2 per cent reported feeling very or somewhat relaxed when they think of COVID-19; 33.3 per cent reported feeling very or somewhat stressed/anxious.
- 48.7 per cent reported feeling worried if they missed school due to COVID-19 in the previous year.

More than one in five (22.7%) Year 9 to Year 12 students stated that the COVID-19 pandemic had been a source of stress to them in the previous year.

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?’



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

Supportive relationships

Most Year 4 to Year 12 Aboriginal students in the Goldfields 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 (61.3%).
- they can talk to about their problems or worries (56.7%).

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

Nearly one-quarter (24.0%) of Aboriginal Year 4 to Year 12 students reported having moved home two or more times in the previous 12 months, compared to 9.6 per cent of non-Aboriginal students. Aboriginal families are often more mobile than non-Aboriginal families with various social and cultural factors influencing these patterns, including cultural norms and values regarding kinship and family obligations, and maintaining connections to Country.²

Aboriginal Year 4 to Year 12 students are much more likely to report that their family gets along very badly (6.4%) compared to non-Aboriginal students (0.5%).

At the same time, Aboriginal students are more likely than non-Aboriginal students to feel that their siblings and other family members care about them a lot (siblings: 55.5% vs 43.3%; other family members: 67.4% vs 48.4%).

Similar proportions of Aboriginal and non-Aboriginal students in Years 4 to 12 were not worried that someone in their home or

family will be fighting (Aboriginal: 43.4%; non-Aboriginal: 46.3%). One-half (50.0%) of Aboriginal students in Years 4 to 12 were 'a little', 'somewhat' or 'a lot' worried that someone in their family would hurt somebody (non-Aboriginal: 41.3%).

More than one-half (58.0%) of Aboriginal students in the Goldfields were 'a little', 'somewhat' or 'a lot' worried that someone in their home would hurt themselves (non-Aboriginal: 44.3%).

Material basics

Aboriginal students in the Goldfields are more likely to be experiencing some form of material disadvantage in comparison to their non-Aboriginal peers:

- One-quarter (26.3%) of Aboriginal secondary school students do not have their own tablet, laptop or computer, compared to 8.6 per cent of non-Aboriginal students.
- One in five (21.4%) of Aboriginal students in Years 4 to 12 do not have access to the internet at home (non-Aboriginal: 2.5%).
- One in five (22.1%) 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: 12.5%).

One in five (21.9%) of Year 4 to Year 12 Aboriginal students said there was only sometimes or never enough food to eat at home when they are hungry (non-Aboriginal: 12.2%).

Aboriginal students are much more likely than non-Aboriginal students to report living in a house with seven people or more (36.0%) compared to non-Aboriginal students (8.3%). They are also more likely than non-Aboriginal students to report living in more than one home (32.2% vs 19.6%).

² Dockery AM & Colquhoun S 2012, *Mobility of Aboriginal and Torres Strait Islander people: A literature review*, Curtin University.

Feeling safe

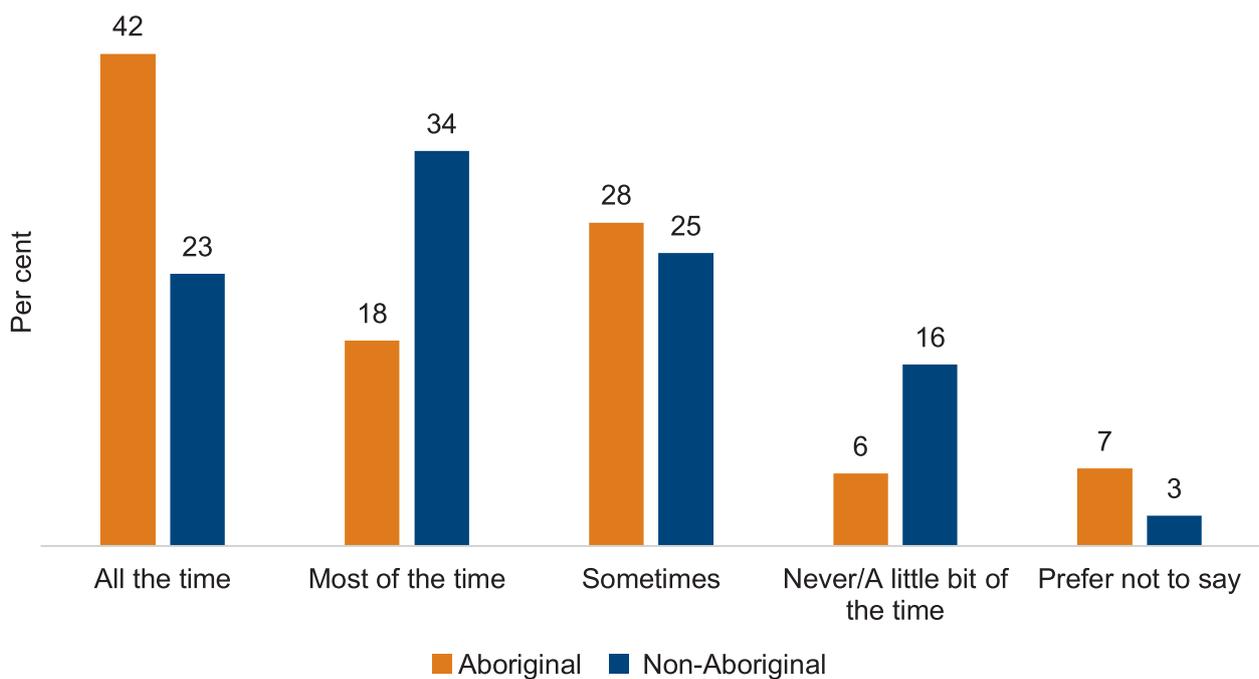
Aboriginal students in Years 4 to 12 are just as likely to feel safe at home most of the time or all of the time as non-Aboriginal students (Aboriginal: 87.9%; non-Aboriginal: 87.6%).

Aboriginal children and young people in the Goldfields are more likely to feel safe in their local area all the time (42.0%) compared to non-Aboriginal children and young people (23.2%).

“ The people in my town, walking alone, staying in the car while mum and dad go into shop, walking alone at school, walking around town by myself. ”

(female, 13 year-old, Aboriginal)

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 Goldfields say about being safe and supported?

Supportive relationships

“I love my life if I needed help I have my mum and dad to help me.”

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

“On my experience seeking health issue was never really a problem as I have a very supportive and helpful parents. When I have a hard time coping or I needed advice or I have made bad decisions, my parent was the only person that was able to help me get through it, without askin me “why did you do that”....”

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

“Some time i get a bit of anxiety as I also stress about assignments and school some times. I know I can go to my family and friends for the help that I need if so. Also I know that I can go to teachers.”

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

“If I ever do have any anxiety/stress I normally keep it to myself or pray about it. Sometimes I talk to my mum about any issues I have. I also talk to my youth pastors.”

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

Adults should listen more, be more open and understanding

“They could be a bit more understanding and understand what your saying.”

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

“Be more considerate with what teens are going threw I know it’s hard to believe or whatever but the generations have changed so much and it’s sad how there are so many kids now that feel like they can’t talk to adults cause they will get judged, compared, yelled at or something else.”

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

“Not be so hurtful with their words. Not be so demanding. Actually listen to what gets said and understand where I’m coming from, how I’m feeling, and what I’m trying to say.”

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

“I wish my parents understood how I feel.”

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

“A child opinion is just as relevant as an adult.”

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

Feeling unsafe

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

“Being alone in like a parks, house and dark areas!”

(male, 11 year-old, Aboriginal)

“When somebody jump over our fence and steal something.”

(male, 11 year-old, undisclosed Aboriginal status)

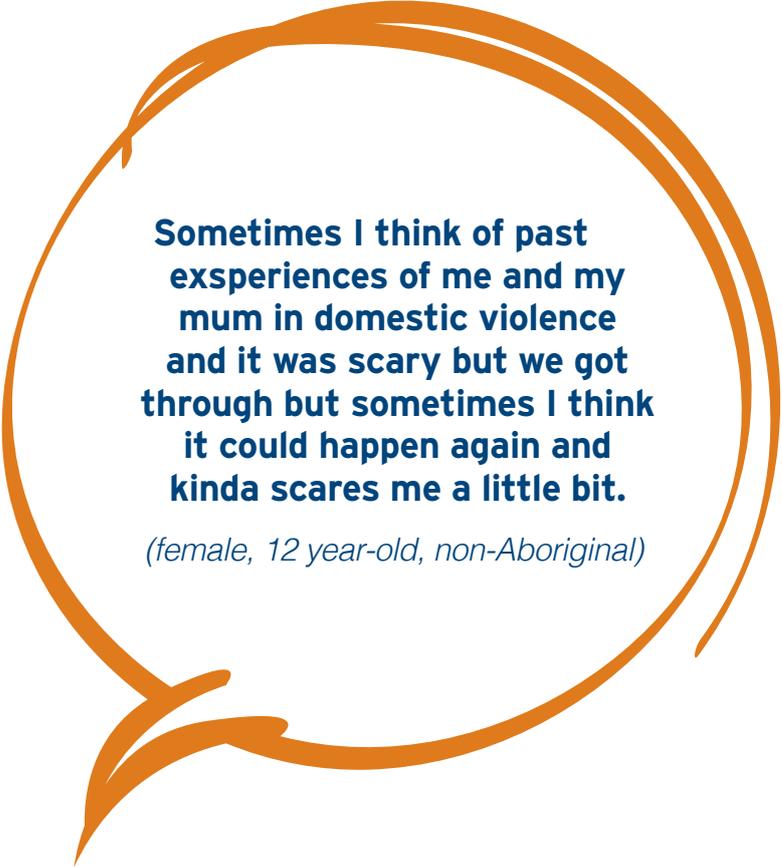
“People in gangs bully me all of the time in public areas.”

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

“I don’t have a good family because they always fight and my life is pretty stressing.”
(male, 11 year-old, non-Aboriginal)

“When I’m walking and I get called at by older men driving or walking past.”
(female, 13 year-old, non-Aboriginal)

“Being put into unsafe situations and environments, when people around me are on the influence of alcohol and drugs.”
(male, 17 year-old, Aboriginal)



Sometimes I think of past experiences of me and my mum in domestic violence and it was scary but we got through but sometimes I think it could happen again and kinda scares me a little bit.

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