Youth Survey 2022

Analysis by Council's Research team

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Wyndham City Council recognises Aboriginal and Torres Strait Islander peoples as the first Peoples of Australia. We acknowledge the Bunurong and Wadawurrung Peoples as Traditional Owners of the lands on which Wyndham City operates. The Wadawurrung and Bunurong Peoples have and always will belong to the Werribee Yalook (river), creeks, stars, hills and red clay of this Country. We pay respect to their Ancestors and Elders who always have, and always will, care for Country and community today and for future generations.

EXECUTIVE SUMMARY

This document summarises results from the 2022 Wyndham Youth Survey which was open to people between the age of 12-25 years who either lived, worked or socialised in Wyndham and three separately facilitated focus groups for youth from 1) Māori and Pasifika communities 2) Horn of Africa 3) South East Asia.

While the survey does not fully represent all young people in Wyndham, it tells a story of the general sentiment of young people in Wyndham across six key areas of inquiry.

Between Friday 19th of August and midnight Monday 26th of September the Youth Survey 2022 attracted a total of 429 responses from people between 12 and 25 years. After data cleaning processes 225 responses were removed, leaving a sample of 270. A summary of key points based on the 270 responses is as follows:

KEY DEMOGRAPHICS

- Out of the 270 total respondents, 68% were in the 12-17 age group and 32% in the 18-25 age group.
- Almost half of respondents identified as female, 48.9%, whilst males comprised 40.0%, and 10.0% identified as non-binary. And 1.1% preferred not to answer.
- More than half of respondents, 53.3%, identified their sexual preference as heterosexual, 11.1% bisexual, and 4.4% pansexual.
- A total of 8.5% (23) identified an Aboriginal and/or Torres Strait Islander Status.
- For the 47.4% of people who were born overseas, the top 3 countries of birth were Thailand, New Zealand and India.
- 53.7% of respondents speak a language other than English, the top 3 languages were Karen, Hindi, and Somali.
- While there was use across all social media platforms, Instagram, TikTok and Snapshot were the most prevalent platforms.

MENTAL HEALTH AND FEELING VALUED

- Young people indicate their average mental health to be neutral with a score of 3.5 out of 5.0.
- The 18-25 age group were more likely to report a lower mental health self-rating for the past 12 months with a score of 3.3 compared to 3.6 for respondents aged 12-17.
- A substantial number of responses to the question about what would improve mental health, orbited around being more social and getting out and about. These included social interaction needs and the ability to do interest activities again; along with self-care and receiving support from others (general support from peers, family of professional support).
- A common thread amongst the qualitative themes were being able to access services (location and cost) and having a consistent programme of treatment and support around them when needed.
- Strong themes were emergent around the need to take care of one's self by increasing the amount of physical activity, improving their diet, taking time out (respite), getting more sleep and trying to reduce their levels of stress.
- The overwhelming consensus about what would make respondents feel like their opinion is valued was to be actively listened to, acknowledged and taken seriously, much the same as it has been in the previous two surveys.

BULLYING

- A quarter of all respondents have experienced bullying in the previous year. In the 12-17 age group, 25% had experienced bullying compared to 19% in the 18-25 age group.
- School was the most likely place for bullying to occur (83.6% of occurrences).
- When asked what helped with the bullying the majority of respondents had multiple strategies of dealing with bullying: 23.6% indicated distracting oneself with other activities was most beneficial, followed by talking to friends, 21.8%

WORK AND STUDY

- The vast majority of total respondents were either studying (44.4%) or studying and working (18.9%).
- 15.2% of total respondents were not working or volunteering or looking to do so and 16.7% were in paid work. Expectedly a higher percentage of the 18-25 age group were engaged in full time work (26.7% compared to 12.0% in the 12-17 age group).
- The main impact on study and work were issues relating to mental health and wellbeing (17.8%).

YOUNG PEOPLE'S CONCERNS

- The topic that caused the <u>most</u> concern was *Social Media* (47%) followed by *Mental Health* (44%).
- The topic that caused the <u>least</u> amount of concern was *Infectious Diseases* (80%) followed by *Alcohol* (76%).
- If young people had a concern they would most likely go to a friend (69.6%) followed by a parent (51.5%)
- The three issues respondents felt most important were *Mental Health and Wellbeing* (39.8%), *Drugs and Alcohol* (25.6%), and *Public transport* (22.6%).

THE NEIGHBOURHOOD

- Young people overwhelmingly feel safe in their neighbourhood, 76.7% of respondents indicated they do feel safe, 16.7% were unsure and 6.7% did not feel safe.
- *Crimes against people and property (61.1%), Poor lighting at night for streets and parklands (38.9%),* and *Low police presence in high-risk areas (22.2%)* were the three reasons respondents feel unsafe.
- The overwhelming response to what could make respondents feel safer was Improved lighting (46.3%) across a range of community locations and getting to know their neighbours better (45.6%).

FOCUS GROUPS

- The three groups that were included in the 2022 survey were youth with cultural connections to:
  - *Group 1*: The Horn of Africa (N=10)
  - *Group 2*: The Pacific and New Zealand (Māori) (N=17)
  - *Group 3*: South Asia (N=23)
- The three focus groups had very induvial themes emerge. Groups 1 and 2 had a strong focus on culture and creating events and spaces that were relevant and accepting. Group 3 had a strong focus on school and getting good grades.

- All groups were keen to see more opportunities for young people, specifically young people of diverse cultural backgrounds. These opportunities were focussed mainly on employment and creating youth friendly spaces.

DATA

DATA CLEANING

Between Friday 19th of August and midnight Monday 26th of September the Youth Survey 2022 attracted a total of 429 responses from people between 12 and 25 years. After data cleaning processes 225 responses were removed, leaving a sample of 270.

There were 30 respondents who were excluded as they were not aged between 12-25 years of age. There were 129 respondents that did not complete the survey beyond the demographic question and/or the quality of their responses was considered too poor. For the remaining sample of 270, completed surveys refers to all those who completed the demographic information in additional to answering most or all the preceding questions.

DATA NOTES

For key questions results are presented in age group 12-17 and 18-25 to acknowledge the differences in these two life stages.

In addition, where it was meaningful some results were benchmarked from the 2021 survey. As a rule, comparison between the two years should be done with caution because the demographic composition of the two samples are different and the samples cannot be compared.

The qualitative questions were analysed with manual coding in QSR Nvivo. Each theme is given a percentage to demonstrate the prevalence of themes, but with qualitative analysis there is less reliance on numbers to express the importance of a theme.

For the qualitative response questions, this report provides the number of comments that were made for each question, followed by the number of codes. The codes refer to when a comment was attributed against a theme. These number of comments and codes are different in this report for two reasons:

- Some comments could be coded under more than one theme, which results in more codes that total responses.
- Some comments could not be coded or themed, due to misunderstanding the question or not providing enough context.

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AGE

In 2022 most respondents were under 18 years old, with 68% in the 12-17 age group and 32% in the older 18-25 age group.

The figure below shows a shift in the age cohorts between 2021 (N=590) and 2022 (N=270). The 2022 survey captures a higher proportion of respondents between 15 to 18 years of age; while 2021 saw a higher proportion aged between 12 to 16 years.

FIGURE 1: AGE OF RESPONDENTS
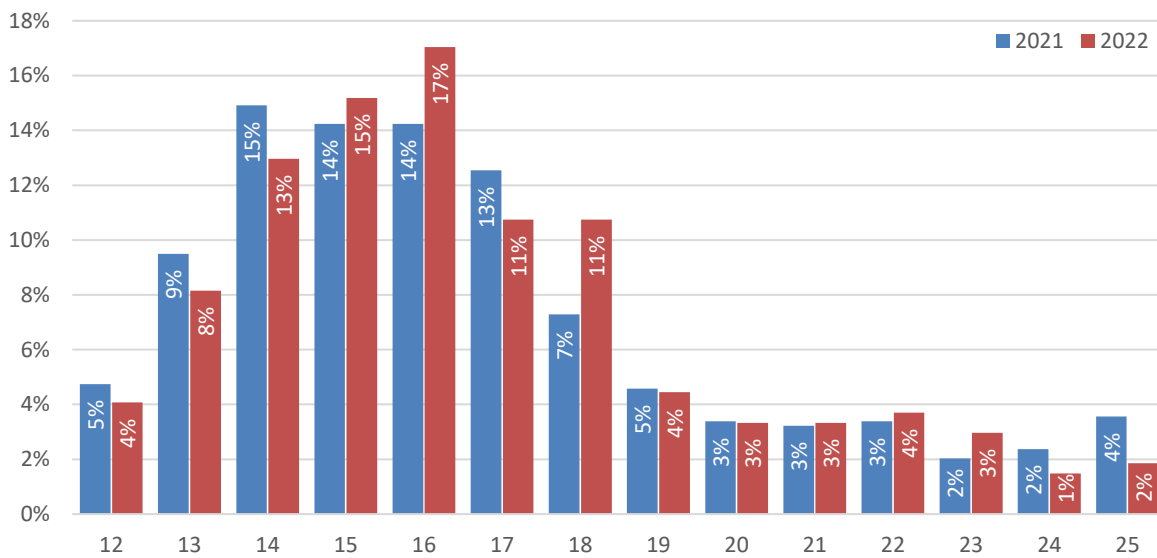
SUBURB

The suburb with greatest number of respondents was Werribee (24.4%) followed by Tarneit (15.6%) and Point Cook (14.8%). There were seven (7) respondents from suburbs outside of Wyndham. The following table provides an overview of suburb by age group:

TABLE 1: SUBURB OF RESPONDENTS BY AGE GROUP

Row Labels	12-17	18-25	Total	Per cent
Hoppers Crossing	21	10	31	11.5%
Laverton	3	3	6	2.2%
Laverton North	0	1	1	0.4%
Mambourin	1	0	1	0.4%
Point Cook	30	10	40	14.8%
Tarneit	30	12	42	15.6%
Truganina	16	9	25	9.3%
Werribee	39	27	66	24.4%
Werribee South	1	0	1	0.4%
Williams Landing	1	1	2	0.7%
Wyndham Vale	37	11	48	17.8%
Grand Total	179	84	263	100.0%

YOUTH SERVICES DISTRICTS

The district with greatest number of respondents was HCW (36.9%) followed by TT (25.5%) and PCWL (18.6%). The following table provides an overview of district by age group:

TABLE 2: DISTRICT OF RESPONDENTS BY AGE GROUP

Row Labels	12-17	18-25	Total	Per cent
HCW	60	37	97	36.9%
MLWV	37	11	48	18.3%
PCWL	34	15	49	18.6%
Rural	2	0	2	0.8%
TT	46	21	67	25.5%
Grand Total	179	84	263	100.0%

HCW - Hoppers Crossing, Werribee

MLWV - Manor Lakes, Wyndham Vale

PCWL - Laverton, Point Cook, Williams Landing

Rural: Werribee South, Cocoroc, (HCW), Mount Cottrell (TT), Little River (HCW/MLWV), Mambourin (MLWV)

TT - Tarneit, Truganina

GENDER AND SEXUAL PREFERENCE

Just under half of respondents, 48.9%, identified as female, along with 40.0% male and 3.3% gender non-conforming/non-binary. The gender for the remaining 7.8% of respondents is shown in the table below.

TABLE 3: SEX OF RESPONDENTS BY AGE OF RESPONDENTS

Row Labels	12-17 years	18-25 years	Total
Female	48.4%	50.0%	48.9%
Male	42.9%	33.7%	40.0%
Gender non-conforming/non-binary	2.2%	5.8%	3.3%
Transgender	2.2%	4.7%	3.0%
Gender questioning	1.6%	1.2%	1.5%
Prefer not to say	0.5%	2.3%	1.1%
Gender fluid	0.5%	2.3%	1.1%
Gender neutral	1.1%	0.0%	0.7%
Agender	0.5%	0.0%	0.4%
Total	100.0%	100.0%	100.0%

The following table presents sexual and gender Identification presented as a matrix. All ages have been combined, further exploration is possible if required. To use the matrix, start with header row and go down a until you find the gender of interest. The column and row totals provided the total of each variable.

Overall, most respondents identified as female or male heterosexual (144), quite a few respondents preferred not to say what their gender orientation was.

TABLE 4: MATRIX OF SEXUAL AND GENDER IDENTIFICATION, COUNT BY ALL AGE GROUPS.

	Female	Male	Gender non-conforming/nonbinary	Transgender	Gender questioning	Prefer not to say	Gender fluid	Gender neutral	Agender	Total
Heterosexual	71	73	0	0	0	0	0	0	0	144
Prefer not to say	27	18	0	0	0	3	1	1	0	50
Bisexual	17	5	1	3	2	0	1	0	1	30
Pansexual	4	2	4	1	0	0	0	1	0	12
Gay	1	8	0	1	0	0	0	0	0	10
Lesbian	6	0	2	1	1	0	0	0	0	10
Asexual	2	0	0	0	0	0	0	0	0	2
Queer	0	0	1	0	0	0	1	0	0	2
Aromantic	0	0	0	1	0	0	0	0	0	1
Asexual	0	0	1	0	0	0	0	0	0	1
Unsure	1	0	0	0	0	0	0	0	0	1
Omnisexual	0	0	0	0	1	0	0	0	0	1
Aroace	1	0	0	0	0	0	0	0	0	1
People	0	1	0	0	0	0	0	0	0	1
Unlabelled	0	0	0	1	0	0	0	0	0	1
No I'm not	1	0	0	0	0	0	0	0	0	1
None	1	0	0	0	0	0	0	0	0	1
No response	0	1	0	0	0	0	0	0	0	1
Total	132	108	9	8	4	3	3	2	1	270

ABORIGINAL OR TORRES STRAIT ISLANDER STATUS

A total of 8.5% (23) people identified as having Aboriginal and/or Torres Strait Islander heritage; 6.7% (18) respondents identify as Aboriginal, 0.4% (1) as Aboriginal and Torres Strait Islander and 1.5% (4) Torres Strait Islander.

TABLE 5: FIRST NATIONS PEOPLE BY AGE GROUP.

	12-17	18-25	Grand Total
Aboriginal	13	5	18
Aboriginal and Torres Strait Islander	1	0	1
Torres Strait Islander	3	1	4
Grand Total	17	6	23

ANCESTRY

For the 2022 survey we asked for the first-time what people's ancestry was. Overall, there were 145 (52.8%) people who provided and response and 125 (47.2%) Did not. The following table provides the top 10 ancestries:

TABLE 6: TOP 10 ANCESTRIES PROVIDED BY RESPONDENTS.

Ancestry	Count
Australian	*30*
English	23
New Zealander	18
Scottish	9
Maltese	9

Italian	9
Māori	5
Indian	3
Somali	2
Karenni	2
Irish	2
Indonesian	2
Greek	2
Chinese	2
Bengali	2

COUNTRY OF BIRTH

The 2022 Youth Survey saw 47.4% of people who were born overseas. Whereas in 2021 the proportion was much lower with 28.3% born overseas. Overall, there is a balance between Australian born and overseas born

FIGURE 2: OVERSEAS BORN
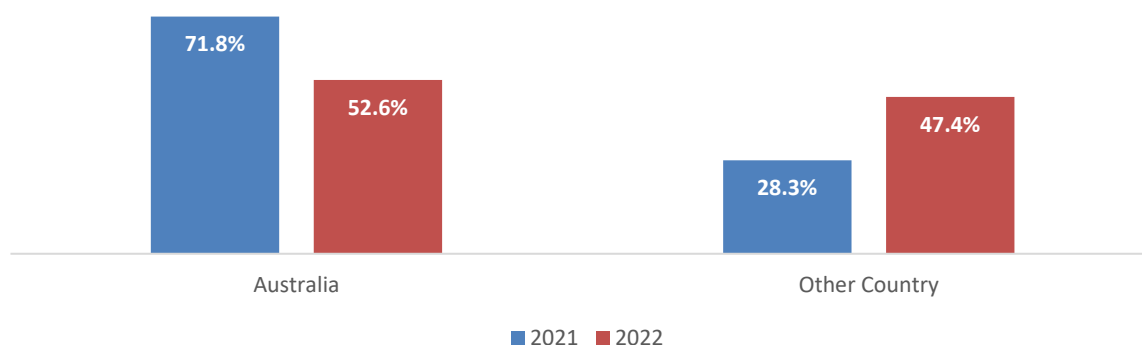
Those born overseas represented 49 separate counties, the following table outlines the top 10. India and New Zealand have been consistently high in both surveys, interestingly only one respondent in 2022 identified as being born in China (compared to 13 in 2021).

TABLE 7: TOP TEN COUNTRIES OF BIRTH

2021	Count	2022	Count
India	41	**Thailand**	38
New Zealand	22	**New Zealand**	15
Philippines	17	**India**	12
England	9	**Burma (Myanmar)**	7
Thailand	9	**Philippines**	5
Singapore	7	**USA**	3
USA	5	**Sri Lanka**	3
Congo DR	4	**Ethiopia**	3
Malaysia	3	**Thailand**	3
Pakistan	3	**Pakistan**	2

LANGUAGE SPOKEN

In 2022, 54.1% of respondents speak a language other than English, whilst 45.9% do not (146 people and 124 respectively). The most common languages among the 161 respondents are in the figure below.

The total number of languages reflects the linguistic diversity across Wyndham. Of the respondents who speak a language other than English, 108 and speak another language, 31 speak two additional languages and 6 speak three or more additional languages. The following table provides a comparison between the 2021 and 2022 surveys for the number of languages spoken.

TABLE 8: TOP 10 LANGUAGES BY COUNT, COMPARISON BETWEEN 2021 AND 2022 SURVEY RESPONDENTS

2021	Count	2022	Count
Hindi	26	Karen	29
Arabic	17	Karenni	12
Tagalog	11	Hindi	9
Gujarati	9	Somali	9
Tamil	9	Arabic	8
Chinese	8	Urdu	6
Karen	8	Punjabi	6
French	7	Samoan	5
Indonesian	7	Amharic	4
Italian	7	Tamil	4

SOCIAL MEDIA

While there was use across all social media platforms, Instagram, Tik Tok and Snapshot were the most popular platforms. More than eight out of ten young people use Instagram and more than six out of ten use Tiktok.

FIGURE 3: SOCIAL MEDIAL USE, 2022
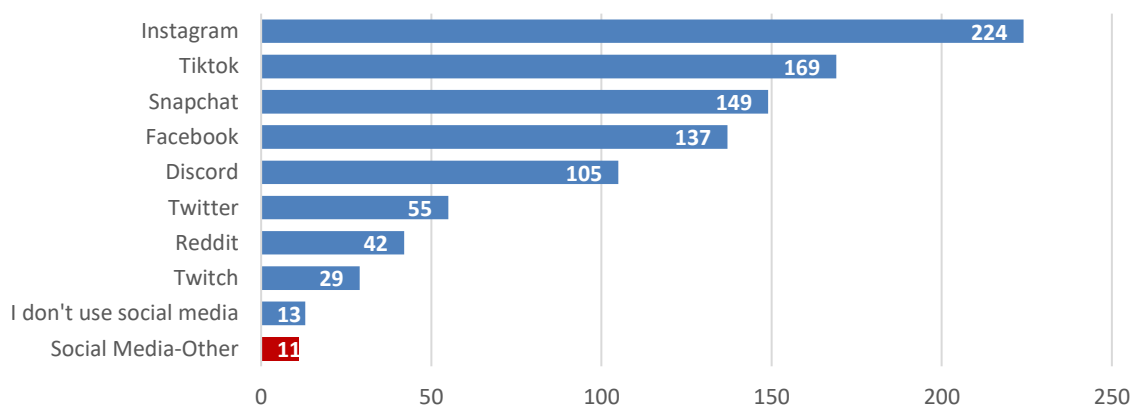
The difference between social media use and age group is demonstrated in the chart below. The older age group, 18-25, were more likely to use Facebook, Instagram, Twitter and Reddit. The younger age group is most likely to use TikTok Snap Chat, and Discord.

Legend: ■ 12-17 ■ 18-25

	Instagram	Tiktok	Snapchat	Discord	Facebook	Twitter	Reddit	Twitch
12-17	79%	61%	56%	43%	36%	15%	11%	11%
18-25	81%	58%	47%	24%	70%	28%	24%	10%
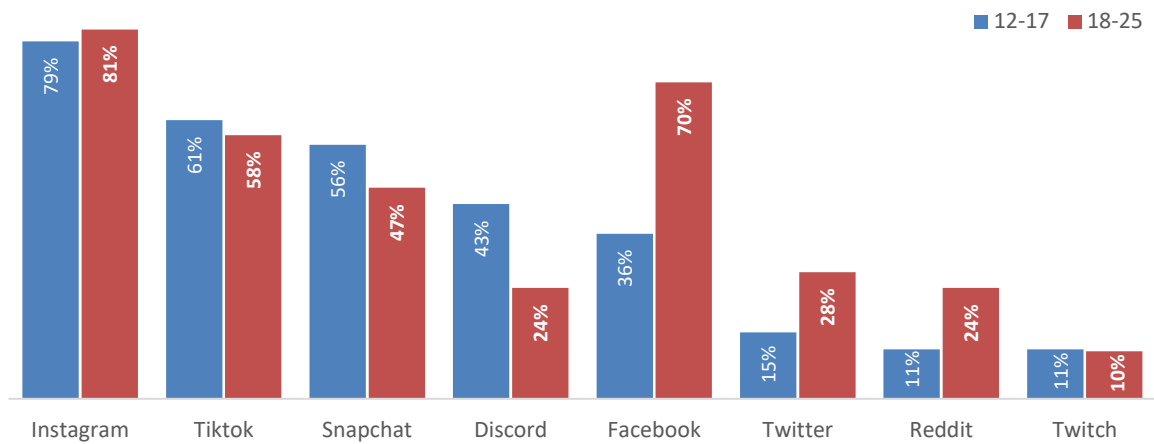
MENTAL HEALTH, SUPPORT AND FEELING VALUED

MENTAL HEALTH RATING IN THE LAST 12 MONTHS

Measured on a scale of one to five using emojis, young people indicate their average wellbeing to be neutral with a score of 3.5. Compared to 2021, there has been a significant shift in respondents wellbeing. In 2022, there was twice the proportion of people who responded to being 😃 and half as many people responding as 😢. With the lifting of COVID restrictions it appears people's mood has shifted to being more positive. It should be noted that sample size for 2021 was 590, and for 2022 was 270.

FIGURE 5: MENTAL HEALTH SELF-RATING, 2021 AND 2022 COMPARISON

Legend: ■ 2021 ■ 2022

	😃	🙂	😐	🙁	😢
2021	9.8%	28.0%	30.8%	17.1%	12.7%
2022	22.2%	32.6%	25.6%	10.4%	6.7%
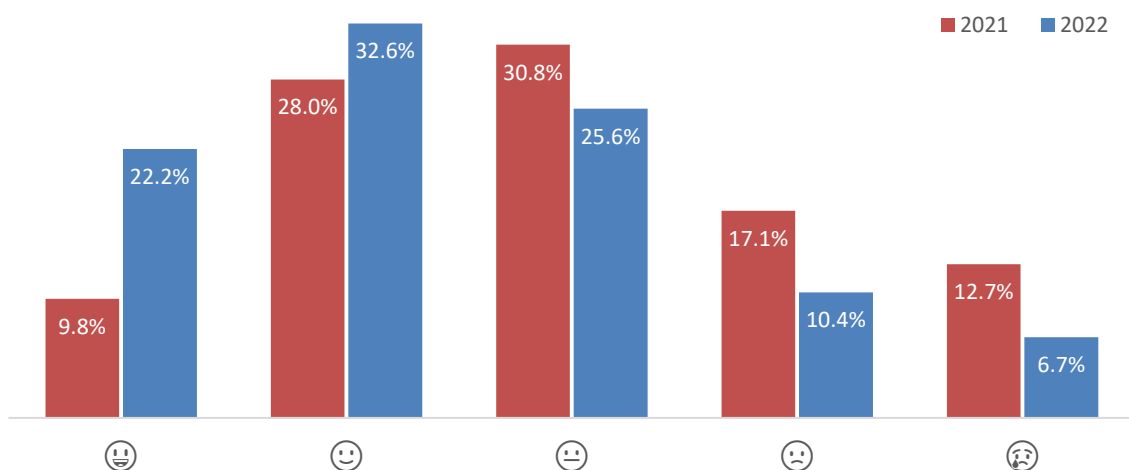
There were differences in mental health self-rating for each age group. The 18-25 age group were more likely to report a lower mental health self-rating for the past 12 months, with 15% selecting the lowest rating, compared to 12% of respondents aged 12-17 (Figure 6). Correspondingly, 7% selected the highest mental health self-rating, compared to 11% of those aged 12-17.

FIGURE 6: MENTAL HEALTH SELF-RATING BY AGE GROUP, 2022
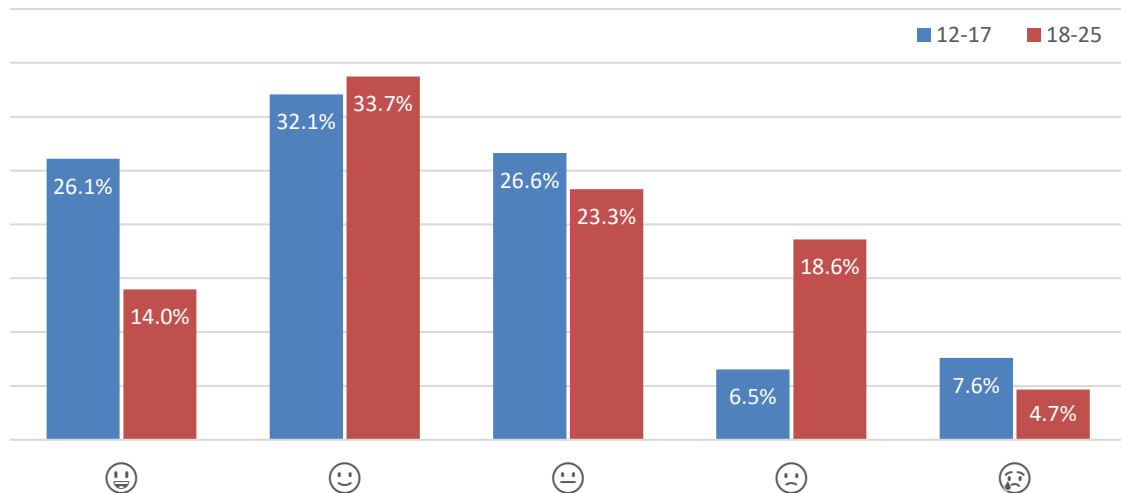
Total = 270 (184 in the 12-17 age group and 86 in 18-25)

WHO WOULD YOU GO TO IF YOU NEEDED SUPPORT OR HELP WITH A PROBLEM?

This was a multiple response question whereby respondents could select any and all that applied to them. There were 270 people who provided at least one response, the most likely source of support are friends (70.4%) followed by parents (51.5%) and siblings (32.2%):

FIGURE 7: MENTAL HEALTH SELF-RATING BY AGE GROUP, 2022
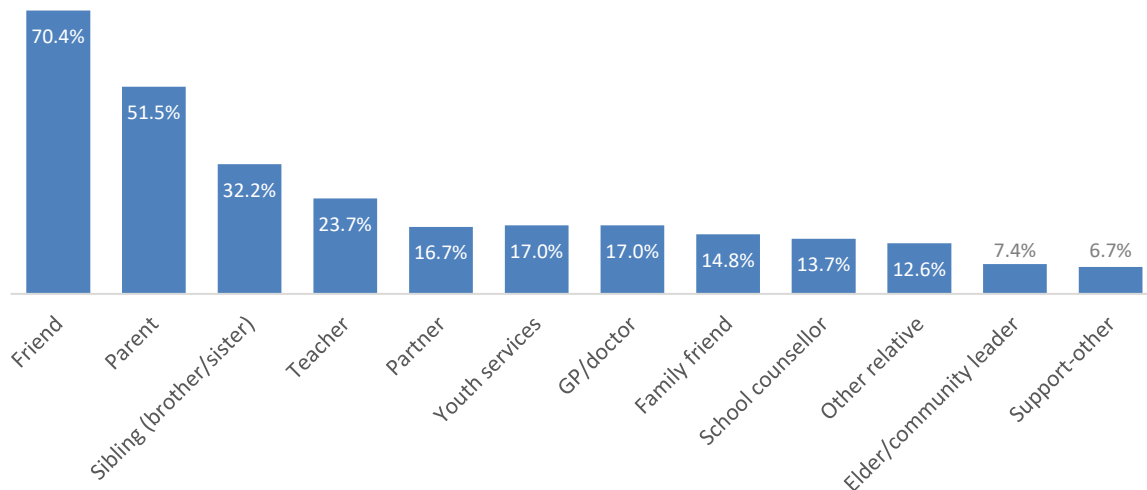
The category *Other* consisted of eleven (11) respondents who said they would not seek support from anyone (or intimated they had no one to turn to) and three (3) who use a mental health professional.

WHAT WOULD IMPROVE YOUR MENTAL HEALTH?

A total of 126 respondents provided comments to this question resulting in 8 main themes and 42 sub-themes. Many of the responses to what would improve mental health were still impacted by COVID-19 lockdowns and restrictions. The top theme *Being Social* and *getting out* was predominantly focused on rebuilding social connections and being outdoors with friends engaging in some form sport and recreation. Some examples of this are:

'More sport and fitness related activity'; and

'Forming a good bond relationship with more people so I don't feel lonely most of the time'

'More of a developed friendship group. Someone to talk to more, and to trust'

The second main theme to improve mental health was *Better access to support services*. A common thread amongst these themes were being able to access services (location and cost) and having a consistent programme of treatment and support around them when needed. A potential concern amongst the themes is the number of people who don't know what could improve their mental health or have come to the conclusion that nothing can help (it may be that these respondents are happy and doing well in life).

TABLE 9: WHAT WOULD IMPROVE YOUR MENTAL HEALTH (OPEN COMMENT)

Theme and Sub-theme	Count	Per cent
Being Social and getting out	**75**	**22.5%**
Socialising	36	10.8%
Youth activities	15	4.5%
Friendship	12	3.6%
Being outdoors	5	1.5%
Nature	4	1.2%
Community	2	0.6%
Outdoors	1	0.3%
Better access to support services	**60**	**18.0%**
Support	25	7.5%
Access to services	19	5.7%
Counselling	10	3.0%
Supportive family	5	1.5%
Special Needs	1	0.3%
Nothing or unsure	**51**	**15.3%**
Unsure	30	9.0%
Nothing	21	6.3%
Diet and Exercise	**57**	**17.1%**
Being active	52	15.6%
Diet	4	1.2%
Food	1	0.3%
Personal Factors	**34**	**10.2%**
Respite	7	2.1%
Less stress	5	1.5%
Sleep	4	1.2%
Companion animals	4	1.2%
Anxiety	2	0.6%
Being happy	2	0.6%
Screen time	2	0.6%
Not being bullied	2	0.6%
Alone time	1	0.3%
Life Balance	1	0.3%
Confidence	1	0.3%
Fun	1	0.3%
Music	1	0.3%
CALD	1	0.3%
Personal Development	**23**	**6.9%**
Self-development	21	6.3%
Being supportive	1	0.3%
Self-reliance	1	0.3%
Education and Employment	**20**	**6.0%**

Employment	9	2.7%
Money	6	1.8%
Education	5	1.5%
Other	**8**	**2.4%**
Other Social factors	**6**	**1.8%**
Infrastructure	3	0.9%
Housing affordability	1	0.3%
Public Transport	1	0.3%
Youth Services	1	0.3%

WHAT WOULD MAKE YOU FEEL LIKE YOUR OPINION IS VALUED?

The overwhelming consensus about what would make respondents feel like their opinion is valued was to *acknowledgement* and *respect.* The following excerpts provide and an example of how the respondents feel:

> *'Actually people listening to me or what I have to say instead of just taking in my opinion and disregarding it.'*

> *'People listening and being respectful'*

> *'People trying to understand my opinions would make me feel they are valued'*

It was also important to some respondents that they could have conversations and be listened to without been dismissed because of their age, compared to adults or older persons. There was also reasonable mention of respondents wanting to learn how to voice their opinion and be valued for it. Having people listen to them and accept what they say without prejudice as part of reciprocal discourse made respondents feel thy were a valued member of their group or family.

TABLE 10: WHAT WOULD MAKE YOU FEEL YOUR OPINION IS VALUED (OPEN COMMENT)

Theme	Count	Per cent
Acknowledgment	26	37.1%
Respect	18	25.7%
Being listened to	13	18.6%
Acceptance	7	10.0%
Support	2	2.9%
Confidence	1	1.4%
Equity	1	1.4%
Understanding	1	1.4%
Taking action	1	1.4%
Total	**70**	**100.0%**

When asked if their opinion is valued at home, school or with friends, respondent felt that only sometimes was it valued across the three situations. Where they felt their opinion was least valued was at school and were they felt it was most valued was with friends. The following chart provides a summary of this:
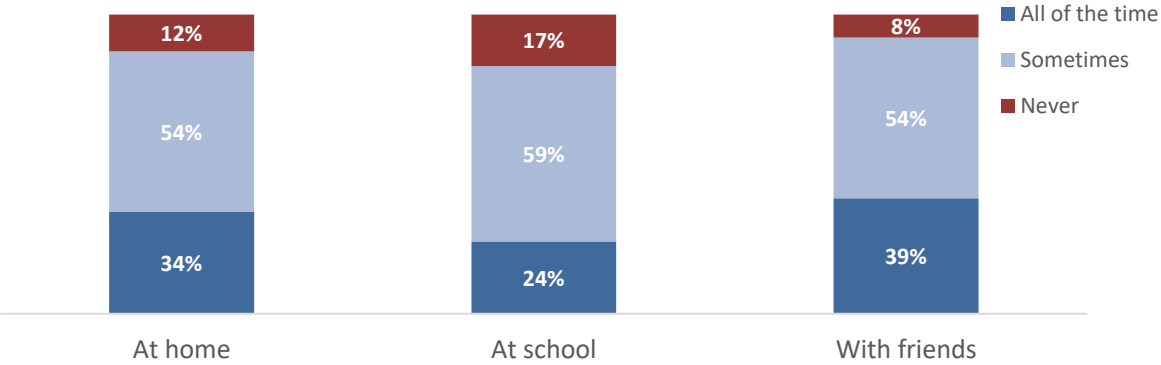
BULLYING

EXPERIENCING BULLYING

Bullying is a key determinant impacting health and wellbeing. A quarter of all respondents have experienced bullying in the previous year. For those aged 12-17 years, 24.5% had experienced bullying compared to 18.6% of 18–25-year-olds. Although the sample sizes are different between 2021 and 2022, there has been a slight decrease in respondents reporting being bullied.

FIGURE 9: PEOPLE EXPERIENCING BULLYING 2022
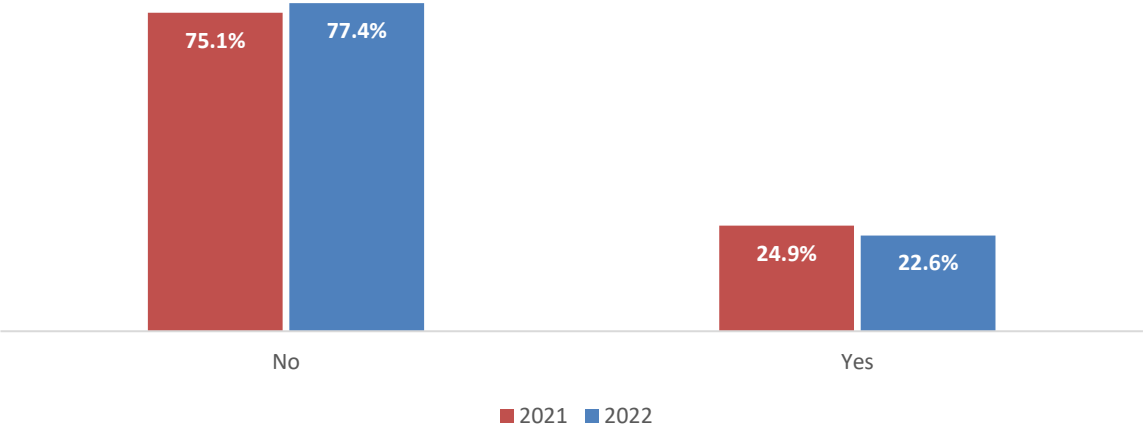
Total = 2021 N=139; 2022 N=61

School was the most likely place for bullying to happen and accounted for 52.2% of occurrences for the 90 people who answered the question, followed by online bullying which accounted for 25.6% of occurrences.

The locations for bullying were more evenly distributed for the 18-25 age group compared to the 12-17 age group. School was the clear most likely place to experience bullying for respondents aged 12-17 years (58.8%), while online was the most likely place for those aged 18-25 years (27.3%) followed by 18.2% indicating bulling at work, home and other location.

Online bullying has decreased between 2021 and 2022, from 41.0% in 2021 to 25.6% in 2022. This is likely due to schools returning to face-to-face teaching and relying less on on-line modalities.

FIGURE 10: LOCATIONS WHERE PEOPLE WERE BULLIED MOST, 2022
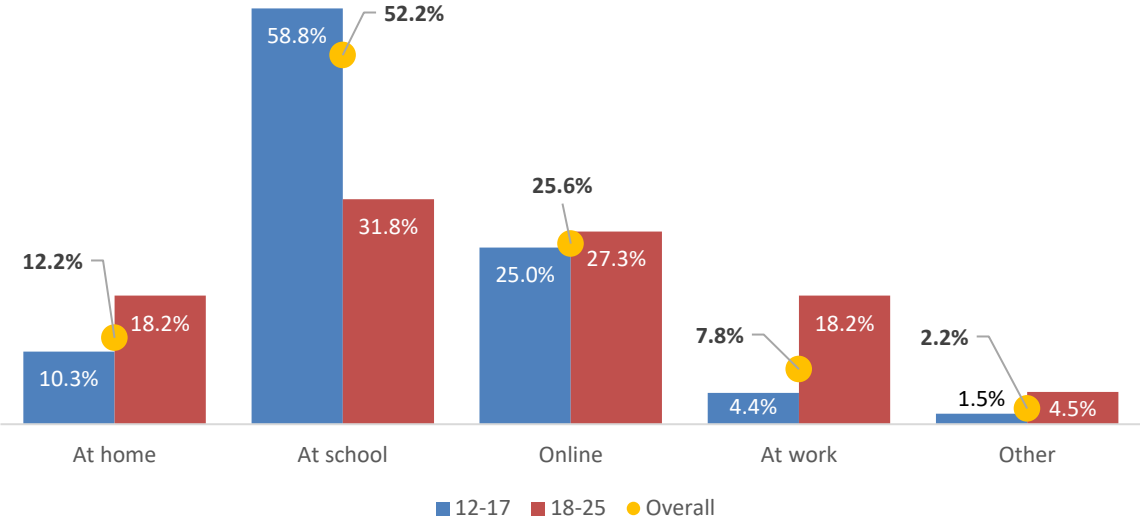
WHAT HELPED YOU WITH THE BULLYING?

When asked what helped with the bullying 20.2% of all respondents felt distracting oneself with other activities helped the most, followed by 18.6% who indicated talking to friends.

Coping strategies for bullying were not overwhelmingly different between the two age groups. The biggest difference was that those in the 18-25 age group were more likely to talk to a formal support person such as a psychologist or counsellor (17.1% compared to 12.8% aged 12-17). The older age group were slightly more likely to walk away from the situation (14.3% compared to 14.9% 12 to 17 years) and less likely to confront the perpetrator (5.7% compared to 10.6%). The younger age group are more likely to talk to friends (19.1% compared to 17.1%) and family (16.0% compared to 11.4%). Both groups indicated that nothing helped them at the same rate (8.5% and 8.6%)

FIGURE 11: STRATEGIES TO COPE WITH BULLYING, 2022
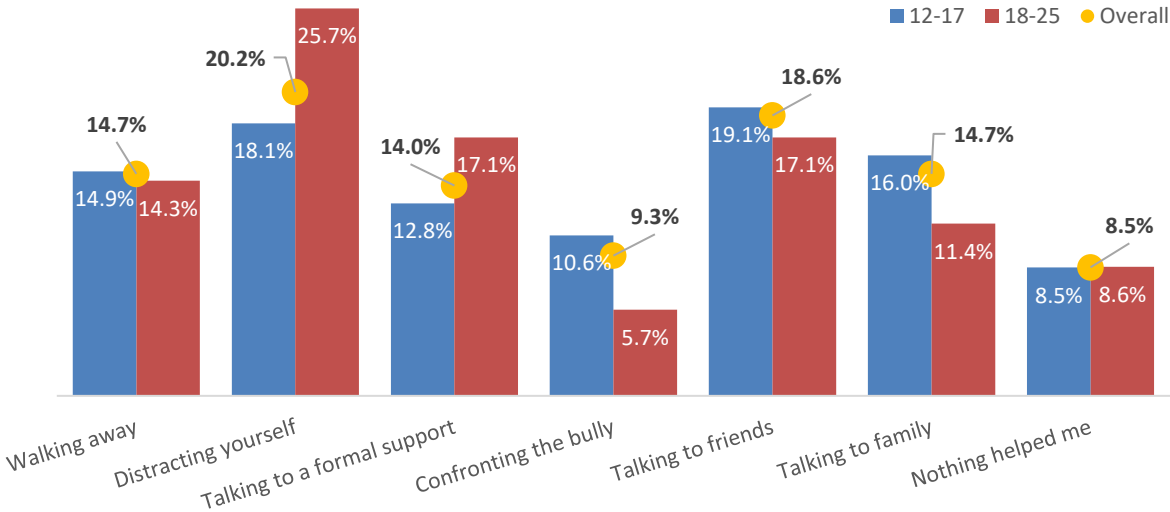
Total = 129 respondents.

LIVING IN WYNDHAM - LIVE, WORK, STUDY, SOCIALISE

LIVE, WORK, STUDY, SOCIALISE STATUS
The majority of respondents live in Wyndham (230), with 92 of those indicating they also study there and 56 indicating that they also work there.

TABLE 11: : RESPONDENTS RELATIONSHIP TO WYNDHAM, 2022

	12-17	18-25	Total
I live in Wyndham	161	69	230
I work in Wyndham	35	29	64
I study in Wyndham	84	17	101
I socialise in Wyndham	86	51	137

Total = 270 respondents.

WORK/VOLUNTEER STATUS
Many of the total respondents were working or volunteering or looking to do so (40.4%) and just over a third were in paid work (35.6%). Expectedly, a higher percentage of the 18-25 age group were engaged in full time work (10.5% compared to 0.5% in the 12-17 age group)

FIGURE 12: WORK AND VOLUNTEER STATUS, COMPARISON BETWEEN 2021 AND 2022 SURVEY RESPONDENTS
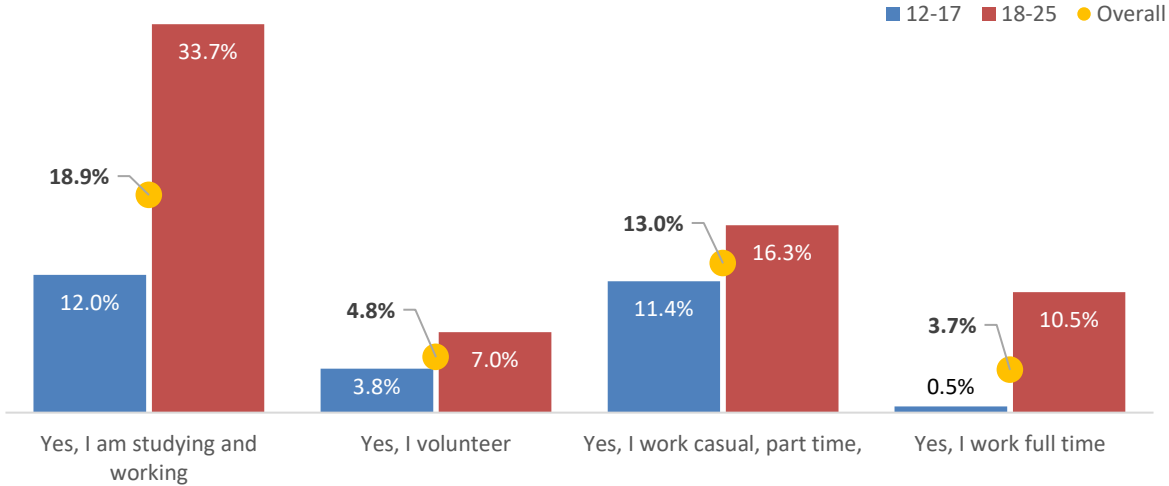
Total= 270 respondents.

IMPACTS ON ABILITY TO WORK OR STUDY
The main impact on study and work were issues relating to mental health and wellbeing (18.4%).
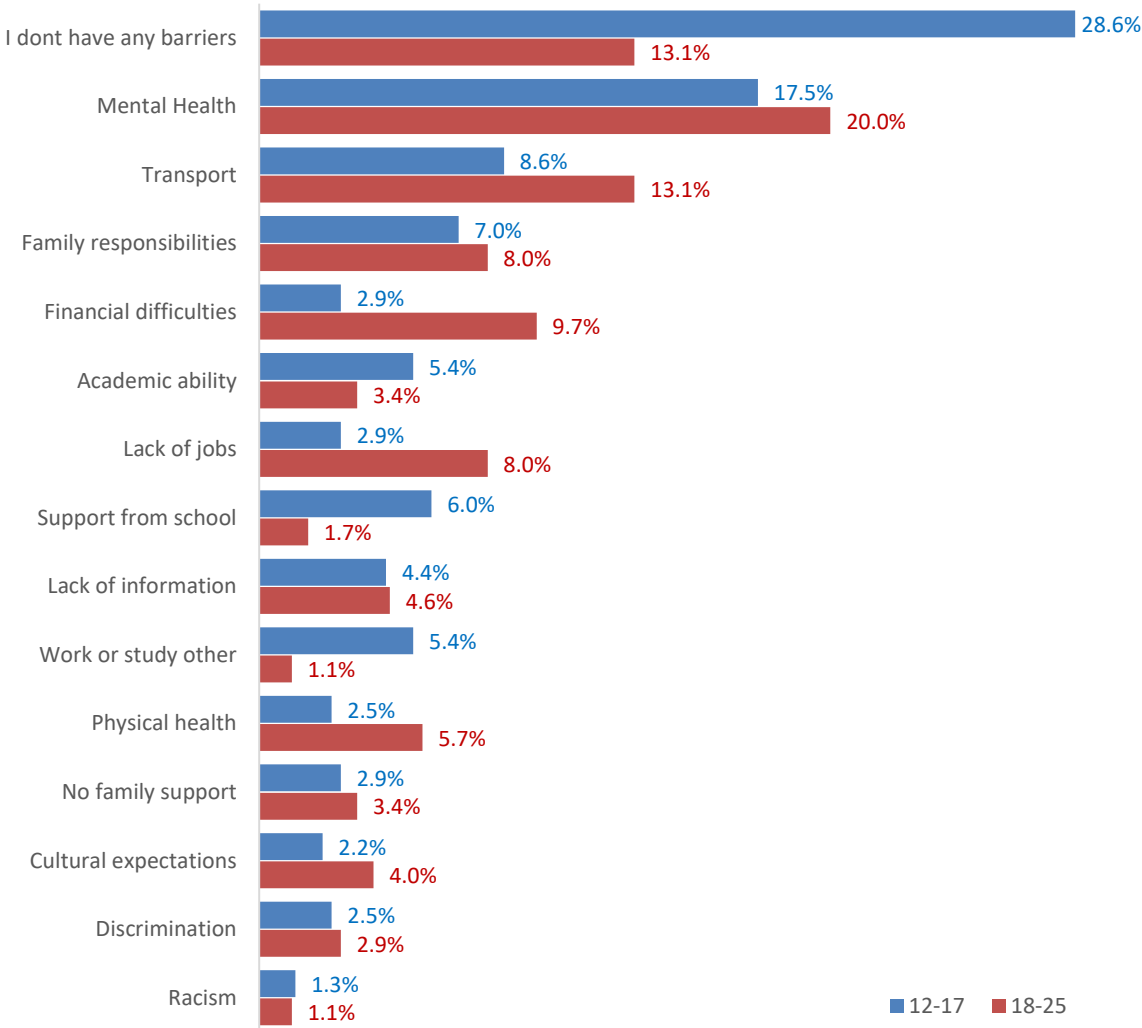
Overall, there were more people experiencing barriers to work and study in 2022 than 2021. In 2021 44% of respondents indicated they hadn't experienced any barriers, whilst in 2022 33% experience some form barrier, a relative increase of 11%. The total respondents to this question 2022 was 270.

CONCERNS

The survey was open from June 2022, which places the timeframe for the following questions - issues of most concern in the past 3 months - from April to June 2022.

IN THE PAST 3 MONTHS HOW CONCERNED HAVE YOU BEEN ABOUT THE FOLLOWING TOPICS?
In 2022 the topic that caused the most concern was social media with 47% of respondents feeling concerned or very concerned. The second top issue of concern was Mental Health, which 44% of respondents feeling concerned or very concerned. Interestingly, there was almost an equal number of people who though these two factors were the least concern for them (MH=43%; SM=41%). The areas of where respondents were not concerned at all were Infectious Disease (80%), Alcohol (76%) and Drugs (66%). NOTE: the above figures are based on aggregating *Not concerned at all and Slightly concerned* to get the values for feeling concerned , and also *Concerned* and *Very concerned* for not net concerned.

| | Infectious diseases | Alcohol | Family relationship breakdown | Drugs | LGBTIQ issues | Racial profiling | School disengagement | Bullying | Crime | Vaping | Domestic Violence | Roads and Traffic | Gambling | Finances | School | Vandalism and littering | Misrepresentation of young people in media | Transport | Discrimination | Personal Safety | Stress | Body image | Anger and emotions | Mental health | Social media |

Infectious diseases: 74% / 6% / 14% / 3% / 3%
Alcohol: 71% / 4% / 14% / 7% / 3%
Family relationship breakdown: 67% / 6% / 14% / 7% / 7%
Drugs: 61% / 9% / 15% / 9% / 6%
LGBTIQ issues: 53% / 9% / 19% / 12% / 8%
Racial profiling: 53% / 10% / 18% / 12% / 8%
School disengagement: 51% / 14% / 20% / 10% / 5%
Bullying: 51% / 19% / 14% / 10% / 7%
Crime: 51% / 14% / 16% / 12% / 6%
Vaping: 51% / 10% / 15% / 11% / 14%
Domestic Violence: 45% / 12% / 14% / 20% / 9%
Roads and Traffic: 44% / 14% / 19% / 14% / 9%
Gambling: 43% / 16% / 14% / 15% / 11%
Finances: 43% / 17% / 15% / 16% / 9%
School: 42% / 10% / 19% / 16% / 14%
Vandalism and littering: 40% / 19% / 20% / 13% / 8%
Misrepresentation of young people in media: 38% / 16% / 21% / 12% / 13%
Transport: 38% / 20% / 21% / 14% / 8%
Discrimination: 38% / 23% / 18% / 13% / 9%
Personal Safety: 36% / 23% / 18% / 15% / 9%
Stress: 28% / 17% / 16% / 23% / 16%
Body image: 26% / 21% / 13% / 23% / 17%
Anger and emotions: 26% / 30% / 14% / 22% / 9%
Mental health: 25% / 18% / 12% / 20% / 24%
Social media: 23% / 18% / 13% / 26% / 21%

■ Not concerned at all   ■ Slightly concerned   ■ Neither concerned nor not concerned   ■ Concerned   ■ Very concerned

Respondents were also given the opportunity to outline their biggest concern in the past 3 months via a checkbox response. The concerns mentioned the most by respondents were *Mental Health, Drug* and *Alcohol, Public transport, Infrastructure* and *assaults.* Significant but less mentioned themes were concerns about *Employment, Family health and relationships* and *family violence*.

Mental Health and Wellbeing — 14%
Drug and Alcohol — 9%
Public transport — 8%
Infrastructure (schools, roads, hospitals..etc) — 8%
Assualts and crimes against the person and property — 8%
Discrimination — 7%
Envirnoment and climate — 6%
Bullying — 6%
Outdoor lighting — 6%
Access to services — 6%
Financial strains — 5%
COVID-19 and other infectious diseases — 5%
Need more green spaces — 5%
Low police presence — 4%
Important issue-other — 3%
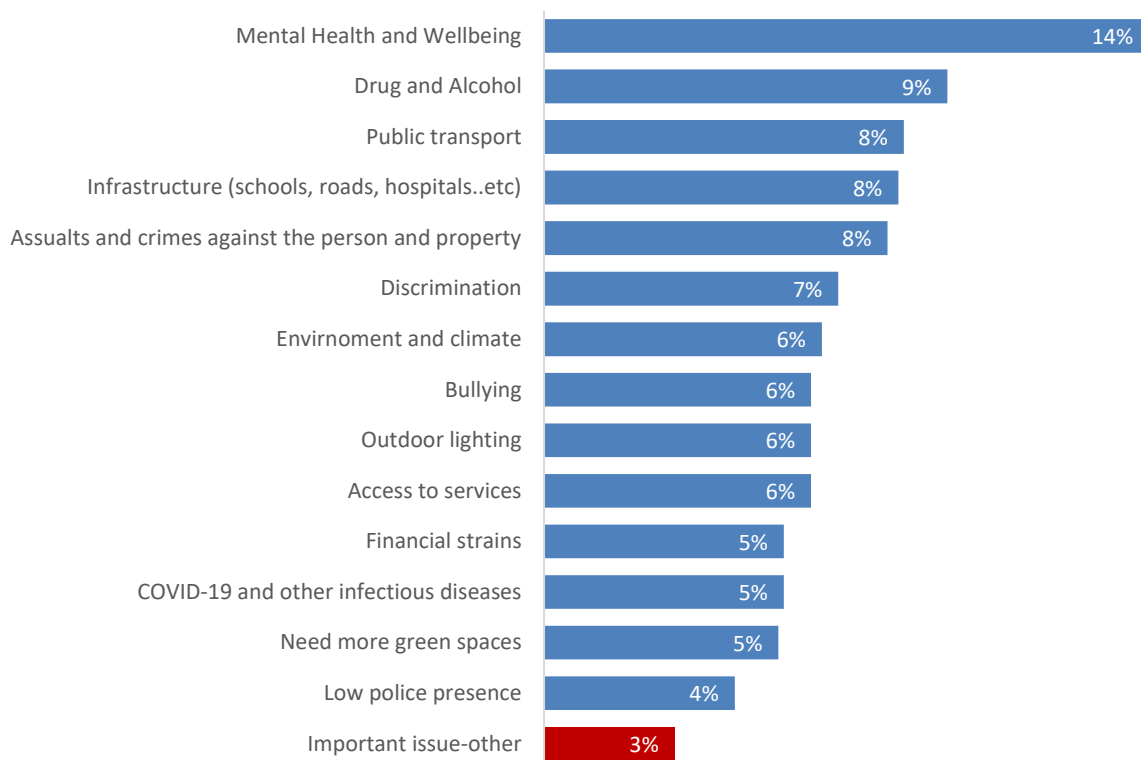
821 selections

WHAT ARE THE TOP 3 ISSUES IN WYNDHAM TODAY?

There were 270 responses to the question '*What do you think are the three most important issues in Wyndham today*?, The structure of this question is different for the previous two iterations of the survey insofar the top responses from these previous surveys were provided as check-box responses. As such, the thematic coding and analysis from these surveys have informed the current format of the question and can be assumed to be implicit within the responses.

The top three issues raised across all age groups were *Mental Health and Wellbeing* (N=106), *Drug and Alcohol* (N=68), and *Public transport* (N=60). Coming out of COVID, mental and wellbeing is still at the fore of peoples concerns. There is potential fears of a different variants of the virus causing future lockdowns and creating environments of isolation and despair. Although not fully explored, the concern of drug and alcohol could be related to individual use, use by friend and/or family, or a more general societal concern. In future versions of this survey, we could explore a bit more deeply why respondents have these concerns. The third most raised issue was around public transport. Public transport is raised as a municipality wide issue, not just by this cohort, but by most residents who rely on it to move throughout the city and beyond. It is a vexed issue that is both difficult and expensive to solve.

Two other issues that gained very similar response rates were Assaults *and crimes against the person and property* (N=59) and *Infrastructure* (N=57). Crime is always a concern, and it isn't unique to Wyndham. It may be more of an issue for the younger populations due to conflicts between individuals and groups at schools and online. Infrastructure is in the same category as public transport, difficult and expensive to address. This may be more of concern to school aged

respondents as they may be attending overpopulated schools or may have to travel far from home to get to school (with limited public transport options).

TABLE 12: TOP ISSUES IN WYNDHAM TODAY

Values	12-17	18-25	Overall
Mental Health and Wellbeing	15%	11%	14%
Drug and Alcohol	9%	8%	9%
Public transport	7%	10%	8%
Assaults and crimes against the person and property	8%	6%	8%
Infrastructure (schools, roads, hospitals...etc)	7%	7%	7%
Discrimination	7%	6%	7%
Bullying	8%	3%	6%
Access to services	4%	10%	6%
Environment and climate	7%	5%	6%
Outdoor lighting	6%	6%	6%
COVID-19 and other infectious diseases	6%	5%	6%
Need more green spaces	6%	4%	5%
Financial strains	3%	9%	5%
Low police presence	4%	5%	4%
Important issue-other	3%	5%	4%

SAFETY IN YOUR NEIGHBORHOOD

Overall, 76.7% of respondents indicated they do feel safe in their neighbourhood, 16.7% were unsure and 6.7% did not feel safe. These results were consistent for each age group.

FIGURE 16: FEELING OF SAFETY IN LOCAL NEIGHBOURHOOD, BY AGE GROUP.
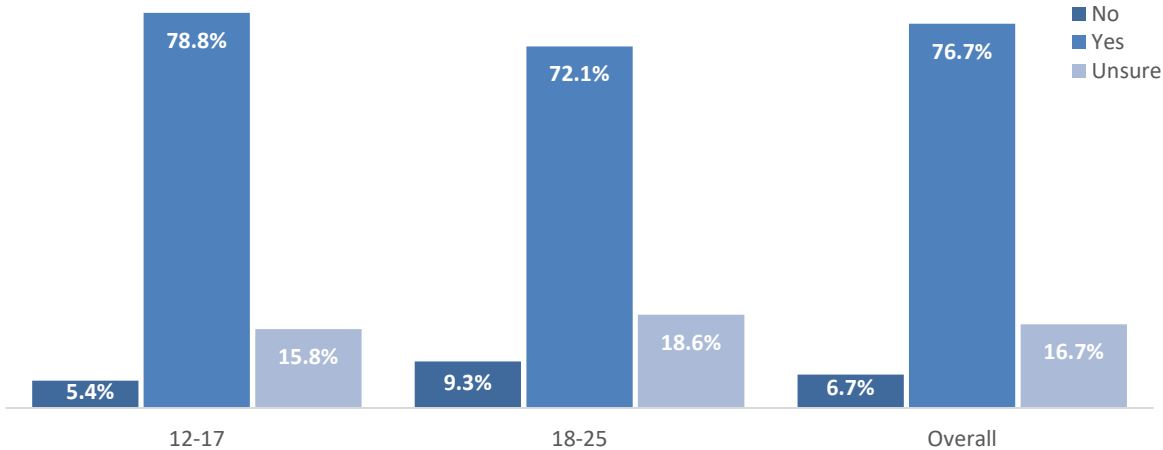
WHAT MAKES YOU FEEL UNSAFE IN YOUR NEIGHBOURHOOD

For the 35 people who provided a comment for this question, a third indicated *Crime in the area* made them feel unsafe in their neighbourhood, followed by *Poor lighting at night for streets and parklands*. As the response rate to this question is quite low, it's hard to make tangible generalisations from this question.

	12-17	18-25	Overall
Crimes against people and property	7	4	11
Poor lighting at night for streets and parklands	2	5	7
Unsafe-other	2	3	5
Low police presence in high-risk areas	2	2	4
Lack of public transport options	1	2	3
Discrimination	2	1	3
Few accessible youth spaces	1	1	2
Total	**17**	**18**	**35**

WHAT COULD MAKE YOU FEEL SAFER IN YOUR NEIGHBOURHOOD

The top responses to what could make respondents feel safer *was Better lighting at night for streets* (N=125) and *Getting to know our neighbours better* (N=123). Interestingly, *Better lighting at night for streets* was rated higher for the 18-25 year old (22.3% compared to 18.9%), and *Getting to know our neighbours better* was rated higher for 12-17 year old (20.9% compared to 17.7%). *Improved public transport options* and *More accessible youth spaces* were also factors the two age groups rated highly.

FIGURE 17: WHAT COULD MAKE YOU FEEL SAFER IN YOUR NEIGHBOURHOOD
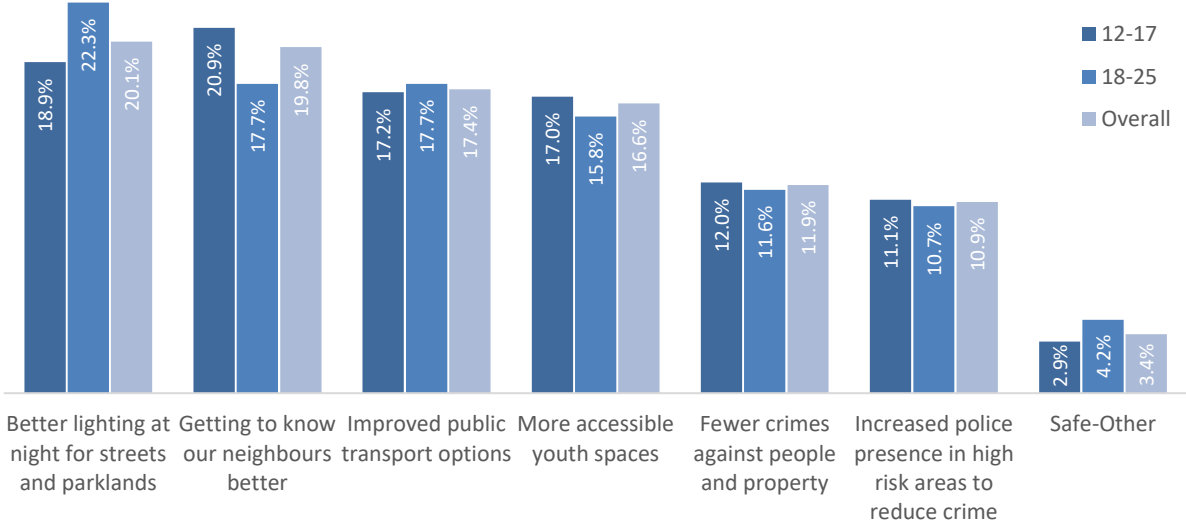
YOUTH SERVICES

KNOWLEDGE OF YOUTH SERVICES OFFERED

Of the 269 people who answered this question, most young people would like to see more engagement with sport (13.7%) followed by social and emotional wellbeing services (12.6%). Higher priority was given to services that allowed for creative outlets (Creative arts, and) followed by employment related skill (Music and creative industries pathways and Leadership). Connection and belonging to community and culture rated highly with both cohorts and reflects the high proportion of people from diverse cultural backgrounds who responded to the survey.

FIGURE 18: KNOWLEDGE ABOUT WYNDHAM YOUTH SERVICES OFFERINGS

Sports engagement — 15.5%, 11.0%, 13.7%
Social and emotional wellbeing — 12.1%, 13.2%, 12.6%
Employment and training skills building — 11.4%, 11.5%, 11.5%
Creative arts — 10.0%, 9.3%, 9.7%
Music and creative industries pathways — 9.8%, 9.3%, 9.6%
Leadership — 10.0%, 8.2%, 9.3%
Connection and belonging to community and culture — 9.1%, 9.3%, 9.2%
Counselling — 8.3%, 10.1%, 9.0%
LGBTIQA+ programmes — 5.4%, 9.0%, 6.8%
Change-making and Advocacy — 4.9%, 7.3%, 5.8%
Other — 3.3%, 1.7%, 2.7%

Legend: 12-17, 18-25, Overall

FOCUS GROUP SESSION

A new aspect to the Youth Survey for 2022 was the inclusion of some focus groups. As previous iterations of the survey had a strong focus on qualitative information, the 2022 iteration used this previously collected information to refine how the survey was structured. To better understand the youth population, and specifically the culturally and linguistic diverse populations, the focus groups were included to provide a greater depth of understanding.

The three groups that were included in the 2022 survey were youth with cultural connections to:

- the Horn of Africa
- the Pacific and New Zealand (Māori)
- South Asia

The collated data from these session can be found in the below Appendices.

FOCUS GROUP 1: HORN OF AFRICA

This focus group was attended by 10 participants aged between 13 and 25 years of age. The following chart highlights the main themes and sub-themes identified using NVivo. The themes can appear to be quite esoteric when viewed in this manner, the meaning of the overall themes is presented in the following table

**FIGURE 19: CODING HIERARCHY CHART, HORN OF AFRICA**
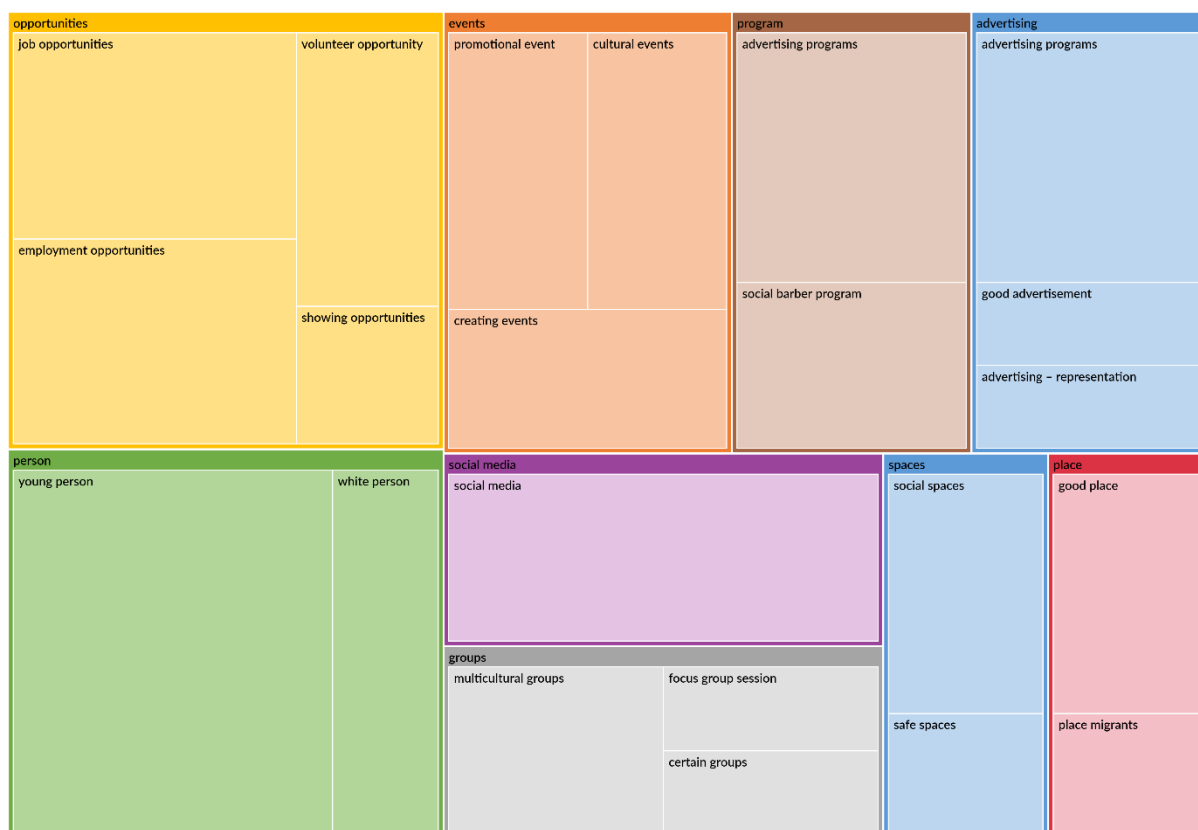
Name	References	Definition
advertising	**3**	The key meaning here is to do with how they are represented in the media.
advertising – representation	*1*	
advertising programs	*1*	
good advertisement	*1*	
events	**3**	This relates to creating and staging events that are culturally specific and inclusive of people of diverse backgrounds
creating events	*1*	
cultural events	*1*	
promotional event	*1*	
groups	**3**	This about having the correct representation of groups involved in sessions like these.
certain groups	*1*	
focus group session	*1*	
multicultural groups	*1*	
opportunities	**4**	This relates to fair and equitable employment opportunities.
employment opportunities	*1*	
job opportunities	*1*	
showing opportunities	*1*	
volunteer opportunity	*1*	
person	**3**	This relates to having a focus on young people
young person	*3*	
place	**2**	Place refers to being a good place to live with access to
good place	*1*	
place migrants	*1*	
program	**1**	This was specific to a particular event held. Participants would like more of these events.
social barber program	*1*	

social media	**2**	This relates to using SM better and creating online platforms that appeal to young people
social media	*2*	
spaces	**2**	This is about having appropriate spaces where youth can gather safely. Also about appropriate places to get support.
safe spaces	*1*	
social spaces	*1*	

FOCUS GROUP 2: PASIFIKA ISLANDER - MAORI

This focus group was attended by 17 participants. The following chart highlights the main themes and sub-themes identified using NVivo. The meaning of the overall themes is presented in the following table

**FIGURE 20: CODING HIERARCHY CHART, PASIFIKA ISLANDER-MĀORI**
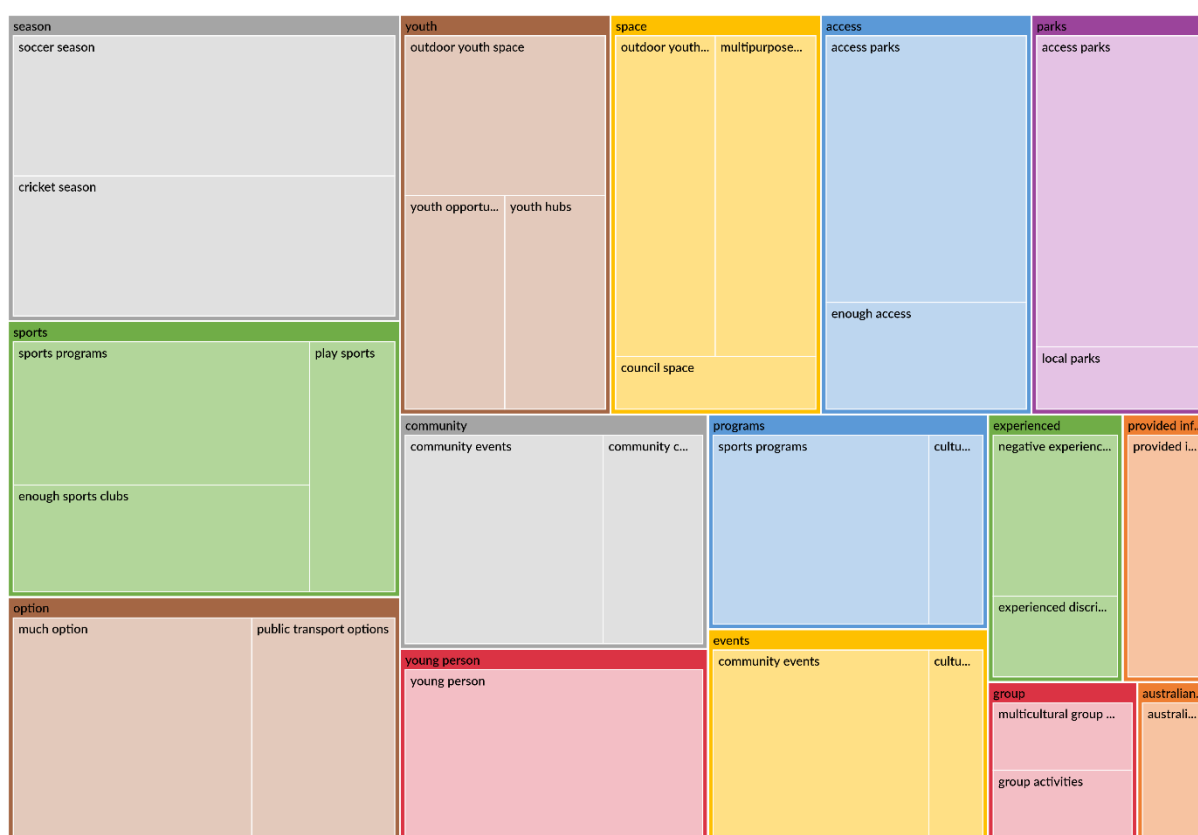
TABLE 15: THEMATIC ANALYSIS OF GROUP 2 : PASIFIKA ISLANDER-MĀORI DATA

Name	References	
access	**2**	This relates to having access to venues to undertake sporting/social activities. Specifically, lack of access.
access parks	*1*	
enough access	*1*	
events	**2**	Culturally specific events that are inclusive of youth.
community events	*1*	
cultural events	*1*	
experiences	**2**	This relates to negative experiences faced by participants
experienced discrimination	*1*	
negative experiences	*1*	

group	**2**	Having group activities that are based on common interest, mainly sport.
group activities	*1*	
multicultural group gatherings	*1*	
parks	**2**	Being able to access parks for sporting activities. Can be limited to due sporting club usage.
access parks	*1*	
local parks	*1*	
programs	**2**	Holding programs that cater a specific need or interest.
cultural programs	*1*	
sports programs	*1*	
season	**2**	
space	**3**	Having a youth specific space that isn't YRC, possibly something outdoors.
council space	*1*	
multipurpose space	*1*	
outdoor youth space	*1*	
sports	**3**	There needs to be more sporting clubs and facilities to cater for the current and future populations
enough sports clubs	*1*	
play sports	*1*	
sports programs	*1*	
youth	**3**	As per Space above, with the inclusion of more youth hubs and greater opportunities to be involved.
outdoor youth space	*1*	
youth hubs	*1*	
youth opportunities	*1*	

FOCUS GROUP 3: SOUTH-EAST ASIAN YOUTH

This focus group was attended by 23 participants. The following chart highlights the main themes and sub-themes identified using NVivo. The meaning of the overall themes is presented in the following table

**FIGURE 21: CODING HIERARCHY CHART, SOUTH EAST ASIAN YOUTH**
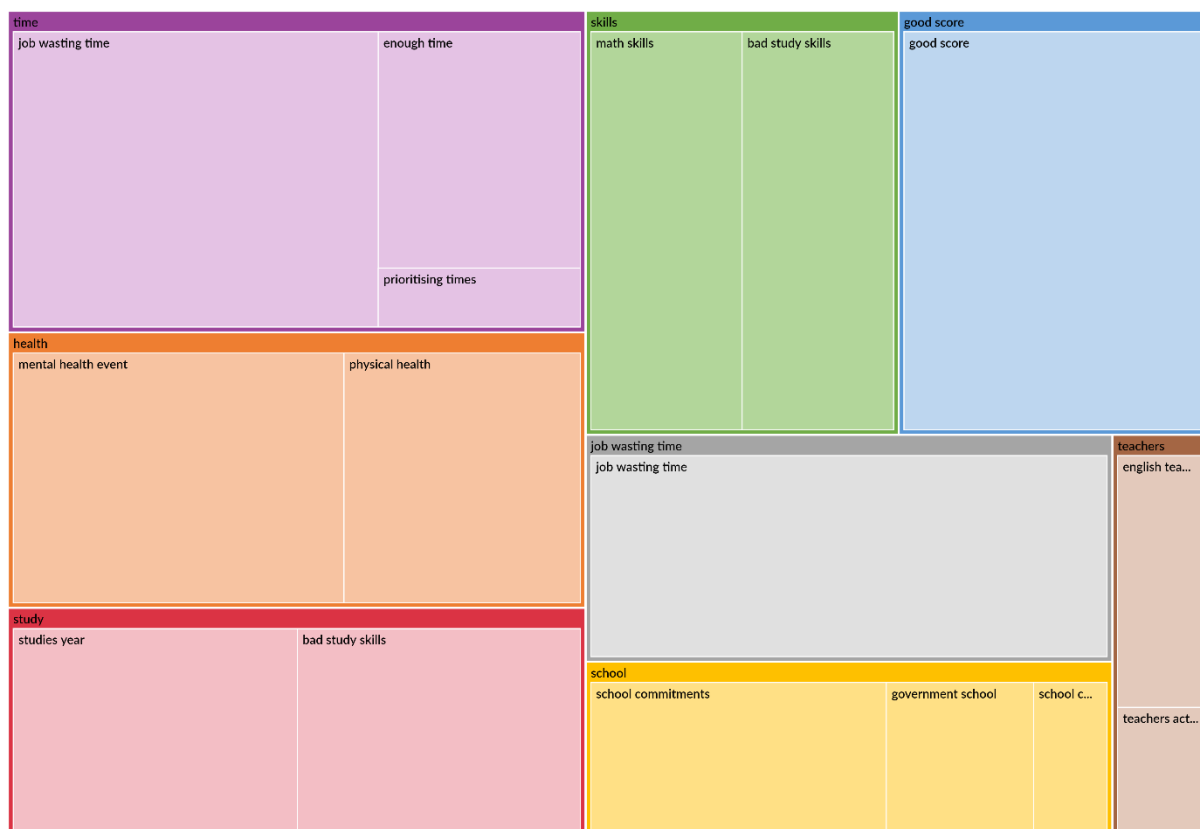
TABLE 16: THEMATIC ANALYSIS OF GROUP 3 : SOUTH EAST ASIAN YOUTH

Name	Files	
good score	**1**	Getting results at school
good score	1	
health	**1**	Facilitating initiative to improve mental health and wellbeing along with physical activity.
mental health event	1	
physical health	1	
school	**1**	This relates to having the time do well with their studies and competing commitments.
government school	1	
school commitments	1	
school community	1	
skills	**1**	This relates to building better skills / breaking bad habits to improve school results.
bad study skills	1	
math skills	1	
time	**1**	This relates to being better with time and triaging important tasks over lesser ones.
enough time	1	
job wasting time	1	
prioritising times	1	

SUMMARY OF INDIVIDUAL GROUPS

The three focus groups had very induvial themes emerge. Groups 1 and 2 had a strong focus on culture and creating events and spaces that were relevant and accepting. Group 3 had a strong focus on school and getting good grades.

All groups were keen to see more opportunities for young people, specifically young people of diverse cultural backgrounds. These opportunities were focussed mainly on employment and creating youth friendly spaces.

When viewed in relation to the full survey, the emergent themes are around mental health and wellbeing, safe cultural spaces, and opportunities for training and employment. Sport and recreation was also a prominent theme across the survey and focus groups. The main issue raised within the focus groups was access to facilities for informal sports and the addition of clubs that cater for specific sports (soccer was a very common response). Issues around school performance and bullying were also common across both. Performance was raised with the South Asian youth group with a number of factors raised: getting good grades, better time management, improving study habits and concentrating on improving mental health and wellbeing. Bullying was raised more in the survey and not much for the Horn of Africa and Pasifika Islander – Māori groups.

The focus groups have been a valuable addition to the survey in 2022. They have raised some interesting points that are outside of the mainstream. They are also important in confirming the general points of consensus such as youth and culture specific spaces and events.

FOCUS GROUP : COMBINED DATA

The following is the combing analysis of all three focus groups. The following table shows the overall themes and the correlation between each group.

TABLE 17: THEMATIC ANALYSIS OF ALL FOCUS GROUP DATA

	Group 1: Horn of Africa	Group 2: Pasifika Islander-Māori Focus Group	Group 3: South East Asian Young People
1 : access	0	2	0
2 : advertising	3	0	0
3 : Australian citizen	0	1	0
4 : commitments	0	1	1
5 : community	0	2	1
6 : council	1	1	0
7 : cultural events	1	1	0
8 : drumming	1	0	1
9 : event	3	2	3
10 : experienced	0	2	0
11 : good score	0	0	2
12 : group	3	2	0
13 : health	1	0	4
14 : information	1	2	0
15 : job	1	0	2
16 : multicultural groups	1	1	0
17 : opportunities	4	1	0
18 : option	0	2	0
19 : parks	0	2	0
20 : person	4	3	0
21 : place	2	0	0
22 : play	0	1	1
23 : programs	2	2	0
24 : representation	1	1	0
25 : school	1	0	3
26 : season	0	2	0
27 : skills	0	0	2
28 : social media	2	0	0
29 : space	2	3	0
30 : sports	0	3	0
31 : study	0	0	2
32 : suburbs	1	1	0
33 : support	1	1	1
34 : teachers	0	1	2
35 : time	1	0	4
36 : worker	1	1	0
37 : youth	1	3	0
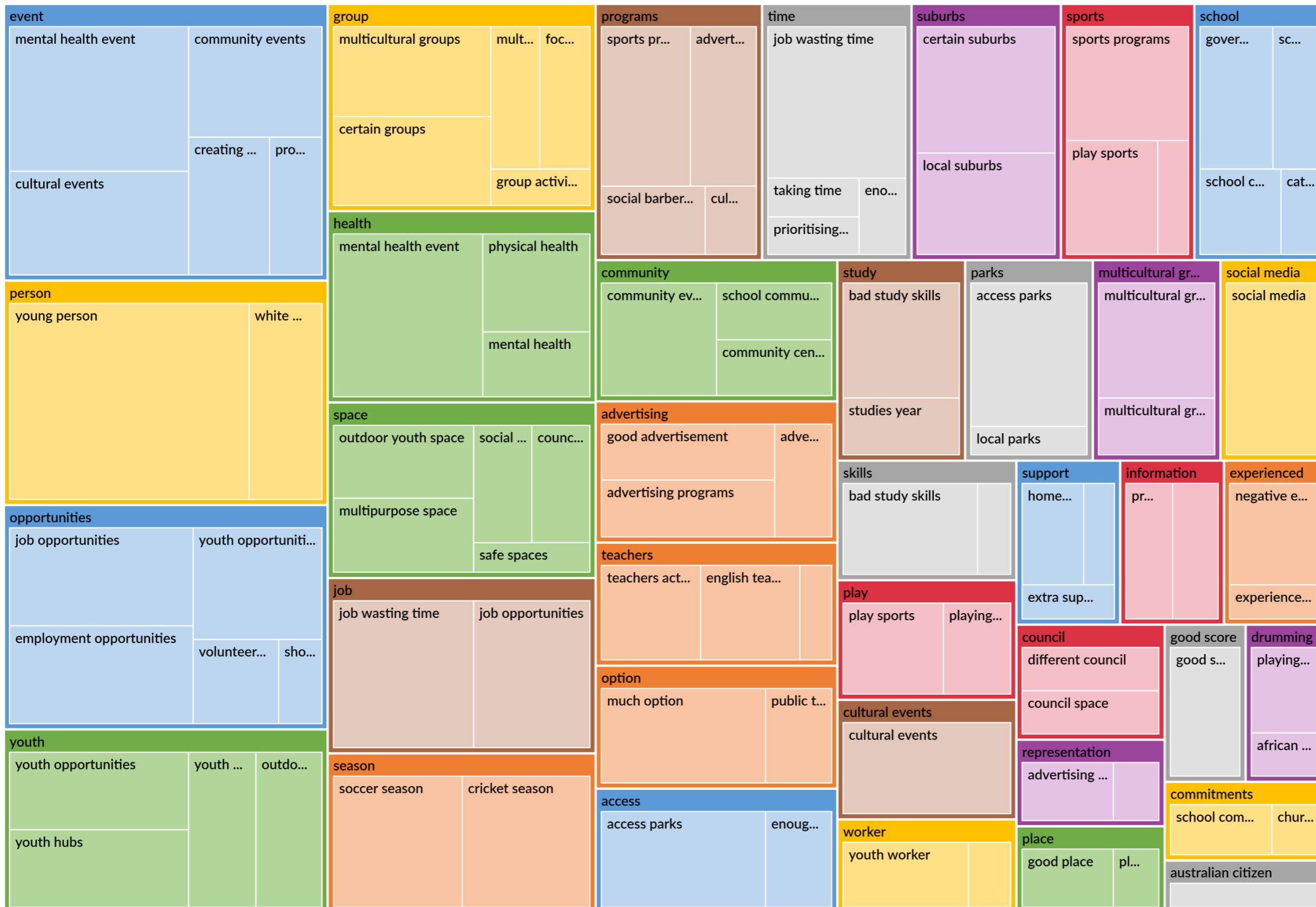
APPENDIX

EXTERNAL SUBURBS

TABLE 18: SUBURB OF RESIDENCE FOR 'OTHER' LOCATION

Row Labels	12-17	18-25	Total
Altona Meadows	2	0	2
Deer Park	0	1	1
Seabrook	2	0	2
St Helena	1	0	1
Thornbury	0	1	1
Total	**5**	**2**	**7**

FOCUS GROUP 1 DATA: HORN OF AFRICA
Focus Group 1: Horn of Africa
Date: 05/10/2022 5.00pm-8.00pm
Williams Landing Library Lounge, Williams Landing
Attendance: 10 yp (between the ages of 13-25 y/o)
Facilitators: Youth Services in partnership with AAFRO

Question 1: What are some of the challenges you face in our community/what is of importance to you?

- Young people from certain suburbs (inner-city) who are young and black, get more opportunities and resources than here in Wyndham – a young person spoke of knowing a program where the employers are encouraged to hire young African people for paid employment opportunities so these young people have more access to job opportunities and pathways to employment – not sure if something like this exists in the West.
- Two young people spoke of knowing young people in Yarra City and having a connection with each other. Yarra City develop connections with young people from a young age, from primary school age so they are aware and familiar of their services and the youth are connected to community earlier on in life. Wyndham doesn't have the same connections and upbringing with young people – there is a disconnect.
- Young people advised that they don't feel connected to YS and that hosting a promotional event would be a good place to start.
- Youth Services need to be coming to schools more and showing opportunities that are available from a young age.
- YS need to find a way to connect with parents.
- YS should be advertising programs in schools and on social media. Council/YS social media page needs to improve – young people provided feedback that the layout is not attractive, not youth-friendly and "is not the best." There needs to be better marketing for youth.
- Young person advised that even the website is tricky to navigate and not user-friendly and that they have experienced difficulty in applying for a volunteer opportunity, as the website stated that no volunteers are currently being accepted, which made the opportunity difficult and "off-putting."

Question 2: Are there enough safe spaces for young people?

- Young person identified that libraries are safe for them, especially growing up.
- Community Centres are safe spaces however, they might not be promoted correctly.
- Eagle Stadium on Fridays – young person expressed their interest in opportunities and attending.
- Youth Resource Centre – good layout, food, playstation and is connected to other services and programs. Young person advised that they would recommend the YRC

to younger siblings and friends. It would also be helpful to have job and resume support.

Examples of safe spaces:

- Reclink program on Fridays, seeing what the young people have in common and building things/program ideas around that. Have young people of all ages attend.
- Have programs set up at different places and spaces to make it accessible and even for everyone.
- A suggestion was to have YRC improve on programs offered, make them more interesting and have options for everyone.
- An interesting point was that once you reach a certain age you do/don't have access to programs/services. Young people advised that it can be off-putting to see programs advertised to 12-25 y/o, as those who are over 18 y/o don't necessarily want to be part of programs with 12 y/o in it. There needs to be more opportunities for 18-25 y/o. Having no ages on the flyer would also make a difference, as an older young person will most likely not attend something with younger people. Make programs age appropriate.
- Volunteering needs to be made available and promoted. In other LGA's, young people are in higher positions within Council as they've been involved at such a young age.

Question 3: What does wellbeing look like for you?

- Being involved in sports and basketball, either watching a game or shooting hoops themselves if they feel up to it.
- Wellbeing is physical, emotional and mental – a place where you're not judged and you can receive support from community.

Do you have any wellbeing concerns? How can we improve in this space?

- There is a big stigma surrounding mental health. Having sessions such as this focus group session is "really important" as it allows young people to have this conversation.
- MH support may be unaffordable, people may not have family support, need a service to turn to for referrals and support.
- There is stigma regarding reaching out for help, as sitting down one-on-one with a counsellor may not be familiar for some people – some people may benefit from sitting in a group and/or having positive social spaces to go to, such as Youth Services social barber program to have a chat. Services may not need to be involved in this, as young people can get a lot out of socialising with each other. Service support does not need to be "so in your face" as this can be a turn-off for help-seeking.
- To have more things youth-led and youth to lead initiatives but processes can make things difficult even booking a room or a space to meet. A young person has experienced creating an event with a different council before and not needing

paperwork or having to go through the process – not sure how easy this would be with Wyndham City Council?

How do we inform parents?

- Creating events which incorporate the youth and the parents - inviting the parents and possibly having mother/daughter or father/son cultural events.
- Having a worker who speaks the same language as the parents would be helpful as this would develop trust amongst parents and family.
- Sometimes there is a language barrier for parents/families to gain access to YS – people who can speak fluent African dialects but can't read or write them so sometimes messages aren't communicated properly.

What about the impact of COVID on mental health and social resilience?

- Having social groups to get more involved would be helpful – a young person who has a friend who works at IPC Health and there are a lot of groups to be involved in (for example senior groups).
- Would be good to have more fun and creative activities such as walking or pottery.

Question 4: Bullying and Discrimination – is this something you've experienced?

- A young person spoke about going to an all-white Catholic school and had the "regular (bullying) experience" but believes the school may have changed now. Schools are very multicultural these days and some have multicultural officers so this is a sign of positive change.
- Young person shared that they have never experienced any bullying or discrimination.

Do you feel a part of the community in Wyndham?

- Networking is helpful and makes you feel more connected especially if you have mutual friends with others and can expand on the network. Feel that we have built a community for ourselves and have a place to feel connected and belong – a community within a community.
- Feelings that Wyndham is a very multicultural place, you always know someone from another Wyndham suburb. A young person advised that they feel comfortable in Wyndham as you see multiculturalism everywhere you go. They advised: "I see Wyndham as a multicultural community."
- Newly arrived refugees/migrants need to be connected to the Council as that is the first point of call and first place migrants will go and they will get a better understanding of the Wyndham area. If we build the community around the Council, this will make it better for the whole community.

Question 5: What is your perspective on representation of our culture?

- Representation in services is important – a young person spoke of their experience working in Customer Service at WCC and advised that community members do feel happy and appreciate if workers can speak their language and communicate with them.
- Yes, representation is important if you want to target certain groups. It's good to have a person of their culture run multicultural groups which allows people to feel more open and more connected to community, rather than if a white person were to run the program, that connection wouldn't be as strong.
- In terms of representation, Wyndham needs to get better at this.
- It's important to develop trust with families and to not engage superficially. Young person spoke of their experience volunteering with Wyndham City Council where there are times where they've felt "they're just a face" and "she meets the requirements of a multicultural (person)" so it's important to make sure that it's not superficial.

How can we better develop trust and improve accessibility on this?

- It's a good start to have conversations like in this focus group.
- It's a problem that takes time to come to a solution and should be tackled bit by bit – should be handled genuinely and not in a tokenistic way.
- To have long-term goals, long lasting relationships to strengthen community-building.

How can we improve programs and resources to make them better?

- Good advertisement and showing the positive connection the youth worker has with the young people. Target the younger age group and let them know about the programs and spaces that are available for them. Widening the circle and letting more people know about it (including them in the group chat if there is one available), YS going into schools and talking to the young people, letting them know what is available for young people to do.
- It's important who does the advertising – representation of workers from multicultural backgrounds would have a more favourable outcome and bring young people in.

Have you seen Youth Services come to your school?

- Yes, sometimes Youth Services do come to our school and do activities or help The Huddle Up program.
- It's better to talk about the programs and explain them rather than just handing out flyers. There's more effort being put in and connections being made if you have a conversation.
- Last year, Youth Services came in and ran African drumming and dancing and there was free food at the end.
- If Youth Services stay back to talk to the students, it is appreciated as students recognise that they're taking time out of their day to talk to them.

- Youth Services providing food is very appealing.

Question 6: Are you aware what is available in terms of studying/working volunteering options in Wyndham?

- One young person said no.
- Two young people are aware of these because they work/volunteer with Wyndham.
- They know of opportunities through family who may be working or who are involved with Wyndham.
- There needs to be consistent efforts of getting young people's attention to get involved as this will increase their chances of being involved long-term.
- Making information accessible and user-friendly – make Council website and social media/Instagram pages appealing to young people.
- Having youth volunteers being the face of social media would be ideal and appealing to young people. Young people are visual so promotion needs to look god and interesting.
- The older students at school can influence the younger students. It takes one person to have key connections and others will follow.

Focus Group 3: Pasifika Islander/Maori YP

Date: 13/10/2022 4.00pm-7.00pm
Tarneit Community Learning Centre
Attendance: 17 young people, 2 Council staff from different departments, 2 x parents
Facilitators: Youth Services in partnership with Narrm based Maori artist

Question 1: What are the barriers or challenges you see in Wyndham?

- Cost of living makes things difficult
- There aren't enough sports clubs
- Not enough bus stops and public transport options – a young person advised that they don't know where to buy Myki cards and that this needs to be more accessible.
- There needs to be more events and entertainment for young people, more community events and sports programs, especially after COVID and people being isolated.
- If there's no clubs or sports happening, we don't stay active.
- There aren't enough cultural events for our culture.

What are some of the solutions for these challenges?

- Holding fundraisers, people putting on a dance or performance, parents getting involved, putting on food to raise money for more cultural programs and events.
- More access to outdoor courts and fields so can play sport. Renovate local parks, as some of them are worn out and are dangerous to play on.
- Staff member advised that there isn't much option for community to play and access parks and fields, as when soccer season ends, cricket season starts and this is revolved around the needs of clubs, not the needs of the community.
- Staff member pointed out that we don't have enough access to dance studios not even in community centres.
- Staff member advised that having an open outdoor youth space to have as a multipurpose space could be useful and beneficial for young people to engage in activities.
- Staff member encouraged young people to talk more and engage in conversation: we know there are challenges at school – we want to hear your voices and want this to come from you.

Question 2: Inclusion – How many of you feel included at school?

***Young people were asked to stand along a spectrum which represented if they feel included at school, with the options being "included", "sometimes included" and "not included."**

- 3 young people felt "included"
- When asked about their reason why, one young person stated that the teachers are helpful, understandable and will listen to them. Their school also has an SRC who you can talk to.
- Another young person overall feels good at school.
- 12 young people felt "sometimes included"
- Teachers think that we're not at that level, teachers see other people who are already at a higher level with learning and want to help them but not us. Just because we're Polynesian and English isn't our first language, we can be up to that level if they give us the help we need.
- Another young person doesn't feel that I'm not accepted that much and that teachers couldn't be bothered to ask me things.
- Teachers don't try to include us in activities, we're just there to learn and listen. I feel disconnected. They don't have the resources to find things for us. But there are a handful of teachers who care for us.
- 2 young people felt "excluded"
- The teachers don't ask if we need help or if you do need help, they tell you to speak to the counsellor but what if you don't feel comfortable speaking to a counsellor? At school, they didn't put my culture's flag up but they put other cultural flags up. There's not much representation of my culture. People don't know where Samoa is, no teachers know my culture.

What is inclusion- what does it look like, feel like, sound like?

- Having an event where we could all celebrate each other's culture would be nice. Show each other our talent and be there for each other.
- Have different groups such as Karen students and Pasifika Islander students communicating and learning each other's culture.
- Including the minority (instead of the majority), more "white stuff" is recognised. We have a Student Council where the students are represented but teachers don't listen to that.
- Recognition and celebration in schools and community.
- In our local area, there are lots of Indian restaurants and Chinese shops, but you don't see any cultural Pasifika or Maori shops. One of the staff advised that along Fitzgerald Road in Laverton there are cultural shops and restaurants.
- Having more group activities at school.
- More school events and playgrounds for secondary school students.
- Do surveys about what you want to see in classes, how you feel and then they can make changes reflective of the findings.
- *When asked if anyone knows where to go to for cultural dance:* One young person knows where to go to learn culture and dance.

- More conversations need to be had together and inviting the elders in the community to be a part of it too.

Question 3: What do you do for wellbeing? How do you take care of yourself?

- Play sports – this is a space for younger people who have negative experiences with family to be active with their friends. Young people may need somewhere to go and play sport as a result.

Where do you go for support out of home?
- To the Lord.
- Youth Services Tarneit Youth Worker.
- Staff member advised that you can go to any Council space if you have issues with school, homelessness or any other issues – Council/Youth Services staff are always here to support.
- The question was asked about homelessness support, especially if you can't get a place if you're not an Australian citizen and that there are barriers to moving out if you're not an Australian citizen. Staff member spoke of a program that is being piloted here in Wyndham called the Restorative Justice Project. This project identifies the challenges for communities and how to approach these. A young person asked what if you're part of a family that watches your every move? Staff member advised that the facilitators who are of Tongan, Fijian and Maori background, have open conversations on how to approach challenges with the parents and the adults.
- Wellbeing is mental and physical being.
- Soccer helps me to overcome stress.
- Sport helps me with wellbeing, being around the team and having the boys around is helpful.
- Eating food with friends.
- Going to the multicultural group gatherings and going to the gym, but going to the gym can be hard as it's not affordable.
- Finding jobs but it's hard to find when you don't have the availability. One young person spoke about being Christian and there are many church commitments which can prohibit them from getting a job.
- *When asked if they would know where to find work;* a couple of young people said that they do know. They advised that Youth Services have opportunities.
- Employers can be judgemental and not provide that opportunity.

Question 4: Have you experienced discrimination?

- Teachers choose certain people to help.

- Yes, they promote more boy's teams to play in the sports competitions and call off the girls' games.
- Can raise the topic of discrimination to family and friends and have Youth Services continue to keep the conversation going.
- A parent spoke of their child's school not being supportive in many ways. Teachers brush off issues, pastor care or student support – there is no teacher support. The children need someone to speak to if their child is being bullied - parent advised that her daughter was being bullied and there was no support from the school. There needs to be a voice in the school to represent and advocate for more cultures.
- A parent spoke of Australian teachers not being taught to support or understand diverse cultures and for the most part have no idea how to support. We are vocal people and it is more useful and easier to hear people speaking and to communicate verbally rather than reading. Council could play a part in this and look at the demographic and channel some funding for training and learning cultural competency for school staff and teachers. Data matters and this will make change.
- Staff member advised there should be a Council project of a council of young people created to hear the voices of young people and their concerns and drive solutions and change.

Question 5: Have you heard about opportunities at Council?

- Youth Services Multicultural Engagement Worker tells us about opportunities and will have these conversations with us, no one will help or take action until someone leads us and lets us know what opportunities are out there.
- Employment Pathways for Year 11 and 12, Jobs Victoria, HerBrightFutures placement.
- Teach their language in the community to people who have moved here and have intergenerational language classes.
- A parent advised that language is very important and there are different ways to speak it and communicate it – how you speak the language at home might be different to speaking in a formal setting. In addition, written language is different than spoken language too which highlights the complexity of language.
- A young person asked if there are programs based in Manor Lakes – YS staff member provided information regarding Drop In program and other Manor Lakes programs.
- Breakfast Club at Thomas Carr – YS staff provided information on this program.
- A parent spoke of instead of each Wyndham suburb building a new McDonald's or KFC in every area, we should have more youth hubs and spaces for programs and youth opportunities in more local suburbs of Wyndham.

Focus Group: South East Asian YP

7 October 2022 5.30pm- 8.30pm

WCEC

Attendance: 23

Facilitators: Youth Services in partnerships with EqualEd

Minutes/ Data from Group

Ice breaker

Food

1. **Goals and Barries in Wyndham for YP**

Task: YP asked to think of their top goal that they wanted to achieve by the end of year.

5 YP shared with group
- Focus on studies Year 11 but also year 12 subject, getting a good score
- Improve my math skills Year 10
- Look after my Mental Health
- Also constantly working on mental health but also physical health. Stressed day to day which causing unhealthy eating eg. Binging
- Play soccer

Task: YP asked to focus on their goal, share that goal and what are the barriers that are stopping you achieving that goal with the person next to them. Then shared with group

YP Goal	Barrier
To get a job	Too young
To look after and improve their Mental Health	social media re: body image, lack of confidence, lack of positive relationships at school
To get a good ATAR, good scores	Bad study skills/ habits, time flies, wasting time/ procrastinating then feeling guilty
To have a better work life balance	Love volunteering with YP, but it puts a lot of stress on my work life balance especially with school and work and negatively impacts my health, then I try to find help and it's so hard to see psychologist. Sometimes see a therapist doesn't help, or doesn't work. Feel lost
Participating in physical active with work and school commitments	Not enough time
Want to start studying but volunteering and need a job	wasting time/ laziness

Continue further study eg. Commerce degree	Lack of confidence, Negative thoughts
Improve my confidence	Nervous around groups, anxiety
Get learners permit	procrastinate a lot, lazy
Get a job	too lazy
Be better at school pass exams	Procrastinating, too lazy
To be good at sport/be an athlete	money, transport, lack of skills
Be as good as I can in soccer and excel in clubs	Being lazy
Focus on study	prioritising times

Why do we procrastinate?
Its easy to access our phones, they are an easy way to distract yourself and avoid things that are hard or challenging

Activity: 3 groups of 6-8
Solutions to these barriers and discuss in groups

Group 1 Barrier	Solution
Procrastinating as spaces/ environments are distracting to focus eg. Brother playing drums,	Have more spaces that YP can access to focus on studies, etc.
Lack of confidence so you put in off and then you are procrastinating	Commit to activities to stay focused
Work life balance	Is it worth it? Prioritise what's important, deferring opportunities
Group 2	
Didn't really have discussion, but one solution is practising a skill, eg. To better at achieving your goal	
Group 3	
Lack confidence	Watching videos on how to improve yourself, limit time on your phone, seek help, reaching out to people who you trust, if being lazy then be more social, get out there.

What do you do when procrastinate? Binge watch Netflix, tic toc, random scrolling

D**o opportunities pop up whilst on these apps?** No not really, depends on who you follow

YP were divided with adverts being interesting or not. if it's appealing its good. Depending on the content of the ad and my own interests. Eg. If its soccer I read it but if it's a mental health event no.

Who knows about the event at Point cook mental health event? Only 2 knew about. Facilitator said but you all know about tonight. Something to ponder. (YP nodded their heads in agreement)

Is there a gap in social events?
How can we be more social? Just go for it!

Activity: Spectrum/ Continuum (Agree vs Disagree, yes, sometimes and no/never)
Fun questions first

Do you feel included in your school community?
Positions on spectrum: 3 went to the end at Included. Everyone else in the middle and closer to not included
Why do we feel included?
Feeling included YP: SRC, I'm a leader, I'm a voice.
Middle: our school has student voice but then nothing happens. Frustrating.
Further down to not included: I go to Monash uni, the school is far away, no one lives here, all city people and I'm from the suburbs, can't connect with people. When in class you try for a connection, but it doesn't work out.

Have you ever experienced exclusion in life?
Positions on the spectrum: 6 in the middle at sometimes, Everyone else at yes/agree

Agree to be being excluded: I had a racist English teacher at my government school. My English wasn't good enough, but I was fluent in 4 other languages, but the teacher put them in the ESL class with refugees etc. Assumptions caused the teachers actions. YP's reaction to this teacher was to succeed. 'F**k you' to the teacher. (lots of cheering from group)
Another YP had a similar experience like the previous YP. In 2010 didn't speak English and teachers put them down. Now a teacher, everyone has the right to an opinion, but people need to realise the impacts.
The teacher was nice, but I didn't speak English and when they realised, I needed extra support they gave up on me. (whilst this YP spoke they visually stressed/ anxious talking about it eg. Got hot and flustered) It hurts when they give up you

(lots of nods of agreement by the group)

YP middle at Sometimes: said they originally felt like they didn't experience any exclusion but after listening to others I now realise I have (YP started to cry whilst talking about it) (didn't continue to speak) (given comfort)

Sport is a way I felt included.

Activity: Close your eyes: What does exclusion look, sound and feel like???
- Feel: physically you are there but not there, you have no voice and can't participate.
- Unrecognised, I'm here but no one acknowledges my presence.
- Feel like you're not good enough, there's a reason why they aren't including you.

What does inclusion look, sound and feel like?
- You be you!, be yourself, no judgment. People really want you here. Mentally and physically, they want you there.
- Soccer: When people pass to you, you feel included.

There's a gap between exclusion and inclusion, how do we close this gap?
- Having teachers giving students access to them. Going the extra distance. Understanding and listening to them. (nodding by other YP)

- Getting to know our names and pronunciation.
- YP need to know how and when to advocate for themselves. Knowing the rules, especially at schools etc. Knowing how to report it.
- Having teachers look like me. People of colour like me. I feel like they would understand me.
- Soccer: when around each other we feel together. Lack of funding, grounds, uniforms (we have boys not girls). Abbas has really pushed for change. We constantly get moved on from facility/ground to another. Can't pay club fees so feel not welcomed. Massive barrier.