

Commissioner for  
Children and Young People  
Western Australia

# We Are 10

Life through the eyes of  
West Australian 10 year-olds

December 2017



## Recognising Aboriginal and Torres Strait Islander People

The Commissioner for Children and Young People WA acknowledges the unique contribution of Aboriginal people's culture and heritage to Western Australian society. For the purposes of this report, the term 'Aboriginal' encompasses Western Australia's diverse language groups and also recognises those of Torres Strait Islander descent. The use of the term 'Aboriginal' in this way is not intended to imply equivalence between Aboriginal and Torres Strait Islander cultures, though similarities do exist.

### Alternative formats

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# Commissioner's Message

I am pleased to present this report on my We Are 10 project.

This year marks the 10th anniversary since the appointment of Western Australia's first Commissioner for Children and Young People. To commemorate this event I invited WA Year 4 students - who were born in the year my office was created - to share what is important to them at this stage of their lives.

This project highlights an important function of the Commissioner's office – to consult WA children and young people and ensure their views are heard by the community and decision makers.

All Western Australian Year 4 students in government, independent and Catholic schools were invited to participate.

With the guidance of their teachers, students were asked to share what is great about their lives, what activities they enjoy, what challenges they have and how their lives may be different from other 10 year-olds in communities around the world.

The result is a snapshot into the lives of 10 year-olds from across Western Australia at this moment in time, in their own words and artworks.

There was an extremely positive response to my invitation from Western Australian primary schools. From as far south as Esperance and north to Kununurra, more than 4,200 Year 4 students submitted artwork and written responses capturing their views.

Overwhelmingly, their responses reflect what research tells us about 10 year-olds. Embarking on a critical developmental period commonly referred to as the 'middle years' (from nine to 14 years), these children are undergoing major physiological, cognitive, neurological and psychosocial changes.

Their relationships with parents and other family members are extremely important but, as adolescence approaches, many children begin to seek

greater control of their own lives, with autonomy and independence from parental oversight.

Students told me they greatly valued their emerging independence, their families and the world around them. Having fun and being active were central to their sense of happiness and general wellbeing. Many expressed gratitude for living in WA and being afforded opportunities.

While responses varied slightly across the eight regions, the results showed that almost universally, children value, enjoy and are concerned about similar things, irrespective of where they live.

As well as offering valuable insights into how children live, what is important to them, and what is challenging, We Are 10 is also a celebration of the beauty, richness, and diversity of Western Australia.

Appropriately, students' works will be showcased across the community – at an exhibition at the State Library of Western Australia, Parliament House and more than 50 metropolitan and regional display locations over 2017–18.

I thank all 4,276 Western Australian children for their fantastic contributions for We Are 10 and the support given by their teachers.

**Colin Pettit**  
Commissioner for Children  
and Young People



# Project overview

All West Australian schools with Year 4 students were invited to take part in We Are 10, with those wishing to be involved registering with the Commissioner's office.

More than 160 schools from across the state returned the work of their Year 4 students and were analysed by education district. The Commissioner offered a GoPro camera as a prize to one student in each district to encourage participation.

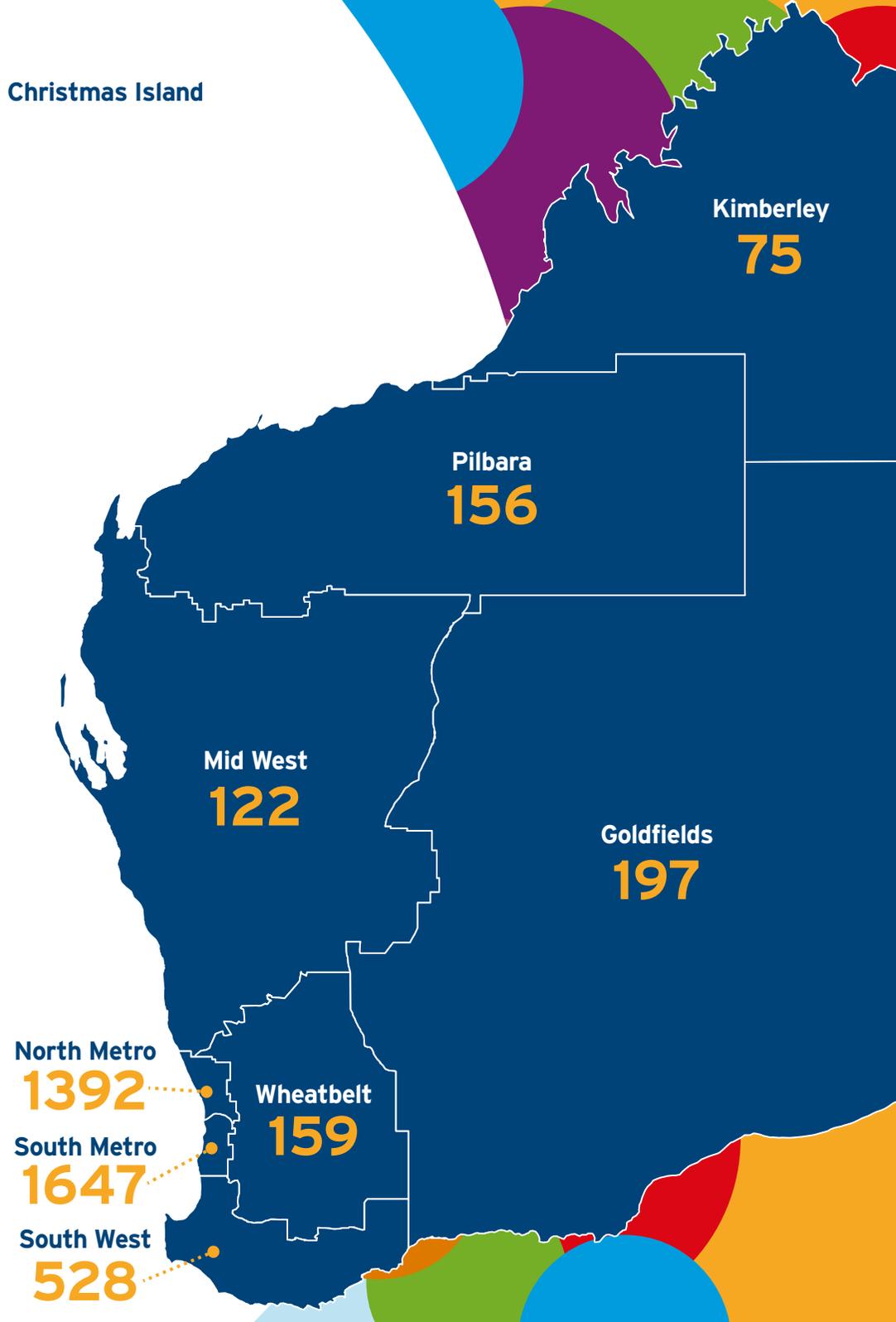
## Demographic profile

A total of 4,276 students, from 164 schools across all eight education districts participated. This represents around 12.4 per cent of the population of Year 4 students in WA, or more than 1 in 10.

It is the largest single consultation ever conducted by the office to date.

A total of 3,039 students (or 71.1%) were from the metropolitan (North and South) regions.

Across the six non-metro regions (South West, Goldfields, Wheatbelt, Pilbara, Mid West, and the Kimberley) 1,237 students (or 28.9%) participated.



## Major themes

Responses from students centred around eight themes (in order of prevalence) – recreation, emerging independence, environment, family, friends, school and learning, wellbeing and safety.

As children consistently raised similar issues, the major themes raised have been discussed in some detail within the North and South Metropolitan section of this report. Regional differences have been identified and discussed in the sections thereafter.

With the exception of one region, the top four themes raised overall were recreation, emerging independence, environment and family. In the Kimberley, wellbeing replaced family as one of the top four themes.

Recreation was the most prevalent theme raised across all regions with the exception of the Pilbara. In the Pilbara, the environment was the most prevalent theme.

Generally, children from regional areas spoke more about the environment and the role it played in their lives, while for metropolitan children, emerging independence was a slightly stronger theme.

Safety was a theme most prevalent in metropolitan areas, by comparison, safety was not raised at all by students in the Kimberley and Pilbara regions.

These themes are broadly consistent with the findings of consultations with children and young people undertaken by the Commissioner's office over the past decade, and highlight that almost universally, children value, enjoy and are concerned about the same things irrespective of where they live.

| Overall               | Number        | %            |
|-----------------------|---------------|--------------|
| Recreation            | 2,108         | 28.0         |
| Emerging Independence | 1,236         | 16.4         |
| Environment           | 1,094         | 14.5         |
| Family                | 989           | 13.2         |
| Friends               | 717           | 9.5          |
| School and Learning   | 621           | 8.3          |
| Wellbeing             | 593           | 7.9          |
| Safety                | 167           | 2.2          |
| <b>Total</b>          | <b>7,525*</b> | <b>100.0</b> |

\* The total figure is greater than the total number of students who responded, as students often raised multiple themes or sub-themes within a single response.







# North and South Metropolitan

# North and South Metropolitan

There were 3,039 participants in the North and South Metropolitan regions, including children from Christmas Island District High School. This represents just over 70 per cent of the total number of artworks received.

| North and South Metropolitan | Number        | %          |
|------------------------------|---------------|------------|
| Recreation                   | 1,379         | 26.3       |
| Emerging Independence        | 957           | 18.3       |
| Environment                  | 704           | 13.4       |
| Family                       | 677           | 13.0       |
| Friends                      | 511           | 9.8        |
| School and Learning          | 456           | 8.7        |
| Wellbeing                    | 435           | 8.3        |
| Safety                       | 122           | 2.2        |
| <b>Total</b>                 | <b>5,241*</b> | <b>100</b> |

\* The total figure is greater than the total number of students who responded, as students often raised multiple themes or sub-themes within a single response.

In the metropolitan regions, students spoke extensively about participating in sport and other recreational activities, enjoying nature and their local community, having more independence and responsibility and spending time with their family and friends.

The majority were very positive about living in WA, with many talking about local landmarks, their favourite holiday spots, or the beautiful city skyline.

The majority were also very positive about their lives and looked forward to the future. Others had concerns regarding the approach of adolescence, increasing workloads at school and home, or issues in their own communities such as homelessness.



“The most important thing to me is my family. My dad gives me kisses and hugs and takes me on bike rides. My mum packs my lunch and cuddles me goodnight and my sister plays with me.”



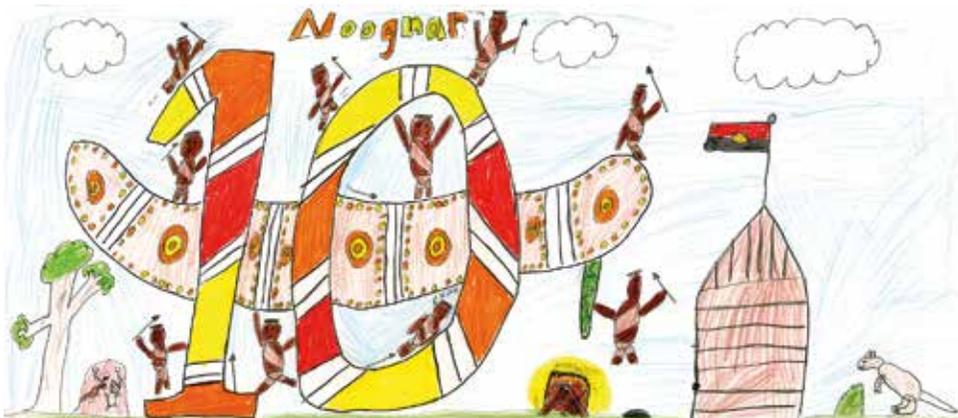
“Being 10 is special. It’s a great feeling that you know you’re safe with adults around and you have so much more to learn.”



"I love being 10 because I have freedom. In other places children especially girls don't have the freedom to do the things I do."



"I love being 10 because we're in the senior school. I love athletics and maths but I don't like NAPLAN because it stresses me out."



"I love being ten you get more respect and you get more trust. I also love WA it is full of nature and freedom."



"Hi We Are 10, I'm scared I won't get a job because of robots I hope you can change this and well done of what you are doing to kids. Well done We Are 10."

## Recreation

The theme of recreation accounted for a clear majority of responses. It meant different things to different children, from participating in sport (either at school or with a club) and other activities like riding, dancing, swimming, fishing and camping; to more arts-based activities like reading, drawing, singing and watching movies; to spending time using technology, which specifically included gaming and social media.

Some children associated playing sport with their wellbeing, saying it was a good way to keep fit and healthy but also to calm themselves down if they were feeling angry or agitated. Children also recognised that playing sport was a good opportunity to spend time with their friends.

Going on family holidays, or to shows and theme parks was also a popular way for children to spend time. Many talked about the very important milestone of being able to go on more adult rides at theme parks now that they were 10 years old.

Comments about technology often were made with reference to emerging independence, with many children saying they were able to have their own devices, and more freedom to use them. A number of children also spoke about the prevalence of robots in modern society, and some were concerned that this would have a negative impact on future generations.

*“I like watching YouTube and television and playing video games. I also like reading and drawing.”*

*“I love riding my bike around the Swan River.”*

*“Being 10 in WA is the best because we can go to see cool places like Adventure World and community parks.”*



“I feel very happy in Western Australia. I love playing cricket down at the beach with my family and friends. I love the warm climate.”



“This is my family and me. We are going on a hike on the weekend. Note the cave that we are about to explore.”

## Emerging Independence

The second most prominent theme was emerging independence. A large proportion of responses were about getting older and turning “double digits”. This milestone equated to having more freedom; staying up later at night and being trusted to do more things by themselves.

Getting older was also about being smarter and more responsible; being trusted with their own pet or more expensive technology, and a role model to younger siblings or school peers. For many children, having more pocket money was also an important signifier of growing independence as they took on additional chores within the family.

Many children spoke about future career goals in various fields (usually tied to their current interests), and others were excited and hopeful for a peaceful and happy life. Some however, seemed worried about getting older, saying it was confusing being 10, thinking about becoming a teenager and transitioning to adulthood. A very small number of children spoke about falling in love or developing romantic relationships.

*“I love the freedom of being 10, mostly because I can go to places I couldn’t go before. The city is my favourite place I would like to go.”*

*“I think being 10 is great because you get lots of jobs and pocket money. You also get to predict what career you would like.”*

*“I like being 10 because I have the power to help change the world and get people to listen to my opinions and ideas. I also love being 10 because everyone notices me.”*



“Being ten is extraordinary and exciting because you get more responsibilities and get to stay up later but I get scared knowing the risks in life.”



“To me, being ten is about branching out, encouraging self and others, increasing independence, new challenges, growing up, thoughtfulness, exciting times and no worries.”

## Environment

The theme of environment was raised consistently. Similarly to children living in regional areas, there was a lot of discussion about the weather and natural environment. Children were very grateful to live in WA, and loved that our agreeable climate allowed them to participate in so many outdoor activities. They spoke extensively about the magnificent sunsets and how much they loved being around animals and nature. Children also acknowledged that a connection with the natural environment had an impact on their wellbeing, telling the Commissioner that they were inspired and calmed by nature.

The local community was also very important, and children generally felt their local community was friendly and welcoming, with all the facilities they needed. Some mentioned specifically there was either a lot or not enough to do, and made suggestions for more of certain things like shops or parks. Some also spoke about not liking graffiti or littering and the impact this had on their surroundings. Many mentioned places that were special to them, like a jetty, park or beach.

Other children spoke about local community in terms of civic-mindedness. They wanted to help in their community, or were concerned there were vulnerable members of the community, for example those who were homeless, or with disability.

The issue of sustainability was raised by many children from the metropolitan regions. This included lots of discussion about pollution, keeping oceans and the general environment clean, not chopping down trees, wanting more green space, and not killing animals.

*“Being 10 in Western Australia is amazing because we’re very healthy and lucky to have all the things we have and not be in another country. I love climbing trees and watching the sunset because I feel the breeze and the smell of mum cooking dinner.”*



“The beach has always been a part of my life. Swimming in it makes me feel special again. I love all the beautiful sea creatures, and I hope they don’t get hurt. I don’t mind surfing. I love the beach.”



“I like WA because it’s multicultural and people get along in a safe and beautiful environment.”

## Family

Family is hugely important to children, irrespective of where they live. For the 10 year-olds taking part in this consultation, it appeared family members were still a greater influence than friends.

Most children spoke about their family as a source of great love, support and happiness; the ones they spent the most time with participating in various activities together.

Family composition included extended family like aunts and grandparents, and many children spoke about how these people were particularly important to them. Pets were also an important part of the family, with many children taking on the responsibility of looking after a new pet and enjoying the companionship that pets provide.

Children also discussed the roles they played in their families, with many doing household chores and looking after younger siblings.

Others spoke about challenges their families were experiencing, such as parents splitting up, family members being sick or dying, and financial pressures.

Some children, largely from the metropolitan regions, spoke about wanting to have more time with their parents, or that their parents were too busy.

*“My mum is important to me because she feeds me, she cares for me, she defends me and she helps me.”*

*“I love my family so much. I love them to the moon and back. I am so happy that I am with them.”*



“My family is important to me because they make me happy and they play games with me.”



“Being 10 is hard but you need to go through it. My mum and dad are divorced so it is extra hard.”

## Friends

Friends played a very positive part in children's lives. They talked about how much they liked spending time with their friends and how they supported, laughed with and cared for each other. Many also said they enjoyed making new friends, and that they had done this when changing schools or moving to a new sporting club.

Some of the most common activities with friends included sleepovers, playing games or participating in sport together.

A number of children talked about problems or tension with friends, but to them this was not the same as bullying.

A relatively small proportion of children spoke specifically about bullying. Some said that bullying did happen, but many more stated there was an absence of bullying in their schools and they had close friendship circles, or that they were not a bully.

*"What I like about being 10 is that I can be trusted to go to the park by myself and I can have sleepovers with my friends."*

*"In Year 4 there is more drama and arguing..."*



"My friends are important to me at the age ten because they are there when I need them and they care for me and I care for them."



"I love being ten because I have lots of friends. I like going to school because I see my friends every day."

## School and Learning

Most children talked positively about school; they enjoyed it and thought it was important. 'Favourite subjects' was a popular discussion point, with the majority listing sport, English, maths or science.

Some also spoke about a particular topic they had enjoyed learning about, for example the ANZACs, Fremantle Prison and the suffragettes.

Many children spoke about having to do more tests and homework, and that school was more difficult now they were 10. Some said they wanted more time to play, and were worried about the amount of work that they had to do.

A very small number of children spoke about how their school work was more difficult because of their disability or health condition.

Other children talked about learning more generally; that since turning 10 they had been able to master a certain skill or concept. Many discussed getting better or faster with their sport, times-tables, reading or writing. Others talked about being able to play more difficult video games.

*"Being 10 is great! I like being 10 because at school we get to do lots of great subjects like maths, writing, reading and phys-ed."*

*"I love being 10 because I have more opportunities to use my phone for research and music but now I have to watch the news."*

*"When I'm 10, I'm stronger, faster and I have more knowledge and ideas..."*



"Being 10 in WA to me means more responsibility and harder school work. For me it is a new school and I have already made so many new friends."



"Being 10 is like lots of challenges set for you and at school you get to learn new subjects and you have lots of friends there. I like being 10 because you get to learn new things every day!"

## Wellbeing

For the majority of children, 'wellbeing' meant being happy and healthy, with many making comments about loving life, loving WA, being worry-free, grateful and not having the problems that adults do. However, others said they were worried about the state of the world (conflict and wars were commonly raised) and that this impacted on their wellbeing.

There was also a high level of awareness about the importance of being fit and healthy, and children felt fortunate they had fresh food and clean water. Participating in sport and other activities was also recognised as a key contributor to wellbeing. There was some discussion about various challenges that children had in their lives, with some writing about their allergies, anxiety or disability.

While it was much less prevalent in the metropolitan regions, some children spoke about the importance of their Aboriginal culture and how they participated in this with their families by hunting, fishing, or going out bush. For children in the metro regions, culture was more about enjoying particular foods of their (or their parents') country of origin, music, dancing or religion. God was mentioned by a small number of children as important to their sense of wellbeing.

*"My life being 10 is hard sometimes. My favourite place is my bedroom and I like to read a lot. I know I am safe."*

*"My role is to be a kid and learn. I go to school and I don't have to worry about adult problems."*

*"My family because they're always there for me, they support me, they take care of me and they're the best people in the WORLD! And my sport because I love it and it can help me get through hard situations."*



"Sport makes me feel fit and fruit makes me feel healthy and strong. Things that make me happy are my family, friends, and being ten."



"I enjoy my community that I love, my home, friends and family. It is wonderful to see everybody that I love happy."

## Safety

Most children spoke about safety in very positive terms; that in their communities and their lives they felt safe and there was peace, harmony and freedom. Many children, some of whom appeared to be from a migrant background, recognised and were grateful that WA was free of conflict and wars.

Related to this was gratitude expressed for having a safe, stable home to live in. A very small number spoke about having to move house, and that this was hard for them. Others thought about the concept of home as a broader social issue – worried that some people were homeless and calling for homelessness to be ‘banned’ or eradicated.

A very small minority talked about having conflict within the family, such as yelling and fighting between siblings and parents. Others spoke about not feeling safe in their local community, with strangers, burglars or those affected by drugs and alcohol a concern to them.

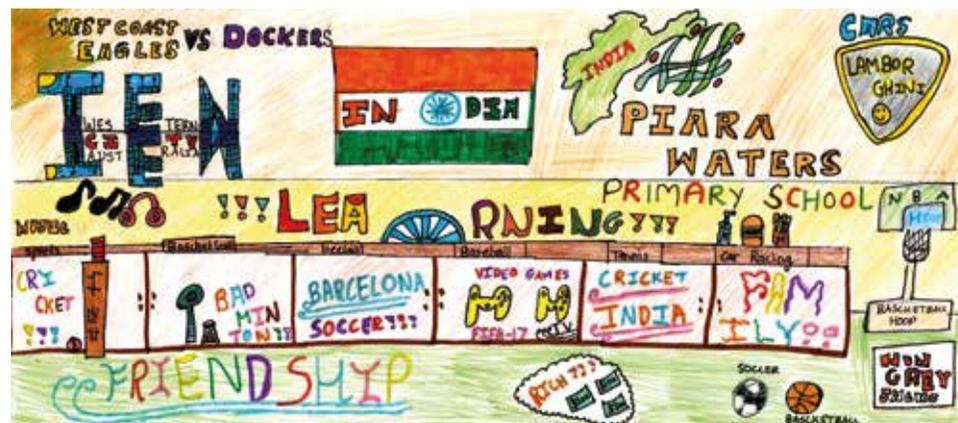
*“The most important things to me are being safe, happy and being able to live life.”*

*“Please let homeless people have a job, it affects me when I see them on streets asking for money. Please don’t drink alcohol, in my opinion people shouldn’t drink until they’re 21 if you drink alcohol earlier it will ruin your education...”*

*“It is difficult when my family are being loud, especially when I’m working. Something I would change is how my parents yell at me, all the time.”*

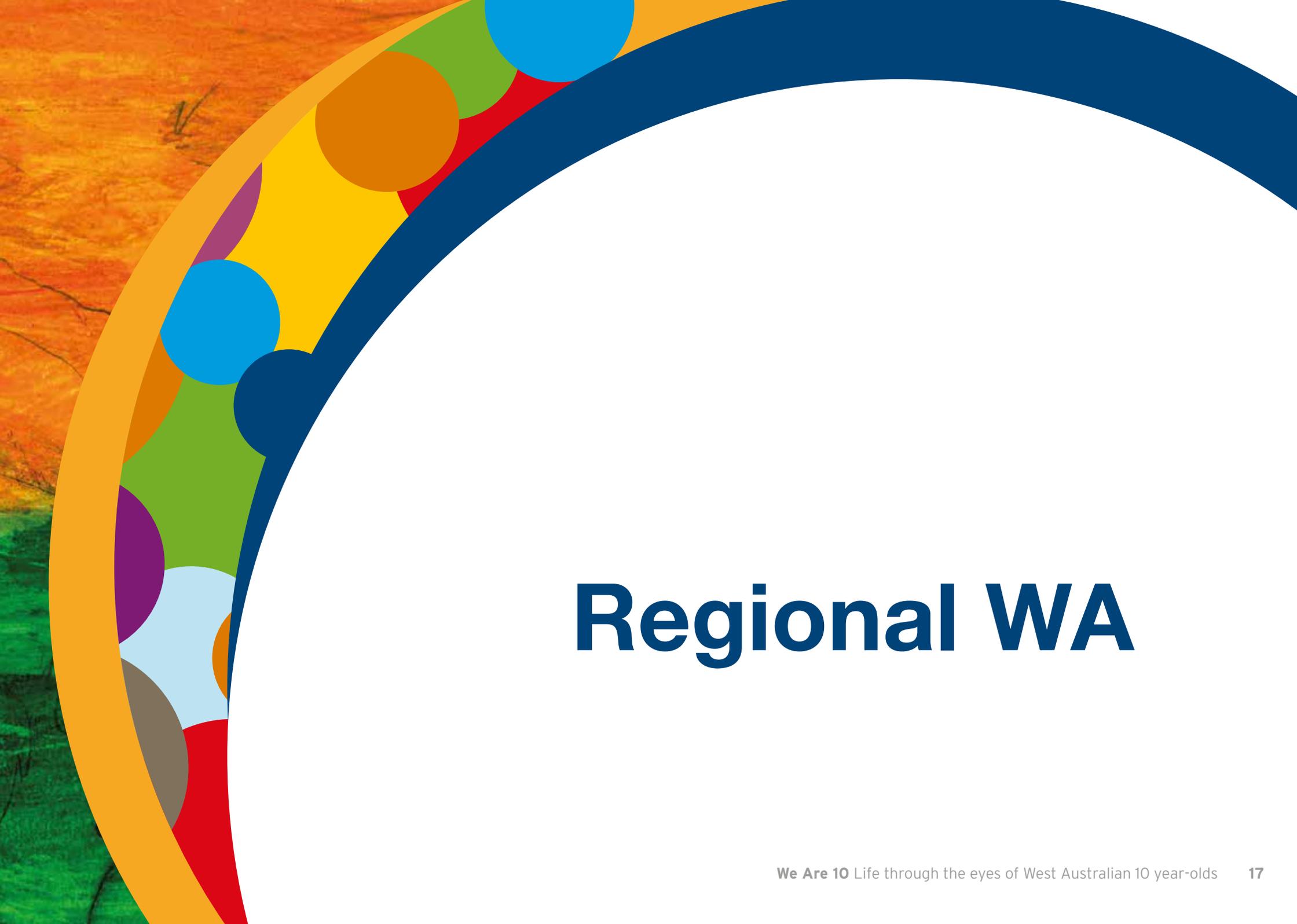


“I think its great about living in WA because you’re living in a safe country and also because every body gets along with each other.”



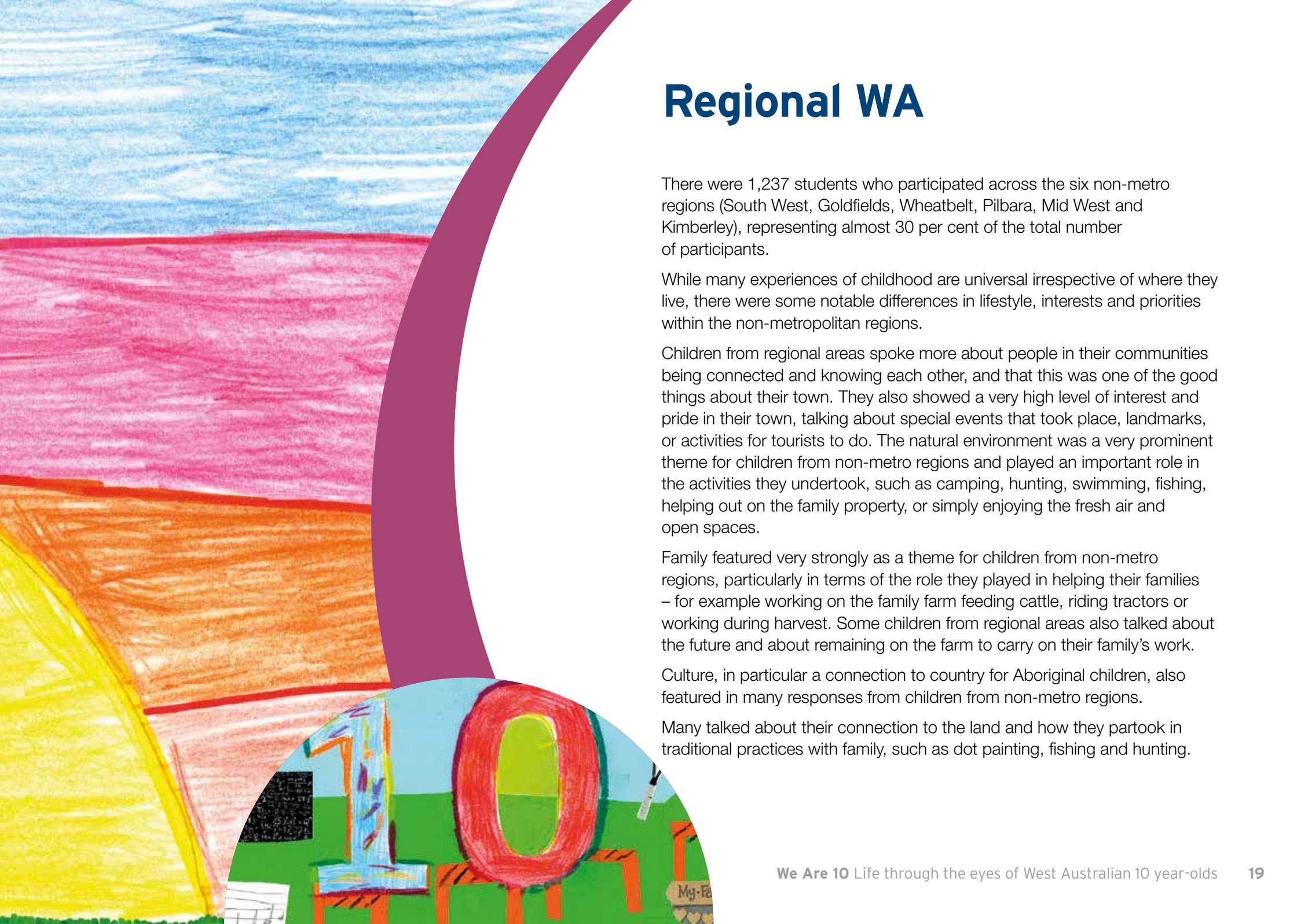
“To me, being 10 in WA is fantastic, because we have got [a] nice and clean environment. Western Australia has also got nice and great places, luckily we don’t have wars anymore so it is totally safe.”





# Regional WA





# Regional WA

There were 1,237 students who participated across the six non-metro regions (South West, Goldfields, Wheatbelt, Pilbara, Mid West and Kimberley), representing almost 30 per cent of the total number of participants.

While many experiences of childhood are universal irrespective of where they live, there were some notable differences in lifestyle, interests and priorities within the non-metropolitan regions.

Children from regional areas spoke more about people in their communities being connected and knowing each other, and that this was one of the good things about their town. They also showed a very high level of interest and pride in their town, talking about special events that took place, landmarks, or activities for tourists to do. The natural environment was a very prominent theme for children from non-metro regions and played an important role in the activities they undertook, such as camping, hunting, swimming, fishing, helping out on the family property, or simply enjoying the fresh air and open spaces.

Family featured very strongly as a theme for children from non-metro regions, particularly in terms of the role they played in helping their families – for example working on the family farm feeding cattle, riding tractors or working during harvest. Some children from regional areas also talked about the future and about remaining on the farm to carry on their family's work.

Culture, in particular a connection to country for Aboriginal children, also featured in many responses from children from non-metro regions.

Many talked about their connection to the land and how they partook in traditional practices with family, such as dot painting, fishing and hunting.

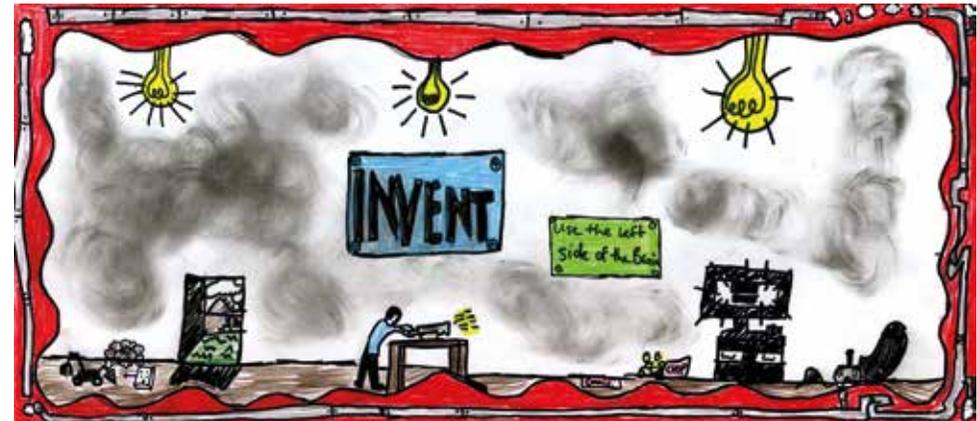
# South West

| South-West            | Number      | %          |
|-----------------------|-------------|------------|
| Recreation            | 362         | 36.5       |
| Family                | 135         | 13.6       |
| Environment           | 118         | 12.0       |
| Emerging Independence | 118         | 12.0       |
| Friends               | 103         | 10.4       |
| School and Learning   | 80          | 8.1        |
| Wellbeing             | 55          | 5.4        |
| Safety                | 20          | 2.0        |
| <b>Total</b>          | <b>991*</b> | <b>100</b> |

\* The total figure is greater than the total number of students who responded, as students often raised multiple themes or sub-themes within a single response.

In the South West, children said they participated in an array of leisure activities and greatly valued time spent outdoors with their family. They also valued their growing independence because it meant they could undertake some of their favourite activities without a parent. Animals and the natural environment were also very important, with many children saying they enjoyed spending time with animals, watching sunsets and being near the ocean.

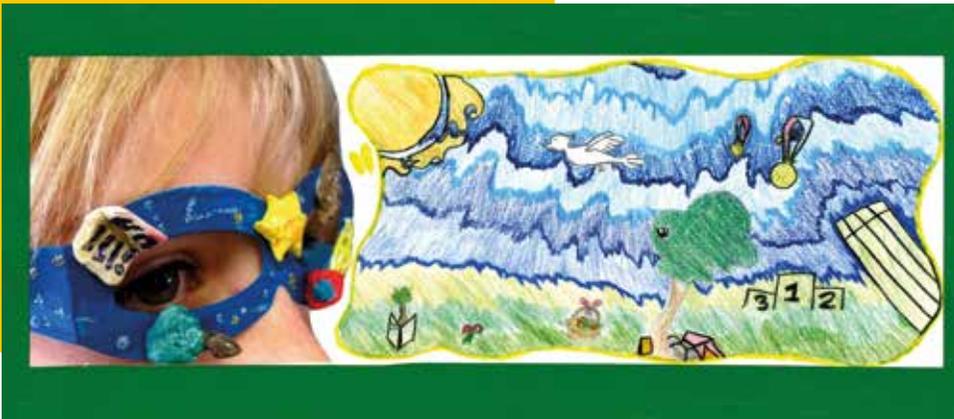
The South West was one of only two regions where ‘family’ was the second most prominent theme.



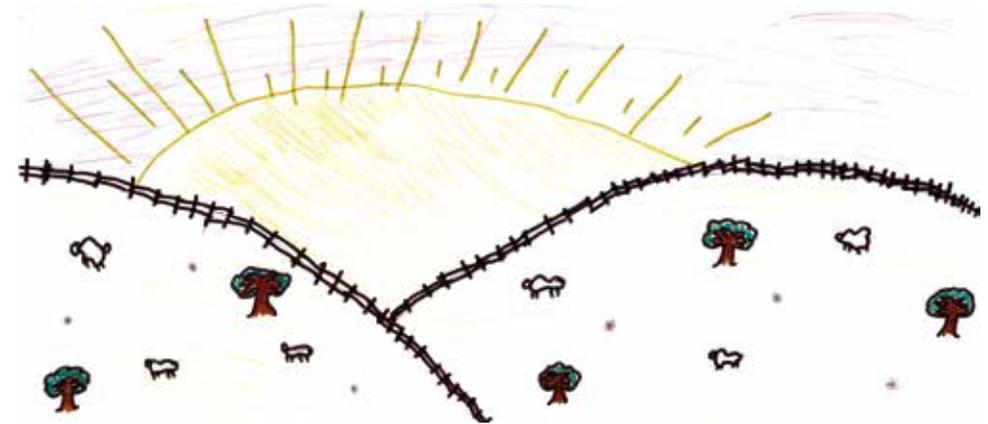
“Being 10 feels special because I’m growing up and have opportunities in life to invent. When I’m older, I’d like to construct a life-changing invention for the world.”



“I like being 10 because I have chances to do things that I couldn’t do when I was younger. Being 10 is hard because you’re growing up. I want to change people’s habits on smoking.”



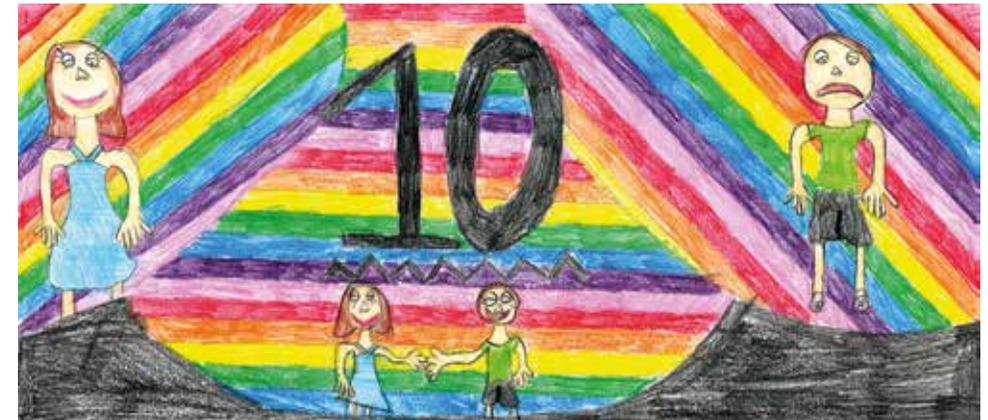
“Reading quietly under shade. Watching intently, for different birds. Running fastly, wind blowing through hair. Drawing happily, with more imagination. Resting peacefully, under the sun.”



“When you’re driving into Collie you see animals and nature. As the sun goes down the sky is beautiful colours. Life is awesome being 10.”



“I feel more responsible and I get to ride around the big swamp with my brothers. Also when mum goes out I sometimes get to stay home and take care of myself.”



“We all laugh, and smile, but not all the time. Sometimes we can frown or cry but we all have a nice person inside us.”

# Goldfields

| Goldfields            | Number      | %          |
|-----------------------|-------------|------------|
| Recreation            | 78          | 23.7       |
| Environment           | 62          | 18.8       |
| Emerging Independence | 48          | 14.5       |
| Family                | 40          | 12.1       |
| Wellbeing             | 33          | 10.0       |
| Friends               | 28          | 8.5        |
| School and Learning   | 28          | 8.5        |
| Safety                | 13          | 3.9        |
| <b>Total</b>          | <b>330*</b> | <b>100</b> |

\* The total figure is greater than the total number of students who responded, as students often raised multiple themes or sub-themes within a single response.

Similarly to the South West, children from the Goldfields region highly valued the natural environment and spoke about helping their parents on the family farm and enjoying activities outdoors such as going to the beach, watching sunsets, and playing with their pets. Family and friends were also very important, and while most children spoke about both in positive terms, there were children who commented about friends fighting with each other or ‘having problems’.

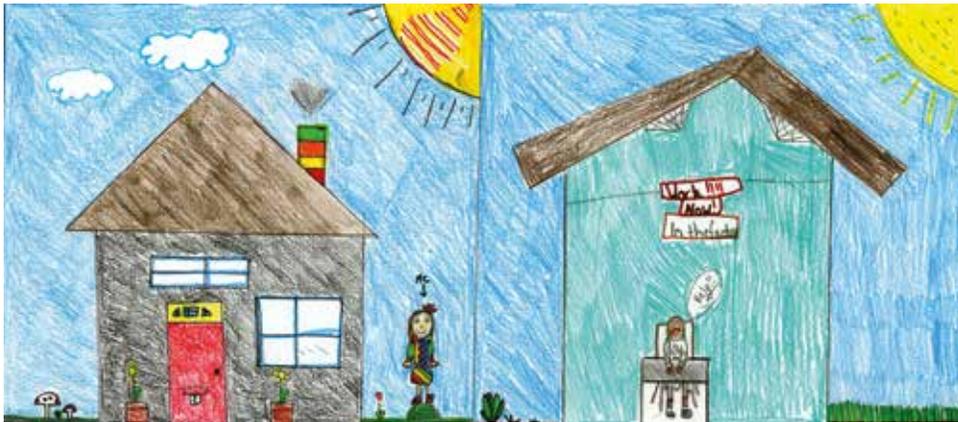
Playing sport with a local team was also a highly talked-about activity. Many children from the Goldfields spoke very positively about their local community, saying they liked the activities they could do there, and that their neighbourhoods were safe, friendly and welcoming.



“I like being 10 because us children are one step closer to making a difference in the world! We may be small, but we have big hearts!”



“Music, art and footy are my favourite things. Music, art and footy help me to be calm and concentrate. Footy helps me grow stronger.”



"I love living in WA. In some countries children are forced to work for little money. In WA we have great schools, houses and laws."



"Now that I am '10' years old, I have higher expectations and more responsibilities. I have found that when you're 10 you have to work a lot harder to get what you want, but that's how I like it!"



"Being ten in WA means being free and safe. Esperance is not a Third World country."



"I think life is pretty difficult when your mum and dad divorce because dad will not be at my birthday because he lives in Carnarvon."

# Wheatbelt

| Wheatbelt             | Number      | %          |
|-----------------------|-------------|------------|
| Recreation            | 96          | 32.4       |
| Family                | 54          | 18.2       |
| Environment           | 52          | 17.6       |
| Emerging Independence | 30          | 10.1       |
| Friends               | 29          | 9.8        |
| School and Learning   | 18          | 6.1        |
| Wellbeing             | 12          | 4.1        |
| Safety                | 5           | 1.7        |
| <b>Total</b>          | <b>296*</b> | <b>100</b> |

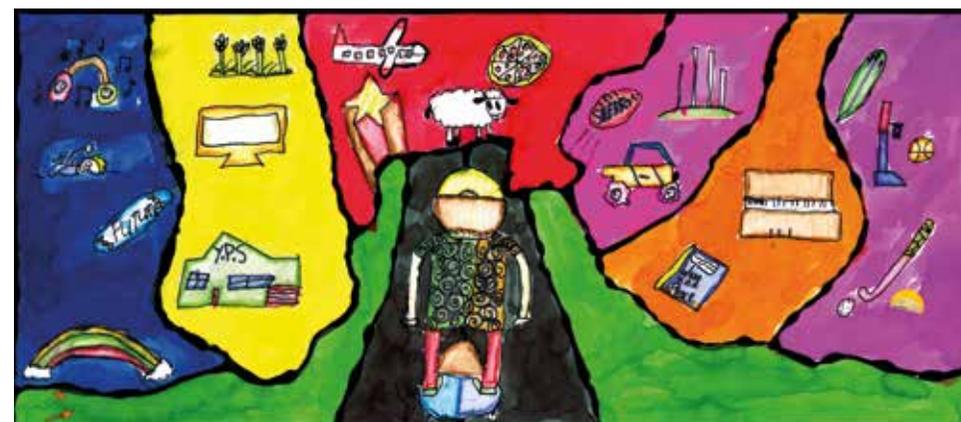
\* The total figure is greater than the total number of students who responded, as students often raised multiple themes or sub-themes within a single response.

In the Wheatbelt, children had a strong sense of community and liked living in the country with lots of space to explore, fresh air to breathe and farm animals to play with. They spoke about liking their schools, helping out on the family property and enjoying sport and other recreational activities. Many children also seemed to value the quietness of their towns, where everything was close-by and life was peaceful.

The Wheatbelt was one of only two regions where ‘family’ was the second most prominent theme. Discussions about family were often in relation to helping parents with farm work or doing other outdoor activities together.



“To be ten is a great thing for me. I feel trusted and proud of now. I love my family, my puppy dog called Luna, and my grandparents. We have a great community and school. I love Narrogin.”



“Skating down the path of life. Waiting for what lies ahead, if I choose a life in agriculture or a different way of life? What will happen next?”



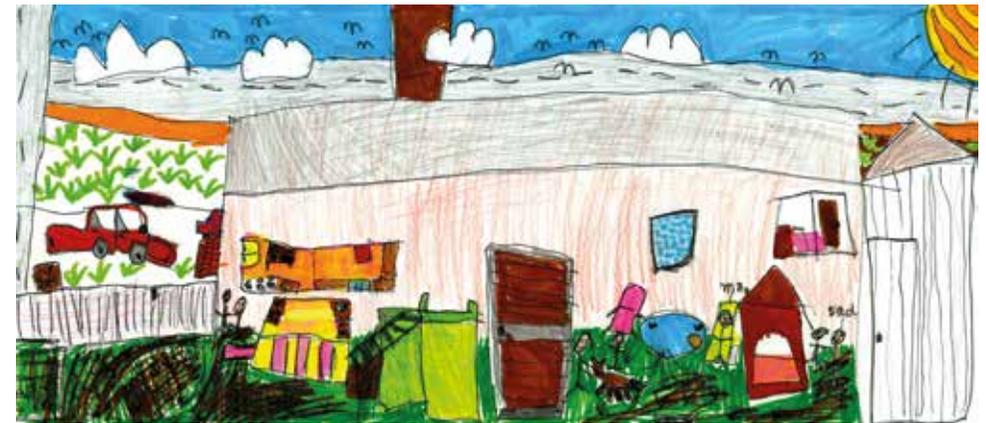
“It’s hard being 10, and confusing, like USA bombing or people dying, I don’t get over it. I learn to keep it in my heart.”



“I like living in the country because you can have bonfires and play around in the trees and paddocks. You can also learn to drive. And, when you wake up you always can smell something fresh in the air.”



“All around me stretching wide and far, I see trees, bushes, animals and roads. Even though there’s dust and dirt, I still love WA loads!”



“Family is important to me because they make me smile and laugh. When I look to my family they make me happy inside.”

# Pilbara

| Pilbara               | Number      | %          |
|-----------------------|-------------|------------|
| Environment           | 79          | 25.9       |
| Recreation            | 75          | 24.5       |
| Emerging Independence | 43          | 14.1       |
| Family                | 37          | 12.1       |
| Wellbeing             | 31          | 10.1       |
| Friends               | 23          | 7.5        |
| School and Learning   | 18          | 5.8        |
| Safety                | 0           | 0          |
| <b>Total</b>          | <b>306*</b> | <b>100</b> |

\* The total figure is greater than the total number of students who responded, as students often raised multiple themes or sub-themes within a single response.

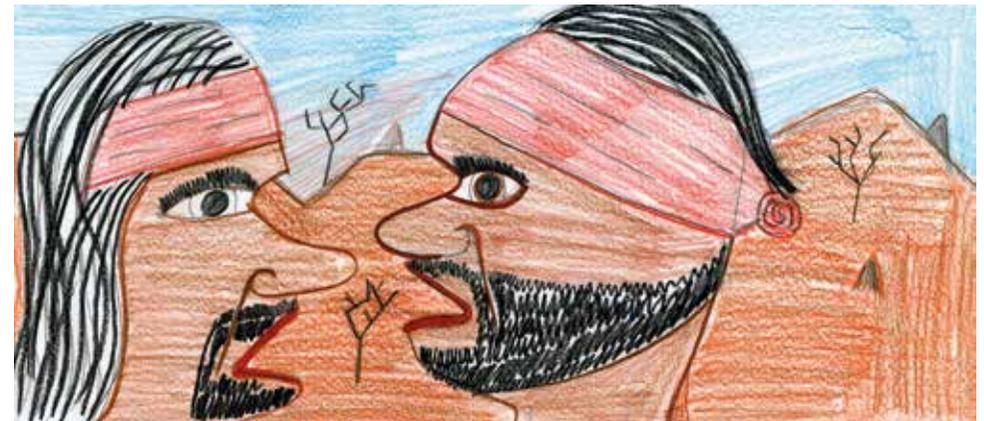
In the Pilbara, children were greatly influenced by the natural environment, with swimming in gorges, fishing, playing in the red dirt and camping under the stars widely talked-about activities.

Children were very proud of their local communities, and many talked about special landmarks and activities they enjoyed, such as the annual FeNaCING Festival and watching the Staircase to the Moon.

The Pilbara was the only region in which 'environment' was the most prominent theme raised. Many children talked about the environment in relation to their Aboriginal identity, for example going out bush hunting and visiting national parks and other landmarks to learn about their culture.



"I am 10 years old, I live on country. This is my Grandfather. He's a culture man. I love my family. We all go camping."



"The Lore takes care of my family and home. When I grow up I will do Lore like my brothers and my father."



“The age of 10 means going to the pool on my own, playing at friends’ houses, rocking my bike at the skate park and meditating.”



“I love sitting in the rocks looking at the sunset.”



“We climbed the mountains, and found magnificent views to put in our thoughts.”



“Being 10 in the Pilbara is awesome! I get to go everywhere like the skate park and the shops. It is so fun with my family.”

# Mid West

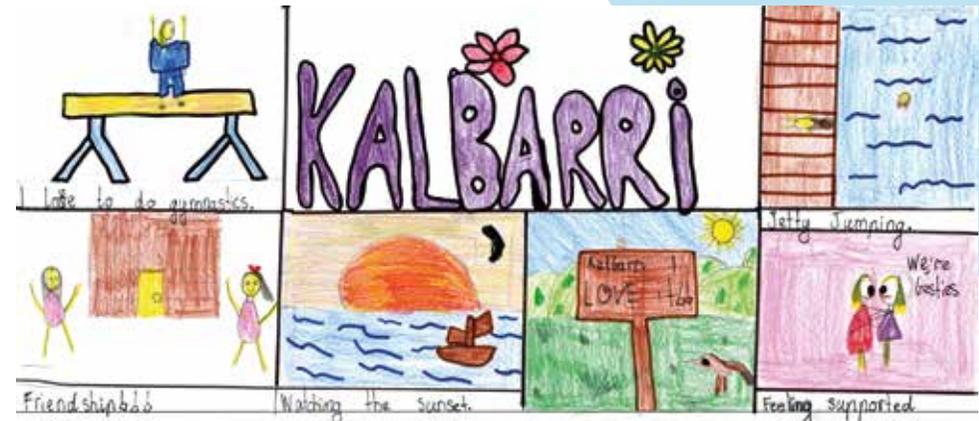
| Mid West              | Number      | %          |
|-----------------------|-------------|------------|
| Recreation            | 65          | 29.1       |
| Environment           | 48          | 21.5       |
| Family                | 35          | 15.7       |
| Emerging Independence | 27          | 12.1       |
| Friends               | 16          | 7.2        |
| Wellbeing             | 14          | 6.3        |
| School and Learning   | 11          | 4.9        |
| Safety                | 7           | 3.2        |
| <b>Total</b>          | <b>223*</b> | <b>100</b> |

\* The total figure is greater than the total number of students who responded, as students often raised multiple themes or sub-themes within a single response.

Similar to other regional areas, children in the Mid West spent a lot of time outdoors and enjoyed activities that made the most of the natural environment.

Like the South West, many children remarked that now they had turned 10, they were able to spend more time with friends, enjoying their favourite activities without parental supervision. Popular activities were fishing, skating, BMX riding and racing.

Children in the Mid West were very proud of their towns, schools and local communities because they felt they were safe, friendly and had lots to do.



“The most important thing in my life is that I live in a safe town and live in a good safe comfortable house.”



“I wish mum had a car. I wish my brother lived here. I wish I knew my dad. But other than that, life’s pretty good.”



“Swimming, snorkelling, fishing and exploring our beautiful oceans as a 10 year old is what I love most.”



“I love living in Jurien Bay because I can swim at beautiful beaches, watch skydivers and I always feel safe at all times.”



“I love going to my chook pen and finding birds, snakes and sometimes echidnas. I also love going to the duck pen and patting my ducks.”



“My family is so nice I will do anything to protect them.”

# Kimberley

| Kimberley             | Number      | %          |
|-----------------------|-------------|------------|
| Recreation            | 53          | 38.4       |
| Environment           | 31          | 22.5       |
| Wellbeing             | 13          | 9.4        |
| Emerging Independence | 13          | 9.4        |
| Family                | 11          | 8.0        |
| School and Learning   | 10          | 7.2        |
| Friends               | 7           | 5.1        |
| Safety                | 0           | 0          |
| <b>Total</b>          | <b>138*</b> | <b>100</b> |

\* The total figure is greater than the total number of students who responded, as students often raised multiple themes or sub-themes within a single response.

To children in the Kimberley region, being able to enjoy nature and the outdoors was extremely important.

Children talked about sitting under boab trees, watching the Derby sunsets, swimming in oceans and rivers, catching fish, camping and hiking.

The Kimberley was the only region in which the theme of wellbeing (instead of family) was in the top four responses, with many Aboriginal children talking about the importance of culture and how they practised activities such as hunting, fishing and going out bush with their families.



“My favourite thing to do is sit down and read a book under a boab tree in peace and quiet and not worry about anything.”



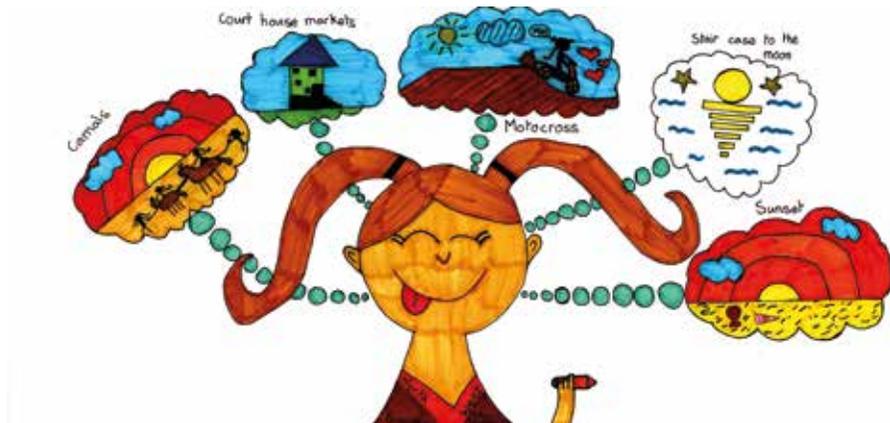
“A long time ago Aboriginal people lived in the bush. I am a Gooniyandi kid. This is my country.”



"I am starting to know more about where I live. I'm getting better at sport. I understand school a lot more when I'm 10."



"I like to dance and I like waterfalls and boab trees. I feel like I am dreaming when I dance and when I see waterfalls."



"In Broome it is hot and sunny. Broome has really nice beaches and I love motocross. I love my life at 10!"



"This is me at Jiljardie. I am fishing for Bream and Bulga."



# Acknowledgements

Thank you to all schools who participated in this consultation, in particular the many teachers who coordinated the efforts of their students.

Most importantly, thank you to the thousands of students who took part. Thank you for every one of your contributions; the time you took and the wonderful insights you shared.

Your work has been published throughout the state, and is a lasting record of what was life for West Australian 10 year-olds in 2017.

## Speaking Out publications

Promoting and valuing the voice of children and young people and the positive contributions they make to our society is central to the work of the office.

Speaking Out publications bring the voice of West Australian children and young people to government and non-government organisations, policy makers, service providers and the broader community.

The following Speaking Out publications have been produced since the office's inception and are available at [ccyp.wa.gov.au](http://ccyp.wa.gov.au)

- Speaking Out About Youth Justice (December 2016)
- Speaking Out About Raising Concerns in Care (October 2016)
- Children from Culturally and Linguistically Diverse Backgrounds Speak Out (February 2016)
- Aboriginal and Torres Strait Islander Children and Young People Speak Out (August 2015)
- Speaking Out About Youth Health (March 2014)
- Speaking Out About Disability (November 2013)
- Speaking Out About Living in Regional and Remote WA (October 2013)
- Speaking Out About Wellbeing (June 2011)
- Speaking Out About Mental Health (May 2011)
- Speaking Out About Reducing Alcohol-Related Harm on Children and Young People (April 2011)

