

# Youth Strategy Engagement Report

TSRA

Final: 6th September 2024

*This document has been developed  
for internal use only, not for publication.*

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## Acknowledgement of Country

We pay respect to the Traditional Owners and Custodians of the lands and waters on which we work. We honour the resilience and continuing connection to land and sea country, culture and community of all Torres Strait Islander peoples and Aboriginal peoples across Australia. We recognise the decisions we make today will impact the lives of generations to come.

## Acknowledgement of Key Collaborators and Supporters

We extend our sincere appreciation to our key collaborators and supporters for your important role in the development of the *Inner Islands Youth Strategy*. Your trust, generosity, and commitment are greatly valued.

We specifically acknowledge members of the Project Steering Group and Youth Research Group. Your local knowledge, essential feedback and support has been crucial in shaping and guiding the outcomes of the project.

A special thank you to our key collaborators, including the Torres Strait Regional Authority, Tagai State College, Thursday Island Community Justice Group, Torres Strait Kaziw Meta, Island Stars, Mura Kosker Sorority, Torres Health, and the Kaurareg Aboriginal Native Title Corporation (KANTC). Your hard work and passion for culture, young people and community enabled meaningful local connections, engagement, and findings.

To the amazing young people who participated in conversations, forums, workshops, and surveys, we are deeply grateful. Thank you for sharing your experiences, and for trusting us with your challenges, hopes, and dreams.

## Purpose of report

The Torres Strait Regional Authority (TSRA) engaged Fieldworx to work with young people and community stakeholders to develop an Inner Islands Youth Strategy (Youth Strategy).

This report outlines how we engaged with community and what we heard. It does not include desktop analysis of regional, state and national data trends.

This Youth Strategy Engagement Report has informed the development of the Inner Islands Youth Strategy, a separate document.

## Young people

The focus of the project is young people aged 12 to 25 which is consistent with State and Commonwealth Government definitions. However, this does not mean that young people outside this age group were excluded if they choose to engage in the conversations.

## The Inner Islands

For the purpose of this project, the Inner Islands are Waiben (Thursday Island), Ngurapai (Horn Island), Kirriri (Hammond Island) and Muralag (Prince of Wales Island).

Movement of young people between islands is unique to the Torres Strait, particularly to and from Waiben. Therefore, specific consideration was given to Waiben, where a significant number of young people attend Tagai State College from the outer islands and stay with family or board at the hostels. Additionally, a number of young people from across the region attend high school on the mainland and return to their communities during school holidays.

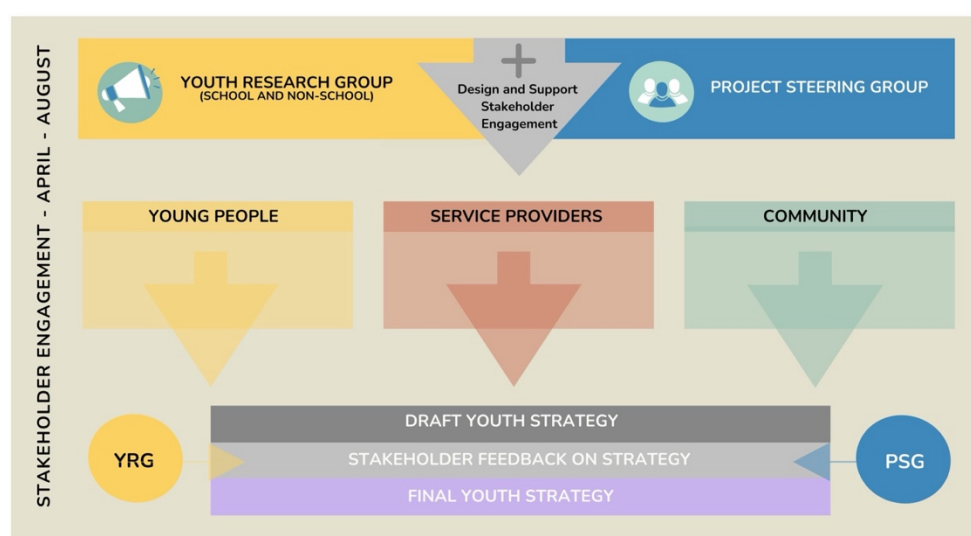
The outer islands and the Northern Peninsula Area were not within the project scope.

## Section 1: Project Governance

This section outlines the governance structures used to guide the project.

In collaboration with TRSA and key community stakeholders, a Project Steering Group was formed in March 2024. Members of the Project Steering Group invited young people who would like to be part of the Youth Research Group.

The Project Steering Group and Youth Research Group were established to support and guide the project. Both groups supported stakeholder analysis and engagement and were instrumental in the development of the Youth Strategy.



*Stakeholder Engagement Framework.*

### Project Steering Group

A Project Steering Group was established to guide the project, and membership (*Attachment 1*) included organisations who work with young people. The Terms of Reference outlined the purpose, expectations, and anticipated time commitments for the group (*Attachment 2*).

### Youth Research Group

To ensure meaningful engagement with young people on the Inner Islands, a Youth Research Group was established to support the project. Membership (*Attachment 3*) included two sub-groups – one group of young people engaged in high school, and a second group of young people who did not go to school. All Youth Research Group members were aged between 12 and 25 years and lived, studied and/or worked on the Inner Islands.

The Youth Research Group contributed to the survey design, promotion, participation in conversations and analysis of data. Participating members received Community Enterprise Queensland (CEQ) gift vouchers in recognition of their commitment and a certificate of achievement.

Engagement with Youth Research Group members was guided by Youth Research Group guidelines (*Attachment 4*).

## Section 2: Engagement methodology

This section outlines the process Fieldworx used to engage stakeholders.

### Purpose of engagement

Fieldworx engaged a range of key stakeholders including young people, service providers and the broader community to inform the design of the *Youth Strategy*.

The purpose of the engagement was to understand key challenges and opportunities for young people; and to identify priorities for the future. Insights gathered were used to address the project objectives:

- Identify key issues, concerns, dreams, and ideas from a young person's perspective.
- Identify opportunities for collaboration with existing service providers.
- Consider the need for establishing a space for young people.
- Alignment with Commonwealth and State Government priorities, policies, and strategies to best position the Inner Islands for funding and resources.

The community engagement phase took place from April to August 2024.

### Engagement approach

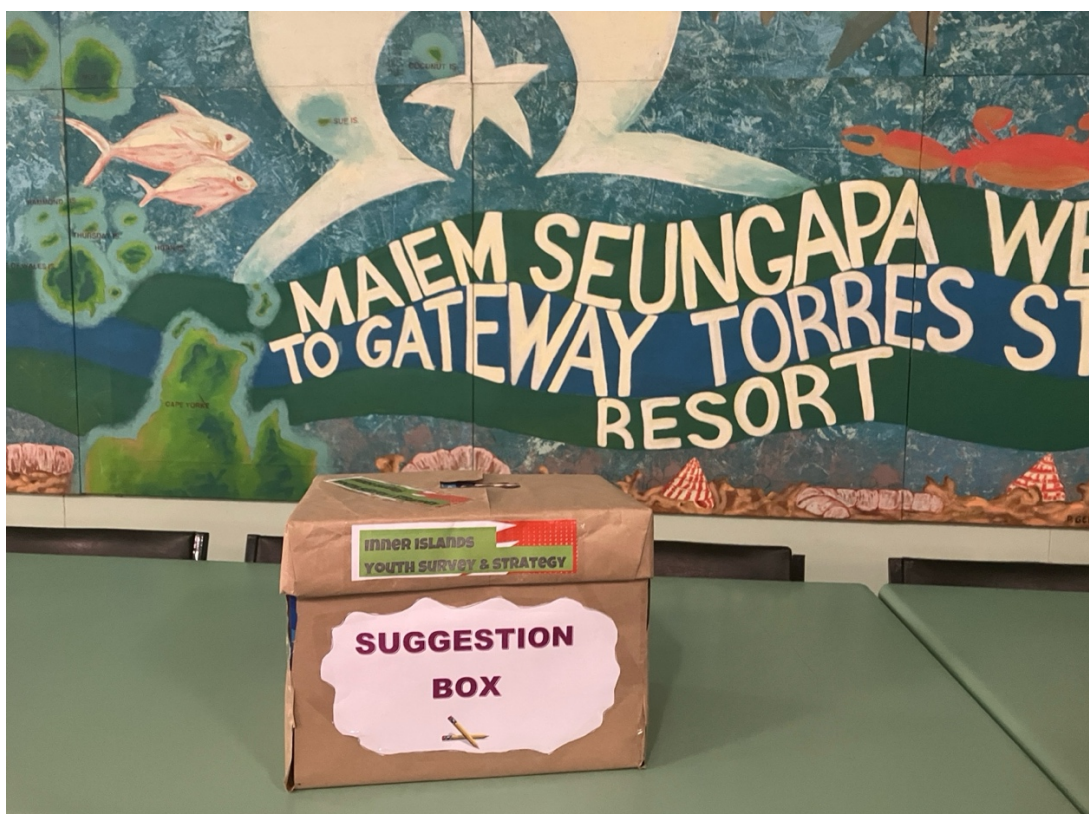
The engagement involved a mixed-methods approach to ensure a range of culturally appropriate ways were used to engage young people and community. This was combined with flexibility to maximise unanticipated opportunities for engagement.

Stakeholder analysis and engagement approach was guided by the Project Steering Group and the Youth Research Group. Engagement was delivered in three phases:

- Phase 1 – Scope and Co-Design
- Phase 2 – Consult and Engage
- Phase 3 – Analyse and Test

The iterative process across all three phases required ongoing dialogue and adaption based on feedback. Engagement with key community stakeholders was intentionally flexible to support the changing needs of the environment. All engagement activities required adaptability to allow for deeper connections and more meaningful outcomes for community and the project.

Targeted stakeholder engagement activities comprised an online survey, and a series of face-to-face workshops and meetings, as well as a dedicated email and suggestion box.



*Suggestion Box at Horn Island Forum.*

## Phase 1 - Scope and Co-design

An Enquiry Framework (*Attachment 5*) provided the foundation for the engagement approach. It outlined the key questions that the project sought to address and was used as a guide to engage stakeholders, including young people. Some questions remain unanswered as the data was not available or stakeholders did not engage in the line of enquiry.

The Project Steering Group (PSG) and Youth Research Group (YRG) were established and engaged to support the scoping of the project and the co-design of engagement elements between April and August.

The PSG supported the scope, co-design and testing of the:

- Membership and Terms of Reference.
- Stakeholder analysis.
- Enquiry framework.
- Membership and guidelines for the Youth Research Group.
- Mapping of youth services and organisations on the Inner Islands.
- Youth Survey.
- Engagement activities with community.

The YRG supported the scope, co-design and testing of the Youth Survey and engagement activities with young people.

## Phase 2 – Consult and Engage

### *Forums, workshops, and conversations*

A range of conversations, events, workshops, and forums took place on Thursday Island, Horn Island, and Hammond Island between June and August. Consultation activities included:

- Discussion at Torres Strait Kaziw Meta Parents Meeting.
- Workshop with Service Providers and stakeholders.
- Youth Forums with Tagai State College high school students.
- Youth Forum with young people not in school.
- Topic-based Roundtables with service providers and young people.
- Community Forums on Horn Island and Hammond Island.
- Meetings and email correspondence with Project Steering Group and Youth Research Group members, including requests for feedback.
- Engagement via WhatsApp group with Youth Research Group (non-school).
- Individual discussions with TSRA representatives, Project Steering Group members and other community stakeholders.

### *Online Survey*

The development of the Zenadth Kes Youth Survey was guided by the Youth Research Group. The online survey targeted young people across the Inner Islands to understand more about their issues, concerns, dreams and ideas. The survey included 34 questions – a mix of multiple choice and open-ended questions, and scaling questions using a Likert scale.

The survey was open from the 20 July to 24 August, following a launch event that coincided with the Saturday Rugby League game at Ken Brown Oval on Thursday Island.

### *Survey Promotion*

To support the promotion of the survey, a range of promotional materials were produced in consultation with the Youth Research Group.

An artwork created by Eileen Solomon, a secondary student from Tagai State College, was licenced for project branding and featured on the survey, posters, postcards, caps, and bags. The acronym ZKY, which stands for Zenadth Kes Youth was chosen as part of the marketing strategy.



Youth Survey Postcard (Front),  
Youth Survey Postcard (Back).

Artwork: Eileen Solomon.  
Postcard Design: Lola Digital.

Local Indigenous-owned creative agency, Lola Digital was engaged to support the survey engagement phase. A marketing approach was developed in consultation with Lola Digital.

Lola Digital was contracted to:

- Design and organise promotional materials.
- Coordinate local media and social media engagement.
- Involve Youth Research Group.
- Encourage Young People to create social content.
- Promote and document events.
- Coordinate surveying events with the involvement of Youth Research Group members.

The survey was promoted to young people on the Inner Islands through a range of channels. Promotional methods and outcomes included:

- Posters and postcards displayed / distributed.
- Advertisements on CEQ TVs.
- Facebook posts on community pages.
- Advertisement and article in Torres News.
- Interview with Youth Research Group member on TSIMA 4MW.
- Surveying events at Saturday Football and Islands Stars.

- Surveying events with Youth Research Group members at Thursday Island Community Connector Muster and IBIS.
- Support from Project Steering Group and Youth Research Group members, including:
  - Personalised text messages and emails to networks.
  - Posts on social media.
  - Word of mouth promotion.
  - Content in organisational newsletters

Incentives for completing the survey included \$20 CEQ vouchers at the launch and specific events. Young people who completed a survey could also go into a draw to win one of ten \$50 CEQ vouchers.

### Phase 3 – Analyse and Test

The third phase of the project included the analysis of qualitative and quantitative data and the testing of Youth Strategy concepts from September to October. This included:

- Individual discussions with TSRA representatives and Project Steering Group members.
- Facilitated discussions with Youth Research Group and Project Steering Group on draft Youth Strategy.

TSRA also coordinated a public consultation process, inviting community from the Inner Islands to provide feedback on the draft Youth Strategy.

## Section 3: Key Engagement Findings

This section outlines what Fieldworx uncovered during the engagement process.

### Engagement Numbers

In total there were 603 engagement touchpoints and 34 events held during the engagement period which is summarised in the below table.

Events	Date	Touchpoints
Youth Strategy / Hub Working Group	19-Apr	12
Meeting with Tagai and TICJG	16-May	2
PSG Meeting	17-May	5
PSG Meeting	24-May	5
PSG Meeting	31-May	5
Kazimeta Parents Meeting *	04-Jun	15
Youth Research Group Meeting - School Based	05-Jun	6
Youth Research Group Meeting - Non-School Based	05-Jun	5
Service Provider Workshop	06-Jun	28
Project Steering Group Meeting	21-Jun	5
Meeting with Tagai and TICJG	09-Jul	3
Youth Research Group Meeting - School and Non-School	10-Jul	6
Meeting with Torres Health	11-Jul	2
Thursday Island Interagency Meeting	18-Jul	10
Youth Research Group Meeting - School Based	19-Jul	5
Hammond Island Forum	19-Jul	11
Youth Survey Launch at Rugby	20-Jul	20
Youth Research Group Meeting - Non-School Based	22-Jul	3
School Forum - Years 10 - 12	22-Jul	60
School Forum - Years 9s	22-Jul	40
School Forum - Years 7-8s	22-Jul	81
Discussion at HACC *	22-Jul	5
Roundtable - Participation Arts	23-Jul	9
Roundtable - Participation Sports	23-Jul	11
Roundtable - School and Jobs	23-Jul	6
Island Stars & Torres Health Event	23-Jul	26
Roundtable - Space for YP	24-Jul	10
Roundtable - Culture and Identity	24-Jul	9
Roundtable - Getting Help and Support	24-Jul	11
Discussion at Island Stars Barista Training *	24 Jul	6
Horn Island Forum	25-Jul	10
Project Steering Group Meeting	09-Aug	5
Surveying Event - TI Muster and Ibis	15-Aug	10
Youth Surveys Completed *	24-Aug	156

\*For the purpose of this table, informal discussions and the survey completion have been categorised as events.

## Survey

A total 156 young people from the Inner Islands completed the Zenadth Kes Youth Survey, providing valuable insights into their lived experiences and perspectives. The Youth Survey Summary Report (Attachment 6) provides an overview of the response data. Key survey findings have informed the development of the Youth Strategy.

## Service Provider Workshop

On 6 June, 28 community stakeholders, including representatives from KANTC, participated in the Service Provider Workshop at TRAWQ Community Hall. Participants shared their perspectives on the challenges and opportunities for young people on the Inner Islands.

The workshop design was shaped around the following three questions:

- What are you hearing about young people on Inner Islands.
- What's working well.
- What is not working well.

Participants shared individual thoughts and collaborated in groups. They presented various solutions to identified challenges, narrowing the focus to 6 key priority areas:

- Cultural identity, knowledge, and practices.
- Holistic local youth programs and space.
- Locally developed rehab and reintegration support.
- Strategic and collaborative plan to support school and jobs.
- Culturally appropriate support for mental health.
- Streamlined roles and coordination across services.

At the end of the workshop, Uncle Gabriel Bani emphasised the importance of culture and identity for young people, including language, cultural knowledge, and practices.

*“The Youth Strategy must empower and support families to build cultural strength.”*

*– Uncle Gabriel Bani*

## School Forums

On 22 July, 181 high school students attended the School Forums at Tagai State College (Thursday Island Secondary). Coordinated by the Head of Campus, facilitated by Fieldworx and supported by TSRA representatives and teachers, the forums were split into year levels:

- Year 10, 11 and 12 students
- Year 9 students
- Years 7 and 8 students



*School Forum at Tagai State College.*

The forum process was tailored to meet the diverse ages, backgrounds, interests, and capabilities across the groups. The engagement approach and questions were adjusted throughout the workshops to manage focus and meet the needs of the large groups.

Students were invited to select an image-card to prompt or support their responses to questions.

The first question inspired a range of responses across all age groups.

*“What do you like about living in the Torres Strait?”*

Significant themes included spending time with family and friends, exploring culture and identity, a common love of the ocean, and the calming influence of nature and animals. Students also identified a range of family members as central to their lives, including Elders, grandparents, parents, cousins, aunties, uncles, and siblings.

Special memories and important cultural experiences with family and community included:

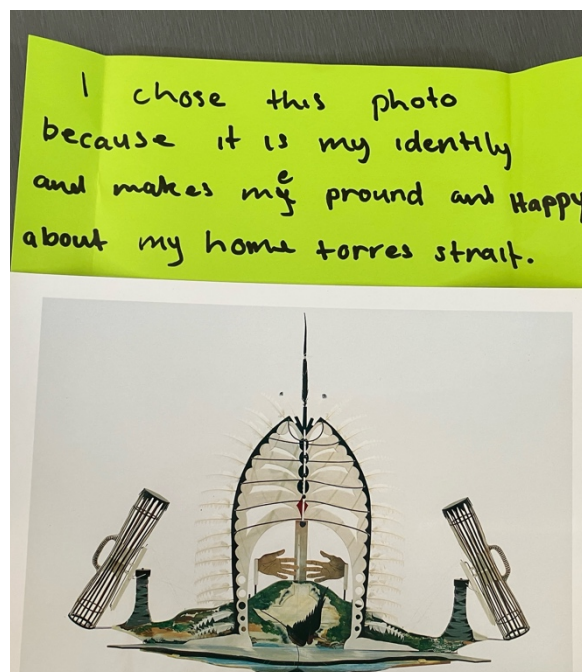
- Storytelling from Elders.
- Camping and keeping warm by the fire.
- Listening to traditional music
- Watching island dancing.
- Making of traditional art.
- Hunting for food.
- Feasting and making Kai Kai with Akas.
- Listening to language.
- Going fishing, snorkelling, diving.
- Looking at the stars.
- Travelling by boats to other islands.

Selecting a new card, students were prompted to respond to a second question.

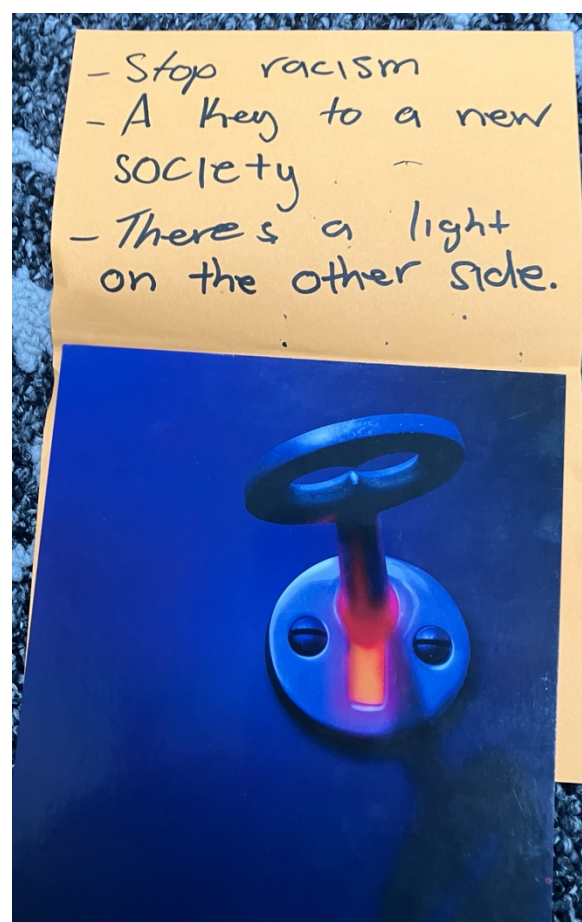
### *"What change do you want to see in the Torres Strait?"*

Themes for change included:

- Less racism, judgement, and shame.
- More events and activities to learn about culture and identity.
- Support those who want to succeed at school and those that want to leave.
- More accommodation, including housing and classrooms.
- Access to affordable food.
- Less violence and fighting in community.
- Less drugs and alcohol.
- Less driving offences, including drink driving and reckless driving.
- Stop global warming, rising sea levels and pollution.



*Student contribution to workshop activity.*



*Student contribution to workshop activity.*

Where time and attention permitted, students were asked to work in groups to select the two most important things they would like to see change.

Ideas to support change in their school and community included:

- Art supplies, activities, events, and scholarships (ie. ceramics, photography, lino, printing, woodwork, music, dance, and performing arts).
- Sporting equipment, activities, competitions, and events. Upgrades and access to existing facilities and the creation of new facilities (ie. new basketball stadium, rock-climbing, skatepark, etc).
- Support for retail development to support a variety and availability of goods and services with the community, including:
  - Range of food options (ie. island food at tuckshop/in community, vending machines, and more cafes).
  - Recreational and entertainment activities (ie. cinema, water park, karaoke, bowling).
- Spaces and activities in and outside of school, including:
  - A space to come together with other young people to hang out, relax and play.
  - Access to the school library to study or relax.
- Gym at school to support health and well-being.
- Eco friendly gardens and colour at school.
- Pollution and recycling programs.

Two students pondered change to embedded societal systems:

- Change school hours from 4:00pm to 9:00pm and include Monday in the weekend.
- Change the way people work. *"People should spend more time in life than working really hard on computers."*

As part of this activity, some students chose images of LGBTIQ+ couples and expressed discriminatory views against LGBTIQ+ individuals and community. Additionally, a few students selected photos of parents and children and indicated a belief that parents should use physical discipline to "make their children behave."

The data collected from all students was divided into the following two groups:

- Students who offered individual and personal reflections, providing specific and detailed insights into their worlds; and
- Students who gave responses like their peers, which might reflect a collective rather than individual perspective.

It should be noted that the data collated at the *School Forums* includes perspectives and experiences from young people from across the region, not just Thursday Island.

## Community Forums

### Hammond Island Forum

On 19 July, 11 community members attended the *Hammond Island Forum*, including 4 young people. The forum was facilitated by Fieldworx and supported by TSRA representatives and local Mura Kosker staff at the community hall.

At the beginning of the casual and facilitated discussion, the group reflected on the types of activities that young people enjoyed in community including family time, fishing, basketball, football, and local community activities and events.

It was noted that there were around 50 – 60 young people in community, with 20-30 school students (15 in high school) travelling to Thursday Island.

Key priorities to be addressed included:

- Support for infrastructure:
  - Audit of existing facilities.
  - Removal of safety hazards.
  - Safe spot where internet is provided.
  - Oval surface fixed and maintained.
  - Basketball court is fixed and upgraded to include a roof to provide shade and shelter from the weather.
- More community / youth engagement, opportunities, and events.
- Support for paid work. There are no local jobs, so young people may move to Thursday Island, Horn Island, or the mainland after Year 12 for further study or employment.

Ideas for the future of young people on Hammond Island included:

- Establish a community group to support all community issues, including Elders, young people, women, and men. Bring community together and drive cultural practices, healing (mental wellbeing), learning, and social events.
- Create an accessible space for young people, including:
  - A quiet space to study.
  - Support to get driver's license, white card, blue card, tax file number, passport, or 18+ cards, Medicare card, Centrelink support.
  - Guidance for resumes and job applications.
- Health workers to visit different island communities to talk to young people about addiction, including the effects of alcohol and drugs.
- Tailored services and support for young people with disability, their families, and caregivers.
- Establish an Arts and Cultural Centre, including arts and craft activities and events.
- Create a sport and recreation facility.
- Support for early childhood education and care, including a childcare centre.

The group discussed the limited ferry service how local families with boats pitch in to transport young people to and from Thursday Island and Horn Island for work or extracurricular activities.

### *Horn Island Forum*

On 25 July, 8 community members attended the *Horn Island Forum*, including 3 young people. The forum was facilitated by Fieldworx and supported by TSRA representatives.

The group reflected on positive influences for young people, such as swimming, camping, fishing, and crabbing with family. They also highlighted the impacts of the bush, sea, and natural environment in fostering happiness and character development.

Key issue to be addressed included:

- Initiatives are trialled but not continued even if successful.
- There was a recognition that more services and activities for young people are available on Thursday Island, and that duplication is cost prohibitive. However, the cost for young people to travel by boat between the two islands, and the timetable that does not include night-time travel is a barrier to access for young people living on Horn Island.
- There is a good stadium that was built on the island. The PCYC used to run a program until 2 years ago. It is now only a space for hire through the Shire, but it's too expensive for families - \$684 per day and \$634 for bond. There is also no equipment available in the stadium.
- There are no dance or song groups based on Horn Island.
- Community work relies on a small group, leading to burn-out; more community involvement is needed.
- No job provider on the island; main industries are transport, accommodation, and hospitality.
- Between 10 and 15 young people who are school aged are not regularly going to school.

Ideas for the future of young people on Horn Island included:

- Regular programs and activities for young people on Horn Island.
- A safe and welcoming space for young people who feel disconnected or have disabilities.
- CEQ to employ young people who are under 18 including part-time and after school so they can get confidence and experience.
- PBC develop a community group to assist with community input – sit, talk, act, and prioritise.
- Support for life administration – ID, licensing, Medicare card.
- Organise sports run across the 3 Inner Islands to build connections and opportunities.
- Hold school holiday programs on the island for older young people.
- Support pathways through school and support cultural mentors.
- Hold local trade shows on Horn Island and Hammond Island, including government and Council.
- Traditional Owners to lead men's and women's culture camps on Horn (including young people from other islands).
- A roster of service providers to do outreach to Horn Island monthly.
- Support young people to build confidence, self-esteem, and personal resources.

## Themed Roundtable Discussions

On the 23 and 24 July, 6 Roundtables were held at Tagai State College. Each *Roundtable* included a mix of high school students and key community stakeholders including Project Steering Group members, youth service providers, and other community representatives.

The topics for the *Roundtable* sessions were created using priority themes identified at the Service Provider Workshop in June. This process allowed for the facilitation of deeper discussions in a small group setting.

*Roundtable* topics included:

- Culture and Identity
- From School to Jobs
- Getting information and help (health, mental health, family)
- Participation in Sports
- Participation in Arts
- A Space for Young People – what and why

The design of the *Roundtables*, including format and themes, was tested with the Project Steering Group. All Project Steering Group members were invited to attend the roundtable sessions.

Targeted invites to the *Roundtables* were coordinated by TSRA including emails and telephone calls to Project Steering Group members, youth service providers, Traditional Owners, and other key community organisations.

The Head of Campus at Tagai State College coordinated students and teachers to attend and participate in the *Roundtables*. The *Roundtables* were held on school grounds to ensure the safety of young people.

### *Roundtable 1 - Participation in the Arts*

On 23 July, 9 stakeholders attended the *Participation in the Arts Roundtable*. The facilitated discussion engaged participants to reflect on how young people are currently engaged in the arts and what could be improved.

The group discussed how arts and culture can support the positive outcomes of young people, including culture, identity, expression, and well-being and shared the following areas for growth:

- More cultural and creative practices in and out of school.
- Creative spaces that can be easily accessed by young people.
- Support and career pathways for emerging artists.
- Skilled arts workers supporting school and community programs and activities.

The group provided ideas to support participation, including:

- Youth Media Arts Festival.
- Media room at school in partnership with TSIMA.
- Support for a fashion industry.
- Access to the school music room.
- Arts workers to come into school a few days a week at lunchtime.
- Create and support cultural dance groups.
- Opportunities for crafting.

### *Roundtable 2 - Participation in Sports*

On 23 July, 11 stakeholders attended the *Participation in Sports Roundtable*. The facilitated discussion engaged participants to reflect on how young people are currently engaged in sports and what could be improved.

The group discussed ideas to support participation across the Inner Islands including:

- Flexible transport options to support activities and events across islands (ie. weekend and after hour ferries, subsidised docking fees, community buses).
- Facility maintenance and upgrades (ie. fix water on ovals at school and upgrade Hammond basketball courts and Horn Island oval at the school).
- Access and staffing of facilities (ie. Wongai courts, Ken Brown Oval, Horn Island School Oval, Horn Island Stadium).
- Maintenance of Tamwoy and Wongai Courts.
- Solar and free lighting at sporting facilities.
- Stronger partnerships across Local, State and Federal government agencies.
- Coordination between community sporting groups and organisations.
- Events and season calendar.
- Address barriers to affiliations with state and national bodies (ie. Insurances).
- Support pathways for athletes (ie. exposure to scouts, school subsidies to support elite athlete pathways, and those living away from region or not at school).
- Longer term grants funding to support progress (ie. 3 years funding not quarterly/annual).
- Qualified officials supporting events, activities, and training.
- Concessions for pool and gym.
- Free access to all sports, for collectives not individuals.

The group proposed focussing on the development of touch, basketball, rugby, AFL, and netball over the next 4 years.

### *Roundtable 3 - Getting Help and Information*

On 24 July, 11 stakeholders attended the *Getting Help and Information Roundtable*. The facilitated discussion invited participants to think about how young people access help and support in their communities.

Community representatives shared their views on the health and mental health issues for young people and the types of services and supports available on the Inner Islands.

A separate discussion was facilitated with students to understand more about their lived experiences and perspectives. Students offered additional insights and identified who they trust, mapping the health topics with relevant support:

- Friends – cyber bullying, self-harm, suicide ideation, abuse, domestic violence, bullying, anxiety.
- Uncles/Aunties - Respectful relationships.
- Teachers I trust – Mental health, peer pressure, coercive control, informed consent, money management, verbal abuse.
- Health Centre – sexual health.
- Other Services – Drugs, alcohol, smoking, emotional abuse, anger management, grief and loss, depression.

Students also shared that they had not used a help line or contacted local services. This assertion may have been because young people did not want to self-identify as having accessed services for help. Overwhelmingly young people said they went to their peer group for help, information, and advice.

### *Roundtable 4 - Culture and Identity*

On 24 July, 9 stakeholders attended the *Culture and Identity Roundtable*. The facilitated discussion invited students to share what they already knew about their culture and identity, and what they would like to know.

Initially, students were hesitant to participate, but once assured that they could share anything without judgement or shame, the young men in the group began to open up.

The young men discussed the importance of understanding identity and cultural knowledge because “it makes us who we are.” They wanted to learn how to confidently communicate in language and understand their bloodline, where their ancestors were from, totems, protocols, stories, dressing, cooking, painting, and weaving. Additionally, they wanted to understand family boundaries, native title, and sacred places.

*“When we grow up, we want to explain to others where we come from to know if we have a connection, especially to know and connect to the stolen generations. We need to prepare to take over the responsibilities.”*

The young men in the group also discussed the fear of getting cultural protocols wrong and the challenges of learning about culture and identity in community:

- Concerns about going places and getting protocol wrong.
- Parents or Elders in the community may not have the time due to life pressures, lack of interest in passing on culture, or don't know and practice culture to pass on.
- Elders may not have the equipment or money to teach culture.
- Disagreements and conflict between families.
- Boarding colleges conducting risk assessments which may impact the types of activities.

The young men would like Elders to understand that they are learning and practicing and will get things wrong from time to time. They would like Elders to engage with them and give them the time, space and forgiveness to practice.

Ideas to support culture and identity for young people, included:

- Yarning circles with Elders and young people in school and in community.
- Culture week that includes singing, dancing, music, telling stories.
- Youth Group from Torres Strait Traditional Languages Association.
- Traditional Elders running camping trips (boys and girls).
- Camps in school holidays.
- Film project with Traditional Owners to learn about what to do and not to do.
- Workshops about specific arts, crafts, culture.

The young women in the group remained quiet throughout the session. When asked outside of the session if they had anything to share about culture and identity from a young woman's perspective, they said they were concerned about alcohol and drugs in the Torres Strait.

#### *Roundtable 5 - A Space for Young People*

On 24 July, 10 stakeholders attended the *A Space for Young People Roundtable*. The facilitated discussion invited participants to consider if a youth space is needed on the Inner Islands, what one might look like, and where it should be.

Young people were excited about the idea and were interested in designing a space where they could come together with other young people to relax, study and do activities outside of school.

Activities included art, music, computers, sports, gym, library, cinema, gaming, and a beauty salon. Feedback included the need for quiet spaces, structured activities and a kitchen to cook 'Kai Kai'.

In contrast, community representatives expressed a need for the space to provide services such as health and mental health support, school tutoring, career and employment assistance, and life skills training.

It should be noted that the workshop only included high school students, therefore the discussion is not reflective of the broader group of young people aged 12 – 25 years.

### *Roundtable 6 - School and Jobs*

On 23 July, 6 stakeholders attended the *School and Jobs Roundtable*.

At the beginning of the facilitated discussion, the group proposed to change the workshop title from 'School or Jobs' to 'School and Jobs'. This slight shift in the title provided an important frame to discuss the need for a range of training and employment pathways for young people, both in and out of school.

- More opportunities to 'learn and earn'.
- Support from school, families, and community for young people to succeed academically and "make it to the end."
- Creation of a one stop shop to support young people with schooling, employment, career, life skills, and decision making.
- Shaping programs and services around current school and jobs data.
- Grow local part time and full-time work opportunities:
  - Support through work placements.
  - Growing our own local capability and reducing FIFO.
  - Paid and unpaid internships.
  - Connect schools to local business.
  - Local government agencies to provide work experience and jobs.
- More jobs and housing to support young people to come back after they leave.

The point was raised that the societal value of education and jobs will be viewed differently by each young person and their families.

### *The out-of-school forum*

On 23 July, 26 young people and community stakeholders attended the *Out-of-School Forum* at Island Stars Café and Cultural space.

The relaxed event, co-facilitated by Joey Laifoo and supported by Torres Health, provided a safe space for young people to enjoy a BBQ and chat informally about their challenges, hopes and dreams.

Participants included a small group of boys (12 years) from Island Stars Cultural Dance Group, a small group of young men (aged 14 –16 years) with connections to Island Stars and Torres Health, and a handful of other young people who attended with family.

During the event, young people completed surveys and participated in one-on-one conversations and facilitated chats.

The younger boys confidently introduced themselves and their cultural background. They spoke fondly about Joey (Island Stars owner) and Island Stars, and their experiences dancing with the Island Stars Cultural Dance Group. They reflected on the activities that they enjoyed on the weekends which included hanging out at the park, Island Rooster, or Bobby's, as well as fishing, hunting, fixing bicycles and playing rugby.

The young men discussed the importance of listening to Elders and knowing your culture and identity and shared that they would like to learn more. They talked about future ideas and plans which included leaving school to 'earn good money' in the mines as tradies or driving trucks. When asked if they could do any job, some of the young men spoke about being professional athletes (ie. footballer or a boxer). When asked if they had spoken to a teacher about their plans and dreams, they said they hadn't and wouldn't.

Both the younger and older groups spoke about the need for more sporting activities, competitions, and access to facilities, sharing that they would play in both basketball and rugby competitions if there was one. They also shared that they would reach out to trusted friends, favourite teachers, and uncles before going to support services like Beyond Blue.

*"Beyond Blue, stuff like that, nah, they feel weird and not comfortable."*

Fieldworx also attended Island Stars on 24 July to chat to four young women aged 14-16 years, attending Island Stars Barista Training.

The young women spoke about the importance of culture and identity and the need to learn more. They also provided insights into gender roles reflecting that boys get more arts and culture opportunities than girls. The young women shared that they often get bored at school and would leave school now if they could and get a job.

## Section 4: Attachments

This section outlines attachments referenced in the document.

### Attachment 1: Project Steering Group – Membership

Member	Position	Organisation
Charles Turner / Anna Drummond	Program Manager	TSRA
Patricia Akee	Project Manager	TSRA
Ayesha Kepa / Elgina Dhillon	Mental Health Worker	Wakai Waian Healing
Aletia Twist	CEO	Mura Kosker Sorority
Matt Tully	Head of Campus	Tagai State College
Suberia Bowie	Principal Project Manager	Tagai State College
Andrew Abraham	Detective Sergeant	Thursday Island Child Protection and Investigation Unit, QPS
Moses Nelliman	Acting Manager	Thursday Island Service Centre, DTATSIPCA
Renee Williams	CEO	Torres Health
Thomas Fuji Jr.	SEWB Manager	Torres Health
Amos Lewin	Coordinator	Thursday Island Justice Group Inc.
Tom Dunsmore	CEO	Torres Strait Kaziw Meta
*Elsie Seriat	Mayor	Torres Strait Council
*Jodie-Rae Mills	General Manager	Kaurareg Native Title Aboriginal Corporation

*\*Note: Elsie Seriat and Jodie-Rae Mills accepted a membership invitation, however, were unable to attend any meetings due to conflicting schedules.*

#### Other representatives who attended PSG meetings:

- Beryl Daniel – Thursday Island Justice Group Inc.
- Thomas Loban – Queensland Health
- Nancy Hooper – Torres Health
- Jeffrey John-Paul and Kieran Mahoney – Queensland Police Service
- Tony Tiplady – Tagai State College
- Libby Cook – DTATSIPCA

## Torres Strait Inner Island Youth Strategy

### *Project Steering Group Terms of Reference – Final*

#### 1. Purpose of the Project Steering Group

The Project Steering Group will bring together a core group of stakeholders to provide advice and oversee the development of the Inner Island Youth Strategy (Youth Strategy).

#### 2. Background

There is no coordinated, overall youth strategy that can be used to leverage investment from the State and Commonwealth Governments into our communities. This means our communities are potentially missing out on opportunities and funding to support young people's well-being.

The Torres Strait Regional Authority (TSRA) has engaged Fieldworx, a small consulting group, to work with key stakeholders to develop a Youth Strategy.

The Youth Strategy will be an overarching document that:

- Identifies the key issues, concerns, dreams and ideas from a young person's perspective.
- Identifies opportunities for collaboration with existing service providers.
- Considers the need for establishing a youth hub – the purpose of the hub, who it should be for, what could be delivered from there, and potential delivery partners.
- Aligns with Commonwealth and State Government priorities, policies and strategies to best position the Inner Islands for funding and resources.

The Youth Strategy will:

- Recognise the great work already being done to support young people, including the work of the interagency.
- Include the data that has already been collated and address any gaps.
- Include the voices of young people.
- Demonstrate how the Inner Islands can deliver on the priorities of State and Commonwealth Governments.

#### 3. Role of the Project Steering Group

The role of the Project Steering Group is to:

- Contribute to the discussion and provide advice about the overall project methodology.
- Provide advice and practical support for the establishment of the Youth Research Group.
- Promote and participate in consultation opportunities eg forums.
- Contribute to and provide feedback on draft documents.
  - Consider and endorse the final draft Youth Strategy prior to submission to TSRA.

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- TSRA is the decision-maker for the final document.

Youth Strategy Project Steering Group – Terms of Reference

## 4. Membership

The Project Steering Group will be made up of:

- Traditional owners, organisations, government departments, and other identified groups or individuals who contribute to young people's well-being.
- Ideally the Project Steering Group would be a practical size (eg up to 10 organisations/representatives).
- The Project Steering Group will include a representative from TSRA.

Project Steering Group Members will:

- Have time to commit to the project.
- Be able to attend meetings (in person or online), ensuring relevant proxy arrangements as required.
- Be contactable by phone and/or email.

## 5. Meetings

Meetings will be held in person and via Teams. During the consultation phase (May and June) meeting are likely to be weekly or fortnightly. Thereafter, meetings will be at key milestones.

- Fieldworx will work with TSRA to prepare meeting agendas.
- The meetings will be chaired by the TSRA or a nominated delegate.
- Out of session communication will happen by email and phone.
- Operational decision-making will be based on consensus. Where consensus can't be reached, the Chairperson will make a decision based on the best interests of the project and community.

## 6. Secretariat

TSRA will provide arrange meeting venues and logistics.

Fieldworx will coordinate meeting invitations, take notes of actions and decisions of meetings and distribute the meeting notes and agendas to all Steering Group members.

## 7. Term

Membership will commence in May 2024 until the develop the final draft of the Youth Strategy is endorse by the Project Steering Group. It is anticipated that the project will be finalised around September/October 2024.

### Attachment 3: Youth Research Group – Membership

Member	Group	Project Steering Group Lead
Kailu Luffman	Non-School (18 – 25 years)	Amos Lewin
Maine Tapim		
Lui David		
Leilani Lewin		
Rubyann Sailor		
Udiwad Tapim	Tagai State College (12 – 18 years)	Matt Tully
Parimah Daniel		
Keripo Nona		
Zephaniah Akee		
Latifah Banu		
Catherine Paton		
Jo David		
Henry Holland		

# Torres Strait Inner Island Youth Strategy

## Youth Research Group Guidelines

### 1. Purpose of the Youth Research Group

The Youth Research Group will bring together a small group of young people from the Inner Islands to help with the development of the Inner Island Youth Strategy (Youth Strategy). The group will play a big part in the project by researching and sharing their ideas, knowledge and experiences.

### 2. Background

There is no coordinated, overall youth strategy for young people in the Inner Islands. This means that young people, families and communities may be missing out on opportunities and funding to support young people's well-being.

The Torres Strait Regional Authority (TSRA) and key members of the community have teamed up with a small consulting group called Fieldworx to listen to young people's hopes and ideas about their future, and to shape a youth strategy for the inner islands.

The youth strategy will:

- Make sure young people's voices are heard.
- Find ways for different community groups to work together.
- Think about making a place just for young people, what it should do, who it should help, and who could help run it.
- Show how the inner islands can deliver the government priorities.
- Help get funding and resources that support the needs of young people.
- Recognise all the great work already being done in community.
- Look at all the data we have and see if there's anything missing.

### 3. Role of the Youth Research Group

The role of the Youth Research Group will be to:

- Help design a youth survey.
- Promote the youth survey to friends and other young people.
- Encourage young people to fill in the survey.
- Interview some young people (only if you feel confident).
- Help run the Youth Forum/s.
- Help look at the results of the survey and Youth Forum/s and work out what the results really mean.
- Have input into the report and comment on the draft report.

## 4. Membership

The Youth Research Group will be made up of about 10 young people (aged 12 to 25) who live, board or return to the inner islands regularly (eg during school holidays).

## 5. Payment

Members of the Youth Research Group will receive vouchers as payment. The value of vouchers received will be based on the number of hours each member is able to commit to project.

## 6. Commitment

Members will be required to:

- Attend about 6 x Youth Research Group meetings.
- Fulfilling the 'Roles of the Youth Research Group' (as listed above).
- Promote the project and encourage other young people to get involved (surveys, forum, interviews).

Members may choose to:

- Help run Youth Forums (Dates TBC).
- Interview young people.
- Other activities as identified.

## 7. Timeframe

Membership of the Youth Research Group will be from May 2024 until the development of the final draft of the Youth Strategy is completed. We think the project will be finished by the end of September 2024.

# Inner Islands Youth Strategy Enquiry Framework

## Purpose of the Enquiry Framework

The Enquiry Framework provides the foundation for the entire project. It outlines the key questions that the project is seeking to address. The Enquiry Framework will be used as a guide to engage key stakeholders, including young people. Some questions may be left unanswered if the data is not available or if stakeholders do not engage in the line of enquiry.

The Enquiry Framework is broken down into 2 parts – Stats and data; and Consultation and co-design.

## Part 1: Stats and data

### General

- How many young people aged between 12 and 25 live on the Inner Islands? Broken down by community.

### School

- How many young people are enrolled / regularly attend Tagai State College? Broken down by year level and home community if possible.
- How many young people are attending high school on the mainland? Of these how many regularly come back to the Inner Islands on school holidays etc
- How many suspensions and exclusions in the past 12 months? How many young people did this represent?
- What are the year 10 and year 12 completion rates?
- Completed tertiary education – uni/tafe or via VET through high school?

### Employment / unemployment

- How many young people on the Inner Islands are unemployed/looking for work? Broken down by community.
- How does youth unemployment compare to unemployment across the general population of the Inner Islands?

### Health and well-being

- What are the rates of self-harm, attempted suicide and suicide on the Inner Islands?
- What are the rates of pregnancy and parenting for young people under 25?
- Do we know anything about eating and drinking habits?
- Do we know anything about perceived and/or real safety in the homes?

### Justice

- Number and type of offences committed by young people
- Number of young people committing those offences

### Sport, recreation and the arts

- What are the participation rates?
- How many young people under 25 are emerging artists?
- How many young people under 25 are emerging sports professionals?
- How many young people under 25 are using technology?

#### **Language and culture**

- What are the participation rates
- How many young people are speaking their traditional language?

#### **Comparisons for the above data**

- What has been the trajectory over the past 4 or 5 years?
- What are the state and national comparisons?
- What are the First Nations state and national comparisons?

DRAFT

## Part 2: Consultation and co-design

The following is provided as a guide only. Specific questions for young people will be co-designed with the Peer Research Group and the Project Steering Group. Detailed questions will be designed specifically for surveys and workshops.

	Reflections – now and over the past 12 months	Aspirations for the future
Young people	<p>General</p> <ul style="list-style-type: none"> <li>What do you love about living in the Torres Strait?</li> <li>What are the challenges and opportunities you / your peers face?</li> <li>What gets in the way of you living your best life?</li> <li>If you need help, do you know where to go or how to find help?</li> <li>What are the current gaps in services and spaces?</li> </ul>	<p>General</p> <ul style="list-style-type: none"> <li>What are your hopes, dreams and aspirations for your future?</li> <li>What might get in the way of you realising your dreams?</li> <li>What would you like more of or less of?</li> <li>What do you think would really help young people live their best lives?</li> </ul> <p>Hub specific</p> <ul style="list-style-type: none"> <li>What would you want to do there? Eg activities</li> <li>What services or support would you want to access?</li> <li>What else should it do?</li> <li>What should it not do?</li> <li>Where should it be located?</li> <li>When should it be open?</li> </ul>
Service providers and other stakeholders	<p>Perspectives on young people</p> <ul style="list-style-type: none"> <li>What challenges are young people facing?</li> <li>What opportunities do young people have (perceived or real)?</li> <li>What are you most happy about?</li> <li>What are you most concerned about?</li> <li>What has worked well and what hasn't in the past?</li> </ul> <p>Service provision</p> <ul style="list-style-type: none"> <li>How many services focus directly on young people? What are they?</li> </ul>	<p>General</p> <ul style="list-style-type: none"> <li>What are your economic, social, and creative aspirations for young people?</li> <li>What needs to happen to better meet the needs of young people?</li> </ul> <p>Achieving our future</p> <ul style="list-style-type: none"> <li>What could service providers do to help achieve those aspirations? E.g. programming, coordination, partnerships etc</li> </ul>

Inner Island Youth Strategy: Enquiry Framework (Draft)

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	<ul style="list-style-type: none"> <li>How many services actively include young people in their target group / clients? What are they?</li> <li>What are the gaps in service provision?</li> <li>What services are provided based on an outreach /inreach model? How is this different to the rest of the population?</li> <li>What are the current gaps in spaces and venues?</li> </ul>	<ul style="list-style-type: none"> <li>What could other stakeholders do to help achieve aspirations? Eg Local Laws, policy, regulations, planning, investment etc</li> <li>What support do the Inner Islands need from the Commonwealth and State Governments?</li> </ul> <p>Hub specific</p> <ul style="list-style-type: none"> <li>What should it do for young people? Eg activities</li> <li>What services or support would you want young people to access there?</li> <li>What else should it do?</li> <li>What should it not do?</li> <li>Where should it be located?</li> <li>When should it be open?</li> <li>Who should operate it?</li> <li>Is there a model elsewhere that you have seen work that could be considered for the Inner Islands?</li> <li>How likely is a hub going to meet the needs and aspirations identified?</li> </ul>
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Inner Island Youth Strategy: Enquiry Framework (Draft)

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## Attachment 6: Youth Survey 2024 – Summary Report

Demographics	
Q1. How old are you?	
11 or younger	4.26%
12 to 14	33.51%
15 to 17	27.13%
18 to 21	14.89%
22 to 25	11.70%
26 or older	8.51%
Q2. What gender do you identify as? (Please choose 1)	
Male	39.74%
Female	58.97%
Non-Binary / Gender Non-Conforming	0.00%
Other (please specify)	1.28%
Q3. Do you have a disability?	
Yes	3.92%
No	95.42%
Prefer not to say	0.65%
Q4. Where do you usually live? (Please choose 1)	
Boigu, Dauan, Saibai	4.52%
Mabuyag, Badu, Mua	11.61%
Erub, Mer, Ugar	2.58%
Iama, Masig, Poruma, Warraber	6.45%
Waiben (TI), Ngurapai (Horn), Kerriri (Hammond), Muralag	57.42%
Seisia, Bamaga, Umagico, New Mapoon, Injinoo	3.23%
Mainland Australia	3.23%
Other (please specify)	10.97%
Culture and Identity	
Q5. Are you Aboriginal and/or Torres Strait Islander? (Please choose 1)	
Yes, Torres Strait Islander	49.03%
Yes, Aboriginal	2.58%
Yes, Torres Strait Islander and Aboriginal	42.58%
No	5.81%
Prefer not to say	0.00%
Q6. What language/s do you speak? (Pick all that apply)	
Meriam Mir	12.23%
Kala Lagaw Ya	27.34%
Yumpla Tok (Torres Strait Kriol/Creole)	74.10%
English	52.52%
Other (please specify)	0.72%

<b>Q7. Thinking about your own traditional cultural identity, what do you already know? (Pick all that apply)</b>	
My Bloodline/Clan/Tribe	71.32%
My Language/s	57.35%
My Totem/s	81.62%
My Wind	27.94%
My Stars	13.97%
My Plants	13.97%
Other (please specify)	0.74%
<b>Q8. Thinking about culture, what are the most important things for the future? (Pick up to 3)</b>	
Feel connected to my culture	61.15%
Speak my traditional language	55.40%
Know my traditional cultural identity	42.45%
Know traditional cultural practices	27.34%
Do traditional songs and dances	43.17%
Carry on the cultural legacy for future generations	41.73%
Have a strong cultural mentor	20.86%
Make my family proud	56.83%
Other (please specify)	0.00%
<b>School / TAFE / University</b>	
<b>Q9. Do you go to school? Or TAFE / University? (Pick all that apply)</b>	
No	25.85%
Yes, Primary School	6.80%
Yes, High School	65.99%
Yes, TAFE	2.72%
Yes, University	2.72%
No	0.00%
<b>Q10. Where do you live when attending school? or TAFE / University (Please choose 1)</b>	
Boigu, Dauan, Saibai	1.01%
Mabuyag, Badu, Mua	8.08%
Erub, Mer, Ugar	1.01%
Iama, Masig, Poruma, Warraber	4.04%
Waiben (TI), Ngurapai (Horn), Kerriri (Hammond), Muralag	42.42%
Seisia, Bamaga, Umagico, New Mapoon, Injinoo	2.02%
Mainland Australia	21.21%
Other (please specify)	20.20%
<b>Q11. What type of place do you live in when attending school? or TAFE/University (Please choose 1)</b>	
At home	49.49%
Boarding school	41.41%

Relatives / family house	7.07%
Friend's house	2.02%
Other (please specify)	
<b>Q12. Do you feel safe at school? or TAFE/University</b>	
Yes, always	46.46%
Yes, most of the time	44.44%
Sometimes	11.11%
No	0.00%
<b>Q13. What do you like most about school? or TAFE/University</b>	
<i>Friends, activities, learning new things, sport, football, fun, rugby, diversity, academic goals, meeting people, family, my peers, social activities, connections, subjects, paintings, island people, writing, education, free time, nothing, lunch time, art, playing, maths, computer room, online learning.</i>	
<b>Q14. What do you want to see change at school? or TAFE/University</b>	
<i>Change attitudes, disrespect, teachers, smoking, bullying, vandalising, wagging, fights. More inclusivity, staff, cultural activities, First Nations history, food and drink options, traditional dancing, community involvement, teachers, diversity, religion, online courses, interactive learning, drawing, FUN, sport, phone use, respect, classrooms, support in class, equipment, toilets.</i>	
<b>WORK</b>	
<b>Q15. Do you work in a paid job? (Please choose 1)</b>	
Yes, full-time	9.77%
Yes, part-time or casual	23.31%
No, I volunteer	7.52%
No, but I am looking for work	21.05%
No	36.84%
Other (please specify)	1.50%
<b>Q16. What's your biggest challenge to finding paid work? (Please pick up to 3)</b>	
I don't have the confidence	48.15%
I have family responsibilities that take up a lot of time	33.33%
There aren't any work opportunities that interest me	22.22%
I don't have a qualification	3.70%
I don't have any or enough work experience	25.93%
I have physical or mental health challenges	11.11%
Someone else always gets the job	14.81%
I don't know who to ask or get help from	29.63%
There aren't any work opportunities to apply for	22.22%
Other (please specify)	7.41%
<b>Q17. What do you like most about your job?</b>	
<i>Money, colleagues, pay for rent, my boss, meeting new people, teamwork, active and fit, inspiring others, learning new things, communicating, helping, the pay, hard work, every day is different, providing for family, the challenge, nothing, learning social skills, earning an income, my community, teaching, giving back to community.</i>	

<b>Q18. What do you find most challenging about keeping your job?</b>	
<i>School/work balance, mental drainage, work/life balance, nothing, remembering some of the tasks, trying to pay the bills, money, staying still, low pay, schedule, isolation, the boss, the people, early shifts, rushing, no growth, using English most days, coming to work every day, being away from family, stress, maths, not getting paid.</i>	
<b>HEALTH AND WELLBEING</b>	
<b>Q19. What motivates you to get out of bed in the morning?</b>	
<i>My alarm, parents, gym, school, food, God, family, work, cost of living, money, friends, learning, weather, house mothers, fishing, self-improvement, my dog, home duties, coffee, my game, making my family proud, playing sport, my kid, music, breakfast, my son, my phone.</i>	
<b>Q20. What makes you feel the happiest? (Please pick up to 5)</b>	
Fishing or being on or near the sea	61.48%
Playing sport or exercising	55.74%
Hanging out with friends	70.49%
Learning new things	40.98%
Dancing and singing	30.33%
Being with my family	63.93%
Checking social media	18.03%
Working towards my goals	28.69%
Going to work or school	18.03%
Being a parent	6.56%
Shopping / Online Shopping	27.87%
Making my family proud	33.61%
Listening to music	51.64%
Being creative	27.87%
Helping other people	36.07%
Other (please specify)	3.28%
<b>Q21. Which of these do you think are the biggest problems for youth? (Please pick up to 5)</b>	
Feeling accepted	31.15%
Domestic / family violence	40.98%
Alcohol and other drugs	65.57%
School or study problems	46.72%
Work and/or money problems	17.21%
Physical health	16.39%
Mental health	43.44%
Bullying	62.30%
Personal safety	13.93%
Social media use	34.43%
Coping with stress	22.95%
Feeling lonely or homesick	23.77%

Relationship problems	15.57%
Family problems	27.05%
Other (please specify)	1.64%
<b>Q22. What do you do when life feels stressful? This might be an activity you enjoy, places or people you go to, or anything else!</b>	
<i>Music, walk, journal, boxing, soccer, see friends, basketball, fishing, read, breath in and out, chill with my cousins, sit calm, not much, relax, talk to someone, call my mum, watch a comforting movie, scream and let it out, cry, kick a footy, be near water, dance, sleep, punch stuff, smoke, go camping, get out of the house, play my guitar, go diving.</i>	
<b>Q23. Who do you usually go to for help with problems in your life? (Pick all that apply)</b>	
Friends	65.29%
Mentor	4.96%
Doctor or professional	7.44%
Parent, relative or family member	63.64%
Teacher or school counsellor	21.49%
Sports coach	5.79%
Community service	5.79%
Online (e.g. social media, apps)	1.65%
Church leader	6.61%
Free telephone counselling service (eg. Lifeline 13YARN)	0.83%
No-one, I keep my issues to myself	19.83%
Other (please specify)	4.96%
<b>Q24. On a normal day, about how many hours do you spend online? (e.g. on social media or gaming)</b>	
Less than 1 hour	19.17%
1 to 2 hours	26.67%
2 to 3 hours	15.00%
4 to 5 hours	15.83%
6 hours or more	21.67%
Other (please specify)	1.67%
<b>INTERESTS AND ACTIVITIES</b>	
<b>Q25. In the past year, which of these organised ARTS activities do you participate in/have you participated in (Pick all that apply)</b>	
None of the above	23.14%
Music	47.11%
Dance	38.84%
Visual arts	28.10%
Drama	12.40%
Writing	16.53%
Media (radio / TV / film)	10.74%
Other (please specify)	1.65%
<b>Q26. In the past year, which of these organised SPORTS activities do you participate in/have you participated in (Pick all that apply)</b>	

None of the above	11.48%
Rugby League	50.82%
Basketball	39.34%
Volleyball	31.15%
Netball	8.20%
Running	18.85%
AFL	23.77%
Tennis	4.10%
Boxing	14.75%
Touch	43.44%
Other (please specify)	9.02%
<b>Q27. In the past year, which of these OTHER activities do you participate in/have you participated in (Pick all that apply)</b>	
None of the above	5.74%
Cadets	7.38%
Fishing	70.49%
Camping	42.62%
Volunteering	18.85%
Online activities (e.g. gaming or social media)	29.51%
Shopping / Online Shopping	38.52%
Other (please specify)	2.46%
<b>Q28. If you could do any activity in your free time, what would it be? This can be something listed above or something new</b>	
<i>Time with friends, hiking, soccer, violin, family time, video games, fishing, gymnastics, learn an instrument, seeing the sunrise/sunset, listen to music, relax, gaming, playing guitar, basketball, dance, art, camping, yarnning with family, online shopping, TikTok, sleep, rugby league, work for money, social media, play on the phone, sport, hunting, crafting, Xbox, cruising, animation, cooking, baking, talking to Aka, drawing.</i>	
<b>A SPACE FOR YOUNG PEOPLE</b>	
<b>Q29. If a special place was established for youth in the Inner Islands in the future, what would you want to do there? (Pick all that apply)</b>	
A safe place to be with friends	75.21%
A place to learn new things	43.80%
Get confidential help if I needed it	33.06%
Organise things with other young people	33.88%
Do creative activities	47.93%
A place to feel supported	29.75%
Do fun activities	66.94%
Get help with homework	28.93%
Get help finding a job	33.06%
Gaming and technology	33.06%
Other (please specify)	3.31%
<b>Q30. If this was established, where do you think would be the best place for it?</b>	
Thursday Island	85.00%

Hammond Island	12.50%
Horn Island	17.50%
Other (please specify)	5.83%
<b>Q31. And when would be the best time for the space to be open? (Please pick up to 2)</b>	
During school hours	20.00%
On the weekends	73.33%
After school / work and early evening	64.17%
Late at night	26.67%
Other (please specify)	3.33%
<b>THE FUTURE</b>	
<b>Q32. When you think about the future, how do you feel? (Pick all that apply)</b>	
I don't think about the future	4.27%
Hopeful	40.17%
Excited	49.57%
Nervous	47.01%
Sad	6.84%
Calm	34.19%
Scared	18.80%
Other (please specify)	3.42%
<b>Q33. What is one change that you would like to see for youth in the Torres Strait?</b>	
<i>Less alcohol, violence, drug use, stealing, violence, crime, vandalism, drama, pollution. More safety, youth focused programs and spaces, healthy habits, career development, youth camps, unity, job opportunities, inclusivity, fun activities, choices of activities, connection with culture and identity, finishing school, people being kind, sport, games, safe spaces, relaxing spaces, healthy lifestyles, social activities, outdoor activities, coming together with peers/community, cultural events, language, support, less pollution.</i>	
<b>Q34. Is there anything else that you'd like to say?</b>	
<i>"I hope that the future will be bright and that our next generation will be blessed with amazing opportunities".</i>	