

City of Salisbury

Engagement Report

Youth Strategic Action Plan 2017-2021

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Figure 1 Engaging with Zombies in Pitman Park

Introduction

Young people are the future of Salisbury. They are at the forefront of social change and they will lead, create, innovate, nurture and grow our city into the future in-step with dynamic changes to environmental management, business models, education delivery modes, housing and urban development, and transport and infrastructure – and crucially, they will also make up the human services that will provide for an ageing workforce and population, and other social provisions across the lifespan. The experiences they encounter during the youth phase will imprint on their resilience for meeting the challenges of adulthood, and will shape their capacity as active citizens, leaders, and custodians of our community.

As such, the City of Salisbury recognises the importance of ensuring that young people have rich and rewarding opportunities for learning and development in family, schooling, and broader community contexts. Council also acknowledges that responsibility for holistic youth development is shared by a range of stakeholders in young people's lives, including parents, teachers, mentors, and service providers – and more broadly, that all levels of government have a shared responsibility for developing Australia's youth through policy initiatives, service provision and advocacy.

Council's first-level response is to develop and maintain a strategic framework for co-ordinating and implementing actions that foster positive youth development across the City of Salisbury. The *Youth Action Plan* is that frame, and this engagement report details the works undertaken in 2016 to evolve Salisbury's youth planning framework.

The report begins with a background section that provides an overview of the history of youth planning in Salisbury, a summary and review of the existing plan that was endorsed in 2010, and a snapshot of the policy and demographic contexts underpinning the new plan.

The following section details the project design informing the development of the new plan, essentially capturing *who* we engaged with, *what* we did (engagement processes and data collection), *how* we did it (methods and research instruments), and importantly, *why* we took these approaches (the principles and concepts informing the approach). It is important to document this in great detail because this is the first approach of its kind to youth planning in Australia. In undertaking this project, Salisbury Council has piloted the co-production of a strategic youth plan between Council staff, Youth Council, broader youth populations, and adult partners – the scale of which has not previously been attempted by any other local government authority in Australia.

Next, the report details the data-sets collected from thirteen diverse youth populations and service providers. Each data-set provides a summary of the raw data, key themes and priorities, and key outcomes and learning from the consultation process with each

population group. The report concludes with a section outlining key messages from youth in Salisbury and adult stakeholders, and key outcomes from the community engagement activities undertaken during the development of the new plan.

Background

Evolving the plan: how did we get here?

The City of Salisbury has been planning for the youth population of the City for many years and has developed various planning and policy documents in relation to young people. This section will provide an overview of these documents.

Responding to Young People 1998-2002

Responding to Young People was the City of Salisbury's first policy document relating to young people. It outlined a broad but collaborative approach to youth development incorporating areas of recreation, crime prevention, employment, housing and the Youth Advisory Council. It provided a framework for the future growth of youth development in the City of Salisbury.

Young People in Focus 2002-2005

In March 2002 Council endorsed *Young People in Focus*. This document provided the strategic context to help ensure that the needs and interests of young people were represented in the activities and directions of the City of Salisbury for the period 2002 to 2005. The aim of the strategy was to create an environment where young people had opportunities to belong and be involved; learn and develop; experience wellbeing; and have fun freedom and opportunities for expression. This was achieved through a range of City of Salisbury initiatives, through strategic partnerships and collaboration with a range of community groups and organisations. This vision formed the basis for the five major outcome areas that were highlighted in the strategy:

- belonging and being involved;
- learning and developing;
- wellbeing;
- fun, freedom and expression; and
- strengthening the scaffold.

Young People in Focus resulted in the following outcomes:

- Creation of Twelve25 Salisbury Youth Enterprise Centre (opened in 2007). Resulting from a commitment by Council of approximately \$1.8 million for the construction of the centre and a further \$300,000 per annum for the ongoing operation of the centre;
- Construction of skate park facilities within the City - Regional Skate Park facility at Unity Park, Pooraka and a smaller facility within Salisbury North;

- Establishment of the Salisbury Youth Theatre Group – done in partnership with Urban Myth Theatre of Youth. This group developed a performance that was included in the 2008 Fringe Festival;
- ‘Doin It Hard’ information cards for young people developed by the Northern Regional Youth Services Planning Committee, Homelessness Working Party;
- Partnership developed between the City of Salisbury and Elizabeth Blue Light to have monthly discos in Salisbury at St Jays Recreation Centre, as well as other Blue Light based activities;
- Attraction of significant commonwealth funding that enabled the implementation of the Big Brother Big Sister program within Salisbury; and
- City wide youth visual arts program.

Youth Development Framework 2004

One of the key focal projects of *Young People in Focus* was the establishment of a Youth Arts and Recreation Centre for the delivery of specific youth programs and services. As part of the planning process for the development of this centre a review was undertaken of appropriate models of youth engagement and service delivery. The *Youth Development Framework (2004)* was developed to provide Council with the strategic context for its ongoing role in the provision of planning and policy, advocacy and direct service provision for the City’s young people.

The holistic model of youth development at the core of the framework was comprised of:

- Young people
- The Salisbury Youth Partnerships
- The Salisbury Youth Enterprise Centre
- Local Youth Development
- Regional Planning and Participation

Action Plan for Youth Participation 2008

In 2008 the City of Salisbury undertook a significant review of its youth participation framework, the key element of which was the Salisbury Youth Advisory Council (YAC). The development of the *Action Plan for Youth Participation* (endorsed in 2008) took a broad perspective on youth participation to ensure the City of Salisbury would continue to meet both its policy intentions and young people’s requirements.

Action Plan for Youth Participation 2008 resulted in the following outcomes:

- Review of Youth Advisory Committee (YAC)
- Recommendation that YAC cease to continue in present form
- Youth Council sub-committee formed under section 41 of the Local Government Act as an advisory committee to Council for the purpose of providing advice to Council in regard to youth issues and youth perspectives

- Develop and implement a response to digital communication and information provision including youth-led website group and on-line forums
- Increase youth volunteering opportunities

Youth Action Plan 2010

The *Youth Action Plan* (endorsed in 2010, implemented 2011) was the third youth plan developed by the City of Salisbury. A background paper drawing on an external consultancy report and internal consultation titled *Young People Re-focused* was prepared in 2008. *Young People Re-focused* identified five key directions that would become the frame of the *Youth Action Plan*:

- Key direction one: Learning, education and employment
- Key direction two: Improving health and wellbeing
- Key direction three: Creative lifestyles
- Key direction four: Safe and supportive environments
- Key direction five: Youth participation and development

The *Youth Action Plan* was accompanied by a *Response Implementation Schedule* that organised the responses to critical actions identified in the plan, as well as outline responsible officers/departments, partners, resourcing and timeframes for implementation and delivery.

Reviewing the 'existing' plan

The present project board and/or project team identified twelve key internal stakeholders whose area of work and expertise intersects with the existing *Youth Action Plan* and associated implementation schedule. The staff members were issued with an email invitation containing the following four questions (the plan and implementation documents were also attached to the invitation):

1. How did we deliver on the existing Youth Action Plan?
2. What can we identify that we did well?
3. What can we identify that we need to improve on?
4. What stands out as needing further development?

Five respondents provided the following feedback:

R1:

What has stood out to me in relation to the Youth Action Plan is that there is little integration with Council's other strategic plans. This is by no means a criticism confined to the Youth Action Plan but is symptomatic of the organisational silos in which we operate.

For example, in relation to:

Key direction one – Council already has a learning action plan and is developing its next one. So how do we integrate these two areas better, and not duplicate or isolate them from each other?

Key direction two – Council has its Regional Public Health Plan and one of the critical actions in the City Plan is to also develop a Wellbeing Strategy. How do we also integrate this with the YAP?

Key direction four – Council has a Community Safety Strategy which has a focus on safer environments. In addition, the Public Health Plan has a focus on developing healthy built and natural environments to meet community needs. Again, how do we better integrate this with the YAP?

The lack of integration (of strategy, actions and intent) has long stood out as an area that we could improve on and develop further.

R2:

1. How did we deliver on the current Youth Action Plan?

Key direction one: Learning, Education, Employment - Phoebe Wanganeen Indigenous Scholarships Awards and 'Just Too Deadly' Indigenous Education Awards

The Phoebe Wanganeen Aboriginal and Torres Strait Islander Scholarships are annually promoted. There are three Scholarships available annually: 1 tertiary (3 years @ \$2000 per year) and 2 TAFE (one year @ \$1000 per year).

From 2013 to 2016 four x 3 year Scholarships have been approved; and 3 x 1 year Scholarships have been approved.

Budget is through existing Aboriginal Development. This program is ongoing. Responsibility is CPAV.

The 'Just Too Deadlies' are award celebrations for year 7 and Year 12 DECD Northern Adelaide Aboriginal students.

The annual allocation for these award celebrations is a total of \$1500 from the Aboriginal Development budget.

The organisational lead for these events has been transferred to DECD Northern Adelaide Aboriginal Education. The current status for CoS involvement is as a sponsor. This program is ongoing. Responsibility is CPAV.

Key direction three: Creative Lifestyles - NAIDOC week and Reconciliation Week events and celebrations

A youth focussed NAIDOC event was held in 2015 and 2016 held with the focus being on Aboriginal arts and music at Judd Street Laneway. This is funded from Community Planning- Youth Participation budget and external funding.

Additionally, Twelve25 have organised events during 2014 to 2016 NAIDOC Weeks. These were 2014: Buckskin documentary screening; 2015 Recognising Aboriginal war service; 2016 Schools program Exploring Aboriginal Culture.

NAIDOC activities/events are decided on a yearly basis. CPAV coordinates the brochure but activity/ event coordinators have the responsibility for individual events. Aboriginal Development budget for the brochure development and launch event. Individual events funds/ budgets are organised by event/ activity coordinator.

School groups have been represented at the Reconciliation Launch events in 2015 and 2016. In 2016 two Aboriginal youth speakers presented about 'Our Future' as part of the Launch event.

Reconciliation Week activities/events are decided on a yearly basis. CPAV coordinates the brochure but activity/ event coordinators have the responsibility for individual events. Aboriginal Development budget for the brochure development and launch event. Individual events funds/ budgets are organised by event/ activity coordinator.

2. What can we identify that we did well?

As above plus an additional program that was not captured in the Youth Action Plan was the Aboriginal School Attendance Project: Northern Adelaide 2015. This project held four forums across northern Adelaide that brought Aboriginal community members and education staff together to discuss the importance of, and identify, the issues for Aboriginal school attendance. Students were involved in presenting performances at the forums; and, participating in interview panels about the importance of education. A video was developed to capture the forums and interviews with students, education staff and community members about the importance of school attendance. This project was funded by the Australian Government and a partnership with Department for Education and Child Development, Catholic Education SA and Independent Schools SA. This project has been completed.

3. What can we identify that we need to improve on?

Mainstream engagement/ promotion with Aboriginal youth including those in Salisbury area schools that focus on opportunities for engagement across all youth programs, as well as Aboriginal focussed programs.

4. What stands out as needing further development?

Opportunity to input and cross reference between Aboriginal youth actions for both Youth Action Plan- Reconciliation Action Plan – Aboriginal Sports Development Plan and other relevant existing and future CoS plans.

Note: Aboriginal youth population in Salisbury 2011 ABS data was: 5 – 14 years 23.3 % of Aboriginal population; and 15 – 24 year was 21.5%. This is a significant percent of the total Aboriginal population in Salisbury. This may influence future project planning for youth in Salisbury.

R3:

Existing Plan 2010-2014

The Role of the City of Salisbury - this talks about delivering programs and activities for the 12-25 age group throughout the city. I think that there are several factors that have probably meant we haven't delivered on this as well as we could. For example, I think most of the youth programs are centred in Salisbury and some other selected areas whereas I think that the community centres could play a bigger role in providing youth programs to engage their local community and offer alternatives to those who do not want to go to Salisbury (or whose parents do not want them there). This could possibly be just a matter of rolling out some of the 12/25 programs across different sites. I think historically community centres have stayed away from this area because of unclear lines around what their role is with youth given we have 12/25.

Key direction one: Learning Education and Employment - same comments as above. This may also be addressed by the library transition to innovative spaces which may attract youth to different sites around the LGA. We also partnered with UniSA to deliver National Science Week events during 2013 and 2014 where 120 kids from local high schools would attend at The Mawson Centre/UniSA and engage in STEM based activities designed to encourage them into STEM careers and break down the barriers regarding tertiary education. I think the Salisbury Youth Council has worked well and Sarah Bevan is any example of the type of youth who participate, this is a winner. We have also been working with Headspace to provide education services and YWCA to provide gender specific programs around body image for girls.

Key direction two: Improving health and wellbeing - as mentioned above, we work with Headspace to deliver one on one counselling as well as education programs. I can't comment on any of the other areas.

Key direction three: Creative Lifestyles - The Mawson Centre was host to a number of exhibitions including those from local high schools such as Para Hills Disability Unit and Endeavour College. The Christmas Market also highlighted work from 12/25 artists and offered them for sale.

Key direction four: Safe and Supportive Environments - I'm not sure about the library's meaningful spaces program? I haven't heard of this before so am guessing it may not have got off the ground. Varied and safe environments are important and need to be spread right across the Salisbury LGA. Quite often I have received feedback around teenagers not wanting to travel to Salisbury to access venues and/or parents not wanting their kids to be there either. There is a perception (real or not) around Salisbury by those living in other areas within the LGA that its high crime with issues around drugs and alcohol so parents aren't encouraging their kids to attend either. I think we have a fair bit of work to do to change those perceptions and also ensuring that there is a Key direction five: more even spread of opportunities to access these spaces rather than being so Salisbury-centric.

Youth participation and development - I think the 12/25 Facebook page is good and some of the social media clips they have produced have been great.

Youth action 2014-2016

Here are some things that I am aware of since 2014:

- we ran National Science Week again in 2015 in partnership with UniSA to encourage kids into STEM based careers. It was also important to help them overcome their fear of tertiary spaces and overcome barriers real or perceived. Unfortunately, the funding for this was pulled by UniSA this year
- we have received approximately \$211K to deliver a variety of prevention and early intervention programs around domestic violence in primary and secondary schools (although I take on board you are only looking at 12-25 - there are some 12 y-olds who attended the primary school events). The secondary school programs called Relationship Things are delivered over 8 weeks and are aligned to the national curriculum and we are currently working on aligning them to the child protection curriculum. Based around respectful relationships. We were the only local government council to be successful in both grant processes (one fed, one state)
- We have tried to align school holiday programs with STEM however there have been some barriers with the CSIRO reduction in funding meaning we can no longer access their school holiday programs.
- We are currently transitioning the library into an innovative space which will target youth and adults and provide spaces and equipment for exploring new ideas and building knowledge. Equipment may include virtual reality screens, drone workshops, Hackerspace etc.
- we offer across the LGA work ready type programs i.e. preparing your cv, interview skills etc. usually under ACE funding. These courses are available to those 17 and over who are not in school.
- the new work experience program of rotating 20 kids through various departments seems to be working really well.
- we worked with Headspace/Northern Health to hold a major event on drug education for the community centred mainly around Ice. This involved high ranking members of SAPOL and various experts. It was very successful.

R4:

R4 provided hand written notes on a hard copy of the implementation schedule that essentially check-listed all of the works undertaken, and added works not captured in the implementation schedule.

R5:

(note: parts of R5's response were also applicable to the review of the Learning Action Plan)

Schools end their responsibility to a young person at the time of school leaving or completion; parents are often quite in the dark about, or disengaged from 'where to next'; and training and education pathways have multiple complexities/issues that young people must manage (often without support); navigating Centrelink is fraught; many young people end up in default transitional pathways because 'choice' transitions are just too hard (they require a level of reflexive decision making and enough supports to be able to 'roll with uncertainty' – it's not surprising that more 'certain' default transitions can be more appealing, like churning through unproductive VET systems, job actives, and Centrelink payments).

I'd be really keen to brainstorm post-secondary transition options that take in much more than where to handball a young person to next. Also, there are strong implications for increasing career visibility which isn't happening at either school, or home, for a lot of young people. Also, scope for resurrecting something akin to the old PACT program (Parents as Career Transition facilitators I think it was called – anyway, it was a great program that got parents more in the know about how to support transitions once school was out of the picture).

I also have an interest in peeling back the definition of Indirect Employment Focussed Learning a tad. From what I can see, much of this in the current Learning Action Plan is still attached to training programs. There's another layer of 'learning to learn' beneath this, I think. Learning to become someone who can train, work, participate etc is, of course, tied up with other barriers to engagement, and also community level aspirations and expectations. More of a social/life/communication skills focus – would also take in time management and the 'soft' skills we know employers are looking for.

We understand diversity in terms of culture, ethnicity etc., but we absolutely need to also understand youth diversity in relation to a scale of work readiness and skill sets dependent on a range of other life circumstances that support or hinder young people's progress.

I also agree about the need for stronger advocacy - and an advocacy frame - so that appropriate responses can be formulated at the local level in a timely manner.

Summary

The responses from key internal stakeholders ranged from strategic points of view through to feedback on program and service delivery. Some common themes, however, were a desire for greater integration with other council plans, a desire for increasing the reach and scope of youth development (de-centralising some youth programs), an identified need for greater support for vulnerable youth populations, and an identified need for the regional co-ordination of post-school transitional support and service delivery. There was also an identified need to clearly delineate Council's role and

responsibilities in relation to service and program provision, facilitation, co-ordination, and advocacy.

Situating the 'new' plan: policy and demographic contexts

Policy contexts

Local

In October 2016, Council launched the *City Plan 2030* with a succinct vision statement:

Salisbury – A flourishing City with opportunity for all

Salisbury's new youth plan shares the long-term vision underpinning the *City Plan 2030* and recognises that facilitating positive youth development is a key to achieving long term success in the four key direction areas outlined in the city plan: those being the prosperous city, the sustainable city, the liveable city, and enabling excellence.

The youth plan has particularly strong linkages to the objectives in key direction three, the liveable city:

1. Be an adaptive community that embraces change and opportunity
2. Have interesting places where people want to be
3. Be a connected city where all people have opportunities to participate
4. Be a proud, accessible and welcoming community

In relation to these objectives, the *City Plan 2030* states that our City's progress will be measured by:

- Wellbeing
- Socio-economic Indexes for Areas (SEIFA)
- Percentage of residents who have participated in local community activities
- Perception of quality of life and perceptions of Salisbury

The youth plan further recognises that holistic youth development and the facilitation of empowered transitions through various domains including education, employment, accommodation, relationships, leisure and civic participation are vital for achieving these objectives.

But young people are not a homogenous group and the youth population in Salisbury is richly diverse. Hence the youth plan will work closely alongside a number of other plans and strategies also servicing the objectives of the liveable city, notably Beyond the Ramp – Strategic Inclusion Planning Framework, Reconciliation Action Plan, Regional Public Health Plan, Building City Pride Strategy, Community Safety Strategy and Action Plan, Learning Action Plan, and Multicultural Strategy. The new youth plan will embed the principles of these plans and strategies in its framework, and will reciprocally generate youth-specific insights into these focal planning areas across Council.

State

In 2015 the State government launched *It Starts with YOUTh*, the first in a series of annual strategic youth plans. This was followed in 2016 with *Connected to YOUTh*, and in 2017 with *youTHRIVE: 2017 Youth Strategy for South Australia*. Each annual instalment has highlighted a key area requiring critical action (such as youth homelessness and mental health), however the consistent priority addressed throughout the series to date has been young people's social transitions through school, education, training, employment, and accommodation.

A major component of the government's commitment to youth transitions is the *Successful Transitions* program launched in 2015. Salisbury's youth plan will also have a strong focus on fostering the success of young people's transitions, but will approach this from a local perspective that understands the unique needs and circumstances of Salisbury youth.

State and local initiatives also recognise that young people are situated on a spectrum of work-readiness that spans those who are disengaged from education, training and employment, through to young entrepreneurs on the cusp of launching innovative ideas and projects. Hence the ongoing delivery and extension of the Be a Job Maker program into the northern region bringing businesses and young people together 'with a focus on turning innovative ideas into results that strengthen the South Australian economy' (DCSI 2017).

The State government has also identified a need for innovation in youth engagement in order to reach more young people and positively impact on their circumstances. The Minister for Youth has engaged Salisbury Council and Salisbury Youth Council in conversations regarding youth engagement in the northern region. It is envisioned that this collaboration will continue to inform State policy directions on youth engagement.

Federal

As part of the 2015-2016 federal budget, the Federal government allocated \$331 million funding for its *Youth Employment Strategy* – comprised of \$212 million funding for transitions to work programs; \$14 for early school leavers; and \$106 million allocated for intensive support to vulnerable, disengaged, and at-risk job seekers.

The Federal government's commitment to transitions to employment resonates with Salisbury's Council's understanding that employment and employability are critical determinants of 'successful' transitions in other domains of life (such as accommodation, relationships, and civic participation) – as well as being a key protective factor for mental health and wellbeing.

Demographic contexts: Key facts

The City of Salisbury is the second largest local government area in the Greater Adelaide region (both in area and population). Salisbury comprises part of the region known

colloquially as ‘the Northern suburbs’; an area (in-part) characterised by the poverty concentrations associated with post-industrial (or ‘rustbelt’) urban peripheries. Life in the north is fraught for some families and individuals due to the imminent closure of key manufacturing industries and resulting job losses. However, while long-term unemployment and intergenerational disadvantage remain a social reality for many families in Salisbury, the socio-economic mix of the city is ever-changing with increasing pockets of wealth and economic growth, and vibrant urban developments and business opportunities. Consequently, Salisbury Council is striving to concomitantly support, generate and attract social and economic development, while it also continues to address un(der)employment in the region along with a raft of social ‘problems’ that long-term unemployment can give rise to.

source: <http://profile.id.com.au/salisbury>

- Total population = 138,535
- 22% speak a language other than English at home (27% born overseas)
- Youth population aged 12-24 = 25,490 (18.4% of total population)
- Australian national average rate of youth not in employment, education or training (NEET) = 11.8% (OECD 2016)
- Salisbury rate of youth NEET = 13.2% and predicted to rise based on OECD (2016) indicators of NEET status (including cultural and linguistic diversity and youth living with disability)

Salisbury’s youth population reflects the City’s diverse socio-economic and cultural diversity; some young people are growing up in relative advantage, while many are still growing up in relative disadvantage. Hence it is clear that robust youth planning is needed to frame Council’s micro and macro-level responses to a host of emerging youth priorities – we need to facilitate positive youth development to ensure that young people have the skills and confidence to take up opportunities, but we also have to ensure that such opportunities exist. It is also important to note that those aged 25-29 make up a further 7.9% of the total population, meaning that actions identified in the plan will potentially interface with around 25% of Salisbury’s total population when taking into consideration the more protracted nature of contemporary youth transitions (Furlong, Woodman and Wyn 2011).

Methods

Background to the methodology

Salisbury Youth Council is a formal sub-committee of Salisbury Council comprised of 18 youth members, three Elected Members, and up to six mentors (the youth council is administered by a municipal officer, the Community Planner Youth Participation). Around the same time that the methodology for the new youth plan was being

considered (mid-2015), Salisbury Youth Council was undergoing a comprehensive internal review and through this several key issues were identified.

Project team meetings were not well attended, commitment levels were low among youth members, and young people were expressing a desire to have greater reach and scope into community development activities. At that time, the youth council had a long history of project work that addressed topics such as homelessness, gambling, and drug and alcohol issues – yet the project work consisted mostly of community awareness events or producing resources, rather than building relationships and driving conversations between those affected and those who could potentially offer support and lead change within topic areas. Moreover, cycling through event planning and resource production was not challenging Youth Council members to reach their full potential as agents of social change, nor was it meeting key aims and objectives stipulated in the Youth Council Sub Committee Terms of Reference such as: (1.3) *develop young people's skills in civic participation in fulfilling the democratic right of young people to participate in decisions that affect their lives; and (1.4) undertake consultations with other young people to inform Council's policies and program development.*

Reviewing the literature on youth councils in municipal contexts revealed that the 'failure' of youth mechanisms to reach their full potential is indeed a global phenomenon - and Kara (2007) outlines three key reasons for this.

1. Well-intentioned adults often implement models of participation that they believe are effective, and that essentially young people are too polite to speak up and tell them otherwise. Further, he argues that youth councils 'usually operate at a fraction of their capacity' because they tend to focus on organising activities and events and are rarely supported to engage in more substantive initiatives such as community consultations and advocacy for key social issues (Kara 2007:566).
2. Situations may arise where youth voice is 'squashed' by adults who do not have a genuine interest in meaningful youth involvement, instead preferring to implement a token model of youth involvement which can even lead to the removal of strong, critical youth voices and replacing them with more compliant youth who do not 'rock the boat' (Kara 2007:566).
3. Often there is a breakdown whereby youth have the freedom and autonomy to organise themselves, but fall into the culture of 'doing what's always done'. A lack of experience can cause youth to replicate past processes without questioning or aiming higher, and further, that the projects they plan are often not highly participatory and may not address the key priorities of various youth communities (Kara 2007:566).

There was no evidence to suggest that Kara's second point came to bear on Salisbury Youth Council in that any youth voice was 'squelched', however elements of his first and third points were indeed apparent. It was clear that Salisbury Youth Council had, over time, developed a culture of designing project work that replicated past projects and that members were, as Kara suggested, deciding social priorities on behalf of the broader community.

But in contrast to Kara's comments above, the youth council *had* tackled key social issues such as homelessness, however the project work had resulted in the production of a booklet about homelessness which, three years later, was still taking up office storage space rather than having had any reportable social impact. This is not a failing of the youth council's project ideas, but rather a failing of the 'youth-led' model that many well-meaning adults have become wedded to, resulting in a lack of adequate support or training from adult allies who might be fearful of challenging young people's ideas lest they should be perceived as silencing youth voice (Nir and Perry-Hazan 2016). As such, council staff were determined to push back against the notion of 'doing what we always did and getting what we always got' and to challenge youth council members to step out of their comfort zone.

'Why do we have to do it? Isn't that your job?'

When first considering a methodological approach for the new plan, a desk-top review of 119 municipal youth plans Australia-wide revealed that youth participation in the development of strategic youth plans was largely ambiguous and not clearly defined, if undertaken at all. And as stated above, the literature on youth committees and advisory groups highlighted reasons why youth councils often fail to realise their full potential as mechanisms for engaging local youth in democratic decision-making.

With these two key issues identified – **ambiguous (or tokenistic) youth participation in strategic youth planning; and limited reach into the community by youth councils** – Salisbury Council undertook to partner with Salisbury Youth Council in the co-production of the new strategic youth plan, and crucially, to also involve the broader youth community.

However, bringing these ideas to life was not without challenges. For instance, each year the youth council forms two project teams that each take on a different project idea, but in 2016 the youth members were being asked to forego their project ideas in favour of forming an overarching project team that would devote its year to developing the youth plan. This gave rise to three key questions:

1. How to 'convince' youth council that co-creating the youth plan is a significant developmental opportunity (and by 'convincing' them, could that harm the notion of 'youth-led' practice?)

2. And if Youth Council chooses to partner on this project, how do we mitigate any shifting power dynamics and ensure that adult partners do not dominate youth voice?
3. In light of the high-stakes project deliverables, how might we balance ‘speaking up’ with ‘shutting up’ in terms of project guidance? (a tension that Booker (2016:19) has also experienced)

The ‘end game’ was clear in terms of substantive development opportunities for Youth Council members, but at what cost might we get there if the young people began to feel disempowered by adult stewardship? Our concerns were realised early on when several youth members expressed their disapproval outright and flexed their resistance to the project, others were not happy about giving up their own project ideas for 2016, and another young person asked ‘*Why do we have to do it? Isn’t that your job?*’

Principles of internal engagement (with the Youth Council)

Youth-Adult Partnership model

If we wanted to pursue this idea, it was clear that we needed a theoretical frame that could guide us towards best-practice in this space. We needed a way for everyone to feel comfortable with the sharing of roles and responsibilities between youth council members and adult council staff. We needed all stakeholders to feel valued and not feel as though youth power was being eroded by adults. For guidance, we drew on Zeldin, Christens and Powers’ (2012) typology of Youth-Adult Partnership (Y-AP). The authors (2013:388) define the practice of Y-AP as:

- a. multiple youth and multiple adults deliberating and acting together,
- b. in a collective (democratic) fashion,
- c. over a sustained period of time,
- d. through shared work,
- e. intended to promote social justice, strengthen an organization and/or affirmatively address a community issues. (Zeldin, Christens and Powers 2012:388).

The Y-AP model seemed a particularly good fit for Council’s long-term vision for holistic youth development, both internally with regard to the development of youth council members, and externally with the broader youth population – and crucially, it provided a frame for allocating roles and responsibilities that could foster genuine two-way learning between youth and adults.

In addition to the parameters outlined above, Zeldin, Christens and Powers (2012:389) further identified four core elements of Y-AP as a guide for practice: authentic decision

making, natural mentors, reciprocal activity, and community connectedness. We undertook to embed these principles, and reflect on them, at all stages of project development with Youth Council.

Some examples of the principles in practice are:

Authentic decision making

Active participation and recognized voice are consistently found to be influential processes underlying the confidence to achieve one's personal goals...Additionally, youth participation in group decision making has been found to facilitate mastery, skill development, confidence, identity exploration, initiative, and emotional wellbeing. (Zeldin et al. 2012:390)

Once the youth-adult partnership methodology had been endorsed, project planning was handed over to Youth Council. A meeting was held, but no traction for the project was gained. This was the first piece of concrete learning for adult partners – that youth-adult partnerships mean exactly that. Adults need to provide leadership and mentoring as young people enter unfamiliar terrain. At the following meeting, Youth Council members were presented with a planning matrix that enabled them to engage in group discussion and decision-making as to what they would, keep, change, or abandon from the planning tools and guides they were given. This served as a foundation for group decision-making throughout the life of the project and beyond and was the first step in initiating genuine two-way learning between youth and adult partners.

Natural mentors

In formal or structured mentoring, adults typically take the lead in framing the relationship and mentoring activities. Natural mentoring, however, is characterised by the natural attraction between young people and adult partners they feel they can count on for wisdom and support that is relevant to their needs. A range of adult mentors with diverse skill sets and personalities was available to Youth Council members during the project. Youth members gravitated to council staff and external partners who suited their individual interests in the project. For example, Nick Griguol was completing his honours degree by research in 2016 at UniSA. He worked closely with the Community Planner Youth who has extensive experience in research methods and analysis, and the supervision of research students. Nick developed his community research skills while working on the youth plan consultations, and was also able to receive additional support with completing his honours degree at the same time.

Reciprocal activity

Youth development and empowerment is enhanced under conditions of reciprocity, particularly when youth believe that they have made a contribution to others, when the balance of power progressively shifts toward the youth, and when their life experiences have been validated by community systems. (Zeldin et al. 2012:392)

One example of achieving this was the appointment of a Youth Council member to the Council project team to represent Youth Council internally and to provide advice to adult staff. Further examples are evident in the workshops for vulnerable youth that Youth Council facilitated whereby young people learned new skills or developed new relationships that could (and did) improve their circumstances. Youth Council members were also able to build rapport with young citizens living with disability who might not otherwise have been able to participate in the consultations if not for the one-to-one support they were able to provide.

Community connectedness

Youth-adult partnerships have the potential to motivate community leaders. As these adults interact with and observe young people in productive action, coalitions are inspired to take action on behalf of youth and community wellbeing. (Zeldin et al. 2012:393)

At all stages of the project, Youth Council members took a lead role in partnering with community groups and service providers to plan and undertake community consultations and workshops. The Youth Council has broadened their reach and scope in the community; members have indeed been observed in 'productive action' by adult partners who are now approaching them with further collaborative initiatives.

Youth Council themes for engagement activities and community consultations

The Youth Council undertook to work on the new youth plan as one overarching project team that would form smaller working parties dedicated to engaging with specific topics and youth populations under the three main themes of Diversity, Development, and Active and Creative Lifestyles throughout 2016.

Diversity (April-June)	
Multicultural Youth	LGBTI Youth
<ul style="list-style-type: none">• Multicultural Youth Forum• Refugee week engagement activities• Multicultural homework club	<ul style="list-style-type: none">• Rainbow Mates consultation• Q Space engagement• Feast festival engagement activities
Development (July-September)	
Education and Employment	Health and Wellbeing
<ul style="list-style-type: none">• Pizza and Pathways workshop event• School consultations• Workskil Transition Centre engagement	<ul style="list-style-type: none">• Disability forum• Mental Health expo• Wellbeing expo
Active and Creative Lifestyles (October-December)	
Active	Creative
<ul style="list-style-type: none">• Soccer carnival consultation• Parafield Gardens rec centre• Salisbury North skate park consultation	<ul style="list-style-type: none">• Youth Arts Market consultation• True North engagement• Theatre Group and Jibba Jabba

The table above is a snapshot of the planning framework; however, many more engagement opportunities were developed with the six working parties outlined above. Full details of these appear in the section of this report titled 'Data-sets'.

Principles of external engagement (with broader youth populations)

The best-practice frame we adopted for partnering with young people externally hinged on the principles of youth voice, inclusion, deliberative democracy, and positive inquiry.

Youth voice

As evidenced in the *Action Plan for Youth Participation* (2008), Salisbury has a longstanding commitment to ensuring youth voice resonates in Council decision-making, largely through the formal mechanism of the Youth Council. The present project team affirms that youth voice is always important, but recognises that it might be further

important for vulnerable or marginalised youth whose negative experiences have perhaps left them feeling disconnected from community and without a sense of feeling that their opinions and experiences matter (Serido, Borden and Perkins 2011). Empowering **all** young people towards meaningful civic participation, therefore, was a core principle at the heart of all external engagement activities with diverse youth populations.

Inclusion

The Salisbury youth population is comprised of richly diverse youth populations including (but not limited to, and often overlapping): Aboriginal and Torres Strait Islander youth, multicultural youth, LGBTI youth, high-achieving academic students, youth leaders, young people living with disability, young people not in education, training or employment (disengaged youth), young parents, and homeless youth. Within this, there are wide differences in the language skills, communication styles and abilities, and narrative competence that young people have. And importantly, there is tremendous diversity in the beliefs, values, attitudes and priorities that determine what young people require for living **their** version of a good life.

The principle of inclusion has been vital throughout this project for two key reasons: first to ensure that all young people (regardless of skill or language levels) have opportunities for civic participation; and second, to ensure that engagement activities are able to capture the diverse needs and priorities of different youth populations.

Deliberative democracy

In its purest definition:

Deliberative democracy involves citizens coming together in grassroots forums to discuss, debate and deliberate on specific policy issues and frameworks.

These forums may include citizen panels, juries, focus groups or consensus committees.

These deliberation processes allow citizens to better understand the nuances and complexities of a particular policy issue or set of policies.

This provides the basis for considered citizen feedback to elected representatives in ways that inform and sharpen decisions made by these representatives. The processes of deliberation are also seen to foster greater public consensus around policy and political decision-making.

In essence, deliberative democracy represents a more direct and continuous means of allowing citizen input into policy and political decision-making.

This contrasts with traditional liberal democracy where deliberation is seen primarily the responsibility of elected representatives and assemblies with voters

having their say on who should represent them and make policy and political decisions on their behalf every three, four or five years through mass elections.
(<http://democracyrenewal.edu.au/what-deliberative-democracy>)

But for the purpose of the present project, the concept of deliberative democracy was employed in an attempt to ensure that young people ***knew what they were being consulted about and could thus give deeply considered and meaningful responses***. This principle worked in tandem with principles of youth voice and inclusion because it helped to act as an equaliser to ensure that the voices of more highly skilled youth did not dominate the voices of less skilled or disengaged youth. In short, time was taken to bring less skilled youth up to speed with local issues, programs, practices etc. ***before*** asking them to provide feedback or construct youth-led solutions.

Positive inquiry

The principle of positive inquiry recognises that people get excited by possibility and potential. Positive engagement methods are far more likely to foster positive action and collaboration than deficit approaches that serve to remind people of personal and community ‘problems’, evoking a sense of hopelessness and ultimately *demotivating* people from taking action (Trosten-Bloom et al. 2010).

Embedding the principles of positive inquiry also gave rise to unanticipated outcomes by way of improving ethical practice (externally) and risk management (internally). In terms of ethical practice, research with vulnerable populations requires constant reflection on all aspects of the research methods and interactions, much of which is usually monitored and reviewed by institutional research boards (Campbell-Page and Shaw-Ridley 2013). But this was organisational community-based research undertaken in a multi-disciplinary, municipal environment and without the guidance of a human research ethics committee – making a duty of care to community participants all the more critical. Understandably, some adult stakeholders were keen to know about the ‘problems’ and ‘troubles’ that young people encounter on a daily basis, but to ask them about these, out in the community, and with no follow-up, would have been unethical for a raft of reasons (and also highly unethical to have untrained youth council members asking deficit questions). Utilising a positive inquiry approach also ensured that Youth Council members were not at risk of experiencing vicarious trauma from listening to problematic life circumstances and sensitive personal stories out in the field.

Methods and research instruments

Methods for individual consultations are detailed in the section of this report titled ‘Data-sets’ – however, all methods were drawn from the following pool:

- Street-level consultations
- Focus groups
- On-line and staff surveys

- One-hour structured consultation sessions delivered in schools and with community groups
- Community forums
- Workshops for vulnerable youth

Research instruments consisted of:

- A four-question qualitative survey (modelled on the discover and dream stages of Appreciative Inquiry) that was facilitated by council staff and Youth Council members (see Appendix One). Questions one and two explored current personal and community-level strengths and supports (discovery questions). Questions three and four explored personal and community-level aspirations for living a good life in the future (dreaming questions).
- Modified four-question survey circulated on-line (see Appendix Two).
- ‘Biggest Dream’ aspiration boards.
- ‘Bright Ideas’ innovation boards.
- Brainstorming questions across four topics of jobs and education, health and wellbeing, multiculturalism and diversity, and active and creative lifestyles.

Despite the diverse range of research methods outlined above, the overwhelming majority of participants took part in the one-hour structured consultation session detailed below.

One hour divided into three x 20 minute sections.

Section one: ‘How well do you know the City of Salisbury?’ Quiz

‘The Quiz’ was an ice-breaker with purpose. It was fun and engaging (playing table against table), but it was also educative of council business. Quiz questions covered population and demography, historical facts, programs at Twelve25 (which many were hearing for the first time), landmarks, services, and the role of Elected Members. The quiz primed participants for giving deeply considered responses and ideas.

Key principles: deliberative democracy

Section two: Four-question qualitative survey facilitated by Youth Council and council staff

As stated above, the four questions were designed to explore personal and community-level strengths, supports, and aspirations.

Key principles: youth voice, positive inquiry, inclusion

Section three: Brainstorming questions across four topics of jobs and education, health and wellbeing, multiculturalism and diversity, and active and creative lifestyles.

The brainstorming sessions allowed for a range of language and participation skills to become involved (one young man who did not want to speak out loud was passing notes to facilitators under the table demonstrating that youth voice can be found in unexpected places if we are attuned). The brainstorming session was also an 'equaliser' in the sense that regardless of whether we were engaging 'successful' youth leaders or disengaged youth 'doing it tough', *all* young people were able to creatively imagine what *could* work well.

Key principles: youth voice, positive inquiry, inclusion

Participants

Who we engaged with

A total of 1551 young people, 156 youth service providers, 29 teachers, and 37 council staff members were engaged throughout the project.

Students and teachers were engaged at:

- Salisbury High School
- Salisbury East High School
- Parafield Gardens High School
- Paralowie R-12 School
- Para Hills High School
- Valley View Secondary School
- Tyndale Christian College
- Endeavour College
- Thomas More College
- Temple Christian College
- St Augustine's Parish School
- Paralowie House FLO program
- Bowden Brompton northern campus

Targeted consultations were also held with specific youth populations:

- Aboriginal and Torres Strait Islander youth
- Multicultural youth
- Young people living with living disability
- NEET youth (not in education training and employment)
- LGBTI youth
- Youth leaders

- City of Salisbury youth workforce
- Faith-based youth groups
- Young parents

Youth service providers were engaged via:

- Salisbury Youth Services Network
- Youth Affairs Council of South Australia
- Targeted consultations with specific youth populations (as part of their support roles)

The following section details the data-sets collected from thirteen diverse youth populations and service providers. Each data-set provides numbers of participants, a summary of the raw data, key themes and priorities, and key outcomes and learning from the consultation process with each population group.

Data-sets

Multicultural youth

Sample: 91 young people engaged at Refugee Week Soccer Carnival held at Burton Park Football Centre; Multicultural Homework Club held at Len Beadell Library; and the Multicultural Youth Forum held in the John Harvey Gallery. Note: many more multicultural youths were engaged throughout the general consultation process. The qualitative data they provided is also included here across the thematic trends.

Methods: All participants were administered with four facilitated questions by council staff and/or Youth Council members. Additionally, the Multicultural Youth Forum conducted a two-hour brainstorming session producing high-level conversational engagement.

Snapshot: Four facilitated questions

Personal strengths/supports	Community strengths/supports	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Family • Friends • Church • Teachers • Coaches • Sport • Time management skills • Learning to prioritise • Dedication • Studying hard • encouragement • Uni staff • Mentor • Volunteering community • Extra time for assignments • YouTube tutorials • TAFE staff supported me to complete apprenticeship • Learning public speaking for Junior Parliament • Morals 	<ul style="list-style-type: none"> • Diversity • Opportunities • Unique character • Sense of belonging • Connected to other communities and services • Leisure activities • Social connection to culture • Respect for human rights • Resilience • Co-operation • Sports clubs • ARA • Culture • Council staff • Cheap fruit and veg stores • Community events • Traditions • Church groups • Sports clubs that help you to be social with boys and girls • Kindness • Good parks 	<ul style="list-style-type: none"> • Being able to care for parents • Getting secure work • Home ownership • Financial independence • Stress free • Married with children • Enjoying my job • Parents are healthy • Money in the bank (not living day to day) • Business owner, employing others • Giving back to poor countries • Becoming a doctor; nursing • Join the army • Being a positive role model • Social worker, helping others • Full time work with holidays • Professional soccer player 	<ul style="list-style-type: none"> • Clean and safe • Updated shopping • Leading infrastructure • Positive relationship with other cities • Sustainable • Affordable living • Neighbours who say hello to each other • People aren't afraid to sit next to people on the bus • Good transport • Respectful community • Recognising talented people • Peaceful • Holiday destination • Statues of famous people • Waterpark • Good leadership • Helps the less fortunate

Key themes and priorities:

Personal strengths/supports

Friends and family ranked highly as personal supports; however, this type of support was most often encouragement rather than tangible supports and resource provision.

Sporting clubs were the most often reported organised support network. Sporting clubs were described as places of skill development; including sporting, social and language development.

‘Since I join soccer club I’m more communicated person... doing sports activity can make me fresh and happy person’ (13 year-old male, China)

Communication was consistently identified as the most important skill that young people felt they needed to develop which included language skills, but also the confidence to speak up.

Time management and the ability to prioritise competing demands was identified by many as something they were working hard on, or recognised that they needed help with. For many, cultural (and therefore family) ways of prioritising were at odds with Western views on time management.

Community strengths/supports

Sporting clubs again ranked highly as community supports in terms of feeling a sense of belonging, bringing people together, a sense of inclusion, showcasing skills, and creating opportunities for boys and girls to socialise together with a range of cultures.

Culture and diversity were consistently ranked as the most positive attributes of community life in Salisbury. This was experienced as multicultural shops around the city, different cultural groups and church groups. These ideas, however, were tempered by visions and hopes for a more tolerant and inclusive broader community in the future – discussed below.

Living a good life in the future (personal aspirations)

Several clear themes emerged around personal aspirations. A clear stand out was having a secure job with good money, but the types of jobs that young people desired mostly fell into one of two categories – either ‘helping’ professions (doctor, lawyer, social worker, nurse), or professional sporting careers (mostly soccer). Those aspiring to careers in helping professions articulated ways that they wanted to help new arrivals and people living with disability, discover cures for disease, do aid work abroad to alleviate third world poverty and health deficits, and to just generally ‘help people’. There was also a common theme of making enough money to help others and to send money back to the communities they grew up in. Aspirations for ‘helping’ vocations

were shaped by experiences of trauma, poverty and resettlement; and the negative impact on mental and physical health brought about by a loss of cultural identity and 'ways of living'.

The other career priority, professional soccer player, seemed to capture two underlying themes: becoming rich and famous; and performing in a job that showcases talent and skill. Soccer was a tremendous source of raised self-esteem and positive wellbeing, and so when asked about living a good life in the future, playing soccer became a default response for describing one's perfect life and job – it was a clear option for young people wanting to show that they were good at something.

Future visions for Salisbury (community-level aspirations)

As stated above, acceptance and inclusion were the most commonly reported hopes for the future of Salisbury. Some young people had experiences of commuters preferring to stand on the bus rather than take a vacant seat next to them. Whilst not explicit or targeted racism, this subtle (or covert) type of racism was having a clear negative impact on young people - they were receiving social messages that they were to be avoided because of their skin colour. Institutional racism was also felt by young people who reported that some employers set tests that they could not pass to become employed, and they felt that employers would always hire people whose first language is English.

Participants also frequently reported a desire for Salisbury to raise awareness and showcase the talents and achievements of multicultural youth so people would know they were 'good at things' and that they possessed a range of skills and abilities. They felt this was important to help overcome racism and social stereotyping, and also to show employers that they were worth employing.

Multicultural Youth Forum: July 11, 2016

In addition to the four facilitated questions detailed above, the Multicultural Youth Forum also engaged 16 young migrants and refugees in a two-hour brainstorming session that covered the following four topic areas:

Snapshot: Four brainstorming questions

Education and Job Opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Specific community work experience program for multicultural youth; job interview training • Developing referee networks; advocacy for m/cultural youth unemployment • Youth specific financial and legal education for multicultural youth • Political and civic education • Parent education about tertiary education, pathways and labour market 	<ul style="list-style-type: none"> • Gender/culturally appropriate sexual health education; body image; healthy relationships • Youth specific community education: drug and alcohol; gambling; nutrition and relaxation classes • Multicultural youth leadership development • Social connections as learning and prevention strategies • Celebrating and showcasing identity 	<ul style="list-style-type: none"> • Affordable club memberships • Sports programs with holistic developmental focus • Performing arts – music and dance • Learning opportunities for a range of diverse art mediums • Legitimising the arts as a career path in multicultural families and communities 	<p><i>Unlike general forums and school consultations, this topic area was addressed separately for an additional hour with the multicultural youth (general consultations cover all four topics in one hour total). The methods and results are detailed separately below.</i></p>

Key themes and priorities:

Education and Job Opportunities

It was interesting to note that multicultural youth tended to be highly engaged in their high school education, but they reported that post-school to work/school to tertiary education pathways dropped off quite quickly for themselves and their peers. Reasons given for this were that parents were highly encouraging of getting a high school education, but some families needed young people to go straight into unskilled labouring positions post-school to contribute to family income.

The main barrier to post-school transitions, however, was reported as communication issues between young people and employers, often starting at the application and interview process. Even preceding this, young people felt that work experience placements during high school did not provide good learning opportunities for multicultural students. Young people expressed a desire for help with application writing and job interviewing skills, and also workplace culture knowledge and skills to help foster better communication with employers. Often, young people feel afraid to speak up or ask questions, or to show initiative which are highly regarded attributes by local employers, but often do not align with a young person's cultural upbringing ("it's considered impolite to do things without being told when you are young").

The biggest barrier identified here was language, followed closely by a lack of recognition of young people's skills. Motivation levels and aspirations were negatively impacted by the belief that employers would not hire them.

Education and Job Opportunities - Youth identified solutions:

1. Specific community work experience program for multicultural youth; including job interview training, communication skills, and time management
2. Developing community networks for referees ("who will speak up for us?")
3. Advocacy around multicultural youth unemployment
4. Youth specific financial and legal education for multicultural youth
5. Parent education about tertiary education, pathways, and labour market

Health and Wellbeing

Young people reported a range of health concerns that were new to them, and their families, since arriving in Australia. Alcohol and gambling were two key public health issues. Young Sudanese participants reported that they had never seen anyone drink alcohol before they came to Australia, and it was becoming an extreme problem among migrant youth populations – particularly binge drinking and alcohol parties. Gambling was also becoming a problem for young people and popular myth is that "you can make money gambling if you don't have a job".

An inter-related theme, the topic of mental health generated some interesting responses. In the first place, young people were able to articulate ways that not having a job, feeling displaced from home and culture, and experiencing racism all contributed to feelings of lost hope and despair, and further contributed to alcohol use and gambling as a way of coping. When we began talking about support services, participants told us that they never heard of ‘services’ before coming to Australia, and that most people in their community did not understand the term. They told us that in their community of origin, it is other community members, and community leaders who provide guidance and support – not an organisation, or stranger.

In a more light-hearted conversation, participants told us that they sometimes did not understand much about Australian nutrition and meal times, and that most had not experienced set meal times, names of meal times, and eating three times a day. They thought it would be useful to know more about nutrition so they didn’t start to over-eat “like Australian people” now that they were here to stay.

Young women felt that sex education in schools wasn’t really gender or culturally appropriate, and they began to encounter body image ‘problems’ after settling in Australia. They felt that some young female migrants (most notably from African countries) were becoming hyper-sexualised and were being drawn into a world of sexting and explicit photo-sharing.

Health and Wellbeing - Youth identified solutions:

1. Gender and culturally appropriate sexual health education: including body image and healthy relationships workshops
2. Youth specific community education: drug and alcohol use and gambling in multicultural communities; nutrition and relaxation classes
3. Multicultural youth leadership development to increase number of positive role models
4. Increase social connections and positive role modelling as learning and prevention strategies
5. Celebrating and showcasing identity as a protective factor for mental health and wellbeing

Active and Creative Lifestyles

Unsurprisingly, sporting clubs again ranked highly as key social contact points – and participants again emphasised the importance of free or subsidised membership for families with multiple siblings so that parents did not have to choose which child should go (often the choice would be the most skilled sibling to further their development, but participants argued that this wasn’t fair and said “how would the others get any better?”).

Sports clubs were also key sites of developing language and social skills, and participants linked the importance of sporting clubs back to their earlier comments about jobs and education re learning skills that would enhance their employability.

Discussing the arts was interesting because the young people grew up in environments where music and art forms played a significant role in the richness of their culture; however the arts were not generally viewed as legitimate career paths in their communities. Because of this, young people were not encouraged to try a range of art mediums, hence they did not know if they had relevant skills and talents. Further, they did not know what career options they might be missing out on.

Active and Creative Lifestyles – Youth identified solutions:

1. Affordable, free, or subsidised sporting club memberships
2. Sporting club programs with holistic developmental focus
3. More inclusive performing arts programs for different cultures (and crossing over with other cultures)
4. Learning opportunities for a range of diverse art mediums
5. Education for parents to help legitimise the arts as a career path

Diversity and Multiculturalism

We spent one hour discussing experiences of resettlement with participants. The larger group was re-organised as break-out sessions with a staff member and two youth council members facilitating each group before returning to the larger group to share responses.

The following questions were put to each group:

What helped you build a new life and settle in Australia?

- Having family already here; teachers; volunteer groups; Migrant Resource Centre; libraries (to build language skills); social media; homework club; public transport; church; sports; kindness of some strangers; case worker support with Centrelink (didn't understand anything about money); having teachers from similar backgrounds with understanding of learning styles; seeing other migrants and refugees doing well and having success

What things did you find hard when you moved to Australia?

- Language; lacking confidence; difficulty asking teachers for help; culture shocks; adjusting to new lifestyles; parents being sad; hard to show your skills and talent; the environment; finding suitable work; qualifications mismatch; adapting to Australian culture out of the house but at home it's the same culture – becoming two different people, one at home with family, and one at school to try and fit in;

not understanding the law here; people looking at you weird; always feeling like I did something wrong

What are the most important things that people need to know when they are trying to help multicultural youth?

- Language needs; explaining things properly but checking that people actually understand because we say that we do just to be polite and not be a problem to you; young people not being honest about what they need (being overly compliant); ask us questions; try to understand our background; understand that we behave differently around our families than we do in other places; we have aspirations we don't talk about because we're embarrassed, or we think it can't happen anyway; don't assume we're all the same

What kind of programs and events would you like to see in Salisbury that could help multicultural youth?

- Multicultural fairs, festivals, music; sports and homework help at sports clubs; markets to sell and showcase culture, food, music etc. so people aren't so scared of us; multicultural youth leadership (word of mouth experiences instead of services and case workers, unless they're from a migrant/refugee background); work experience for multicultural youth (to learn and to prove our skills); Australian culture workshops so we understand more about you; swimming programs; time management workshops

Key outcomes and learning from the consultation process with multicultural youth:

Through engaging with multicultural youth, we learned that communication transcends language and that communication barriers have as much to do with cultural meaning and norms as they do with English as a second (or more) language.

We also learned that we need to more thoroughly explore community engagement strategies not only with multicultural youth, but also with multicultural service providers. We attempted to partner with numerous multicultural services, many of whom expressed an interest to bring young people along to the multicultural forum but did not show up on the day. We know that local services are under enormous pressure with the recent and impending arrival of large numbers of Syrian refugees, however we feel that we need to learn how to better engage these services and look forward to future opportunities to work with them.

Despite the service providers not attending the forum, there were multicultural youth who saw the signage for the forum out the front of the Council building and came in off the street. We commend their courage to come in and join us and share their passion and knowledge about multicultural communities and youth-specific issues.



Figure 2 Multicultural Youth Forum

NEETs (Not in education, employment or training; or at-risk of NEET)

Sample: 45 young people either NEET (not in education, employment or training; or at-risk of disengaging) - comprised of 32 young people engaged at The Rev youth group, Salvation Army Ingle Farm; and 13 young people who attended the half day Pizza and Pathways event at Twelve25. Note: many more NEET youth were engaged throughout the general consultation process, or at-risk of becoming NEET such as FLO students at Paralowie House; students at Bowden Brompton northern campus; and young people consulted at the Salisbury Interchange. The qualitative data they provided is also included here across the thematic trends.

Methods: All participants were administered with four facilitated questions by council staff and/or Youth Council members. Participants at The Rev also joined in a brainstorming session on the four topics of education and job opportunities, health and wellbeing, active and creative lifestyles, and multiculturalism and diversity. Participants at Pizza and Pathways joined in a brainstorming session that looked at three specific questions relating to preparing for employment (detailed at the end of this report).

All 45 participants

Snapshot: Four facilitated questions

Personal strengths/supports	Community strengths/supports	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none">• Self• Friends• Faith• Teachers• Coaches• Siblings• Encouragement• Mentor• YouTube tutorials• Social media• Asperger's• Work ethic	<ul style="list-style-type: none">• Friends• Just being alive• Small town• People• Trees• Sports clubs• Church community• Programs like the Rev• Shops	<ul style="list-style-type: none">• Forgetting everything I'm sad about• Being happy• Sports person• Having a family• Free from pain• Living in faith• Having a job and car• Being a successful YouTuber• A family is all I ever wanted• Married• Traveling	<ul style="list-style-type: none">• Kind people• Programs that bring people together• Swimming pools• No more drugs and alcohol• Safe and clean• Everyone has a home• Helps people in need

Key themes and priorities:

Personal strengths/supports

For young people doing it tough, it was common to hear 'myself' named as the only support. These young people were letting it be known that they'd repeatedly been let down by adults throughout their young lives. That said, some were enjoying their recent engagement with faith-based services and were starting to trust and name youth workers as mentors and supports. YouTube was an often-named site of skill development and learning; and one young man described how all of his more important achievements (like passing tests and learning things) were assisted by traits associated with Asperger's Syndrome.

Community strengths/supports

This cohort struggled more than others when asked to describe community strengths which reflected the social isolation that most were experiencing. They named things like sporting clubs, however very few were actually members of clubs. They talked in a much more general sense about good people in the community (as if they must exist, but did

not explicitly describe whom they were referring to). Things like trees and shops were other very non-specific responses that indicated a lack of connection to community.

Living a good life in the future (personal aspirations)

Future visioning was also very generalised. The clearest responses were clustered around being happy, not having problems, not being sad anymore, and finally having a stable family life – essentially all the emotional improvements required for increasing wellbeing. Having a job and a car came down the list and was only a general response. The lack of imagination for actual career aspirations again highlights the ‘day-to-day survival mode’ these young people were experiencing.

Future visions for Salisbury (community-level aspirations)

Kindness and connection were the dominant themes here. Again, participants did not articulate concrete or material ideas for community development. Instead, they spoke of emotional factors like happiness and peace and acceptance and helping people in need which clearly reflected a yearning for receiving these supports in their own lives.

The Rev Youth Group

Snapshot: Four brainstorming questions (with The Rev youth group)

Education and Job Opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Practical career based learning at school • Diverse electives; community learning options for NEETS • Life skills; finance, tax, nutrition, dealing with Centrelink, legal rights, • Social activities with skill development components 	<ul style="list-style-type: none"> • Homelessness • Mental health • Physical fitness • Youth drop in centres for access to positive role modelling • 24/7 food bank • Women’s online health portal 	<ul style="list-style-type: none"> • Learning diverse art mediums • Affordability • Community music lessons • Disability swings in playgrounds • Sunflowers in playgrounds • Community art murals • Adult playgrounds • Mental sports facilities 	<ul style="list-style-type: none"> • Education • Housing assistance • Language support • Public art • Multicultural street fair • Welcome centres • Education and acceptance for LGBTI

Key themes and priorities:

Education and Job Opportunities

Given that this cohort was experiencing complex life circumstances, it was not surprising that they struggled to map out education and career pathways. Instead, their ideas around education were very much 'survival' based, naming things like life skills, legal rights, and learning how to deal with Centrelink, and managing money (and credit). They also expressed a desire for more community based social groups that have skill development components – groups that would be sensitive to their circumstances. They also raised the idea of flexible community learning options for young people out of school, but who were in transitional states (through accommodation, foster care etc.) and were not yet able to commit to timetabled terms. They wanted drop-in learning that suited time in times of crisis, rather than having to disengage altogether.

Health and Wellbeing

Youth drop-in centres was a hot topic here. Participants told us that when a young person is experiencing homelessness, "your only option is to hang around with bad people during the day because you've got nowhere to go". They felt that drop-in centres would provide activities and somewhere safe to be, and crucially, they would provide access to positive role models instead of "bad people". They saw this as an important protective factor for wellbeing, and they felt that mental health problems "are so bad for people like us" because of the isolation and disengagement from positive role modelling. They also talked about holistic mind and body fitness and described how hard it is to engage in sports and fitness "when you're so stressed all the time" – they felt that access to free and guided fitness and relaxation programs would have enormous overall benefits to their wellbeing.

Active and Creative Lifestyles

This group did not feel that music and art were options for them because of affordability, and a lack of places to keep musical instruments if one is not in stable accommodation. For this reason, they thought that community music and art programs would be great, and they really liked the idea of an instrument library that other young people had talked about, as well as 'mental sports facilities' and adult playgrounds.

This group added two unique comments about playgrounds. First, they talked about a need for more inclusive equipment for people living with disability, and interestingly, someone raised a comment about planting sunflowers in playgrounds. Others joined in the conversation and described how happy sunflowers look, and that "it makes you feel good if you go somewhere happy".

Diversity and Multiculturalism

Participants liked the idea of public art bringing diverse community groups together and sharing stories and culture. They also thought that multicultural fairs would help to promote and embrace cultural diversity across Salisbury. Activities that promote education and acceptance of LGBTI communities and individuals were high on the agenda, and all young people spoke about this, not just the gender diverse participants.

Pizza and Pathways

Participants at the Pizza and Pathways event were invited to brainstorm the following three questions:

1. What is your realistic dream job?
2. In an ideal world, what could help young people become more employable in the current marketplace? (What help do they need?)
3. Are there personal habits that young people could change to improve their chance of getting a job? What are they?

Snapshot: Three brainstorming questions (at Pizza and Pathways)

Realistic dream job	Help with becoming more employable	Things to improve to become more employable
<ul style="list-style-type: none">• Café by day, artist by night• Midwifery• Game development• Youth justice• Civil engineer• Police officer• Child care• Defence force• Food and hospitality• Entrepreneurship• Internet testing	<ul style="list-style-type: none">• Work experience• Shop front job advertising• Post school support• Support programs for getting different licenses including driver's license• Positive mentors• Easier access to employers	<ul style="list-style-type: none">• Confidence• Effective communication• Flexibility and options• Resilience• Reliability• Seeing the relevance of something• Personal presentation• Personal interest• Self-motivation• Sense of importance• Peer influence

Realistic dream job

The importance of role modelling came through here. The young people who knew most about the steps they needed to take to achieve their dream job knew someone already in that job which meant two critical things: they had someone to talk to about it, and importantly, they could see firsthand that success was possible and the career path was indeed achievable and realistic which is a considerable motivating force (e.g. the young woman choosing midwifery had an auntie working as a midwife; the young man

choosing defence had a family member in the defence force). Other choices were based on availability of VET options like childcare and food and hospitality; and other choices like game development and internet testing were coaxed out of young people who had no idea about realistic career paths so we explored their skills and interests. The young person stating entrepreneurship had become aware of this idea through knowledge of enterprise programs running at Twelve25.

Help with becoming more employable

Many of the participants were early school leavers for a variety of personal and family reasons. As such, they had missed out on work experience placements and raised good points about work experience opportunities post-school leaving – they also wanted access to a range of different work experiences to help get them back on track and to find out things they were actually good at. They also wanted a range of post-school support activities that weren't tied to Centrelink Activity Agreements or Job Active providers. Although these services were somewhat useful, there was a sense that they don't help young people find and build their unique talents and skills sets (participants at The Rev also talked about these ideas).

Things to improve to become more employable

Soft skills, rather than qualifications, were the hot topic here. Participants consistently identified the skills that we know employers are currently looking for in employees. The young people felt they needed help with improving a range of skills including time management, confidence, adaptability, initiative, team work, organisation skills, and communication.

Intangible skills — such as being a good communicator and team player — are becoming just as sought after by employers as the technical skills to do a job.

But companies say candidates with these “soft skills” can be hard to find. In a LinkedIn survey last year, hiring managers said it was difficult to attract people with the right soft skills for 59 percent of their open jobs.

“As we look to the future of work, it’s clear that jobs that require soft skills can’t just be automated away,” said LinkedIn economist Guy Berger. “Jobs in health care or education, for instance, require human skills like interpersonal communication and relationship-building.”

Soft skills are important for every job, regardless of industry, location or seniority, he said.

Yet, they aren’t always easy to find “because soft skills are more difficult to teach and learn than hard skills, and our education system has struggled to develop scalable and effective ways to teach them,” Berger said.

The top soft skills employers are looking for, according to LinkedIn research, include being a good communicator, being well organized, being a team player, always being punctual, and being a critical thinker.

“Everybody knows the same hard skills,” said Vehar, noting it’s more difficult for firms to stand out nowadays. “Having good soft skills can be the differentiator.”

<http://www.newsday.com/business/columnists/jamie-herzlich/soft-skills-are-in-demand-but-hard-to-teach-employers-say-1.13157849>

In addition to the known challenges in teaching and learning soft skills, for many young people, the soft skills employers are looking for tend to be negatively impacted, if not eroded, by turbulent life challenges. And further, acquiring soft skills poses complex challenges for multicultural youth. For example, in some cultures, young people taking initiative can be considered belligerent or rude because they are expected to take adult direction – putting them clearly at odds in employment settings that expect young people to speak up and take a lead on problem solving.

Key outcomes and learning from the consultation process with NEET (or at-risk) youth:

Key outcomes are the partnerships with Workskil Transition Centre and The Rev Youth Group. The Youth Council *Pathways and Opportunities* 2017 project team will collaborate with these services to facilitate pathways to ‘job readiness’ for at-risk or disengaged youth. We envision that these partnerships will also feature prominently in delivering objectives in the new youth plan. At the micro-level, a young man who engaged with us at the Pizza and Pathways event was linked in with one of the enterprise initiatives being delivered at Twelve 25 (the barista course and coffee van). He has since undertaken his first paid employment and at the time of writing, is still engaged with the initiative (and worked at Salisbury Secret Garden 2017).



Figure 3 Pizza and Pathways workshop with NEET youth

Aboriginal and Torres Strait Islander youth

Sample: 36 young people engaged at Career Walk Day at the Workabout Centre, Kurna Plains. Informal community conversations held at the NAIDOC Week Laneway Event.

Note: other Aboriginal and Torres Strait Islander youth were also engaged throughout the general consultation process. The qualitative data they provided is also included here across the thematic trends.

Methods: All participants were administered with four facilitated questions by council staff and/or Youth Council members. Additionally, less formal community conversations occurred at the Laneway event during NAIDOC Week celebrations.

Snapshot: Four facilitated questions

Personal strengths/supports	Community strengths/supports	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Family • Teachers • Coaches • Sport • Commitment • Practice • Never miss a training session • Dedication • Studying hard • Pushing myself • Paying attention • Self-belief • YouTube tutorials 	<ul style="list-style-type: none"> • Connections to family • Lots of parks • Green places • Big open spaces • Looking after animals • Sports clubs • Treated well • Respect • Being included • Friendly people • The love • Helpful people • Being safe 	<ul style="list-style-type: none"> • Happy doing my favourite job • Getting secure work • Home ownership • Financial independence • Married with children • Business owner, employing others • Helping those in need • lawyer; welder; zoo keeper; army officer; social worker; mechanic; AFL player; engineer; police officer; flight attendant; orthodontist; hairdressing; 	<ul style="list-style-type: none"> • Clean and safe • Good schools • No racism • Lots of jobs • Lots of parks and nature • Notable intelligent people • Leading infrastructure and investments • Sustainable • Eco-friendly • Great atmosphere • Healthy people • Cheap houses • No fighting or swearing • Fairy lights in the trees • Help people with no home or money

Key themes and priorities:

Personal strengths/supports

Family was the number one support network identified by participants, followed closely by teachers and coaches. The list of strengths identified was very interesting because they all fell under the category of 'soft' skills (which we know that employers look for above other skill sets)

Community strengths/supports

Connection to family and open spaces was a consistent theme here. Most young people identified the importance of being outdoors whether that be playing organised sport, or just 'playing' outside. Parks and play spaces were vitally important, but the young people also told of the importance of keeping open spaces 'green and healthy'. Besides sport and open spaces, the feeling of community was the other most important thing to the young people; they felt good when they were respected and when people were helpful and kind.

Living a good life in the future (personal aspirations)

The Aboriginal and Torres Strait Islander youth had some of the clearest career aspirations of all the youth we spoke to. It was common for many young people in general to say they wanted 'a good job' and so we would have to probe further to discover actual career imaginings. However, this group of young people were identifying clear career titles and were mostly aware of the education or training pathways for achieving them. On one hand, this could be attributed to the fact we engaged these young people at a career walk event. However, the vast majority of careers identified were not on display at the event which positively indicates that meaningful conversations are being had with Aboriginal young people about future careers and aspirations.

Future visions for Salisbury (community-level aspirations)

The priority visions for Salisbury were around parks and open spaces, and secure employment of choice. There was some social commentary about wanting to see racism and also community 'fighting and swearing' stamped out, but for the most part, the young people tended to talk about growth and development opportunities that were eco-friendly and sustainable. Health and housing were also on the radar for improvement over the next 10 years.

Key outcomes and learning from the consultation process with Aboriginal and Torres Strait Islander youth:

Various stakeholders were invited to organise a time for their young people to participate, however attempting to lock dates in was unsuccessful. This emphasises a need to improve and strengthen our engagement skills and knowledge in this area.

A limitation of this data-set is that we spoke to highly engaged young people at the prime of their secondary schooling who had very clear career aspirations. But we know that post-school outcomes wane for many Aboriginal and Torres Strait Islander youth, hence it is vital that we more thoroughly explore the community contexts of post-school transitions for this cohort to identify factors negatively shaping transitions.

Lesbian, Gay, Bi-sexual, Trans, Intersex youth (LGBTI)

Sample: Local support groups Rainbow Mates and Q Space were engaged in focus groups; a consultation session was also held following a special screening of *Gayby Baby* held at Twelve25 Youth Enterprise Centre during Feast week pride celebrations (*Gayby Baby* is a documentary film that observes the lives of four children whose parents are either gay or lesbian, and explores the ways in which growing up as a 'gayby' has affected them). Note: other LGBTI youth were also engaged throughout the general consultation process. The qualitative data they provided is also included here across the thematic trends.

Methods: The support groups were invited to share their thoughts in the four brainstorming topics of jobs and education; health and wellbeing; active and creative lifestyles; and diversity and multiculturalism. The Youth Council LGBTI working party also crafted the following questions for the focus groups:

1. What are the challenges of being a part of the LGBTI Community?
2. What LGBTI accepting activities or events do you wish were available?
3. Do you, or would you feel safe being affectionate towards your partner out in public?
4. How safe is your community for you as an LGBT person, or for LGBTI people you know?
5. What are the greatest risks for you as an LGBT person, or for LGBTI people you know?
6. What do you think are the biggest misconceptions that people have about the LGBTIQ Community?

In addition, Twelve25 staff crafted the following questions for the consultation following the *Gayby Baby* screening:

1. What are your thoughts about the film?
2. Does the film reflect the challenges faced by the LGBTI community?
3. What influenced you to come to this documentary?
4. Are there other things that could be helpful to the LGBTIQ community?
5. Do you think this film could be used as a tool in our community to 'progress' forward? How?

*Note – the questions listed above differ significantly from the broader methodology. In the first instance, Youth Council members chose to take a more 'problem' focused approach to their question list. Second, Twelve25 staff crafted their questions from a different perspective again. Their interest was largely in the film itself and their marketing outcomes.

Snapshot: Four brainstorming questions (with local LGBTI youth support groups)

Education and Job Opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Same sex safe sex education in schools and communities • Education for employers re trans employees • Education programs for people who discriminate 	<ul style="list-style-type: none"> • Mental health services – suicide prevention • LGBTI friendly services • Social groups to reduce isolation • Healthy eating workshops • Education about 'Chem-sex' • Education about LGBTI and domestic violence 	<ul style="list-style-type: none"> • Local music festivals • Battle of the bands • Trans pageants • Art exhibitions • Music facility • Break the stigma in sporting clubs • LGBTI friendly sport clubs • Encourage LGBTI youth to play sport and get active 	<p><i>Diversity was talked about separately during the specific questions detailed below.</i></p>

Snapshot: Focus Group results

What are the challenges of being a part of the LGBTI Community?

- Being unfairly judged and stereotyped
- Being misunderstood and discriminated against
- Not having full acceptance and recognition in society
- Having a lack of representation in politics and society

What LGBTI accepting activities or events do you wish were available?

- LGBTI social groups, dances, discos and formals
- Local Mardi Gras or Pride march for friends and supporters to join in
- Public speaking events and presentations
- Awareness campaigns like a Rainbow walk
- Rainbow flag permanently flying at Council

Do you, or would you feel safe being affectionate towards your partner out in public?

- There's always fear of a backlash and discrimination
- People are really cruel and unkind sometimes

How safe is your community for you as an LGBTI person, or for LGBTI people you know?

- Much safer than America, but there's always a risk
- Verbal slurring is more common
- It's more about not being accepted, and it's hard to feel safe, or secure, when you're not accepted.

What are the greatest risks for you as an LGBTI person, or for LGBTI people you know?

- Being mis-gendered
- Isolation
- Not feeling comfortable or valued
- Discrimination

What do you think are the biggest misconceptions that people have about the LGBTI Community?

- TV shows that stereotype people as really camp or promiscuous
- People are really hung up about gender and the use of public toilets
- That people are exactly either male or female, whatever that means

Snapshot: Open floor discussion following the screening of *Gayby Baby*

What are some of your thoughts about the film?

- Really focused on the everyday issues
- The parents just wanted the kids to be happy = key message
- Didn't touch on all issues
- Didn't touch on Bullying (interesting correlation with Primary and High Schools)
- Great it was positive
- Good Ending (Mardi Gras celebration and hope going forward)

Does it reflect the challenges faced by the LGBTIQ Community?

- Shows no matter where you are, may not be accepted
- Even if people don't accept you, you can still live your life!
- Normalising the relationship / families
- Good issues raised about Culture/Acceptance
- We are very much the same

What influenced you to come to this documentary?

- I entered the Arts Competition running at the same time
- I wanted to see the movie
- I wanted to support something like this happening in the Northern Suburbs
- I'm a supporter of the community
- I'm a councillor learning about the community -EQUALITY
- Free Tickets!

Are there other things that could be helpful to the LGBTI community?

- More things like this: e.g. Events, Art exhibitions and film screenings
- Elected members' participation
- Pride Flag 365 days
- More organisations – rainbow ticks!
- Child care support
- Accepting of Same Sex parents
- Awareness!
- Better representations in propaganda

Do you think this film could be used as a tool in our community to 'progress' forward?

How?

- Have it in schools, counselling
- Start the conversation about sexuality
- Driving a conversation: Does our community have all the resources?
- Creating awareness
- Breaking stigma

Key themes and priorities:

Overwhelmingly, the key themes and priorities for LGBTI youth all hinged on acceptance and inclusion. Importantly, feeling accepted and included (or not) was clearly linked to employment and education opportunities and mental health and wellbeing for this

cohort. They wanted much the same things as the broader youth population in terms of leisure pursuits, career opportunities, and rewarding relationships, but in order to maximise these opportunities they expressed a deep desire to first be accepted as a full and worthwhile citizen - much like other marginal populations like the multicultural youth, young people living with disability, and the NEET cohort. An emphasis on 'intersectional diversity' was also raised by multicultural youth and Aboriginal and Torres Strait Islander youth during other consultation sessions (not LGBTI focused).

Multicultural youth and Aboriginal and Torres Strait Islander Youth who also identify as LGBTI reported that they experience deeper level complexities when attempting to 'come out'. For many of these young people, LGBTI status is not accepted in their communities and family support is not available to them, or worse, they are outright rejected by their families and communities.

Key outcomes and learning from the consultation process with LGBTI youth:

Intersectional diversity stood out as an emerging trend in terms of young people identifying as combinations of LGBTI/Aboriginal, LGBTI/multicultural, and LGBTI/disability – and the deeper level complexities this can bring about.

Key outcomes were the newly formed relationships with Headspace and LGBTI support groups in the north, and being approached by stakeholders in the sector to partner on the Youth Council *Safe City* project team in 2017.



Figure 4 Artfully Queer Art Exhibition and Gayby Baby Screening at Twelve25

Young people living with disability

Sample: 38 young people and (some) personal carers were engaged at the Forum for Young People Living with Disability held in the John Harvey Gallery on October 14, 2016. Key internal stakeholders present were Mike Taggart Project Officer Inclusion; and Rick Henke, Manager Twelve25. External stakeholders comprised local service providers from Novita, Lighthouse Disability, Matchworks, and NDIS Northern Office, as well as representatives from Julia Farr Youth and guest speaker Paralympian, Jocelyn Neumueller. Note: many more young people living with disability were engaged throughout the general consultation process. The qualitative data they provided is also included here across the thematic trends. Also, comments captured more broadly about inclusion during brainstorming sessions in schools are also included here.

Methods: Inclusive methods were a priority in the planning first for participants, but also to embed principles of *Beyond the Ramp* into the methods. Careful attention to detail was sought internally from the Project Officer Inclusion, and also externally from Julia Farr youth. A personal attendant was on site during the forum to maximise opportunities for attendance; service animals were also welcome (two service dogs and one service bird attended). Emily Harman (a young woman living with cerebral palsy) was contracted as the official event photographer.

The approach to consultation at the forum was modified in order to maximise inclusion. First, 'experts' from the disability sector partnered with Youth Council and were stationed at each table as lead facilitators. This was vitally important for teaching youth members how to engage with a range of communication styles (the youth members sat next to the facilitators and acted as scribes).

The questions were also carefully modified in consultation with Julia Farr Youth to ensure they were not exclusionary in any way to allow for a range of physical, social and intellectual abilities.

Prompts given to facilitators at the forum

Key forum topic - **Inclusion**

We want to explore positive experiences of participating in activities outside of family life.

- For some, this might mean describing positive experiences they have had in the past
- For some, this might mean describing what positive experiences could feel like in the future
- For some, imagining inclusion might be best approached by describing experiences of exclusion and brainstorming how that could be turned around

Experiences (or aspirations) could be in the domains of (but not limited to) earning, learning and leisure. If it's helpful, you might want to introduce these domains then pick one to talk about first, and then move on, and so on, to allow for a range of experiences and opinions.

Explore memories or imagination about:

1. Physical aspects (access, supports, provisions for families etc.)
2. Attitudes and behaviours of others (competent workers/facilitators, good understanding of disability diversity, acceptance, respect, celebration of unique talents and strengths etc.)
3. Emotional outcomes (empowerment, motivating, inspiring, satisfying, achievement, purpose, connectedness etc.)

Snapshot: Forum for young people living with disability

Physical aspects (already enjoyed, or a desire for)	Attitudes and behaviour of others	Emotional outcomes (personal attitudes – positive and negative)
<ul style="list-style-type: none"> • Writing group • Horse riding • Drama group • Camping/fishing • Discos and gyms • Travel support • Cara camps • Accommodation needs • Independent living assistance • Playground equipment needs to be spaced out for easier access • Double entry to toilet spaces in parks • Play spaces need to include ideas for ASD youth • Improving transport • Access to sporting opportunities • Individually tailored health services; home visits • Technology support for work, education and leisure 	<ul style="list-style-type: none"> • Education about service animals (all types, not just guide dogs) • Equality • Understanding • Don't be afraid to ask us questions • Support us, don't do for us • Hear our stories • Know we are unique and not defined by category of our disability • Celebrate our strengths • Educate about access needs • Awareness of our coping skills • Don't judge a book by its cover and don't group people together • Employment brokers need better understanding 	<ul style="list-style-type: none"> • Unsure how to access services • Difficulty transitioning post-school • Being bullied or teased • Resilience • Perseverance • Overcoming adversity • Enjoy mentoring others • Disability youth advisory groups • Networking • Reducing isolation • Being valued • Independence and empowerment • Dependence is oppressive, impacts on mental health • Want to do a job I love, not get sent to Bedford • Changerooms/bathrooms at leisure/sporting complexes • Advertising/promotion of disability friendly events

Key themes and priorities (forum)

Physical aspects

The young people listed a quite predictable set of physical aspects in need of improvement such as transport, building access, and public restroom access. Overall, the key ideas here centred on having more opportunities instead of feeling limited or excluded by virtue of their disability. Opportunities were mostly grouped in two categories: physical and intellectual. All young people wanted greater opportunities to participate in a wider range of physical activities, regardless of their level of physical impairment. Most young people also wanted greater opportunities to participate in creative ventures, and importantly, they wanted to work with a diverse range of young people in order to “spread the word” about the capabilities of people living with disability.

Attitudes and behaviours of others

The ideas expressed here centred mostly on education and awareness for the broader population in the areas of types of disabilities and limitations, but also the actual abilities and strengths that people have regardless of their disability. How to treat, speak to, and respond to people with disability were also hot topics, as well as public campaigning for reducing stigma. Education for service providers was also important; particularly Centrelink staff members who tend to follow a proforma for disability groupings rather than taking individual capabilities into account. Education in schools was also deemed important to reduce bullying and celebrate individual strengths.

Emotional outcomes

Personal attitudes and emotional responses were grouped into positive and negative experiences. Positive experiences were reported when the young people felt included, encouraged, supported, celebrated, valued and respected. Negative experiences were inversely related to these emotions, but dependence on family or institutions was an important indicator of negative emotions that impact on mental health and wellbeing. The young people talked about the vulnerability of feeling dependant on others and the ways that this had a flow on effect to their self-worth, purpose, aspirations and motivation. In contrast, those who felt they had good support for either independent living, or independent engagement in education, work or leisure reported a stronger sense of resilience, purpose and overall wellbeing. Often, independent outings also led to good networking outcomes resulting in further opportunities (and sometimes, even paid employment) because parents were not there speaking on behalf of the young person or ‘dumbing them down’.

Snapshot: comments made about inclusion during general consultations

Physical/resourcing	Attitudinal
<ul style="list-style-type: none">• Disability swings in playgrounds• Camps for young people living with disability• Disability performance group• More lifts and travellators• Inclusion in mainstream activities	<ul style="list-style-type: none">• Educate people about disability• Buddy systems• Stop bullying and discrimination• Better jobs, give people a go• Don't be scared to ask questions• Look at what I'm good at

Key outcomes and learning from the consultation process with young people living with disability:

Key learning centred on our deeper understanding of inclusive practice and engagement strategies. We learned how to modify questions for different communication styles, the importance of personal attendants to foster inclusive civic participation – this also gave us firsthand insight into the challenges that young people living with disability navigate on a daily basis. We also learned that people living and working in the disability sector are very forthcoming with knowledge drawn from lived experiences and are very generous with their time in participating in engagement initiatives (as opposed to some sectors that were not as 'easy' to engage).

Key outcomes from the forum:

- Relationships built with Lighthouse Disability, Matchworks, Novita Children's Services, NDIS northern office, and Julia Farr Youth
- Disability support group now running out of Salisbury East Neighbourhood Centre (in partnership with Julia Farr Youth)
- A young woman living with cerebral palsy has gained paid employment
- A young man living with Acquired Brain Injury is now a Youth Council member
- Julia Farr Youth have been successful in obtaining National Youth Week grant funding for 2017. They have invited Youth Council to partner with them on delivering workshops for young people living with disability during at Twelve25 during youth week.



Figure 5 Forum for young people living with disability

Youth leaders

Sample: 73 young people identified as ‘Youth Leaders’ in Salisbury, comprised of the Youth Council, Rotaract, Duke of Edinburgh award group, and Headspace Youth Advisory Committee.

Methods: All participants were administered with four facilitated questions by council staff and/or Youth Council members. Participants were also engaged in a brainstorming session on the four topics of education and job opportunities, health and wellbeing, active and creative lifestyles, and multiculturalism and diversity. As well as giving their own points of view, the youth leaders were also asked to approach this by sharing some of the thinking of their peers, as well as anecdotal data they might have heard in community conversations, or as part of the groups they represent.

All participants

Snapshot: Four facilitated questions

Personal strengths/supports	Community strengths/supports	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Learning to budget • Tutor/mentor • Motivated • Great teachers • Leadership • President of SRC because of school support and encouragement • Preparation • Note taking • Asking questions/asking for help • Mentoring by elected members • Passion • Parents • Team mates • Coaches • Determination • Time management • Organising skills • Studying hard • Avoiding distraction • Researching • Focusing/paying attention 	<ul style="list-style-type: none"> • Volunteers • Events • Family friendly functions • Inclusion • Diversity • Fellowship • Empathy • Support • Active citizenship • Looking after each other • Initiatives • Hard workers • Resilience • Services • Welcoming • Sporting clubs • Good schools • Connected community • Sharing feelings • Learning environment • Intercultural • Helping environment • Youth activities 	<ul style="list-style-type: none"> • Community work • Repaying mentors by being good role models and helping others • Stable relationships • Married with children • Home ownership • Social activist • Making a difference • Being healthy and having pets • Healthy parents • Full time, well-paying work • Overseas travel • Careers: school principal, business owner, teacher, social worker, own a pub and employ homeless youth, sports, police, astronomer • Be someone who people look up to 	<ul style="list-style-type: none"> • Earlier engagement with youth • Community morale • Jobs for everyone • Increase in economic and civic participation • State of the art infrastructure and transport • Increased literacy and numeracy • Innovation • Real life – not online connections • Inclusive • Leaders in renewable energy • Clean, peaceful and welcoming • Sport stadiums • Equality • Interesting buildings • No racism, homophobia • Drug free

Key themes and priorities:

Personal strengths/supports

The 'soft' skills were prominent here again, however, it is interesting that the youth leaders identified *already* having these skills, whereas lots of other young people identified a need to build these skills (like time management, initiative, and motivation etc.). It was further interesting to find that while some youth leaders mentioned family and parents as supports, they talked about parents far less than other participants, and tended to talk much more about supports that were external to family, like teachers, mentors, and community leaders. This did not suggest that youth leaders did not have strong, supportive families, but it did show a clear pattern that they were more involved in community life and had developed, stronger, wider networks than a lot of other young people.

Community strengths/supports

Unsurprisingly, civic participation and engagement in community life was a strong theme here. The youth leaders saw this as requisite for building principles of diversity and inclusion into community life, and also felt that empathy was an attribute in their own communities of youth leadership. Volunteering was consistently named as a high-level strength in and around Salisbury, and the willingness of volunteers, and especially youth volunteers, was a testament to community spirit and pride. Community events, and the way they are organised and delivered, was seen as a tremendous asset to Salisbury.

Living a good life in the future (personal aspirations)

Overall, youth leaders wanted similar things to other participants in the key areas of marriage, children, home ownership, and secure employment in a job of one's choosing. What was different for this group was a heavy emphasis on the *types* of adults they wanted to become – many wanted to be community leaders and role models and drive positive change, and the sentiment underpinning this was 'paying it forward', or a kind of repaying the mentoring and support they had received themselves. This was an important finding as it shows the civic return for investment in Salisbury youth and demonstrates a level of loyalty and gratitude for youth-adult partnerships.

Another interesting point to note here is that many of the Duke of Edinburgh group were multicultural youth, and many of those identified professional soccer player as their preferred career which reflects the data captured during broader consultations with multicultural youth. See the section titled 'Multicultural Youth' for a discussion around the significance of this finding.

Future visions for Salisbury (community-level aspirations)

The youth leaders strongly felt that broader youth populations should be engaged earlier in life, rather than after ‘problems’ have occurred.

“Why wait til everything’s gone bad, sometimes it’s too hard for people to get back up again, we should be out there doing more while things are still ok”

By ‘doing more’, the youth leaders had micro and macro perspectives on early intervention. Job creation in the region was important; having secure employment was seen as a prevention factor for family breakdown, mental health issues, gambling and other addictions, and homelessness. At the micro-level, soft skills were identified as vitally important, and the need to engage young people in community life to prevent isolation and withdrawal.

Snapshot: Four brainstorming questions

Education and Job Opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none">• Bridge from school to employment• Meaningful post-school support (not job actives)• Help for parents to understand transitions• Try-a-career hub• Life skills (how to be an adult)• Local youth procurement• Knowing what careers are out there• Alternative learning models and spaces• Intercultural workshops• Community	<ul style="list-style-type: none">• Prevention education• Natural stress relief• Yoga and mindfulness• Sleep education• Mental health first aid and youth health portal• Advocacy to re-instate services• Free youth specific group fitness• Lived experience community educators• Support for young parents• Cooking classes with a budgeting component	<ul style="list-style-type: none">• Gym memberships for under 18s• Tech studies (woodworking etc.) in the community• Digital art classes• Musical instrument library• Community performance and art hub• Socials for disengaged youth• Chess club• Community art lessons ‘come and try’ days• Recognition/grants• Mental sports/board game cafes• Community art murals• Walkable city tracks and landmarks	<ul style="list-style-type: none">• Parades and festivals• Aboriginal education and awareness in the community• Skype Cultural exchanges• Cross lifespan engagement• Youth LGA• Understand poverty as a culture (diversity)• Equal opportunities• Celebrating all types of diversity• Intercultural exhibitions and events• Community story telling• ‘suitcase project’

learning and disability support <ul style="list-style-type: none"> • Less gendered VET pathways • Tech support for start ups 	<ul style="list-style-type: none"> • Financial education; learning to manage C-link as a protective factor for mental health 	<ul style="list-style-type: none"> • Buskers and street performers • Outdoor gyms 	<ul style="list-style-type: none"> • Gender and culturally appropriate mentoring • multicultural services
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Key themes and priorities:

Education and Job Opportunities

There was a strong emphasis here on meaningful and useful post-school support (not job actives or Centrelink). The youth leaders felt that parents in general were either busy, or ill-equipped to manage or counsel on post-school plans, and that many parents were just keen for young people to ‘do anything but sit around playing games’, and as a result they often did not help their children to explore the possibilities, nor were they often even aware of their children’s skills and interests. It was felt that parents are often ‘out of touch’ and rely on their own memories and experiences that do not readily translate to present day realities for post-school pathways. The youth leaders felt that their own ‘success’ was attributable to having a ‘web’ of support around them including multiple mentors and ‘go-to’ people.

Health and Wellbeing

Mental health and life skills were the stand out themes here (with both impacting each other). Again, the youth leaders took micro and macro positions – they felt a need for strong advocacy to re-instate services for youth in Salisbury, and they also identified natural prevention strategies at the level of the individual. They felt there was a need for sleep education in schools (and for parents), and a strong need for education with managing Centrelink post-school which they viewed as a significant contributor to stress, and which could also lead to “getting money in illegal ways if Centrelink’s too hard to deal with”.

Active and Creative Lifestyles

There were some very clear and creative ideas here. The youth leaders were extremely mindful of those who were living in hardship or disengaged from school. For example, they talked about using schools as community hubs and sharing the teaching spaces like tech studies for teaching woodwork and re-engaging young people and exploring their skills. Participants felt it was highly exclusionary that schools were not accessible after hours, or to those no longer enrolled in formal education.

It was strongly identified that young people have demanding (and competing) timetables and so they need general fitness opportunities outside of organised sports (that they often can't make training for or matches).

Participants also felt a need for free or subsidised community art programs for disengaged youth in order to re-engage them, explore new skills, and make connections that can motivate them and lead to employment/employability. They also felt that Salisbury would benefit greatly from a performing arts centre that served as a hub for multiple art forms so ideas could cross-pollinate

"How can people know they're good at something if they've never seen it or tried it?"

Diversity and Multiculturalism

Participants liked the idea of public art bringing diverse community groups together and sharing stories and culture. They also thought that multicultural fairs and markets would help to promote and embrace cultural diversity across Salisbury. Activities that promote education and acceptance of LGBTI communities and individuals were high on the agenda, and all young people spoke about this, not just the gender diverse participants.

Key outcomes and learning from the consultation process with youth leaders:

A key outcome here was the first collaboration between Rotaract and the Youth Council. Since then, numerous collaborative projects have been discussed – most recently, Rotaract have invited the Youth Council to partner with them on developing and delivering 'essentials' packs for people in hardship.



Figure 6 Youth Council training camp

City of Salisbury employees, trainees and apprentices

Sample: An all-staff email was circulated inviting all Council staff, volunteers, trainees and apprentices under 25 to participate in a consultation session. It was felt that they could provide unique perspectives on living and/or working in Salisbury. With the support of the Executive Group, managers were also asked to encourage and support attendance by their staff under 25. Seven people responded to the invitation.

Methods: A focus group was deemed most appropriate for this cohort in order to avoid or minimise personal disclosure in the workplace and protect participants' privacy. The following guide was used to conduct the focus group:

Introduction and purpose of the focus group (to balance school aged and or/disengaged responses with young adult/employee responses)

Past questions

1. Get a sense of participants' relationship to Salisbury (just work here, or live here too, studied here etc.)
2. Explore pathways to working in Salisbury
3. Was working in Salisbury a deliberate (wanted to specifically work here) or default decision (the right or only job that came up)?

Present questions

- What do you enjoy about working in Salisbury?
- Do you find any challenges in working in Salisbury? (not in your role, in this community)
- Do you engage in other activities or social life locally outside of work?

Future questions

- Would you actively seek another job here if the role you're in ended (anywhere in Salisbury)?
- Why or why not?

Miracle questioning

- Imagine 10 years into your future, what would make your ideal life? (optional)
- In 10 years' time, if Salisbury won the best the best city in the world award, why would we have won?

Snapshot: Past, present future questions (personal pathways and aspirations)

Past	Present	Future
<ul style="list-style-type: none"> • UniSA studies at Mawson Lakes led to living and working in Salisbury • Two participants moved to Salisbury after commencing work here • One moved here first, then got work here • Two have always lived, worked, volunteered and gone to school in Salisbury • One commutes for work only 	<ul style="list-style-type: none"> • Enjoyment of working in Salisbury: environment, genuine people, proximity, transport, council business, impact on social issues • Challenges of working in Salisbury: building relationships, getting buy-in from community, getting messages out to people, how to engage the disengaged • Engaging outside of work: volunteering, events, sports 	<p><i>Would you actively seek another job in Salisbury?</i></p> <ul style="list-style-type: none"> • Yes, emotionally rewarding • Yes, if it interested me x 3 • Yes, because Council invested time in me and I'm a loyal person • Yes, if it advanced my career • Yes, to give back to the community I grew up in

Snapshot: Miracle questions

<p>What would make your ideal life in 10 years' time?</p> <p>(personal-level aspirations)</p>	<ul style="list-style-type: none"> • Gaining skills and knowledge • Learning to take risks • Travelling • Home ownership • Trying different jobs
<p>If Salisbury won the 'best city in the world' award in 10 years, why would it have won?</p> <p>(community-level aspirations)</p>	<ul style="list-style-type: none"> • Community resilience • Adaptability and innovation • Sports clubs and schools as community hubs • Open spaces and bikeways • Greener/renewable energy • Walkability/pedestrian city • Roads as solar panels • Community pride • Cleanliness • Social indicators: reduction in homelessness, unemployment, addictions, mental health admissions • Cultural diversity • Recreation place activation • Vibrant tenancy mix in city centre

Key themes:

There were some very stark differences in the long-term personal and community-level aspirations between this cohort and others.

The articulation of community-level aspirations by this group was not surprising given their knowledge of council business and development in the region.

Of more interest was their personal-level aspirations when compared to other groups.

All of this group talked about long-term skill development and career advancement, as well as international travel and working abroad. In the main, this group said they were happy to live out of a suit case and travel and work. When pushed on the idea of home ownership, some said they didn't want to be tied to a house, whereas some thought it a good idea to buy a house and rent it out at least. Most interestingly, none of this group talked about having a family, all had their sights set more firmly on career development.

Key outcomes and learning from the consultation process with CoS staff, trainees and volunteers:

The findings clearly showed that being in (or on a path to) employment generates 'next-level' aspirations and higher goal-setting. Other participants in similar age groups who were not working wanted more emotionally 'soothing' things and stability in their lives, like a home and family, in order to feel secure in the absence of secure employment.

Faith-based youth populations

Sample: 347 young people were engaged comprised of six young people in a focus group at Hope Central Church; 32 young people at the Salvation Army Ingle Farm (captured under the NEET data-set); and 309 students at five faith-based schools (captured under the 'Schools' data-set).

Methods: This data-set captures the importance of faith and faith-based communities to the young people participating in them. It does not reproduce the responses given by these young people under other data-set sections – these are captured in much greater detail under the headings of 'NEET Youth' and 'Schools'.

Key themes:***Personal strengths/supports***

Participants reported that faith was a significant motivator for them and that when they felt uncertain, their spiritual beliefs served to strengthen their resolve and hope for good outcomes.

Community strengths/supports

Uniting in faith was reported as a tremendous sense of belonging and acceptance. The welcoming nature of faith-based community supports was vitally important for homeless youth and young people experiencing personal and domestic crises.

Living a good life in the future (personal aspirations)

The most common theme underpinning aspirations was that of 'helping others'. Participants either wanted to re-pay kindness shown to themselves, or they wanted to model their pathways on positive role models in church and community life.

Future visions for Salisbury (community-level aspirations)

Inclusion, acceptance, and kindness (particularly helping the less fortunate) was the core set of themes at the heart of future visions for Salisbury.

Key outcomes and learning from the consultation process with faith-based youth populations:

Although some participants did expressly talk about their religious beliefs, in the main, it was mostly an undercurrent of an altruistic or 'helping' tone that ran through the narratives of this cohort.

A limitation of this cohort was that the sample was taken solely from Christian groups and schools. A pertinent direction for future consultations would be to capture the opinions of young people from diverse religious groups.

Schools

Sample: A total of 582 school students were engaged via all ten secondary schools in Salisbury; City of Salisbury Work Experience program; St Augustine's Parish school; Paralowie House FLO (Flexible Learning Options) students; and Bowden Brompton northern campus students. Note: data in this section is taken from the ten secondary school campuses in Salisbury.

Methods: Most of the consultation sessions in schools consisted of the standard one hour session (quiz, four facilitated questions, and brainstorming session). The only exception to this was a variation for St Augustine's year 6 and 7 students. St Augustine's students completed the four facilitated questions, however the brainstorming session was modified to allow for a range of younger perspectives on community visions (we did not over burden this age group with health and career focused questions, instead we approached this from more of a 'blue sky thinking' model of imagining the best version of your community).

Snapshot: Private Schools

Temple Christian College (39 x year 11s and 12s)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Parents • Friends • Teachers • Practicing hard • Studying • Pushing myself • Prayer • Passion and dedication 	<ul style="list-style-type: none"> • Looking out for each other • Friendliness • Supportive • Sports clubs • Things to do • One big family • Sports communities 	<ul style="list-style-type: none"> • Financial security • Job I love • Lots of pets • A nice house • Police officer; teacher; sportsperson • Helping people 	<ul style="list-style-type: none"> • Lots of tree and parks • International sports stadiums • Amazing buildings • Love in the air • High tech design • Helping people get back on track

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • More knowledge of different jobs • Youth portals for online job seeking • Work experience at every secondary year level • Community opportunities for work experience • More youth volunteering opportunities 	<ul style="list-style-type: none"> • Safe sex and healthy relationships education • Both of the above should be available in the community because some Christian schools don't teach or support extensive safe sex ed • Mental health first aid to recognise friends in trouble 	<ul style="list-style-type: none"> • Midnight basketball alternatives • Gender and culturally sensitive sport and leisure opportunities • Walk-a-dog day with fundraising component (like million paws walk, as lots of people can't get their dog to the city) • Cheer leading • Performing arts centre – learning and then honing performance skills 	<ul style="list-style-type: none"> • Intercultural festivals • English language classes with practical community based project component – learning while doing • Being able to earn your own money, not just hand outs • Equal opportunity for employment and housing

Endeavour College (77 x Year 7s, 8s, and 9s)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Guitar teacher • Practice • Dedication • Organising myself • Parents • Coaches • Motivation and rewards • listening 	<ul style="list-style-type: none"> • Lots to do • Friendships • We improve each other and listen to each other • I feel unique • Feeling included • No judgements 	<ul style="list-style-type: none"> • Financial security • Having a good job • Home ownership • Traveling • Doing something I'm passionate about 	<ul style="list-style-type: none"> • Futuristic buildings • Better sport complexes • Clean streets • People think for themselves • No crime • Jobs for all • Wind power

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Tech jobs of the future • Community learning spaces • Crisis education • Life skills • Financial education • Have work experience earlier in secondary schooling and have more placements • Local employment options 	<ul style="list-style-type: none"> • Public gyms and personal fitness in the parks • Youth specific fitness • Community safety programs • Diet awareness • Open spaces/outdoor landscaping • Family relationship building • Body image • Study/life balance • Wellbeing education • Self defence 	<ul style="list-style-type: none"> • Cheerleading • More soccer facilities • Outdoor leisure options • Baseball • More diversity in school and community sport • Horse riding • Musical instrument library • Trying instruments you couldn't afford • Drama studio • Adult playgrounds • Youth personal training 	<ul style="list-style-type: none"> • Community events, markets, and fairs • Marriage equality education • Stop same sex discrimination • New arrival support – buddy system • Culturally specific community spaces • Intercultural festivals

Thomas More College (36 x Year 9s and 10s)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Listening • Taking advice • Practicing • Asking for help • Teachers • Friends • Family • Community groups 	<ul style="list-style-type: none"> • Green and safe • Pride • Connected • Meeting new people • Cultural communities 	<ul style="list-style-type: none"> • Healthy lifestyle, loving partner, good job and nice house • Doing what makes me happy • No stress 	<ul style="list-style-type: none"> • Safe and fun • Lots of events • Affordable • Renewable energy • Good transport • Listening to the public

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Earlier career programs – what's out there and how will I know if I'm good at it or if I like it? • Multiple work experience placements • Help with applications and interviews • Non-academic pathways through school • More help after leaving school • Road test uni degrees before applying 	<ul style="list-style-type: none"> • Community sex education – privacy away from school • Veg and vegan canteen options • Community health check-ups for teens • Mental health education and workshops in schools • Youth gyms and play spaces • Healthy food education • Finance education – dangers of credit 	<ul style="list-style-type: none"> • Encourage everyday fitness (not just team sports) • STAA open to more ages • Community singing groups, like choirs but for pop songs, perform at council etc. • Musical tournaments – revamp battle of the bands but include more than rock music • Board game cafes ad tournaments 	<ul style="list-style-type: none"> • Not assuming things from a Western perspective – lots of everyday things here don't exist in other countries; like 'lunchtime' • Intercultural festivals • Community education on youth rights and responsibilities above and below 18 • Multicultural markets and events

Tyndale Christian School (95 x Year 11s)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> Teachers School funding Practice Coaches Trying hard Language school Grandparents Motivation Getting advice Good work ethic Researching well 	<ul style="list-style-type: none"> Musical theatre group – therapy through expression Feeling valued and respected Church community Having people you can count on Diversity 	<ul style="list-style-type: none"> Uni degree International volunteering Married Able to provide for my family Helping professions Family will be proud of me Pets, no wife or kids 	<ul style="list-style-type: none"> Gardens and properties well maintained Better economy Affordable housing Drug control Clean streets Involved community Caring and hospitable

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> Drama pathways Performance opportunities Diverse job opportunities for youth employment (not just transition jobs like fast food and retail) Financial education including how to manage Centrelink 	<ul style="list-style-type: none"> Natural stress therapies Study/life balance and prevention strategies Educating adults (parents, teachers, employers) about study/life balance and other youth-specific stressors Adults can make kids worry too much 	<ul style="list-style-type: none"> Studio for performing arts Something better than Northern Sound System that takes in a full range of diverse arts mediums Youth specific gyms and fitness Adult playground Parkour A drive-in Board game cafes 	<ul style="list-style-type: none"> Intercultural cafes Cultural familiarity – where do people go to volunteer and help refugees when they arrive? More places of worship for diverse faiths

Snapshot: Public schools

Paralowie R-12 School (38 x Year 8s-12s student voice group)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Paying attention • Hard work • Family and friends • Wanting it! • Taking risks 	<ul style="list-style-type: none"> • Welcoming and respectful • Lots of opportunities • Diversity • Helping youth 	<ul style="list-style-type: none"> • Travelling • Living with friends • Job that I love making good money 	<ul style="list-style-type: none"> • Good city design • Green and clean • No drugs and crime; jobs for all

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Tech start ups • Trialling study and education pathways • Better promotion of youth services for school leavers • Target programs at middle school • Social justice programs • Blacksmithing – we want diverse careers, not all jobs of the future, what about jobs of the past? • Life skills, how to be in a job and keep it • More tech and VET opportunities 	<ul style="list-style-type: none"> • Self-stress management • Healthy eating on a budget • Increase promotion for fast and fresh • Body image workshops for girls and boys • Healthy eating • Talking porn with young people (improved sex ed programs) • Young parent programs to let them be young • Tackle stereotypes to improve wellbeing 	<ul style="list-style-type: none"> • Performing arts centre • Internet and ideas cafe • Youth-specific group and personal fitness • Indoor skate park • Access to publishers and engineers (affordable recording and mixing and publishing) • International student delegation overseas summits etc. (even by Skype) • Beach volleyball 	<ul style="list-style-type: none"> • Networking • LGBTI education and programs • Education on Australian laws for newly arrived teens • Buddy system for new arrivals • Intercultural projects • Language through media projects • Interpreting apps • Teen culture radio shows

Salisbury High School (19 x Year 8s-12s)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Trying new things • Art teachers • Being passionate • Coaches believe in me • You tube tutorials • Mentors • Never giving up • Practicing lots 	<ul style="list-style-type: none"> • LGBTI community support • Feeling accepted • Standing up for each other • Online communities don't judge 	<ul style="list-style-type: none"> • Pilot; speech pathologist; doctor; social worker; vet • Home and car ownership • Yards for pets • Travelling with friends 	<ul style="list-style-type: none"> • Advanced building design • Clean energy • Embracing gender diversity • Tourism attractions • Lots of jobs • No homelessness

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Career awareness • More work experience • Driving programs • It education • Scholarships for university • Community wellbeing workshops for young people out of school (when it's really important) • Workshops and information to keep families together 	<ul style="list-style-type: none"> • Healthy family relationships (preventing homelessness) • Rest education for teens (sleep class, why sleep is important) • Anger management; dealing with stress, your own and others around you, coping with pressure • Healthy relationships with peers, teachers, bosses, parents 	<ul style="list-style-type: none"> • Community music classes • Internet café • Board game café • Pop up youth events and chill zones • Personal fitness for under 18s 	<ul style="list-style-type: none"> • Trans youth groups (different issues from rest of LGBTI community) • Case work for new arrivals • Auslan • Buddy system for new arrivals • Rainbow walk in Salisbury • Teach customs and slang by way of including migrants

Valley View Secondary School (32 X Year 10s + 8 x Year 11 SRC)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths/supports	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Coaches • Friends • Practice • Dedication • Time management • Being the best I can be • Caring teachers who are happy to help • Motivation 	<ul style="list-style-type: none"> • Lots of shops • Good parks • Things are close by • Friendly • Lots of sport • Welcoming • 	<ul style="list-style-type: none"> • Secure work • Family • Happiness • Buying a house • Being an engineer • Studying law • Psychology • Having friends 	<ul style="list-style-type: none"> • No racism and homophobia • Everyone gets along and looks after each other • Connected city (don't forget about Valley View) • Better shops and transport • Free wi-fi

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Need homework and tutoring support • Maths and science support for higher ATARs • Instil work ethic early • More inspiration • Game development courses 	<ul style="list-style-type: none"> • Secure accommodation • Learning to save money • Need help finding my dreams • Learning to be content 	<ul style="list-style-type: none"> • Acting classes • Basketball courts • Futsal courts • Parkour • Adult playgrounds • Play equipment for teens • 	<ul style="list-style-type: none"> • Language classes • Festivals • Intercultural events • Community art projects • Digital storytelling • Multicultural youth leadership • Accepting tattoos and piercings (aesthetic diversity)

Parafield Gardens High School (23 x Year 8s-11s)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Parents • Teachers • Neighbours • Put my head down, block things out, and work hard • Organised, making timetables and workplans • Use my time well • Asking for help • Listening to advice • Lots of revision • Practice and dedication • Believing in myself 	<ul style="list-style-type: none"> • Friendly to migrants • Lots of diversity • Things to get involved in • Helps me improve myself • Sport communities give me goals and motivation • Learning about other cultures • Parks and playgrounds • Not feeling alone 	<ul style="list-style-type: none"> • Helping professions • Be in the job I want • Home ownership • Pay off my parents' mortgage • Travel with my family • Not work too hard and enjoy my life • Working overseas 	<ul style="list-style-type: none"> • Citizenship programs and recognition • Excellent transport and building design • Low crime • Eco-friendly • Less cars, more bikeways • Healthy lifestyle • Community events • Safe and clean • Equality for all • Lots of jobs and free cake

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Interview and resume help • Community learning digital design (practical community projects) • Support for different learning styles • Scholarship opportunities • Pathway planning advice 	<ul style="list-style-type: none"> • Healthcare privacy for under 18s • Local diabetes clinic in Salisbury • Support for chronic illness and young carers • Community programs for healthy lifestyles 	<ul style="list-style-type: none"> • District basketball team • More choice in sporting venues • Intra-school competitions • Come and try day in the community • Under 18s gym facilities 	<ul style="list-style-type: none"> • Language support • Buddy system • Intercultural projects • Lifestyle support • Conversational English classes •

Salisbury East High School (81 x Year 10s)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Training hard • Great coaches • Teachers and friends • Perseverance • Being on time • Self-motivations • Good managers • Communication skills • Doing what the boss asks 	<ul style="list-style-type: none"> • Peaceful • Positivity • Willingness to help others • Believing in God • Soccer club feels like family • People care about each other • Free events • Big parks • Festivals 	<ul style="list-style-type: none"> • Home ownership, don't have to worry • Travelling to LA • Being proud of myself • Doing my favourite job • Getting married • Having my own business • Being famous 	<ul style="list-style-type: none"> • More youth-friendly • Cleaner and greener • Everyone is kind • Improved technology • Free wi-fi • No crime and drugs • Everyone feels safe and welcome

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • More work experience opportunities • Resume building ideas • Motivation and time management • Small business opportunities and partnerships • Places to learn to drive that aren't on the road (shops are always open now) 	<ul style="list-style-type: none"> • Homeless shelters • Crisis housing • Raising awareness against obesity and unhealthy lifestyles 	<ul style="list-style-type: none"> • Performing arts centre like NSS but better • Adult playground (St Kilda too dangerous and too far) • Sports hub • Salisbury Royal show • Soccer stadium • Art galleries • Community theatre • Motor sports • Marathons • Ice hockey 	<ul style="list-style-type: none"> • Festivals • Events • Intercultural sharing and projects • Language help • Translation apps

Para Hills High School (24 x Year 11s)

Themes: Four facilitated questions

Personal strengths/supports	Community strengths	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Listening and asking for help • Teachers and practice • Pushing myself • Having a goal to improve my grades • Trainers • Team work • Siblings • Attending training every week • Getting advice • Asking questions • Getting focused 	<ul style="list-style-type: none"> • Sharing with people • Problem-solving • Kindness • Church group with like-minded people • Welcoming and happy • Willing to help • Community events • Everything is close by • Opportunities 	<ul style="list-style-type: none"> • Seeing my family smiling • Qualified for the job that I want • Buying a house • Having my own family • Having good health • I can speak English and work in a shop • Travelling the world • Following my dreams 	<ul style="list-style-type: none"> • Lots of parks • Peaceful • No discrimination • Affordable lifestyle • Free healthcare • Less crime • More jobs • Better shops • Eco-friendly • Awesome buildings • Energy smart • Advanced technology

Themes: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Diverse curriculum • Career oriented courses • Access to tutors at low or no cost • Better tech training • Teach innovative thinking • Earlier work experience in middle school 	<ul style="list-style-type: none"> • Better help for homeless people • Better hospitals • Youth health service • Community safety 	<ul style="list-style-type: none"> • Bike safe paths • Better roads • Challenge junk food industry and advertising 	<ul style="list-style-type: none"> • Multicultural business cooperatives • Religious diversity education and awareness • Practical language skills • Peer mentoring • MC clubs for teens • Equal gender pay • Better support for disability

Key themes and priorities:

Personal strengths/supports

For secondary school students, the most common support systems were family, friends, teachers, coaches, mentors and sporting clubs.

It was interesting that the soft skills featured prominently here as personal strengths because most of this cohort did not have jobs (although some in senior years did) so they were not yet aware of the soft skills required by employers – but they did know that these were the types of skills that helped them with school work and sporting or creative excellence, things like being organised, having a workplan, asking questions, active listening, staying focused, being flexible and managing time well.

Community strengths/supports

Friends, sporting clubs and church groups were highly valued by this cohort. Many students talked about events and things to do, but it was interesting that most talked about community as a feeling of being accepted, included, and not being judged – and knowing there was someone to help you out.

Living a good life in the future (personal aspirations)

The dominant theme for personal aspirations hinged on a predictable triad of secure, well-paying jobs; home ownership; and good relationships (but of course with diverse variations of what that might look like for individuals).

Future visions for Salisbury (community-level aspirations)

The future visions for Salisbury were also quite consistent – the top-ranking visions including: higher employment, lower crime, community safety, cleanliness, friendliness and diversity. Students also had visions for futuristic building design, less cars, solar powered city, renewable energy, advanced technology, manicured gardens and better shops around Salisbury. They had very strong ideas about a community committed to helping the less fortunate and wanted to ensure jobs and homes for everyone and no drug use and violence.

Key themes and priorities:

Education and Job Opportunities

A dominant theme here was that students expressed a greater desire for more work experience opportunities. In the main, they felt ill-prepared for making curriculum and post-school pathway choices, many did not feel they had a strong enough sense of what jobs and study paths would actually be like, and whether they would like them.

Health and Wellbeing

Mental health and wellbeing was a hot topic here, particularly around study/work/life balance, and a lack of adult appreciation for 'how tough it is to juggle it all'. It was also felt that adults can worry young people too much making them fearful for their futures. Some schools had wellbeing programs, but most did not, and students felt they all deserved access to wellbeing programs and prevention programs like yoga, stress relief, mindfulness and anger management. They also felt that financial education was important as a protective factor for wellbeing.

Sex education, healthy relationships, pornography, and body image were also discussed a lot by students. Most felt this was not handled well in schools or parents, and they also felt that adults did not have an understanding of the social worlds young people live in and how technology is playing a significant role in relationships and body image, and the pressure to participate. Gender and culturally sensitive workshops were also identified as a gap in sexual health education in the north.

Active and Creative Lifestyles

Unsurprisingly, sports, arts and leisure pursuits were vitally important to students; however time and cost were increasingly becoming barriers to participation, particularly in years 11 and 12 where study and work became priorities. Perennial favourites of soccer, netball, and football were still identified as being tremendously important, but it was interesting to note the decline in comments around skate parks in 2016 (as compared to previous years).

In terms of leisure pursuits, there were many young people who identified a lack of opportunities for young people who enjoy things like Cosplay, Warhammer, board games, online gaming and chess. One student coined the term 'mental sports' which others readily picked up on. These young people felt stigmatised as gaming addicts and felt isolated gaming at home alone when others 'have sports clubs'. The gamers desired communal spaces to come together with like-minded others for 'mental sports' and intellectual engagement.

Diversity and Multiculturalism

Acceptance and inclusion were key themes here. Students felt strongly about marriage equality and rights for the LGBTI community, as well as stamping out racism and discrimination for refugees and migrants.

Students also had a collective social conscience for people living in diverse social circumstances and felt strongly about developing community and policy responses to high unemployment and homelessness.

Key outcomes and learning from the consultation process with schools:

A key outcome from the consultations was the relationships built between Council, School Executive groups, teachers, and students in all ten secondary campuses across Salisbury.

Three key learnings stood out from engaging so many students at all ten secondary schools in Salisbury.

First, there were interesting trends in that many of the more affluent youth in private education did not have clear aspirations and seemed to think that aspirations weren't all that important in the knowledge that 'things would work out for them' (which could be a sense of entitlement associated with privilege, or expected good outcomes, or security in knowing their parents will help them). Students in private education also tended not to desire much by way of community change, or further resourcing, suggesting that their needs are already being met (for example they had ample co-curricular options, whereas many 'public' students yearned for co-curricular opportunities).

Second, it was interesting to find the level of school engagement and aspirations held by multicultural students. Parents were very encouraging of 'making the most' of the education opportunities in Australia, and multicultural youth were responding to this with high-level school commitment. But we know that multicultural youth have high unemployment rates and often have problematic post-school transitions to further study and training. The sharp drop-off between high-level school commitment and problematic post-school transitions clearly requires further investigation.

Third, we learned much about youth-adult partnerships from watching variations in teacher-student engagement. The schools in which teachers got involved in consultations and modelled the importance of civic participation fostered strong student engagement and creative thinking. On the other hand, in some schools, teachers used the session time to be using their mobile phones and tablets and were disinterested in our content. In these schools, students often behaved badly, and did not contribute ideas that were as strong or considered as other school groups. It was clear to us that adult role-modelling had a very strong role in shaping student engagement. This has prompted us to look more closely at adult role-modelling in various domains of young people's lives. It is not sufficient to 'blame' or stereotype young people for their circumstances without examining the adult influences in their lives.



Figure 7 School consultation at Paralowie R-12



Figure 8 School consultation at Endeavour College

Creative youth

Sample: 144 creative youth were engaged through the Salisbury Youth Arts Markets, Jibba Jabba TV, Theatre Group, True North, AGFA Northern Area Secondary College, and Photography Groups.

Methods: All participants were administered with four facilitated questions by council staff and/or Youth Council members. Additionally, a focus group was held with stall holders at the Youth Arts Market. Note: more creative youth were engaged throughout the general consultation process. The qualitative data they provided is also included here across the thematic trends.

Snapshot: Four facilitated questions

Personal strengths/supports	Community strengths/supports	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> Grant funding Mentors Family Perseverance Friends Tutors/teachers Arts programs Inspiring role models Effort You tube tutorials Courage Confidence Having hobbies and down time Empathy Practice Motivation Council staff putting on events like this (arts market) and teaching stuff Taking risks (trial and error) 	<ul style="list-style-type: none"> School community Like-minded sub-communities Theatre group Inclusive programs Arts as unifiers Thinking about others LGBTI community Soccer clubs Having people to count on Positive relationships in arts programs Work ethic Collaboration Volunteering Diversity is inspiring Opportunities Community events that include youth Community pride 	<ul style="list-style-type: none"> architect, business owner, game design, doctoral studies, film making, author, actress, tattoo artist, art teacher, garden design, singer Good relationships Being influential in the arts, Home owning Getting paid to do what I love Regular, stable, full time work A job I love Having a place where I can have pets Financial wellbeing 	<ul style="list-style-type: none"> Positivity Happiness Youth voice Building design Retaining history Global arts programs Known for wellbeing lifestyle No racism or homophobia Less drugs Updated shopping and transport Less discrimination Improved community safety A sense of being connected, that you're a part of something Lots of events Innovation

Key themes and priorities:

Personal strengths/supports

The creative youth cohort reported much the same trending in personal strengths and supports as more general youth populations – namely, immediate supports such as mentors, teachers and family, and personal attributes that centre on ‘soft’ skill sets like attitudes, organisation, motivation, perseverance, and practice. Interestingly, this group also added calculated risk-taking which was congruent with their creative endeavours being perceived as non-normative pursuits or career paths (discussed further below in the focus group data).

Community strengths/supports

Unsurprisingly, opportunities to access and participate in arts programs and communities featured prominently here. These groups were also identified as having a positive impact on inclusion and diversity, and participants reported that exposure to diversity in art spaces is inspiring for creativity as well as personal growth and development.

Living a good life in the future (personal aspirations)

The list of careers cited here had clear thematic links to creativity, performance, and design. But these were more deeply considered and articulated aspirations beyond simply ‘making art’, such as architect, business owner, game design, doctoral studies, film making, author, actress, tattoo artist, art teacher, garden design and singer. This list demonstrates the importance of extending career visibility for creative-inspired vocations.

Other than that, the creative youth reported a more predictable set of personal aspirations around secure and stable employment, being paid for doing a job of choice, having good relationships, financial security, and home ownership.

Future visions for Salisbury (community-level aspirations)

A design aesthetic for the future of Salisbury featured prominently for the creative youth, as well as social indicators such as inclusion, wellbeing, healthy lifestyles, service provision, affordable accommodation, and community safety. It was interesting to hear from creative youth that on one hand they had future visions of innovation and design, yet they were the only cohort to talk about local history and ways to retain and celebrate history and integrate historical elements into future design.

Snapshot: Four brainstorming questions

Education and Job Opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Legitimising the arts as a career • Homework clubs for 'Asperger's kids' • Creative industries curriculum in schools • Changing adult beliefs about traditional and gendered careers • Creative work experience opportunities • More part time work for young artists so you have time for creating and studying inspiration 	<ul style="list-style-type: none"> • Tapping into strengths of autism spectrum • City breakfast club • Mental and sexual health services in SALISBURY • Engaging and feeding homeless people • Advocacy to cut back on gaming machines in Salisbury • Youth-specific health and wellbeing services • Art therapy and story telling • Suitcase project 	<ul style="list-style-type: none"> • Performing arts centre in Salisbury • NSS has changed, Salisbury could do this better • Dedicated performance and exhibition space • Sporting hub where families with diverse interests can all go • Youth-zone at Secret Garden (not children) • Community access to 3d printing • Come and try art programs for different mediums • Think tanks • Musical instrument library 	<ul style="list-style-type: none"> • Intercultural arts and displays • Advertise racism and homophobia-free zones in the city, like no smoking and dry zone • Constant or revolving showcase of diversity through the arts, somewhere permanent, not once a year • LGBTI art groups, art as therapy and expression, digital storytelling •

Key themes and priorities:

Education and Job Opportunities

Legitimising the arts as a career path was a re-occurring theme. Many young people felt that adult-normative ideas about the arts as hobbies was restricting their enterprise opportunities. Participants recognised that many of them would have to create their own career paths, and many also wanted to ensure that this maximised their skill sets and made them happy so that they were highly motivated to 'press on' and withstand the challenges of getting a business off the ground.

Further, they identified a need for a community response to help legitimise the arts as career paths, and to help build networks, reduce isolation for young artists, provide encouragement, and develop on-going performance and display spaces.

Health and Wellbeing

The creative youth identified many of the same things as other cohorts, notably a need for youth-specific services to replace Shopfront. But the important theme relating to creative lifestyles was the importance of having support for carving out ***careers of choice*** in the arts as a protective factor for mental health wellbeing. Many were concerned about job active agencies 'sending' them for repetitive task 'jobs' that would spell the end of their dreams and quash their creative skill sets.

Active and Creative Lifestyles

The highest priority for creative youth was the establishment of a dedicated performing arts and exhibition space in Salisbury. Participants described how Twelve25 Youth Enterprise was helpful, but it "just wasn't geared" as a dedicated space like Northern Sound System had once been. The young people further detailed how NSS had "gone downhill" in recent years and was becoming more of an education and program space. Most agreed that Salisbury had greater potential for "getting this right". We also spoke to numerous artists and performers living in Playford who regularly take up performance opportunities in Salisbury that don't exist in Playford.

Diversity and Multiculturalism

Participants had clear ideas about the need for continuous community responses to racism and homophobia rather than one-off or annual events which do not keep these issues in focus. Unsurprisingly, the creative youth felt that social action through the arts would be a powerful and compelling response to 'stamping out racism and homophobia'.

Key priorities for creative youth emerging from the focus group

- Greater support is required for making the transition from hobby to career
- Grants are extremely helpful, they help pay the bills which supports the ability to take calculated risks for transitioning towards creative careers
- Mentor support is vital for learning, brainstorming, problem-solving and encouragement
- On-line resources are not particularly useful for artists. Some technique research etc. is useful, but for making the transition to a career, there is no substitute for human interaction and organic mentoring
- Promotion and community support for displaying, performing, selling arts and music (most said 'like today', they were excited to be at the Arts Market we held

and earn some money, refine their sales displays and techniques, and network with like-minded others and share ideas)

- Next-level workshops to keep pushing the boundaries and bring in a range of guest teachers (not getting stuck in a rut, keeping expanding thinking and creativity)
- Encouragement and validation is critical in the early days, it can make or break creative endeavours – this includes personal encouragement from trusted networks, but also opportunities to extend this in the community and test your skills and abilities

Key outcomes and learning from the consultation process with creative youth:

Key learning was around the mismatch (locally) between adult perspectives on the arts as career paths and youth perspectives on the importance of creative industries of the future – suggesting that this is a key area for developing youth-adult partnerships going forward (taking in creative, innovation, marketing and business aspects).

Key outcomes have been the establishment of the Salisbury Youth Arts Markets which have facilitated enterprise opportunities and income generation, social networks, and opportunities for youth skills and talents to be seen by the community in a positive light. Two markets have already been held, a third is currently being planned, and musical artists are also playing at these events with a view to recording and selling their music (one was also paid to perform at Secret Garden). The pizza oven and coffee van enterprise initiatives are also being engaged for market days showcasing a dynamic range of youth initiatives.



Figure 9 Damo performing at Christmas Youth Arts Market 2017

Active youth

Sample: 92 active youth were engaged through Parafield Gardens Recreation Centre, Burton Soccer Club, and Salisbury North Skate Park. Note, many more active youths were engaged throughout the general consultation process. The qualitative data they provided is also included here across the thematic trends.

Methods: All participants were administered with four facilitated questions by council staff and/or Youth Council members.

Snapshot: Four facilitated questions

Personal strengths/supports	Community strengths/supports	Living a good life in the future (personal aspirations)	Future visions for Salisbury (community aspirations)
<ul style="list-style-type: none"> • Coaches • Parents • Parents driving to training • Practice • Dedication • High quality coaching • Specialised skills coaches • Good advice from good role models • Perseverance • Believing in myself • Not being lazy • Prioritising • Junior parliament (increasing confidence) 	<ul style="list-style-type: none"> • Affordable coaching • Club spirit • Like-minded peers • Learning English through playing soccer • Getting homework help at sports clubs • Lots of parks to practice in • Role models • Acceptance • Caring for each other • Rec centre staff • Feeling connected • Friendliness • Cultural celebrations 	<ul style="list-style-type: none"> • Professional soccer player; netballer; AFL player; (nursing, social worker and doctor reported at refugee week soccer carnival) • Good relationships • Marriage and children • Good job that I like and pays well • Home ownership • Traveling • Going to the World Cup • Playing state netball • Financial stability 	<ul style="list-style-type: none"> • International sports ground • Adult playgrounds • Parkour course • Beach volleyball • Mental sports • Friendly city • Welcoming • Clean and safe • Bike tracks • Hire bikes and trails • Gym equipment in the park (not safe at SRP) • Peaceful • Active city • Lots to do • Sports carnivals • Everyone gets along, no racism

Key themes and priorities:

Personal strengths/supports

Coaching and parental involvement in sports was highly valued by most active youth, as was accessibility and affordability of clubs and club memberships. It was interesting that the 'soft' skills again featured prominently, but in relation to sporting commitments and/or excellence in sports.

Community strengths/supports

Sporting clubs were viewed as thriving communities in their own right, providing support and development opportunities well beyond simply just playing sport. Newly arrived young people felt especially thankful to get help with their homework from other parents at the club, as well as practicing speaking English in a safe and supportive environment.

Living a good life in the future (personal aspirations)

Unsurprisingly, careers as professional sports people featured prominently here, however participants did not talk about careers *within sporting industries*, they only talked about sporting careers. This was very different from the creative youth who talked about a range of careers that drew on creative skills (they did not just talk about being artists or singers etc.). This suggests that a 'plan B' approach needs to be explored with young people envisioning careers as sports people to ensure that they have other rewarding career options in place that are at least sports-related. It is also further important as many participants who aspired to become professional sportspeople were multicultural youth.

Future visions for Salisbury (community-level aspirations)

It was also not surprising that this cohort desired 'world-class' sporting facilities and stadiums in Salisbury. Some participants took this further by articulating transport and accessibility that would make Salisbury a tourist destination for international sporting events. Some felt that Salisbury was "doing really well cultural events", but could do better with sporting events.

Besides commentary about sporting facilities and events, the other long-term aspirations for the city were rather predictable in the areas of clean, safe, affordable living in communities that respect diversity and help each other.

Key outcomes and learning from the consultation process with active youth:

Key learning centred on contemporary youth perspectives on active lifestyles that somewhat challenged adult-normative views – particularly adult ideas that young people want skate parks and team sports. To some extent they do: several young people

talked about skate parks (but far fewer than in previous eras of youth engagement); and team sports and clubs were vitally important to multicultural youth as a gateway to community participation. However, it was interesting to hear just how many young people wanted to be active, or to maintain fitness, but their study and work schedules prohibited their ability to commit to training and match times in organised sports. Team sports worked well for younger children and teens, but this dropped off significantly for young people once they reached employment age of 15. This age group clearly identified a need for 'come and go' sports and fitness and had many ideas around teen playgrounds with fitness equipment but in youth-friendly spaces where they wouldn't be viewed with suspicion (like Salisbury Recreation Precinct, as they reported), which could also be staffed by personal trainers or group fitness leaders.

The importance of sporting clubs as community learning spaces was reinforced by this cohort. Soft skills, social skills, and language development were key areas of learning supported and promoted through sporting clubs, whether intentional or not (meaning incidental social interaction often brought about learning and networking opportunities for young people).

Affordability was also identified as a key concern, especially for families with multiple siblings. In some families, when cost was a barrier to all siblings participating, girls were more likely to miss out and their brothers given priority for joining clubs.

Young parents and carers

Sample: 16 young parents were engaged VIA Bagster Road Playgroup, Salisbury North, and Minya Fullas Playgroup, Dorothy Hughes Kindergarten, Salisbury North. Note: additional young parents were engaged throughout the general consultation process. The qualitative data they provided is also included here across the thematic trends.

Methods: The young parents engaged via the two playgroups took part in focus groups that addressed the four brainstorming topics of jobs and education, health and wellbeing, active and creative lifestyles, and diversity and multiculturalism. They were also invited to comment on anything that was particularly specific to being a young parent.

Snapshot: Four brainstorming questions

Education and Job Opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Child care costs and availability • Quality of child care options • No family support for returning to education • volunteering options where you can bring your children • Spent 10 years trying to establish a career but cannot afford to complete training • Having children young means you don't have a work history and references • Lack of flexibility with employers • Flexible job sharing options • First level support for getting everything in order so you can think about study and work • Affordable training options with child care built in • Culturally competent tutoring 	<ul style="list-style-type: none"> • Need GP Plus and mental health super clinic in Salisbury • Kids with disabilities too old for 'OSH' • Financial cost of caring for kids with health problems that don't qualify for carer's allowance • Drug awareness and education for young parents • Suicide prevention • Intersectional diversity ATSI-LGBTI, needs community education. Families reject LGBTI then there's no support – implications for family violence, drug and alcohol misuse, sexuality and mental health • Reunification and young Aboriginal parents – complex needs and understanding 	<ul style="list-style-type: none"> • Not a priority for young parents, too busy, too expensive • Nothing for parents in the area, emphasis on kids • Not enough 'middle-school-aged' playgrounds (too young, not enough for older kids) • Little athletics and dance too costly (dance term \$400 plus uniforms) • Location and cost of activities is prohibitive • Should be more outside city centre • Mindfulness programs would be useful • Activities with childcare available • Would be a good way to meet others and stay connected, gets isolating being home with kids • Lots to do in the community, but gets expensive 	<ul style="list-style-type: none"> • Culturally competent mental health support for Aboriginal and multicultural young parents (understanding family ties and expectations) • Community boards to meet up and discuss issues • Neighbourhood houses support some multicultural groups but they tend to stick together, not inclusive • Salisbury North shows leadership with cultural stuff e.g. counselling and mentoring • More cultural events that bring together young parents • Greater support for LGBTI sexuality and identity

Key themes and priorities:

Education and Job Opportunities

Cost, location, transport, childcare and family support were the most often reported barriers to re-engaging with education and employment.

Parents of young children and babies were currently prioritising parenting over career planning, however they were mindful that they needed to be thinking about long-term planning. This provoked some anxiety for young parents because on one hand they needed to prioritise parenting, but they also knew that there would be 'gaps' in their work history (and many had no work history, they went straight from school to parenting), so they did not feel they would be competitive for jobs down the track or attractive to employers.

Health and Wellbeing

Mental health was identified as a major concern among young parents, most of whom felt that inadequate support was available to them (support for issues negatively impacting on mental health, and support for mental health 'problems').

Complex sets of pressures on young parents (impacting on mental health) consisted of low incomes, precarious housing, family violence, drug and alcohol concerns, and further pressures for young parents 'coming out' as LGBTI. A clear need for suicide prevention strategies for young parents was identified.

Active and Creative Lifestyles

Interestingly, young parents tended to respond to this topic by thinking about what *their children need*, rather than themselves. This demonstrated that active and creative lifestyles were considered out of reach for young parents, and that was largely something they'd given up by becoming parents (as though more of an indulgent hobby rather than pursuing creative or active opportunities).

When pushed to think about this from their own needs and desires, they did concede that joining groups of this type could help keep them connected to community life and build their skill sets and social networks, as well as the pleasurable aspects of creating or competing.

Diversity and Multiculturalism

Culturally competent practice and services was a strong theme here because of the deeper level complexities for young Aboriginal parents and also young parents from other diverse cultural backgrounds. Young Aboriginal parents reported challenges with reunifying families – they reported that many families are raising Aboriginal children

(which is mostly a good thing), but there is a lack of support for young parents to raise their own children, or to 'get them back'.

Case study: Young carers

Methods: One-on-one interviews with two young carers. Note: Needing to do telephone interviews attests the difficulty in bringing young carers together out of the home and the complex domestic circumstances they find themselves in. Participant names have been changed.

Kim

Kim is 15 years old and in year 10 at high school. She has spent most of her life caring for her twin brother who is living with a condition on the autism spectrum. Things have recently become easier for Kim at school as the siblings are now in different schools. Prior to this, teachers would call on Kim for assistance in managing her brother's behaviours and she was routinely distracted from her studies and friendship groups at school. Her parents divorced when she was still in primary school which resulted in one less family member in the home to share caring responsibilities, meaning that she was also caring for her brother in the evenings.

Kim would like us to know about the daily stress of being a young carer and ways that this impacts on regular activities. She says that it's important to be able to "get away for some time to be yourself" because "you're always thinking about two people". She has found great support from her Northern Carer's Network support group, and has a tight-knit group of friends who are also carers and share her experiences. In the past, she has also accessed useful counselling support that has helped her develop her own unique coping strategies. She feels lucky to have like-minded and understanding friends and now feels on track to achieve her own aspirations with music and literature because she is able to focus more during school hours. Kate pointed out, however, that she is still always thinking about her brother and doesn't want people living with disabilities to be labelled or thought of as a burden.

Amy

Amy is 16 years old and in year 12 at high school. Since her father has been working away, she has stepped up the amount of time she spends caring for her younger sister. She does not attend school with her sister so she feels able to focus on her studies during the day. At night, her home can become quite noisy when she needs to study, and she says that caring can become "mentally draining" and start to impact on schooling unless "you can find a balance". Having blocks of time away from home is good for this, and Amy has enjoyed camps away with Northern Carer's network.

Amy would like us to know the importance of good communication between young carers and parents, other family members, teachers and friends to normalise their situations and to help plan for the future. She would also like us to know how important carer's networks are for giving young carers time away to be themselves and to connect with people in similar situations.

Lachie

Lachie grew up in Salisbury with his parents and older sister. His father passed away when he was six years old and he said his mother "never got over it".

At age 12, his mother was diagnosed with cancer. He remembers having time off school to travel with her to Sydney for treatment. On returning home, she was extremely unwell and he and his (then) 14 year-old sister took turns caring for their mother, running the household, and taking care of the domestic duties. Lachie had missed much of the first two years of high school caring for his mother until her death when he was 14 and his sister was 16.

On returning to school in year 10, Lachie was bullied and physically threatened, and cruel rumours were circulating around the school about why he and his sister had missed so much time off of school. His social networks with peers had been fractured by missing so much school, he was isolated, he was way behind in his schooling, and he was being bullied and taunted. On leaving school, Lachie was churned through numerous TAFE courses that did not work out for him. He did not have anyone to advise him on pathway choices and was "just being sent to things" to remain eligible for Centrelink payments. Lachie also had a mentoring relationship through a carer's network that he valued, but the mentor passed away and he no longer had that support.

The differences in Kim's, Amy's and Lachie's outlooks seems to rest on the strength of their social ties and family networks. Kim and Amy have friends, teachers, parents, and support group networks to help build their soft skills and encourage their aspiration development, whereas Lachie's only link up is with his job active agency that "rubber-stamps" him "every other week".

Key outcomes and learning from the consultation process with young parents and carers:

Young parents have complex, multi-directional transitions to navigate. On one hand, they have a duty of care and responsibility to be planning for their own child's needs and pathways, yet they are still often in a state of flux themselves because their education and career pathways have been stalled or interrupted by parenthood, putting them significantly 'behind' the career trajectories (and economic participation) of their childless peers. For many, this results in a reliance on income support payments and

family support with child care causing deeper level power dynamics and domestic stress that the young parent is not equipped to manage.

The themes of isolation and “thinking for two” also run through the young carer case studies. All young people are faced with making life decisions and planning transitional pathways, but for young parents and carers, there are deeper complexities and other people to consider at the same time.

Youth service providers

Sample: 156 youth service providers were engaged via the Salisbury Youth Services Network (SYSN), Youth Affairs Council of South Australia (YACSA), and via targeted consultations with diverse youth populations (e.g. disability and employment sectors).

Methods: Service providers were engaged in forum style discussions around the following questions:

- What have **you** learned from **your** work with young people that Salisbury Council should know?
- What’s working well? What are the priorities? What requires critical action?

Table discussion (SYSN) and feedback to larger group on each key area of:

1. Job opportunities and education
2. Health and wellbeing
3. Diversity and multiculturalism
4. Active and/or creative lifestyles

Snapshot: Four brainstorming questions

Education and job opportunities	Health and Wellbeing	Active and Creative Lifestyles	Diversity and Multiculturalism
<ul style="list-style-type: none"> • Need for flexibility in education • Young carers facing barriers to employment • Precarious housing a barrier to keeping a job • Explore innovation in retaining challenging students in main stream education • School-based awareness of community supports before leaving school • Better support and flexible training programs for young parents • Career transition support link with schools and be in place before leaving school 	<ul style="list-style-type: none"> • Links between mental and physical health • Need to build resilience • Promote failure as a learning opportunity • Need for life skills education • Aspiration programs linking to wellbeing (positive futures, positive thinking) • How do we raise self-worth and lessen entitlement attitudes? • Lifestyle education re intimate partnerships, harm minimisation etc. • Reduced waiting time for mental health services • Cannabis specific programs – heavy emphasis on Ice, need to catch substance use before progressing to ice 	<ul style="list-style-type: none"> • Lack of awareness off opportunities • Lacking insight into benefits of active and creative participation • Parents not encouraging participation • Cost barriers • Technology is cheap and accessible so dominates as a leisure pursuit • Difficult to engage young people in activity – phones rule decision making • Creative initiatives that are mobile and de-centralised • Better awareness between creative initiatives – joined up and collaborative approaches • Youth gyms 14-17, weights, classes, working out together with workers, therapeutic component 	<ul style="list-style-type: none"> • Encourage intercultural engagement • Adapt expectations and perspectives (adults) • Recognise morals, spirituality, setting good examples, education, family values • Greater investment (resourcing and worker ed) for LGBTI support • Involving parents in diversity ed and advocacy • De-mystifying cultural expectations • Holistic family support for multicultural youth

Key themes and priorities:

Education and Job Opportunities

The service providers echoed what many teachers told us – that post-school transitional support requires critical action in the northern region. The time immediately following school-leaving or completion is often critical for the directions that transitional pathways might take (and the attitudes towards them).

Flexibility in education and training was also identified as a means for retaining young people in crisis who may not be able to commit to regular or structured timetabling (assuming that some engagement is better than no engagement and letting young people ‘slip through the cracks’).

Young parents, young carers, and those in precarious accommodation were also identified as experiencing the most significant barriers to taking up education, training and employment opportunities – flexibility and special considerations/support for these groups is vital.

Health and Wellbeing

Mental health was consistently reported as the most critical health concern facing young people in the north. Mental health was described as the ‘breaking point’ where all other social and personal factors come to bear on a young person’s circumstances. Hopelessness and despair were seen in complex relationships with physical health and substance use and other addictions (like gaming, gambling and digital media addictions).

Technology was also reported as having a significant impact on mental health. Not just cyber-bullying and body image issues (which have been well documented and explored), but more seemingly benign things like “seeing that your friends were invited to a party but you weren’t” are causing ‘ordinary’ youth (with no other crises or major challenges) to develop deep anxiety, depression, and social phobias that negatively impact on their ability to form personal, social, and working relationships through young adulthood.

In terms of healthy relationships and self-worth, engagement with pornography remains an under explored issue with young people and the impact it has on relationship development and attitudes to sexual relationships for both boys and girls. It was generally viewed that most adults (teachers, parents, workers) were not up to date with current language, terminology and practices that young people are engaging with on-line.

Active and Creative Lifestyles

Cost, accessibility, and parental encouragement were identified as the three main barriers to participating in active and creative lifestyles. Service providers echoed what

many young people told us – that you can't get involved in something if you've never heard about it or know if you're any good at it.

To off-set this, the service providers felt that co-ordinated community projects bringing together a range of stakeholders had the greatest potential for reaching the most young people and being most-cost effective. It was also identified that such initiatives require a decentralised approach in order to maximise participation opportunities for vulnerable and/or marginalised youth populations.

Diversity and Multiculturalism

The service providers had interesting perspectives on engaging families in cultural education in order to lift the burden off of young people who are often told that they are the point of social change for future generations (in terms of reducing racism and promoting intercultural activities).

Other comments made by service providers echoed most of the opinions of other respondents, namely that acceptance, education, awareness, inclusion, advocacy, and celebration of other cultures and lifestyles is crucial for creating a safe and welcoming community that embraces diversity.

Working effectively with young people

We need to find a way to foster more open communication between providers, it's crucial we avoid handballs and shut-downs

Competitive funding climates are negatively impacting our work with young people

Local government has the flexibility to bring us together and open up meaningful collaborations to benefit youth development

- Appreciate youth perspectives
- Be genuine and curious
- Go at the young person's pace
- Remember that brain capacity is still developing up to age 25
- Respect diversity and uniqueness
- Don't be unrealistic or too optimistic
- Admit when we're wrong (teaches responsibility)
- Give young people ample time to process
- Empower youth with decision making (trust is empowering and motivating)
- Recognise when young people are more skilled than us
- Get comfortable with silence
- Create youth-friendly spaces that foster creativity
- Don't pour from an empty cup – look after ourselves too

- Be present and consistent
- Celebrate success

Key outcomes and learning from the consultation process with youth service providers:

The clearest message from youth service providers was their frustrations at practicing ‘in silos’, and their inability to have the freedom to share ideas and seek to collaborate for fear of ‘losing good ideas and funding to others’. The youth service providers and agencies we partnered with to co-create the youth plan reported a sense of freedom to connect with other providers, council staff, and community members in ways that they do not ordinarily encounter in their usual modes of practice because of the facilitative role that Council took during the present project.

Key messages and engagement outcomes

Key messages from youth in Salisbury

- Life is changing at a rapid pace
- Youth interests are changing (more technology focused bringing about challenges for engaging youth in physical activity and social exchanges)
- Soft skill development is at-risk due to advancing technology
- Labour market is changing: young people know this, but are largely uncertain how to proceed with ‘making their own pathways’
- Young people want social interaction and adult partnerships
- There is a clear gap in post-school support systems for young people
- Diversity is more complex than we tend to characterise it (e.g. cultural and gender diversity. A more holistic view would take in intersectional diversity, skill diversity, emotional diversity, domestic diversity and economic diversity)
- Prevention – young people clearly express a desire for access to (and knowledge of) a range of prevention strategies and skills
- Intervention – young people feel let down by some aspects of intervention, particularly around mental health, employment and accommodation. They are clear in their desire for strong advocacy around these issues in the north
- Contrary to adult perspectives, online civic participation does not work for young people, whereas face-to-face engagement does work and fosters civic participation (four responses to the youth survey were received despite significant promotion and distribution, plus young people do not come into council buildings on business to use ‘consultation zone’ – participants told us they enjoyed working directly with council staff and Youth Council, but they “wouldn’t have looked at it” online)

Key messages from adult partners/stakeholders

Internal

- Council staff desire a whole-of-council approach to integrating planning
- There is a clear need to delineate council roles and responsibilities when formulating strategic youth actions
- Adult partners have embraced youth-adult partnerships internally and are looking for ways to develop external partnerships with young people

External

- Youth service providers feel 'hamstrung' by a climate of competitive tendering, they are looking for leadership and co-ordination from local government
- Adult role-modelling needs to come under very close scrutiny – it is not appropriate to 'blame' or stereotype young people for their circumstances or skill levels without thoroughly examining the adult role-modelling in their lives (see p.72)
- External stakeholders have embraced opportunities to partner with Council on youth matters and are keen to ensure these relationships are developed further

Engagement outcomes

As a direct result of this city-wide engagement initiative:

- We have engaged diverse youth populations in civic participation (many for the first time) and we have educated them about what Council does and what youth services exist across the City
- The project has brought about a sharp increase in the professional development and community awareness of Youth Council members
- Youth Council now has a much greater reach and scope in the community, meaning that it also now meets its Terms of Reference at a much higher standard
- Youth Council project teams are now being conceived and designed at 'the next-level' and are being directly informed by community voice. Importantly, Youth Council projects also now link to achieving City Plan objectives
- Civic-minded youth have been identified and trained as community facilitators, leaders, and drivers of positive social change
- Rotaract and the Youth Council are now partnering on community projects
- Vulnerable youth have greater understanding of, and links to, networks and supports that can positively impact on their circumstances
- Disengaged youth have secured training and employment through workshops facilitated by the Youth Council in partnership with Twelve25 Youth Enterprise Centre

- A young person living with disability has obtained paid employment through volunteering with this project as an event photographer
- A young man (previously not in education, employment or training) has been trained as a barista through the coffee van initiative at Twelve25 and has undertaken his first shifts of paid employment
- A disability support group is now being delivered at Salisbury East Neighbourhood Centre in partnership with Julia Farr youth
- We have built enduring relationships with schools and community groups and, crucially, we have brokered relationships between others resulting in true capacity building
- We are leading and educating the youth services and local government sectors with keynote presentations, international conference presentations, guest lectures at UniSA, and 'community cabinet' conversations with the Department of Premier and Cabinet

Engagement feedback

I'd never had a job and I didn't even think that would happen for me anytime soon. I was supposed to come to Pizza and Pathways with my brother when we got the invite in the mail, but he couldn't go. Even though I had no sleep the night before, and I was really nervous going to Twelve25 for the first time, I still went and I'm really glad I did. I found out about the coffee van and I signed up to do the barista course. I've done my first paid job and yesterday I did my first shift by myself and I loved it – I was nervous but I got more confident as I went along. Today I'm doing my first aid training. I'm at Twelve 25 heaps now. The things I really love are that no-one frowns, everyone is really happy and positive about earning money and doing something with themselves instead of staying at home – and I love getting paid!

(Lionel, age 17)



Figure 10 Lionel at work with Coffee Connoisseurs



Salisbury City Rotaract Club added 8 new photos — with Nick Griguol and 22 others.

July 28, 2016 · 🌐

Great turn out at last night's meeting. 30 people of varying age... Rotaractors, Rotarians and members of the community young and old gathered to make there voice heard and engage with the development of the next Salisbury Youth Action Plan. Thank you to Paula Rowe and Julie Brett from Salisbury Council and the Youth Council members for coming along and facilitating this and empowering our members and friends.

We also welcomed exchange students Louis (from Belgium) and Julie (from Finland) (pictured together with President Ben). We hope you both enjoy your time in the land down under.



Figure 11 Council staff with the (previous) President of Rotaract

NETFEST 2017 - The Salisbury Youth Council wowed the crowd with the story of how they worked in partnership with adults to develop a new youth plan. They even facilitated a mini consultation while they were at it!



Braden Ian Thompson
@ian_braden

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Salisbury Youth Council talking at #SANetfest2017 about strategic youth planning within Salisbury/Adelaide in 2017 and beyond.

10:32 AM - 17 Feb 2017

🔙 ↺ 1 ❤️ 1



Figure 12 Youth Council members at Netfest 2017 with the Minister for Youth, the Hon Zoe Bettison



Lucretia
@lucretia06

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Salisbury Youth Council creating the City of Salisbury's Youth Plan .. true community development process how it should be [#sanetfest2017](#)

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Jemma Taylor
@jemjem05

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[@CityOfSalisbury](#) absolutely killing it at youth engagement and partnership in the development of their Youth Strategy [#SANetfest2017](#)

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Lisa Gascoigne
@lisagascoigne8

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Salisbury Youth Council showing us all the power of co-production [#sanetfest2017](#)

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Skye Riggs @skye_oh_skye · 8h

Phwoa @salisburycitysa youth strategy is off the charts - can't wait to share this with folks interstate @markdas70 #SANetfest2017



6



5



Team YACSA @TeamYACSA · 8h

1,531 in-depth consultations with young people - covering every secondary school in @CityOfSalisbury. That's how it's done! #SANetfest2017



6



5



Heath Reed @heath_machine · 8h

These young people from @CityOfSalisbury are unreal. #futureleaders #sanetfest2017



Youth Affairs Council of SA

Dear Salisbury Youth Council

I'm writing on behalf of the YACSA Board and team to say thank you for your excellent key note presentation at Netfest 2017 which has received a lot of positive feedback.

One hundred and sixteen people, representing 55 organisations from across the state – including Port Lincoln, Whyalla, and the Murraylands - attended Netfest. Of the 94 people who completed a feedback sheet:

- 95.74% said they had increased knowledge and skills
- 90.43% said the sessions had given them tools to improve practice
- 98.93% were very or somewhat satisfied with the speakers
- 97.85% were very or somewhat satisfied with the networking opportunities

We asked delegates what they liked most about Netfest and Salisbury Youth Council featured prominently. Here's just some of the feedback received:

The speakers were awesome, such a great range and depth of knowledge in the room

The connections made and awareness developed

Salisbury Youth Council presentation – youth council members speaking

Vibrant, informative, engaging

The speakers were awesome, such a great range and depth of knowledge in the room

Salisbury Youth Council. Hearing the young people speak

The opportunity to meet other people in the sector.....great to hear from the youth council from Salisbury

Hearing from [the] youth in attendance

Young people's involvement – go Salisbury Youth Council

Networking. Salisbury Youth Council

Hearing directly from young people – Youth Council

We've posted some photos on [Facebook](#) (which I know some of you have seen already) and have published a Netfest 2017 [Storify](#) and a time lapse [video](#) which we hope you can use to promote your awesome work.

Please contact Kristy (Kristy@yacsa.com.au) if you have any questions or comments about Netfest or YACSA or if there's anything we can do to support your work.



Cheers
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Executive Director

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Appendices

Appendix One – Four-question qualitative survey facilitated by council staff and Youth Council

Age:

Are you: studying-working-other

Do you identify as: male-female-other?

What country is your family from?



1. Think of something you did really well recently or something that you were proud of achieving.

What was it?

How did you learn to do it so well?

2. Now think about being in your community. What makes your community so special?

3. Imagine you wake up in the future 10 years from now - you are really happy and life is good! Describe what your ideal life is like, why are you so happy?

4. Now, still imagine it is 10 years from now – Salisbury has just won an award for being ‘The Best City in the World’. Tell us why you think it won, what made it become the best city in the world?

Appendix Two – Online Survey (modified questions)

Prepared by Nick Griguol, administered and maintained by Joel Winder (Youth Council members)

Introductory paragraph:

Welcome to the survey. The City of Salisbury is currently working on the new Youth Action Plan which will guide the development of programs and services for young people who live, work, study, or volunteer anywhere in Salisbury. It’s important to make sure young people have a say in the Youth Action Plan so we really want to hear your thoughts and opinions!

Start of survey

Suburb *entry field* __

Age *click age 12-25

Gender *entry field* __

Cultural/ ethnic background: *entry field*

I go to: *tick multiple boxes* >School

> Tafe

>University

>Work

>Other

Question 1:

We would like you to think of something you did well recently or something you were just really proud of. It could be anything! It could be to do with school, sports, study, family or leisure activities.

Tell us about it!

* entry field * _____

Now think of how you achieved this. *How* did you manage to do it so well? Did anyone help you? Did you keep trying and never give up? Were there other things that helped?

Let us know your formula for success

* entry field * _____

Question 2:

'Community' means different things to different people. It could be your suburb, your cultural community, your friendship group, or school or sports communities.

Think about the positives of your community. What about it makes it so special?

* entry field * _____

Question 3.

Let your imagination run wild! You have just woken up 10 years from now. You are really happy and can't wait to start the day.

Tell us what your life is like and why you are so happy. What sort of things would make your life ideal in ten years' time?

* entry field * _____

Question 4.

It is still 10 years from now. After waking up, you have just read that The City of Salisbury has won the award for the "Best City in The World" Pretty cool, right?

Why do you think it won? What will the best city in the world be like? What sort of things would it have?

Let us know your thoughts

* entry field * _____

You have reached the end of the survey. Thank you for your time in completing the questions.

