




## What We Heard – Recommendations

**Your Voice Matters YOUTH FORUM**  
**Wednesday, June 29 2022**  
**Payinthe College**

This document draws upon raw NOISE Analysis data from the 2022 Your Voice Matters forum (see Appendix 1) and highlights emergent themes and recommendations for the Onkaparinga Youth Committee going forward when it comes to the three key priorities young people want action on: 1. Climate Change, The Environment and Sustainability, 2. Mental Health and 3. Access and Inclusion.

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Please note – the individual contributions of young people are contained within Appendix 1 (N.O.I.S.E Analysis Raw Data) that is unaltered from its origin except in its conversion to digital text. To maintain the integrity of this study and to honour its contributors – do not separate this document from Appendix 1 - where young people’s voices can be directly referred to. This document is intended to be read alongside the Appendix 1 for further context and to ensure that young people’s voices aren’t discounted in the face of a convenient summary. Many colourful ideas and innovative suggestions are contained within the raw data.

# Climate Change, The Environment and Sustainability

Most common descriptive words used in forum participants answers:

People	School	Plastic	Bin
Climate Change	Community	Awareness	Opportunities
Young people	Soft Plastic	Action	Reusable Bags
Poster	Rubbish	Single use plastic	Paper Bag
Electric	Community Garden	Soft plastic bins	Easy access

Interestingly, the word analysis reveals that the forum participants used a lot of words to describe “who” should do something when discussing this topic. This indicates that whilst there is a substantial focus on less pollution, cleaner energy sources and reducing waste – there is a strong awareness around how sustainability and protecting the environment is linked directly to people and behaviour. The data shows an awareness of the accumulative impact of billions of people’s behaviour is a huge strain on the planet – the bigger picture is connected to the local surroundings. The forum participants verbalised that the solutions needed for topics such as these requires a change of behaviour on behalf of individuals, families, communities, businesses, governments and countries. If any one of these groups doesn’t come on board – we may be in for a difficult future.



## Emergent theme mapping:

People  
Community  
Young people  
School

Central to the conversation around the Environment and Sustainability

– students at the youth forum indicated a strong focus on PEOPLE and COMMUNITY.

**Recommendation 1:** The OYC need to investigate and consider how to increase higher quality connections between identified groups and initiatives. Many organisations, educational institutions and service providers are mentioned within participants responses – it is recommended that the OYC explore *assembling a database of key-players and their initiatives* and brainstorm the most engaging ways to introduce other young people to what is occurring locally. Many of the students responses includes requests to connect to people working on the topic to hear more about what they could do to help protect the planet and to *get involved with local organisations who can work together to share information through to young people.*

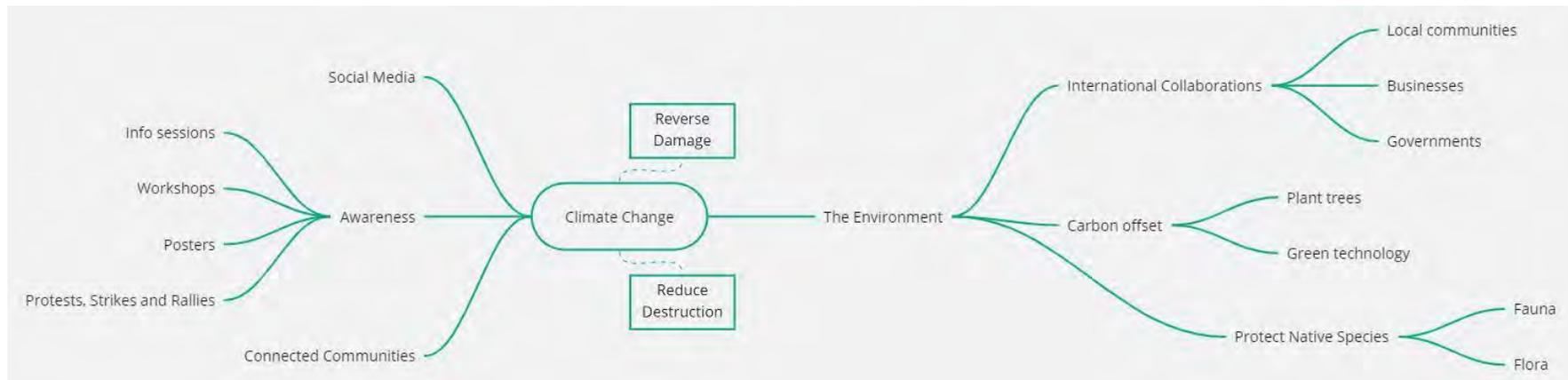
How to create and disperse this would be up to the OYC – consider brainstorming ways to host event(s), make videos, organise networking opportunities, raise awareness via music, disperse newsletters, use Canva to make info graphics to post on social media, make posters etc. Creating space for key-players to connect with each other and work together is key – what looks like is yet to be defined.



**Recommendation 2:** The OYC must further explore how to action the themes brought up by students around the topic of Climate Change. Students have indicated that they want more info sessions, workshops, protests, and information readily available where it is most relevant – i.e. bins displaying instructions on what goes where. They want to raise awareness through posters and social media – but more importantly, they want to see a reverse of the damage already done and a commitment to reduce further destruction. The OYC should consider engaging in *awareness campaigns* (making posters, collecting pledges for greener choices, creating videos and social media content, running green and clean festivals, hosting eco events etc.) *in addition to addressing the students desire for tangible local action.*

Examples of local action may include getting young people more involved in:

- community gardens that thrive from nutrients collected and harvested from sustainable waste processes
- projects that utilise recycling and upcycling processes to bring new life into discarded items
- working with businesses / organisations to make greener choices in the way that they conduct business
- increased rubbish clean up days and tree planting days



**Recommendation 3:** The OYC need to consider how to action the themes brought up by forum participants around WASTE. The third recommendation for the OYC to consider, would be to further explore how to action the themes brought up by students around the topic of WASTE. Many of the students' suggestions related to every-day things that we all encounter. Soft plastics and single-use plastics are the most frequently mentioned form of waste that young people who participated in the youth forum are concerned with.

Bins are confusing and if they aren't convenient they are unlikely to be used properly. The *participants want easier ways to dispose of soft plastic* (or to not be given it in the first place!) in addition to more clarity and empowerment around all the ways in which we can use our bins and our minds to reduce, reuse, recycle and upcycle our waste. The students also indicated that they want to see:

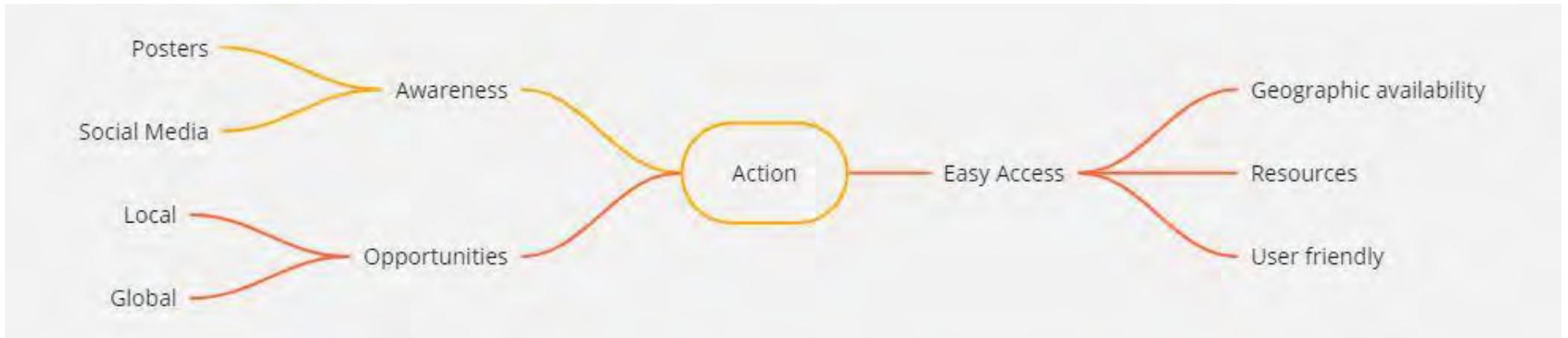
- big organisations and corporations ban all single-use-plastics
- action to reduce and reverse the damage of fossil fuels and large-scale pollution
- greener infrastructure to be invested in
- and they want the choices that we make as a society to be driven by an awareness of the consequences of our choices (rather than driven by greed).

Participants additionally commented on barriers to change ranging from school policy, finances, stigma and what is considered socially acceptable, convenience, practicality, politics, laws and a lack of agency.



Regardless of what recommendations the Onkaparinga Youth Committee choose to further address, it is important to remain focused on the fact that young people want to actively participate in the process at various levels. Try to link action at local level, state level, national level and at international level where possible – otherwise young people may continue to feel like not much is being done to address the environment and the sustainability of everyone’s future.

A “glocalised” mindset is needed - ACTION and EASY ACCESS are central themes throughout the responses of the students involved – *it is important to consider how we are going to ensure that young people have easy access to participate in active change.*

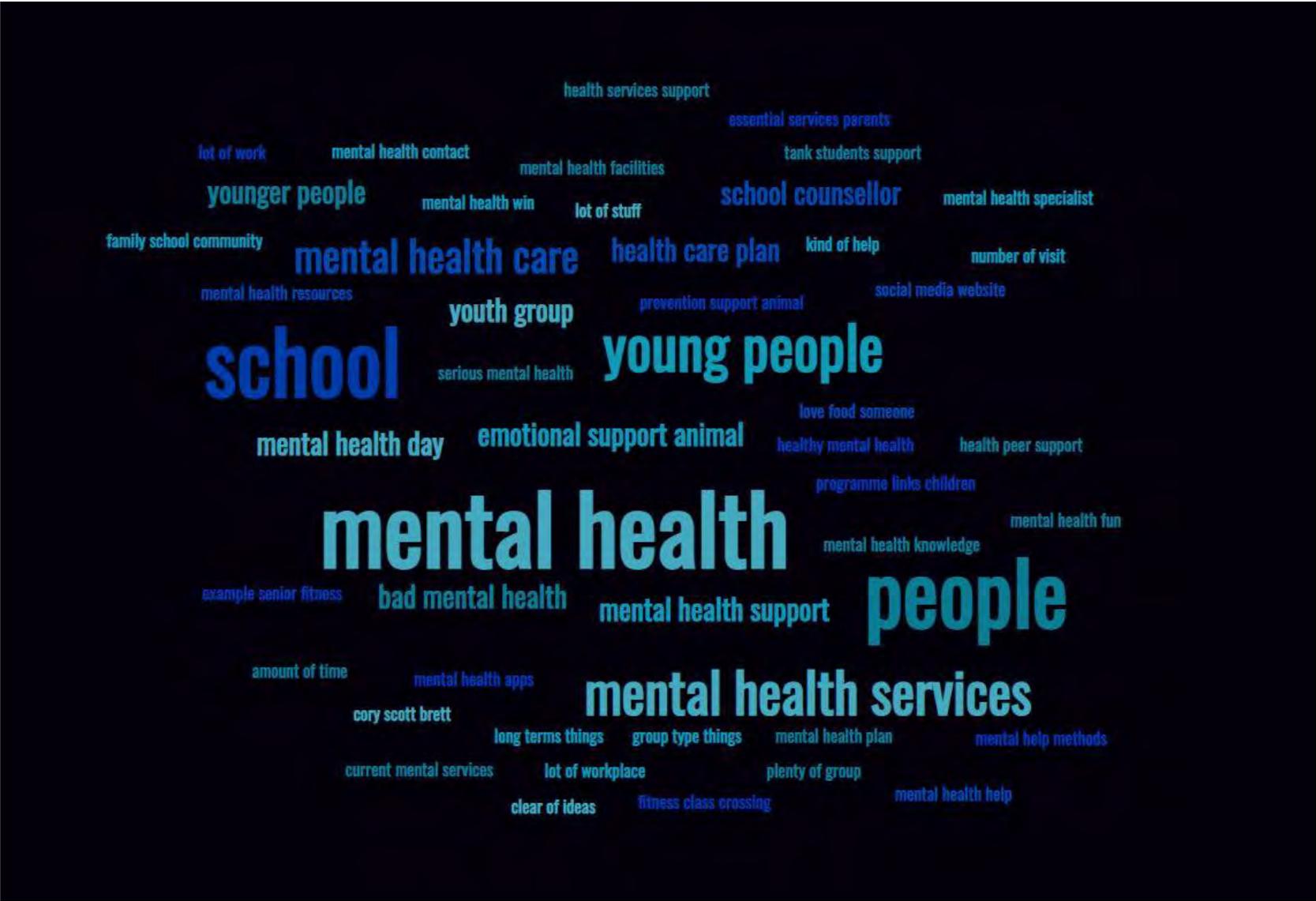


## Mental Health

Most common descriptive words used in forum participants answers:

<b>Mental health</b>	<b>School</b>	<b>People</b>	<b>Young people</b>
<b>Mental health services</b>	<b>Mental health care</b>	<b>Mental health support</b>	<b>Bad mental health</b>
<b>Emotional support animal</b>	<b>Mental health day</b>	<b>School counsellor</b>	<b>Younger people</b>
<b>Youth group</b>	<b>Health care plan</b>	<b>Mental health resources</b>	<b>Healthy mental health</b>
<b>Love &amp; food</b>	<b>Mental health knowledge</b>	<b>Students support</b>	<b>Mental health plan</b>

A word frequency analysis of forum participants contributions highlights that Mental Health Care Plans, Mental Health Services and increasing knowledge and accessibility to connecting with them are some of the most frequently mentioned responses contained within the data. The second most-common type of response was more emotive – the empathy statements around mental health, the impact it has, and the simple things that young people need to feel better when mental health and wellbeing declines. In addition to these, individual observations and solutions have been put forward that identify key players required to create effective change. The most repeated suggestion in the feedback provided is to have more support dogs/animals available to students as a means of preventing poor mental health.



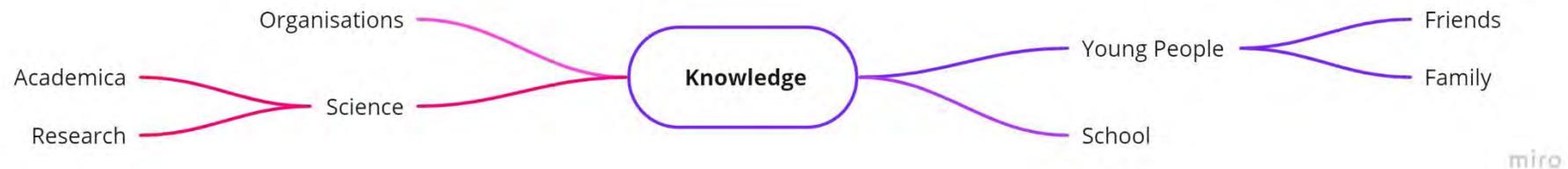
**Mental Health Knowledge**  
**Mental Health Resources**  
**Mental Health Services**  
**Mental Health Care Plans**

## Emergent theme mapping:

### Central to the conversation around Mental Health

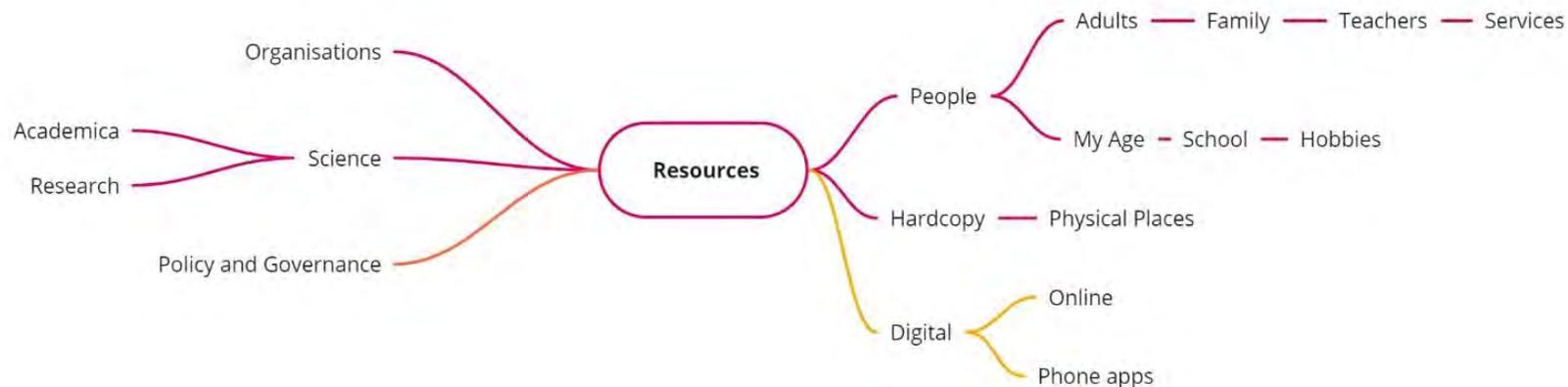
– participants at the youth forum indicated a strong focus on KNOWLEDGE and INFORMATION.

**Recommendation 1:** The first recommendation for the OYC when it comes to Mental Health would be *to explore how to better equip students to support each other*. Many responses indicated that adults / organisations have their place in supporting youth mental health, but that there is a strong push for young people to be validated (and empowered) as a part of the solution too. Suggestions on how to do this included a request for young people to learn specific skills such as emotional CPR and mental health first aid.



**Recommendation 2:** The second would be *to better connect pre-existing groups with each other – With an intention of mixing different groups of people – some of the conversations from the youth forum focused on a desire to meet a variety of people within discussing this theme* (not just putting people with depression, with other depressed people. People who identify as having gender dysphoria, with others who have the same condition. Or those with an intellectual learning disability with others facing the same challenges). This group of young people felt that diversity is a strength when it comes to mental health

– with a focus on wanting to be exposed to people at different knowledge and experience levels. The OYC should consider opportunities to connect mental health networks of pre-existing groups with these factors in mind.



**Recommendation 3:** The final recommendation in regard to mental health relates to access to information. Many of the resources available to this age group have been created and designed by people far older than the group they intend to target (or by those that do not face the mental health conditions relevant to the topic at hand). This group of young people believes that their age group should be recognised as lived-experience leaders on youth mental health and should be included (if not driving) the creation of resources aimed at them. If this is not possible... at second best – they feel that *those who identify as having the “condition” should be drivers in resources created about those conditions – not just academics and professionals who have studied the condition.*

Many of the post-it notes from young people during the youth forum referenced the creation of posters and hard-copy resources that should be available locally at their schools and other gathering places where young people come together.

Some of the discussions at the tables highlighted a disappointment towards “tokenistic” inclusion in the process. If the OYC moves forward with this suggestion, it is important for the team to discuss strategies to ensure that young peoples involvement is not of a tokenistic nature, and that young peoples suggestions are acted upon, not just written down and forgotten about.

## Access and Inclusion

Most common descriptive words used in forum participants answers:

<b>Disabled people</b>	<b>School</b>	<b>Accessible Education Disability</b>	<b>Young people</b>
<b>Wheelchair Ramps</b>	<b>Ramp</b>		<b>Accessibility</b>
<b>Indigenous Dictionaries</b>	<b>Onkaparinga forums</b>	<b>Sign language classes</b>	<b>Female sanitation products</b>
<b>Acknowledgement of country</b>	<b>Inclusion of everyone</b>	<b>Minority support/ funding</b>	<b>High level autism inclusion</b>
<b>“Post code” lotteries (funding)</b>	<b>Cheaper transport</b>	<b>Mixed options</b>	<b>School clothes</b>

When discussing the topic of Access and Inclusion the word analysis reveals themes relating strongly to disability groups, indigenous groups, themes around funding and themes around school environments. The students feel strongly that we should consider structural access for people with disabilities more closely – not just for during “normal” traffic levels or “normal” times - (i.e. COVID QR codes / displays of recent COVID hot-spots placed at standing eye height – not easy for wheelchair users to access).

Discussions around easier access to indigenous dictionaries and sign language classes were discussed, alongside the barriers to including everyone due to funding – (if you don't tick our box or live in this post-code, you're out of luck).



Disability Access  
Language / Education  
Funding / Minorities  
Uniforms

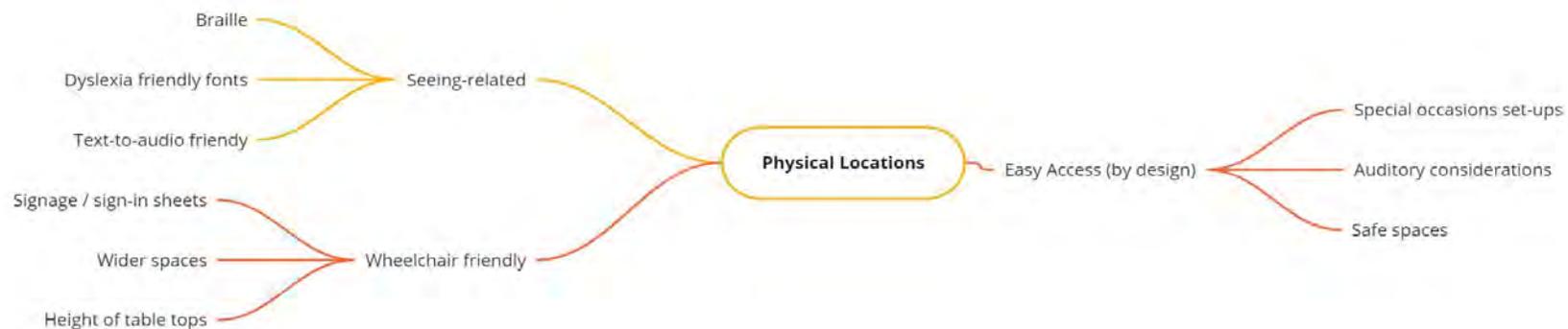
## Emergent theme mapping:

Central to the conversation around Access and Inclusion

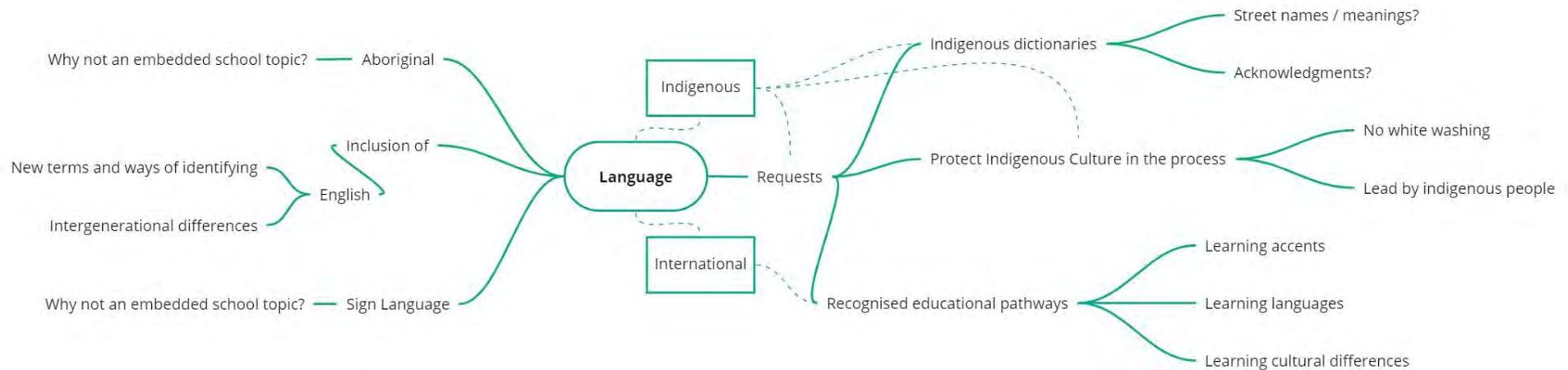
– students at the youth forum indicated a strong focus on ASSUMPTIONS and INFRASTRUCTURE

**Recommendation 1:** The first recommendation for the OYC to consider would be *to explore how we can be more mindful of disability access*. Not only during the design phase of new buildings, but in how the community utilise spaces for emergent needs, special occasions, and events (people in wheelchairs often feel forgotten when we create pop-up style events – cramming tables in together very closely and creating engagement tools which target people at standing eye-level). An example of this discussed at the forum included where we choose to stick COVID QR Check In signs and whether we are considering all users when doing this.

In the panic of keeping up with new requirements – there were demographics that felt left behind. *The OYC has the opportunity to explore this further and ensure that all people are considered in future.*



**Recommendation 2:** The second recommendation would be *to further investigate how non-indigenous / “white” Australians can support young people in learning about and engaging in Aboriginal culture (without engaging in cultural appropriation – i.e. the unacknowledged or inappropriate adoption of language, customs, practices, ideas, etc. of non-indigenous people).* Specific requests included developing and sharing an indigenous dictionary to assist young people in understanding street names and common phrases used during acknowledgements of country.



Examples include: **gendered terminology around school uniforms** (why is it “ordering the boys uniform” when purchasing shorts? Why is it “ordering a girls outfit” when purchasing a skirt or a dress uniform? – are these gendered labels needed / appropriate in school environments?) Is it right/fair that the costs differ for “girls” or “boys” uniforms? Could there be a “rent a uniform” system that incentivises sustainable practices around uniforms – making them more accessible for poorer families?

**“Post-code lotteries”** (Why is it a hard-cut off if someone of a minority group meets the criteria for something, but falls into the wrong post-code to access much needed resources / support / funding? Can't exceptions be embedded as part of the process to ensure that those most in NEED are able to benefit from funding?).

### **Embedding next-generation thoughts into “business as usual” approaches**

- Why is it not standard that when creating presentations/resources we consider those who may be seeing or hearing impaired – *Commonly using a dyslexia friendly font is a good example of a simple change that vastly benefits those that suffer with the condition.*

Why do templates of standardised forms include questions that may be sensitive to people of specific backgrounds?

For example:

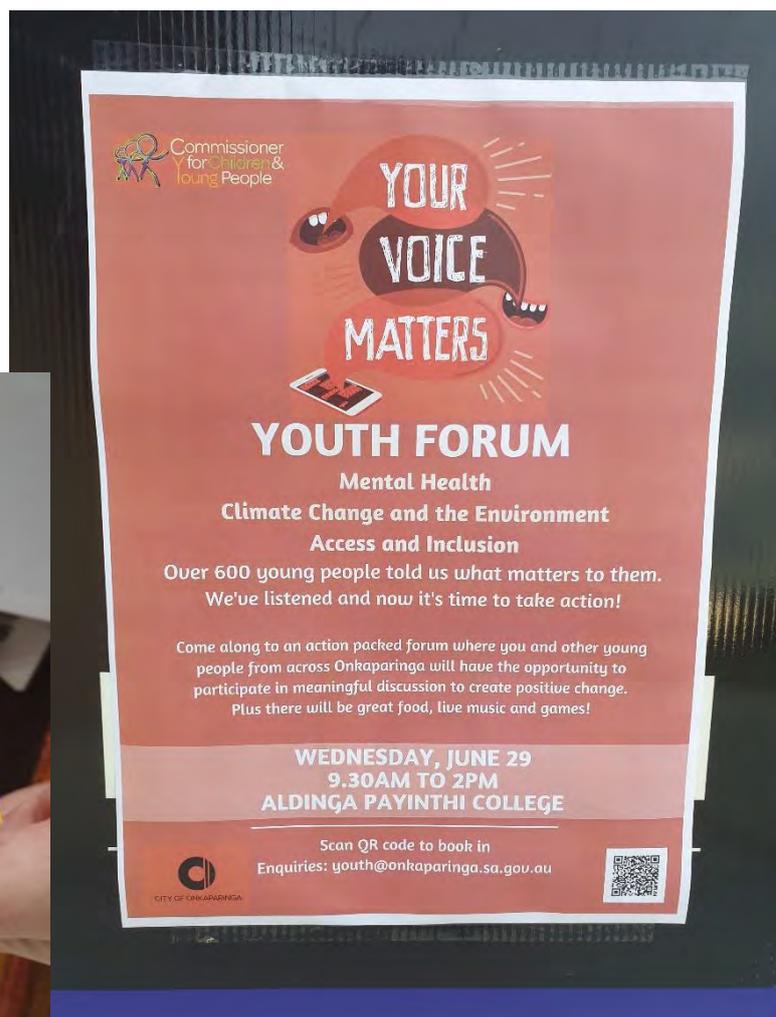
- No option for “no-fixed-address” “living in a vehicle” with option for a postal address [or someone else’s address temporarily] for those who may be facing housing troubles.
- No option for “I don’t have a phone / access to credit / access to the internet” for those who may be facing low-income challenges.
- Why must we use terms like Sir and Madam in formal documents when neutral alternatives are common?
- Do we really still need to use “Mr” for males and “Miss, Mrs & Ms” for females which provides information on the marital status of females only?
- Why aren’t we including “preferred pronoun” on documents to find out how people wish to be referred?

## Summary from Onkaparinga Youth Committee

The Onkaparinga Youth Committee wish to thank the Commissioner for Children and Young People for providing funding to make this forum happen. We also wish to acknowledge the amazing contributions from all the forum participants and those that participated in any Your Voice Matters engagement and we sincerely look forward to implicating these recommendations into our annual planning and we will include those present at the forum in our upcoming projects and progress reporting. The OYC thanks Blaze Pilgrim from Digidio Studios for preparing this report.

## Report Prepared by





## What We Heard – N.O.I.S.E. Data

**Your Voice Matters - Youth Forum**  
**Wednesday, June 29 2022**  
**Aldinga Payinthe College**

This document reflects a deep dive into key themes that were uncovered by the Your Voice Matter campaign (initiated by the Onkaparinga Youth Committee). During Phase One of consultation in 2021, young people told us that what matters most to them included Mental Health, Environment and Sustainability as well as Access and Inclusion – we used this forum (with an accompanying online survey – Appendix 2 - for those unable to attend) as Phase Two, gathering insights on what actions to take next.

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# Acknowledgement

*The City of Onkaparinga acknowledges the Kurna Meyunna (People) and Nation as the Traditional Owners and Custodians of the Land, Sea and Sky Country in the area now known as the City of Onkaparinga, and pays respect to Elders past, present and emerging.*

## Introduction

### Who are we?

We are the youth team from City of Onkaparinga. We provide programs and activities for young people aged 8-25 years with a focus on recreation, arts, music and leadership/capacity building. Programs are offered outside of school hours, weekends and during school holidays.

The Onkaparinga Youth Committee (OYC) is an active group of young people aged 12-25 years. They meet regularly to advocate for young people and drive change in our community. The OYC listens to other young people within our region, and represents their views to the Mayor, Elected Members and other interested groups.

### Preceding context

In 2020/2021, over 600 young people told us what mattered to them in the City of Onkaparinga in a campaign called 'Your Voice Matters'. Young people overwhelmingly identified three key themes that they want action on: Mental Health, Climate Change and the Environment and Access and Inclusion. The primary objective is to take the feedback we have received from young people and together, create a plan of action for the Onkaparinga Youth Committee going forward. Young people have spoken, we have listened – now it is time to take the next steps together.

It all starts at our Your Voice Matters school's forum June 29<sup>th</sup>.

### Aims / Goals

Using a N.O.I.S.E analysis for each of the three key themes, we asked forum participants what they believe are the current *needs, opportunities, improvements, strengths and exceptions* when it comes to our three key themes of Mental Health, Climate Change and the Environment and Access and Inclusion. It was a real deep dive into what is already happening in the community, what needs to happen and what we can build upon.

## With recognition and gratitude to:

Aberfoyle Park High School, Reynella East College, Aldinga Payinthe College, Woodcroft College and Willunga High School FLO for taking part in the day.

Green Adelaide, Headspace Onkaparinga, CAMHS Southern Metro team & Blaze Pilgrim from Southern Volunteering for their facilitation and presentations.

The Commissioner for Children and Young People South Australia our grant provider who made this forum possible.

The talented Zuzanna Juszczyńska for their creative graphic recording throughout the forum.

Isaac Hannam for our beautiful Welcome to Country.

Rey Boen for their performance and participation throughout the forum.

Katlyn Whittaker from Whittaker Media for taking photographs throughout and Tyler Marsland for videography content.

Lauren Jew from Aldinga Payinthe College for making the planning and venue so fantastic and accessible.

Digido Studios for preparation of findings and this report.

The Onkaparinga Youth Committee and the wider Onkaparinga Youth and Community Engagement team for their support.

## The Environment and Sustainability – Raw NOISE Analysis Data Needs

- Education in Schools (hearing from community members / programs, programs to faster sustainable living e.g. thrift shopping, how to take action and HOW we can help make a difference, HANDS ON learning, cliff styles learning etc.)
- Turning plastic bags / stuff into bins and trucks
- More soft plastic pick up areas
- Air conditioners in the ocean so it makes ice-burbs for the polar bears and penguin habitats
- Use more biodegradable food wraps
- More accessible bins
- Make bus fares cheaper (reduce carbon footprint + more accessibility for students)
- Raising awareness on animal endangerment (compared historically) due to man-made climate change
- Educating our community about how we can make a small difference in our areas
- Have more younger people (youth) have an education day to make a change, not older people, better OYC funding
- Educate people about climate change, but don't make them feel forced to take action
- More opportunities for young people to voice their opinions and be heard
- More school education opportunities, what they can do to make a difference and take action
- More of our political figures taking action and raising awareness
- More awareness of environmental committees such as - The Youth Environment Council, Schools Strike for Climate, Fridays for Future
- Include compost bins so that food wont be wasted when you don't finish it, it will go to helping plants
- More bike trails to get people to want to get people out.
- Improve green spaces
- More recycling bins - use space to raise awareness on waste
- If we had a more forward thinking government (that actively pursues change) it would make it like easier.
- Stop purchasing fast fashion
- More could be done to limit or reduce the use of single use plastics throughout the community
- An openminded, peaceful and less antagonising approach from young people that want to create change
- We could do more to fight climate change if we had a reliable way to influence "not-green" companies (high carbon footprint organisations)
- More widespread information around how to effectively recycle (whole chain)
- If we had a community and people in power who took into consideration what people are saying as well as acting on our problems
- If we got rid of fuel cars and swap to electric cars our climate change will be healthier
- Bigger industries to influence and advertise being more eco-friendly
- We need people to listen to when our ideas and to help make them happen
- We need to plant more trees

- Bus prices cheaper (1 reg fare about \$3.95)
- Easier access to non-plastic items
- More clean up days
- More local support and people that are pros to help
- Posters on what goes in which bin put in local parks, on bins, and in other commonly used spaces
- Take more care of the plants and trees we have
- Cut down on single use plastic bags from shops
- More reusable materials and reusable bags
- We need the government to prioritise safety and the environment instead of basketball stadiums
- More bins and composting areas to prevent littering and rubbish
- We need to treat all living beings as equals and treat them how you would treat yourself
- Targeted posters for awareness
- We need more bike racks to encourage people not to come to schools in cars (more cars = more harsh chemicals)
- More gardening events to promote people to build more life in nature
- There will be more trees needed for the community
- More bicycle road so people can seem them better
- Actually riding bicycles rather than driving cars
- More dirt bike tracks so young people don't ride on the road and be dumb
- Donations to the communities that help the environment (e.g. helping animals, plant more plants, clean the oceans of trash)
- We need more sustainable energy sources
- We need to learn more about climate change
- Burn less fuel so it's more eco-friendly
- Make cars more economical and use less fuel but don't go electric (doesn't solve problem of fossil fuel)
- Need more open spaces for animals and safe crossings
- Trying to make the people above us actually listen and put in the action
- More serious talks about climate change, almost scare/force them into making a change for the future generations
- Care about the Environment
- Working with others to progress what we want
- Be open minded
- Motivation for people to try and help in any way. Try not to take the easy way in life.
- Companies to be accountable
- Governments following through on commitments of previous governments
- Educating people on how to contact the OYC
- More resources to make people aware about climate change
- Encourage kids to voice their opinions
- Smaller landfill bins, forces families to recycle more
- Better ideas (more creativity)
- More support and opportunities for young people to make their ideas into actions
- More schools and people on board wanting to make a change
- More paper bags, remove extra \$ charge for paper and fabric bags
- Invest in technology to create compostable plastic

- Create networks with collaborating orgs to create more pick up and drop off spots
- A certain time allocated to act on climate change
- A local garden the whole community can use
- Soft plastic bins to be picked up
- More paper bags
- More community gardens
- Allocated time to act
- Education for those that don't understand
- Third bin for soft plastics
- Children need more info about what climate change is and what they can do about it
- Seeds to plant trees / places to plant trees
- More "food scraps" and green waste bins at school
- School canteens - wrappings and plastics
- Simplicity in processes (composting, recycling)
- Have more eco-friendly dog waste bins and bags in parks

## Opportunities

- More opportunities for free bins and availability for bins
  - Instead of putting clothes in landfill, make it easier to donate them to charities, upcycle them and recycle them.
  - Holdfast Bay Council doing red landfill bins fortnightly to reduce rubbish
  - More plastic drop off places (for things to be turned into chairs and trucks)
  - More nude food days in schools and other places
  - Creating reusable bags instead of using soft plastics, and making easy access to reusable bags
  - Swapping green and red bin collections to reduce landfill
  - Ban single use plastics and invest in compostable plastics
  - Trying to find natural alternatives to using so much and effecting the environment
  - Sea Shepherd Conservation Society - clean ocean trash and help ocean creatures to increase their living space
  - Changing up utilised materials like plastic for something more eco friendly
  - Change packaging
  - Use more recycled / sustainable materials in community infrastructure (parks, roads etc.)
  - Host more frequent local clean up events in the community (hold sausage sizzles afterwards)
- 
- More FREE compost bins
  - Building some more fun stuff that's local instead of driving to the city
  - Local businesses providing food and using sustainable resources
  - Linking soft plastic pick-up collection points (they should be everywhere)
  - Businesses working regularly with students to solve problems together
  - Explore and implement low emissions + renewable sources
  - Social housing having solar installed and solar farms for common use
  - Remove / reduce access to gas cars
  - Start bringing in electric cars
  - Use fully electric homes

- More natural spaces in our community to draw on / improve
- Primary schools giving opportunities to plant and work in the wetland
- More opportunities for Elders to take the lead and help us care for our Earth.
- Increase current advertising for bushfires, bins and other things to raise awareness
- More information on climate change
- The YEC educates young people and helps support them in projects within their own community. We need more of this
- More climate strikes (Locally)
- London banning the sale of diesel cars from 2035
- Courses that teach us about the environment
- Collaborate with young influencers
- Slow down petition
- Creating more opportunities to learn what other councils are doing
- Provide more streamline education on climate change in compulsory school classes
- Increase clarity in packaging labels
- Partner with Music / Film / Art festivals and hold segments dedicated to climate change
- More younger people + older people collaborating together
- Plants introduced in all classrooms
- Nature Play / Secret Gardens everywhere as empathy training for kindergarteners, primary, and secondary school students
- More opportunities to act
- Groups that support kids to take care of the environment
- No schoolwork day (at school) to work on what we about with the help of all the students, teachers and school resources
- Embedding climate change projects in the school curriculum
- Provide more resources and funding for education and gatherings
- YAKKA Youth in Willunga Environmental Group after school program > MORE OF THIS!
- Elon Musk providing electricity with Tesla energy
- Clean Up Australia Day
- Increase access to electric vehicles (+ incentives to do so)
- Partner with marine biologists / marine organisations that deal with the ocean to create action around the beaches of SA
- Bees wax wrappings!
- Lots of councils / committees catering for different interests (trains, bikes)
- More and more industries and communities should use more sustainable products

## Improvements

- Silicon muffin cups free with your muffin that you can reuse
- Better awareness of existing groups / programs
- Small Business Collective (green resources)
- School students learn about starting a hypothetical business - challenges are innovation based and target sustainability
- More investment in renewables esp. by government

- More money spent on better aftercare options
- Finding a way for people to not just drop their rubbish just anywhere and so it doesn't get stuck in bushes
- More wind turbine farms, more government funding
- Fuel prices
- We need to improve the management of rubbish
- Reduce paper and plastics at schools
- Making learners more aware of what goes in the bin
- Using reusable bags instead of plastics
- Bring your own bottles to public areas and not buy disposable water bottles from the shops
- Plastic straws replaced by paper straws
- Metal straws replacing plastic straws
- Oz Harvest > they teach at schools
- Employ people to clean up local parks, roads, and around shopping centres
- Inviting local members of the community to create meaningful art and posters that spread messages
- More upcycling and recycled furniture at schools
- Helping encourage people to avoid using unsustainable fuel (e.g. Walking or riding bikes to school)
- Encouraging more electrical
- More targeted signs and posters + on TVs or toilet cubicles too
- Have more climate change promotions across social media platforms
- Learn more about climate change in the garden (primary school)
- Starting up our protests once again and starting to get the world out
- A box or place you can put seeds or saplings for people to plant in community or public places
- Promoting climate change
- Soft plastic bins everywhere
- REUSABLE - use anything reusable
- Bring your own containers
- Have more events like this, have more posters and protests
- More electric cars
- More forum type events to let youth be heard
- Have recycling and organic waste pick up weekly or allow for larger capacity
- More recycling awareness
- More prominent / clear recycling instructions on bins
- Have reusable coffee cup incentive L campaign
- Use and find more ways to find a new purpose with stuff that is "single use"
- Making crazy sustainable businesses

## Strengths

- Reuse, reduce and recycle
- Getting rid of plastics / plastic packaging
- Re-used paper / minimised waste
- Changing from plastics to more sustainable recyclable waste
- Multiple recycling bins in schools and public places
- Composting
- Recycle

- Re-using plastics
  - Using a variety of bins at our school
  - Already selling silicon containers but we need to use them in shops for FREE
- 
- Building plenty of public parks and reserves for people to visit
  - Markets / local shopping
  - Thrift shopping
  - Onkaparinga has new recycling plant
  - Aldinga community garden
  - Our school uses key cards instead of keys
  - Hybrid busses / transportation
  - Local gardens in communities
  - Some shops offer paper bags
  - Using examples of community gardens linked to food distribution as a model for a sustainable food cycle
- 
- Young people have creative ideas to solve problems (curiosity and open mindedness!)
  - Younger generations are beginning to become much more aware about climate change
  - We have had protests about climate change
  - People are speaking up more
  - Spreading awareness
  - Influencers making people aware of it
  - Making sure rubbish goes in bin and use the correct other bins
  - Teaching students about sustainability by planting native bush tucker within our school
  - We have the strength to bring up change
- 
- People who are interested, share their interest  
Ride my motor bike
  - Using technology more than paperwork
  - The council have strength to ban plastics
  - Young people are invested - success when these people are in charge
  - Very good renewable energy use compared to other states
  - Need to get adolescents to change their perspective on climate change
  - Current grants available for solar energy
  - Involving people on the topic
  - Oz Harvest does courses on how to not waste food and how to cook cheap meals

## Exceptions

- Creating reusable bags instead of using soft plastics (making easy access to renewable bags)
- FORUMS! they are good! do more of them!
- An exception could be what the Onkaparinga Council says about it, an example could be if it is unrealistic then it won't go ahead as much as if its realistic change
- The protests currently happening
- The police stop graffiti and littering :)
- Police reduce littering by fining those caught

- Police take junkies out of the streets and then there won't be needles to step on
- Meetings are happening around climate change
- Solar powered school (Payinthe)
- Someone in the eco village has a tesla?
- There are lots of different sports clubs in the southern area

## Mental Health – Raw NOISE Analysis Data

### Needs

- Mental health and wellbeing days off (recognised by schools)
- Cheaper support
- Social Media – it's not always real so don't compare yourself to them
- More animals in school to give silent support
- not being suffocated by adults thinking that they know best we need space and some time with support
- education on how to act around / guide emotional support animals if it isn't yours
- More mental health days
- more therapy and psychologist per capita
- better access to mental health services
- more people available to handle mental health
- funding gaps for schools to access services
- remove gaps for psychology psychiatry counselling services easier mental health care plans
- more people to help and listen
- more people who just listen
- more people who can help
- cheaper and more therapists
- want access to psychology in schools
- more available professionals and more affordable
- more education towards younger people on the topic of mental health to help prevent it before bad mental health happens
- stop making mental health a trend
- increase numbers of visits available on mental health care plans
- more advertising in schools
- we need more psychologists
- having someone to listen
- making mental health more aware amongst general practitioners
- giving more parent talks about mental health
- more training for teachers making them more aware and more able to help
- informing more people on what can create bad mental health
- making more people aware about adults mental health
- more funding towards schools
- having more of these kinds of forums
- when needed love food someone to talk to and access to support
- people need to be more respectful and aware that mental health does exist just because you can't see it doesn't mean it doesn't exist

- more conversations about mental health
- easier access to existing mental health resources
- Accessible wellbeing teams in all schools
- More intergenerational programs to improve both older and younger people's mental health
- more activist groups for kids who want to make a difference in their local communities
- better resources for finding mental health services quickly and easily
- young people will need someone they trust to talk to and someone who can give them support there and then
- normalise talking about mental health normalising therapy and other mental help methods
- Less intimidating people to talk to – less adults
- Integrating an app where you can put in the amount of time you're planning to work on something and it tells you to take a break every 5 to 20 min every few hours
- removing stigma of seeking mental health help peers parents and teachers
- Schools should have a safe room or panic room or private room
- schools should have code words to speak to a dedicated mental health contact at school
- Boundaries regarding privacy
- more training for people that work with young people
- ending stigma on mental health
- need to know how to get help and what kind of help
- help people understand their trauma
- we need unconditional support
- term based check in with teachers
- A comfortable space available for everyone and anyone
- Not only dedicated space for mentally ill people
- a general space that provides time to teach resilience
- all schools need to have mental health available

## Opportunities

- Programs like back flip against bullying exist to educate and provide entertainment and support
- Most services that are local that are relatable and well known
- Lessons on mental health how to help how to see the signs
- having a time during the week at school or somewhere safe for them to talk about or distract themselves
- Students and teachers becoming more knowledgeable
- bringing the topic up in class without kids feeling like they can't talk about it
- Mental health days in Oregon USA
- events like pride or disability supported events
- having a buddy system in school that is ongoing can talk to comfortably
- Having the opportunity to talk to family members about mental health
- getting more support people and school counsellors
- CAMHS

- Beyond Blue
- Headspace
- Focus on wellbeing activities in schools
- connecting other community groups and forming friendships slash bonds for example seniors fitness class crossing with youth group
- to escape to another place
- having a dog to comfort someone
- cat cafe for destressing
- daily reflections in schools
- kids helpline
- lifeline
- helped each other young people to support each others mental health because sometimes adults don't understand or aren't able to help the same way the other young people are able to
- to be aware of how you are acting towards others
- wellbeing and socialisation events in school and community
- Emotional support that boosts the mood of the class
- nature walks
- class outdoors
- to do more about bullying and exclusion
- Having a dedicated room or safe environment at school
- investment equity worked young people to services at school
- emails social media websites
- Anonymous box all students use every morning to bring up topics
- connect all not for profit organisations, councils and health services to talk to schools about their services
- more connections to informal services, non-biomedical approaches to mental health
- More organisations and people to talk to particularly people their own age to talk to and people with lived experience of similar challenges
- prevention support animals

### Improvements

- Wellbeing at schools – confidential conversations about parents\*
- Wellbeing at schools include parents to discuss confidentiality\*

\*Post it note record could be read either way so both potential answers were recorded

- Being able to discuss different types and experiences of mental health
- better understanding of the differences between male and female and others mental health and disabilities
- better access to mental health services and easy to access knowledge about them
- we could advertise the already existing clubs and groups
- more engaging lessons
- people need to know how to get help more ads
- need more info about mental health
- need more information at school

- more out of school programs for young people to do activities with like-minded people
- improve mental health services in the schools make them more inviting
- increase visibility of mental health services support in schools
- dogs and pets in schools
- more engaging activities access to student and schools
- having psychologists and psychiatrists in more rural areas that people with essential service parents can attend
- bring down the price for mental health plan for those who can't afford it
- make current mental services more available and open
- letting people into psychology courses to help more so adolescents before it's too late
- School counsellors not being teachers but mental health specialists
- breakdown stigma and stereotypes even more
- more money spent on therapies move mental health and social and emotional wellbeing education in schools
- places to reach out for help need to be less intimidating
- an anonymous way to get help
- a lot of stuff at school is all is tokenistic or boring
- make the topic of mental health fun and interesting
- partner with an AWL/RSPCA to implement support and care animals in schools
- with COVID-19 and missing out on a lot of work schools could have a buddy student so support them and keep them up on work more
- more advertisements through schools, promote youth involvement more like council group type things so young people are aware
- More of all politicians hosting drop-in sessions more often to get a clear of idea of what the wider community needs
- faster access to support and more government funding to create more jobs
- delivering wellbeing curriculum with workers and organisations that specialise in mental health
- having programs and activities that target risk factors to mental health
- learning about emotions
- having more resources
- having someone you would just be able to talk to and not have to wait for
- Should have more clear resources for parents and friends to look at to cheque their kid is having a healthy mental health
- get a therapy dog
- upskill of the young people to support our mental health peer support
- be more open about it at home
- having experts talk to students about wellbeing rather than teachers
- not all schools are being taught mindfulness resilience and meditation make this compulsory
- more teachers and more children who have experienced it or know what to do sharing their thoughts
- educating students the students learned mental health first aid and emotional CPR strengthening links between services

- mindfulness throughout all schools
- mental health that are easy and quick to access, shortening wait times
- also making mental health carefree
- improvement of mental health knowledge and not just question answers but activities
- more emotional support animals

## Strengths

- Understanding of mental health and how it works
- lot of easy access to mental health services
- listening to music in class to relax
- Access to recreation
- some schools have people to talk about mental health but every school needs to
- The fact that mental health is even a topic of conversation
- Experts in welding are well informed and are understanding
- This forum let's children and young people have a voice
- lots of workplaces offer it for free
- spreading mental health wins across the community through schools and workshops
- being able to check in with the wellbeing team at school
- that appears to be plenty of groups for people
- reaching out to youth to see what they need
- this form allows children to connect and know what services are available
- people are having more of an ability to seek help via the Internet
- adolescents are learning to break the trauma cycles in their family
- we're just at the start of mental health solutions
- support from people around you - family schools community and clubs
- some people are realising how serious mental health is
- people are feeling more comfortable asking for help
- aboriginal workers in mental health services
- interest
- our spaces to go or talk to someone EG think tank student support
- our school wellbeing team
- How many mental health services we have in our community and that people are providing more services here's to strength mental health support club in Aldinga
- mindfulness throughout schools

## Exceptions

- Headspace groups – males, LGBTQI+
- wellbeing leaders and people to talk to wellbeing lessons
- having more conversations with your parents and friends to talk about some mental health
- accessible and friendly services to help with people's mental health
- school wellbeing break out spaces
- pre-existing youth groups Onkaparinga Youth
- already being provided with resources
- people are aware of mental health

- pride and youth events
- mentoring programme link children and mentors who have had mental health support
- do more forms like this and listen to young people
- our generation is so focused on mental health
- mental health facilities are more supporting of everyone no matter what
- local government - community centres, youth centres, youth team, council events, activities with communities
- Mental health apps like I am sober help those who feel alone in what they're going through
- many steps are being taken towards better mental health care even if they're not perfect
- it has to be a long-term thing there aren't really any short-term good solutions
- how to take the first step to get help stigma
- supporting people who actually know and care for students

## Access and Inclusion - Raw NOISE Analysis Data

### Needs

- More affordable plane travel for disabled and wheelchair people
- not judging people for their disabilities or for their looks
- get rid of stigmas and the social norms
- increase Braille on menus for signing things etc
- if we had more running groups then it would get more people out
- More or better wheelchair or other accessibility in buildings and in Adelaide CBD
- accessible posters and things at wheelchair height
- transportation needed in southern areas
- more accessibility in our shopping malls and places of education such as primary and secondary and tertiary campuses
- can't get to a council group – problems; parents at work and transport
- more button or sensory doors
- uniforms included with school fees
- Encourage hand me down uniforms system for the disadvantaged
- Reduce cost of school clothes or provide for free
- remove barriers associated with post code lotteries (minority support/ funding available in 5164 everyone outside of 5164 not eligible)
- Software that helps people who are hearing / seeing impaired should be standard, not optional if someone with a disability needs it
- Dyslexia font used more commonly
- more consequences for homophobic comments
- more inclusion for those with impairment issues
- optional sign language classes available all ages
- movies of inclusion for children that represent the pride community
- making things accessible for everyone
- more encouragement for people with disabilities to socialise with the wider community

- fair access for everyone
- to have more people accept LGBTQI plus as a normal social group
- more educational about minorities
- cheaper transport through more areas
- schools subsidising events for students to participate
- more frequent buses
- stigma and disabilities be broken via awareness posts and things
- more gender-neutral equality - in toilets, clothing options, mixed options on forms
- being more accepting even if you think it's weird
- accessibility
- To be positive towards others
- a way to communicate
- concessions
- make wheelchair ramps
- make Braille on signs
- safer transport for disabled people
- for people to listen

## Opportunities

- Pronoun badges at schools
- more resources around pronouns
- higher education on the topic and possibility coming to teach about it
- parks and play areas for people in wheelchairs
- interest free loans for treatments that are very necessary
- More physical improvements for wheelchair bound individuals
- Make things more contrast colours easier to see
- learning to drive from 15 plus so you can start driving at 16 or having more knowledge
- education to parents or minorities like the LGBTQIA plus group
- make sure that every public location has a ramp to get to the entrance as well as the stairs
- community transport free or low-cost more community buses and transport services for the community improves access and safety helps if parents can't take young people to youth groups
- scholarships for identified groups of need
- old buildings upgraded for ramps and lifts
- buildings must include disability / injured access
- Unlimited or night access to libraries
- open hours after school - digital inclusion
- Opportunities to raise awareness
- schools and community involved (pride)
- Adding female sanitation products to toilets
- more accessible education is happening with schools
- more inclusion of different people
- talk
- Affordable Onkaparinga forum engage with young people
- sports and activities that accept everyone flaws and all

## Improvements

- What education about why things might be a certain way vandalism of accessibility
- publicise inclusive programmes
- keys posters etc more accessible for wheelchairs
- access to support to learn to drive
- affordable transport
- Transport routes
- more community involvement with Orana and Minda or any other disability organisation
- More awareness about what counsellor doing to address access and inclusion problems young people don't seem to be aware
- transportation shelters from the elements
- school accessible in pricing and notice, far away fuel prices
- More unisex and gender inclusive bathrooms
- better and more ramps and accessibility
- all the schools including events activities marches etc to acknowledge and build awareness of significant dates etc
- uniforms have to be multi sex and aren't labelled girl or boy
- do homework or go research at home attitude needs to change not all people have access to Internet or phones at home
- make sure the safety things are up to date services are available, but more funding needed
- neurodiversity more education to limit bullying
- getting more accessible toilets for disabled people
- giving impaired or disabled students the same opportunities and safe places
- activities so that people without disabilities can experience what it would be like
- gradually being accepted towards the LGBTQIA plus community
- Sports for people with high level autism or physically disabled
- Transport
- Not looking at someone's appearance like skin colour and thinking less of them
- More LGBTQI plus events
- media more inclusive language and diverse people shown in media
- More education an acceptance to other countries more cultural stuff being spread in school and community
- Education in schools
- better education for people in need
- more understanding about them
- breakdown stereotypes and stigma
- caring about others
- talk and communication

## Strengths

- disability programme works well at Payinthe but should have more involvement with other classes or other students
- aboriginal inclusion teaching indigenous languages changing street names straight from aboriginal elders

- Ramps and lifts at schools
- Bring this forum back again > what's happened since this forum > what's next
- Helping teens who feel as if they can't talk to their parents
- Inclusion of everyone
- people are more accepting
- accessible education
- having public libraries and having Shine SA helping young teens
- Safe space
- my L's system
- Spark at Studio 20 and ongoing 'mini spark' catchups
- national reconciliation week – smoking ceremony
- More coding gaming philosophy LGBTQ clubs in school
- more ambulant toilets wheelchair ramps around general public spaces
- relating to the problem
- some accessibility
- OYEH program – employment opportunities
- Cheap op shop clothes to save money
- Language barrier to other countries people who travel here
- what we are we are together
- gender neutral toilets at schools
- pride clubs and activities
- including more disabled people and making them feel included.

#### Exceptions

- Extend train line to Sellicks Beach
- ramps for the disabled and more ramps
- more rights for women
- senior buses have been made free of charge
- services available
- possible aboriginal dictionary type project - Fleurieu future leaders program
- City of Onkaparinga Inclusion policy
- Our Acknowledgement of Country

Report Prepared by

