

YOUTH PLAN

2025-2030

INTEGRATION
AND OPPORTUNITIES





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INTRODUCTION

PURPOSE AND SCOPE

The Shire of East Pilbara aims to provide safe, connected and family-friendly communities where all people thrive at all ages and stages of life.

This includes supporting young people to live healthy and productive lives. Adolescence is a dynamic period of development, and it can be a challenging time for many young people. This stage involves a developmental transition between childhood and adulthood. This can be an intense time for young people as rapid changes occur in the brain and body, as they embark on exploration of their identity and learning independence.

While acknowledging this stage of life can bring challenges, Council recognises young people as social entities with their own perspectives of identity, self-worth, priorities, and values (Prout, 2003) and the focus of our work in this area is on the provision of opportunities and support to help young people thrive.

The Youth Plan 2025-2030 provides a strategic framework for Council to deliver a range of services and activities for young people aged 10-24 years who live, work and play in the Shire of East Pilbara. To reflect the different life stages of young people as primary and secondary schoolers, and tertiary education/independent adults, young people will be broken down as 10-14 year olds and 15-24 year olds.

The Youth Plan utilises an evidence-based planning approach which includes a statistical profile of young people in the East Pilbara and a literature review to better understand the issues and challenges young people face living in remote WA.

Shire of East Pilbara

- Has a population of 10,401, with 18% being First Nations peoples, over twice the proportion of Regional WA.
- Has a young population, with a median age of 34.5 years and only 3% aged over 65. It is projected to reach 12,994 by 2041, with a predominantly young workforce and some ageing in place.
- 22% of residents were born overseas, mainly from New Zealand, the UK, or the Philippines.
- Fewer residents speak only English compared to Regional WA, with Indigenous languages like Martu Wangka and Pintupi being common.
- Population is predominantly male, which is related to the local economy and presence of the Mining industry. In 2021, 35.9% of the Shire's population were females and 64.1%, males. In absolute terms, this was 3,512 females and 6,242 male (id, 2024c).

The main towns are Newman, Marble Bar, and Nullagine. The Shire of East Pilbara contains several remote and town-based Aboriginal communities, including Jigalong, Punmu, Goodabinya, Irrungadji, Warralong, Parnngurr, Kunawarritji and Kiwirrkurra.

Newman has the largest population of the East Pilbara (6,844 people), making up 66% of the Shire's total population. This is followed by Jigalong – Telfer – Remote East (1,361 people, 13% of the Shire population), Nullagine (1,242 people, 12% of the Shire population) and Marble Bar (910 people, 9% of the Shire population).

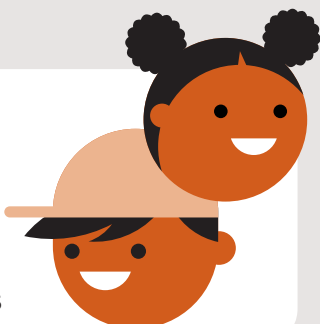
The East Pilbara at

A GLANCE

MEDIAN AGE OF

34.5

REGIONAL WA: 40 YEARS



FEMALE

36%

REGIONAL WA: 49%

MALE

64%

REGIONAL WA: 51%



UNIVERSITY
EDUCATION

9.6%

REGIONAL WA: 13.5%

AVERAGE
HOUSEHOLD SIZE
(PERSONS PER
HOUSEHOLD)

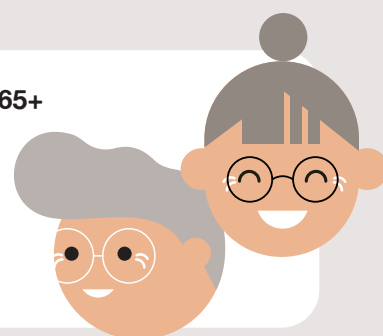
2.54

REGIONAL WA: 2.37

POPULATION AGED 65+

3.0%

REGIONAL WA: 17.5%



DISENGAGED YOUTH

19.3%

REGIONAL WA: 13%



BORN OVERSEAS

21.6%

REGIONAL WA: 17.8%



UNEMPLOYMENT

3.7%

REGIONAL WA: 4.2%



1+ BEDROOMS
NEEDED

7%

REGIONAL WA: 2.5%

1+ HEALTH CONDITIONS

19.1%

REGIONAL WA: 29.9%



MEDIAN HOUSEHOLD INCOME
PER WEEK

\$2,310

REGIONAL WA: \$1,625



Source: Pilbara at a Glance: Demographic and Socioeconomic Profile, April 2024, prepared by .id



YOUNG PEOPLE IN THE EAST PILBARA

- Represent 15% (1,486) of the Shire's population
- Have a large proportion with Aboriginal ancestry - 31.9% (476 residents aged 10-24 who identified as First Nations in 2021)
- Speak many Aboriginal languages at home
- Have relatively high rates of youth mortality
- Work predominantly in the mining industry (for 15-24-year-olds) and as technicians and trades workers (.id, 2024)

THE EAST PILBARA'S 10-14 YEAR OLDS

% OF POPULATION

4.8%

REGIONAL WA: 6.7%



BORN OVERSEAS

9.5%

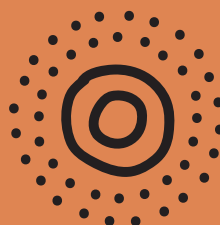
REGIONAL WA: 6.7%



NON-ENGLISH SPEAKERS

24.2%

REGIONAL WA: 7.6%



FIRST NATIONS
PEOPLES

36.6%

REGIONAL WA: 13.5%

Source: Youth Profile of East Pilbara: Demographic and Socioeconomic Profile, April 2024, prepared by .id

THE EAST PILBARA'S 15-24 YEAR OLDS

% OF POPULATION

10.5%

REGIONAL WA: 10.3%



BORN OVERSEAS

15.2%

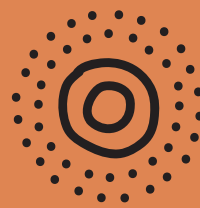
REGIONAL WA: 10.2%



NON-ENGLISH SPEAKERS

26.3%

REGIONAL WA: 8.5%



FIRST NATIONS PEOPLES

29.8%

REGIONAL WA: 14.2%



DISENGAGED YOUTH

19.3%

REGIONAL WA: 13%

1+ HEALTH CONDITIONS

10.9%

REGIONAL: WA: 23%



MEDIAN HOUSEHOLD INCOME
PER WEEK

\$2,078

REGIONAL: WA: \$2,310



1+ BEDROOMS
NEEDED

27.8%

REGIONAL: WA: 9.9%



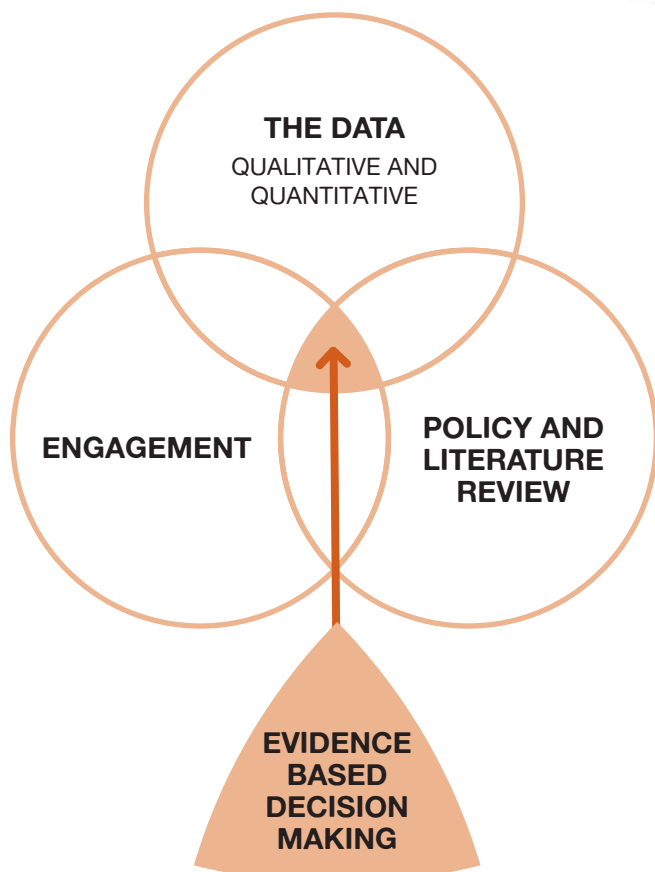
THE DEVELOPMENT OF

THE SHIRE OF EAST PILBARA'S YOUTH PLAN 2025-2030

The Shire's Youth Plan 2025-2030 aligns and responds to the Shire's Strategic Community (and Corporate) Plan 2022-2033, it responds to the strengths and vulnerabilities of our community and the challenges inherent in the Pilbara climate and being located remotely.

The objectives of the Shire's Youth Plan 2025-2030 are to embrace:

- **Young People as Citizens:** Value the unique perspectives, experiences, abilities and contributions of young people
- **Advocacy and Information:** for improved understanding of the changing needs and challenges facing young people
- **Building Partnerships** with key agencies that will work with the Shire to benefit young people
- **Youth Engagement:** Through service delivery and community engagement young people have identified a range of priorities across a number of themes.¹
- **Youth Plan Priorities:** Identify key themes and priorities for action
- **Outcomes:** The Shire's Youth Service aims to empower, inspire, and support young people by providing a safe, inclusive, and engaging environment. We are dedicated to fostering personal growth, and equipping young people with skills they require now, across adolescence and as young adults.



THE DATA

The development of the Youth Plan was informed by an evidence-based approach:

- Research including statistical data of young people in the East Pilbara;
- A literature review analysing the needs and challenges of young people in light of years of research evidence; and
- Community engagement with the East Pilbara community including First Nations communities, support organisations and young people.

¹ The Shire of East Pilbara has based its Community Engagement Framework on the International Association for Public Participation (IAP2).



THE ENGAGEMENT

In January 2023, as part of the Youth and Community Hub consultations, the Shire of East Pilbara engaged with a total of 326 young people in Newman aged 15-17. We asked them the following questions:

Q1 Can you tell me what is good about living in Newman and what makes it unique or special?

Q2 What are some of the challenges facing young people (your friends/family) in SOEP?

Q3 What would you change if you could?

Q4 In your opinion what activities, services, and spaces would it be good to have at the Newman Youth and Community Hub?

Overall the young people consulted were considered in their perspective and presented their views with great clarity and consistent and compelling themes emerged from the consultation.

SUMMARY OF WHAT NEWMAN YOUNG PEOPLE TOLD US:

Theme 1: The young people like the sport and recreation activities and spaces currently available in Newman. However, they wish there was a greater variety of sport, recreation and leisure pursuits as well as non-sport related spaces and activities, especially during summer.

Theme 2: There were significant concerns raised around crime, perceptions of safety and lack of public amenity. Young people want more public lighting, more bins, cleaner streetscapes and access to toilets and drinking water.

Theme 3: The young people enjoy the simplicity of small town living and the community spirit. Overwhelmingly young people value friendships, family and community. Young people value community events and would enjoy more community-wide events and activities.

Theme 4: The young people were highly expressive regarding their enjoyment of the natural environment, food and the ability to socialise, they were consistent in their desire to join all these aspects together when they meet with friends, family and community.

March 7, 2024 the Shire of East Pilbara held a Youth Justice forum with local stakeholders in Newman and online. We had 29 representatives from state and local government in addition to non-government organisations and service providers including youth specific organisations. All present were united in wanting to improve outcomes for young people in the Shire, particularly those who are at risk of or already involved in the criminal justice system. Common themes identified were:

Place-based, collaborative, community-led approaches

Approaches led by the community, with youth and lived experience voices heard at every step of the way, with government and other organisations providing resources and other supports as required. For example, the

implementation of a youth advisory body to ensure youth voices are heard now by those making decisions for them.

Education as a key setting for supporting young people to thrive

Engagement with education was seen as a key factor in helping children to avoid contact with the criminal justice system in the first place, and it was recognised as a particularly difficult issue in the Shire. Participants recognised the difficulties faced by schools in attracting and retaining teachers and other staff, but also wanted to see the Department of Education do much more to support the attendance and engagement of young people, particularly First Nations young people, in education.

Whole of family and community approaches

There was strong recognition of the need for support to extend beyond the individual who might be the focus of the criminal justice system or interacting with other government services. Particularly with young people, efforts were seen as somewhat futile if they did not extend to family and even broader community support. Barriers to the provision of this wider support were plentiful, including insufficient funding, inflexible eligibility restrictions, difficulties engaging families, lack of appropriate facilities/infrastructure, and the inability to share information. There was a cultural element apparent in the feedback, with some noting the lack of trust within and between First Nations communities and service providers. Finding an appropriate forum for all relevant parties to have an equal seat at the table when working together to support First Nations children, young people and families would seem a key task for the immediate future in the Shire.

Participants at the engagement event were justifiably proud of the East Pilbara community and the work they all do to support that community. They were similarly honest about the difficulties inherent in living and working in such an isolated location.

Between September 2024 and February 2025

September 17, 2024 The Shire conducted a Youth Plan stakeholder engagement with key youth and community stakeholders from a range of organisations on what the research has revealed and sought their input on potential priorities for the Youth Plan. The findings from this forum have informed the development of the Youth Plan priorities. The stakeholder

engagement session was very successful, local agencies were pleased to present their perspectives on young people, local community and a range of other social issues impacting young people. The engagement session was conducted over four hours, 17 organisations were represented and a participation total of 26 stakeholders.

SEPTEMBER 17 - YOUTH PLAN STAKEHOLDER ENGAGEMENT

Sports Liaison West Coast Eagles	WAPOL	Advocare
MacKillop Family Services	PAMS	Ashburton Aboriginal Corporation
Newman Women's Shelter	PCLS	Child & Adolescent Mental Health Service
YMCA	KJ's	Department of Justice
Newman Neighbourhood Centre	54 Reasons	Shire of East Pilbara – Youth & Library Services
Headspace		Pilbara for Purpose

YOUTH ENGAGEMENT NEWMAN, NULLAGINE AND MARBLE BAR

October 2024	Newman Youth Centre	20
November 2024	Marble Bar	15
November 2024	Nullagine	24

Young people between the ages of 10-17 years from Newman, Nullagine and Marble Bar voluntarily participated in the Youth Plan engagement sessions. A full list of questions is included in Appendix 1. The information

provided by young people was aggregated and analysed. Below is a summary of the findings reviewing the top three priorities for young people.

Q1 What is your biggest concern or worry?

Across all locations there were some key themes emanating from the first question. Newman young people identified violence, lack of entertainment and the heat as the top three priorities and Marble Bar also identified the intense heat, lack of shade and lighting at night as a priority. Nullagine young people identified conflict and arguing at home as a concern in addition to lack of support services and how to access them.

Q2 What would you like to see change for young people in the Shire?

Newman young people suggested that they would like to see that 'kids (are) not being left home alone', they identified an increase in health services is required as well as a 'proper hospital' is needed. Marble Bar suggested a water slide, more art workshops and a cinema and Nullagine expressed the need also for more art programs and a clothing store.

Q3 What things would you like to see the Shire of East Pilbara do?

As a first priority Newman young people expressed the need to upgrade the hospital so people don't have to go to Perth, and secondly for the Youth Centre to open seven days per week and to extend Library opening hours and finally for the Shire to improve security around town.

Nullagine young people expressed the desire for more excursions, art workshops and outdoor activities and Marble Bar's young people desire a water slide, more art workshops and movies.

Additionally points of commonality across all three sites worthy of a mention because of multiple references include:

- Support with conflict at home and in the community including better lighting at night
- Ways to reduce heat exposure, more shade and access to drinking water
- Better access to health and support services and a proper hospital
- More art programming

Community Survey

Two community surveys were also open from September 2024 – February 2025 with 45 submissions in total.

One survey was focused on feedback from community members under 25 and one for community members over 25.

The project had 364 visits online at the Your Say Platform, with 86 participants visiting more than one page of the youth plan project. The results of the engagement are included in Appendix 2.

WHAT WE FOUND

Five key areas of work have emerged from the evidence:

- Education and learning
- Health and wellbeing
- Diversity and inclusion
- Social connection and civic engagement
- Justice and safety



EDUCATION AND LEARNING

Engagement in education decreases among 15-24 year olds, with this being exacerbated for those in remote areas and from First Nations communities.

According to Census data, 43% of 10-14-year-olds in the East Pilbara attended secondary school while 41% attended primary school in 2021. This is a 3.3% decrease and 0.2% increase since 2016 respectively (.id, 2024c).

PROPORTION OF YOUTH POPULATION INVOLVED IN TERTIARY EDUCATION (UNIVERSITY AND TAFE)

6.9%

PILBARA

11.9%

REGIONAL WA

Source .id, 2024.

Australians in remote areas have lower educational attainment rates than those in metropolitan areas (COA, 2020; DOE, 2023). Rates of developmental readiness, numeracy, reading, year 12 completion, ATAR scores and post-school qualifications all fall with remoteness, resulting in entrenched patterns of inequality (Lamb, et al., 2020).

Provision of and access to schools

Remote communities like those in the East Pilbara region are often without secondary schools resulting in different forms of distance education or necessitating the implementation of community-led schooling initiatives to address this gap. In Newman there are two public primary schools and a public secondary school.

School attendance by Aboriginal and Torres Strait Islander young people is significantly lower than their non-Indigenous counterparts with a substantial decline in enrolments and attendance from Year 8. Consequently, First Nations students seldom complete Year 12 and therefore do not achieve the Western Australian Certificate of Education (WACE).

School attendance

Absenteeism serves as another crucial metric of school engagement, one that disproportionately affects remote and rural schools (Lamb & Glover, 2014). Factors contributing to absenteeism include personal, social, or socioeconomic issues such as ill health, cultural reasons, geographical distance, and interpersonal conflicts with teachers. Research undertaken by the Australian Council for Education Research in 2014 indicates that students in regional and remote areas, on average, miss more school days due to absenteeism, underscoring the challenges these communities face in maintaining consistent school attendance.

Indigenous students generally achieve poorer traditional education outcomes than their non-Indigenous peers, with those in remote communities facing even greater disadvantages (Dillon, et al., 2022). The proportion of Indigenous students aged 20-24 who report to have completed year 12 or an equivalent decrease by remoteness, with 76% completion in major cities compared to 42% in very remote areas (AIHW, 2024b).

It should be noted that the high reliance on sources such as Census data may not give an accurate picture of young people's engagement with education in the East Pilbara. Significantly high proportions of questions regarding education were not answered in the Census, and the reach of the Census for Aboriginal and Torres Strait Islander families is not absolute. Interpreting the reality of education outcomes for young people in the East Pilbara requires local context and knowledge of the lived realities of contributing geographic and sociocultural factors.

Why is this important?



Education is considered a critical determinant of health, justice system involvement, employment success, social perception, and is regarded as one of the key measures of wellbeing by the Organisation for Economic Cooperation and Development (OECD)³. *“The compounding nature of Indigeneity and the likelihood to live in remote areas means Aboriginal and Torres Strait Islander children who live in very remote regions, like East Pilbara, are more likely to have worse educational outcomes than all other Australians”* (AHRC, 2007). However, it is important to note that traditional measures of academic performance fail to recognise the strengths of students, and instead frame their deficiencies in a negative light, particularly Indigenous students living in remote communities.

Student's experiences at school encapsulate more than just academic results. Students voicing that they are feeling engaged, learning, feeling supported, and enjoying schooling indicates that they are receiving an appropriate level of support to thrive (Dillon, et al., 2022; Commissioner for Children and Young People, 2021). Aboriginal students fared less well than their non-Aboriginal peers in terms of material needs, family stability, or expectations of future education, but however remained mostly even on all wellbeing indicators and overall positivity about their lives (Commissioner for Children and Young People, 2021). Therefore, ensuring that young learners feel engaged, supported, and enjoy their time at school is crucial for facilitating a seamless transition into higher education and adulthood, as this will significantly impact their personal wellbeing.

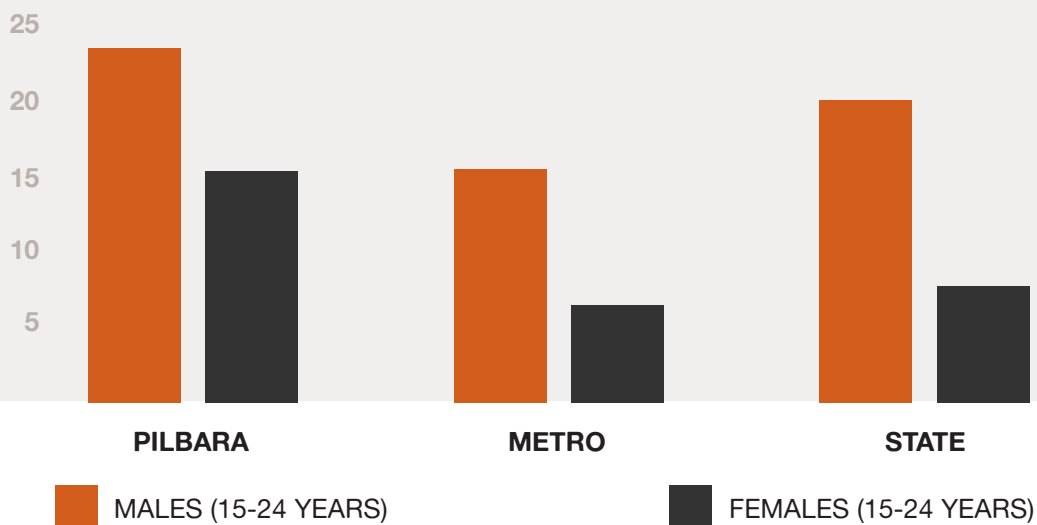
³ OECD is a unique forum where the governments of 37 democracies with market based economies collaborate to develop policy standards to promote sustainable economic growth.



HEALTH AND WELLBEING

Young women are experiencing health challenges particularly in the area of mental health.

YOUTH SUICIDES (PER 100,000 PERSONS) BY GENDER 2006-2015



Source: Western Australia Country Health, 2018

The 2021 ABS Census collected information on long term health conditions for the first time. Experiencing a long-term mental health condition was only noted by 2.95% of the Aboriginal and Torres Strait Islander population of the East Pilbara – this figure much lower than the regional WA figure of 6.3%.

This may be due to issues with the collection of the data such as the willingness or ability of Aboriginal and Torres Strait Islander community members to self-identify experiencing a mental health condition, and access to health services where such conditions could be identified and supported.

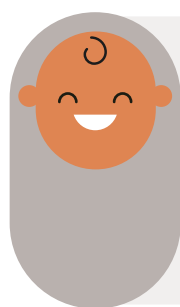
In relation to sexually transmitted infections (STIs), the Pilbara Health Region reports significantly higher levels of all communicable diseases (1.5 times) than State figures and STIs

are 1.9 times higher (although the figures have remained steady) (Western Australia Country Health, 2018). The Aboriginal notification rate for STIs was 4.5 times higher than the non-Aboriginal rate (Western Australia Country Health, 2018).

A higher proportion of Aboriginal children from years 7-12 reported having smoked cigarettes (31.8%) compared to their non-Aboriginal counterparts (16.9%), drinking alcohol (47.2% compared to 34.4%), and having had experiences with marijuana (39.8% compared to 23.5%) (Commissioner for Children and Young People, 2021).

The mean maternal age for Pilbara residents was just under 25 years for Aboriginal and Torres Strait Islander women and just under 30 years for non-Indigenous women, and while teenage pregnancy statistics have not changed much in recent years, a gap remains between Aboriginal and Torres Strait Islander teenage women (13%) and non-Indigenous teenagers (0.5%).

Understanding health data for East Pilbara First Nations communities requires significant local context from expert stakeholders and community themselves as per the Indigenous Data Sovereignty Principles (ref p.22).



FIRST NATIONS MOTHERS HAVING AN ANTENATAL VISIT IN FIRST TRIMESTER

61.6%

VERY REMOTE

63.5%

REMOTE

72.2%

MAJOR CITIES

Source: AIHW, 2024a



Why is this important?

Young people living in regional or remote communities are found to be more likely to indulge in risky behaviours that are linked with poor health, and as a result, typically experience poorer health outcomes than those living in major cities (AIHW, 2017). Generally, these poorer outcomes are driven by lower education attainment levels, lower employment levels and poorer access to, and importantly use of health services.

Young people with unsupported mental health and cognitive disabilities are significantly more likely to be involved with the criminal justice system than those

without complex needs. This includes higher likelihood for early contact with police, more police episodes, and greater chance of criminal detention (McCausland & Baldry, 2023). Two in five prisoners reported having been told they have a mental health disorder at some point in their lives, with women almost twice as likely to be prescribed medication for such disorder as men (AIHW, 2018).

Addressing key physical and mental health and wellbeing challenges supports young people in their ability to succeed in education, work and life, build resilience and prevent long term issues, including intergenerational trauma and involvement in the justice system.



DIVERSITY

AND INCLUSION

The East Pilbara is rich in cultural diversity

Over 30% of all young people aged between 10 and 24 in the East Pilbara identified as Aboriginal in 2021, making the Aboriginal identity the dominant ancestry other than English across the region.

The concept of being on 'country' emerges as another cornerstone of Aboriginal cultural identity and most literature refers to closeness to traditional land as an important indicator of Aboriginal wellbeing. By virtue of their proximity, remote Aboriginal communities are more likely to feel connected to country, actively practicing cultural traditions and maintaining familial connections. Consequently, cultural identity tends to thrive more robustly in remote locales compared to regional or metropolitan areas (Butler, et al., 2019; Commissioner for Children and Young People, 2021a).

Since 2016, the proportion of the East Pilbara's 10-14-year-olds born overseas increased by 1.5%, from 8% to 9.5%.

Of the East Pilbara's young people 10-24 years at 2021: 69.4% were born in Australia, 4.3% were born in New Zealand, 1.8% in the Philippines, 1.7% in the United Kingdom, 1% in South Africa, and 0.9% in Papua New Guinea.

The number of young people in the East Pilbara reporting a need for assistance due to a disability is increasing (.id, 2024c).

No data has been provided indicating the number of young people in the East Pilbara who identify as LGBTQIA+, however it is reasonable to suppose that there are some who do. Finding ways to sensitively fill such data gaps will be an ongoing challenge for stakeholders in this area. Australian research has found that LGBTQIA+ people living in rural and remote Australian communities are more likely to conceal their sexuality from their peers and have less LGBTQIA+ community involvement than those living in inner-metropolitan areas (Commissioner for Children and Young People, 2021b).

YOUNG PEOPLE BORN OVERSEAS



10-14 YEAR OLDS

9.5%

REGIONAL WA: 6.8%

15-24 YEAR OLDS

15.2%

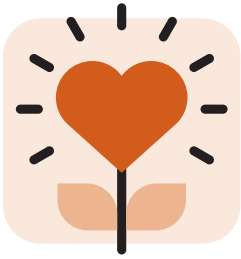
REGIONAL WA: 10.2%



Why is this important?

By celebrating and embracing the East Pilbara's rich diversity including culture, gender, sexuality, ability, and faith, a sense of belonging and community cohesion is created which is important for building trust and empathy. Inclusive communities

are more likely to work together to develop solutions that considers the needs of all members. Where young people feel connected to their culture and community, they are more likely to have a strong foundation of identity that can be a protective factor against poor outcomes including suicide, drug and alcohol misuse and criminal justice system involvement.



SOCIAL CONNECTION

AND ENGAGEMENT

Young people should have their voices heard and be actively involved in decisions affecting their lives.

STUDENTS WHO FEEL THEY
ARE INVOLVED IN MAKING
DECISIONS ABOUT THEIR LIFE

40%

MALES

30%

FEMALES

According to the findings of the CCYP's 2019 Speaking Out Survey, female students are significantly less likely than male students to strongly agree that they get enough information to make decisions in their lives (28.0% of female students compared to 38.6% of male students).

Specifically, regarding school, the Commissioner's 2016 student survey found that one-in-five respondents disagreed with the statement they have a say in how things work at their school. Aboriginal students were more likely to disagree with this than non-Aboriginal students (29.5% compared to 20.4%). (Commissioner for Children and Young People, 2020)

According to research by the CCYP, only 44 per cent of young people reported that there are lots of fun things to do in their local area. This is consistent with the responses from all students (Aboriginal and non-Aboriginal) in remote areas. In the open text questions, participants were asked: If there was one thing you could change about your local area, what would it be? The responses of Aboriginal children and young people in remote areas were very similar to non-Aboriginal children and young people. Many Aboriginal children and young people in remote locations mentioned needing a skatepark, swimming pool or basketball courts (Commissioner for Children and Young People, 2022).



Why is this important?

As the dominant framework in the Western world, 'youth-in-transition' measures the success and aspirations of young people in terms of educational and employment obtainment that is, a child becomes a successful adult once they have completed their studies and found a job (Parkes, Mcrae-Williams, & Tedmanson, 2014). However, this form of transition is culturally loaded, and fails to account for other measures of well-being, such as Aboriginal connection to family and land. The concept of belonging allows for a clearer understanding of the efforts young people make to remain connected to people, places, and the 'times' in which they live in (Cuervo, Barakat, & Turnbull, 2015). For First Nations people, belonging is the interconnection of the social, emotional, and cultural aspects of their community that is influenced by relationships between individuals and groups. For Aboriginal Australians, feelings of success, aspiration, strength, pride, and well-being are found in connection to and care for family, being close to family and moving back to find family (Parkes, Mcrae-Williams, & Tedmanson, 2014).

A sense of belonging and connectedness can be strengthened in multiple ways including, participation in cultural or community-based activities, spending time with grandparents, learning about family history, finding like-minded young people on social media, having good access to services and enjoying positive relationships with neighbours. Through these diverse experiences young people develop a positive sense of self and identity. It can also provide young people with additional support and role models within, and outside, of the family (Commissioner for Children and Young People, 2021b).

Increasing social connections, community engagement and involvement in decision-making increases young people's understanding of their rights and responsibilities and strengthens their interest and skills in becoming active contributors to their world. Participation in sporting and cultural activities in the community is a protective factor against justice system involvement and antisocial behaviour.





JUSTICE

AND SAFETY

First Nations young people are over-represented in the justice system. Factors unique to the East Pilbara increase vulnerability to justice system involvement

In Western Australia, there were 622 children and young people aged 10 to 17 under youth justice supervision on any given day in 2022-2023, the vast majority are being supervised within their community (85%) given COVID-19 restrictions (CCYP, 2024).

Aboriginal and Torres Strait Islanders are the most incarcerated peoples on earth (TIMHB, 2022; IJ, 2018). First Nations young people make up 6% of Australia's youth population and 57% of the 10–17-year-old incarcerated population (AIHW, 2024c).

Young people in detention face some of the most disadvantage today, with 77% of children who face detention returning within the following 12 months, the majority of which coming from child protection services (YACWA, 2022; TIMHB, 2022).

Disadvantage in Australia is geographically concentrated, where people who live in remote or poorly serviced communities, such as the East Pilbara, generally experience low socio-economic status, unemployment, lack of access to education, inadequate health and housing services, and early police contact and care interventions (McCausland & Baldry, 2023).

Young people are also frequently victims of crime, particularly family violence, and poor perceptions of safety at home and in the community can have a negative ongoing influence on their quality of life.

3 IN 5



YOUNG PEOPLE AGED 10-17 UNDER JUSTICE SUPERVISION IN WA ARE INDIGENOUS

Source: AIHW, 2022



Why is this important?

Involvement in the justice system increases the likelihood of becoming entrenched in a cycle of reoffending resulting in long-lasting negative impacts, which is compounded for First Nations communities. Supporting young people early, especially when they are demonstrating a range of risk factors such as disengagement from education, mental health issues, social isolation, disconnection from culture and community, is key to avoiding justice system involvement.

Addressing trauma and safety concerns collectively in the community are more effective long-term solutions to crime issues than the formal criminal justice system which entrenches existing trauma, disadvantage and system involvement.

(Sotiri et al, 2024).



POLICY

CONTEXT

In a 2019 report, the Commissioner for Children and Young People in WA, highlighted the plight of vulnerable youth in the state.

The report expressed vulnerability according to health, justice, housing, and education including the following:

- Suicide is the leading cause of death in young people aged between 13 and 17 years.
- Aboriginal children and young people are ten times more likely to die of suicide than non-Aboriginal youth.
- LGBTQIA+ young people are six times more likely to attempt suicide than their peers.
- 7% of young people are living in poverty.
- Children with disabilities are three times more likely to be maltreated.
- 1 in 5 students are disengaged from school.
- 732 children and young people are under youth justice detention (of which close to two-thirds are Aboriginal) (Commissioner for Children and Young People, 2019).

Social determinants of health

The social determinants of health are described by the World Health Organisation (WHO) as the non-medical factors that influence health outcomes, “they are the conditions in which people are born, work, live, age and the wider set of forces and systems shaping the conditions of daily life.”⁴

⁴ World Health Organisation

What are the social determinants of health?

Social determinants of health has rapidly become a central concept in population and public health, leading to the emergence of new theoretical models and frameworks.

Although there is no single definition of the social determinants of health, there are common usages across government and non-government organisations.

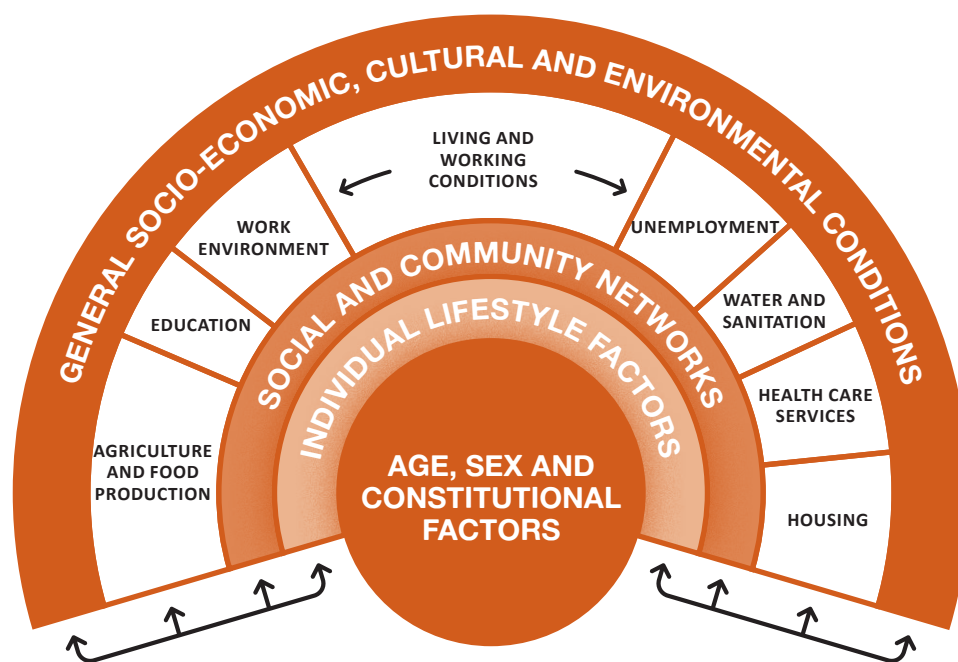
The WHO lists the following as examples of the social determinants of health, which can influence health equity in positive and negative ways.

- income and social protection
- education
- unemployment and job insecurity
- working life conditions
- food insecurity
- housing, basic amenities and the environment
- early childhood development
- social inclusion and non-discrimination
- structural conflict
- access to affordable health services of decent quality (WHO 2023)



According to the WHO, social determinants of health account for between 30-55% of health outcomes and have an important influence on health inequities. Through evidence-based planning and the development of the statistical profile of young people in the Shire, the young

people fare poorly on all social determinant domains (WHO). The Shires youth services predominately focus on 10-17 year olds, the Shire is currently prioritising social inclusion and non- discrimination in addition to addressing food security.



Source: <https://www.aihw.gov.au/reports/australias-health/australias-health-2016/contents/determinants>

Considering the social determinants of health in developing the Shire's Youth Plan allows for a holistic approach that addresses the broader context of young people's lives

to design and implement strategies and interventions that promote long-term health and are responsive to priority populations.



SOCIAL

ECOLOGICAL MODEL

The social ecological model examines the complex interactions and relationships between an individual and their multiple social and physical surroundings during adolescent development.

The interactions that individuals have with others and with these various environments are seen as key to human development. The social ecological model highlights the multiple levels of influence on an individual's behaviour including individual, interpersonal (relationships), community and societal factors. When the interaction between these structures changes caused by a function of human development, if the structures are compatible progress occurs well for the individual or cohort. The Shire will consider these factors when developing the Youth Plan to address the complex challenges faced by young people in the East Pilbara.





OUR PLAN FOR

YOUNG PEOPLE OF THE EAST PILBARA

MISSION

To improve the wellbeing of the East Pilbara's young people and their communities.

Youth plan framework

To achieve this mission, the Shire of East Pilbara will adopt the following framework to guide key actions and activities.

This framework focuses on the key challenges faced by young people in the East Pilbara identified through the research, statistical analysis and community engagement. The five priority areas are further qualified by noting the various lenses that need to be applied to ensure we are seeing the different experiences, needs and strengths present for young people when these additional factors intersect in their lives.

**The Shire of East Pilbara
Strategic Community Plan 2022-2032
and Corporate Business Plan 2024-2028**

Key Result Area: Social

Outcome: Safe, connected and family-friendly communities where all people thrive and have their needs met at all ages and stages of life.

Priorities

Education and Learning

Health and Wellbeing

Diversity and Inclusion

Social connection and Civic engagement

Justice and Safety

Lens

Gender

Age

Indigenous/ Non-Indigenous

Cultural identity

Remote vs Regional Metro



The role of Local Government

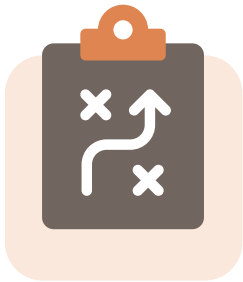
In Western Australia, Local Governments are legislated and accountable to the *Local Government Act 1995*. The State of Western Australia is divided into districts, each with its own Local Government. Currently there are 139 local governments in Western Australia. Today, local authorities include city councils in urban centres, and regional and shire councils in rural areas. The largest council by population is Brisbane City Council which is responsible for a population of nearly 1.2 million. The Shire of East Pilbara in Western Australia is the largest local authority geographic area. Local governments have a responsibility for quality-of-life issues and the wellbeing of the people that live, work and recreate in the district. There are many distinct roles and responsibilities of local Councils including building regulations and urban development, public health and welfare, local roads and footpaths, parks and playing fields, libraries, local environmental issues, waste disposal and many community services.

Local Government revenue comes from three main sources:

- Taxes in the form of rates
- Charges for the sale of goods and services, and
- Grants from Federal and State/Territory Governments.
- The Shire works with many stakeholders, including businesses, residents, non-government organisations (NGOs), community organisations, various peak bodies, visitors, other local governments, State Government and the Federal Government

The various roles of Government include:

- Planner
- Service provider
- Partner
- Regulator
- Grants and sponsorship



GUIDING DOCUMENTS AND PRINCIPLES

The Youth Plan and associated activities are guided by Shire of East Pilbara's Strategic Community and Corporate Plan 2022-2032 and the identified principles-based approach:

Place-based

Taking into account the unique characteristics, circumstances and aspirations of the different towns and communities that make up the Shire.

Life-cycle based

Taking into account the needs and priorities at different ages and stages of life.

Culturally appropriate

Ensuring that all cultures are treated with respect and understanding, with regard and sensitivity to past experience, cultural norms and practices, and an openness to enquiry and learning.

Positive and proud

Sustaining a positive narrative, cultivating pride, building on what is strong, and empowering community-led solutions.

Fair

Committed to opportunities for all and a community that works for everyone, recognising that 'one size doesn't fit all'.

Collaborative

Working in partnership and collaboration across the public, private and community sectors, with shared vision and outcomes at the centre.

Child safe organisations

Every organisation has a responsibility to keep children and young people safe.

Child safe organisations create cultures where the safety and wellbeing of children and young people is prioritised and actions are taken to identify risks and protect them from harm, including from sexual abuse.

The National Principles for Child Safe Organisations (National Principles) provide a framework to guide organisations in developing child safe cultures and practices, including the ability to identify risks and take agreed actions to prevent, respond to and report child abuse.

The WA Government is committed to supporting the development of safe organisations for children and young people and is working to develop an independent oversight system that includes monitoring and enforcement of the National Principles.⁶

⁶ Child safe organisations, Western Australian Government 2022

NATIONAL PRINCIPLES FOR CHILD SAFE ORGANISATIONS

- 01** Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- 02** Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
- 03** Families and communities are informed and involved in promoting child safety and wellbeing.
- 04** Equity is upheld and diverse needs respected in policy and practice.
- 05** People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- 06** Processes to respond to complaints and concerns are child focused.
- 07** Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- 08** Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- 09** Implementation of the national child safe principles is regularly reviewed and improved.
- 10** Policies and procedures document how the organisation is safe for children and young people.



HEIGHT
LIMIT
TO RIDE



YOUTH FRIENDLY

COMMUNITIES

TEN KEY PRINCIPLES

SUPPORT: The factors that support youth friendly community planning:

Principle 1: Local Government

Principle 2: Partnership in the community

Principle 3: Relationships with young people

Principle 4: Consider young people's views in community strategic planning

ENGAGE: Important strategies to engage young people:

Principle 5: Ownership and leadership by young people

Principle 6: Diversity of young people

Principle 7: Consult young people about a wide range of issues

Principle 8: Flexible approach to consulting young people

Principle 9: Fun and innovative

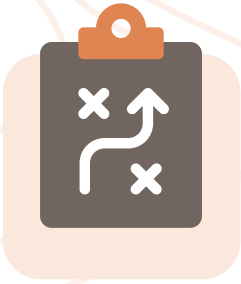
Principle 10: Evaluation and feedback.⁷

Indigenous data sovereignty

The use of data to make judgements about and decisions for First Nations people has occurred throughout Australia's colonial history, with continuing negative impacts for First Nations communities (Yoorrook Justice Commission, 2022). Council recognises these impacts and will make a conscious effort to implement principles of Indigenous data sovereignty throughout the Youth Plan process. These principles include aiming to ensure that data (qualitative and quantitative) collected and utilised will:

- Reflect Aboriginal and Torres Strait Islander interests, values, and priorities, including cultural ways of knowing, being and doing.
- Be interpreted by Aboriginal and Torres Strait Islander experts, ensuring it reflects Aboriginal and Torres Strait Islander lived experiences and perspectives.
- Be accessible, appropriate, and meet Aboriginal and Torres Strait Islander needs.
- Be returned in an easily understood and meaningful way.
- Be used to advance self-determination and development.
- Be collected with free, prior, and informed consent, including respect for confidentiality (Lowitja Institute, 2023).

⁷ Western Australian Government, 2021, Youth Friendly Communities



YOUTH PLAN PRIORITIES

01 EDUCATION AND LEARNING

A focus on improving school attendance and supporting young people to access higher education and local training opportunities.

Expected outcome: Young people in the East Pilbara are supported to attend and engage with education in traditional and non-traditional settings.

What young people and their communities want

Examples from community consultations so far:

- Engage and retain qualified staff
- Provide alternative, flexible, non-traditional outreach models of education which engage the whole family and community
- Culturally and trauma informed curriculum
- Opportunities to attend training, try new things and understand work opportunities.

What the Shire will do

- Implement the Youth Trainee Program
- Encourage work experience opportunities across Shire of East Pilbara services.
- Actively engage with Department of Education to support attendance and engagement of young people, particularly First Nations young people, in education

- Work with local employers in the design of vocational education and internship placements to provide a pipeline of local talent and jobs
- Advocate for further opportunities for training and development.

Indicators of success (examples)

- Education attainment
- Primary and secondary formal enrolment
- Absenteeism
- Vocational enrolment
- Local internship placements
- Measures developed and recorded by young people



02 HEALTH AND WELLBEING

A focus on improving access to culturally appropriate mental health and primary health services as well as increasing health promotion activities in the community.

Expected outcome: young people in the East Pilbara are empowered and supported by their communities to look after their health and wellbeing.

What young people and their communities want

Examples from community consultations so far:

- Culturally appropriate services
- Outreach services to remote communities
- Alcoholics Anonymous
- More advocacy and intervention for mental health services in town

What the Shire will do

- Activate facilities and public spaces to provide recreational, sporting and social opportunities to children and young people in Newman.

- Working collaboratively, identify the supports required for local indigenous children/youth to have equitable opportunities for access to and participation in organised sports across different codes

Indicators of success (examples)

- Mental health indicators (i.e. overall wellbeing, anxiety, social support, self-esteem, access to mental health services)
- Drug, alcohol and substance abuse
- Hospitalisation data
- Youth pregnancies and parenting
- Food in/security

03 DIVERSITY AND INCLUSION

A focus on building a sense of community and belonging through promoting connection to culture and country

Expected outcome: all young people in the East Pilbara are supported to participate in community activities and feel a sense of belonging

What young people and their communities want

Examples from community consultations so far:

- Youth advisory boards/panels to listen to voices of young people
- Consider the impact of lore/culture as when people come of age
- Provide services in a 'safe space', engaging young people with patience and persistence

What the Shire will do

- Establish a Youth Council made up of a diversity of representatives to work with the Shire on community related planning

- Support and celebrate the East Pilbara's multicultural community
- Provide ongoing community events
- Work with First Nations communities on country to develop culturally appropriate services and indicators

Indicators of success (examples)

- Sense of belonging
- Connection to culture and language
- Support networks for minority groups
- First Nations communities to develop relevant measures

04 SOCIAL CONNECTION AND ENGAGEMENT

A focus on including young people and the broader community in decision making and community activity planning and implementation

Expected outcome: young people in the East Pilbara are empowered to have the confidence and opportunities to be active citizens in their community

What young people and their communities want

Examples from community consultations so far:

- Youth advisory boards/panels to consult for Council planning activities
- Consideration of a collective impact approach to dealing with issues and supporting young people
- Intentional trust-building opportunities and activities with community, council, government agencies and support organisations

What the Shire will do

- Establish a Youth Council made up of a diversity of representatives to work with the Shire on community related planning

- Provide ongoing community events
- Work with remote communities to improve connections to the East Pilbara

Indicators of success (examples)

- Sense of belonging
- Intentions to remain in the East Pilbara
- Community involvement
- Community events held
- First Nations communities to develop measures

05 JUSTICE AND SAFETY

Council will focus on helping to create a safe environment for young people, their families and communities, with a range of support services in place.

Expected outcome: young people, their families and communities are safe and feel safe, and are supported early in education, health, and other services they need to avoid contact with the justice system

What young people and their communities want

Examples from community consultations so far:

- Whole of family and trauma-informed approaches
- More meaningful diversion programs
- Legal and cultural guardians to be considered when supporting the young person
- Aboriginal Liaison Officers in Western Australian Police (WAPOL) to be selected by community members and have long-term tenure

What the Shire will do

- Advocacy for early intervention, prevention, diversion and support services for young people in the Shire of East Pilbara.

- Implement Child Safeguarding principles across all Shire locations.
- Monitor developments and opportunities the regarding Justice Reinvestment (JR) movement, including stakeholder engagement, key directions and local JR opportunities.

Indicators of success (examples)

- Involvement in juvenile system
- Children and young people in the child protection system
- Perceptions of safety





YOUTH JUSTICE

On March 7, 2024 the Shire of East Pilbara, Community Services Department held a stakeholder engagement event at Newman attended by 29 representatives from state and local government in addition to non-government organisations and service providers including youth specific organisations.

All present were united in wanting to improve outcomes for children and young people in the Shire, particularly those who are at risk of or already involved in the criminal justice system. The questions from the Commission for Children and Young People discussion paper Youth Justice in Western Australia formed the basis of the conversation on the day, and the level of engagement was very high.

Collectively there was broad agreement with the key themes and sub-questions laid out in the CCYP's Discussion Paper, which was the structure for the conversations on the day. The full content of the comments captured on the day are attached in the two documents set out by the five themes.

The five themes are:

- 01** Early intervention, prevention, diversion and support.
- 02** Providing children and young people with specifically designed services and supports, ensuring they are treated differently to adults.
- 03** Approaches that privilege relationships and engagement.
- 04** Therapeutic, trauma-informed approaches.
- 05** Review and reform: Legislation, policies and practices.

Detailed analysis of the comments revealed some key areas of common concern and focus which stretched across the five themes. These focus areas may provide a useful context for future planning and discussion relating to children and young people in the East Pilbara.



JIMMY'S JOURNEY

A YOUTH JUSTICE STORY

EARLY YEARS

Difficulties

Birth

Low parental engagement with pre-and post-natal screening and health checks due to accessibility, low trust.

Presence of FDV and alcohol abuse at home. Support services not accessed due to fear of CP involvement.

Pre-school

Lack of assessment opportunities for cognitive/learning/developmental issues, poor attendance, trauma behaviours emerging.

Overcrowding at home due to lack of housing availability.

Primary school

Disengagement from school due to learning difficulties, no extra support available in class.

Can't attend Newman Youth Centre as too young for existing programs. No volunteers to run Junior Football/Netball Club teams.

Opportunities

Birth

ACCO support to engage with services pre and post natal, Baby Makes 3 program with peer mentors, FDV support for mother including crisis accommodation offering all services (e.g. Orange Door)

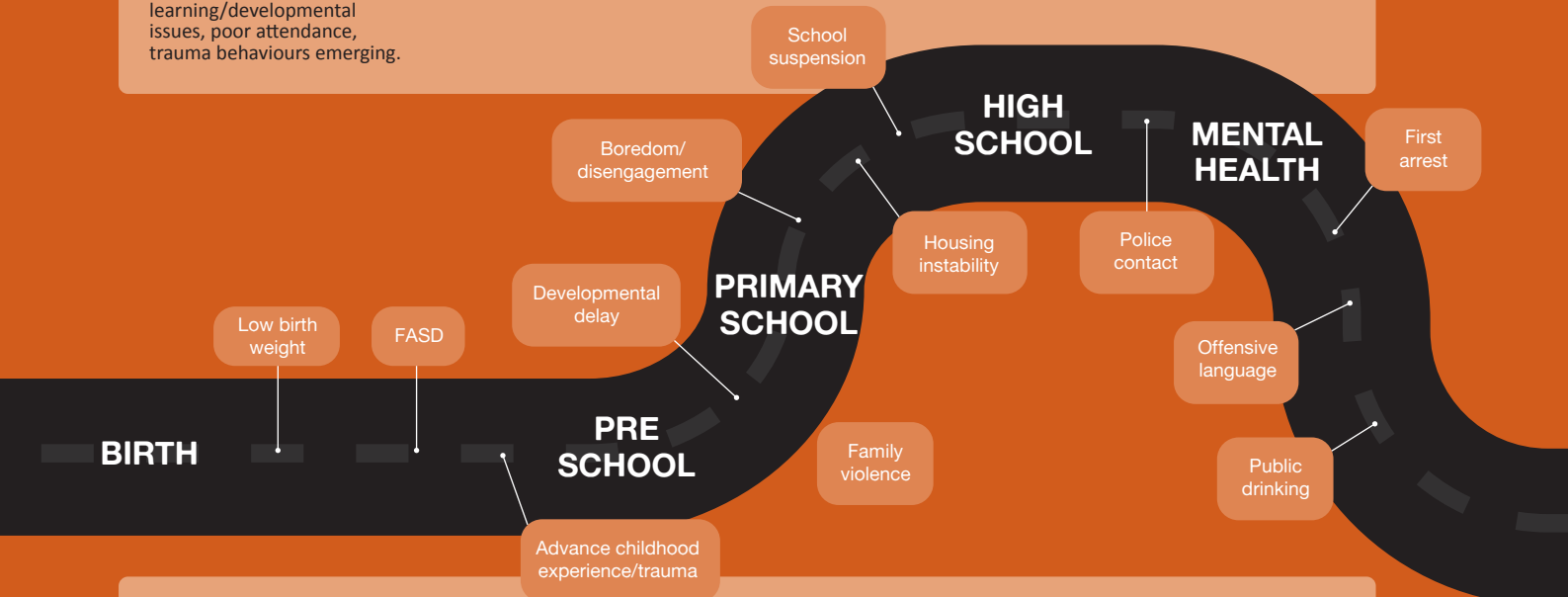
Pre-school

Wraparound support for family, agencies working across silos sharing

information, fully funded kinder run by and for Aboriginal community, culturally appropriate housing support, access to assessment for cognitive/learning issues.

Primary school

Funded learning support aide, ACCO education support for family to engage with school, breakfast club, homework club. cultural celebrations. trauma training for all staff and trauma informed practice embedded in whole of school.



ADOLESCENCE

Difficulties

High School

School disengagement - lack of available supports in school setting, including learning support. Trauma-led behaviour including threats and fighting at school leads to expulsion, lack of subsequent support services. School and local services unable to share information about Jimmy and family that could allow better support to be offered.

Police contact

Antisocial peers leading to involvement in group crimes - car theft, criminal damage,

shoplifting, burglary. WA Police Youth and Community Liaison Officer had built relationship with Jimmy but left after two-year stint was up. New officer unaware of background and available family and community supports.

Mental health

Mental health issues due to childhood trauma. CAMHS accessed but long waiting list and lack of cultural fit. Cultural healing program on country ceases suddenly due to lack of funding.

Opportunities

High School

Funding for learning support aide and extracurricular programs including sport and arts. Vocational and alternative education opportunities that cater to individual learning needs and preferences. Trauma-informed practice embedded in school policies and training. Restorative practice for school misbehaviour.

Police contact

Cultural and trauma awareness training for all police. Clear diversion

pathways involving family, elders and community orgs. Incentives for police to stay in the community for longer than two years, particularly Youth and Community Liaison Officers.

Mental health

Increased funding to CAMHS leading to quicker access to support and widening of eligibility. Training for service staff in cultural awareness and also capability building for Elders and emerging leaders in mental health first aid ensures cultural concerns are mitigated.

YOUTH JUSTICE

Difficulties

Caution

Police caution Jimmy when they arrest him for drinking in a park with friends and swearing at police, but tell him this is his only chance and if he mucks up again he will be charged.

Diversion/JJT

Jimmy is charged with burglary and assaulting his girlfriend while he is drunk and threatening police who attend the incident. Police decide to refer him to a JJT, but the wait is over 12 months and he doesn't get any help while waiting and his life continues to deteriorate.

Community Based Order

Jimmy continues to offend more seriously and attends the Children's Court where he receives a Youth CBC with conditions including nonassociation orders, school attendance and reporting to a youth justice officer. The conditions have set him up to fail and he does just that.

Youth Detention

The only youth detention facility is Banksia Hill 1200km away, meaning family are unable to visit. The isolation from family and country plus poor conditions including frequent violence and riots in the centre increase Jimmy's trauma and his mental health declines.

Opportunities

Caution

Police Youth Liaison Officer escalates the situation and offers to take Jimmy home. The next day the officer gets in touch with the local services who can support Jimmy to address his alcohol use and other issues.

Diversion/ Juvenile Justice Team

Jimmy is referred to a JJT which is convened within three weeks and agrees on an action plan to support him with his issues. Local elders are involved and supports put in place to enable him to achieve his plan, including a mentor.

Community Based Order

Jimmy is given an adjournment in the Children's Court to give him some time to receive

support to address his issues. He receives intensive support in the community for alcohol misuse, mental health, anger management, housing and education. The services work collaboratively via their partnership agreement and flexible funding to tailor their offerings to Jimmy's needs.

Youth Detention

Jimmy is sent to a small, local, homelike facility with a trauma-informed approach embedded into every aspect including the design of the facility. He works with staff to develop a plan for his future that is presented to the magistrate and signed off, then the magistrate checks in on his progress throughout his sentence. He maintains contact with his family who are also receiving support, and is able to complete training and secure a mentor-supported trainee position with the mine upon his release.

COMMUNITY BASED ORDER

Mental
health

Breach non-
association
order

Assault
girlfriend

Breach
reporting
condition

Alcohol
misuse

Breach school
attendance
condition

Burglary

YOUTH DETENTION

Family
breakdown

DIVERSION/ JJT

CAUTION

Unlicensed
driving

ADULTHOOD

Difficulties

Return to Community

Jimmy returns to the community after completing his sentence, where he is now an adult. He is ostracised by the Aboriginal community for his behaviour and struggles to reintegrate. He feels cut off from his family and culture and turns to antisocial friends and drugs to cope.

Unemployment

With a criminal record and limited job opportunities in the remote community, Jimmy is unable to get a job and becomes welfare dependent, spending his days with friends drinking, using drugs and then fighting.

Recidivism

Before long Jimmy is back in police custody and heading for adult prison. This time he is a father and is devastated at the loss of contact with his young child.

Opportunities

Return to Community

Jimmy and the community have been preparing for his return and he is welcomed back with housing, food, transport and other necessities in place. Local services and the Aboriginal community wrap around him seamlessly to ensure the success of his reintegration.

Unemployment

Despite his criminal record, Jimmy is able to access a program that supports him to prepare for, secure and retain a local job. Over time he becomes a mentor to other young people who have taken a similar path to him.

Recidivism

Jimmy is supported to remain crime free, and he builds a new life with his partner and young child, continuing to be supported by the local community when required.



ACTIONS

01 EDUCATION AND LEARNING

#	Action	2025 / 2026	2026 / 2027	2027 / 2028	2028 / 2029	2029 / 2030	Key Partners	Responsible Shire Department/Service	Success Measures Performance Measure
1	Advocate for bilingual trained Indigenous Teachers and resources for bilingual education in our community.	✓	✓	✓			YMCA	Community Services and Communications and Engagement	<ul style="list-style-type: none"> Number of advocacy documents and meetings. Number and type of stakeholders/ Ministers reached. Performance Monitor discourse and capture deliberations from multiple perspectives.
2	Engage Aboriginal and Torres Strait Islander communities and organisations (parents, extended family and organisations) in a forum on education.	✓	✓	✓			Aboriginal and Torres Strait Islander-led organisations, YMCA		<ul style="list-style-type: none"> Number of attendees. Number of key stakeholders reached. Distribute and analyse evaluation forms.
3	Support the establishment of a place-based and culturally safe playgroup focused on Aboriginal and Torres Strait Islander families, through making available other appropriate settings for playgroup to experience e.g. Library and Train Park	✓	✓				YMCA PAMS	Community Services	<ul style="list-style-type: none"> Number of participants. Number of settings. How well did we do it? Collect participant feedback. Through the Partnership analysis tool evaluate the success of the partnership.
4	Design and delivery of vocational education and traineeships to provide a pipeline of local talent and jobs.	✓	✓	✓	✓	✓	People and Culture Community Services		<ul style="list-style-type: none"> Number of participants. Feedback from participants. Number and type of vocational enrolments and Local internship placements.
5	Development of new Youth and Community Hub in Newman to increase informal learning and education opportunities for young people			✓	✓			Community Services	<ul style="list-style-type: none"> Number and type of learning opportunities provided. Performance Measures Number of participants. Conduct young people's subjective wellbeing surveys.

02 HEALTH AND WELLBEING

#	Action	Year 1	Year 2	Year 3	Year 4	Year 5	Key Partners	Responsible Shire Department/Service	Success Measures Performance Measure
1	In partnership with Family and Domestic Violence Network and other agencies the Shire will undertake an advocacy campaign for culturally safe, sexual assault and family violence services for victims/survivors		✓	✓	✓		FDV Network PCLS	Community Services and	<ul style="list-style-type: none"> Advocacy campaign delivered. Increased awareness of services available. Increase in number and type of services available and being accessed in the East Pilbara.
2	Promotion of health projects and campaigns that promote good mental health and encourage healthy living among young people via the Community Grants program.	✓	✓	✓	✓	✓		Community Experience Strategy and Partnerships	<ul style="list-style-type: none"> Number of programs funded. Impact of programs funded.
3	Build resilience of and equip young people with tools and strategies to improve social behaviours and address and reduce incidents of aggression and bullying.		✓				YMCA Local Schools Headspace	Community Services, Youth Services	<ul style="list-style-type: none"> Define sample group and administer self-assessment tool, conduct pre, and post survey completion and evaluate increase in positive behaviours.
4	Working with key internal staff, state government and other agencies investigate opportunities to create supports and resources required for local indigenous children/young people to have equitable opportunities to access and participate in organised sport	✓	✓	✓	✓	✓	SoEP Recreation and Service, External Funders, Corporate Sponsors and DLGSC.	Community Services, Community Development Recreation.	<ul style="list-style-type: none"> Stakeholder engagement Funding secured, project development, implementation and evaluation. Increase enrolments across sports codes from targeted cohort. Collect data on number of new enrolments and sport code type.
5	Develop and deliver (age appropriate) protective behaviours and psychoeducational, healthy relationships programming to 8-16 years.	✓	✓	✓	✓	✓	Local Schools PCLS Headspace	Community Services, Youth Services.	<ul style="list-style-type: none"> Protective Behaviours workshops and training undertaken at least once per year. Number of sessions conducted number and identity of participating students. Student evaluation forms completed. Healthy Relationship programming ongoing.
6	Activate facilities and public spaces to provide recreational, sporting and social opportunities to children and young people throughout the Shire of East Pilbara district.	✓	✓	✓	✓	✓		Community Services, Youth Services, Community Development	<ul style="list-style-type: none"> Data collection on activity, attendance numbers, age, gender and Indigenous status. Number of sessions conducted number and identity of participating students. Student evaluation forms completed. Healthy Relationship programming ongoing.
7	Develop programming focused around healthy eating.	✓	✓	✓	✓	✓		Community Services, Youth Services, Community Development	<ul style="list-style-type: none"> Data collection on activity, attendance numbers, age, gender and Indigenous status.

03 DIVERSITY AND INCLUSION

#	Action	Year 1	Year 2	Year 3	Year 4	Year 5	Key Partners	Responsible Shire Department/Service	Success Measures Performance Measure
1	Provide visual interpretation across all Shire community facilities of words in English and local indigenous languages	✓	✓	✓	✓			Community Services.	<ul style="list-style-type: none"> Visual Interpretation is included in all new facilities and retrofitted to existing facilities. Number of signs How many facilities Collect Community and Stakeholder feedback.
2	Support and celebrate the East Pilbara's multicultural community.	✓	✓	✓	✓		Young People	Community Services.	<ul style="list-style-type: none"> Number of people engaged Number of attendances at event Compile information from feedback forms.
3	Develop and implement a Social Inclusion Plan, incorporating the Disability Access and Inclusion Plan.	✓	✓	✓	✓	✓	Interagency Disability specialists	Community Services, Community Development.	<ul style="list-style-type: none"> Sense of belonging Support networks for minority groups
4	Co-design with young people an event to celebrate culture, identity and community, including but not limited to First Nations young people.	✓	✓	✓	✓	✓	Young People, families Community	Community Services	<ul style="list-style-type: none"> First Nations community to develop relevant measures
5	Commemorate Pride week as a celebration of LGBTIQ+ people.	✓	✓	✓	✓	✓	Young People Library Youth Service Stars and Clontarf	Community Services	<ul style="list-style-type: none"> Number of people engaged Number of attendances at event Compile information from feedback forms.

04 SOCIAL CONNECTION AND ENGAGEMENT

#	Action	Year 1	Year 2	Year 3	Year 4	Year 5	Key Partners	Responsible Shire Department/Service	Success Measures Performance Measure
1	Develop and deliver a youth leadership program.	✓		✓		✓	RLSS-Talent Pool Stars and Clontarf Foundation Newman High School	Community Services.	<ul style="list-style-type: none"> Youth Leadership Program developed and implemented. Compile feedback from participants and stakeholders.
2	To co-design and establish with young people a Shire Youth Council or Advisory Committee (YAC) prototype. This will enable Young People to actively participate in local governance, enhancing dynamic and inclusive decision-making that will cultivate a sense of civic responsibility and elevate leadership skills and grow a sense ownership of their community's future.	✓					RLSS-Talent Pool Stars and Clontarf Foundation Newman High School Elected Representatives	Community Services Youth Services Community Development	<ul style="list-style-type: none"> Develop a promotional campaign targeted at young people, and their support networks, providing information about the YAC and how to get involved. Develop Draft Youth Advisory Terms of Reference including identifying the role, purpose and objectives of the Youth Advisory Committee.
3	Plan and facilitate the Youth Council/ Advisory Committee.		✓	✓	✓	✓	Young People Elected Representatives	Youth Service	<ul style="list-style-type: none"> Young people selected and training Development of a priority action list.
4	To develop the Youth and Community Garden	✓	✓				Young People, families Community	Youth Services Community development	<ul style="list-style-type: none"> Community Garden is established and operational. Number of participants Quantify community engagement Number of Volunteers Number of community events conducted.
5	Provide a safe, inclusive and welcoming space exclusively for young people at the Youth Centre. Provide ongoing programs and excursions that respond to young people's expressed aspirations and requests five days per week.	✓	✓	✓	✓	✓	Young People Library Youth Service Stars and Clontarf	Youth Services Community development Library Services	<ul style="list-style-type: none"> Attendance at facilities Meals Served Participation in programs and activities

05 JUSTICE AND SAFETY

#	Action	Year 1	Year 2	Year 3	Year 4	Year 5	Key Partners	Responsible Shire Department/Service	Success Measures Performance Measure
1	Advocacy for early intervention, prevention, diversion and support services for young people in the Shire of East Pilbara.		✓	✓	✓		ACCO's Interagency	Community Services Youth Services	<ul style="list-style-type: none"> Services available. Attendance and participation in programs
2	Implement Child Safeguarding principles across all Shire locations.			✓			All Shire locations	Community Experience Community Services Youth Services	<ul style="list-style-type: none"> Implementation of the National Principles for Child Safe Organisations to keep young people safe
3	Monitor developments and opportunities the regarding Justice Reinvestment (JR) movement, including stakeholder engagement, key directions and local JR opportunities.	✓					Justice Reinvestment Network Australia Interagency DoJ Strong Spirit Strong Families	Community Services, Youth Services.	<ul style="list-style-type: none"> Monitor developments and initiatives emanating from the JR funding. Seek opportunities for appropriate involvement.

POPULATION LEVEL OUTCOMES

#	Action	Year 1	Year 2	Year 3	Year 4	Year 5	Key Partners	Responsible Shire Department/Service	Success Measures Performance Measure
1	Review the current Youth Profile data template with key stakeholders and amend with additional data sets as required.		✓				ACCO's Interagency	Community Services Youth Services	<ul style="list-style-type: none"> 2026/2027 - Conduct engagement with Youth and Community Service providers to review existing data sets and identify gaps. Review completed.
2	Review and update Youth Profile data sets according to newly released statistics including the 2026 Census.			✓			ACCO's Interagency	Community Services	<ul style="list-style-type: none"> 2026/2027 Youth Profile drafted Examine significant changes over time at a population level, provide a summary report on key findings. Report finalised and distributed.

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APPENDIX 1

QUESTIONS FOR YOUTH ENGAGEMENT

Education and Learning

- What do you need to help you stay at school for longer?
- What makes you not want to go to school?
- What do you want to learn about?
- How and where do you learn best?
- What does 'success' in education look and feel like to you?
- Who should be involved in delivering education where you live?

Health and wellbeing

- What does good health look like for you?
- What makes it hard to stay healthy living out here?
- Who should be helping you to be healthy?
- Where do you go for support with your mental health?
- What information do you need about sexual health, drugs and alcohol, mental health etc. and how do you want to get that information?
- What sports and physical activities do you want to be involved in?

Diversity and inclusion

- What are some of the great things about young people in the East Pilbara that you want adults to know?
- What would change around here if young people were in charge?
- Are some people in the East Pilbara community treated differently and if so, why?
- What experiences have you had of being listened to or not being listened to in the community? How did it make you feel?
- What would make it easier for you to participate in activities in your community?
- How important is it for a young person to feel connected to their culture?

Social connections and engagement

- Who do you trust in your community?
- What are the first two things you would do if you were the Mayor for a day?
- What community events would you like to see happening?
- How would you like to have a say on decisions being made about you and your community?
- What makes it difficult for remote communities to feel connected to the East Pilbara or to Perth or the rest of the country?
- Where do you think you will be living when you are 30 years old? What will you be doing?

Justice and safety

- Where do you feel safe/unsafe?
- What makes it hard to stay out of trouble with police? What helps?
- What do you want people in charge of the justice system to know about young people in the East Pilbara?
- What is trauma and how does it impact young people's everyday lives?
- Who do you want to support you to stay on track and thrive?

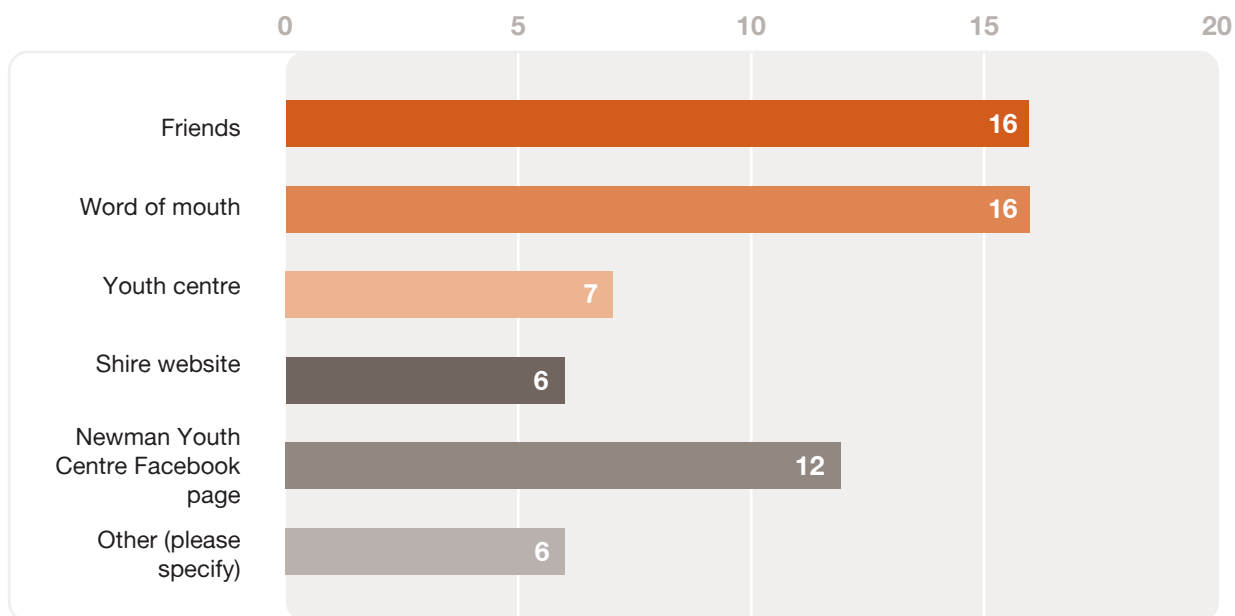
APPENDIX 2 - SURVEY RESULTS



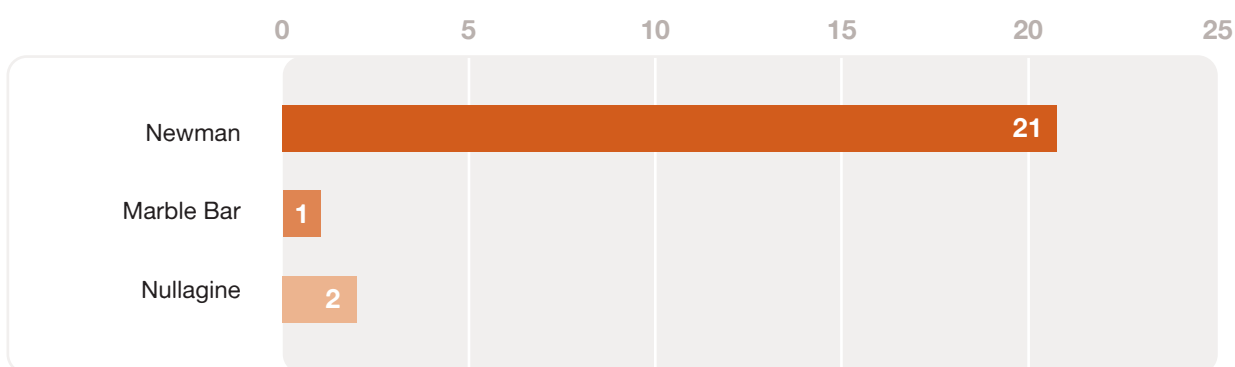
COMMUNITY CONSULTATION 2024 / 2025



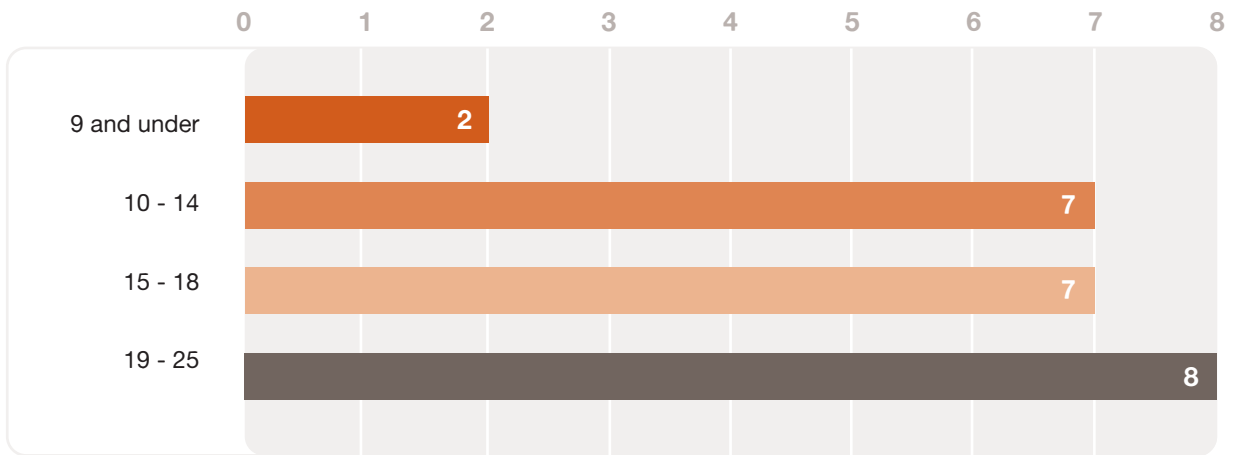
If the Shire hosts an event for young people, what is the best way you would find out about it?



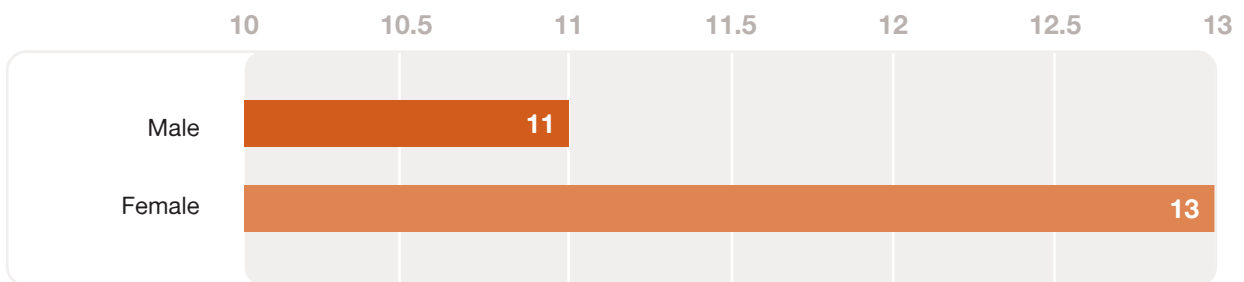
Where do you live, most of the time?



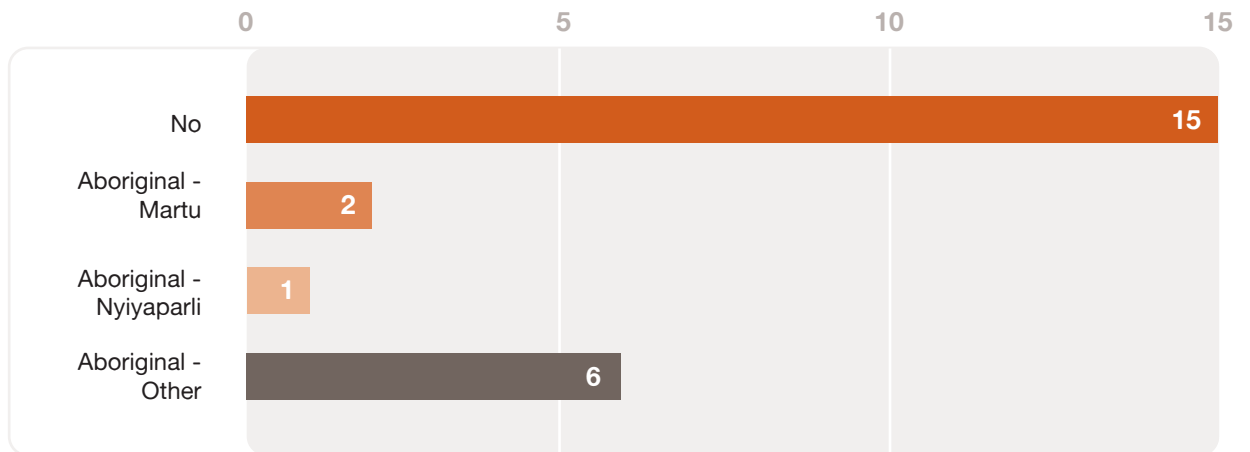
How old are you?



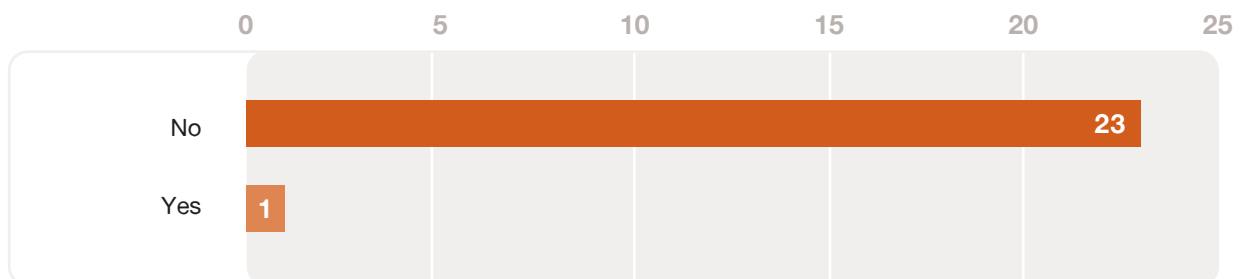
What is your gender?



Are you Aboriginal or Torres Strait Islander?



Do you have a disability?



What is the biggest concern for young people in the Shire?

- Peer pressure
- Violence in town
- Youth on streets at night
- Safety when out
- People being mean and bad
- People doing bad things
- Not enough places for people that are no longer at school to be able to hang out with others their age without the involvement of alcohol.
- There are not many opportunities to learn new skills or hobbies other than sports.
- There are not many places to learn new skills or hobbies other than sport.
- Having a safe space to go, especially for young parents in this age group.
- Mental health
- The safety, health concerns, Newman felt awesome this year but I wish there was more markets at the square and events at the square. In 2017 there used to be dog competitions, they were fun, I even won third place once. But they suddenly stopped.
- Lack of respect
- Lack of entertainment outside of organised sports
- The lack of resources
- The lack of experienced professional staff
- School holiday activities
- The lack of things to do in Newman
- The amount of graffiti.
- My biggest concern for young people in Newman is not enough physical and mental health and not enough sports

- Not getting a proper education and not having anything to do after school (if they go to school).
- Job opportunities
- Employment: Limited job opportunities in local areas can lead to concerns about career prospects and financial independence.
- Mental Health: Increased stress and anxiety related to academic pressure, social media influences, and a lack of support services can significantly impact young people's mental well-being.
- Social Isolation: Many young people may feel isolated, especially if they lack transportation options, making it difficult to engage in social activities or access resources.
- Education: Access to quality educational resources and programs can vary, leading to worries about academic achievement and future opportunities.
- getting walked over by the adults or being "immature" compared to older workers
- Nothing to do

What would you like to see change for young people in the Shire?

- More police presence on street for safety
- Racism
- Discrimination
- More things to do in town
- More things to do
- More support for people that don't have enough support in their home environment and outside of schooling.
- Activities that are age appropriate. Things that you can't usually do in a small town. One good example is when the reptile came to the train park.

- It would be great to have more facilities and activities for young parents.
- More help towards their dreams
- In the shire I want to change the young to be more active instead of spending more time on the computer. E.g., express love for others. And appreciate life.
- No more stealing and doing drugs
- Add more places to hang out
- That they are supported by qualified experienced staff
- To have short/mini day courses available, maybe at the TAFE, maybe at the community centre.
- E.g., cooking, mechanics, gaming, gardening, skills that will enrich their lives
- More activities such as indoor rock climbing and reopen The Beach for little kids
- Less graffiti
- Something I would like to see change is for people to support each other better and more often!
- More help with younger kids that are going into high school
- More job diversity for year 12 leavers
- I would like to see improved access to job opportunities and career development programs for young people in the Shire. Enhanced mental health support services and resources are essential to address well-being. Additionally, fostering community engagement through social activities and accessible transportation options would help combat isolation. Lastly, ensuring equitable access to quality education and extracurricular programs would empower young people to thrive and reach their potential.
- Job Training and Apprenticeship Programs: Establish partnerships with local businesses to provide hands-on training and apprenticeship opportunities for young people.

- Staff who are friendlier and don't yell at us for being kids... Especially at the pool
- More ways for them to be able to communicate to someone and easier access to support

What would you like to see the Shire do to support young people?

- Government funded programs for after school to keep youth off streets
- Incentives to do better in the community
- Free activities
- Free water park
- No paying for things
- Provide support for young people, give them more opportunities to do things that would help them in the future.
- Actually listen and act on suggestions that youth make.
- Actually listen and act on youth's suggestions.
- Have a place for young parents to meet each other that is safe and fun for their children too.
- Show that you are actually there to help them
- To support us, I think making events like markets would influence the young to go outside and have more fun than any video game (I don't dislike video games, but most young spend more than 48 hours and it's heartbreaking)
- To have more programs like music events, arts programs, football games, sports events etc
- Build a pump track and mountain bike track, and maybe an indoor rock climbing centre or indoor beach volleyball centre
- Resources
- Opportunity
- People that care and have experience and understanding of cultural diversity and not just in the job for monetary value

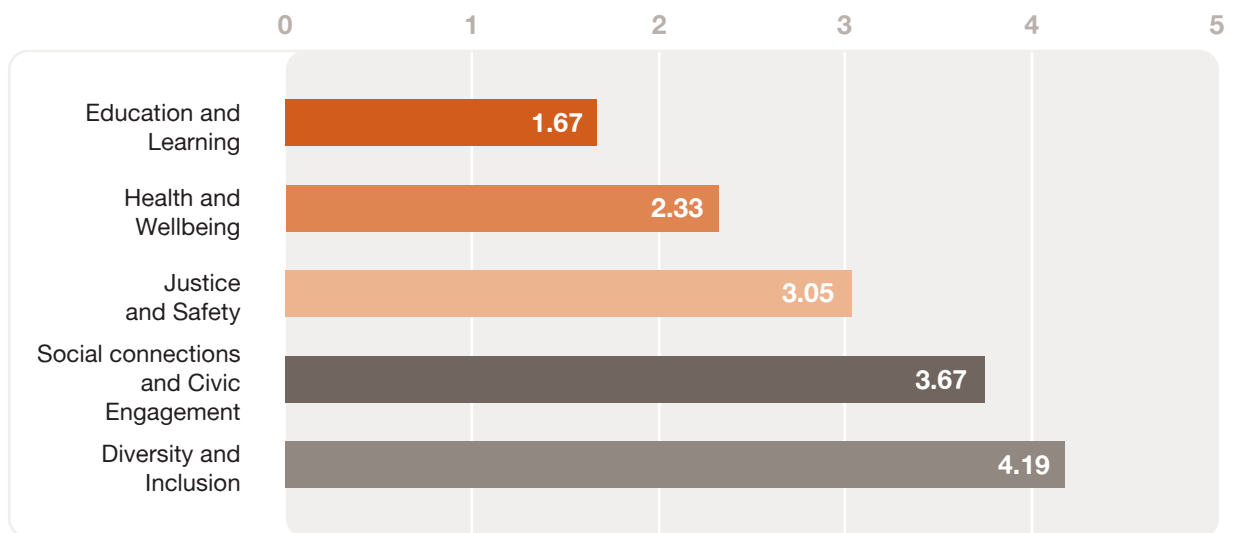
- Maybe provide a bus that collects and returns the kids and takes them to events, training, sports
- Build a better skate park, scooter track and aquatic centre
- Give us more after-school activities.
- I would like to see health support for young people in Newman that would be fabulous
- Provide more after school activities, help young people.
- Expand the range of entry level jobs
- I would like to see the Shire implement more ****youth-focused programs**** that provide job training and internship opportunities to enhance career readiness. Increasing funding for ****mental health services**** and establishing peer support networks would also be beneficial. Additionally, promoting ****community events**** and recreational activities can foster social connections among young people. Finally, improving ****transportation access**** and ensuring equitable resources in education would significantly support youth development and engagement in the community.
- I would like to see the Shire establish dedicated ****youth programs**** that focus on job training and mentorship, enhancing career readiness. Increasing funding for ****mental health services**** and creating safe spaces for youth engagement would be beneficial. Additionally, promoting ****community events**** and recreational activities can help build social connections. Finally, ensuring equitable access to educational resources would significantly support young people's development and opportunities.
- Providing more encouragement and to not be so serious
- More activities that aren't at the youth centre



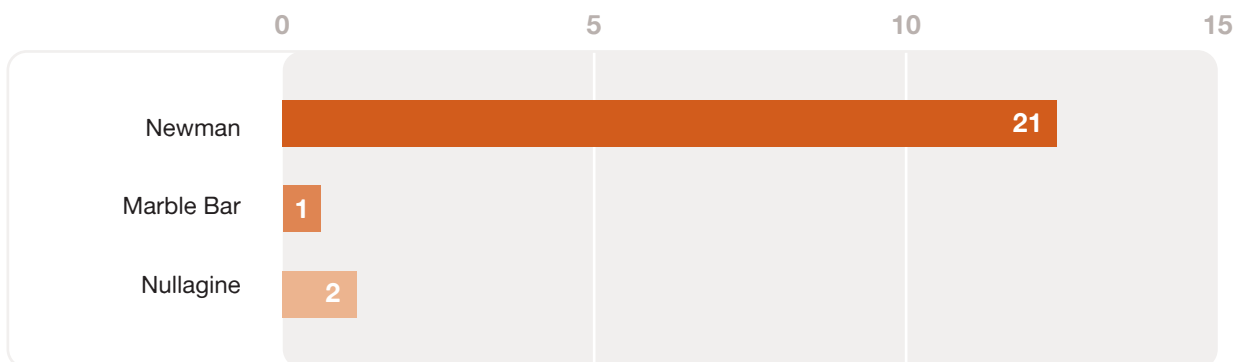
YOUTH PLAN SURVEY

FOR COMMUNITY MEMBERS OVER 25 YEARS

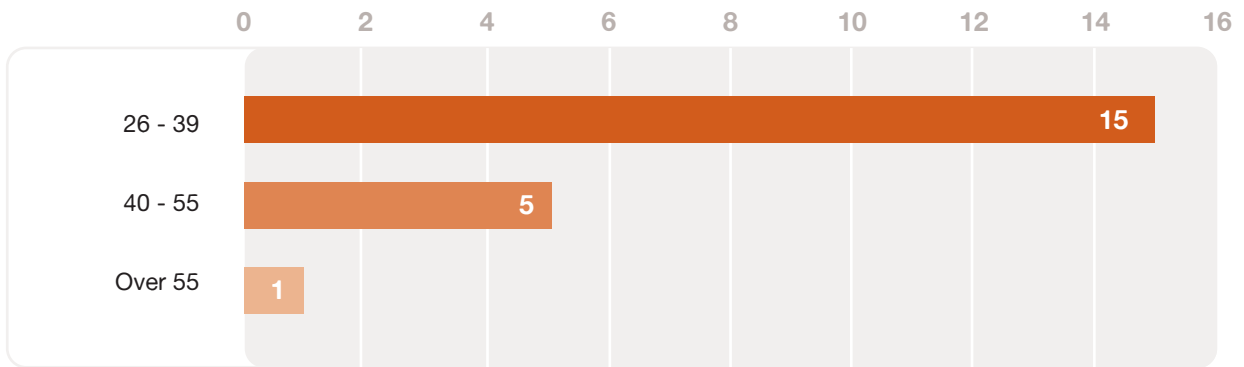
Please rank 1 (most important) to 5 (least important) the following priorities for young people in the Shire of East Pilbara



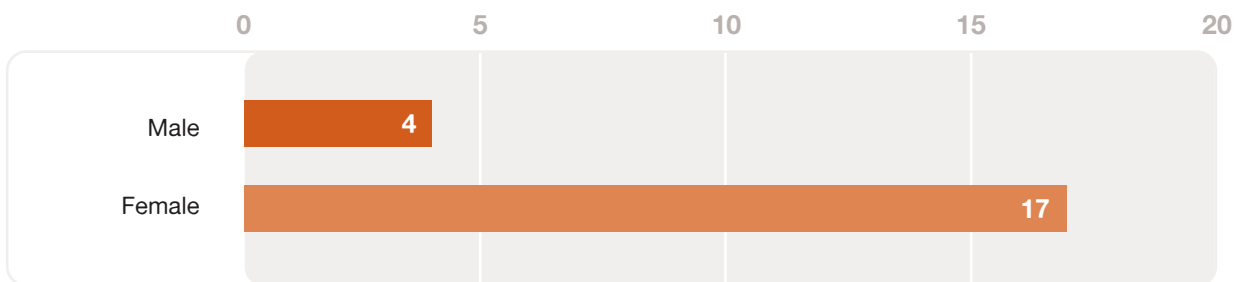
Where do you live?



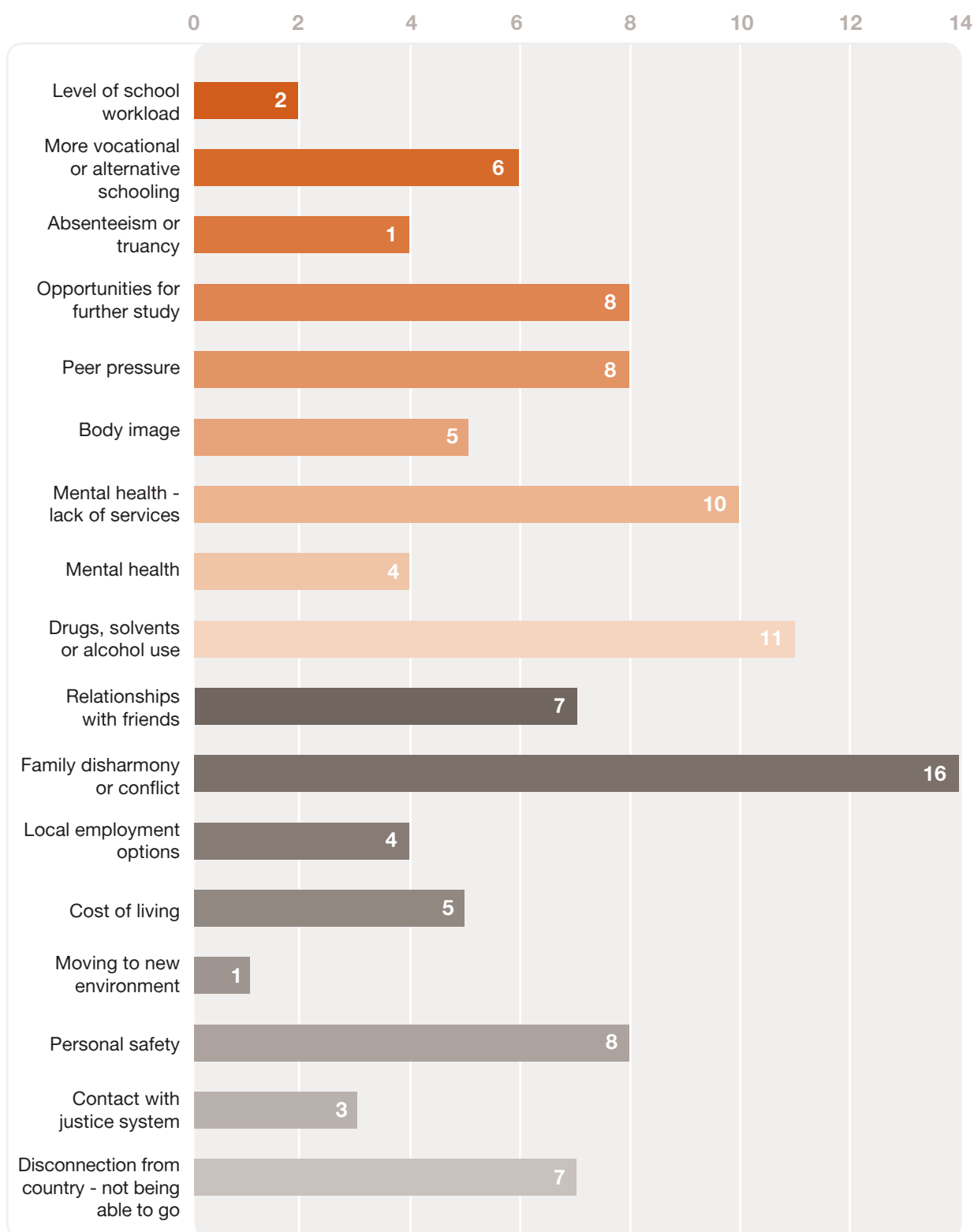
How old are you?



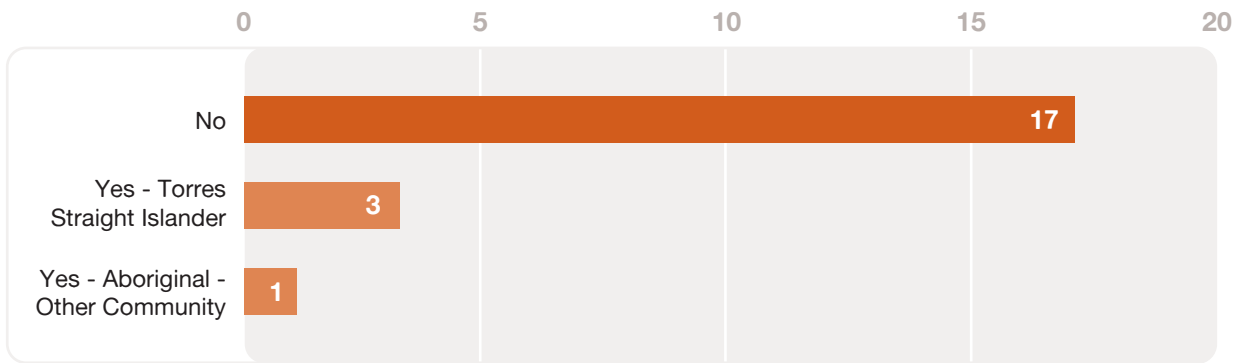
What is your gender?



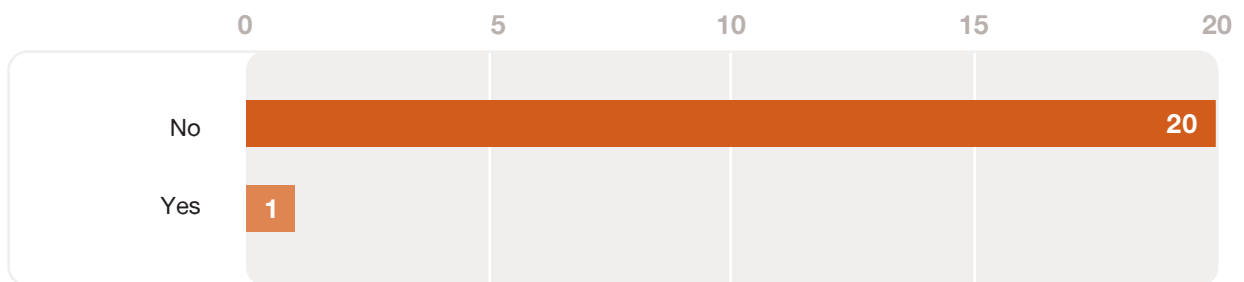
Many young people experience a range of issues in their life between school, home and the community. What are the top 5 issues you feel affect young people here?



Are you Aboriginal or Torres Strait Islander



Do you have a disability?



What is the greatest need for young people in SOEP?

- To be able to go to school and learn, as education is so important for them later in life.
- Alternative education for young people aged 16 years and over that isn't mining
- Holistic youth case management similar to Beyond Youth Justice Service ran by Wungening Aboriginal Corp
- These services need to cater for up to 25 years.
- Ability to make meaningful and lasting community connections and have access to health and wellbeing service in the community.
- Early identification of, and intervention for, hidden disabilities. When intensive supports are in place before 7 years of age, children statistically have much better outcomes in education, health and employment. Not everyone can navigate the complex systems to access help, and much more needs to be done in this area. Not so much the Shire actually delivery the services, but more facilitation of coordinating them – work in with the community. View and analyse issues involving teenagers, don't just assume 'we' know what's best for them. Has anyone actually gone out and asked the young people? Rocked up at athletics and talked to the kids? Worked with the schools to get feedback from the kids?
- Social support and opportunity to grow and exceed
- Safety: Children need to feel safe at school and after
- From an ear health perspective – improving poor ear health outcomes amongst Aboriginal children through education and engagement with services.
- Keep them active
- A place to feel safe and welcome regardless of their background and circumstances.
- More things for the teens to do
- More activities and things to do/use
- Safety and security, more flexible after-school program, self protection/awareness against bullying,
- Somewhere for the older portion (18-24) to spend time. There isn't a lot in town, especially for the parents in that age group.
- To bring the young community together to grow in a good environment
- The greatest need for young people in SOEP (Socio-Economic Panel) often revolves around access to quality education and employment opportunities. Additionally, mental health support, affordable housing, and social integration are crucial. Ensuring that young people have the resources and guidance to navigate these areas can significantly impact their well-being and future prospects. Would you like to delve deeper into any specific aspect?
- Stable economic support
- They need support and people that will give them the time in day and actually listen to them and not listen then they leave down, otherwise if the young fellas in town don't trust you then there's no point.
- Continuous activity, funding to get to sports within and outside of the Pilbara
- More interactive "play and learn" areas such as: pump track / bike track; improvement of playgrounds
- Facilities such as regular movie nights, indoor play area, nature play, gaming centre etc
- More updated areas for teens to enjoy
- Health

What facilities or services have you noticed are needed for young people?

- Activities which stop them being bored, like the youth centre in Newman.
- A multi-purpose youth facility that caters to all young people, with separate programs for children under 10 years and then young people 10 years and over
- Access to specialised services that are youth focused and friendly all in one co-located facility
- More childcare options, increased access to sporting and music programs
- Some pretty nice parks... without toilets. Ever tried to toilet train a toddler? Even better, tried to get one to leave a park? Bush wees are a necessity out here, but maybe not completely necessary in the middle of a suburban park... some proper fencing (that is secure) would be good... and parking... especially where the liberty swing is.
- Not every child is into sport - which is ok! But there doesn't seem to be much for non-sporty kids to do.
- During the hottest 2 months could the pool open up free for 4 weeks over the holidays? Might help reduce some of the antisocial behaviour due to boredom?
- Employment opportunities to keep them in town, not mining jobs.
- Supports to exceed in sport and social connections.
- Abundance for indigenous but not a lot for others
- I see value in having a local ear health champion who can advocate to the community about prevention or ear health issues as well as an advisory board to provide guidance on ear health service delivery. The advisory board could be a mix of youth and adults.
- Mental health support
- more computer facilities and technology or higher education gateways.
- Perhaps discos, or more places to do things that aren't the youth centre
- Water park
- Hang-out area
- Free activities
- High school facility needs to improve. Have more teachers that can cater diverse programs.
- Safety when youth goes around the town.
- After school programs and sports that cater to youth and young children.
- Programs that cater for neurodiverse children/youth.
- A facility or group for young parents would be great! I struggle to find common ground with the older parents that attend the groups already in town.
- Community service
- Mental Health Services: Accessible counselling and support groups to address stress, anxiety, and other mental health issues.
- Educational Support: Tutoring, mentoring programs, and workshops that enhance learning and skill development.
- Career Guidance: Job training programs, internships, and career counselling to help young people transition into the workforce.
- Recreational Facilities: Safe spaces for sports, arts, and leisure activities that promote social interaction and physical health.
- Learning and self-improvement facilities and services
- more engagement for the community coming together as one
- More dedicated activities, movies, get the lawn bowls back up and running

- Life skills services such as teaching our young people health, home life, financial, cooking skills. Skills for them to grow up self-sufficient.
- An upgraded, undercover skate park... Port Hedland has an awesome one but I hate driving the 4.5 hours each way so the kids can use it... my kids are aged 8, 11 and 16. They like using the skate park in Newman but are bored in about 10 minutes and complaining they are getting sunburnt.
- How about adding a couple of waterslides at the Newman pool for variety?
- Health

If you have children or young people under 25, what type of topics would you want them to learn about? Please list.

- Education, health and wellbeing and the importance of a social network where they can feel safe
- Life skills – budgeting, employment skills, relationships
- Sport and music
- That you can ALWAYS learn something new from someone else – even though it might not be obvious at first.
- To be kind. Not a walk-over and not over the top. But always be kind to others. You don't know what kind of day they've had. Compassion is a skill that will take you far in life.
- Having said that, learning healthy boundaries and how to safely keep them in place is essential.
- "No" is often a complete sentence. Some things don't need further explanation - like getting in a car with a drunk driver. Just "no".
- There is always someone you can talk to – even if they are your 4th or 5th option, it's better than doing something permanent or extremely damaging to yourself and others.
- More to life than mining! Regional living is sustainable.
- To use facilities in the town and not go to the city as a first option
- No need to educate on topics outside of studies. Life lessons and choices are taught at home.
- I do not have children but I see value in learning about health promotion, in particular ear health.
- Australian history
- Future technology
- Job opportunities
- No child
- History changes and why
- Bullying
- The place/country they live
- Road safety, safe driving, career, financial freedom, sports,
- Road safety
- Mental health issues
- Unity, diversity
- Financial Literacy: Understanding budgeting, saving, investing, and managing debt.
- Mental Health Awareness: Recognising mental health issues, coping strategies, and the importance of seeking help.
- Critical Thinking and Media Literacy: Evaluating information sources, understanding bias, and developing analytical skills.
- Communication Skills: Effective verbal and written communication, active listening, and interpersonal skills.
- Civic Engagement: Understanding democratic processes, civic responsibility, and the importance of community involvement.
- Finance and financial management

- Learning about their culture
- Inclusion, work, life skills
- Communication skills of interacting with the indigenous
- Learning about how to manage a budget in this expensive world
- Mental health

What interests does your child or young person have outside of school and home?

- The environment, swimming and animals.
- Sport
- The park, collecting rocks, gardening, meeting new people everywhere, going for icecream dates and exploring the surrounding amazingness of Newman. Always something new to find and look at.
- Sport
- Work and sport
- Swimming at aquatic centre
- After school activities
- Netball
- Socialising in a safe place
- Tee-ball
- Chilling hanging with friends
- Robotics, soccer, programming, engineering, swimming,
- My kids love movies, it could be really cool to bring a drive-in cinema to town with new release movies as our closest is Tom Price. Newman could really benefit from something like this.
- Gaming
- Sports: Playing or following various sports, whether team-based or individual activities like soccer, basketball, swimming, or martial arts.
- Arts and Crafts: Engaging in creative activities such as drawing, painting, music, dance, or theatre.
- Technology and Gaming: Interest in video games, coding, robotics, or exploring new tech trends.
- Outdoor Activities: Hiking, camping, biking, or exploring nature.
- Reading and Writing: Enjoying books, writing stories, or participating in book clubs.
- Volunteering: Involvement in community service or advocacy work for causes they care about.
- Handmade and DIY
- Soccer
- Riding bikes/scooters
- Skating, scooters, Swimming, bike riding (bicycle and motorised), hunting, exploring
- Dancing, video games

Do you have any other comments or suggestions?

- I think if more kids could be encouraged to go to school it would help a lot.
- “There is a need for case management for young people 14- 25 years with qualified youth workers that walk alongside the young person throughout their journey. Building the relationship, understanding young person’s goals, developing case management plans, attending appointments with them, providing informal case management, referrals to appropriate services and taking the youth to those appointments, family support, skills building such as short courses that can be used to gain employment e.g. barista course
- The youth centre needs to open early for young people aged 16-25 years to engage with staff and access services

- Go and talk to the kids themselves - don't wait for them to fill in a survey on Facebook. Most of them are all on Snapchat and Insta now anyway (I'm told Facebook is for old people). Trust me. Go to them and you'll get a whole lot more quality data.
- We need to encourage our youth to stay in Newman. Incentives to stay, not incentives to attract people in.
- I work for a visiting service and do not live in Newman. Our service has a large paediatric focus so we do work with children and young people in SOEP when delivering our ear health service. My responses are biased from the point of view of ear health service delivery. I don't really feel comfortable commenting on other aspects as I am not in a position to have an opinion as I don't live in Newman and have limited insight.
- A venue/activity aimed at young parents (18-24) would be really beneficial in Newman. With the closure of The Beach Indoor Play Centre there isn't a whole lot to do with young children, especially through these hotter months.
- Encourage Exploration: Provide opportunities for them to try new activities or hobbies, which can help them discover their passions.
- Promote Balance: Encourage a healthy balance between academics and leisure, emphasising the importance of downtime and self-care.
- Support Networking: Help them connect with mentors or groups that share their interests, which can enhance their skills and provide a sense of community.
- Cultivate Resilience: Teach coping strategies and problem-solving skills to help them navigate challenges and setbacks.
- Foster Open Communication: Create a supportive space for discussions about their feelings, ambitions, and concerns, ensuring they feel heard and valued.
- Encourage Lifelong Learning: Instil a love for learning beyond school subjects, encouraging curiosity about the world around them."
- For kids who are keen on crafting and DIY: Provide a safe creative space, equipped with the necessary tools and materials.
- Better facilities for the teens and teenagers of the town. All the playgrounds are aimed at younger children and are outdated.

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