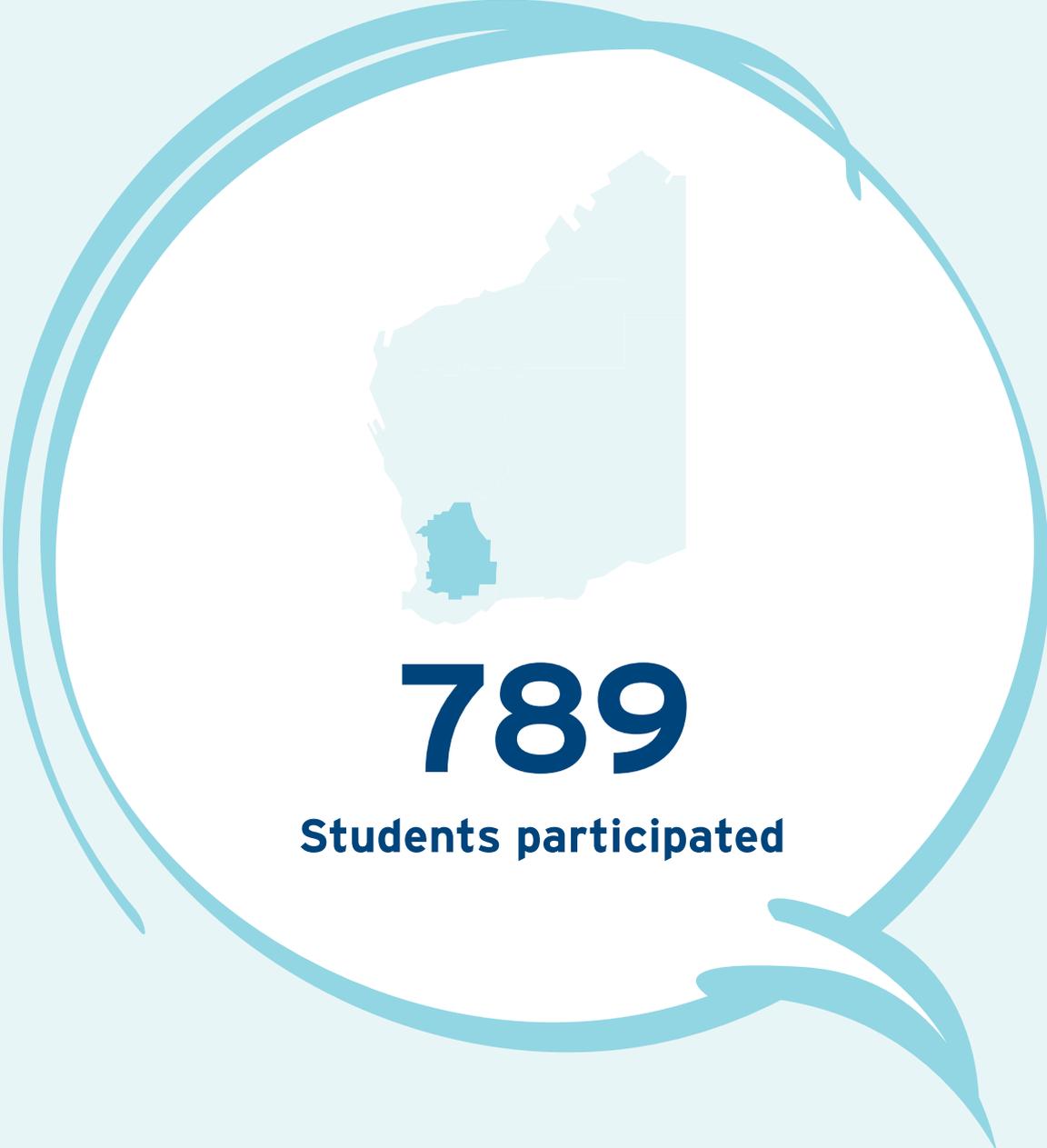


Wheatbelt



Wheatbelt key findings

84.1 per cent of Year 4 to Year 12 students in the Wheatbelt **reported their general health is good, very good or excellent.**



Of the Aboriginal students surveyed in the Wheatbelt, **just over a quarter (26.6%) rated their health as very good or excellent**; this is well below non-Aboriginal students (47.7%).

Female secondary students in the Wheatbelt are **more likely to report low life satisfaction** scores compared to female students across the rest of the state (32.6% vs 25.5%).



One-half (50.8%) of secondary students in the Wheatbelt **have tried alcohol**; this is a higher proportion compared to the rest of the state (39.2%).

Female students in the Wheatbelt are much more likely to **feel stressed about body image** than their male peers (63.6% vs 16.3%).

Almost one-half (46.0%) of female secondary students in the Wheatbelt **do not feel like they belong at school** (male: 18.5%).



Young people in the Wheatbelt are **more likely to go to a teacher for assistance** with emotional health worries than students across the state (59.7% vs 47.8%).

Over one-quarter (26.6%) of secondary students in the Wheatbelt **reported they had been suspended from school** (all of WA: 17.1%).

Aboriginal secondary students in the Wheatbelt **are more likely to have been suspended from school** than Aboriginal secondary students across the state (40.1% vs 33.1%).

Only one-third (34.6%) of secondary students in the Wheatbelt **have not been bullied by students at their school** (all of WA: 48.9%).



Most (79.5%) students in the Wheatbelt also reported that if they were having any serious problems, **there is an adult they would feel okay talking to**. This is the highest proportion of all regions across the state.

Compared to the rest of WA, secondary students in the Wheatbelt are **less likely to report having their own tablet, laptop or computer** (73.6% vs 85.8%).



One in five (19.2%) Aboriginal students in the Wheatbelt reported **there is only sometimes or less often enough food to eat at home when they are hungry** (non-Aboriginal: 8.7%).

Overview

A total of 789 students across Years 4 to 12 from seven primary schools and seven secondary schools in the Wheatbelt took part in the Speaking Out Survey 2021.

Just under one-half (48.7%) of Year 4 to Year 12 students surveyed in the Wheatbelt identified as girls, 49.4 per cent identified as boys and 1.9 per cent selected the option that they identify 'in another way'.

In total, 10.9 per cent of participants reported being Aboriginal and/or Torres Strait Islander.

Of the students surveyed in the Wheatbelt, 99.0 per cent reported speaking English at home and only 6.5 per cent reported (also) speaking other language(s) at home. This is the lowest proportion of children and young people across the state speaking another language at home. Further, of these only 1.0 per cent reported they do not speak English at home.

Few students reported which other languages are spoken.

Students in the Wheatbelt enjoyed doing the survey and appreciated the opportunity to have their say:

“Great some questions were a little to personal but but otherwise good.” 😊😊😊😊😊😊😊😊😊😊

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

“It was fun and very simple.”

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

“It was a great survey because of it making me share things about me and having a trust worthy survey and having fun while doing it I really liked it.”

(male, 10 year-old, Aboriginal)

“I liked it because I could share some personal stuff that I don’t tell anyone.”

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

“I thought it was great and I liked speaking out.”

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

“This survey was good cos it made me realise some things.”

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

“I think it’s a great idea to do this.”

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

“ I think it was a great survey and it could be helpful to others. I don’t like talking about my problems or emotions very much. I’ve always had to go through things alone because I had no one who was there for me when I needed someone. ”

(female, 15 year-old, Aboriginal)

“I like this it’s a good way to help understand younger people.” 👍👍

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

Healthy and connected

“Well for months I was really sad, confused, angry, upset and felt unwanted and I did self harm and didn’t tell anyone because I thought I could manage on my own and I was ashamed to tell anyone my problems in case they would judge me for it.”

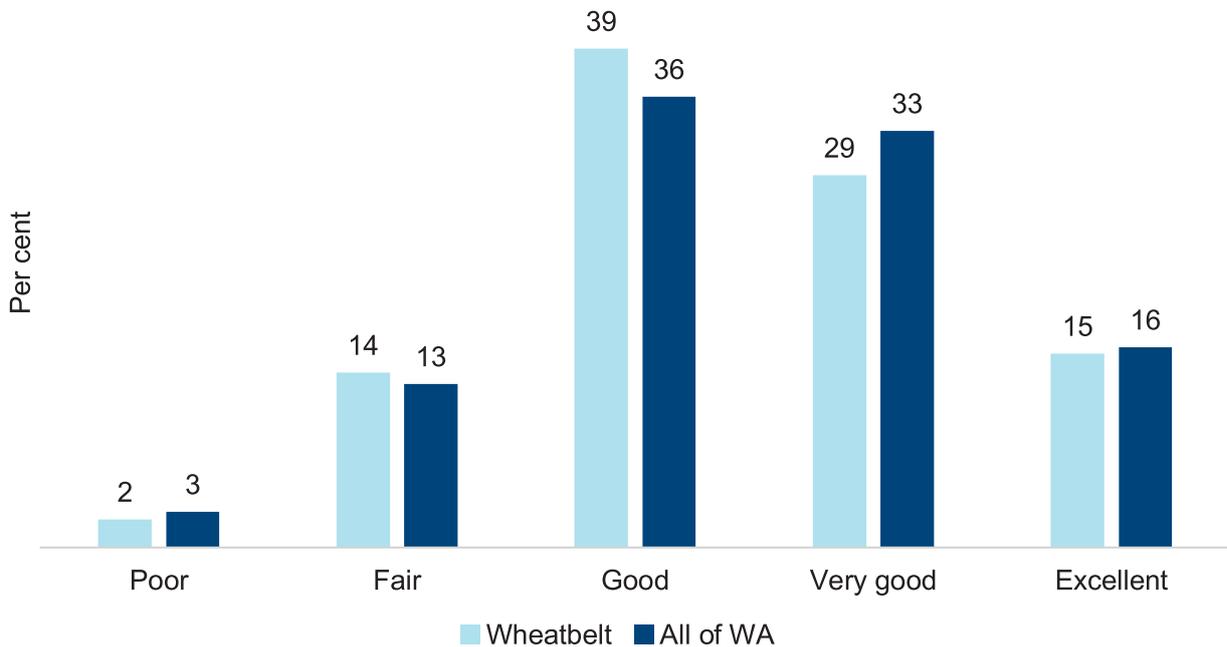
(female, 13 year-old, non-Aboriginal)

Physical health

Of the students surveyed in the Wheatbelt, 44.7 per cent reported that their health is very good or excellent (Years 4–6: 51.5%; Years 7–12: 40.3%), while 16.0 per cent reported that their health is poor or fair (Years 4–6: 7.6%; Years 7–12: 21.3%).

These results are broadly consistent with the rest of the state, with the exception that there is a slightly lower proportion of students in the Wheatbelt reporting their physical health is very good (29.4% vs 32.9%), and a correspondingly higher proportion reporting it is good (39.4% vs 35.6%).

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



Over one-quarter (28.1%) of secondary students have a long-term health problem, while 14.6 per cent reported having have a disability.

Approximately one-third (34.1%) reported they care very much about eating healthy food

(Years 4–6: 51.5%; Years 7–12: 23.3%). While the proportion for Year 4 to Year 6 students is consistent with the rest of the state, the proportion for secondary students is below the rest of WA (32.8%).

One-half (49.2%) of secondary students reported physical activity, sport or exercise is 'definitely' an important part of their life. Notably, almost one-fifth (18.8%) of male students in the Wheatbelt answered 'not really' to this question, which is higher compared to the rest of WA (12.1%). Conversely, female students in the Wheatbelt are less likely to answer 'not really' compared to rest of WA (9.8% vs 15.9%).

Of secondary students in the Wheatbelt, 57.2 per cent reported they had done vigorous exercise three or more times in the previous week (all of WA: 61.9%). A lower proportion of male secondary students than their male peers across the state had done vigorous exercise three times or more in the previous week (62.9% vs 72.0%)

Students in the Wheatbelt are less likely than those across the state to care 'very much' about how they look (30.8% vs 41.2%) or to care 'very much' about staying fit and being physically active (50.8% vs 56.7%).

Of the students surveyed in the Wheatbelt:

- 62.9 per cent reported brushing their teeth twice or more the previous day (Years 4–6: 68.2%; Years 7–12: 59.5%).
- 55.3 per cent reported they eat breakfast every day (Years 4–6: 75.0%; Years 7–12: 43.1%), while 5.9 per cent reported they never eat breakfast (Years 4–6: 1.1%; Years 7–12: 8.8%).
- 81.3 per cent of Year 4 to Year 6 students reported going to sleep on a school night before 9pm, while 47.6 per cent of Year 7 to Year 12 students reported going to sleep on a school night before 10pm.

These results are consistent with those across WA.

Mental health

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

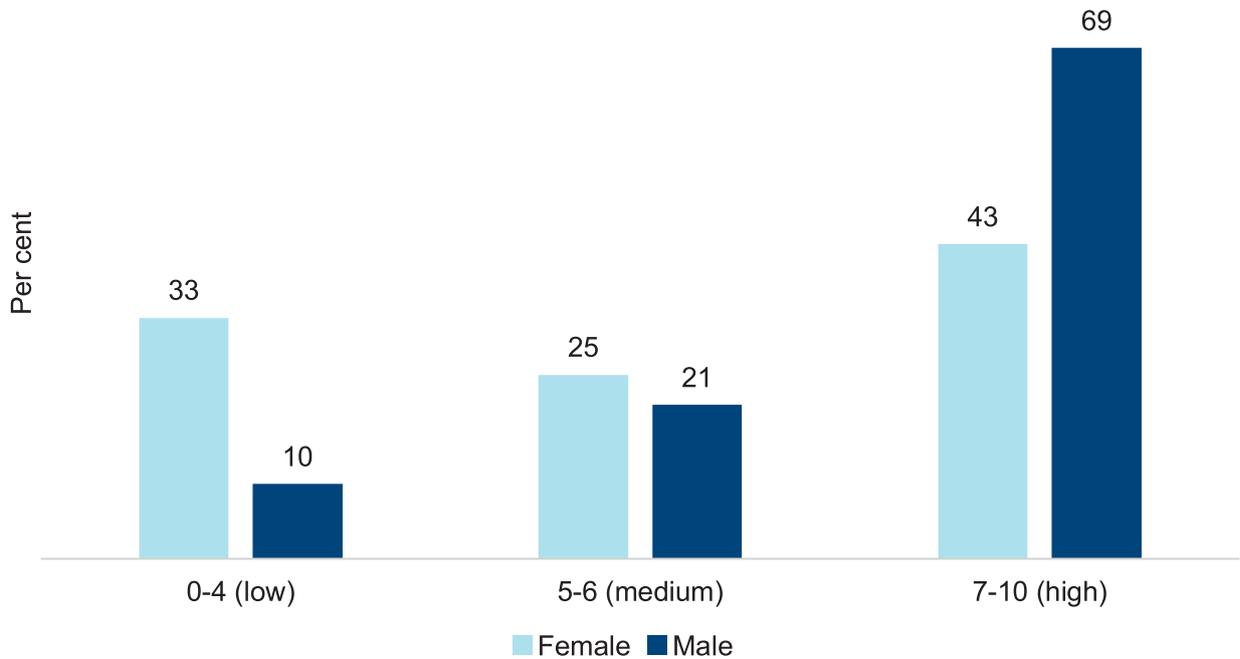
Primary school students have a higher mean life satisfaction than secondary students (Years 4–6: 7.8; Years 7–12: 6.3) – a result consistent across the state.

Overall reported life satisfaction in the Wheatbelt is consistent with the results for the rest of WA, across year levels. Almost two-thirds (63.5%) reported a high life satisfaction (7 to 10) (Years 4–6: 78.4%; Years 7–12: 54.2%) and 16.1 per cent reported a low life satisfaction (0 to 4) (Years 4–6: 5.3%; Years 7–12: 22.8%).

However, the gender gap between male secondary students in the Wheatbelt reporting high life satisfaction (69.1%) and female secondary students (42.6%) reporting the same is the highest in the state.

Further, one-third (32.6%) of female secondary students in the Wheatbelt reported low life satisfaction, which is greater than the proportion of female students across the rest of the state (25.5%).

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



Most students (79.0%) agreed they are happy with themselves (Years 4–6: 94.2%; Years 7–12: 69.5%). Consistent with the above results, female secondary students are more likely to strongly disagree that they are happy with themselves compared to the rest of the state (15.3% vs 8.4%).

Students in the Wheatbelt also reported:

- 45.8 per cent agreed (Years 4–6: 40.1%; Years 7–12: 49.2%) and 30.3 per cent strongly agreed they feel good about themselves (Years 4–6: 51.8%; Years 7–12: 17.2%).
- 48.1 per cent of secondary students agreed and 18.4 per cent strongly agreed they can deal with things that happen in their life.

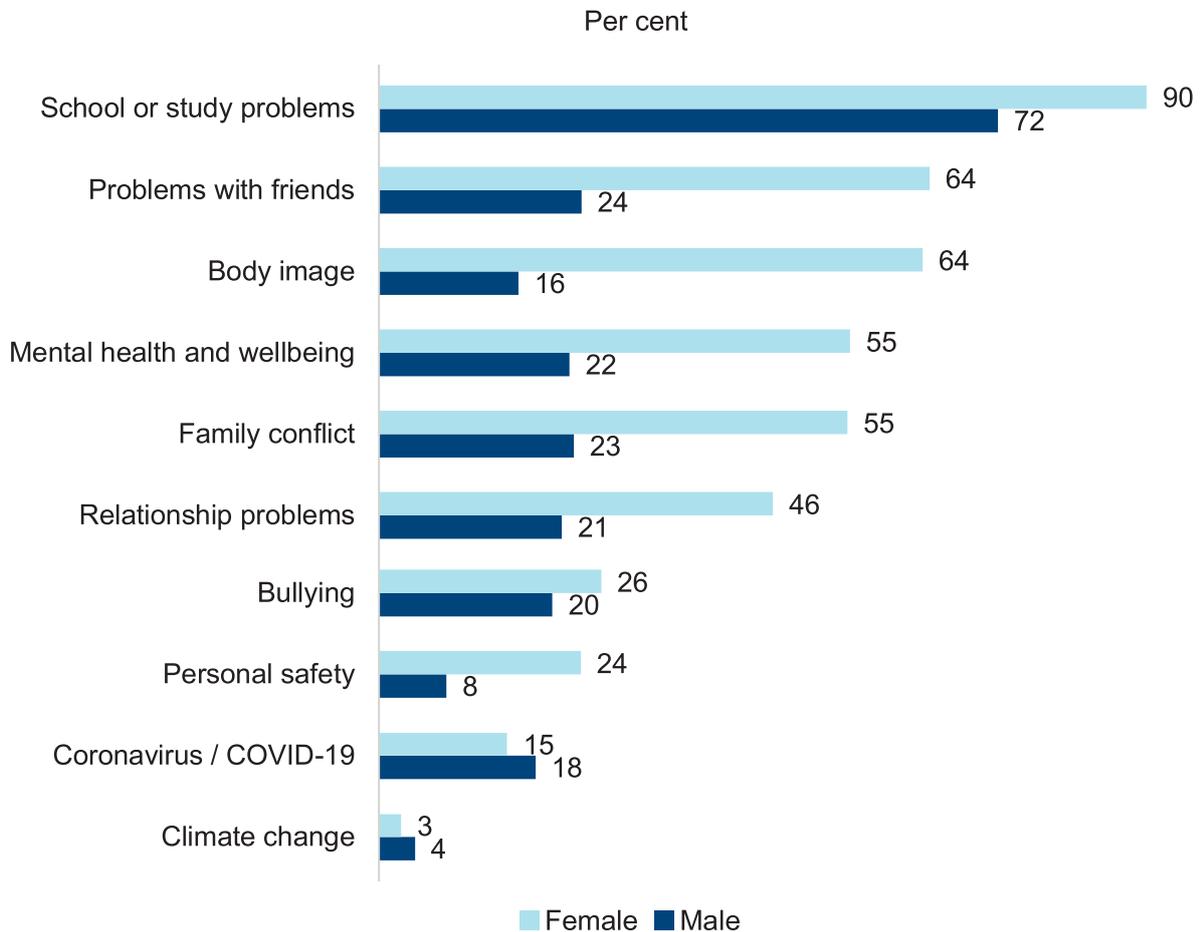
In Years 9 to 12, 53.3 per cent reported they had felt sad, blue or depressed for two or more weeks in a row in the previous 12 months. This proportion is slightly lower than for the rest of the state (59.2%).

Year 9 to Year 12 students were also asked about sources of stress in the previous 12 months. School and study problems (81.7%) were the most commonly reported source of stress, followed by problems with friends (44.6%), body image (41.1%) and mental health and wellbeing (40.4%).

Notably, compared to the rest of WA, students in the Wheatbelt are less likely to report mental health and wellbeing (50.7% vs 40.4%) and climate change as a source of stress (9.2% vs 3.8%). They are more likely to report bullying as a source of stress than their peers in the rest of WA (23.5% vs 15.0%).

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

Proportion of Year 9 to Year 12 students reporting sources of stress in the last 12 months



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

Of note, male students in the Wheatbelt are less likely to be worried about family conflict than other male students across the state (22.8% vs 33.9%), while female students are just as likely to be stressed by this as their counterparts across the state (54.8% vs 56.0%).

Access to support for physical and mental health

One-quarter (26.0%) of secondary students reported there had been a time in the previous 12 months when they had wanted or needed to see someone for their health but weren't

able to. Two-thirds (68.6%) of these students reported not seeing someone for their health due to feeling embarrassment or shame, while 34.7 per cent reported they were unsure who to see or where to go.

Just under two-thirds (65.0%) of secondary students in the Wheatbelt said they know where to get support in their school for stress, anxiety, depression or other emotional health worries, while 50.3 per cent said they know where to get support in their local area.

Over one-third (35.0%) of secondary students reported they had received help for any problems with stress, anxiety, depression or other emotional health worries in the previous 12 months.

The most commonly used sources of support for secondary students in the Wheatbelt were parents (84.4%), other family (72.2%), friends including boyfriend or girlfriend (71.9%), school psychologist, school chaplain or school nurse (59.9%), teacher (59.7%), mental health service like Headspace (42.2%) and doctor or GP (38.5%).

Notably, young people in the Wheatbelt are more likely to go to a teacher for assistance than students across the state (59.7% vs 47.8%).

Of these students, 68.0 per cent found a teacher helpful and 76.5 per cent found a school psychologist, chaplain or school nurse

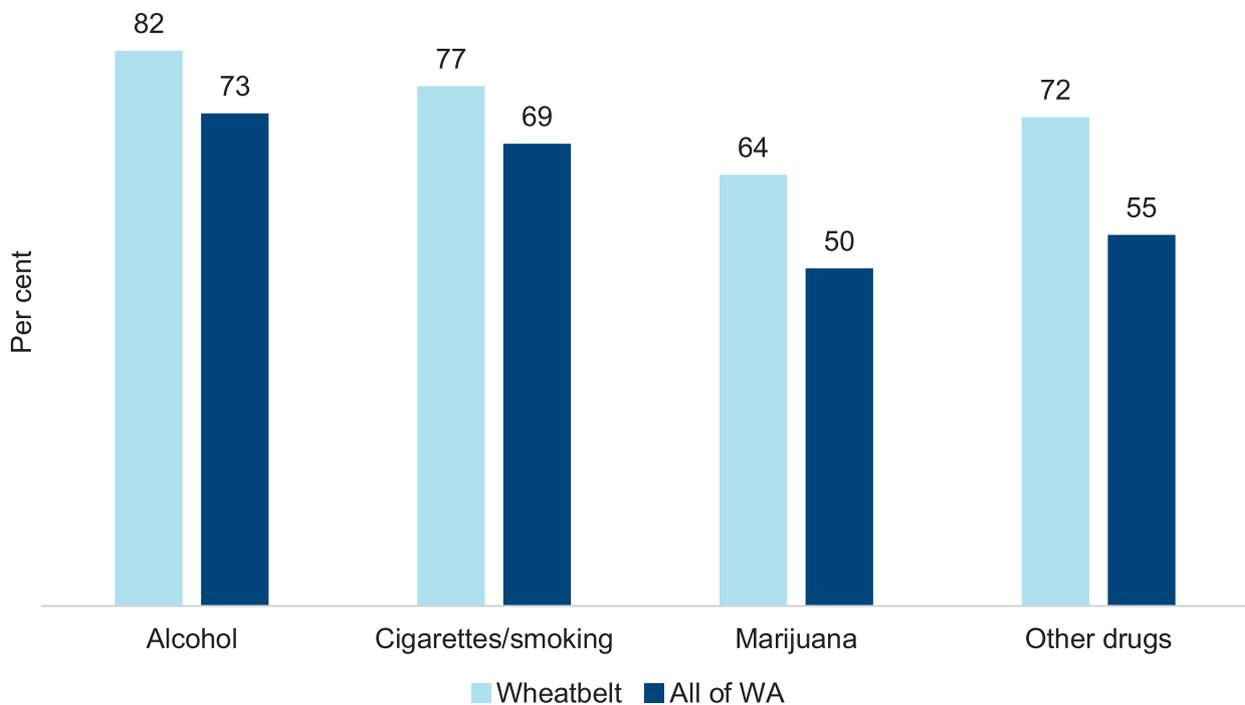
helpful and 67.6 per cent found a mental health service like Headspace helpful.

Risk-taking and healthy behaviours

Alcohol and other drugs

Most students in the Wheatbelt reported learning about alcohol or other drugs at school, with students reported learning ‘some’ or ‘a lot’ about cigarettes/smoking (77.0%), alcohol (82.3%), marijuana (63.9%) or other drugs (72.4%). These proportions are higher than the rest of the state.

Proportion of young people in Years 7 to 12 reporting they have learnt ‘some’ or ‘a lot’ about various substances at school

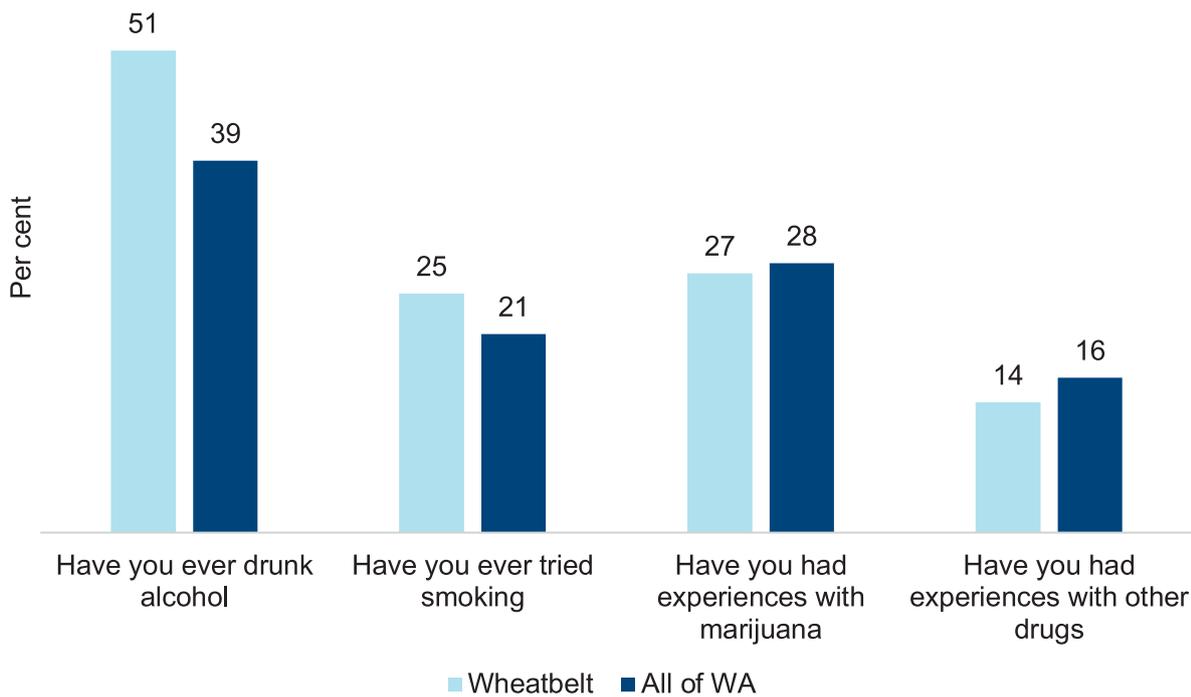


When it comes to alcohol and other drug usage, one-half (50.8%) of secondary students in the Wheatbelt reported they had tried alcohol; this is a higher proportion compared to the rest of the state (39.2%). One-quarter (25.2%) reported they have tried smoking, which is a slightly higher proportion than the rest of WA (20.9%).

While all secondary students were asked about how much they had learnt about

marijuana and other drugs, only Year 9 to 12 students were asked about experiences with these substances. Year 9 to Year 12 students in the Wheatbelt reported having experiences with marijuana or other drugs in similar proportions to the rest of the state (marijuana: 27.3% vs 28.4%; other drugs: 13.7% vs 16.3%).

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



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

Seven in ten (70.5%) students in the Wheatbelt thought people their age should not use any substances including cigarettes, alcohol, marijuana or other drugs (all of WA: 72.0%).

Sexual health

Sixty per cent (60.0%) of secondary students in the Wheatbelt reported they had learnt 'a lot' or 'some' at school about sexual health and ways to support their sexual health and 50.8 per cent reported they had learnt 'a lot' or 'some' about pregnancy and contraception at school (all of WA: 54.6% and 46.5% respectively). Further, the Wheatbelt had only 5.9 per cent of students report they had not received sexual health education at school; this is less than one-half the proportion for the rest of WA (12.4%).

Notwithstanding the above result, around one-half (45.5%) reported feeling they don't know enough about sexual health and pregnancy or they aren't sure, while 50.2 per cent reported feel they don't know enough about pregnancy and contraception or they aren't sure. These results are consistent with responses across the state.

More than one-third (35.1%) of secondary students in the Wheatbelt do not know or are unsure about where to go if they needed help for something about their reproductive or sexual health.

In Years 9 to 12, 59.3 per cent of female students and 19.0 per cent of male students reported they had ever been sent unwanted sexual material, such as pornographic pictures, videos or words. For male students, this was a much lower proportion than for secondary male students across the state (31.4%).

Problematic behaviours and emotions related to being online

Around one-quarter of Year 4 to Year 12 students in the Wheatbelt said they feel bothered 'fairly often' or 'very often' when they cannot be on the internet (24.0%). This is the lowest proportion across the state (all of WA: 32.1%).

One in five (21.2%) said they feel bothered when they cannot play electronic games (all of WA: 24.3%).

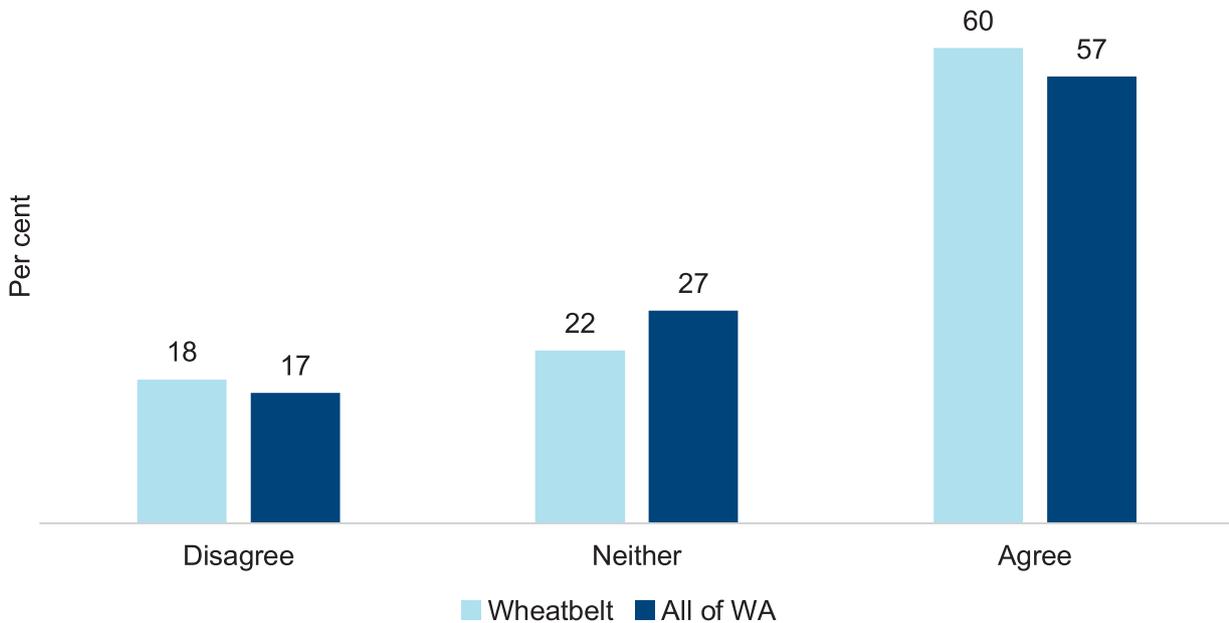
Of secondary students, just over one-quarter (26.1%) of male and 40.9 per cent of female said they feel bothered when they cannot use their mobile phone. Both these proportions are less than those for the rest of the state (male: 31.0%; female: 45.1%).

At the same time, 12.2 per cent of male and 18.3 per cent of female secondary students said they go without eating or sleeping either fairly often or very often because of their mobile phone. These proportions are commensurate with those across the state (9.6% and 17.3% respectively).

Connection to community

Over three-quarters (76.4%) of Year 4 to Year 6 students agreed they belong in their community, while 60.1 per cent of Year 7 to Year 12 students agreed. These results are consistent with those across the state.

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



However, female secondary students in the Wheatbelt are much more likely than their male peers to disagree a lot that they belong in their community (13.3% vs 4.3%). They are also much more likely than female students across the state to disagree a lot that they feel like they belong in their community (13.3% vs 6.2%).

Most Year 4 to Year 6 students (85.4%) agreed they like where they live, which is consistent with the rest of the state (86.0%). However, only seven in ten (70.1%) Year 7 to Year 12 students agreed they like where they live; this is lower than the result for the rest of WA (79.3%).

A relatively high proportion (17.5%) of secondary students in the Wheatbelt disagreed that they like where they live (all of WA: 10.4%).

Consistent with the above result, Year 4 to Year 6 students agreed that there are lots

of fun things to do where they live in similar proportion to the rest of the state (77.4% vs 73.6%), while Year 7 to Year 12 students are less likely to agree (42.0% vs 48.7%).

Further, female secondary students are almost twice as likely to disagree a lot with the statement compared to female students across the rest of WA (20.1% vs 10.8%). They are also more likely than their male peers to disagree a lot that there are fun things to do where they live (20.1% vs 12.4%).

When asked if there are outdoor places for them to go in their area, like parks, ovals or skate parks, 82.0 per cent of Year 4 to Year 6 students agreed, while 77.9 per cent of Year 7 to Year 12 students agreed. The proportion of Year 7 to Year 12 students who agreed a lot with this statement is lower than result for the rest of the state (46.0% vs 55.6%).

Again, female secondary students are the predominant reason for this disparity with

almost three times the proportion disagreeing a lot with this statement compared with female students across the rest of the state (8.8% vs 3.3%).

In terms of their community, students in the Wheatbelt also reported:

- 75.5 per cent of Year 4 to Year 6 students agreed that their neighbours are friendly, while 64.3 per cent of Year 7 to Year 12 students agreed.
- 79.8 per cent of Year 4 to Year 6 students agreed that when they go to the shops the people there are friendly, while 82.0 per cent of Year 7 to Year 12 students agreed. This is the highest proportion of secondary students agreeing across the state.

When it comes to activities outside of school, almost two-fifths (38.7%) said they spend time practising or playing a sport outside of school every day or almost every day (Years 4–6: 41.6%; Years 7–12: 36.9%). Notably, male secondary students are much more likely to report hardly ever or never doing this compared to the rest of WA (20.8% vs 12.8%).

Just under one-half (46.8%) of students said they spend time being active outdoors outside of school every day or almost every day (Years 4–6: 49.1%; Years 7–12: 45.3%). Secondary students in the Wheatbelt are much more likely to report this compared to the rest of the state (36.0%). This is principally because female students are much more likely to be active outdoors on a daily basis than female students

across the state (45.8% vs 29.2%).

At the same time, secondary students in the Wheatbelt are less likely to spend time using the internet on a daily basis outside of school than students across the state (79.6% vs 90.6%).

In terms of activities outside of school, of the students surveyed in the Wheatbelt:

- 38.3 per cent said they spend time hanging out with friends outside of school every day or almost every day (Years 4–6: 34.3%; Years 7–12: 40.8%).
- 32.4 per cent said they spend time doing homework every day or almost every day (Years 4–6: 35.1%; Years 7–12: 30.7%).
- 52.9 per cent male and 29.8 per cent female students reported playing games on a game console, computer or tablet every day or almost every day.

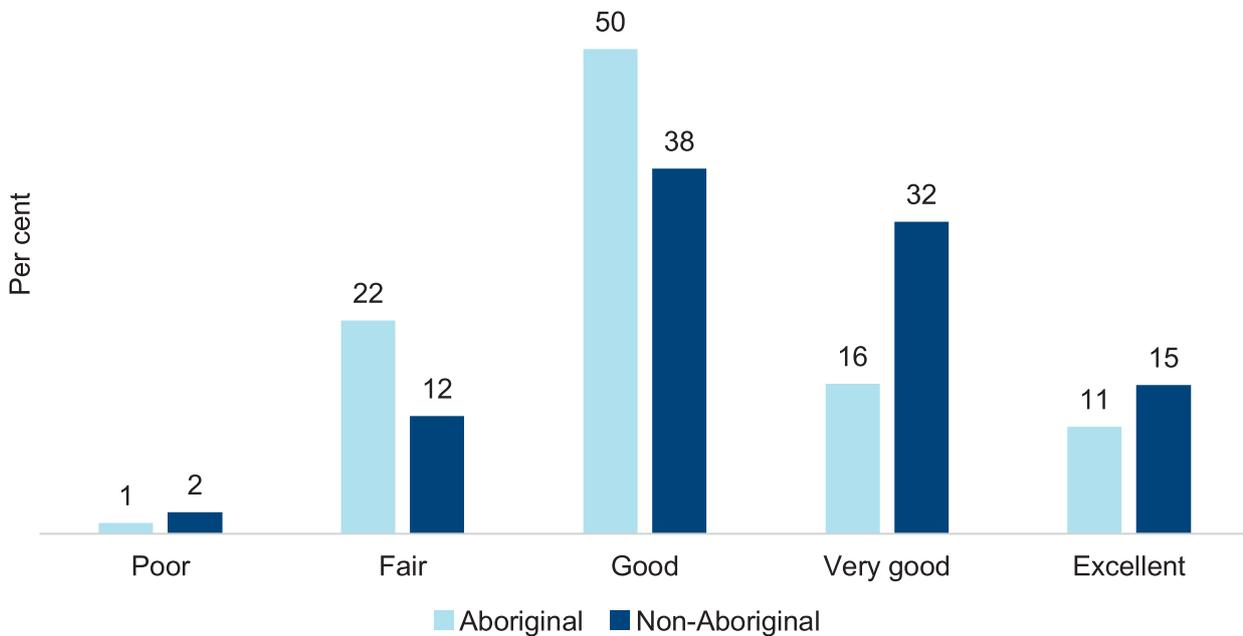
These results are consistent with those across the state.

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

Of the Aboriginal students surveyed in the Wheatbelt, just over a quarter (26.6%) rated their health as very good or excellent; this is well below non-Aboriginal students (47.7%).

Further, almost one-quarter (23.2%) rated their health as only fair or poor.

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



Just over two-fifths (43.3%) of the Aboriginal students in the Wheatbelt reported that physical activity, sport or exercise is ‘definitely’ an important part of their life, slightly less than non-Aboriginal students (50.2%). Moreover, less than two-fifths (43.3%) reported they had done vigorous exercise three or more times in the previous week (non-Aboriginal: 59.0%).

More than three-fifths (62.1%) of Aboriginal students reported high life satisfaction, consistent with non-Aboriginal students (64.2%). However, over one-fifth (21.3%) of Aboriginal students in the Wheatbelt reported low life satisfaction; this is higher than their non-Aboriginal peers (14.9%).

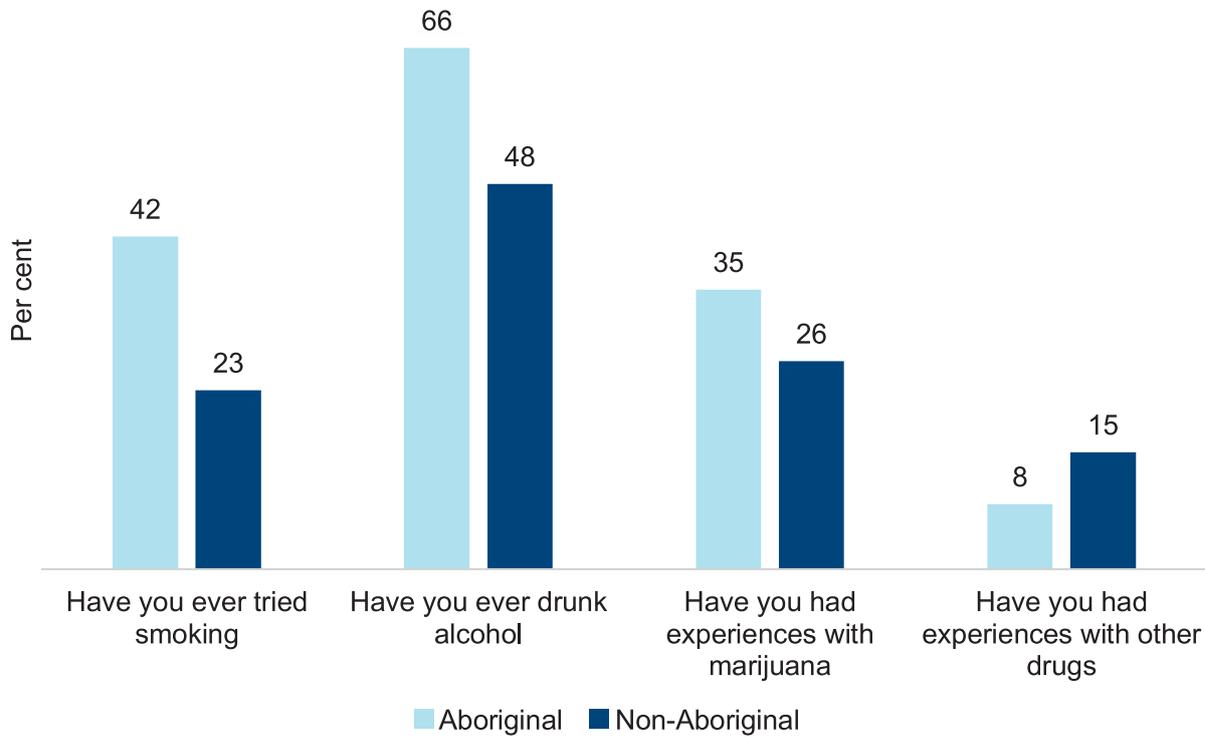
Notwithstanding the above result, most Aboriginal students agreed with the following statements:

- I feel good about myself (69.1%)
- I am able to do things as well as most people (67.2%)
- I am happy with myself (72.0%).

The top three stressors reported by Aboriginal Year 9 to Year 12 students were school or study problems (79.4%), body image (49.7%) and problems with friends (43.1%). These results are consistent with those of non-Aboriginal students in the Wheatbelt.

Aboriginal secondary students in the Wheatbelt are much more likely to have tried smoking and drunk alcohol compared to non-Aboriginal students (smoking: 41.8% vs 22.5%; alcohol: 65.5% vs 48.4%).

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



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

Aboriginal Year 9 to Year 12 students are slightly more likely to have had experiences with marijuana (35.1% vs 26.1%) and slightly less likely to have had experiences with other drugs (8.2% vs 14.7%).

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

- 64.5 per cent said they know their family’s country (all of WA: 69.6%), and of these students 73.9 per cent said they spend time on their family’s country (all of WA: 77.4%).
- 22.9 per cent said they talk Aboriginal language ‘some’ or ‘a lot’ (all of WA: 27.1%).

- 50.4 per cent said they do cultural or traditional activities with their family (all of WA: 47.8%).

Three-quarters (76.7%) of Aboriginal children (Years 4 to 6) in the Wheatbelt feel like they belong in their community. Similarly, three-quarters (75.4%) of Aboriginal secondary students in the Wheatbelt feel like they belong in their community, which is a greater proportion than their non-Aboriginal peers (58.0%).

What do children and young people in the Wheatbelt 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

“They could actually listen to what you have to say instead of assuming things.”
(male, 11 year-old, non-Aboriginal)

“It is always the best to talk to someone close to you with these problems I spoke to my older brother and parents but you can talk to some friends if you think they won't tell anyone.”
(male, 13 year-old, non-Aboriginal)

“Ask more question and let people know that you are there for them. make sure your ignorance doesn't blind you from the fact that teens can feel anxious and depressed.”
(male, 14 year-old, non-Aboriginal)

“Our school needs to hire people that students can talk to at the moment there isn't any I think family members should ask more about young people's well-being.”
(female, 14 year-old, non-Aboriginal)

“If they just say are you ok today and just talk to me like they care.”
(male, 15 year-old, Aboriginal)

“I've actually struggled a lot with anxiety and stress but I didn't know who to run to because for me I like to keep my thoughts to myself and for me it's really hard to express my thoughts to family and friends because I don't know if they will help me and I don't know what they were say but personally for I think my best idea is just to keep my thoughts to myself because I get a lot of anxiety and stress a lot when I'm really open to people about my feelings.”
(female, 14 year-old, Aboriginal)

“Being more understanding of where I come from, how I can be in the situations I'm in whilst having a really good home life, understanding my mental health in general.”
(female, 16 year-old, non-Aboriginal)

Feeling anxiety, depression or sadness

“I have got really badly bullied so I started self harming myself.”
(female, 11 year-old, non-Aboriginal)

▲▲ I talk to my mum a lot about my anxiety problems and a lot has happened in my life like we have moved a lot and we had some problems with my mums boyfriend that had an impact on my life and I feel as my anxiety is hard to control in terms of helping me overcome my anxiety and in a lot of situations I can't handle I have anxiety attacks and that also has an impact on my ability to overcome my fears and I have struggled a lot. ▼▼

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

“Social media has a big effect on mental health within the youth now. It can be good and bad. Social media is good to keep up with friends, know what’s happening around the world and overall have fun. But it can also be used for cyber bullying and hate. Everyone should be able to have someone to [talk to] mental health issues about, but some people don’t, and I am grateful I do. Some kids I know do cope with drugs and alcohol, which is not something anyone my age should have to resort to.”

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

Talking about getting support

“I feel that psychiatrists do not keep many things confidential as they have told my mum and school members things they shouldn’t have.”

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

“When I was in primary school I got stressed out by things so my school and mum got a chaplain to talk to me and it helped out a lot. I think the teachers should ask us how our weekend was and if something bad happened they could maybe help and just ask us how we’re going before school starts.”

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

“My father does not believe in depression and anxiety or any other mental problem so would not allow me to receive medical help even if I had sought it out.”

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

“I found it hard trying to ask for help I felt like a burden, no counseling or anyone helped and I could never really find someone I felt safe talking to.”

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

“Stop calling people attention seekers for struggling with mental health.”

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

“As a male it was very hard for me to speak out about my mental health issues because I was ashamed. As a male I should just suck it up and quit being a wuss.”

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

Views on their local area

In total, 252 students from the Wheatbelt responded to the free text question: ‘If there was one thing you could change about your local area, what would it be?’ Of the students surveyed in the Wheatbelt, 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.
- New, more or upgraded skate parks, bike trails.
- More, upgraded outdoor spaces or parks.

“A mountain bike trail and a water slide at our local pool.”

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

▲▲ If I were to chance something in my local area it would be I would add a giant public pool for summer. ▼▼

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

“It would be to have more places for kids to go and more shops to buy from like a clothes store and woolies and stuff like that.”
(female, 12 year-old, non-Aboriginal)

“I would change how much plastic we use all the times. And more trees and plants and things to make the community look better. I think we should have more weekend activity sort of things. More than we usually do.”
(female, 12 year-old, non-Aboriginal)

“Maybe more family out going places and more things to do with friends and places to hang out.”
(female, 13 year-old, Aboriginal)

“Foot paths into town so I don’t have to ride on the road which would make it less dangerous.”
(male, 14 year-old, non-Aboriginal)

“More things to do for the older teens!”
(female, 14 year-old, non-Aboriginal)

“More parks, maybe a entertainment centre like play zone or Sci-Teck.”
(male, 14 year-old, undisclosed Aboriginal status)

“If I had the choice to help my community is by actively helping kids and plan more activities for our kids to do.”
(female, 14 year-old, Aboriginal)

“I would try have more open space areas for students because in our area the places where we can meet up with friends usually close the same time our school ends so therefore there aren’t many enclosed spaces for us to hang out.”
(female, 14 year-old, non-Aboriginal)

“Add a space where teens could hang out without too much supervision so that we could gossip, nothing bad or any drugs and stuff just like having a place to have a private teenage conversation that we wouldn’t usually talk about with family or adults and have some fun.”
(female, 15 year-old, non-Aboriginal)

“Add a big skate park for the kids around my local area.”
(male, 15 year-old, Aboriginal)

“To have more youth activities for teenagers, like a youth club that meets more than once a week, or to have more sport activities available to teenagers.”
(female, 15 year-old, non-Aboriginal)

■ ■ More areas for teenagers too go seeing as they don’t really have a lot to do in the area that they can actually enjoy ... and more housing areas for teenagers to live when they come of age... ■ ■

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

Learning and participating

■ ■ The overload of school work we have as well as trying to be positive with other things we have going on as well as our mental health problems. Teachers expect us to do extra curricular activities. Have fun. Spend time with family, talk to our friends online and still have time for homework. ■ ■

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

Attendance

Over one-half (52.2%) of students in the Wheatbelt said it is very important to them to be at school every day (Years 4–6: 61.6%; Years 7–12: 46.2%), while 37.6 per cent (Years 4–6: 31.8%; Years 7–12: 41.3%) said it is somewhat important.

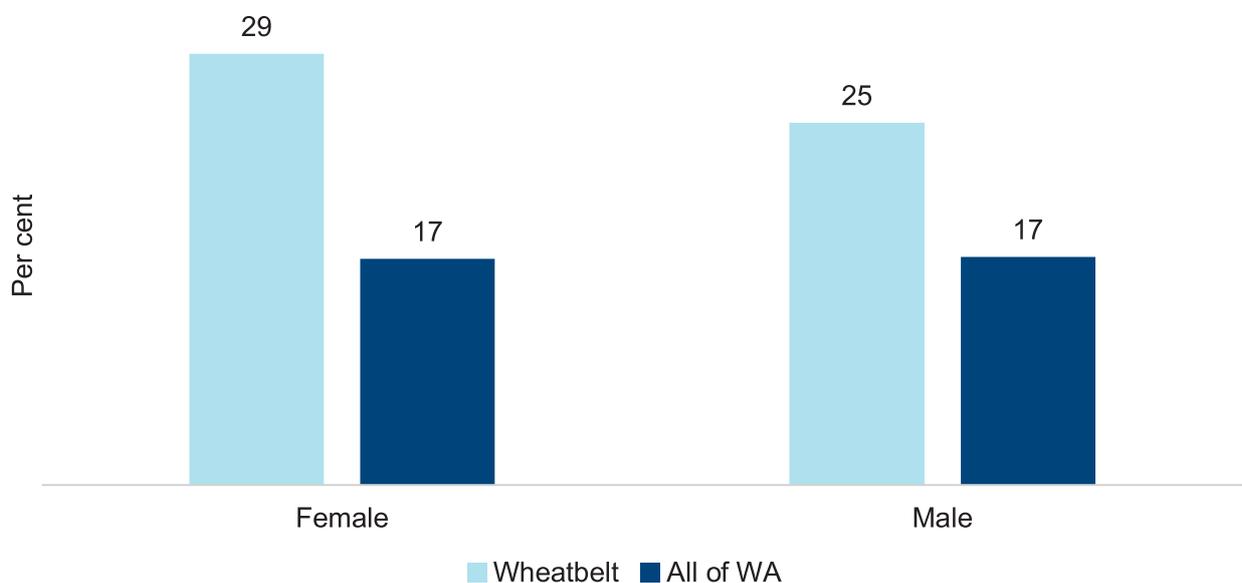
These results are consistent with those across the state, except for female secondary

students who are more likely than their female peers around WA to say that attending school every day is not very important (15.9% vs 9.5%). They are also twice as likely to say this as their male peers in the Wheatbelt (7.4%).

Over one-quarter (26.6%) of secondary students in the Wheatbelt reported they had been suspended from school (all of WA: 17.1%). Female students in the Wheatbelt are twice as likely as their female peers around the state to have been suspended from school (21.8% vs 10.2%).

More than one-quarter (27.2%) of secondary students in the Wheatbelt reported they had waggged school in the previous 12 months for a full day or more; this is a higher proportion than for the rest of WA (17.0%). Again, female secondary students are more likely than female students across the state to have waggged school in the previous 12 months (29.2% vs 16.7%).

Proportion of Year 7 to Year 12 students reporting they have waggged school for a full day or more in the past 12 months



Liking school and sense of belonging

Just under one-half (46.3%) of Year 4 to Year 12 students in the Wheatbelt reported liking school a lot or a bit (Years 4–6: 60.9%; Years 7–12: 37.1%), while one in ten (10.1%) reported not liking school at all (Years 4–6: 3.3%; Years 7–12: 14.5%).

Three-quarters (75.5%) agreed they feel happy at school (Years 4–6: 90.3%; Years 7–12: 65.9%), while a similar proportion (74.1%) agreed they like learning at school (Years 4–6: 86.5%; Years 7–12: 66.4%).

Two-thirds (66.2%) of secondary students reported that school is a place where they belong.

These results are similar to those across the state.

However, female secondary students in the Wheatbelt are much less likely to be positive about school than their male peers. Female secondary students in the Wheatbelt are much more likely than their male peers to report not liking school (34.7% vs 21.7%). They are also more likely to strongly disagree that school is a place where they belong (19.3% vs 5.9%).

Almost one-half (46.0%) of female secondary students in the Wheatbelt do not feel like school is a place where they belong (male: 18.5%).

Around two-thirds (63.6%) of Year 4 to Year 12 students said they usually get along with classmates (Years 4–6: 70.1%; Years 7–12: 59.6%). Just over one-half (53.4%) of female secondary students reported they usually get along with their classmates, this was a lower proportion than their male peers in the Wheatbelt (67.4%) or female students across the state (66.5%).

A similar proportion (64.6%) of Year 4 to Year 12 students said they usually get along with their teachers (Years 4–6: 77.0%; Years 7–12: 56.8%).

Most (81.0%) reported it is true there is a teacher or another adult in the school who believes the student will achieve good things (Years 4–6: 91.7%; Years 7–12: 74.3%), while 72.2 per cent said it is true that a teacher or another adult at their school really cares about them (Years 4–6: 86.5%; Years 7–12: 63.2%).

Just under one-third (32.2%) reported, if needed, they almost always get help from teachers in class (Years 4–6: 44.5%; Years 7–12: 24.4%), while 47.2 per cent reported they get it sometimes (Years 4–6: 40.7%; Years 7–12: 51.4%).

These results are consistent with those across the state.

Compared to the rest of WA, students in the Wheatbelt are less likely to report that their family often asks about schoolwork (42.9% vs 55.6%). This is particularly the case for secondary students (37.9% vs 54.5%).

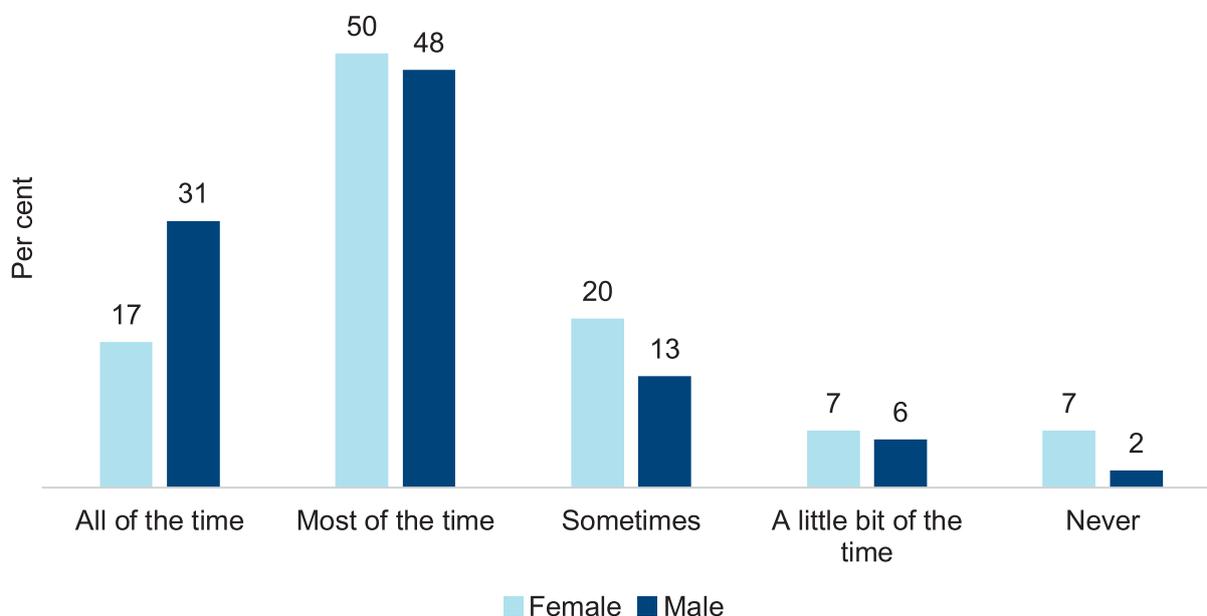
Further, secondary students in the Wheatbelt are less likely than those across WA to report feeling pressured 'a lot' by the schoolwork they have to do (22.9% vs 31.8%). Consistent with results across the state, female students are more likely to feel pressured 'a lot' than their male peers (26.9% vs 15.4%), although less likely to feel this way than female students across the state (38.2%).

Feeling safe at school

Three in ten students (30.1%) in the Wheatbelt said they feel safe at school all the time (Years 4–6: 40.7%; Years 7–12: 23.2%), while 45.0 per cent said they feel safe at school most of the time (Years 4–6: 38.4%; Years 7–12: 49.2%).

One-third (32.8%) of female secondary students feel safe at school only sometimes or less (male: 20.5%). These results are broadly consistent with those across the state (25.6% vs 18.8%, respectively).

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



One-half (50.0%) of primary school students in the Wheatbelt reported that they had never been bullied, while 33.8 per cent said they had been (traditionally) bullied and 6.0 per cent said they had been cyberbullied. These results are consistent with those across the state.

Secondary students in the Wheatbelt are more likely to have been bullied by students from their school than their peers across WA.

Only one-third (34.6%) of secondary students in the Wheatbelt have not been bullied, cyberbullied or both by students from their school (all of WA: 48.9%). One-half (50.4%) have been (traditionally) bullied, while 22.2 per cent have been cyberbullied (all of WA: 33.6% and 16.9% respectively).

Almost two-thirds (63.6%) of female secondary students in the Wheatbelt reported having been bullied, cyberbullied or both (all of WA: 40.0%). This includes 59.3 per cent of students who have been (traditionally) bullied, which is a much greater proportion than female secondary students across WA (36.3%).

Among students who reported having ever been bullied or cyberbullied (or both), 45.7 per cent reported this happened in the previous three months (Years 4–6: 36.9%; Years 7–12: 49.5%).

Over one-fifth (22.6%) of secondary students reported they had missed school in the past because they were afraid someone might bully them; this is higher than the proportion for the rest of the state (16.2%). This difference is particularly evident for female secondary students (31.6% compared to 21.4%).

Consistent with the above results, compared to the rest of the state, a higher proportion of secondary students in the Wheatbelt reported they had bullied other students from their school (21.9% vs 13.4%). Again, this difference is particularly evident for female students – with Wheatbelt female secondary students more than twice as likely to have bullied other students than female students around the rest of the state (24.1% vs 12.6%).

Transition from school

One-third (32.4%) of secondary students in the Wheatbelt do not want to go on to further education after they leave school (all of WA: 17.0%). A particularly high proportion of male students reported this (male: 42.3%, female: 23.7%).

Just under one-third (32.1%) of secondary students in the Wheatbelt reported they want to attend university; this is lower compared to that for the rest of WA (51.8%). Consistent with this, a higher proportion of Wheatbelt students than those across the state intend to pursue trade qualifications (12.4% vs 7.0%).

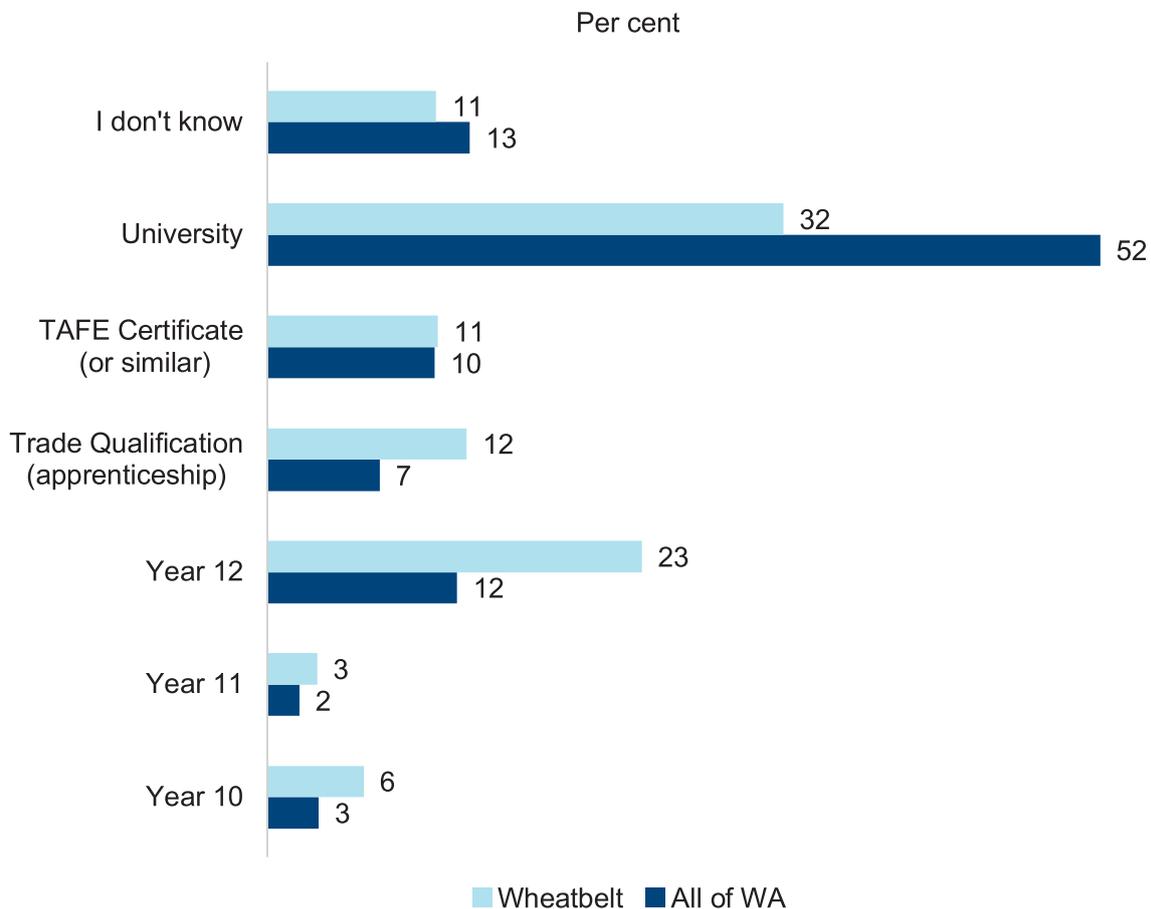
Male students in the Wheatbelt are much less likely than female students to be planning to

go to university (17.8% vs 43.7%). This is the lower proportion of male students wanting to go to university across WA (all of WA: 45.8%).

Despite the above result, two-thirds (66.3%) of secondary students 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%).

Most secondary students (61.2%) in the Wheatbelt reported working for money in the previous 12 months; this is the highest proportion of regions across the state (45.2%). A high proportion of students in the Wheatbelt do paid work during the school holidays (27.1% vs 13.8%).

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



Gender differences exist in the type of work secondary students in the Wheatbelt have done. More than one-third (36.9%) of female secondary students have a regular part-time job (male: 25.0%), while more than one-third (34.7%) of male students have done paid work in the school holidays (female: 21.2%).

Independence and autonomy

Most (79.5%) secondary school students in the Wheatbelt said they are allowed to go to and from school on their own and places other than school on their own (78.2%). Over one-third (36.7%) said they are allowed to go out alone at night in their local area.

Most students (77.3%) agreed that they get enough information to make decisions in their life, while a similar proportion agreed that they feel involved in making decisions about their life (74.4%) and are given opportunities to weigh up decisions (76.1%).

Female students in the Wheatbelt are less likely than their male peers to agree with all

three statements regarding making decisions in their life.

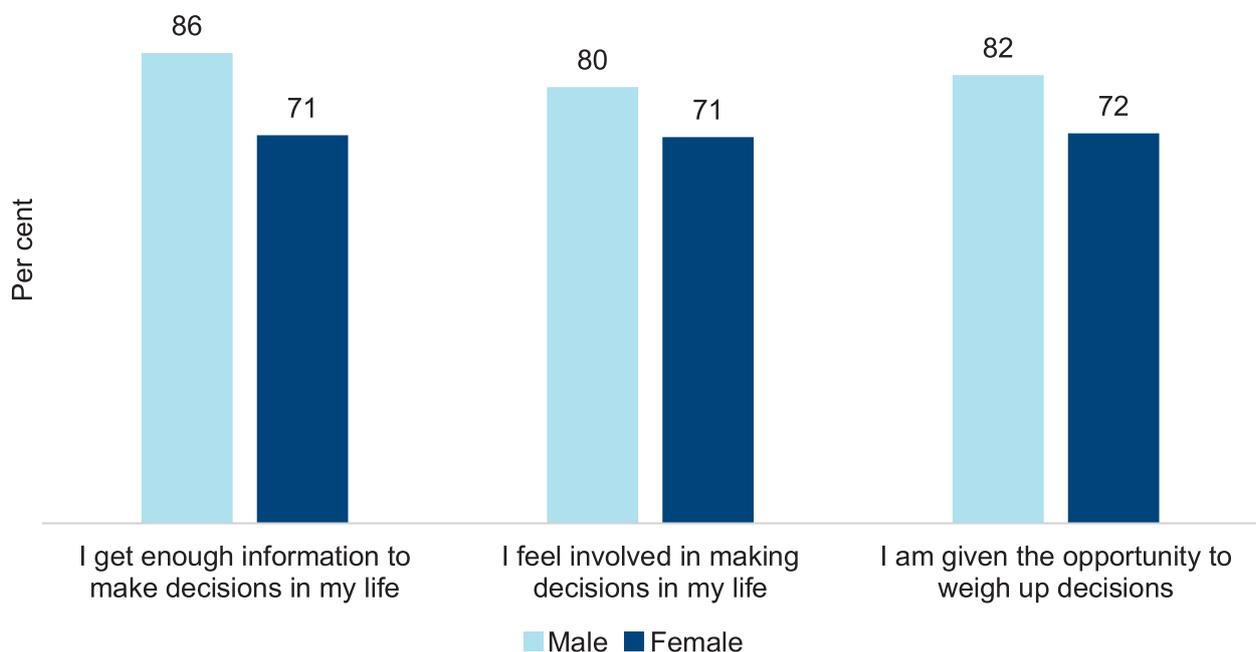
These results are consistent with the rest of the state.

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

More than three-fifths (61.3%) of Aboriginal Year 4 to Year 6 students reported that being at school every day is very important to them, however only 41.8 per cent of Aboriginal secondary students reported this (compared to 47.8 per cent for non-Aboriginal students).

Aboriginal Year 4 to Year 12 students in the Wheatbelt are more likely than their non-Aboriginal peers to have attended multiple schools since they started primary school or secondary school with 21.4 per cent of Aboriginal secondary students having attended three or more schools compared to 13.5 per cent for non-Aboriginal students.

Proportion of Year 7 to Year 12 students agreeing with three statements regarding making decisions in their life



Four in ten (40.1%) Aboriginal Year 7 to Year 12 students reported they have been suspended from school (been sent home for a few days for doing something wrong) (non-Aboriginal students: 24.3%). Aboriginal secondary students in the Wheatbelt are more likely to have been suspended from school than Aboriginal secondary students across the state (40.1% vs 33.1%).

Aboriginal secondary students in the Wheatbelt are nearly twice as likely to report that they had wagged school in the previous 12 months for a full day or more compared to non-Aboriginal students (46.6% compared to 24.1%).

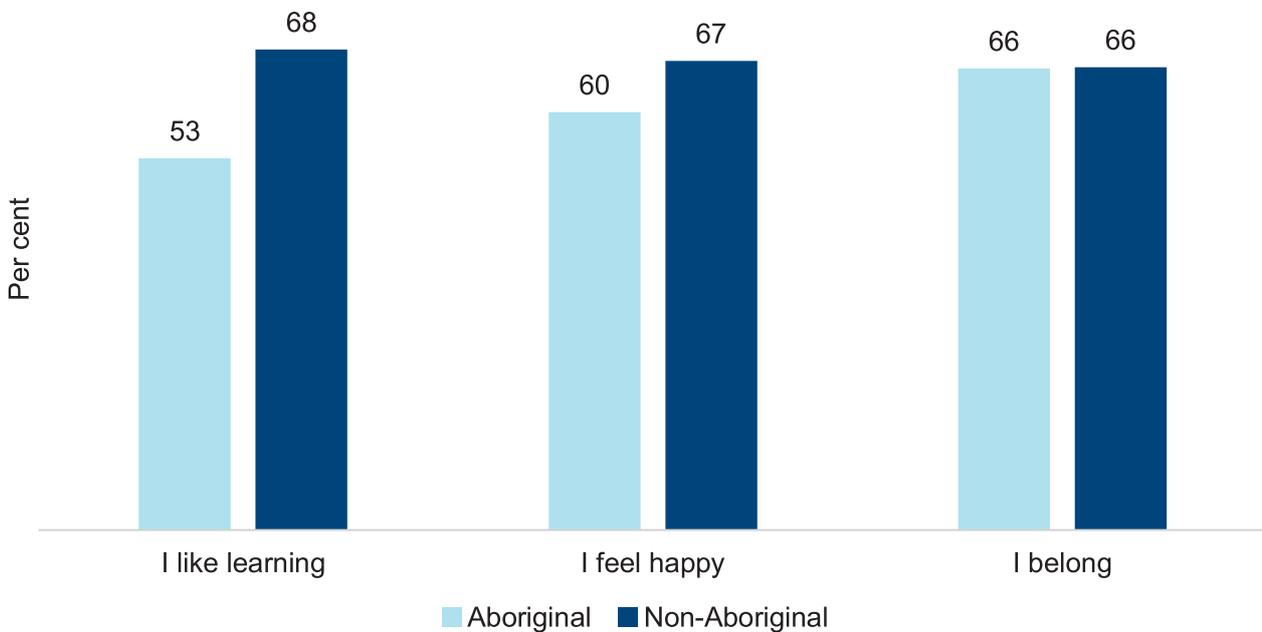
Aboriginal students in Years 4 to 6 are more likely to like school than their non-

Aboriginal peers (70.7% vs 59.9%), however in secondary school Aboriginal students are much less likely than their non-Aboriginal peers to like school (23.4% vs 40.4%).

Most Year 4 to Year 12 Aboriginal students in the Wheatbelt reported they agree their school is a place where they like learning (66.7%) and feel happy (70.3%). These proportions are lower than those for non-Aboriginal students (74.7% and 76.1% respectively).

Two-thirds (65.9%) of Aboriginal secondary students agreed their school is a place where they belong consistent with non-Aboriginal students (65.7%), however a lower proportion of Aboriginal students than non-Aboriginal students feel happy or like learning in secondary school.

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



When it comes to feeling safe at school, seven in ten (70.0%) Aboriginal students reported feeling safe all or most of the time (non-Aboriginal: 75.8%).

Aboriginal students in the Wheatbelt are less likely to experience bullying from students at their school than their non-Aboriginal peers (33.9% compared to 48.7%).

Of the students who had been bullied in the previous three months, one-third (33.9%) of Aboriginal secondary students had been teased about their cultural background, colour of their skin or their religion compared to 23.2 per cent of their non-Aboriginal peers.

One-half (49.1%) of Aboriginal secondary students do not want to go on to further education after they leave school (non-Aboriginal: 28.7%). One in three (29.0%) Aboriginal secondary students want to attend TAFE or pursue a trade qualification and 13.0 per cent want to go to university.

Most Aboriginal secondary students are allowed to go to school on their own (78.6%), go to places other than school on their own (71.5%), while one-half (49.9%) are allowed to go out alone at night in their local area.

Aboriginal Year 7 to Year 12 students in the Wheatbelt are just as likely as their non-Aboriginal peers to have had a paid job in the previous 12 months (63.5% and 61.2% respectively).

What do children and young people in the Wheatbelt 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?'

"They could try understand that we hate school and don't always do well in it, not because we are lazy, but we are over worked and stressed. They do not understand the amount of homework, assignments and tests we must study for, as well as situations that could be going on at home."

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

"School doesn't seem to be a place where you learn anymore, it's been about getting the highest grades. It's been like hell, only adding piles of stress and worry in your life. Please do something."

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

■ ■ The main reasons are the expectations from others, from my personal experience everyone expects me to do so well in my classes therefore I must do well in them otherwise I would disappoint them. The expectations they have had for me is so high that sometimes it gets too stressful and I feel like it's too much. Also the pressure of getting high marks in order to do what I want in the future without the teachers considering that we have other classes to study for and that we cannot do all of to our assignments all at once. ■ ■

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

“Teachers expecting people to know everything and not helping. Too much work in classes.”

(female, 14 year-old, Aboriginal)

“My grades, teachers, parents telling me off for not getting high grades.”

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

■ ■ I think it's mainly because when you are in the final year of schooling you get assessments after assessments constantly and not having much time to be able to write up notes or anything like that. ■ ■

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

“Young people want to still be able to do things they were doing before like sports activities and hanging out with friends but with so much homework they start to feel left out and left behind.”

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

“For parents, school is not the same as when they were once there. Times have changed.”

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

Other comments on learning and participating

“I really just need some help because I get really stressed in school with the loudness 🗣️ of the classroom 🏫 and the teacher yelling and people swearing 🗨️ at other people.”

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

“Let children make more if their own decisions in life and don't force them to do things they don't want to do.”

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

“Sometimes at school there's a lot of noisy and when we ask them to stop they don't. We have a teacher that you go to if you need help, I have only been there to say that the people in my class are really loud and annoying and sometimes I can't deal with it.”

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



I get bullied at school all the time.

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

Safe and Supported

/// Listen more and be able to give advice when needed. Be more supportive of young people and their decisions. Listen to the issue and try to help as much as possible but sometimes it is best to just let them decide what to do, while other times they need the support and options being given to them. ///

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

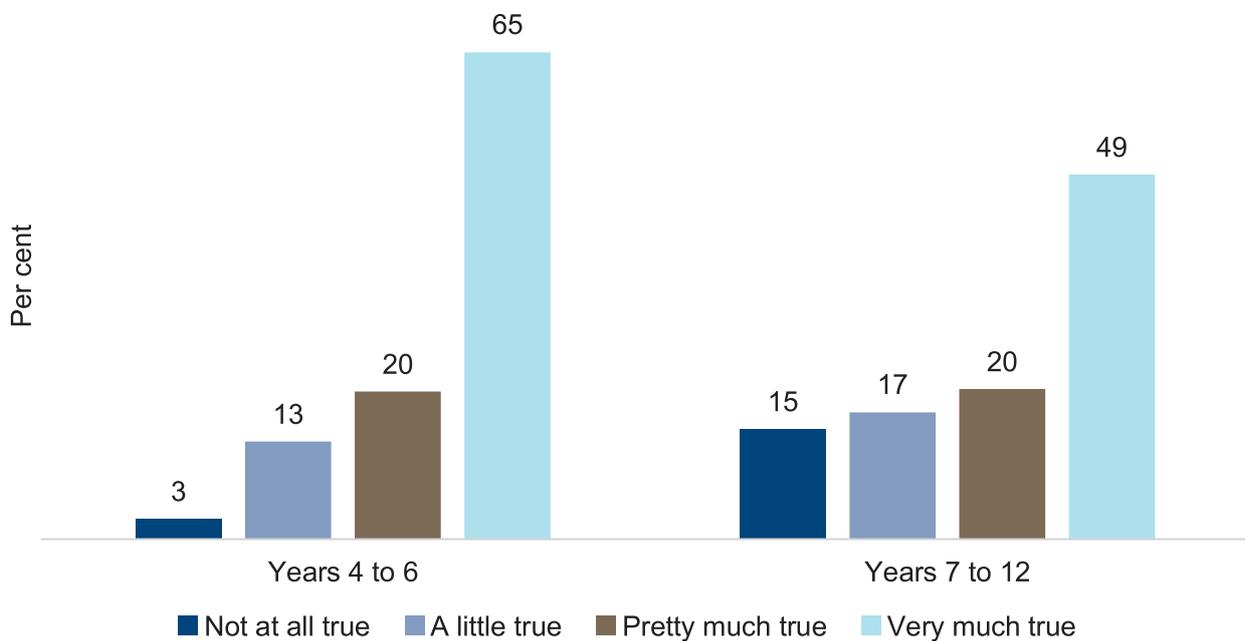
Supportive relationships

Most Year 4 to Year 12 students in the Wheatbelt reported that it is ‘very much true’ (54.6%) or ‘pretty much true’ (19.8%) that they live with a parent or another adult they can talk to about their problems or worries.

Secondary students are less likely to report ‘very much true’ compared to Year 4 to Year 6 students (48.5% vs 64.8%), and more likely to report ‘not true at all’ (14.7% vs 2.7%).

These results are consistent with rest of the state.

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



Just under one-half (45.6%) of students reported it is 'very much true' they live with a parent or another adult who listens when they have something to say (Years 4–6: 48.0%; Years 7–12: 44.2%). Three-fifths (60.4%) said it is 'very much true' they live with a parent or another adult who believes they will achieve good things (Years 4–6: 64.4%; Years 7–12: 58.0%).

Most (79.5%) students in the Wheatbelt also reported that if they were having any serious problems, there is an adult they would feel okay talking to (Years 4–6: 84.5%; Years 7–12: 76.4%). This is the highest proportion of all regions across the state.

Three-quarters (76.1%) of Year 4 to Year 12 students said that their family gets along very well or well (Years 4–6: 82.0%; Years 7–12: 72.5%). Similar to results across WA, female secondary students are less likely than their male peers and siblings to report that their family gets along well (67.4% vs 80.4%).

Over one-quarter (26.3%) of secondary students in the Wheatbelt reported living in two homes or more; this is a higher proportion than for the rest of the state (19.2%).

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

- 49.1 per cent said they feel they are very good at making and keeping friends (Years 4–6: 56.8%; Years 7–12: 44.3%).
- 81.4 per cent said they feel they have enough friends (Years 4–6: 81.8%; Years 7–12: 81.2%).
- 42.2 per cent said they feel their friends care about them a lot (Years 4–6: 51.7%; Years 7–12: 36.2%).

These results are consistent with those across the state.

Material basics

Most Year 4 to Year 12 students in the Wheatbelt have the material basics they need, however, one in ten (10.8%) students only sometimes or never has enough food to eat at home when they are hungry (all of WA: 9.6%).

Most students (83.5%) reported they have their own bedroom (Years 4–6: 77.0%; Years 7–12: 87.5%).

Compared to the rest of WA, secondary students in the Wheatbelt are less likely to report having their own tablet, laptop or computer (73.6% vs 85.8%) as well as access to the internet at home (91.7% vs 97.4%).

Students in the Wheatbelt also reported:

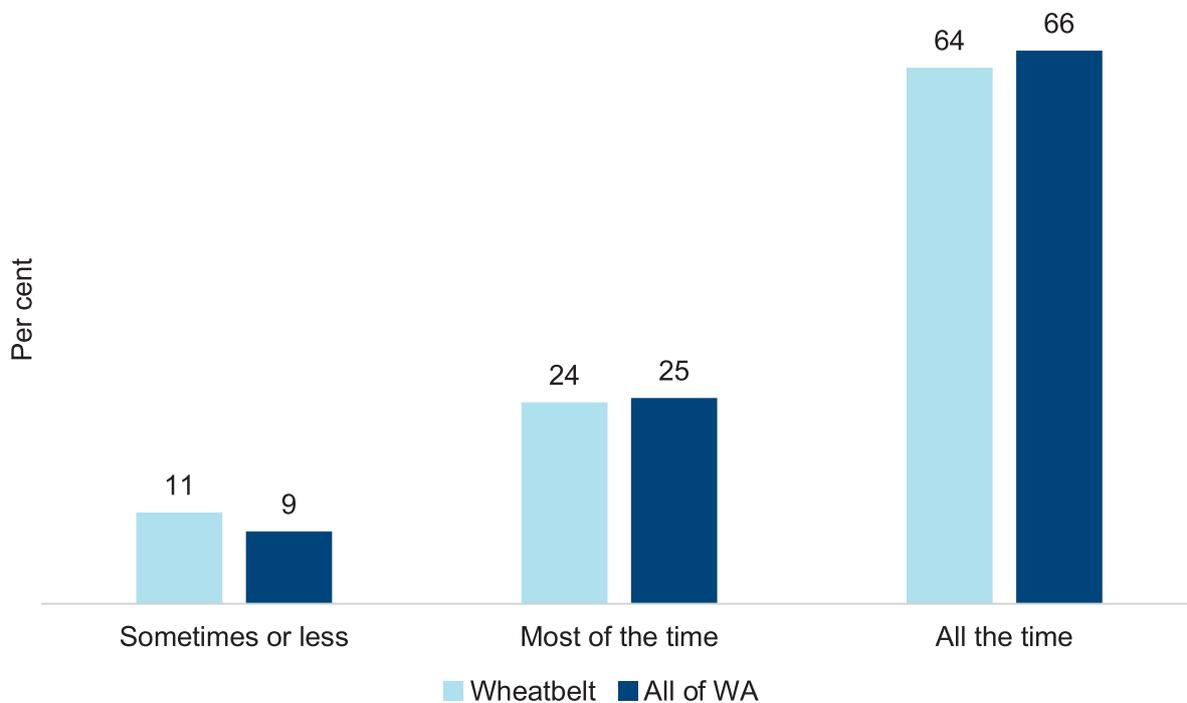
- 86.5 per cent of secondary students reported having their own mobile phone.
- 88.4 per cent reported having enough money in their family to afford school excursions and/or camps (Years 4–6: 87.5%; Years 7–12: 88.9%).
- 88.2 per cent reported having 'the right kind of clothes' to fit in with people their age (Years 4–6: 91.1%; Years 7–12: 86.5%).
- 4.2 per cent reported their family does not own a car used for family transport (Years 4–6: 5.9%; Years 7–12: 3.1%).

These results are consistent with the rest of the state.

Safe in the home

Just under two-thirds (63.9%) of students in the Wheatbelt said they feel safe at home all the time (Years 4–6: 68.6%; Years 7–12: 60.9%), while 24.0 per cent said they feel safe at home most of the time (Years 4–6: 21.1%; Years 7–12: 25.9%).

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



Female Year 7 to Year 12 students are less likely to feel safe at home all the time, compared to their male peers (53.5% vs 70.4%).

These results are consistent with the rest of the state.

Of the students surveyed in the Wheatbelt:

- 22.9 per cent said they are ‘somewhat’ or ‘a lot’ worried that someone in their home or family will be fighting (all of WA: 24.4%).
- 19.6 per cent said they are ‘somewhat’ or ‘a lot’ worried that someone in their home or family will hurt somebody (all of WA: 17.1%).

Female secondary students in the Wheatbelt are more likely than their male peers and siblings to be worried ‘somewhat’ or ‘a lot’ that someone in their family will be fighting (31.7% vs 15.0%).

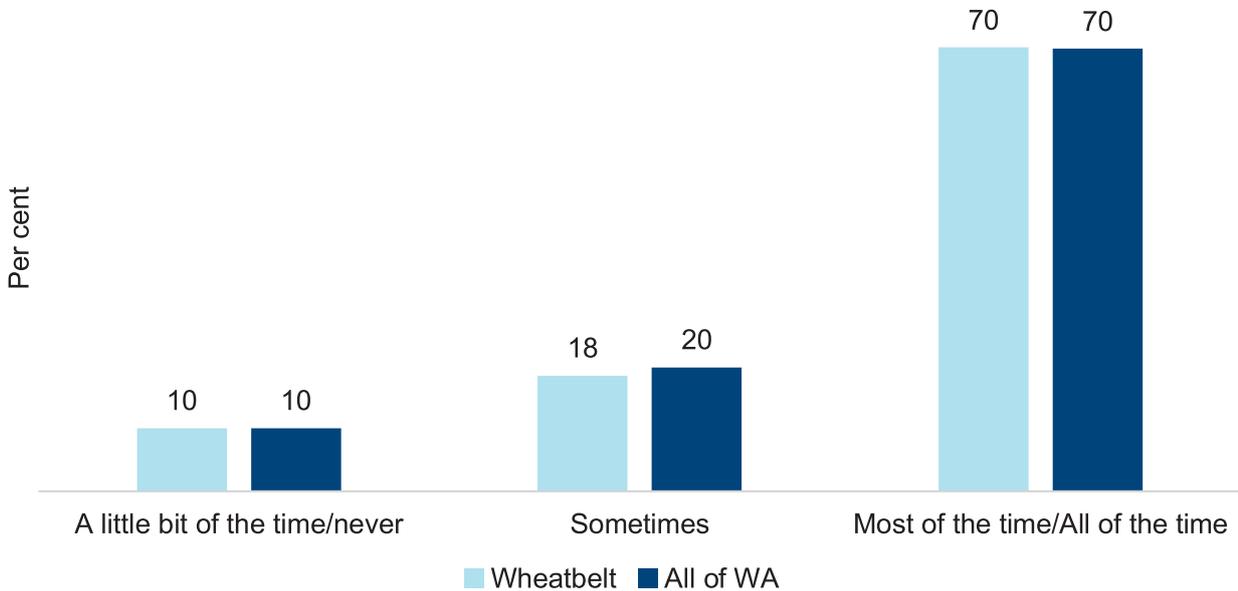
One-third (34.1%) of secondary students reported they had stayed away from home overnight because of a problem. Female secondary students are much more likely to report this than male secondary students (40.5% vs 26.6%).

Safe in the community

Most Year 4 to Year 12 students in the Wheatbelt reported they feel safe in their local area either all the time (31.4%) or most of the time (39.4%).

Responses are similar across primary and secondary school, with just around seven in ten saying they feel safe in their local area all the time or most of the time (Years 4–6: 72.0%; Years 7–12: 70.1%).

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



Female secondary students are less likely than their male peers to feel safe in their local area all the time (24.7% vs 41.3%).

These results are consistent with the rest of the state.

Almost one-half (48.4%) of Year 9 to Year 12 students reported they had ever been hit or physically harmed by someone on purpose. Female Year 9 to Year 12 students in the Wheatbelt are more likely to report this than those in the rest of WA (47.8% vs 35.3%).

Of the students who reported ever being hit or physically harmed by someone on purpose, 60.3 per cent reported that it occurred in the previous 12 months. Students who reported being hit or physically harmed by someone on purpose in the previous 12 months were also asked further questions about the nature and location of the incident.

Of these students, 71.7 per cent of male students reported the incident(s) involved another child or young person, while 43.8 per cent reported incidents involving an adult. Of

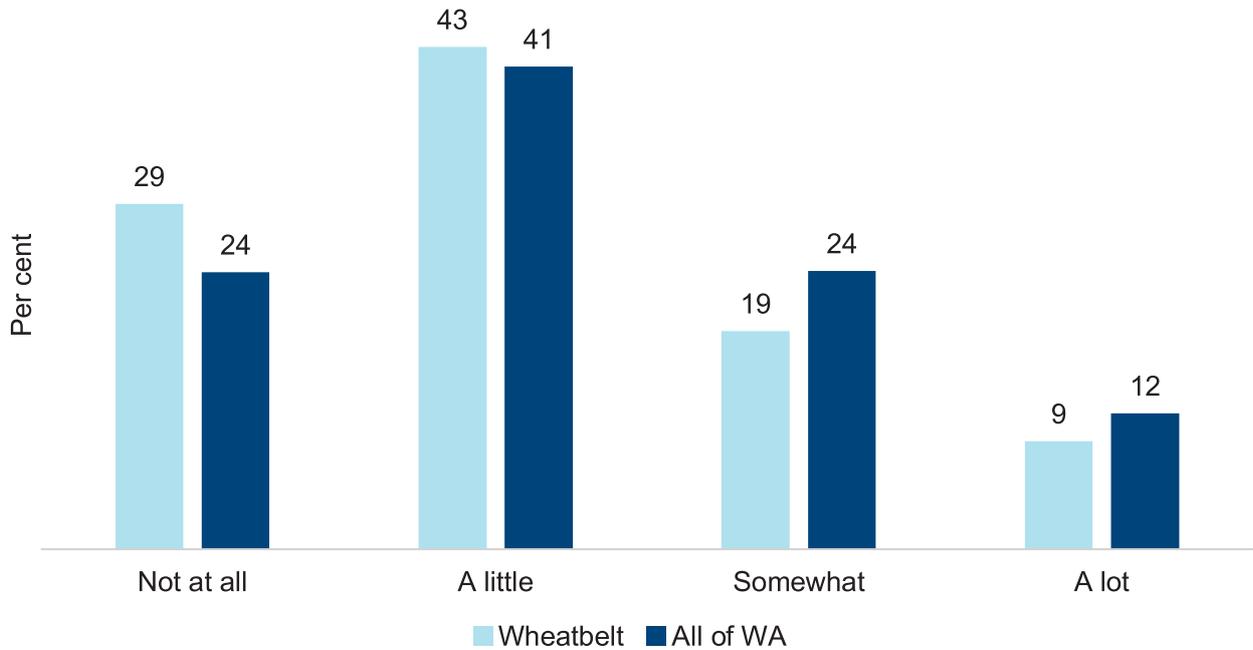
the female students, 61.6 per cent reported the incident(s) involved another child or young person, while 53.8 per cent of the incidents involved an adult. These results are consistent with the rest of the state.

There are also differences in the locations of the incidents reported between male and female young people. Male young people reported the incident predominantly taking place at their school (59.9%) or in a public place (e.g. in town, shops, sports centre) (28.9%). Female young people reported the incident predominantly taking place at home (79.5%), followed by at school (33.9%).

Impact of the COVID-19 pandemic

When asked about the COVID-19 pandemic and the resulting changes to daily life, just over one-quarter (27.8%) of students in the Wheatbelt reported the COVID-19 pandemic and the resulting changes to daily life affected their life in a bad way ‘a lot’ (9.2%) or ‘somewhat’ (18.6%).

Proportion of Year 4 to Year 12 students responding to the question: ‘Thinking about the COVID-19 pandemic and the resulting changes to daily life, how much has this affected your life in a bad way?’



Consistent with the above results, three-fifths (57.3%) of students reported feeling very or somewhat relaxed when they thought of COVID-19, and 29.0 per cent reported feeling very or somewhat stressed/anxious.

Less than one-half (44.8%) of Year 4 to Year 12 students in the Wheatbelt also reported feeling a lot or a little worried if they missed school due to COVID-19 in the previous calendar year – 2020 (all of WA: 48.5%).

Of Year 9 to Year 12 students, 17.0 per cent reported the COVID-19 pandemic had been a source of stress to them in the previous year (all of WA: 20.8%).

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

Supportive relationships

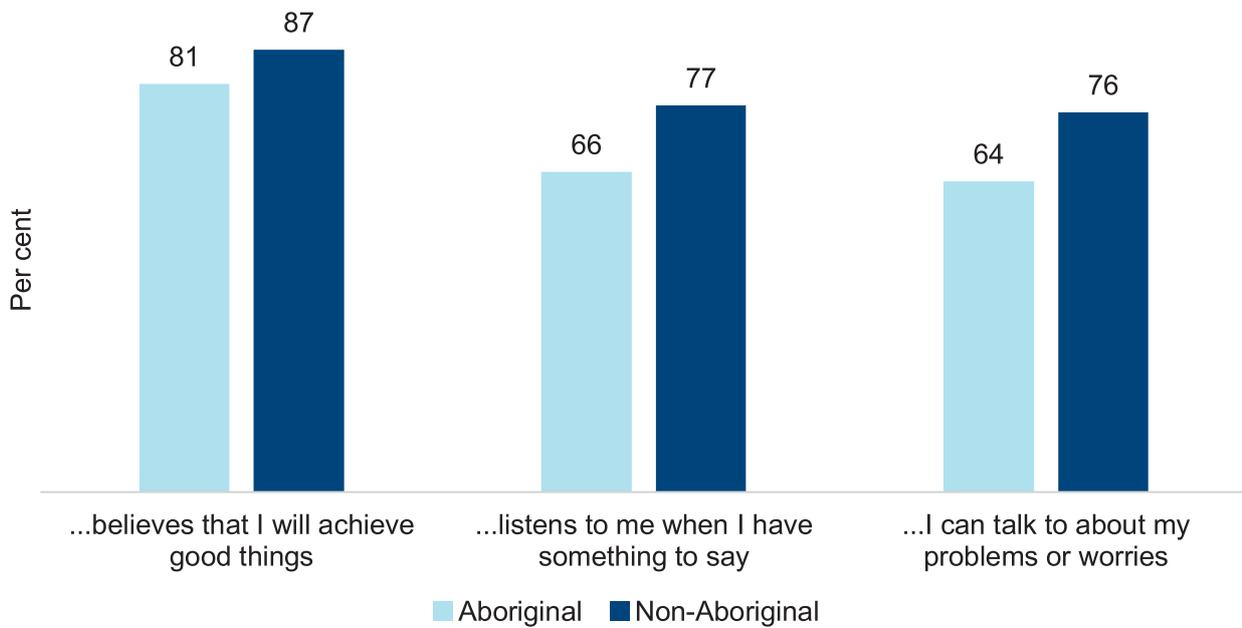
Most Aboriginal students in the Wheatbelt report that it is ‘very much true’ or ‘pretty

much true’ that where they live there is a parent or another adult who:

- believes they will achieve good things (81.2%)
- listens to them when they have something to say (65.6%)
- they can talk to about their problems or worries (64.0%).

Aboriginal students in the Wheatbelt are marginally less likely than non-Aboriginal students to respond ‘very much true’ or ‘pretty much true’ to these statements.

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



Aboriginal Year 4 to Year 12 students are more likely than their non-Aboriginal peers to say that their brothers or sisters care about them a lot (52.4% vs 40.6%).

Most (79.9%) Aboriginal Year 4 to Year 12 students in the Wheatbelt reported that if they were having any serious problems there is an adult they would feel okay talking to (non-Aboriginal: 80.1%).

In terms of family harmony, three-quarters (75.7%) of Aboriginal students reported that their family gets along well or very well; this is consistent with non-Aboriginal students (76.3%).

In terms of friendships, most Aboriginal students in the Wheatbelt reported that:

- they are very good (48.3%) or okay (39.5%) at making and keeping friends
- they have enough friends (79.3%)
- their friends care about them a lot (51.3%) or some (39.2%).

Material basics

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

- One in five (19.2%) Aboriginal students reported there is only sometimes or less often enough food to eat at home when they are hungry (non-Aboriginal: 8.7%).
- Almost one in ten (8.8%) Aboriginal students does not have a family car that is used for transport (non-Aboriginal: 3.2%).
- Almost one in five (18.2%) Aboriginal students does not have enough money in their family for them to go on a school excursion or camp (non-Aboriginal: 10.1%).

A very high, four in ten (43.7%) Aboriginal secondary students in the Wheatbelt do not have their own tablet, laptop or computer, compared to 24.0 per cent of non-Aboriginal students. In contrast, 27.5 per cent of

Aboriginal secondary students across the state do not have their own device (non-Aboriginal: 10.2%).

Aboriginal students in the Wheatbelt reported similar levels of access to the internet at home as their non-Aboriginal peers (90.8% and 91.8% respectively).

One-quarter (23.8%) of Aboriginal Year 4 to Year 12 students in the Wheatbelt reported living in a primary household of seven people or more (non-Aboriginal: 6.9%).

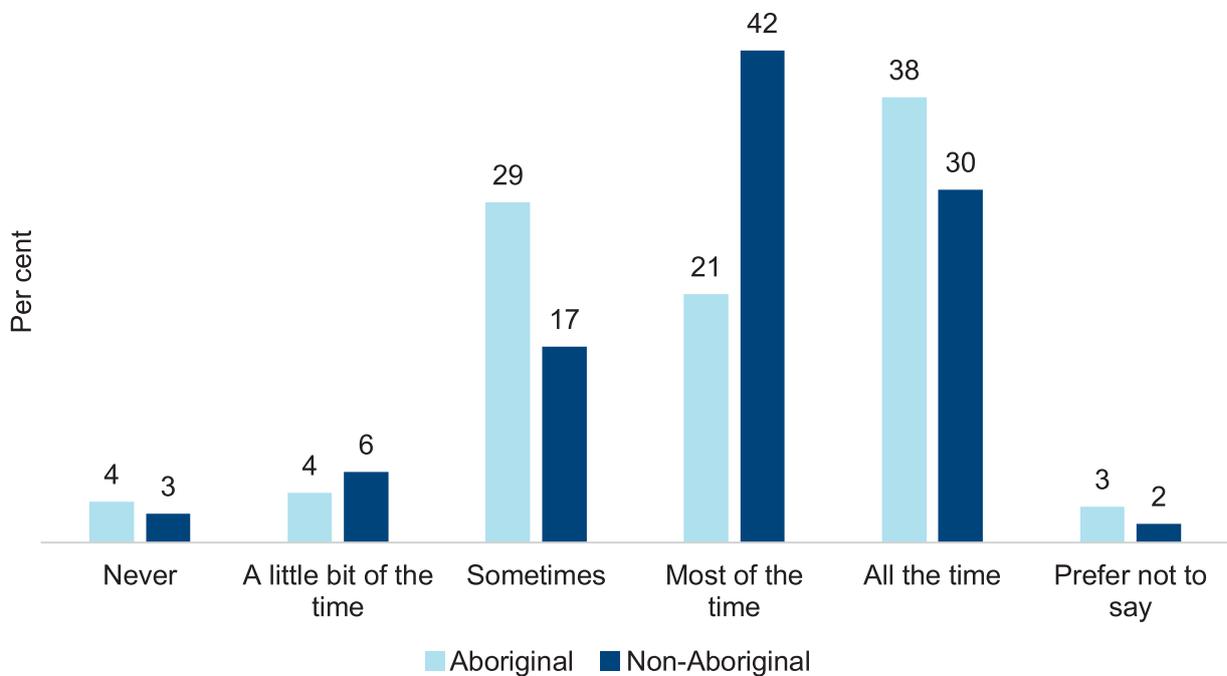
Feeling unsafe

Most (83.3%) Aboriginal students feel safe at home most or all of the time. This is marginally lower than the proportion of non-Aboriginal students (89.6%).

Around one-quarter of Aboriginal Year 4 to Year 12 students are ‘somewhat’ or ‘a lot’ worried that someone in their home or family will be fighting (23.1%), will hurt somebody (26.5%) or will hurt themselves (28.6%) (non-Aboriginal: 23.2%, 18.6%, 20.7%, respectively).

When it comes to safety in the community, Aboriginal Year 4 to Year 12 students in the Wheatbelt were less likely than their non-Aboriginal peers to feel safe in their local area ‘all of the time’ or ‘most of the time’ (Aboriginal: 59.8%, non-Aboriginal: 72.8%). Over one-third (37.1%) of Aboriginal students feel safe in their local area only sometimes or less (non-Aboriginal: 25.5%).

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



What do children and young people in the Wheatbelt say about feeling safe and supported?

Supportive relationships

“Actually listening and paying attention to their kid, having time for their kid, not interrupting their kid when they talk and no taking out anger on there kid.”

(student who selected ‘in another way’, 11 year-old, non-Aboriginal)

“My parents are divorced and my dad favours my brother which kinda makes me feel unloved.”

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

“Maybe take the time to see where y our kid are at or check up if there not depressed or anything.”

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

“Just to keep reminding people that they are here for them and that they can talk to you about anything without any judgment.”

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

▲▲ My parents are very helpful, and I feel completely safe talking with either of them about nearly everything. ▼▼

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

“Kids don’t tell you how they are feeling because they feel like they are just overreacting because of the ways adults respond.”

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

“Pay more attention to your kids find free time and talk to the them pleaseeee.”

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

“That when I “talk back” I’m just explaining my view and aren’t try ping to argue.”

(female, 16 year-old, Aboriginal)

Feeling unsafe

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

“If a robber comes in the house that will take me away from nan.”

(male, 10 year-old, Aboriginal)

▲▲ At school I get bullied and become insecure but my friend are there for me at home me brother teases me. ▼▼

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

“When my mum and dad sometimes argue but that happens rairly When my dad gets angry.”

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

“When my parents are mad, or drunk.”

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

“Well when my parents aren’t home but my brother is ands he is in a bad mood.”

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

“People walking around on the streets - especially men, Going on my own in a public place at night or sunset.”

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

“My dad when he is angry at me Walking around town and a creepy black van slows down behind you.”

(female, 13 year-old, Aboriginal)

■ ■ When people stare at me, when people talk to me that I don't know, people smile at me that I don't know, old men, walking the streets by myself, being alone on the streets or public transport. ■ ■

(female, 13 year-old, Aboriginal)

“I feel more safe at home and hate being in public due to strangers and people who are scary.”

(female, 13 year-old, Aboriginal)

“When people have drinks and drugs sitting right next to you in the train and they keep looking at you when you want some on public transport in Perth.”

(female, 13 year-old, Aboriginal)

Mum and stepdad arguing all the time, stepbrother ignoring me, little sisters not talking to me much.

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

“Parents play a big factor in the feeling of being safe for youth. I personally feel unsafe if anyone in my household argues to an excessive point. I think it is important that parents know what situations make their children feel safe and unsafe.”

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

“When people comment on things about me like my appearance.”

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

