

Postcards to the Minister

*What children and young people said they need
to have good lives now and in the future*

24 September 2019



Child
Development
Council

Acknowledgement

The Council thanks the 512 children and young people in South Australia who sent postcards to the Minister for Education and for sharing their views about what makes a good life.

Language

The term 'Aboriginal' is used respectfully to refer to Aboriginal and Torres Strait Islander children and young people.

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Contents

Postcards to the Minister – Key messages	4
1. Introduction.....	6
1.1. Background	6
1.2. Postcard profile.....	7
1.3. Analysis	8
2. Findings.....	12
2.1. Health Dimension	12
2.2. Safety Dimension	14
2.3. Wellbeing Dimension.....	16
2.4. Education Dimension.....	19
2.5. Citizenship Dimension	21
APPENDIX 1 – Consultation groups	23
APPENDIX 2 – Health Dimension	26
APPENDIX 3 – Safety Dimension	30
APPENDIX 4 – Wellbeing Dimension	33
APPENDIX 5 – Education Dimension	43
APPENDIX 6 – Citizenship Dimension	48

Postcards to the Minister – Key messages

The Minister received 512 postcards. Of these, 495 were able to be themed. Some postcard messages spanned more than one of the five dimensions (health, safety, wellbeing, education or citizenship) and/or related to more than one theme within a dimension.

Dear Minister, I think what children and young people need to have good lives now and in the future is ...

Health – Young South Australians are physically, mentally and emotionally healthy

Theme	Sample messages	Postcards
Food and water	<i>Eating healthy food, fresh fruit and vegetables, drink more water</i>	82
Mental health (including mental health services)	<i>More mental health support and services, better mental health, stress free schooling</i>	40
Health (in general)	<i>Good health, healthy lives, be healthy</i>	24
Health services - in general (not mental health)	<i>Access to health services, medicine, better health services</i>	20
Health services - doctor, dentist, optical	<i>Dentists, doctors, better dentist, better doctors, more doctors</i>	18
Physical health/exercise	<i>Encourage exercise, fitness, keep fit, PE</i>	15
Hygiene/healthy environment	<i>Personal hygiene, sunlight, live in a healthy environment</i>	14
Health services - hospitals	<i>Better hospitals, bigger hospitals</i>	9
Other health	<i>Cut down on screen time, good sleep, sensory room to calm down</i>	8

Safety – Young South Australians are safe and nurtured

Theme	Sample messages	Postcards
Safety in general, a safe environment	<i>Environment that makes them feel safe, safe neighbourhood, be safe, safety, no bullying</i>	73
Housing/house (vs home)	<i>A house to live in, roof overhead, shelter</i>	38
Home	<i>A home, safe home, feel safe where you live</i>	33
Specific safety services (eg police), safety education & better laws	<i>Police, police to keep us safe, lifeguards, learn more about safety, better laws to help victims</i>	28
Bed	<i>Bed, having beds, warm bed</i>	9

Wellbeing – Young South Australians are happy, inspired and engaged

Theme	Sample messages	Postcards
Recreation, sport and activities	<i>Activities, after school activities, BMX tracks, pools, more variety of sports, skate park, walking</i>	107
Shops, toys and clothing	<i>Shops, more shops, toys, clothes, Kmart, food shops, clothes, bean bags, car shops</i>	94
Family and culture	<i>Family, good families, loving and caring family, family socialisation, parents, respect culture</i>	71
Friends	<i>Friends, good friends, supportive friends</i>	68

Wellbeing – Young South Australians are happy, inspired and engaged cont.

Theme	Sample messages	Postcards
General wellbeing, fun and happiness	<i>Fun, good life, good people, happy, happiness, positivity, wellbeing</i>	68
Play and playgrounds	<i>Play, playgrounds, more playgrounds</i>	51
Entertainment, holidays and long weekends	<i>Entertainment, more family holidays, longer weekends, travelling, wi-fi, zoo</i>	31
Job opportunities and opportunities in general	<i>More jobs, better opportunities to do what we want to do when we grow older</i>	31
Pets and animals	<i>Pets, pet to be calm/happy, animals, fish</i>	26
Supportive people that listen (other than family)	<i>Support, caring people, people that listen, everyone being respectful to other</i>	26
Money and cost of living relief	<i>Money, lower cost for bills</i>	24
Gardens and nature parks	<i>Gardens, fairy garden, parks, nature parks</i>	21
Love	<i>Love, to be loved and cared for</i>	17
Books, art and writing	<i>Books, more art, writing</i>	9
Childcare and preschool	<i>More childcare, more kindy</i>	3

Education – Young South Australians are successful learners

Theme	Sample messages	Postcards
School	<i>More schools, bigger school, better schools, to learn in school, a nice place to learn, more resources, better resources, more activities at school, support in school</i>	58
Education (specifically)	<i>Education, good education, better education, educational opportunities</i>	54
Other education	<i>Flexible learning options, to ensure learning at own pace, no homework, smaller classes</i>	31
Teachers	<i>Teachers, supportive teachers, more teachers, qualified teachers, better teachers</i>	29
Choice of subjects and curriculum	<i>More subject selections, better things to learn, more education on real life subjects such as laws and taxes</i>	28

Citizenship – Young South Australians participate actively in society

Theme	Sample messages	Postcards
Ability to have a voice and to feel heard	<i>Ability to have a voice, feel heard, rights to speak, let them have a say, freedom of speech, make decisions with youth</i>	49
Life skills for independence and preparedness for adulthood	<i>Develop life skills, more practical skills being taught about life skills or governance or workplaces, learn more about our future, parenting skills</i>	21
Climate change and environmental policy	<i>Climate change, an environmental policy that protects us for generations to come, looking after our environment</i>	17
Other citizenship	<i>A more efficient and functional public transport system, teach about citizenship, to vote aged 25</i>	16
Community (reference to)	<i>A good community, more community events, more ways to connect with people in their community</i>	14

1. Introduction

1.1. Background

The *Children and Young People (Oversight and Advocacy Bodies) Act 2016* (Act) has established the Child Development Council (Council) as one of four oversight and advocacy bodies for children and young people from birth to 18 years in South Australia (SA). The Act is committed to the Minister for Education (Minister).

The Council's primary function in the Act is to prepare and maintain a whole of government Outcomes Framework for Children and Young People (framework) including a Charter for Children and Young People (Charter). The purpose of the framework is to track and report the outcomes of children and young people (birth to 18 years) in the areas of health, safety, wellbeing, education and citizenship.

In developing the framework the Council must consult a range of specified stakeholders and develop performance indicators against which progress in relation to the outcomes of South Australia's youngest citizens can be tracked over time. The framework must have an appropriate focus on the needs of priority population groups and provisions designed to improve the outcomes of Aboriginal children and young people.

Feedback from children and young people was obtained via an online survey and focus groups, forums, postcards to the Minister and a Children and Young People's Charter Summit (Charter Summit).

More than 300 children and young people participated in the online survey.

The face-to-face consultation with children and young people included:

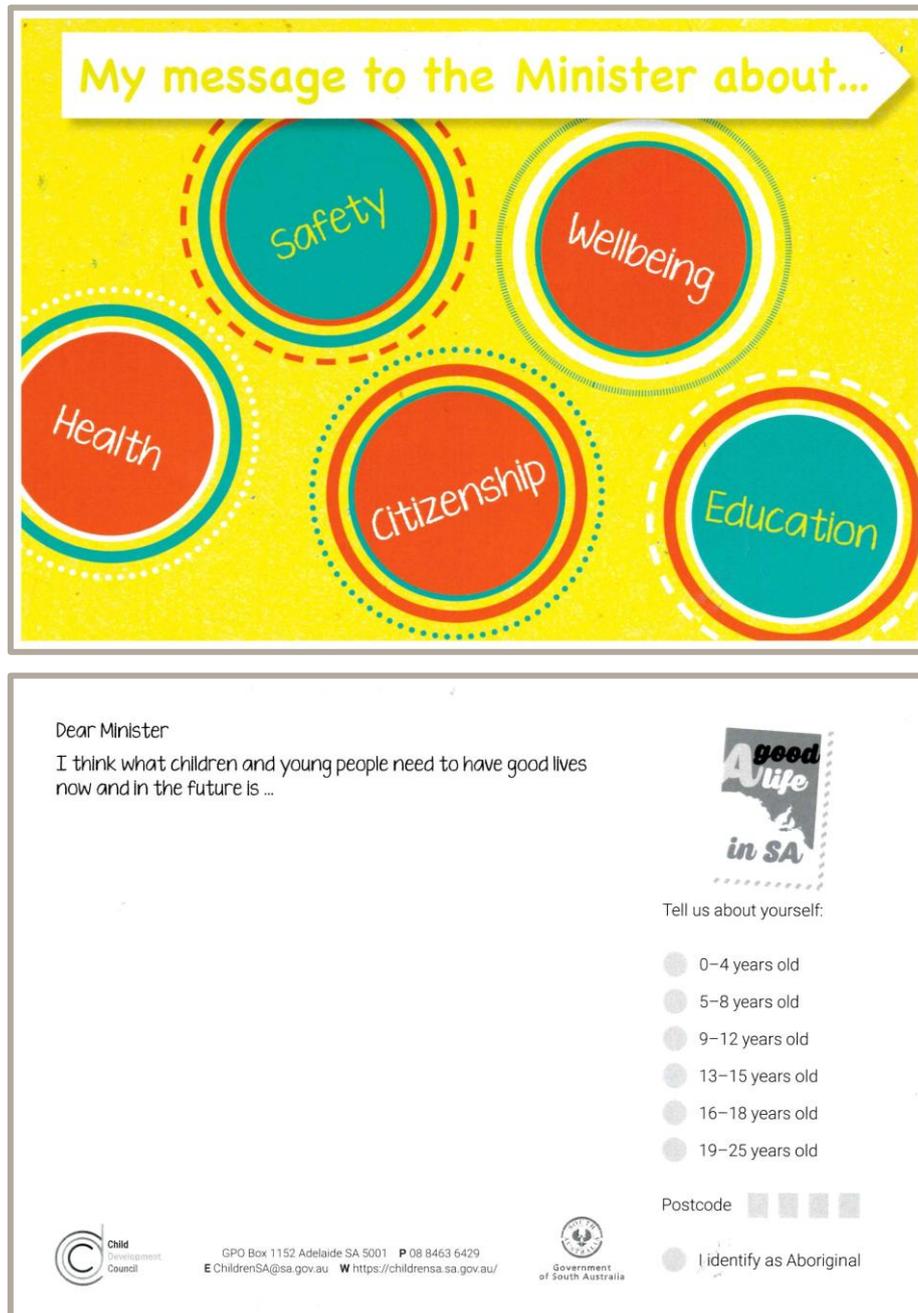
- Charter Summit (120+)
- Services to Youth Council (19)
- Women's and Children's Health Network Youth Advisory Group (WCHN YAG) focus group (18)
- student leaders (Years 3-12, Roxby Downs Area School [RDAS]) and members of the Roxby Downs Youth Advisory Council (24)
- four forums in metropolitan Adelaide and the Adelaide Hills:
 - central metropolitan area (16)
 - southern metropolitan (7)
 - northern metropolitan (17)
 - Adelaide Hills (6)
- two forums in Whyalla (32).

The children and young people who participated in the online survey or who were involved in the Charter Summit, forums and focus groups were broadly representative of South Australia's diverse population.

At the conclusion of all face-to-face consultation, including at the Charter Summit, each child or young person had an opportunity to send a message on a large postcard to the Minister about what's important to them to have a good life in South Australia.

The postcards had dedicated spaces for an age range to be ticked ie 0-4; 5-8; 9-12; 13-15; 16-18; or 19-25 years. There was space for a postcode and a tick-box for those who wanted to indicate that they identify as Aboriginal. There was no dedicated space to provide names.

All postcards were pre-written with:



1.2. Postcard profile

Five hundred and twelve (512) postcards were received, 504 (98%) from children and young people 5-18 years and eight (2%) from young people 19-25 years. All of these children and young people had first participated in a face-to-face consultation session eg a forum, focus group or the Charter Summit. The postcard messages to the Minister consisted of drawings or text or a combination thereof.

1.3. Analysis

The postcards were scanned to capture the drawings and the messages were collated. All contents were de-identified by removing any names. Seventeen (3.3%) of the 512 postcards were unable to be classified for various reasons (postcards numbered 11, 135, 138, 139, 140, 168, 284, 311, 334, 342, 343, 374, 417, 418, 425, 452, and 492). This left 495 postcards for analysis. In calculating percentages for this report, all were rounded to the nearest whole number ie they may not always add up to exactly 100%).

The analysis was undertaken in two phases:

- phase 1 – initial thematic and consultation group analysis on 495 postcards (from 5-25 year olds)
- phase 2 – subsequent analysis on 488 postcards in two aggregated age categories (referred to as children 5-12 years and young people 13-25 years).

Phase 1 analysis – initial thematic and consultation group analysis

The messages on the 495 postcards were categorised in the five dimensions in the Act:

- Health – Young South Australians are physically, mentally and emotionally healthy
- Safety – Young South Australians are safe and nurtured
- Wellbeing – Young South Australians are happy, inspired and engaged (noting that in face-to-face consultation, wellbeing was described as having ‘a good life’)
- Education – Young South Australians are successful learners
- Citizenship – Young South Australians participate actively in society (noting that citizenship is inclusive of ‘preparedness for adulthood’ and ‘successful transition’).

In the initial thematic analysis:

- wellbeing featured most prominently; 325 (66%) of the 495 postcards contained wellbeing-themed messages
- eight (2%) of the 495 postcards contained messages across all five dimensions.

Table 1 shows the numbers of postcards containing messages in the five dimensions.

Table 1: Number of postcards by dimension in descending order

Dimension	Number of Postcards	% of Total (495)
Wellbeing	325	66%
Health	178	36%
Safety	153	31%
Citizenship	105	21%
Education	94	19%

In the initial thematic analysis:

- a total of 236 (48%) of the 495 postcards contained messages in only one dimension
- wellbeing featured most prominently; a total of 121 (24%) of the 495 postcards contained messages only in the wellbeing dimension.

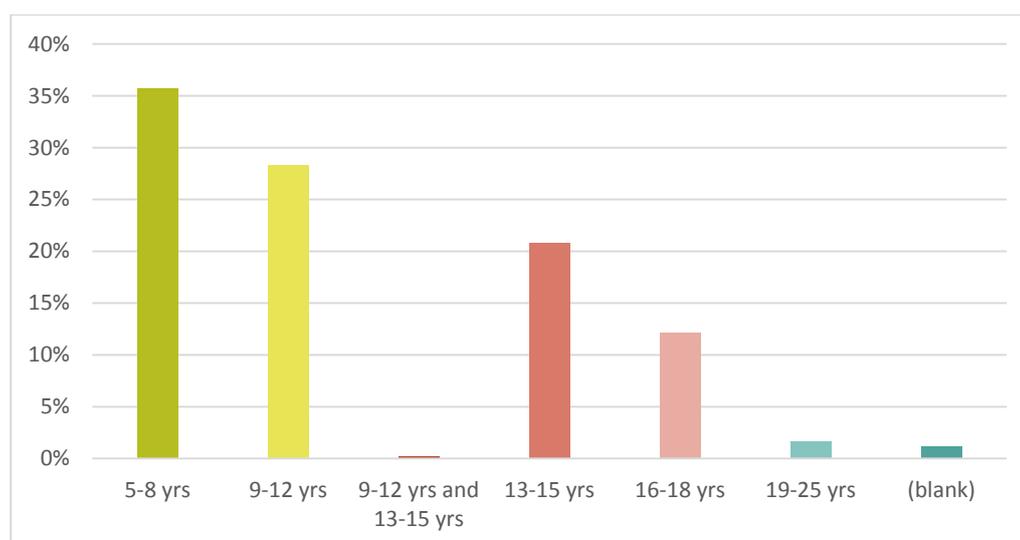
Table 2: Postcards with message themes in only one dimension in descending order

Dimension	Number of Postcards	% of Total (495)
Wellbeing	121	24%
Citizenship	39	8%
Education	33	7%
Health	22	4%
Safety	21	4%
All	236	48%

Age groups

For the 495 postcards in the initial thematic analysis, the age profile of children and young people indicated that more than one-third of postcards were from 5-8 year olds (36%). This was followed by 9-12 year olds (28%), 13-15 year olds (21%), 16-18 year olds (12%) and 19-25 year olds (2%).

Six (1%) of the 495 postcards did not indicate an age group and one postcard was completed by two respondents (one 9-12 years and the other 13-15 years).

**Figure 1: Postcards by age group**

Phase 1 analysis – consultation groups and/or areas

The initial analysis also considered the numbers and feedback from groups and/or areas where consultation had occurred eg the Charter Summit, Roxby Downs, Whyalla and the Women's and Children's Health Network Youth Advisory Group (WCHN YAG).

The consultation group and/or area analysis indicated that, in descending order, 347 (70%) of the 495 postcards were from Roxby Downs, 110 (22%) from the Charter Summit, 22 (4%) from Whyalla and 16 (3%) from the WCHN YAG. See Appendix 1 for additional information about the various consultation groups and the message themes from these groups and/or areas.

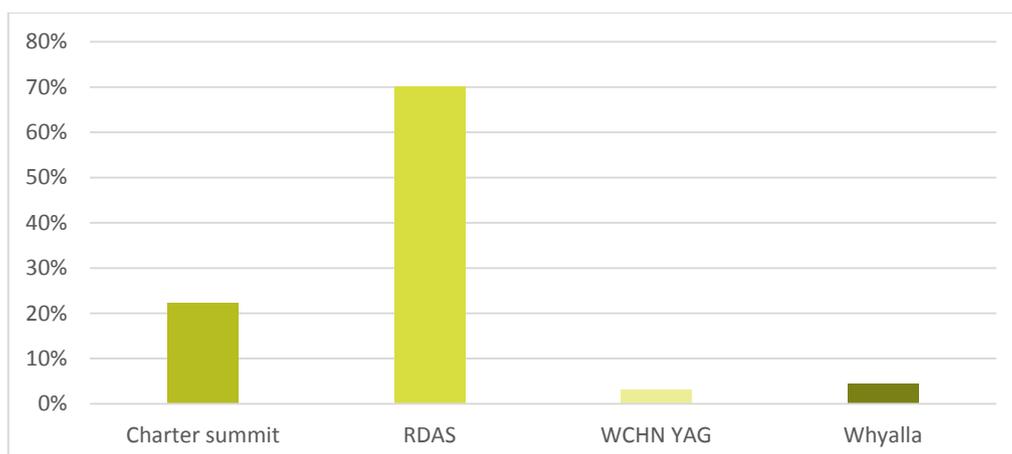


Figure 2: Postcards by consultation group

Charter Summit

The initial analysis indicated that 110 (22%) of the 495 postcards had been completed by children and young people at the Charter Summit. This group had a broad geographical representation from 43 different postcode localities. Table 3 shows the representation mapped to SA Government regions.

Table 3: Charter Summit consultation group representation by SA Government region

SA Government Region (SAGR tables)	No of postcards in descending order
Southern Adelaide	36
Blank/unknown	20
Western Adelaide	14
Eastern Adelaide	11
Northern Adelaide	10
Adelaide CBD (Eastern Adelaide)	7
Adelaide Hills	4
Barossa, Light and Lower North/Northern Adelaide*	4
Eyre and Western	2
Southern Adelaide/Western Adelaide**	1
Yorke and Mid North	1
Total	110

* Postcodes 5115 & 5118 span two SA Government Regions.

** Postcode 5037 spans two SA Government Regions.

Roxby Downs

A total of 347 (70%) postcards in the initial analysis were from Roxby Downs. Most, but not all, of the 347 postcards were from students at the Roxby Downs Area School (RDAS), representing postcodes 5725 (Roxby Downs) and 5722 (Andamooka) in the SA Government region of Far North. One postcard did not state a postcode however; the contents indicated that it had been completed by a student at the RDAS.

Whyalla

Young people (12-25 years) who attended one of two forums in Whyalla completed 22 (4%) postcards in the initial analysis. They were from postcodes 5608 (12), 5600 (2) and 5609 (2) within the Eyre and Western SA Government region. Six postcards did not state postcodes however; the contents indicated that they had been completed by young people at a Whyalla forum.

Women’s and Children’s Health Network Youth Advisory Group

A total of 16 (3%) postcards in the initial analysis were from the WCHN YAG Group representing a variety of postcodes within the following SA Government regions: Eastern Adelaide (2), Eastern Adelaide/Western Adelaide (2), Northern Adelaide (4), Southern Adelaide (1). Seven postcards did not state a postcode however; the contents indicated that they had been completed by members of the WCHN YAG.

Phase 2 analysis – two aggregated age categories

The phase 2 analysis was undertaken to identify differences between two broad aggregated age categories:

- children 5-12 years inclusive
- young people 13-25 years inclusive.

Data analysed for the two age categories included 488 (99%) of the 495 postcards. The analysis excluded seven postcards (1%) which could not be allocated to either age category. Six postcards did not indicate an age group and one had been completed jointly by two respondents in different age groups (9-12 years and 13-15 years).

Figure 3 below shows the distribution of the 488 postcards in the two age categories.

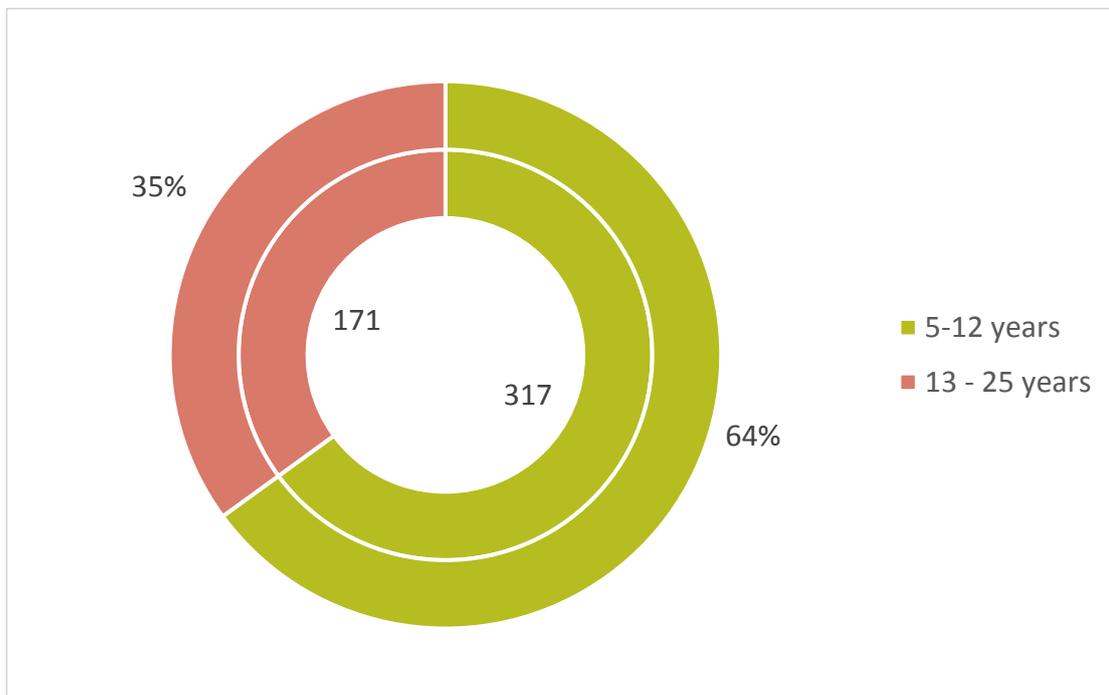


Figure 3: Postcards collated in two age categories (5-12 years and 13-25 years)

2. Findings

The following sections present themes from the postcards grouped in the five dimensions.

2.1. Health Dimension

Health is defined as ‘Young Australians are physically, mentally and emotionally healthy’.

Phase 1 – initial thematic analysis (495 postcards)

Up to 178 (36%) of the postcards contained health-related messages.

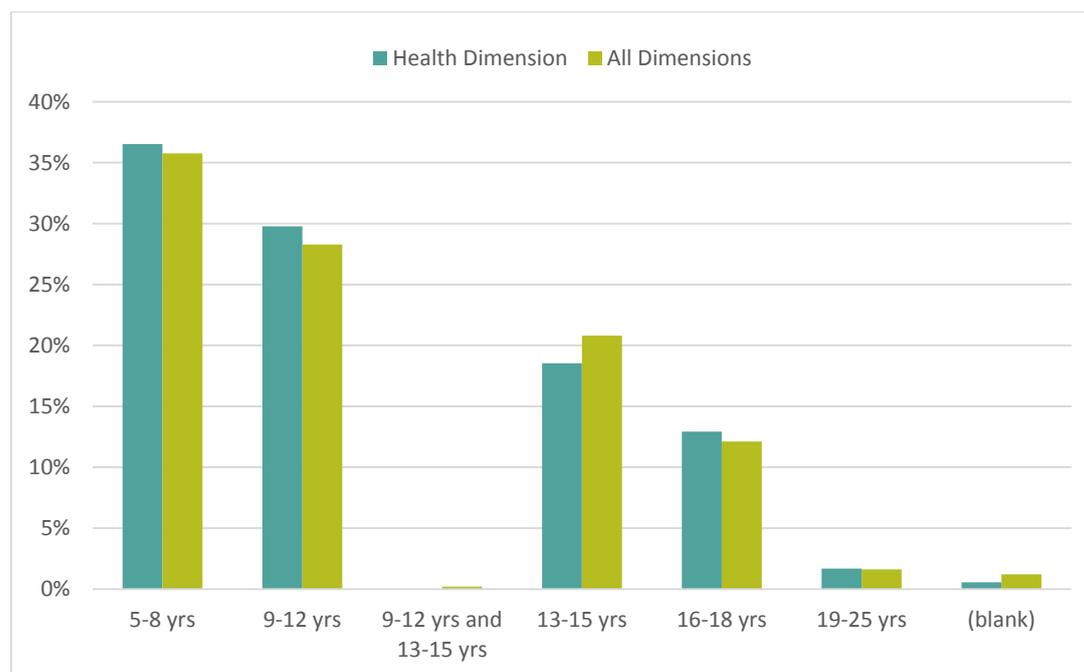


Figure 4: Health dimension messages by age group

Figure 4 above indicates the age profile of children and young people contributing health-related messages was similar to the age profile of children and young people contributing messages across all dimensions.

Nine themes were identified from the 178 postcards with health-related messages:

- food and water (82)
- mental health (including mental health services) (40)
- health (in general) (24)
- health services – in general (not mental health) (20)
- health services – doctor, dentist, optical (18)
- health services – hospitals (9)
- physical health/exercise (15)
- hygiene/healthy environment (14)
- other health – not above (8).

Phase 2 analysis (488 postcards)

Table 4: Numbers and percentages of postcards received from children 5-12 years and young people 13-25 years

Health	Number of postcards (488)			Percentage
	5-12 yrs	13-25 yrs	Total	
Message for this dimension and other dimension(s)	93	50	143	29%
Messages mainly this dimension (but were others)	8	5	13	3%
<i>Sub-total</i>	<i>101</i>	<i>55</i>	156	32%
Messages only for this dimension	17	4	21	4%
<i>Sub-total</i>	<i>118</i>	<i>59</i>	177	36%
No message for this dimension	199	112	311	64%
	317	171	488	100%

Notes: The phase 2 analysis involved 488 postcards (ie it excluded the six postcards without known age and the one postcard completed jointly by a child 9-12 years and a young person 13-15 years). Age category 5-12 years is inclusive of children aged 5 and 12 years and age category 13-25 years is inclusive of young people aged 13 and 25 years.

In the phase 2 analysis, 177 (36%) of the 488 postcards contained health-related messages in the nine themes identified during the phase 1 analysis.

Forty of the 177 postcards (23%) contained messages related to mental health. These had been provided by four children 5-12 years and 36 young people 13-25 years. The young people mentioned topics such as 'services', 'stress', 'bullying' and 'counselling' whereas the four children did not.

In the other eight health themes, there were no obvious differences between the feedback from children 5-12 years and young people 13-25 years.

The phase 2 analysis indicated that 311 (64%) of the 488 postcards did *not* contain a health-related message (199 children 5-12 years and 112 young people 13-25 years).

Dear Minister

I think what children and young people need to have good lives now and in the future is ... *to have a good mental health. If children struggle mentally during their growth, this can greatly impact their future. I often see some of my peers mentally unstable in class and this greatly impacts their school results. Please help us create school a more supportive and safe environment. A second home to us youths*



Tell us about yourself:

0-4 years old

5-8 years old

9-12 years old

13-15 years old

2.2. Safety Dimension

Safety is defined as ‘Young Australians are safe and nurtured’.

Phase 1 – initial thematic analysis (495 postcards)

Up to 153 (31%) of the postcards contained safety-related messages.

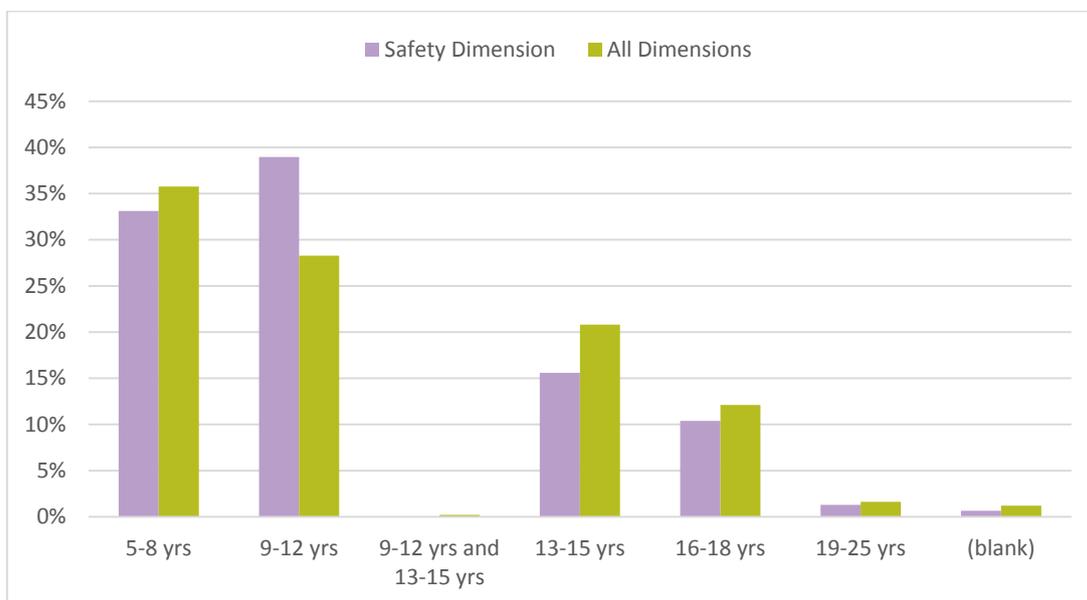


Figure 5: Safety dimension messages by age group

As shown in figure 5 above, the age profile of children and young people contributing safety-related messages was younger than the age profile of those contributing messages across all dimensions. Of the 153 postcards (31%) with health-related messages, 110 (72%) were from children 5-12 years.

Five themes were identified from the 153 postcards with safety-related messages:

- safety in general, a safe environment (73 postcards)
- housing/house (vs home) (38)
- home (33)
- specific safety services (eg. police), safety education and better laws (28)
- bed (9).



Phase 2 analysis (488 postcards)

Table 5: Numbers and percentages of postcards received for children 5-12 years and young people 13-25 years

Safety	Number of postcards (488)			Percentage
	5-12 yrs	13-25 yrs	Total	
Message for this dimension and other dimension(s)	85	39	124	25%
Messages mainly this dimension (but were others)	6	1	7	1%
<i>Sub-total</i>	91	40	131	27%
Messages only for this dimension	19	2	21	4%
<i>Sub-total</i>	110	42	152	31%
No message for this dimension	207	129	336	69%
	317	171	488	100%

Notes: The phase 2 analysis involved 488 postcards (ie it excluded the six postcards without known age and the one postcard completed jointly by a child 9-12 years and a young person 13-15 years). Age category 5-12 years is inclusive of children aged 5 and 12 years and age category 13-25 years is inclusive of young people aged 13 and 25 years.

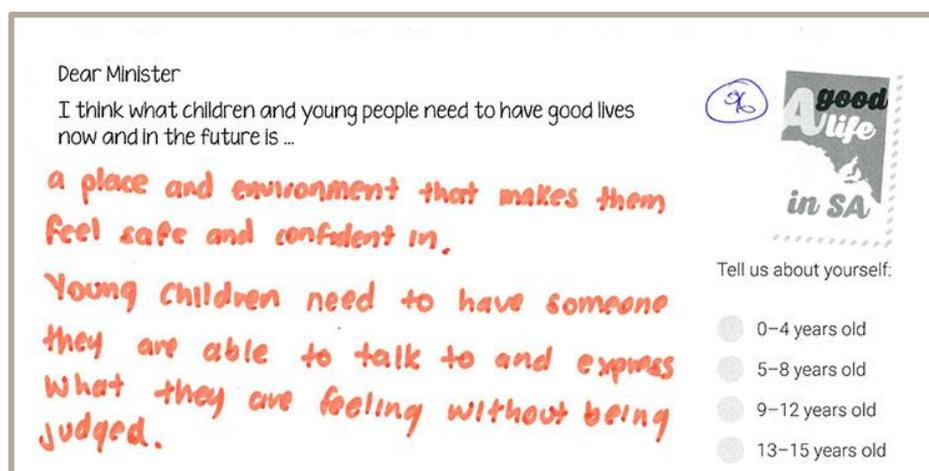
In the phase 2 analysis, 152 (31%) of the 488 postcards contained safety-related messages in the five themes identified during the phase 1 analysis.

Twenty eight (6%) of the 488 postcards had messages within the theme *specific safety services, safety education and better laws* (see themes identified in phase 1 above). Thirteen of the 28 postcards (46%) had references to ‘police’ – all from children 5-12 years.

Messages from young people 13-25 years, focused on ‘safety education’ and ‘better laws’, topics also mentioned by children 5-12 years.

In the other four safety themes, there were no obvious differences in the feedback from children 5-12 years and young people 13-25 years.

The phase 2 analysis indicated that 336 (69%) of the 488 postcards did *not* contain a safety-related message (207 children 5-12 years and 129 young people 13-25 years).



2.3. Wellbeing Dimension

Wellbeing is defined as ‘Young Australians are happy, inspired and engaged’.

Phase 1 – initial thematic analysis (495 postcards)

A total of 325 of all postcards (66%), two thirds, contained wellbeing-related messages.

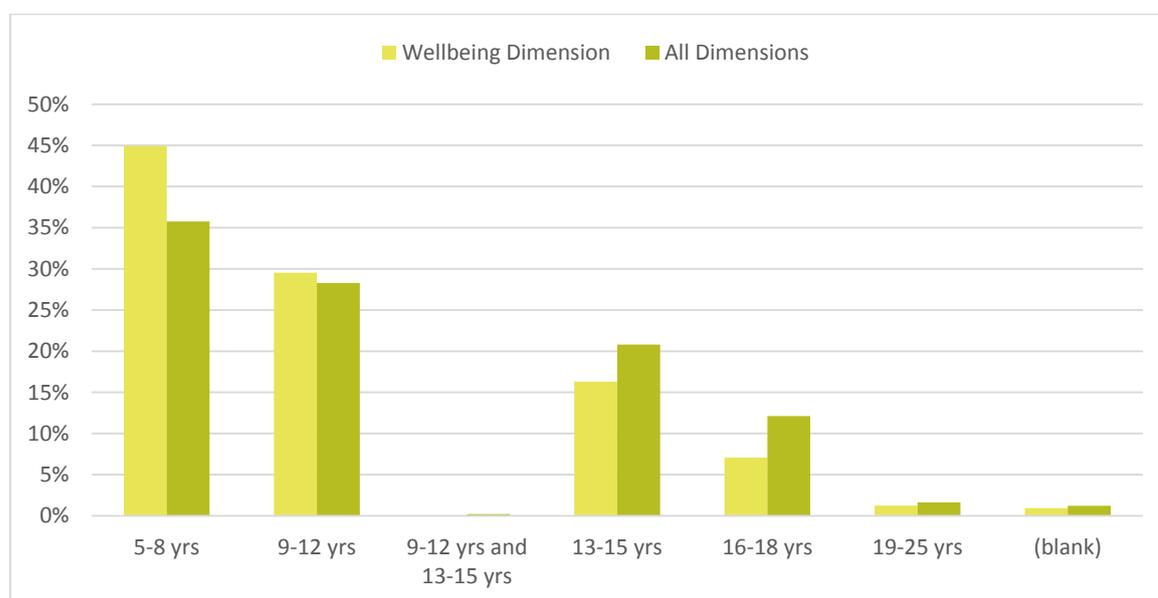


Figure 6: Wellbeing dimension messages by age group

As shown in figure 6 above, the age profile of children and young people providing wellbeing-related messages was the youngest of all the dimensions.

Fifteen themes were identified from the 325 postcards (66%) with wellbeing-related messages:

- recreation, sport and activities (107 postcards)
- shops, toys and clothing (94)
- family and culture (71)
- friends (68)
- general wellbeing, fun and happiness (68)
- play and playgrounds (51)
- entertainment, holidays and long weekends (31)
- job opportunities and opportunities in general (31)
- pets, animals (26)
- supportive people that listen (other than family) (26)
- money and cost of living relief (24)
- gardens and nature parks (21)
- love (17)
- books, art and writing (9)
- childcare and preschool (3).

Phase 2 analysis (488 postcards)

Table 6: Numbers and percentages of postcards received for children 5-12 years and young people 13-25 years

Wellbeing	Number of postcards (488)			Percentage
	5-12 yrs	13-25 yrs	Total	
Message for this dimension and other dimension(s)	84	62	146	30%
Messages mainly this dimension (but were others)	49	6	55	11%
<i>Sub-total</i>	133	68	201	41%
Messages only for this dimension	109	12	121	25%
<i>Sub-total</i>	242	80	322	66%
No message for this dimension	75	91	166	34%
	317	171	488	100%

Notes: The phase 2 analysis involved 488 postcards (ie it excluded the six postcards without known age and the one postcard completed jointly by a child 9-12 years and a young person 13-15 years). Age category 5-12 years is inclusive of children aged 5 and 12 years and age category 13-25 years is inclusive of young people aged 13 and 25 years.

In the phase 2 analysis, 322 (66%) of the 488 postcards contained wellbeing-related messages in the 15 themes identified during the phase 1 analysis.

Five of the 15 themes were raised predominantly by children 5-12 years. Ten of the 15 themes were raised by both children and young people 5-25 years.

A total of 51 (16%) of the 322 postcards had messages about *play and playgrounds*, all from Roxby Downs. Only one (2%) of the 51 postcards was from a young person 13-25 years; the other 50 (98%) were from children 5-12 years.

A total of 26 (8%) of the 322 postcards contained messages about *pets and animals*. All of these postcards were from children 5-12 years.

Children and young people in both age categories sent messages regarding the need for *supportive people that listen*, yet only children 5-12 years specifically mentioned topics such as 'caring' and 'listening'. Only young people 13-25 years mentioned 'trust'. Both age categories mentioned 'support', 'respect' and 'positivity'.

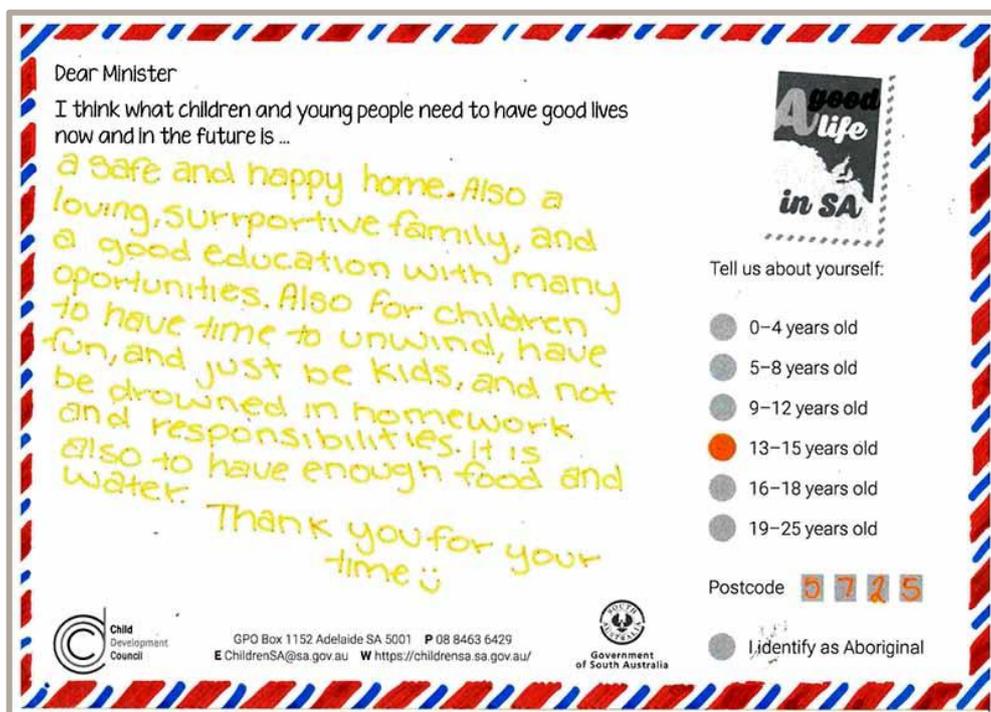
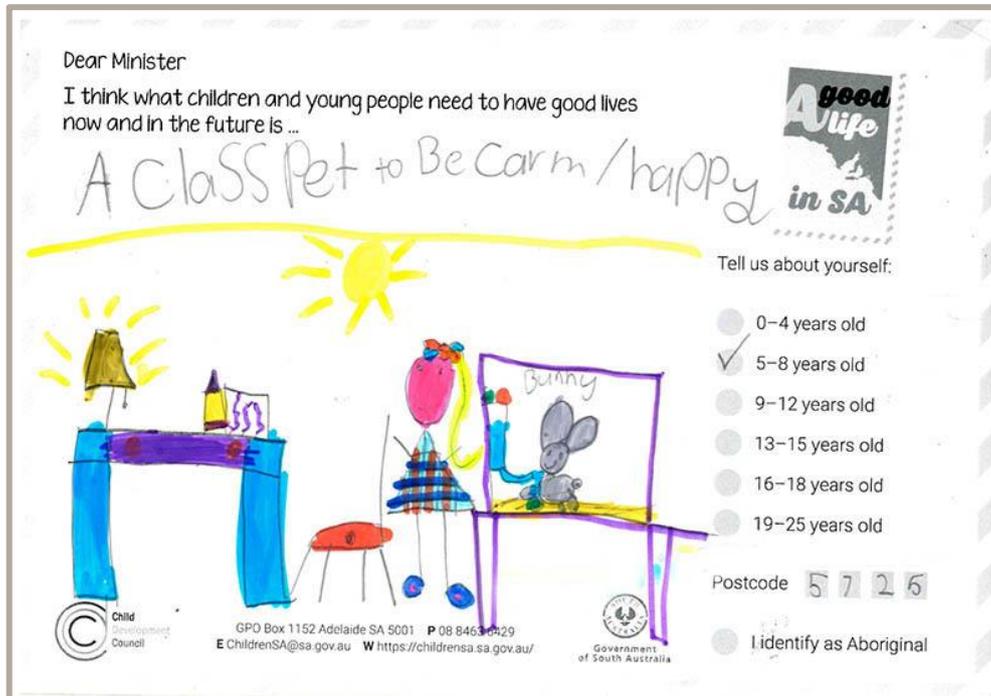
In the theme *money and cost of living relief* both age categories identified 'money' as a need, but only young people 13-25 years mentioned 'cheaper expenses' and 'lower prices'.

Twenty one (7%) of the 322 postcards had messages in the theme of *gardens and nature parks*. Of these 21 postcards, 20 (95%) were from children 5-12 years and one (5%) was from a young person 13-25 years.

Nine (3%) of the 322 postcards, all from children 5-12 years, contained messages in the theme of *books, art and writing*.

Three (<1%) of the 322 postcards, all from children 5-12 years, contained messages in the theme of *childcare and preschool*.

In the other nine wellbeing themes, there were no obvious differences in the feedback from children 5-12 years and young people 13-25 years.



2.4. Education Dimension

Education is defined as ‘Young Australians are successful learners’.

Phase 1 – initial thematic analysis (495 postcards)

Of the 495 postcards 164 (33%), one-third, contained education-related messages.

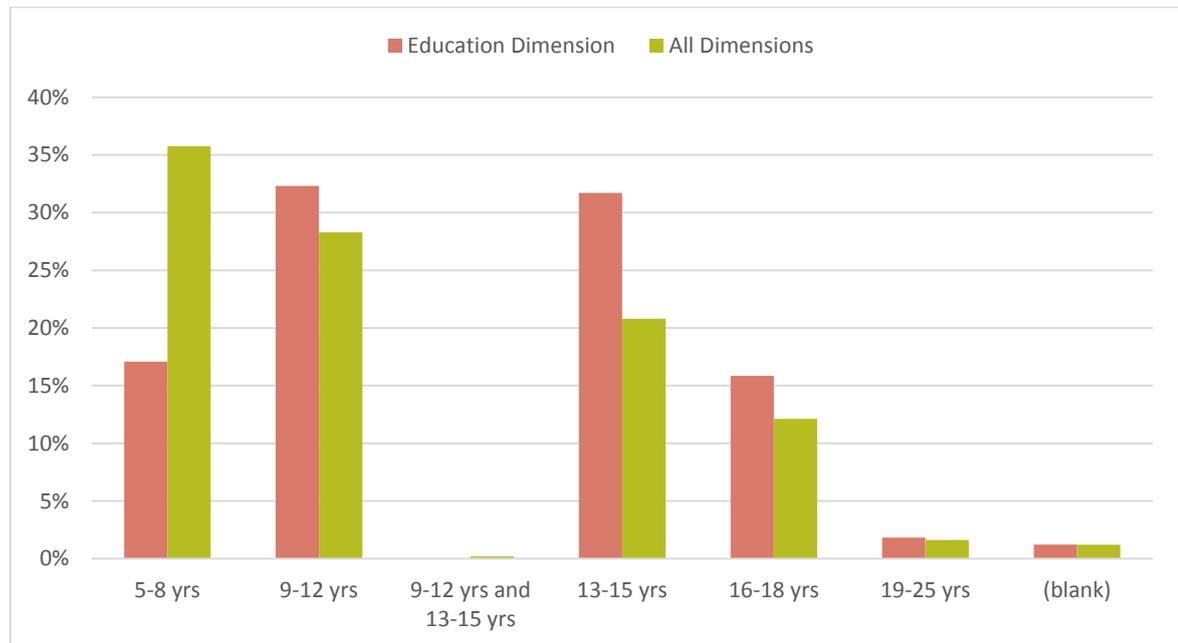
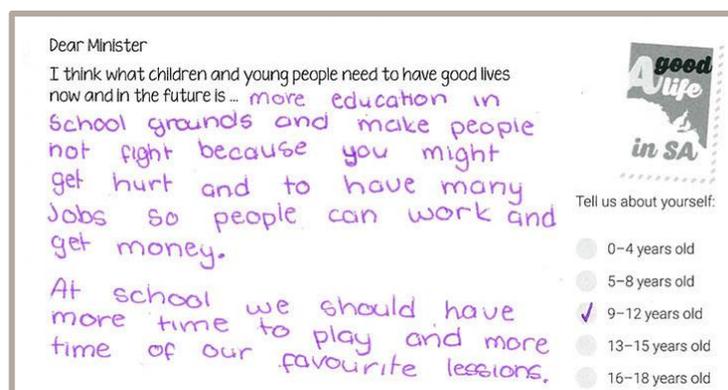


Figure 7: Education dimension messages by age group

As shown in figure 7 above, the age profile of children and young people contributing education-related messages was somewhat older than the age profile contributing messages across all dimensions.

Five themes were identified from the 94 postcards with education-related messages:

- school (58 postcards)
- education (specifically) (54)
- teachers (29)
- choice of subjects and curriculum (28)
- other statements about education (31).



Phase 2 analysis (488 postcards)

Table 7: Numbers and percentages of postcards received for children 5-12 years and young people 13-25 years

Education	Number of postcards (488)			Percentage
	5-12 yrs	13-25 yrs	Total	
Message for this dimension and other dimension(s)	63	60	123	25%
Messages mainly this dimension (but were others)	2	4	6	1%
<i>Sub-total</i>	65	64	129	26%
Messages only for this dimension	16	17	33	7%
<i>Sub-total</i>	81	81	162	33%
No message for this dimension	236	90	326	67%
	317	171	488	100%

Notes: The phase 2 analysis involved 488 postcards (ie it excluded the six postcards without known age and the one postcard completed jointly by a child 9-12 years and a young person 13-15 years). Age category 5-12 years is inclusive of children aged 5 and 12 years and age category 13-25 years is inclusive of young people aged 13 and 25 years.

In the phase 2 analysis, 162 (33%) of the 488 postcards contained education-related messages in the five themes identified during the phase 1 analysis.

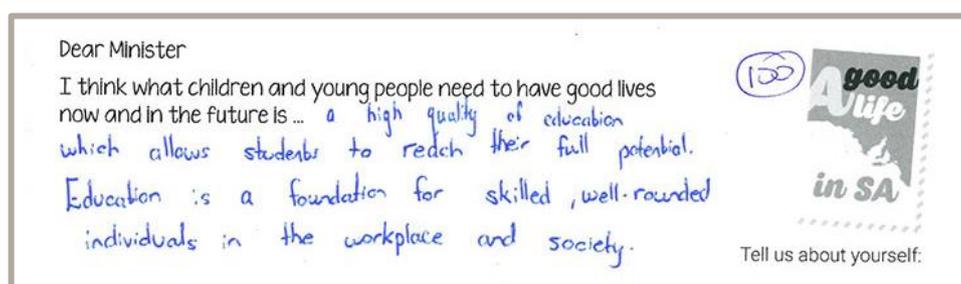
Both children 5-12 years and young people 13-25 years sent messages within the theme of *school* (eg bigger/better schools, to learn, a nice place to learn, more/better resources, more activities). However, only young people 13-25 years mentioned the topic of 'support in school'.

Within the theme of *choice of subjects and curriculum*, the topics of:

- 'subject choice' or 'options' were mentioned by young people 13-25 years
- 'curriculum' and 'field trips/excursions' were mentioned by both categories ie children 5-12 years and young people 13-25 years.

In the other three education themes, there were no obvious differences in the feedback from children 5-12 years and young people 13-25 years.

The phase 2 analysis indicated that 326 (67%) of the 488 postcards did *not* contain an education-related message (236 children 5-12 years and 90 young people 13-25 years).



2.5. Citizenship Dimension

The Act broadly defines the Dimension of Citizenship as ‘Young Australians participate actively in society’.

Phase 1 – initial thematic analysis (495 postcards)

Of the 495 postcards 105 (21%), approximately one-fifth, contained citizenship-related messages.

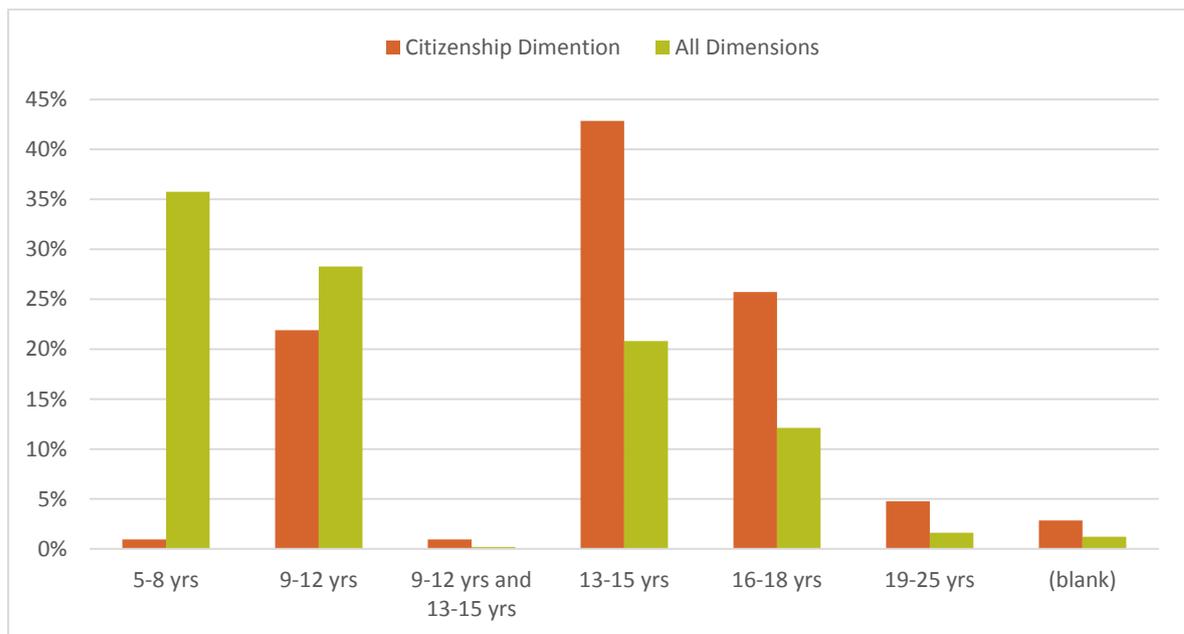
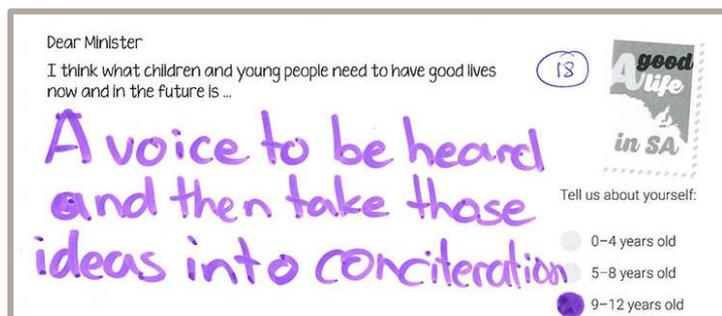


Figure 8: Citizenship dimension messages by age group

As shown in figure 8 above, collectively, the age profile of children and young people contributing citizenship-related messages was older than the age profile for the other four dimensions. Of the 105 postcards with citizenship-related messages, 77 (73%) were from young people 13-25 years and only 28 (<27%) from children 5-12 years.

Five themes were identified from the 105 postcards with citizenship-related messages:

- ability to have a voice and to feel heard (49)
- life skills for independence and preparedness for adulthood (21)
- climate change and environmental policy (17)
- community (reference to) (14)
- other citizenship (16).



Phase 2 analysis (488 postcards)

Table 8: Numbers and percentages of postcards received for children 5-12 years and young people 13-25 years

Citizenship	Number of postcards (488)			Percentage
	5-12 yrs	13-25 yrs	Total	
Message for this dimension and other dimension(s)	19	46	65	13%
Messages mainly this dimension (but were others)	0	0	0	0%
<i>Sub-total</i>	19	46	65	13%
Messages only for this dimension	5	31	36	7%
<i>Sub-total</i>	24	77	101	21%
No message for this dimension	293	94	387	79%
	317	171	488	100%

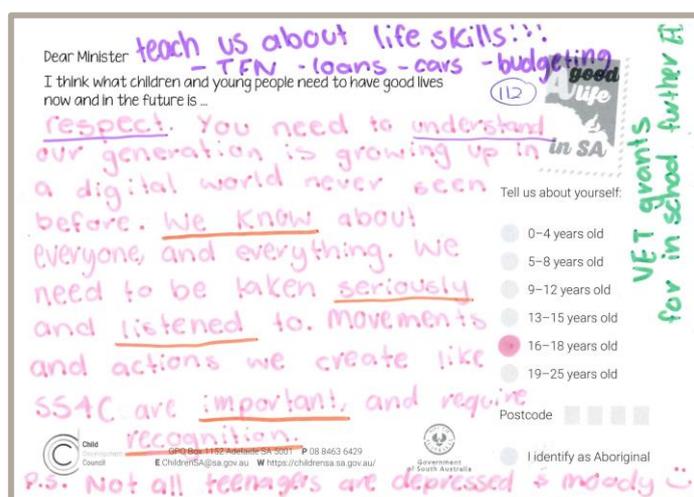
Notes: The phase 2 analysis involved 488 postcards (ie it excluded the six postcards without known age and the one postcard completed jointly by a child 9-12 years and a young person 13-15 years). Age category 5-12 years is inclusive of children aged 5 and 12 years and age category 13-25 years is inclusive of young people aged 13 and 25 years.

In the phase 2 analysis, 101 (21%) of the 488 postcards contained citizenship-related messages in the nine themes identified during the phase 1 analysis.

In the theme *ability to have a voice and to feel heard* both children 5-12 years and young people 13-25 years commented about 'having a voice' and 'having a say'. However; only young people 13-25 years mentioned topics such as 'freedom of speech', 'respect' and 'recognition'.

In the other four citizenship themes, there were no obvious differences in the feedback from children 5-12 years and young people 13-25 years.

The phase 2 analysis indicated that 387 (79%) of the 488 postcards did *not* contain a citizenship-related message (293 children 5-12 years and 94 young people).



APPENDIX 1 – Consultation groups

1. *Charter Summit*

Charter Summit participants contributed 110 (22%) of the 495 postcards to the Minister.

It is worth noting that 25 Charter Summit postcards had messages solely focused on themes within the Citizenship dimension. Twelve postcards either focused solely, or heavily, on education-related themes, 11 on wellbeing-related themes, four on health-related themes and three on safety-related themes. The other Charter Summit postcards contained messages related to themes across two or more of the five dimensions.

2. *Roxby Downs*

A total of 347 (70%) of the 495 postcards to the Minister were from Roxby Downs.

3. *Women’s and Children’s Health Network Youth Advisory Group*

Sixteen (3%) of the 495 postcards to the Minister were from WCHN YAG participants. Their postcards mostly focused on health-related and citizenship-related themes.

Mental health messages were the focus of six postcards from the WCHN YAG:

- primary access to mental health services (mental health reviews and focus on prevention is key)
- a strong examination of high school mental health policy
- fix mental health
- mental health support
- good mental health
- importance of mental health.

Messages relating to health services were the focus of three postcards from the WCHN YAG:

- accessible services; help with making appointments; follow up appointments; funding for good private services that actually help youth; make decisions with the youth, not for the youth; focus on healthy mental states – healthy mind, healthy lives
- access to health services also that are affordable
- good and easy services to access.

‘Life skills’ messages featured in five postcards:

- learn more about our future
- more practical skills being taught to young people at schools about life skills or governance or workplaces etc
- educating on what it’s like to be an adult and the little things you need to know
- life skills class (to learn how to do simple things such as turning on the washing machine)
- to know what adults know, like simple and hard things for their current lives and for now.

'Freedom of speech' themes were included in five postcards:

- make decisions with the youth, not for the youth
- ability to have a voice
- they need a voice in society and need to have a choice; they need to be educated on things helpful for after school eg. how to do taxes, voting, politics etc
- a more tangible, impactful role in the decision making of various faculties of society (more YAGS!!!)
- good connection between government and young people; taking our ideas into consideration and implementing changes; more funding to run programs and continue successful programs.

4. Whyalla

Twenty two (4%) of the 495 postcards were from young people that had attended one of two Whyalla forums. Of these postcards, six postcards provided messages related only to the citizenship dimension. Three postcards had wellbeing-related themes and two had education-related themes. The other 11 postcards contained messages with themes across a number of dimensions including citizenship, wellbeing and education.

Citizenship-related messages from Whyalla focused on life skills:

- a better understanding of our futures such as learning ability of things we will have to experience such as taxes, bill and rents; it could be called life learning
- life education
- parenting skills
- less work or work we can actually use for everyday things like paying taxes or bills
- learning set within 'real' world context
- we need to know more about what the future will be for us and what we can do to get there; we also need the security of what's going to happen in the future
- be able to go out in our community
- more ways to connect with people in their community
- feeling more inclusive towards the community
- good community
- more friendly community.

The wellbeing-related feedback from young people in Whyalla included:

- good life
- constructive and optimistic mindsets
- getting along with everyone, having good connections
- positivity, good social life
- ability to have fun in school
- a lot of support
- more support and guidance within these first years

- support at home, life and in the community in general
- respect from other peers
- friends (2)
- family
- getting the things we need like blankets, pillows and other things at home
- better stuff for rural kids
- variety of activities other than sport
- ability to pursue hobbies
- more opportunities and pathways
- opportunities to do what we want to do when we grow older
- more opportunities for the arts.

Education-related feedback from young people in Whyalla included:

- positive and engaging learning spaces
- learning attitude
- knowledge
- more uni courses
- more spent on assignments so they can at least get something done and pass at schools
- educational opportunities
- support in school
- more teachers and SSOs
- a more advanced and in-depth school curriculum system.

Health-related messages from three young people in Whyalla were:

- a good mindset
- teaching more mental health
- easy access to adequate health care.

Safety-related messages from three young people in Whyalla were:

- security
- peace
- be treated better.

Dear Minister

I think what children and young people need to have good lives now and in the future is ...

Accessible services - help with making appointments
- follow up appointments.

Funding for good private services that actually help youth.

Make decisions with the youth - not for the youth.

focus on healthy mental states
- healthy mind, healthy lives



Tell us about yourself:

0-4 years old

5-8 years old

9-12 years old

13-15 years old

16-18 years old

19-25 years old

APPENDIX 2 – Health Dimension

Postcard messages to the Minister grouped in nine themes

1. *Food and Water*

A total of 82 children and young people indicated the following was important:

- access to healthy food
- apple (3)
- red & green apples
- better access to healthy food
- cheese
- decrease junk food ads
- dinner (2)
- drink water
- drink(s) (3)
- eat cabbage and vegetables
- eat healthy, eat healthy food
- eating
- enough food and water (2)
- food (27)
- food and water (4)
- fresh food
- fresh food and water (2)
- fruit (6)
- fruit and vegetables (3)
- vegetables (2)
- fruit shops
- good food
- good food and water
- have fine health in digestive system
- healthy food (5)
- healthy food and water
- healthy food/drink
- healthy stuff and fruit
- increase healthy food ads
- knowledge on health and nutrition
- less junk
- less junk food
- less junk food for healthy life
- make food cake
- make us want to have healthier food, tell us how much better it is
- more eating time
- more food
- more healthy food (3)
- nutrition
- nutritious foods for school
- prices on things we need to live like food and water should be dropped
- sufficient food
- water (32)
- cheaper water
- more water (2).

2. *Mental Health (including Mental Health Services)*

A total of 40 children and young people indicated the following was important:

Mental health support:

- mental health support (2)
- mental health support for kids and young people
- a good mindset
- a strong examination of high school mental health policy
- ability to open up to whoever they trust to talk about mental health issues with being judged
- better education about how to recognise and manage mental health
- better mental health programs to support those in need
- better mental health support for school systems
- better understanding of mental health
- fix mental health
- good mental health
- grow emotional strength
- have good mental health
- help for mental health

- importance of mental health
- improve mental health (more time to rest and less time stressing)
- improved mental support for young people
- more awareness and support for mental health, depression, anxiety and people who are LGBTIQ+
- more people at school to talk to about problems.
- more help for teens & kids mental health
- more support for children and young people that have to look after older family members/their own mental state
- more places for a person struggling with mental health problems
- more places where we can go for our anxiety and depression and talk to more people about that won't go to anyone else
- teach more mental health
- more programs for victims of abuse so that they can heal mentally and be a better contribution to society
- more support for mental health issues
- support towards mental/physical/emotional/social/spiritual wellbeing
- wellbeing check-ups regularly
- wellbeing check-ups with students starting at 12 years through school.

Services:

- primary access to mental health services (mental health reviews & focus on prevention is key)
- more mental health centres/places to get help
- more headspace centres.

Stress:

- stress free schooling
- to be non-stressed and relaxed
- less stress (from education)
- less stressful environment at school (for exams), less pressure to get work done
- less work (at school) so not stressed
- more support within schools for stress with schoolwork, mental health and pressure from the community to meet high standards.

Bullying:

- support to students that are bully victims to make the kids feel wanted
- support with bullying and disabilities.

Counselling:

- counselling if look depressed
- access to school counsellor.

3. **Health (in general)**

A total of 24 children and young people indicated the following was important:

- health (3)
- good health (6)
- have health (2)
- more health (1)
- a healthier lifestyle!
- encouraged to be healthy
- to look after their health
- healthy families (2)
- healthy lives
- healthy people
- teach about healthiness
- to be healthy (3)
- good health insurance
- health insurance.

4. Health Services – in general (not including mental health)

A total of 20 children and young people indicated the following was important:

- access to health services also that are affordable
- good health services, good healthcare facilities
- better health services (5)
- access to healthcare
- accessible services; help with making appointments; follow up appointments; funding for good private services that actually help youth
- focus on healthy mental states – healthy mind, healthy lives
- easy access to adequate health care, good and easy services to access
- access to medication, medication (2)
- medicine (3)
- more medicine
- chemist
- more health services (2).

5. Health Services – doctor, dentist, optical

A total of 18 children and young people indicated the following was important:

- better dentists (2), dentist (3), good dentists
- better doctors (2), doctors (2), doctors to care for us (2), more doctors (6), good doctors
- orthodontist
- doctor at hospital at all times
- eyesight helping service, people that check your eyes.

Seventeen of the 18 children and young people identifying these priorities immediately above were from Roxby Downs.

6. Health Services – hospitals

A total of nine children and young people indicated the following was important:

- ambulances
- more ambulances
- hospital, better hospital(s) (2), bigger hospital (2), more and better hospital
- another hospital
- maternity ward (to have baby)
- nurses.

Nine of the children and young people identifying these needs were from Roxby Downs.

7. Physical Health/Exercise

A total of 15 children and young people indicated the following was important:

- encourage exercise (at school)
- exercise, exercise (kids only sport centre)
- fitness (2), good fitness
- grow physical strength
- help for physical health
- improved physical support for young people
- more health centres
- PE
- pet to keep you fit
- stay fit by running around (and having fun)
- taking time to be physical in a day
- we need to move our bodies to stay healthy.

8. Hygiene/Healthy environment

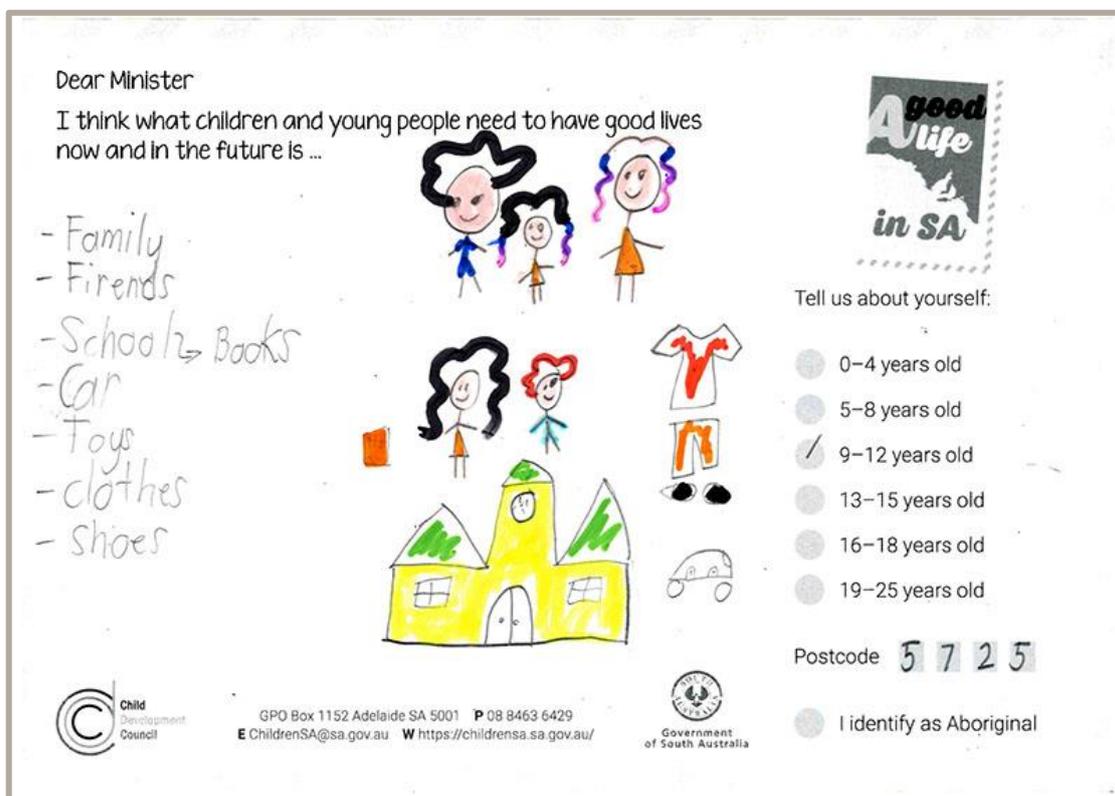
A total of 14 children and young people indicated the following was important:

- a healthy environment, healthy environment to promote positive mental wellbeing, healthy environment, healthy place to stay, live in a healthy environment
- air, go outside
- clean body
- clean clothes
- clean environment
- cleaner toilets
- personal hygiene (2), hygiene
- place to wash hands before we eat
- sunlight (2)
- showers and baths.

9. Other – not above

A total of eight children and young people indicated the following was important:

- breathing
- cut down on youth screen time, less screen time
- good sleep, school times should be 10am-5pm so people can get more sleep
- rules/laws about gaming - kids are getting addicted to devices
- sensory room (bean bags, slime, fidget toys)
- stuff that we can use to calm down - punching bag, swing, calming areas.



APPENDIX 3 – Safety Dimension

Postcard messages to the Minister grouped in five themes

1. *Safety in general, a safe environment*

A total of 73 children and young people indicated the following was important:

Environment:

- a place and environment that makes them feel safe and confident in
- a place where they know they are safe, with people surrounding them that they can trust, in a rapidly changing world where there are few stable constants
- a positive, safe and engaging school environment
- a safe environment for the future generations; a positive place for everyone, where all different types of people (race, religion, background, LGBTQ) are welcome
- a safe environment!; people we can trust!
- a safe place to go when in need; children can have a very rough time going through school and having someone there can save lives
- a safe space away from the busyness of school
- a safety room
- a voice recognition house that will only open with the right voice
- an environment that makes us feel safe
- be kind to other people
- be safe (3)
- be safe and make a place fit in and for all of us to be in a safe community
- be treated better
- being good
- create school to be a more supportive and safe environment
- feel safe
- feel safe in my community (2); to feel safe in our community
- focus on safety
- don't let your kids have drugs; don't leave your child alone; always wear a helmet; no child abusing; no smoking around kids or in cars; don't go near snakes; don't run on the road; no drink driving when kids are in the car or around the car; no playing with fires
- don't kick your kids out of your house; no drink driving; don't let your kids go near snakes; look; listen; don't teach your kids; don't eat mice or rats; don't play with fire; don't leave kids at home by themselves
- friendly kind society/community
- good people; better people
- good safety awareness
- having ways of being safe together
- I like to be safe because it feels nice
- keeping safe
- living and feeling safe in their own environment
- making sure children stay and feel safe/ know they're in safe hands
- more friendly people in the world; more friendly people, more happy people
- more places for everyone to feel safe at, where there's no bullying or harassment
- more places to feel safe
- children need a safety network to support them, while they are developing so they can grow
- no fighting
- peace
- protection from things that scare them
- safe and secure environment to express themselves; children need a healthy life and culture safety, the ability to speak up and the safe adults to support them
- safe and welcoming environment at school
- safe environment (2)

- safe neighbourhood or town, kids need to learn how to be safe and to be safe on the internet and anywhere you go
- children need to feel safe and free by themselves, not like they are going to be attacked
- child safety around town needs to be discussed and thought through, to make SA as safe as possible
- I believe that every child and teen need to know and feel they are safe
- safety houses
- safe learning area and space
- safe neighbourhoods
- safe place for mental health
- safer environment
- safety (2)
- security
- someone to go to when they're in trouble
- somewhere safe to stay if someone's in danger, or to live in
- somewhere safe to stay when in danger
- stoplights
- street signs to be safe
- electricity to call family
- to be able to feel safe in public places
- to be safe
- to feel safe and secure in the community
- different safety services
- to live and go to school in a safe and encouraging environment
- we need to work on our language
- when people work together children can be safe and happy.

Bullying:

- no bullying (3)
- to be nice and kind and no bullying
- to stop racism and bullying.

2. **Housing/house (vs home)**

A total of 38 children and young people indicated the following was important:

- a house to live in
- housing
- affordable housing
- bigger homes
- cheaper homes
- getting a roof over your head
- good house
- house (6), houses (2)
- house and living
- houses to sleep in
- more bigger houses
- more doubled houses
- more houses, more houses for people to survive
- more places to live
- roof over head (4)
- a roof over their darling souls
- shelter (10)
- somewhere to live
- worried about housing trust.

3. **Home**

A total of 33 children and young people indicated the following was important:

Home:

- a home (3), home (9), homes (3)
- a home so you can stay warm, safe and dry
- good homes
- happy home
- stable home.

Safe home:

- safe home(s) (5)
- safe family home
- safe house
- safer places to live
- somewhere safe to live in
- feel safe where you live (2); feel safe in home; safe in their home; safety in my house
- to be able to feel safe in your home; to be able to be safe at your home with your family.

4. Specific safety services (eg police), safety education and better laws

A total of 28 children and young people indicated the following was important:

Police:

- police (8), more police, more police for safety
- police station
- police to keep us safe (2)
- ambulance
- fire department
- lifeguards (2)
- face scans
- bunker.

Education:

- education on road safety
- road education
- more traffic education
- more safety around town by giving better education on safety
- learn more about safety
- letting children know there are rules/laws to keep us safe
- taught all safety precautions at a young age
- teach about safety
- to learn how to be safe.

Laws:

- better laws
- better laws to help victims of abuse/assault and anything similar
- better laws to support victims of bullying on and offline
- lower the speed limit and on roads that are going out of the city/town.

Of the 28 children and young people that sent messages within the *specific safety services, safety education and better laws* theme, references to 'police' was made by 13 children 5-12 years.

Messages from young people 13-25 years, focused on 'safety education' and 'better laws', however these topics were also mentioned by children 5-12 years.

5. Bed

A total of nine children and young people indicated the following was important:

- bed (5), beds (2)
- having beds
- warm bed

APPENDIX 4 – Wellbeing Dimension

Postcard messages to the Minister grouped in 15 themes

1. Recreation, sport and activities

A total of 107 children and young people indicated the following indicated the following was important:

- activities (2)
- more activities (2)
- more after school activities
- more things to do after school
- more things to do after school for a range of different kind of people
- a beach (2)
- BMX
- BMX riding
- BMX track(s) (16); BMX track for all ages; more BMX tracks
- a gaming centre
- a skate park
- ability to pursue hobbies
- access to sport equipment
- activities
- activities to do outside school
- AFL stadium
- art centre (2)
- ball (3)
- better sport facilities
- better wi-fi
- bigger pool
- bigger skate park (3)
- clubs
- encourage in outdoor activities
- equipment
- free time
- fun kid's program
- game; games
- getting kids out of the house and away from TV's and screens; after school activities
- go-kart driving (2)
- good sports academy
- gym
- lkeas
- good sports and other out of school activities; learn more about their own culture and their own history and their language
- kids only sport centre
- latitude
- long sprint
- more activities sports, funner places to hang out like Pump, Bounce and more
- more AFL stadiums
- more facilities so that we can go out and be active on the weekends instead of being in bed
- more free after-school activities
- more fun place for kids
- more moto-cross
- more netball courts
- more opportunities for the arts
- more ovals (2)
- more places for youth to socialise
- more places to ride dirt bike
- more pools
- more recreational activities in the community
- more sport(s) (4); more sport opportunities
- more sports for rural people
- more swimming pools
- more time for sports
- motor bike tracks
- more variety of sports (3)
- motorbikes
- multi-cultural spaces
- oval
- participation in activities that interest them such as sport and other clubs
- PE
- playing sport, walks
- pool(s) (4)
- pump track (3); pumps
- recreational activities
- riding schools
- sand pit and stuff that we can play in it with
- skate park(s) (2); New skate park (2); New big skate park
- slides in the pool, more fun stuff
- softer landings at skate park
- something the person enjoys doing (when I go motorbike riding, when I go fast it make me calm down when I am sad)
- sport(s) (14)
- sporting facilities
- different sport opportunities
- participate in sports
- sports centres
- swimming lessons
- to have more sporting opportunities
- trampoline park
- TV and iPad
- variety of activities other than sport
- variety of sports; variety of sports (not just footy, netball, soccer and basketball)
- walking (2); walks (2)
- water park(s) (2)
- we need more fitness and PE.

2. Shops, toys, and clothing

A total of 94 children and young people indicated the following was important:

- add Xbox
- AFL
- antique shops
- army toy shops
- art stores
- available shops
- ball
- Barbie/Barbies (2)
- bean bags (3)
- better facilities and shops
- better school jumpers
- better shopping centres
- better shops
- better stuff for rural kids
- bigger and better clothing shops
- bigger shops (3)
- bigger Woolworths (4)
- BigW
- BMX
- BMX shop
- book shops
- books
- build Roxby a city
- butchers
- cafes
- candy
- candy shops
- car shop(s) (5); limo shops
- care shop
- chocolate factory
- clothes (9); clothing (2)
- clothes and toy shops
- clothes shops (6)
- clothing & stuff that makes you happy
- comfy school uniforms
- Cotton On
- creeper
- décor shops
- fast food
- fidget toys (2)
- filled
- food shop(s) (5)
- furniture
- furniture shops
- game (1); games (2)
- game shops (3)
- getting the things we need like blankets
- hair ties
- hat
- headbands (2)
- hearts
- hotels
- icecream shop (2)
- iPad
- jumper
- KFC
- Kmart (7)
- Kmart/BigW/Target/Cheap as Chips/Reject Shop/ToysRUs
- Lego (2)
- Lego land (2)
- lolly shop (2)
- lots of shops
- malls
- mansions
- McDonalds
- MINECRAFT
- more buildings
- more cafes
- more candy shops
- more clothes shops (2)
- more filled shops (2)
- more food shops (3)
- more food shops and clothes and more shops
- more furniture
- more hairdressers (2)
- more hotels
- more lollies
- more restaurants and more lolly shops
- more shops for food and clothes
- more shops (12)
- more shops (clothing/technology)
- more shops (all of them have closed down/everything is shutting down) (2)
- more shops filled (2)
- more shops like EB games
- more shops that sell clothes
- more stores
- more toy shops (2)
- more toys
- more unicorn toys
- more variety
- mostly motorbike shops
- motorbike shop (3)
- new school jumper
- Nike Air shop (3)
- pants
- PC mac PS4
- pet shop(s) (4)
- pillows & other things you need at home
- pizza shop
- PlayStation
- plush and plastic toys
- shirts (2)
- shoes (2)
- shop; shops (6)
- shorts (2)
- skyscrapers
- slime (2)
- sport clothes shop
- supercar and hyper shop
- tent
- Toyland
- toy shop(s)/stores (6)
- a toy/toys (7)
- toys & games
- Toyworld
- t-shirts
- variety of shops
- vet shop
- video games
- Woolworths (3)
- Xboxes (3).

3. Family and culture

A total of 71 children and young people indicated the following was important:

Family:

- family (18); a family; families; have a family
- family (makes me happy)
- family, Dad, Xxxx, Sister
- siblings
- staying with family
- supportive family(ies) (3)
- supporting families
- supporting friends and family
- supportive family to help get through anything
- supportive kind family
- with family.

Good families:

- good families (4); a good family; have good family
- good families that look after them
- good family life
- good family that actually cares for you.

Happy families:

- a happy family (3)
- happy healthy family.

Loving and caring families:

- a loving and caring family that supports you
- caring families
- family that cares about us
- having support from family
- loving and supportive family
- loving family
- loving family who support them
- family all around you
- polite families and people who care for you.

Socialisation (family):

- family socialisation
- family to talk to
- family to talk to so not lonely or if hurt have someone to talk to
- family, a happy life at home, no fighting with your family (because it makes you sad and students can't work properly)
- play with family.

Parents:

- parents (2)
- parents staying with kids from the age 0-12
- supportive parents
- good parents
- caring parents / caregivers
- loving parents
- mum
- mum and dad (2).

Foster carers/legal guardians:

- a foster carer
- nice legal guardians.

Culture/connection/respect:

- culture needs to be respected
- importance of connection to culture.

Other (being special, happy home etc):

- make your children special
- nice happy household
- seeing my Grandad.

4. Friends

A total of 68 children and young people indicated the following was important:

- BFFs
- friends (27)
- friends and classmates, support from friends & parents
- friends and other people
- friends who care about you and will stand up for you and that you would do the same
- friendships
- good friends (2)
- good friends that they can talk about anything to, be able to talk about feelings and problems
- have friends; have good friends
- kind friends
- nice friends
- sporting friends
- supportive friends to help get through anything.

5. General wellbeing, fun and happiness

A total of 68 children and young people indicated the following was important:

- a stage with music so we can sing with a microphone
- a structured routine
- a supportive and creative environment to promote positive mental wellbeing
- all work together and be nice
- attention
- warmth
- constructive and optimistic mindsets
- cooler students
- downtime
- feel comfortable, happy and heard
- feel happy and grateful for what you need and get
- focusing on identity and developing healthy relationships with everyone are very important focal points that sometimes get disregard
- fun (3); have fun; more fun
- fun have a laugh
- to have fun with friends
- ability to have fun in school
- let children have more fun
- getting along with everyone, having good connections
- good life (2)
- good people (2)
- happy; happy thoughts and things you love
- be a happy person
- be happy
- happiness (3)
- one time a week, students should be able to go to a place that makes them happy
- be in an environment which promotes positive and happy behaviour
- better wellbeing and understanding of happiness
- have a good life
- have a good time as we grow
- having a good and healthy lifestyle
- hope - you can achieve anything if you believe
- kind people around them, good wellbeing
- lead good lives
- live our best lives

- more time for sleep, music and socialising
- new lives
- good social life

Positivity:

- a good sense and positive outlook in life, be able to appreciate and respect ourselves and others
- more thinking and positive

- more people
- new people; meeting new people
- no uniform.

- positivity
- a life filled with positive experiences
- a positive role model and future.

Other (role models, independence etc):

- robots (2)
- someone that matters to you
- something that you love to do
- someone to talk to
- something familiar they can return to no matter what
- strong role models
- all children should be surrounded by other people that lead by example and encourage kids to be healthy and good citizens
- support and encouragement to be independent
- time to unwind, have fun, just be kids (not just homework and responsibilities)
- to feel happy around our community
- to have freedom and fun and happy lives all the time

- to believe in yourself
- to have imagination and positive thoughts and to play with friends and family to always play nicely
- to have self-belief, learn and enjoy yourself and just have fun
- to live and go to school in an encouraging environment
- very important in child welfare/wellbeing; a good life is to be well treated and looked after as this heavily impacts children's upbringing
- wellbeing
- teach about wellbeing
- when people work together children can be safe and happy
- young children need to have someone they are able to talk to and express what they are feeling without being judged.

6. **Play and playgrounds**

A total of 51 children and young people indicated the following was important:

Play/playgrounds:

- play (3)
- play equipment
- playground, playgrounds (3)
- playground with a cubby house, scooters, running track, a tree house and sandpit
- playing
- toys to play with at recess and lunch
- trucks & trains
- useable playground
- watching me playing
- a big playground for all the children to play on
- a big playground with slides and climbing things so we can be happy
- a bouncy castle so we can get all our exercise and fun; a bouncy castle so we have somewhere to play; a bouncy castle to play on

- a new play area with a slide and a big garden and a sandpit for us to play in; a new play area with swings, trucks, grass
- a new play space for recess and lunch; a new play space with tunnels, swings, slide
- a new playground at school; a new playground at school with a monkey bar and swings so we can play
- a new playground with a slide and swings and a climbing thing because we like them
- a playground at school
- a playground with a climbing frame and a big tunnel; a playground with a hand wrestling stage and a swing; a playground with a slide, two rooms, a plane, a swing and a sandpit because they're fun and we don't have one
- a slide to play on
- new play space
- a stadium so we can play battles
- a train
- a tunnel to play in
- better equipment to play on
- better playground
- bigger park
- bigger school playgrounds
- fix broken playground (2)
- have a playground at school
- more outside play
- more play equipment (3)
- another playground
- more playgrounds (2)
- more time to play at school
- new equipment to play with
- new play space with swings, slide, poles, climbing walls, wooden steps
- new playground
- more playing
- new swings to play on at recess and lunch.

The 51 children and young people sending messages about *play and playgrounds* were all from Roxby Downs. Further, only 1 of these 51 children and young people was aged 13-25 years as 98% (50/51) were aged 5-12 years.

7. **Entertainment, holidays and long weekend**

A total of 31 children and young people indicated the following was important:

- entertainment (3)
- entertainment out of school
- holidays
- more family holidays
- longer weekends (4)
- 3-day weekends
- 25-inch canon screen
- a bigger cinema
- adventures
- AFL
- car(s) (2)
- Disney on Ice
- entertaining hobbies
- internet
- laptops
- more events
- more things for wheelchair people to do
- phone
- sci-fi
- small town should have better driving age to get their L's
- technology
- travelling (2)
- TV
- wi-fi (3); free wi-fi
- zoo (3).

9. **Job opportunities and opportunities in general**

A total of 31 children and young people indicated the following was important:

Jobs:

- getting a good job
- help Roxby Downs grow bigger by having more jobs
- job
- job facilities
- jobs that have a younger age to get that job
- many jobs so people can work and get money
- more job opportunities
- more job options
- more jobs (8); more jobs for people (2)
- more jobs available for people in wheelchairs
- more jobs in the future
- better job
- to progress into a job that fulfils own desires
- work.

Opportunities:

- as many opportunities to show to others, and themselves, their amazing capabilities and talents
- better opportunities (2)
- from a young age, children should be open to different opportunities (subjects, events etc.)
- more opportunities and pathways
- kids need to have the same opportunities to others
- opportunities to do what we want to do when we grow older
- opportunities to grow
- to have better opportunities given to get the life they would like and sometimes deserve.

10. **Pets and animals**

A total of 26 children and young people indicated the following was important:

Pets:

- pets (13); pet (to keep you fit); having pets
- a class pet to be calm/happy
- a pet to keep you safe and happy in your life.

Animals:

- animals (3); more animals
- cat
- dog
- fish; fish tank in school
- less animals in cages
- more snakes/spiders.

All 26 children and young people that provided messages about *pets and animals* were aged 5-12 years.

11. **Supportive people that listen (other than family)**

A total of 26 children and young people indicated the following was important:

Support:

- a life filled with support
- support; A lot of support
- support and recognition
- better support systems for anything
- having support from friends, parents and caregivers

- more support and guidance within these first years
- people to go to when needed
- somewhere to go when your family/friends can't help you
- support at home, life and in the community in general
- support from everyone and every day.
- supportive adults.

Trust:

- ability to open up to whoever they trust to talk about mental health issues with being judged
- supportive and trustworthy adults other than their parents; ability and opportunities to extend themselves.

Caring/listening:

- adults helping wellbeing of children
- caring people (2)
- have people that listen
- people who care for you
- people who listen and care
- people who listen!
- people that care for little people
- people to talk to.

Respect:

- everyone being respectful to other not matter what happens
- people should be more respectful
- respect from other peers
- surrounded by people who care and respect them.

Positive people/time:

- to give time, understand that all children aren't the same. What on child may need might not be the same to what the other needs
- positive people.

While children 5-12 years and young people 13-25 years sent messages regarding the need for *supportive people that listen*, only children 5-12 years mentioned the specific activities of 'caring' and 'listening'; and only young people 13-25 years mentioned 'trust'. Both age categories mentioned topics of 'support', 'respect' and 'positivity'.

12. Money and cost of living relief

A total of 24 children and young people indicated the following was important:

Material basics/cost of living:

- 1000 coins
- better wealth
- get paid a tiny bit more
- money (9)
- shops to get money
- affordable living
- can't afford devices for school
- cheaper expenses for everyone; this would allow parents to get by easier and put more money into their kids
- cheaper water so that parents have more money to live better
- free internet
- lower cost for bills
- lower price of fuel
- lower prices on food so that when we need to pay for things like university and housing we can afford it
- lower prices on food so we can pay for other things like boarding school
- we need student discounts because everything costs too much and for us it's hard because we don't get paid enough when we work because we are young

- student discount on food and clothes (as expensive to travel)
- more things for free
- supply computers
- worried about bills.

While money was identified as a need in the *money and cost of living relief* theme by both children 5-12 years and young people 13-25 years, cost of living relief in the form of 'cheaper expenses' and 'lower prices' were only mentioned by young people 13-25 years.

13. Gardens and nature parks

A total of 21 children and young people indicated the following was important:

Gardens:

- a fairy with garden fake fairies that we can play with
- fairy garden to look at and play in
- a flower garden so we can look at them and feel happy
- a garden for our school
- a garden to make our school look pretty
- a new garden to make us feel happy
- a nice garden with flowers and butterflies
- gardens
- garden to make school look better
- gardens with trees, cherry trees
- more trees and plants
- farms; more farms
- new grass to play on.

Parks:

- parks (4); more parks; nature parks (4)
- parks where we can play
- nature
- plant life.

Only one of 21 children and young people that provided a message in the theme of *gardens and nature parks* was a young person 13-25 years. Twenty of the 21 were children 5-12 years.

14. Love

A total of 17 children and young people indicated the following was important:

- love (11)
- live filled with love
- people loving and caring about you
- people who care about us and love us
- sharing love to all ages
- surrounded by people who love them
- to be loved and cared for.

15. Books, art and writing

A total of nine children and young people indicated the following was important:

- book(s) (4); more books; reading books
- libraries
- more art(s) (2)
- more colouring, paper, textas
- writing (2).

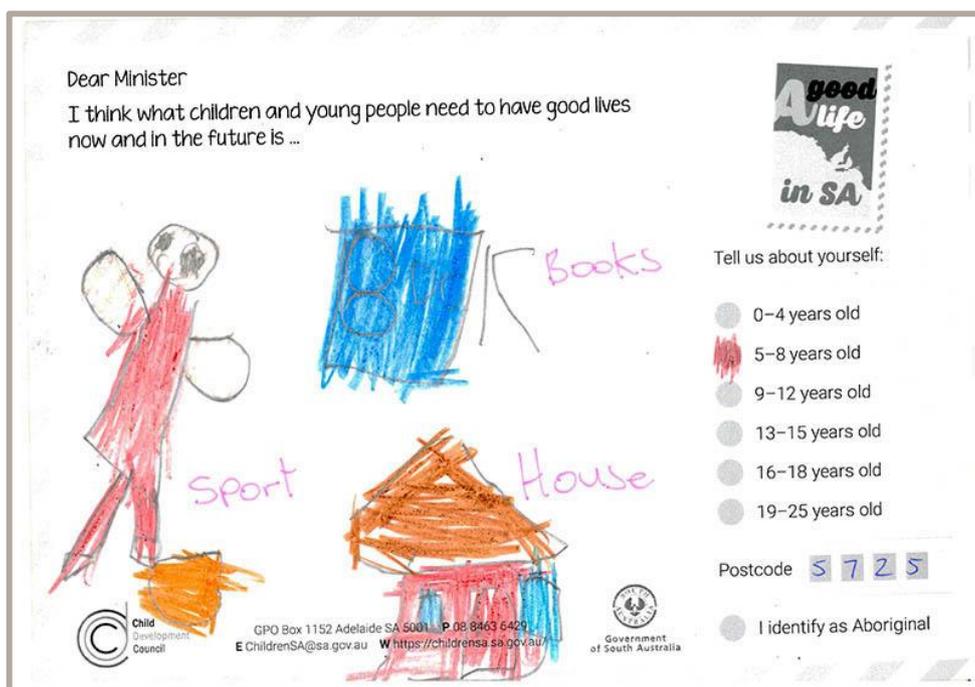
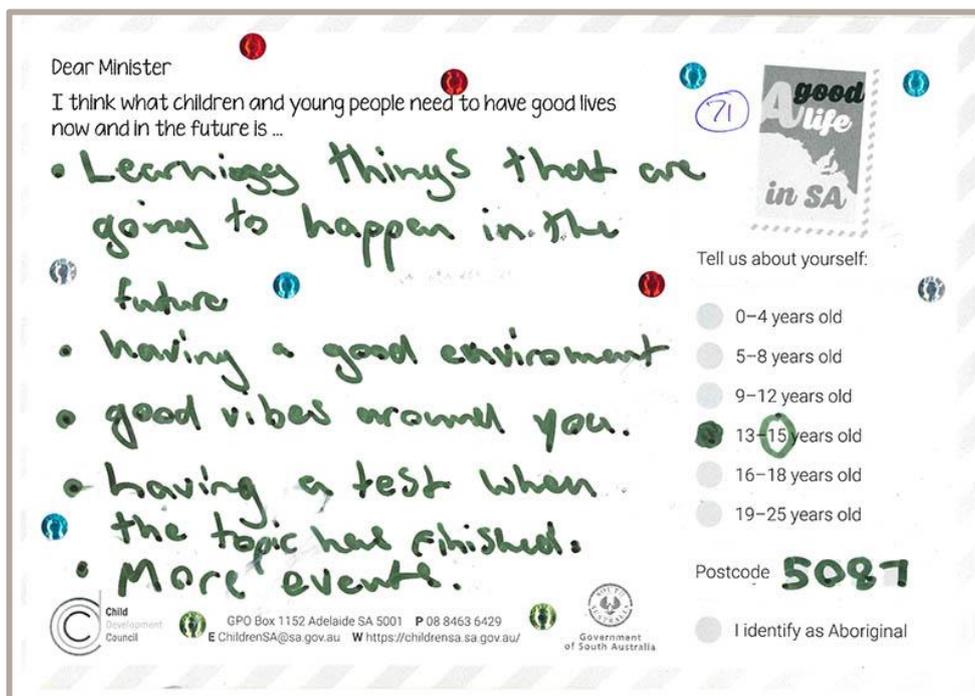
Nine children 5-12 years sent messages with the wellbeing-related theme of *books, art and writing*.

16. Childcare and preschool

A total of three children and young people indicated the following was important:

- more childcare (2)
- better childcare centre
- more kindy (2).

Three children 5-12 years sent messages with the wellbeing-related theme of *childcare and preschool*.



APPENDIX 5 – Education Dimension

Postcard messages to the Minister grouped in five themes

1. School

A total of 58 children and young people indicated the following was important:

School:

- school (10)
- school (at the skate park)
- schools (3)
- more school
- more schools (5)
- good school
- better school(s) (2)
- better schools that are entertaining
- bigger school (3)
- classroom
- more school buildings
- new buildings at school (2)
- new buildings in schools, we've run out of room in our school.

Attendance-related:

- go to school
- more push toward going to school
- to learn in school
- I love school so much
- make it mandatory for students, especially in Secondary to have a nap at school (as staying up late and not productive at school)
- make people enjoy school.

Surroundings:

- a comfortable and warm learning environment where they are able to thrive and be themselves
- a positive, safe and engaging school environment will assist children with their development
- a nice place to learn.
- having a good environment
- classrooms with colour (to keep students more on task)
- colourful school
- positive and engaging learning spaces
- time to be serious (like at school).

Resources:

- better resources in school
- better school laptops
- cheaper school resources for better learning
- for school to be a *bit cheaper* for people that can't afford it.
- kids in schools also need to have the permission to use the same resources to children that are different ages and culture
- resources
- more resources
- more school equipment
- better equipment for schools including desks, chairs
- school – books
- supportive school funding; many families can't fund or get enough money to send their children to school or they can't afford uniforms or supplies and that means that the kids and families can't learn.

Uniforms:

- change school uniform as not comfy

Activities/things to do:

- more activities at recess and lunch and after school clubs (like drama or art) and present at school assemblies
- after school clubs (like drama or art) and present at school assemblies
- more activities at school
- more things to do at school
- put more time and effort to help us make more kids happy in school; when kids are happy and more motivated in school, they will have a better mindset for doing work, maybe our NAPLAN results might be a bit better.

Support:

- support in school
- a supportive school system is important as well
- more support in rural schools
- support with schoolwork
- some children and students are struggling with their schoolwork, getting overwhelmed with the amount of work is given; that's then making them not want to come to school.

Both children 5-12 years and young people 13-25 years age sent messages within the education-related theme of *school*. The exception was school 'support' which was only mentioned by young people 13-25 years.

2. **Education (specifically)**

A total of 55 children and young people indicated the following was important:

Education:

- education (7)
- education for all and lower prices for schools so everyone can have a good education
- focus on education
- education should be optional
- get educated
- lots more education in schools and programs
- more education (2)
- more education in school grounds
- to have an education that is engaging, fun and supporting all their dreams and ideas, to come true
- work for children to be pushed and challenged
- educational opportunities (2)
- more education opportunities
- to have more educational opportunities.

Quality:

- better education (4)
- a good education (2); good education (13)
- good education (but not too much)
- a good education so that we are better equipped and prepared to be successful as adults in the future
- good and fun education
- good education to get a job
- having a good education help young people to live good lives
- good education with many opportunities
- educated good
- proper education
- a greater and good education
- access to good education
- a high quality of education which allows students to reach their full potential; education is a foundation for skilled, well-rounded individuals in the workplace and society.

Subjects:

- better sex education
- CPT education
- financial education
- degree
- VET grants for in school further education.

3. **Teachers**

A total of 29 children and young people indicated the following was important:

Teachers (quality):

- teachers (5)
- teachers have to find ways to talk to students and understand them
- teachers need to help students unlock their potential and promote creativity
- good principals and teachers
- dedicated/motivated teachers
- good teachers, more SSO's in classrooms for extra help
- easy access to afterschool tutors
- goofy teachers
- listen to teachers.

Support (from teachers):

- supportive teachers
- support from teachers
- feeling the support from teachers
- making sure that we have teachers that support us in our endeavours and make us feel heard.

Teacher shortages:

- more teachers & SSOs
- more teachers (not good 30 to 1)
- more teachers for country schools
- more teachers in country towns
- more teachers that are specially trained eg. Wood Tech & teachers that care
- more teachers, help you learn so you can be a good science person
- some more teachers so we can do subjects like wood tech.

Teacher qualifications:

- qualified teachers (2)
- our teachers also need to be well educated on technology
- better teachers (2)
- better teachers/role model that young people can get help/advice from
- new and better teachers.

4. **Choice of subjects & curriculum**

A total of 28 children and young people indicated the following was important:

Subject choice/options:

- more choices between the practical subjects Art, Drama, Wood tech, Music, Home EC, Tech
- more subject selections (4)
- more options for subjects
- you should be able to choose your lessons
- adding more lessons/electives.

Curriculum:

- a more advanced and in-depth school curriculum system
- a bit more PE
- a range of new classes; at our school we don't have a wide variety of classes
- there isn't a big enough push for mathematics and science, especially in SACE, where credits for maths is 10, and credits for a cooking course is 55! – this isn't good enough motivation for children to pursue fields in maths, instead motivating them to take other courses, such as the above mentioned
- a way to be able to choose your subjects depending on your what job you are looking for; in year 7 I think you should be able to choose some of your subjects. I would insist on teaching more about 3d printing and woodwork for anyone who wants to learn about being an architectural engineer, even a builder or inventor; me, personally I want to learn more on laser cutting and making 3D models
- children need to have lessons based on what the class learning stage instead of having a curriculum because not everyone finds joy in learning different languages or doing music/electives in primary schools; kids also need to have a happy life by getting daily check- ins on the class there could be happy students – people learn better when they are happy and kids are our future
- more SACE points towards difficult academic subjects
- better thing to learn
- do more interesting things to feel different things and find the thing that they are good at and like
- divide subjects like English or Maths into more specific subjects; for example a subject specifically for Journalism or even Script Writing
- the Arts always says we can't use more than one piece of whatever we are supposed to use and I think the Arts should get more funding
- more education on real life subjects such as laws and taxes
- more education on bad things like drugs and alcohol
- students have to be learnt about equality and community
- a subject for real world situation in schools
- a better schooling curriculum for secondary school so we can learn how live when we are older
- more time for our favourite lessons
- funding for the arts in schools (so students can develop life skills and creativity)
- more subjects leading into your feelings and body so students know what is happening to themselves; the world and government could give kids better schooling opportunities to get their dream job
- our curriculum really needs work to not only better align with other states, but also prepare children and young people for the STEM careers of the future, so our Space Agency can compete on the world stage
- nanotech.

Maths:

- maths (3)
- maths not double lesson but hands on so kids join in and focus
- easier math so people get less confused so people find it easy
- spelling.

Excursions:

- more field trips at school (2)
- academic excursions.

Within the education-related theme of *choice of subjects and curriculum*, 'subject choice/options' were predominately mentioned by young people 13-25 years. Both children 5-12 years and young people 13-25 years mentioned topics related to 'curriculum' and 'field trips/excursions'.

5. Other Education

A total of 31 children and young people indicated the following was important:

- better sporting equipment
- smaller classes
- every child in Reception until year 10 should receive \$100 to spend on books each year
- do their best
- there's a lack of discipline and a rather large push for TAFE – instead of pushing kids to finish school or work towards higher education
- attendance is also an issue in my school with kids missing weeks or months
- education should be looked at in a positive way
- no homework
- no homework = balanced life
- less homework so there won't be as much stress
- school could start later
- less work so not stressed
- everyone to learn things at their pace
- I think we should allow more flexible learning options which will benefit students
- improve the education system
- iPad for education to do research
- knowledge
- knowledge on how to get a job for the best way to get money
- to have the education to succeed in life
- learning attitude
- learning things that are going to happen in the future
- good vibes around you
- having a test when the topic has finished
- making education easy for young children by making plans and teaching about education
- many of students are struggling with their education because they don't learn advance education
- all students need devices but some couldn't afford it so why don't school provide it for free when they know not everyone can afford anything
- more learning stuff
- more money into education
- more rules
- more source of interest towards one's learning
- more spent on assignments so they can at least get something done and pass at schools
- more time on their work
- more uni courses
- better education by using devices more often
- changing times for school to 10am to 5pm
- support rural education to ensure that our young people have the confidence to step out to the real big world
- the knowledge of what jobs we can get by our grades
- they need to learn a lot to go to university and get a job.

APPENDIX 6 – Citizenship Dimension

Postcard messages to the Minister grouped in five themes

1. *Ability to have a voice & to feel heard*

A total of 49 children and young people indicated the following was important:

Voice/influence:

- ability to have a voice.
- a voice to be heard and then take those ideas into consideration
- I believe children need their voices to be heard such as learning to vote, taxes and be adults
- I feel that the youth need to have a voice, to feel hopeful that we can in fact change our future! and the environment around us
- a more tangible, impactful role in the decision making of various faculties of society (more YAGS!!!)
- an equal voice in things like the parliament because we don't get to speak much and even though we are the future we are also the present
- I think children need to be the voice of the future and everyone needs to listen to what we need to say because we are the future
- letting children have a voice and be given more responsibility to become more powerful and so they can believe in themselves
- kids have a voice and their opinion
- voice, the children of today need to use their voice and their voice needs to be heard
- listening to the voices of younger society (they are the future!)
- they need a voice in society and need to have a choice; they need to be educated on things helpful for after school eg how to do taxes, voting, politics etc
- to be able to have a voice in what happens in my country; this is because what you decide now is affecting my future; with global warming, gay rights etc, because it is our future that is being decided at the moment and we should have a say in it because we have to live with what you decide
- younger people need more of a voice when it comes to their/our future; these meetings/get-togethers with children and young people to have a say in Charters and other documents that affect how they will live their lives in the future.

Having a say:

- feel heard
- all kids deserve a say, both in everyday world issues and IN PARLIAMENT
- an equal opportunity to have a say in everything that goes on in this world such as voting etc
- everyone deserves a say
- taking our ideas into consideration and implementing changes
- knowledge that they are being heard and seen, and that their opinions and experiences matter and are valued
- right to be heard
- rights to speak
- should get a say
- let children speak up for themselves
- let them have a say (we can be smarter than you think)
- making children have a say and opinion on life problems
- making sure that we have teachers that support us in our endeavours and make us feel heard
- that we should get a say about what we need

- we also need to be able to speak up and be encouraged to do so because we are the future of the world; you need to listen and help us, we could change stuff
- we should make sure we ALL have a say no matter what!; we should feel safe where we are and be supported by everyone; no man, or woman left behind
- the ability to have a say about our future, which this Charter Summit has provided us; I am so excited about Australia's Space Agency, and I think we need to encourage this industry in SA to secure the futures of the children and young people in our state; I feel very hopeful about SA's future now, but our curriculum really needs work to not only better align with other states, but also prepare children and young people for the STEM careers of the future, so our Space Agency can compete on the world stage
- for the children, written by the children; as much as problems in the present are so important, so are the problems of the future, Climate Change, the country's debt falling on our children – these problems are being ignored, much like our children at the YACSA Summit when speaking about wellbeing my thoughts ran towards individuality
- young people need to feel like they are being heard and voicing their opinions; respect and appreciation from adults empowers the youth and helps them feel empowered; the youth have a voice and sometimes it's actually a good one!
- to be listened to; children also need to have the freedom to express themselves in a safe and secure environment
- kids also need to be able to express themselves and not just be a lonely person; children need to be recognised
- to be heard; we need more of a say, our voices need to be heard more equally throughout the Australian government; to feel empowered as young Aussies, I feel issues that matter to us should be addressed better, - things such as Climate Change, gender equality and acceptance – these are just a few issues which 'we', the younger generation feel are important; if you Minister can make a true change I can guarantee 'we' the younger generation will hugely benefit from this, here in Australia we have so many amazing opportunities which many people don't, if you're able to address and consult us and our issues in advance, thank you; also, if this Charter gives everyone equal opportunities it be great.; "Speak up for those who CAN'T".

Freedom of speech/respect/recognition:

- freedom of speech (2)
- have the opportunities to speak freely and have more freedom with our lives
- freedom
- good connection between government and young people
- more funding to run programs and continue successful programs
- have a young person in parliament
- stop disowning us and accept us
- make decisions with the youth, not for the youth
- an opportunity to have a little control over our future
- the ability to make decisions for themselves and are able to express their opinion; this is important as children and young people have valid opinions
- to be respected as an individual and treated as a young adult and not a child; as young adults/children we see things differently than adults which should give us the right to say our point of view

- more youth campaigns; having these campaigns can not only give youth a voice, but also have them take part in the future; more programs and education at school about health and wellbeing – this can allow youths to know more about their future; we youths need these campaigns now as we're the future generation
- they deserve recognition
- recognising young people's capabilities and abilities; we need to have our voices heard to influence the changes being made which will ultimately impact on our lives and futures; young people need better representation, especially in parliament, further inclusive of a range ages, ethnicities and genders; more opportunities need to be given to us to facilitate in creating the changes we need
- start having children present their ideas
- respect – you need to understand our generation is growing up in a digital world never seen before - we know about everyone and everything; we need to be taken seriously and listened to; movements and actions we create like SS4C are important and require recognition; not all teenagers are depressed and moody
- the opportunity and ability to express ourselves, our opinions to other people; I believe it is important that we are informed everything we need to know for our future lives; although we are young, but I believe that everything we say and think should all matter, even opinions about Parliament – I think this event was a very good opportunity for us to speak for the others and I hope we will be able to have more events like this.

While 92% of children 5-12 years and young people 13-25 years did not provide messages in the citizenship dimension, some children 5-12 years echoed messages from young people 13-25 years about 'having a voice' and 'having a say'. As the topics moved from 'having a voice' to 'freedom of speech', 'respect' and 'recognition' these latter topics were only from young people 13-25 years.

2. Life skills for independence & preparedness for adulthood

A total of 21 children and young people indicated the following was important:

- a better understanding of our futures such as learning ability of things we will have to experience such as taxes, bill and rents –it could be called life learning
- education on laws and taxes
- develop life skills
- learning set within 'real' world context
- less work or work we can actually use for everyday things like paying taxes or bills
- life education
- "Life lessons: how to get a job; how to do taxes; how to avoid drugs; how to buy a house; how to manage your finances; how to LIVE!"
- life skills class (to learn how to do simple things such as turning on the washing machine)
- more practical skills being taught to young people at schools about life skills or governance or workplaces etc
- educating on what it's like to be an adult and the little things you need to know
- students/kids/children need to know how to be independent for the future"
- teach children about the outside world
- teach us about life skills – TFN, loans, cars and budgeting
- to be taught life skills like how to get a TFN, driver's licence, tax, rent, loans etc. in order to prepare us for life – these should be taught at school

- to know what adults know, like simple and hard things for their current lives and for now
- we need to know more about what the future will be for us and what we can do to get there; we also need the security of what's going to happen in the future
- be educated for the future
- learn more about our future
- parenting skills
- preparation for new jobs and the future of our lives, such as taxes and looking at life skills
- be given more responsibilities to become more proud of who they are and so they believe in their selves
- opportunities to grow and learn to be able to help themselves as well as the people around them
- support and encouragement to be independent.

3. *Climate change & environmental policy*

A total of 17 children and young people indicated the following was important:

Environment:

- climate change (2)
- climate change - stop ordering things with plastic
- do something about climate change, and environmental issues e.g. the insane amount of plastic in all industries like fast food, plastic in disposable forms
- fixing problems such as climate change
- looking very grim if we don't do anything about climate change
- put climate change and the environment into the curriculum so we are educated about that stuff
- something to be done about climate change and we should ban single use plastic bags and find a way to not put rubbish in plastic bags
- a future that hasn't got global warming in it
- we need to try and help prevent or slow down global warming and stop using so much plastic
- an environmental policy that protects us for generations to come, because otherwise how are the people of tomorrow supposed live if we've got not world to live in
- cleaner energy
- environmentally friendly facilities
- less pollution and factories
- look into the environment so we can have a healthy future
- looking after our environment
- sustainability within the town.

4. *Community (reference to)*

A total of 14 children and young people indicated the following was important:

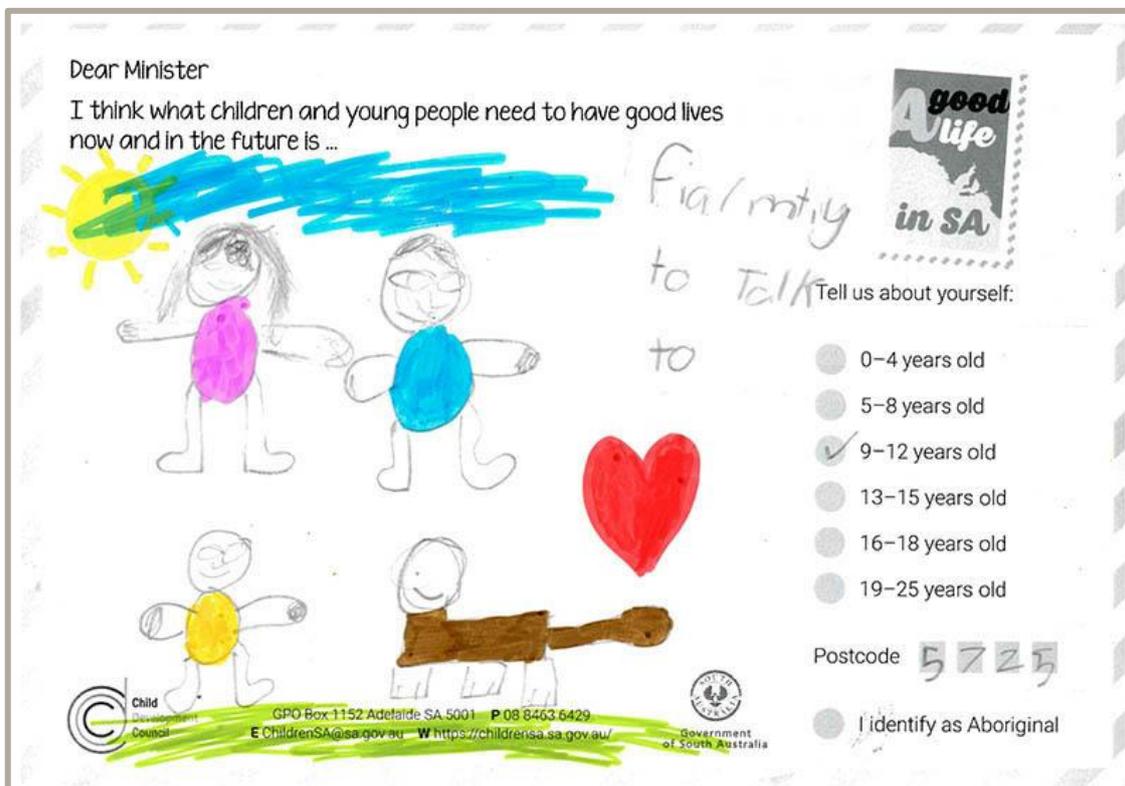
- a good community (2)
- be able to go out in our community
- feeling more inclusive towards the community
- grow the community after school instead of everyone just going straight home
- make more community events like (sports, video games, music) around town more often
- more community events
- more friendly community
- more community services so people can talk more and help others
- more ways to connect with people in their community
- more youth related community events
- students have to be learnt about equality and community
- teach kids about the LGBTQ+ community
- variety of activities all around the community.

5. Other Citizenship

A total of 16 children and young people indicated the following was important:

Other (infrastructure, etc):

- a more efficient and functional public transport system with more buses, trams and trains running during school drop off and pick up hours; to be taught life skills like how to get a TFN, drivers' licence, tax, rent, loans etc. in order to prepare us for life – these should be taught at school
- better transportation
- children of our time need an open-minded environment; a calm and friendly classroom is always good to be in
- encouraged to be good citizens
- for the government to stop democracy and bullying so that people won't sadly quit in life
- help each other more with rules
- good society and community, good leader and good government
- helping people to not litter
- less democracy
- more funding for people that are in need
- more transport
- taxes spent on better stuff like street footpath
- teach about citizenship
- the country's debt falling on our children
- to have a sense of diversity and support within the education system to help us evolve in our learning for the future
- to vote aged 25.



Dear Minister

I think what children and young people need to have good lives now and in the future is ...

**good
A life
in SA**

Tell us about yourself:

- 0-4 years old
- 5-8 years old
- 9-12 years old
- 13-15 years old
- 16-18 years old
- 19-25 years old

Postcode **5 7 2 5**

I identify as Aboriginal

Child Development Council
GPO Box 1152 Adelaide SA 5001 P 08 8463 6429
E ChildrenSA@sa.gov.au W https://childrensa.sa.gov.au/

Government of South Australia

Dear Minister

I think what children and young people need to have good lives now and in the future is ...

I believe that children need to have a life that is filled with love and support, with positive experiances and oppotunities to grow and learn to be able to help them selves as well as the people around them. I also believe that a positive, Safe and engaging School environment will asist children with their development.

**good
A life
in SA**

Tell us about yourself:

- 0-4 years old
- 5-8 years old
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