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EVALUATING THE ESTABLISHMENT OF A PCYC IN WOORABINDA

Final Report

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Billabong Camp depicts time-worn tracks that lead to a shady place of water, where clans gather under paperbark trees after a long, hot journey. The design places people at its centre – referencing students, researchers, people and community. Tracks to a place by water and paperbark trees symbolises the energising, holistic values of the learning journey.

The motifs depict people, tracks and meeting places; a story that relates to each individual, on a journey that holds limitless pathways of learning, growth and connection.

Billabong Camp – Water Hole Tracks

Billabong Camp – Water Hole Tracks

RECOGNITION STATEMENT

The CQUniversity Office of Indigenous Engagement acknowledge and pay our deepest respects to Australia's First Nations Peoples and their Elders past, present and emerging for they hold the memories, traditions, cultures and hopes of Indigenous Australians.

In particular, we pay our respects to the Wadja Wadja / Ghungulu and Darumbal peoples of Central Queensland on whose Country this research was conducted.

In undertaking this work, we acknowledge that Indigenous research must be completed with and for Indigenous peoples, to assist in *Closing the Gap* and providing a strong way forward for all Australians.

Australian Aboriginal and Torres Strait Islander peoples and communities are also respectfully referred to within this document as Indigenous Australians, First Australians and First Nations Peoples.

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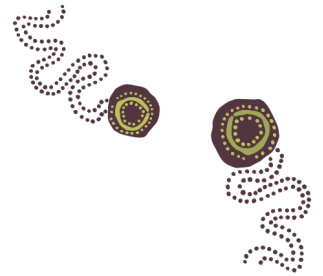
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'Stuff we talk about at PCYC is different to what we talk about at school and at home. At PCYC we talk about the future.'

Youth Workshop Participant [Workshop 1]

43% indicated that '*staying out of trouble*' was an area that had improved in their lives.

'It's been better since coming to PCYC' … *'We are Staying out of trouble because we are occupied.'*

Youth Workshop Participants [Workshop 2]

'They [PCYC] have different ideas. They have different thoughts about my future, about pathways where I'm heading and stuff'.

Youth Workshop Participants [Workshop 1]

'If you're bored at home, you can come get support with PCYC.'

Youth Workshop Participants [Workshop 3]

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EXECUTIVE SUMMARY

Woorabinda is a discrete, Indigenous community located 178 kilometres south west of Rockhampton, Central Queensland. Established in 1927 as an Aboriginal reserve under the government policy at the time, the impacts of removal, dispossession and colonisation on the community of Woorabinda is ongoing more than 90 years after the community's establishment. Community engagement and support services within the town are available; however, most services are operated on a drive in, drive out basis. Woorabinda is currently under an alcohol management plan, however its proximity to commercial liquor outlets (50 kilometres) reduces the effectiveness of this strategy.

Woorabinda Aboriginal Shire Council (WASC), in collaboration with the Queensland Police Service (QPS) and other youth support services proposed to fund a PCYC in the community as a centre piece to a youth precinct. The precinct would provide local youth aged 12-25 years with focused support services to disrupt and deter youth crime through targeted community re-engagement programs and activities.

The QPS approached the Office of Indigenous Engagement, CQUniversity, suggesting the university walk alongside the strategies and conduct research over the three-year implementation of the PCYC. The research gauged community perceptions and evaluated the impact that PCYC activities have on youth crime and community harmony.

Project aim: The primary aim of this Community-Led Research (CLR) project was to examine the impact of the PCYC on youth behaviours in the Woorabinda community, including measurable impacts (both qualitative and quantitative) on crime rates, youth engagement, youth health and wellbeing, and community harmony.

Methods: The project used a mixed-method approach combining both qualitative and quantitative data collection and analysis, underpinned by a community-led research (CLR) methodology.

The project was co-designed with youth attending the PCYC program in Woorabinda. Quantitative and qualitative measures were used to assess the program's implementation processes, effectiveness and community acceptability over the initiative's first 3 years of operation (January 2020-December 2022). Impact was measured through a longitudinal, Community-Led Research (CLR) methodology and mixed-methods design involving repeated data collection techniques completed prior to the program, at completion of the program and progressively as the project proceeded.

The project took a strengths-based approach generating new insights into community-driven planning and community development.

The research questions addressed three interconnected topics:

- » **Research Question 1:** What positive impact does the establishment of a PCYC in the Woorabinda community have on youth behaviours?
- » **Research Question 2:** What impact does the PCYC in Woorabinda have on youth engagement, health and wellbeing and community harmony?
- » **Research Question 3:** What type(s) of PCYC programs do Woorabinda youth and community members consider successful and valuable?
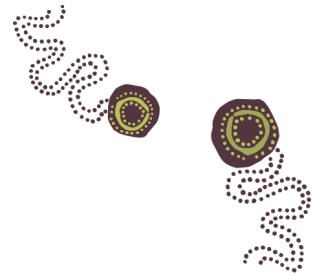
Billabong Camp – Water Hole Tracks

Key findings: There is little research regarding the PCYC's impact on remote Indigenous communities; however, research has been conducted on similar youth programs delivered by other organisations and in other countries. Findings from these programs suggest they make positive impacts on the general health and wellbeing of participating youth in remote Indigenous communities. Based on the literature available from previous research, effective First Nations youth programs include: opportunities to (re)discover identity and history; alternative opportunities for schooling and education which are appropriate to their needs; vocational skills and training leading to employment; counselling to address issues of physical, emotional and sexual abuse, drug and alcohol abuse programs, and mental health services; a range of life skills including communication, cognitive skills, thinking about consequences, budgeting, sex education and legal advice; physical activities; and opportunities for recreational and outdoor activities that might not otherwise be available to young people.

Based on the findings from the study of PCYC Woorabinda, the youth workshops revealed six key themes for a successful youth program including:

» community encourages young people to attend the PCYC;
» there was inherent value in attending the PCYC Program in that while sport was the main priority, youth also learnt routine and structure through attending the PCYC program;
» support arising from the program is important;
» youth participants linked the benefits of attending the PCYC program to improvements in their general wellbeing; future benefits and potential career aspirations were able to be discussed and appreciated; and
» for its continuing success, the PCYC Program needs a facility that has room for sport, family, culture, and health activities as well as a space to "chill out".

Recommendations: The following recommendations were identified from the research project:

1. Government organisations need to increase the data collected so that program usefulness can be appropriately measured, and resources directed to the most useful processes.
2. Programs need to be measured for their long-term sustainability and have some active process for succession planning.
3. Mentors and program staff need to be "part of the community" they are trusted!
4. Practical issues for the community health and wellbeing program need to be undertaken. For example, a large permanent "sunshade covering for Woorabinda swimming pool" and a facility that has room for "sport, family, culture, and health activities as well as a space to chill out".
5. While sport was the main drawcard for all youth attending the PCYC, the provision of support, education pathways, development of leadership and role model skills, and opportunities to learn about improved health and wellbeing future orientation are the critical elements of successful youth programs and these elements need to be embedded into programs going forward.
6. Positive First Nations youth programs need to include opportunities for: Building youth capacity for future choices and leadership; Having a safe space closes the gap; Programs that are community driven and adaptive; Positive youth development and community coming together; and Initially having a broader focus on bringing community together through sports and events.
7. Positive First Nations youth program staff need to deliver programs through being "friendly with boundaries", respectful, engaging, a great team, having good leadership, directive and adaptive, hard

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workers, and modelling excellent teamwork. The data showed that the PCYC Woorabinda program engages with young people because the staff are young, local, and role models within the community.

8. A successful rural and remote First Nations community youth program delivers a safe facility where wellbeing is fostered, kids are engaged and thinking about their future. The program must entail youth input, culture, be enjoyable and engages the whole community with opportunities to collaborate.

9. Community anecdotal evidence indicated that youth crime and offending saw significant drops over the duration of the program which indicates that further funding needs to be funneled into such programs that deliver youth engagement prior to their contact with the justice system to capitalize on the benefits over the long-term.

Policy and practice implications: The policy implications of this research link to Closing the Gap initiatives, service providers' policies and associated local, state, and federal policies and practices that relate to youth programs in remote and discrete First Nations communities. The ripple effects of the PCYC program identified in the data, showed that while the PCYC program is sport focused it develops youth confidence, supports wellbeing, and encourages youth attendees to make positive choices.

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Abbreviations used in this report

ABS	Australian Bureau of Statistics
ACCHOs	Aboriginal Community-Controlled Health Organisations
AHRC	Australian Human Rights Commission
AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
AIHW	Australian Institute of Health and Welfare
ART	Audience Response Technology ('clickers')
CLR	Community-Led Research
CQU	CQUniversity
CtG	Closing the Gap
COAG	Council of Australian Governments
DATSIP	Department of Aboriginal and Torres Strait Islander Partnerships
NHMRC	National Health and Medical Research Council
OIE	Office of Indigenous Engagement
PCYC	Police Citizens Youth Club
QCOSS	Queensland Council of Social Service
QPS	Queensland Police Service
QPC	Queensland Productivity Commission
SBP	Strengths-Based Practice
SCIE	Social Care Institute for Excellence
UNDESA	United Nations Department of Economic and Social Affairs
Woorabinda/Woori	Woorabinda Community
WASC	Woorabinda Aboriginal Shire Council

1   INTRODUCTION

In early 2020, the Queensland Police Service (QPS) and Woorabinda Aboriginal Shire Council (WASC) contacted the Office of Indigenous Engagement, CQUniversity to discuss a research project focusing on the establishment of a Police Citizens Youth Club (PCYC) in Woorabinda. The primary aim of the research (hereafter known as the project) was to examine the impacts of the PCYC on youth behaviours within the Woorabinda community. The investigation was to include measurable impacts (both qualitative and quantitative) on crime rates, youth engagement, youth health and wellbeing, and community harmony. Arising from, and embedded within, Woorabinda community consultation, the project aimed to understand the impact of establishing the PCYC program (hereafter known as the program) in the community.

The PCYC Queensland is a non-profit organisation providing youth and community-based programs, services and facilities (PCYC, 2023b). Their vision is to provide:

> *"…young people with an environment that supports individual development, encourages community connection and celebrates diversity"*.

The PCYC service can provide a range of personal development programs including:

- » 'Deep Blue Line' − a police officer led, youth mentoring program;
- » 'Braking the Cycle' − a volunteer run, driver mentor program;
- » Youth Support Services;
- » 'Safer Communities Program' − provided in partnership with the Australian Government to deliver crime prevention and community engagement programs across high priority communities;
- » 'Emergency Services Cadets'; and
- » Leadership development programs.

PCYC Woorabinda is an Indigenous focused club (one of six established in the state) that provides a range of "sporting and recreation activities, Youth Support Services, disco's, community event support, social adult sports, culture arts program, youth drop in activities and facility access for funerals, parties and community meetings" (PCYC, 2023a, np.).

This report presents the final evaluation of the establishment and progress of PCYC Woorabinda. The research was underpinned and driven by deep engagement with Woorabinda community members and therefore followed a community-led research approach. Based on this engagement, the research questions were developed and addressed three interconnected topics to understand the impacts of the service on Woorabinda youth and community. An exploratory, mixed methods research design was selected as the most appropriate fit for the community contexts and the project was underpinned by a strengths-based approach[1] (SCIE, n.d.; Zimmerman, 2013); generating new insights into community-driven planning and development.

The next section of this report provides a detailed overview of the research design for the project followed by background information about Woorabinda community and a general overview of Indigenous youth justice and wellbeing challenges in Queensland. The research team then explored the current literature on global developments in relevant youth program information and successful program models in First Nations'

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[1] A strengths-based approach is a way of working that emphasises skills, insights, social and community networks and personal abilities instead of concentrating on shortfalls or factors that are unsatisfactory. The approach identifies that young people and family units are robust and are adept in development, education and transformation. Strengths-based approaches to practice are inclusive and often take multidisciplinary and inter disciplinary perspectives to promote positive community or individual outcomes and wellbeing. (See for example: Social Care Institute for Excellence (n.d.) https://www.scie.org.uk/strengths-based-approaches).

communities as a comparative evaluation of other active youth engagement programs. The key findings of the research are then presented with discussion and analysis followed by recommendations and policy implications.

2 RESEARCH DESIGN

Following the Community-Led Research (CLR) methodology (Arantes do Amaral & Lino dos Santos, 2018), the mixed-methods design combined both qualitative and quantitative data collection and analysis techniques.

» Quantitative and qualitative measures were used to assess the PCYC implementation, effectiveness, and community satisfaction over the program's first two and a half years of operation (July 2020-December 2022).

» Impacts were evaluated through repeated measures taken prior to the start of the PCYC program, at completion of the program, and progressively as the project proceeded. This provided a rare opportunity for a longitudinal investigation of the project impacts, challenges and benefits.

» Implemented from a strengths-based perspective, the project generated new insights into establishing a PCYC youth program in a regionally located, Australian First Nations' community.

2.1 COMMUNITY-LED RESEARCH DESIGN

Research is a social experience that is practiced and understood and through cultural, social, economic and historical narratives (Radel, 2018; Scheurich, 1997). Procedures, methodologies and the results that arise from social research practice that questions or deviates from Eurocentric scientific practice may be seen as invalid or misleading within the Western (scientific) research community. According to Foley (2003, p. 44) however, the development of science has facilitated the creation of an "Indigenous reality" that has very little or "no Indigenous input, in a language that is non-Indigenous, by and for a non-indigenous audience".

For First Nations' communities, the consequences of European cultural perspectives that are embedded within research procedures and activities apply a prospective methodological racial bias (Gordon et al., 1990; Hunter, 2002; Rigney, 2001; Scheurich, 1997; Stanfield II, 1994). While the bulk of highly unethical or unsafe research has ended (Cochran et al., 2008), unsuitable and culturally inconsiderate research practice persists. Mainly due to improper research designs and inappropriate approaches, research activities and procedures have not been able to meet the requirements, traditions, rituals, principles and anticipated results for First Nations' societies and populations (Dodson, 2000; Radel, 2018).

This project was embedded in community consultation following a community-led research (CLR) approach (Riley, 2021). The process of consultation began with QPS, WASC and PCYC Woorabinda staff, as well as with other key community members and organisations. Community-led research practice is undertaken and managed *by*, *for* and *with* the involvement and contributions of community members rather than traditional research approaches that usually conduct research *on* individuals or communities (Greenaway & McDowell, 2017). Thus, CLR aims to develop knowledge about issues relevant to the community, assist with decision-making *by* the community and build research capacity *for* the community (Flicker et al., 2008). The process of developing community-led research was a way of embedding and promoting democratisation of knowledges (Guzman et al., 2016) and knowing, and our means of inclusion and voice for First Nations peoples. As detailed in the Guidelines for Ethical Research in Indigenous Studies,

> [i]t is essential that Indigenous people are full participants in research projects that concern them, share an understanding of the aims and methods of the research, and share the results of this work. At every stage, research with and about Indigenous peoples must be founded on

a process of meaningful engagement and reciprocity between the researcher and Indigenous people. (AIATSIS, 2012, p. 1, as cited in Radel, 2018).

Ethical approval for the project was granted by the CQUniversity Human Research Ethics Committee[2]. As this research was conducted in conjunction with the QLD PCYC and QLD police service, QPS ethical clearance was also sought and approved (#QPSRC-0820-1.02) The research was guided by the *Ethical Guidelines for Research with Aboriginal and Torres Strait Islander Peoples* (NHMRC, 2023) and the *Australian Institute of Aboriginal and Torres Strait Islander Studies, Code of Ethics for Aboriginal and Torres Strait Islander Research (AIATSIS, 2020).*

2.2 RESEARCH AIMS

The primary aims of the research were to:

» examine the impacts of a PCYC program on youth behaviours in the Woorabinda community
» understand the impact (both qualitative and quantitative) that establishing a PCYC in Woorabinda community has on youth crime rates
» understand the impact that a PCYC in Woorabinda community has on youth engagement, youth health and wellbeing, and community harmony
» understand the overall ecosystem of establishing a PCYC in the community, including the impact of other programs that may be established over the research timeframe
» Identify ways to maximise the impact of a PCYC in Woorabinda community.

2.3 RESEARCH QUESTIONS

The research questions therefore addressed three interconnected topics:

» **Research Question 1**: What impact does the establishment of a PCYC in the Woorabinda community have on youth behaviours?
» **Research Question 2**: What impact does a PCYC in Woorabinda have on youth engagement, health and wellbeing and community harmony?
» **Research Question 3**: What type(s) of PCYC programs do Woorabinda youth and community members consider successful and valuable?

To answer the questions, the research also reviewed:

» statistics, data, and information that are currently available regarding the design and implementation of youth programs in Indigenous settings, and how these can be synthesized to inform an evidence-based approach to ongoing program development and youth crime reduction;
» insights from both theory and practice to outline the key components of best practice in developing and delivering a PCYC program in remote Indigenous communities;
» development and delivery of youth programs for sustainable impact – i.e., the positive outcomes continue to be experienced even after the program has concluded;
» how the PCYC opportunities may differ from other youth programs, and how knowledge transfer about the successful delivery of youth programs can be utilised to maximise outcomes.

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[2] CQU HREC Clearance #22127 − Evaluating the impact of the establishment of a PCYC in Woorabinda. The period of ethics approval was from 14 July 2020 to 31 December 2022.

2.4 RESEARCH ACTIVITIES

The research activities included a literature review, a desktop data analysis providing national, state, and local statistics and data, multiple stages of quantitative and qualitative data collection, integration, analysis, and interpretation, and research translation of the data (see Figure 1). The literature review and desktop analysis were conducted to determine the information available with respect to youth programs, youth justice, health and wellbeing and community harmony in remote Indigenous communities in Australia, but also in Canada and New Zealand.

Figure 1   Key research activities

1. Literature Review → 2. Desk top data analysis → 3. Data information & gathering → 4. Integration & analysis → 5. Research translation
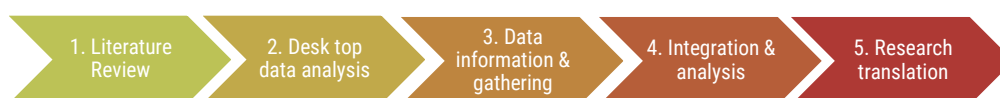
2.4.1 Data collection

Data were collected via qualitative, in-depth interviews and quantitative audience response technology (ART) workshops with participating youth, community members and local organisations.

Data were collected via:

» three workshops over eighteen months with Woorabinda youth attending PCYC;
» two workshops over a twelve-month period with local organisations; and
» two rounds of semi-structured interviews over twelve months with Woorabinda community members, leaders, and staff from local organisations.

In the workshops, Audience Response Technology (ART) (commonly called 'Clickers') were used. The hand-held voting devices depicted in Figure 2 allowed participants to choose an anonymous response to multiple choice, quantitative survey questions projected onto a screen. Results are then displayed in real-time, which encourages further discussion about the particular question/topic, with responses notated by research assistants.

Figure 2   The handheld 'Clicker' device used to collect data in the workshop
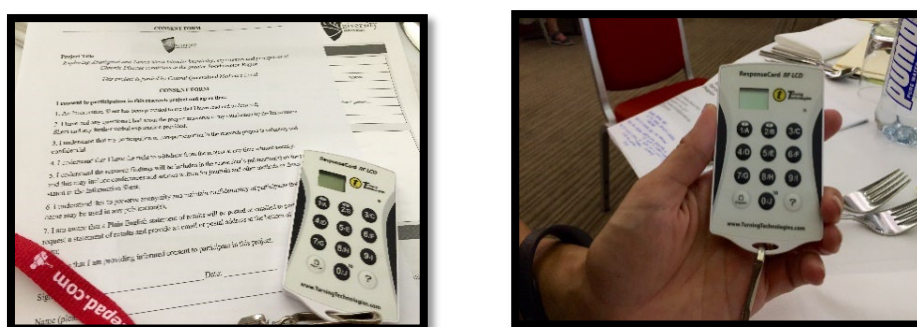
The discussions that followed each survey question added qualitative perspectives to the quantitative, graphed results. Figure 3 provides an overview of the data collection methods. All workshops and interviews were informed by the literature review and desktop scan and performed in consultation with the PCYC and the WASC members as appropriate. The interviews were conducted face-to-face at Woorabinda, in person and at times in conjunction with workshops presented at the location.

Figure 3   Research design flow chart

Community Consultation	Consult Woorabinda PCYC, QPS & Key Stakeholders	Defined the research objectives
Develop Mixed Methods Approach	Exploratory, mixed methods – Ethics approval 14 July 2020	Workshop guides & interview questions developed
Recruit Participants	Participants recruited via posters, word-of-mouth & email	All visits promoted with flyers & email alerts
Data Collection: 3 Youth Workshops	'Clickers' (ART) & Discussion: Dec 2020; Sep 2021; Apr 2022 (n=53)	Anonymous Reflective Activity (M=31 : F=22)
Data Collection: 2 Organisation Workshops	'Clickers' & Discussion: Dec 2020; Dec 2021 (n=23)	Anonymous Reflective Activity (M=12 : F=7)
Data Collection: 2 rounds of individual interviews (12 months apart)	Interviews with Woorabinda Participants (n=27)	Woorabinda Residents & Local Organisations (M=17 : F=10)
Analyse & Interpret Data	Thematic Coding & Cross-referencing Across All Data Sources	Outcomes are context and situation specific (Collis & Hussey, 2009)
Prepare & Present Report & Dissemination	Data Analysis, Interpretation & Synthesis Research Team Reviews	Draft report compiled, reviewed & copy edited to produce the final report

2.4.2 Data analysis

Across the range of qualitative and quantitative data, analysis was carried out through an open-ended process of thematic coding and cross-referencing. Participant voices from the workshop data and the individual interviews were combined to help understand the impact of the PCYC program in the Woorabinda community. This provided an overall platform to share the strengths and success factors of establishing a PCYC in Woorabinda, thereby creating pathways for evidence-based and community-informed improvements to Indigenous youth programs.

2.5 PCYC PROGRAM EVALUATION: THEORY OF CHANGE

Program evaluations are related to governance, policies and funding of various services in Indigenous communities (QPC, 2017). It is widely understood that program design and delivery should be guided by a well-defined theory of change model (please refer to Figure 4).

Figure 4   Processes in a simple theory of change model

Inputs	Activities	Outputs	Outcomes	Impact

(Adapted from Muir & Bennett, 2014, p. 14)

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As part of the PCYC Woorabinda program evaluation, the 'theory of change' framework helped to focus on outcomes, including:

» understanding the interactions between various elements of the program and particular outputs and outcomes;

» provision of a plan for the design and implementation of measurements;

» provision of a plan of what should and can be measured, including appropriate research, survey and interview questions;

» identifying any intended or unintended consequences; and

» identifying the program's effectiveness including potential explanations of cause and effect (Muir & Bennett, 2014).

3   WOORABINDA COMMUNITY

Woorabinda is a discrete, Indigenous community located in Central Queensland, Australia (see Appendix A − Map of Woorabinda, and Appendix B − Map of remote).

3.1 PLACE AND HISTORY

Woorabinda settlement was established in 1927 by the Queensland Government on 55,000 acres of land in the Duaringa district. Designated as a replacement for the Aboriginal reserve at Taroom, the removal of families was deemed necessary to make way for a proposed irrigation dam (Queensland Government, 1995-2023). The Taroom reserve and its replacement site of Woorabinda, were places for dispossessed Aboriginal and Torres Strait Islander people who were forcibly removed from many areas across Queensland, and which maintained segregation of Indigenous people from the non-Indigenous population (Forde, 1990).

In 1927, 239 residents from the Taroom reserve were relocated 210 kilometres to the new location of Woorabinda. They were forced to walk while their belongings and the non-Indigenous staff were moved with flatbed trucks or horse and buggies (Forde, 1990). A critical lack of facilities and infrastructure confronted the settlement of Woorabinda which was under-financed and under-resourced (Queensland Government, 1995-2023).

The impacts of removal, dispossession, and colonisation on the community of Woorabinda is ongoing more than 90 years after the community's establishment (Bennet, 2005).

3.2 POPULATION

The population of Woorabinda on 30 June 2021 census date was 933 people, of which 91.6 % were Aboriginal and/or Torres Strait Islander (ABS, 2021). provides the comparative statistics for Indigenous populations in Australia, Queensland, and Woorabinda respectively.

Table 1 **Comparative statistics for Indigenous populations: Australia, Queensland, and Woorabinda 2021**

Total resident populations (usual residents) Australian 2021 Census	Australia	Queensland	Woorabinda
Aboriginal and Torres Strait Islander population − Total − Proportion of total population	812,728 3.2%	237,303 4.6%	933 91.6%
Median age Indigenous population	24yrs	23yrs	21yrs
Median age non-Indigenous population	38yrs	38yrs	23yrs

Note: The table demonstrates the total resident populations for Australia, Queensland and Woorabinda and shows the population of Woorabinda is 91.6% Indigenous and has a median age younger than the general Indigenous or non-Indigenous populations. Adapted from: Woorabinda Census Aboriginal and/or Torres Strait Islander people QuickStats, 2021, by Australian Bureau of Statistics, 2021 (https://abs.gov.au/census/find-census-data/quickstats/2021/IQSLGA37550).

As shown in the table, Australia's First Nations population has a relatively young age structure overall and this is reflected in Woorabinda where the median age is just 21 years old. In 2022, a projected 32% of Indigenous Australians will be aged under 15 years compared with 18% of non-Indigenous Australians, and only 5.6% of Indigenous Australians will be aged 65 and over compared with 17% of non-Indigenous Australians (AIHW, 2022a). This suggests that Indigenous Australians experience a high mortality rate occurring at a relatively young age.

Table 2 **Comparative statistics for education attendance among Indigenous populations: Australia, Queensland, and Woorabinda 2021**

Type of educational institution attendance Australian 2021 Census Aboriginal and Torres Strait Islander population	Australia		Queensland		Woorabinda	
	Number	% of Pop'n.	Number	% of Pop'n.	Number	% of Pop'n.
Preschool	25,485	8.0	6,070	6.6	25	8.3
Primary	120,864	37.9	35,874	38.9	161	53.3
Secondary	83,631	26.2	26,207	28.4	66	21.9
Tertiary - Vocational education (including TAFE and private training providers)	21,273	6.7	4,967	5.4	6	2.0
Tertiary - University or higher education	21,149	6.6	6,362	6.9	4	1.3
Other	7,310	12.22.3	2,803	3.0	0	0.0
Not stated	38,814	12.2	9,970	10.8	43	14.2

Note: The table demonstrates the types of education attendance for Indigenous people in Australia, Queensland and Woorabinda. Adapted from: Woorabinda Census Aboriginal and/or Torres Strait Islander people QuickStats, 2021, by Australian Bureau of Statistics, 2021 (https://abs.gov.au/census/find-census-data/quickstats/2021/IQSLGA37550).

Table 2 shows the educational institution attendance levels for the population of Woorabinda in comparison with Indigenous populations of Queensland and Australia. Aligning with the demonstrably young population as noted in Table 1, there is correspondingly significant percentages of the Woorabinda population in preschool and primary school. However, the other categories of education attendance for Woorabinda community are not reflective of either the national or state Indigenous population profiles.

4   LITERATURE REVIEW: THE CONTEXT OF FIRST NATIONS YOUTH PROGRAMS

There is little understanding of the impacts of youth development programs in rural and remote Indigenous communities. Research is limited in the field which leads to a lack of knowledge around the opportunities that arise for young peoples' future pathways or the potential impacts on juvenile crime rates, youth wellbeing, and community harmony. Research conducted in Australia, Canada and New Zealand has investigated issues of policing and have shown contrasts arising from the differences in policing in rural and remote areas in comparison to their metropolitan equivalents (Allen Consulting Group, 2010; Buttle et al., 2010; Griffiths & Clark, 2017). Police personnel in regional and remote areas encounter difficulties in living up to community expectations around social and cultural activities (Buttle et al., 2010, p. 604). Other concerns are presented when the community constitutes a large percentage of First Nations peoples whose previous interactions with the police force may have produced issues of mistrust and suspicion (Griffiths, 2019).

According to the United Nations:

> *'Meaningful activities that achieve positive outcomes for youth are empowering and need to provide opportunities for the development and affirmation of cultural identity and cultural knowledge and skills. Cultural activities in the form of drama, music and art, for example, are being used increasingly to raise awareness about relevant social concerns and to help youth speak out on issues that affect them' (UNDESA, 2009, p. 38).*

Though many youth development programs exist and continue to be developed in various communities, more work is needed to establish whether or not such programs make significant changes in the lives of youth participants (Roth et al., 1998).

4.1   REVIEW METHODOLOGY

In this analysis, a desktop literature examination of library catalogues (i.e., Indigenous Section − National Library of Australia, Australian Indigenous Knowledges Collection − The University of Melbourne, AIATSIS collection, Google Scholar, and Aboriginal and Torres Strait Islander resources collection − Libraries ACT) and other sources was conducted. Keywords such as 'Indigenous', 'youth', 'engagement', 'PCYC' used either concurrently or individually, were applied during the searches. The literature search selected: 1) peer reviewed articles, 2) government reports, 3) articles published in English; and 4) articles providing practical evaluations.

The integrative literature review is a multifaceted review method that investigates and summarises past research in a field to provide a wide-ranging knowledge of a phenomenon or research problem. To seek out and show a relationship within the literature, and evaluate and review it, while integrating the outcomes produces new empirical knowledge of the research topic (Torraco, 2005, 2016). An integrative literature review links topics of associated research and integrates findings (Angell et al., 2015; Russell, 2005).

No set time frame restricted the data collection and analysis (Snyder, 2019; Torraco, 2016). We therefore also reviewed literature sourced from references from other papers acquired through the search of established databases (Torraco, 2005, 2016). The data gathering included use of the Boolean search techniques which incorporate linking keywords, alternative words and expressions with terms such as "AND", "NOT" and "OR" to deliver more detailed outcomes (Coughlan et al., 2013; Cronin et al., 2008) for a wide-ranging exploration of all literature concerning the subject.

The 'themes' found throughout the literature included: youth detention in Australia; policy agenda − 'Closing the Gap' and youth development indicators; the impact of youth programs in remote and discrete Canadian and Māori First Nations communities; and youth program evaluation. These themes are discussed in the following sections.

4.2 YOUTH DETENTION IN AUSTRALIA

In Australia, while the number of children being incarcerated has fallen over the past five years, almost half the young people in detention are First Nations' children with most of these either unsentenced or awaiting trial. An AIHW (2022) report states First Nations young people are approximately 6% of Australia's population aged 10-17 years old. However, they make up 49% of the youth detention population and are younger on average than non-Indigenous children when they enter the criminal justice system (Australian Institute of Health and Welfare [AIHW], 2022b). As shown in Figure 5 below, Queensland has the highest average rate of youth incarceration of all states and territories, at 34% of the average detention population Australia wide.

Figure 5   Average number of youths aged 10-17 years in detention for June quarter, 2022

818

young people in Australia were in detention on an average night in the June quarter 2022

Queensland	279
New South Wales	198
Victoria	120
Western Australia	110
Northern Territory	56
South Australia	32
Australian Capital Territory	14
Tasmania	10
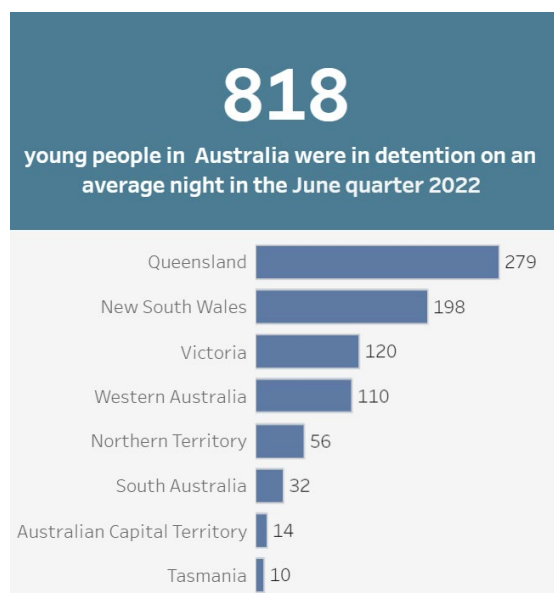
Note: The figure shows the average number of young people in detention in Australia broken down by state. Adapted from: Youth detention population in Australia 2022, Web Report (https://www.aihw.gov.au/reports/youth-justice/youth-detention-population-in-australia-2022/contents/data-visualisation/number-of-young-people-in-detention).

Of these Queensland youth, the percentage of young Indigenous people in detention on an average night is around 64% of the population (Figure 6) with around 89% being male (Figure 7).

Figure 6   Average percentages of Indigenous and non-Indigenous youths aged 10-17 years in detention in Queensland for June quarter, 2022
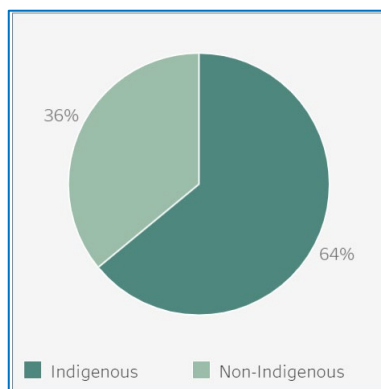
Note: The figure shows the June quarter of 2022 average percentages of Indigenous and non-Indigenous young people in detention in Queensland. Adapted from: Youth detention population in Australia 2022, Web Report (https://www.aihw.gov.au/reports/youth-justice/youth-detention-population-in-australia-2022/contents/data-visualisation/number-of-young-people-in-detention).

Figure 7   Average percentages of male and female youths aged 10-17 years in detention in Queensland for June quarter, 2022
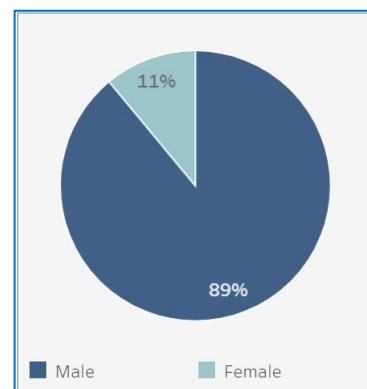
Note: The figure shows the June quarter of 2022 average percentages of male and female young people in detention in Queensland. Adapted from: Youth detention population in Australia 2022, Web Report (https://www.aihw.gov.au/reports/youth-justice/youth-detention-population-in-australia-2022/contents/data-visualisation/number-of-young-people-in-detention).

Children from very remote regions were six times more likely to be in detention than those from urban areas. Moreover, 37% of First Nations children experienced their first contact with the criminal justice system between the ages of 10-13 in comparison with 14% of non-Indigenous children (AIHW, 2018).

Young people aged 10−17 under youth justice supervision at any time between June 2012 and July 2016 were 30 times more likely than the general population to have received alcohol and other drug treatment services during that period (33% Indigenous compared with just over 1% of the general population) (AIHW, 2018).

4.3 POLICY AGENDA − 'CLOSING THE GAP' AND YOUTH DEVELOPMENT INDICATORS

The work undertaken in this research for PCYC Woorabinda, sits within a background context of the Australian policy agenda structured under the seven 'Closing the Gap' targets (AHRC, 2022; AIHW, 2018) agreed to by the Council of Australian Governments (COAG) and international youth development goals (UNDESA, 2005).

The 'Closing the Gap' policy, began in answer to a demand for Australian governments to commit to delivering equality for First Nation's peoples in wellbeing and life outcomes, within a generation. It is the account of a communal journey − a shared promise to allow First Nation's people to live healthy and successful lives (AIHW, 2018). The targets include process targets (eg. early childhood education, school attendance and Year 12 attainment) and outcome targets (eg. child mortality, literacy and numeracy, employment and life expectancy)[3].

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[3] For a more extensive explanation of the 'Closing the Gap Report' on of First Nations people aged 15−24 years participation in employment, education, or training, see: Australian Government, Closing the Gap Report 2020. Available at: https://ctgreport.niaa.gov.au/).

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In 2007, the Council of Australian Governments agreed to act with Indigenous people to achieve the goal of 'closing the gap' on First Nations' disadvantage; to end the 17-year difference in life expectancy within a generation, and to halve the mortality rate of Indigenous children within 10 years (Calma, 2023). Even though Australian governments had until that moment undertaken to improve the level of Indigenous Australians' health to that of other Australians, this policy was noteworthy because it was the first time Australian governments had decided to be accountable for attaining this objective by committing to achieve these goals within a specific timeframe.

The Close the Gap Campaign aspires to close the health and life expectancy gaps between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians within a generation (AHRC, 2022). The four priority reform targets aim to change the way governments at national, state, and community levels work to improve the life outcomes of Aboriginal and Torres Strait Islander people. They are:

- » **Formal partnerships and shared decision making**: Building and strengthening structures to empower Aboriginal and Torres Strait Islander people to share decision-making with governments.
- » **Building the community-controlled sector**: Building formal Aboriginal and Torres Strait Islander community-controlled sectors to deliver services to support Closing the Gap.
- » **Transforming government organisations**: Systemic and structural transformation of mainstream government organisations to improve accountability and better respond to the needs of Aboriginal and Torres Strait Islander people.
- » **Shared access to data and information at a regional level**: Enable shared access to location specific data and information to support Aboriginal and Torres Strait Islander communities and organisations achieve the first three Priority Reforms (ABS, unpublished).

The 17 socio-economic targets aim to improve the following outcome areas: health and wellbeing, education, employment, justice, safety, housing, land and waters, languages and digital inclusion (Coalition of Peaks [COP], 2023).

In conjunction with this national focus on First Nations youth, education, health and wellbeing outcomes, there is a global recognition of the challenges and benefits of ensuring positive social and economic outcomes for youth and young people. The World Youth Report (2005) provided a strong statement for ensuring investment in youth development as a priority for governments, and also pointed out that:

> *Too often, youth policies are shaped by negative stereotypes of young people, with excessive attention given to delinquency, drug abuse and violence. This type of policy focus ignores the majority of youth, who do not engage in such high-risk behaviours, and diverts attention away from the need for structural investments in education, health care and employment creation. (UNDESA, 2005, p. iv)*

The UNDESA (2005) report highlights 15 international priority areas for youth support and development including:

- » Education
- » Employment
- » Hunger and poverty
- » Health
- » Environment
- » Drug abuse
- » Juvenile delinquency
- » Leisure-time activities
- » Girls and young women
- » Youth participation in decision-making

> » Globalization
> » Information and communication technology
> » HIV/AIDS
> » Youth and armed conflict; and
> » Intergenerational relations.

Together, the Australian policy agenda and the wider global imperatives to support, nurture and secure the future for youth and young people, provide significant impetus to ensure that sustainable opportunities are provided to develop and grow youth wellbeing programs.

4.4 THE IMPACT OF YOUTH PROGRAMS IN REMOTE AND DISCRETE CANADIAN AND MĀORI FIRST NATIONS COMMUNITIES

Services provided to remote and isolated peoples have significant effects on the residents in these communities (QPC, 2017). While some effective, innovative programs have been developed, other programs and facilities have not met anticipated outcomes for the populations, service suppliers and/or administrations involved.

4.4.1 Canadian youth programs

In Canada, strengths-based approaches, concentrating on encouraging youth engagement and abilities instead of focusing on specific problem activities have delivered successful outcomes (Crooks et al., 2010). Approaches consist of using: peer-support (with guidance from a community leader); acknowledgement-based educational programming and; transitioning sessions in Grade 8 (the final year of primary school). Data from these programs implies that these schemes boost young people's engagement.

> » The Junior Canadian Ranger (JCR) program provides an example for re-connecting Indigenous youth in isolated areas (Schwab, 2006). The JCR program grew from conventional cadet programs like those administered by the Australian Defence Force cadet programs (see: https://www.defenceyouth.gov.au/programs/adf-cadets/) and the Boy Scouts movement (see: https://scouts.com.au/about/what-is-scouting/history/).
> » It was felt that these programs could not clearly adapt to the cultural diversity and remoteness of many isolated Canadian First Nations communities. Main components of the program that sets it apart from others are the: widespread consultation throughout promotion and operation phases; engaging activities that are important to youth learning concepts; embedded civic responsibility; and relationship with country and community (Haswell et al., 2013).

4.4.2 Aotearoa-New Zealand youth programs

For First Nations communities in Aotearoa-New Zealand (NZ), Māori youth remain over-represented in the criminal justice system. As in the Australian contexts, the Māori population is relatively young in comparison to non-Māori, and Māori youth experience problems with family support, low education attendance rates, drug and alcohol abuse, and lack of skills and employment prospects (Owen, 2001; Te Puni Kōkiri, 2000b). Māori youth service providers and Te Puni Kōkiri researchers (2000a, 2000b) were concerned with a lack of culturally appropriate services for Māori youth and culturally unsuitable therapy options, social work programs, and facilities.

Although it is noted that Māori people specifically need to engage in the development and supply of youth programs, government policy has been problematic. Program facilitators reinforced their responsibility to delivering services to Māori within Māori contexts and based on Māori practices and beliefs. But they also stated that government subsidy conditions and procedures limit their capacity to devise and deliver effective programs. Strict funding conditions, poor inter-organisation coordination, and an unwillingness to share information or

knowledge by government funding agencies cause complicated, expensive, and slow program development and implementation (Owen, 2001; Te Puni Kōkiri, 2000b).

4.5 YOUTH PROGRAM EVALUATION

Research in Australia on what constitutes high-quality, well-designed, effective youth development programs is still lacking, however taking a strengths-based approach (rather than focusing on deficits) to youth program design has been shown to demonstrate best practice (Seymour, 2015, 2017). Effective programs include a variety of activities for a wide age range cohort (18-24 years); programs need to be engaging and exciting and include opportunities for risk-taking (d'Abbs & MacLean, 2008); be context and culturally specific; and include capacity and skill building opportunities (Fietz, 2006; Flouris et al., 2016; Lopes et al., 2013; Macniven et al., 2019; Mian & Goodwin-Smith, 2016).

Other studies have focused on youth crime prevention and have identified the characteristics of youth development programs that have seen the best outcomes to reduce youth re-offending. Such studies identify that focusing on family functioning, interpersonal skills, ensuring that programs are delivered within and by community and focus on engaging with families, peers and schools are critical to success (Lipsey, 2009; Wilson et al., 2003).

Regarding police interactions, one study by Hinds (2009) reported positive impacts from a community program where high school students experienced informal police interactions. Youth who joined in the police events at school were more prepared to support the police and stated positive attitudes when compared with students who were not part of the informal interactions (Hinds, 2009).

In New Zealand it is hard to evaluate the general usefulness of recent programs and facilities for Māori youth because there is a lack of data. Much of the assessment data concentrates on interim outcomes and offers limited information on solutions for Māori. Government organisations need to increase the data collected so that program usefulness can be appropriately measured, and resources directed to the most useful processes. Nevertheless, in the interim there are schemes that have been shown to be valuable for Māori youth. A major feature of the achievement of such programs is their origin in tikanga[4] and whanaungatanga[5]. The study also suggests that programs and facilities should be distributed in an organised manner so as to address the key issues of community and financial disadvantage and promote resilience, confidence, and cultural engagement for youth (Owen, 2001).

Programs and services for youth need to be presented in a coherent manner to focus on key issues of community and financial disadvantage that cause offending. As noted by Owen (2001, p. 186), effective programs that deal with the variety of elements that influence youth, will include:

» opportunities to (re)discover identity and history;
» alternative opportunities for schooling and education which are appropriate to their needs;
» vocational skills and training leading to employment;
» counselling to address issues of physical, emotional and sexual abuse, drug and alcohol abuse programs, and mental health services;
» a range of life skills including communication, cognitive skills, thinking about consequences, budgeting, sex education and legal advice;
» physical activities; and

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[4] Social lore within Māori culture – the customs and traditional values that provide guidelines for living and interacting (see: https://www.otago.ac.nz/maori/world/tikanga/lore/).
[5] Relationships, kinship or the sense of family connections developed through shared experiences (see: https://maoridictionary.co.nz/word/10068).

» opportunities for recreational and outdoor activities that might not otherwise be available to young people.

4.6 LIMITATIONS OF THE REVIEW

This study chose an integrative literature review because it can offer an outline of areas where the research is contrasting and cross disciplinary. Furthermore, a literature review is a significant way of integrating research findings to show verification on a higher level and to find areas where more research is required.

The findings from the integrative literature review are limited by:

» Only one member of the research team was available to conduct the review.
» All papers selected for inclusion where those only available in English.
» Only three countries were considered in this review section; those of Australia, Canada and New Zealand, as these three countries have similar First Nations' histories. However, this does leave significant potential knowledge from other First Nations peoples around the world.
» This integrative literature review offers a platform for future investigation; and a source for other investigators to consider with the aim of beginning their own research. However, it is not as rigorous or resource intensive as a systematic review may be.

The review illustrates the research area of youth programs administered by local police services for First Nations' youth. It has the capacity to offer clearly significant impacts and advances for researchers, service providers and other key stakeholders. The literature examined was limited to the First Nations' peoples of Australia, Canada and New Zealand, and concentrated more specifically on youth in those countries and the benefits or decline of opportunities for them in the establishment and continuation of centres for local youth.

5 KEY FINDINGS FROM THE DATA COLLECTION ACTIVITIES

This section presents a summary of the key findings from each of the qualitative and quantitative data collection activities undertaken across the life of the project. The primary data arising from the activities are presented in the following three sections:

» Section 5.1 – workshops with PCYC youth utilising the Audience Response Technology. Includes the discussion recorded after each question and the results of the reflective activity at the end of the workshop;
» Section 5.2 – workshops with PCYC staff, QPS staff, community members and organisations utilising the Audience Response Technology includes the discussion notated after each question as well as the results of the reflective activity at the end of the workshop, and
» Section 5.3 – individual interviews with community members, PCYC and QPS staff and PCYC youth.

The voices of those who participated in the workshops and interviews have been used as direct quotations wherever possible, presented in this report as italicised in inverted commas within the text or as a separate indented paragraph.

5.1 PCYC YOUTH WORKSHOP FINDINGS

5.1.1 Youth workshops: Clicker data comparison

This section presents the results of each of the Audience Response Technology (ART) ('clickers') workshops carried out over time. The aim of the workshops was to understand the impact of a PCYC in the Woorabinda
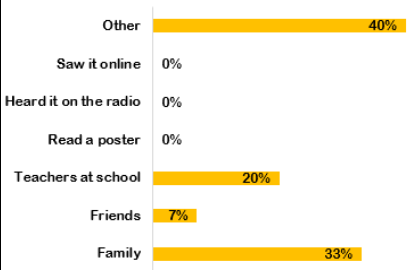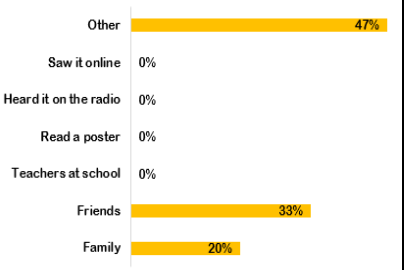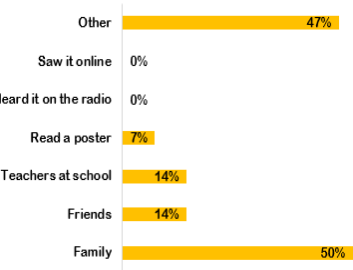
community, from the perspective of the young people attending the PCYC. This included how the PCYC impacts on young people's behaviour, engagement within community, wellbeing, and aspirations for further education and employment. The youth workshops intended to collect information about what works well, and what could work better.
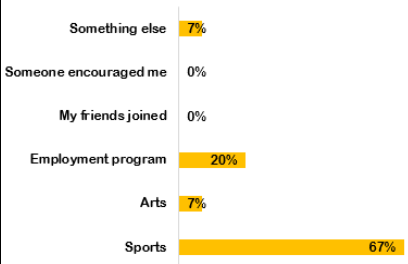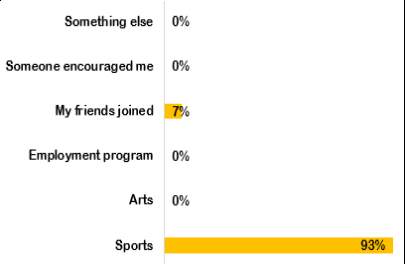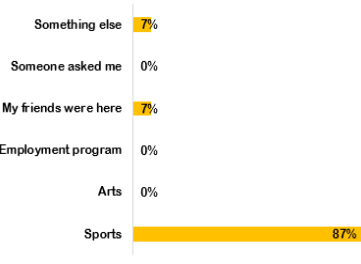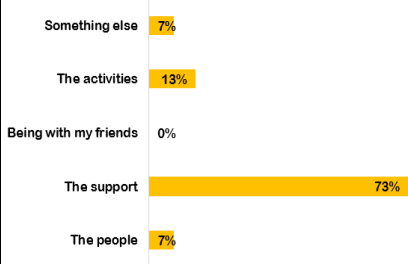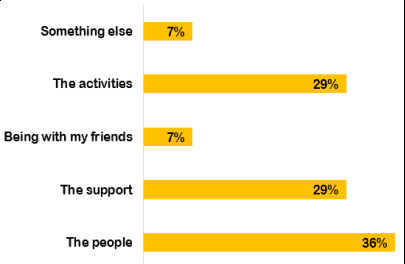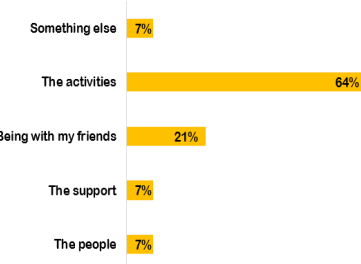
Participants could choose whether to respond to the question or not, and this is reflected in the participant numbers on the graph, e.g. *n*=15. A total of **53 young people** participated over the 18-month timeframe of the three youth workshops.
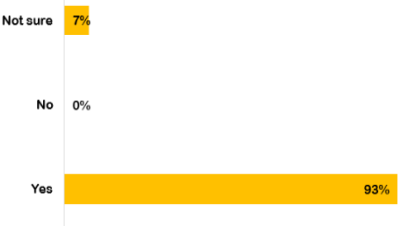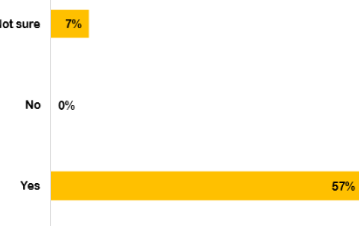
The results are presented in Table 3 as a comparison of each workshop's data across three columns under each respective question. An image of the graphed results sits above the clicker survey and subsequent qualitative discussions that occurred after the real time results were displayed on the projector screen. The qualitative notes are included below each respective workshop question. A discussion section encompassing all three workshops completes each question section.

5.1.1.1 Questions 1-4 of the youth workshop data

Table 3   Youth workshops clicker data comparisons – Questions 1-4

Workshop 1 15 Dec 2020 Demographic: F: 5 / M: 10 Older teenage participants *n* = 15	Workshop 2 21 Sep 2021 Demographic: F: 5 / M: 9 Younger teenage participants *n* = 14	Workshop 3 4 Apr 2022 Demographic: F: 12 / M: 12 Very young participants (9-15yrs) *n* = 24
Q1. How did you find out about the PCYC?		
Other 40% Saw it online 0% Heard it on the radio 0% Read a poster 0% Teachers at school 20% Friends 7% Family 33%	Other 47% Saw it online 0% Heard it on the radio 0% Read a poster 0% Teachers at school 0% Friends 33% Family 20%	Other 47% Saw it online 0% Heard it on the radio 0% Read a poster 7% Teachers at school 14% Friends 14% Family 50%
Top 3 graphed responses: 40% Other 33% Family 20% Teachers at school	**Top 3 graphed responses:** 47% Other 33% Friends 20% Family	**Top 3 graphed responses:** 50% Family 14% Friends, Teachers at school, Other
Qualitative notes: Finding out about the PCYC through family was a key response. Participants also spoke about the kind of activities the PCYC runs. They discussed it being a good place to be.	**Qualitative notes:** The 47% response to 'Other' when discussed with the participants related to 'ourselves' (word-of-mouth). They also spoke about walking past the venue, seeing activity and joining in.	**Qualitative notes:** After prompting from PCYC staff, participants also mentioned that there were flyers around community. There was also discussion about the PCYC being a 'program'.
Discussion: The top response across the three workshops were 'Other' and 'Family'. Participants mentioned it was family who encouraged them to attend the program. In Workshop 2 'Other' was discussed as the youth taking the initiative to come themselves, when walking past and seeing activities and then joining in. Friends and teachers at school were the next top responses. **This suggests the whole community encourages youth to attend the program, from families, to peers and the school community.**		

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Q2. What was the main reason you came to the PCYC?		
Workshop 1 **15 Dec 2020**	**Workshop 2** **21 Sep 2021**	**Workshop 3** **4 Apr 2022**

Top 3 graphed responses: 67% Sport 20% Employment program 7% Arts, Something else	**Top 3 graphed responses:** 93% Sports 7% My friends joined	**Top 3 graphed responses:** 87% Sports 7% My friends were here, Something else
Qualitative notes: Sports 67% - cricket, footy, touch, Oztag. *Perhaps these are male-biased sports, but most of the participants were male. They said the main reason for coming to the PCYC was for the sports, which included basketball and cricket.	**Qualitative notes:** Sports 93% followed by friends at 7%. Participants mentioned dodgeball, basketball, football, cricket. '*We also learn for school, and we learn rules at PCYC*'. When asked 'are there any more sports you would like to play?' The response was, yes, more football.	**Qualitative notes:** Very strong response in favour of the sports program, with children mentioning cricket, basketball, dodgeball, Edor, stuck-in-the-mud. Sports, Edor, basketball, cricket, dodgeball

Discussion: The top response for all 3 workshops was 'Sport' and participants felt comfortable about discussing the sports they like to play. **This suggests 'Sport' is the main reason youth attend the PCYC.** In Workshop 1, where the demographic was older teenagers, 20% responded that an 'Employment program' was the main reason they came to the PCYC, which **suggests transitioning from high school to the workforce was forefront for these participants**.

Q3. What is the best thing about being at the PCYC?		
Workshop 1 **15 Dec 2020**	**Workshop 2** **21 Sep 2021**	**Workshop 3** **4 Apr 2022**

Top 3 graphed responses: 73% Support 13% The activities 7% The people	**Top 3 graphed responses:** 36% The people 29% The support 29% The activities	**Top 3 graphed responses:** 64% The activities 21% Being with my friends 7% The people, 7% The support

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Qualitative notes: Almost 3/4 of respondents felt that the provision of 'Support' was considered the best thing about being at the PCYC. Courses that the PCYC offered were also thought to be beneficial, such as the Bronze Medallion course, assistance with schoolwork. Courses about employment were also considered useful.	**Qualitative notes:** 36% of respondents felt 'the People' were the best thing about being at the PCYC. Discussions centred around the staff as being '*friendly, they help, they look after us, provide transport, they are nice, and they are fun'*.	**Qualitative notes:** Continued discussions about sports activities.

Discussion: The top responses when asked what was the best thing about being at the PCYC were the 'Support', the 'Activities' and 'the People'. The first two Workshops identified 'Support' as one of the best things about being at PCYC, however in Workshop 3 the number of youths who chose this answer dropped significantly. The participants in Workshop 3 were much younger than the participants in the Workshops 1 and 2. **This suggests that older youth see the PCYC as a support system compared to younger youth who see the program as a place of activities/fun with friends.**

Q4. Would you go to the PCYC for support if you needed it?		
Workshop 1 **15 Dec 2020**	**Workshop 2** **21 Sep 2021**	**Workshop 3** **4 Apr 2022**

Top graphed responses: 93% Yes 7% Not sure	**Top graphed responses:** 93% Yes 7% Not sure	**Top graphed responses:** 57% Yes 43% Not sure
Qualitative notes: The 93% response rate indicated participants considered the PCYC a place of support. While there was little engagement over the question, there were affirmative responses to the questions '*was it because you feel comfortable?*'; '*is it because you know the staff'*, with some participants saying they are '*happy*' that they go to the PCYC.	**Qualitative notes:** The 93% response rate indicated participants considered the PCYC a place of support. There was little engagement over the question, similar to Workshop 1. *This question was very difficult to engage with the group. This may be because they were uncomfortable with the possibility that the conversation might turn to why they needed support.	**Qualitative notes:** Some participants seemed reluctant or unsure how to answer this question. During the clicker response time, we talked about 'if you had a problem and needed some help, would you feel good about talking to someone here?' Some participants responded positively to this. One participant said, '*If you're bored at home, you can come get support with PCYC.*'

Discussion: Workshops 1 and 2 had the same response rate of **93% participants indicating they would go to PCYC for support** if they needed it. With only 7% responding with 'Not sure' or 'No' respectively. While most participants were happy to indicate they would go to the program for support, most did not feel comfortable to discuss why this was. Also, there was a significant difference between the responses from the first two Workshops and the third Workshop. **43% of participants in Workshop 3 indicated they were not sure if they would go to the program for support. This may be due to the younger demographic of participants in Workshop 3.**

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5.1.1.2   *Question 5 – Is being at the PCYC what you thought it would be?*

Question 5 from the clicker workshop survey was modified after workshop 1 based on the feedback and responses from the first workshop. We found that the original question simply did not provide enough useful information and also provided no real launching point to initiate the qualitative discussion. An additional question (question 5a) was added to address the gap in the data. Below, the data from question 5 for workshops 1 and 2 is presented and then question 5a data is provided to add this information to the discussion.

Table 4   Question 5 – Is being at the PCYC what you thought it would be?

Q5. Is being at the PCYC what you thought it would be?		
Workshop 1 **15 Dec 2020**	**Workshop 2** **21 Sep 2021**	**Workshop 3** **4 Apr 2022**
I didn't know what it would be like — 0% It's not as good as I thought it would be — 0% It's exactly what I thought it would be — 33% It's better than I thought — 67%	I didn't know what it would be like — 0% It's not as good as I thought it would be — 0% It's exactly what I thought it would be — 29% It's better than I thought — 71%	
Top graphed responses: 67% Better than I thought 33% Exactly what I thought	**Top graphed responses:** 71% Better than I thought 29% Exactly as I thought	Q5 removed from this workshop
Qualitative notes: 67% indicated it was better that they thought it would be, and 33%, exactly as they thought it would be, suggesting a positive perception of the PCYC by the young people in this group. Some had said they have been involved since they were 5 years old. The PCYC has been in the community for many years however, the current PCYC model in Woorabinda has been changed to include more staff, activities etc. When asked, '*What's good about PCYC; how come it's turned out good?*' Responses included: '*They coach us for footy and take us away for footy (away football games in Rockhampton); they pay for our equipment.*'	**Qualitative notes:** 71% indicated it was better that they thought it would be, and 29%, exactly as they thought it would be, suggesting once again a positive perception of the PCYC by the young people in this group. The young people said, '*We have discos and movies. We have fun activities. We have different activities. We learn manners and respect.*'	
Discussion: It is clear from the top response of the 'PCYC is better than I thought' in Workshop 1 and 2 that the youth in Woorabinda think that the PCYC program is exceeding expectations. **The youth discussed how fun the program is and how it helps them with learning rules and being respectful.** Many of the young people said they began attending the PCYC from a very young age.		

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5.1.1.3   Question 5a – What sort of support would you go to the PCYC for? (Workshop 2 ONLY)

In workshop 2 the additional survey question was added and the results are as follows. This question was added after Workshop 1 as most participants indicated they would go to the PCYC for support and we were aiming to discover what types of support this would include.

Top 3 graphed responses (Workshop 2):

36% indicated they would go to the PCYC for '*Help with family and friends*'

29% would go for '*Help to improve sport skills*'

21% '*For help to make good choices*'
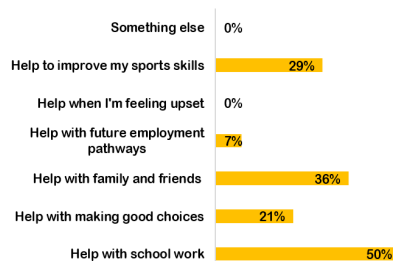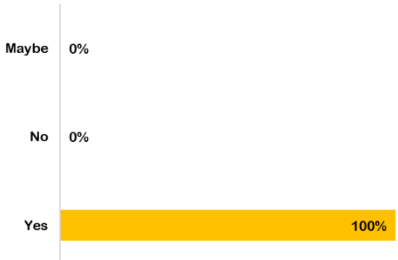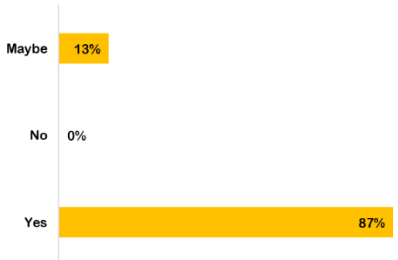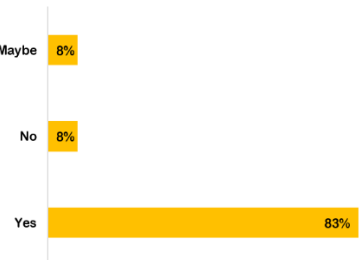
Qualitative notes and discussion: There was some discussion around the PCYC being 'face-to-face'. This question made it very difficult to engage with the group. This may be because they were uncomfortable with the possibility that the conversation might ask about what sort of 'help' they needed with family and friends. It was uncomfortable for facilitators as well to try to draw out a qualitative response. Very few participants felt comfortable discussing this question in front of the group. The comment about being 'face-to-face' suggests that supportive discussions can arise if needed.

For workshop 3, this question was again modified slightly and subsequently moved to the reflective activity in workshop 3 due to the younger demographic of participants.

5.1.1.4   Questions 6-10 of the youth workshop data
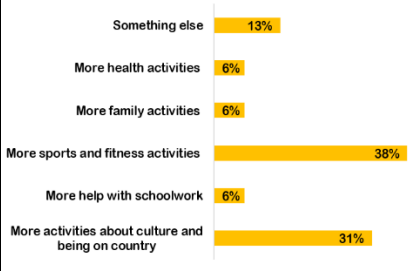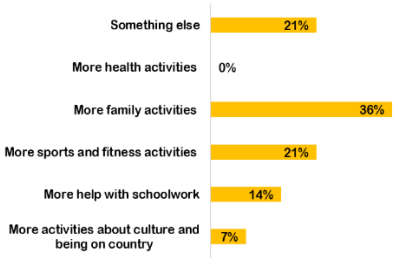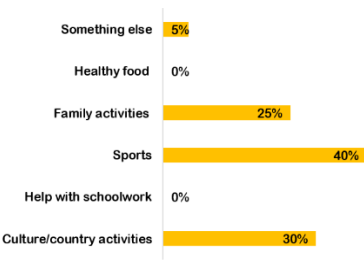
Table 5   Youth Clicker Workshop data (continued) – questions 6-10

Q6. What would make you want to come to the PCYC more?		
Workshop 1 **15 Dec 2020**	**Workshop 2** **21 Sep 2021**	**Workshop 3** **4 Apr 2022**
Top 3 graphed results: 71% Fun games 21% Something else 7% Music and dancing	**Top 3 graphed results:** 79% Fun games 7% Music and dancing, Prizes, Food	**Top 3 graphed results:** 50% Fun Games 29% Prizes 14% Food

Qualitative notes: 71% indicated they would want to come to the PCYC more if there were more 'Fun games'. The following is an extensive list participants discussed: Food. Basketball. Swimming. Going away on trips *'to Blackdown Tablelands [National Park]'*. 'A water world, a water park … it's really hot here!' PYCY Club teams for Oztag, footy, all kinds of sports. 'Other than sport, it's like a community, that's what makes it [PCYC] good.'	**Qualitative notes:** 79% indicated 'Fun games' would make them want to come to the PCYC more. Suggestions included: • Fun and Games • Cricket • Dodgeball • Tag like Austag • Teeball • Relays • Basketball • Soccer • Edor[6] (tag)	**Qualitative notes:** There was strong support for 'Fun games' and again the focus was on sports activities, including Edor. For prizes, participants were asked 'what kind of prizes would you like?' One participant mentioned she would *'like to work at PCYC.'* Another mentioned *'medal and trophies'* as prizes. Basketball, Minecraft, hockey, netball, rob-the-nest, stuck -n the-mud, Prizes, *'you get a medal'*, and football were also mentioned.

Discussion: 'Fun games' was the top response for all 3 Workshops, with most of the youth discussing physical games and sports when asked about the type of fun games they would like to play. **This suggests youth value having fun with peers in structured games at the PCYC.**

Q7. Would you bring a friend or family member?		
Workshop 1 **15 Dec 2020**	**Workshop 2** **21 Sep 2021**	**Workshop 3** **4 Apr 2022**
Maybe 0% No 0% Yes 100%	Maybe 13% No 0% Yes 87%	Maybe 8% No 8% Yes 83%
Top 3 graphed results: 100% Yes	**Top 3 graphed results:** 87% Yes 13% Maybe	**Top 3 graphed results:** 83% Yes 8% No 8% Maybe
Qualitative notes: 100% Yes, they would bring a family member or friend!! When asked 'why would you bring them?' The responses were *'If they need support.'* *'If they want to have fun.'* When asked 'Are you talking about younger or older family members, brothers, cousins?' The response was, *'both, everyone'* and *'If they want to get out of the house.'* When asked 'Is there any reason that family wouldn't come, if you wanted to bring	**Qualitative notes:** 87% selected Yes!! When asked 'Why would you bring them?' The responses were: *'Because it's fun'* *'To show them games'* *'So they can play'* *'For all the activities'*	**Qualitative notes:** 87% indicated they would bring a family member to the PCYC. During discussions, most agreed that they would like to bring their Mum/Dad, Uncle, cousin, sister. When asked 'what would Mum/Dad/Uncle do when they came to PCYC?', participants mentioned *'they could watch me [playing sport]'* and *'they could play basketball.'*

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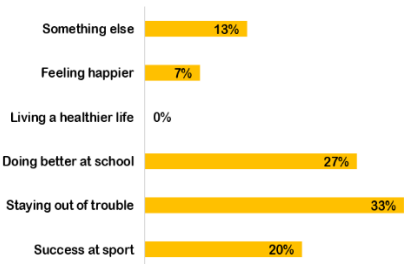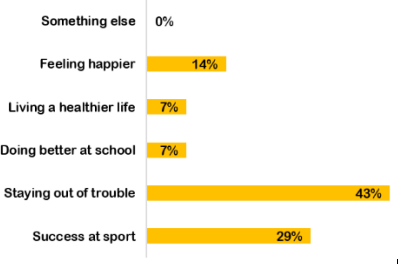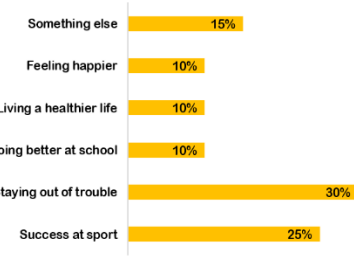
[6] Edor is a goal-orientated, chasing-and-tagging game for a large group of players that originates in the Aurukun Aboriginal Community in far north Queensland. See: https://www.sportaus.gov.au/__data/assets/pdf_file/0007/704824/edor.pdf for more information.

them?' The response: *'They're too slack'* and *'They're stuck-up'*.

Discussion: The majority of the youth participants said they would bring a family member to the PCYC program. The youth discussed parents and other family members coming along to watch them and join in **which suggests the youth would like involvement from their families in the PCYC program**.

Q8. What is the best thing you've learned at the PCYC so far?

Workshop 1 15 Dec 2020	Workshop 2 21 Sep 2021	Workshop 3 4 Apr 2022

Top 3 graphed results:
36% Education is important
21% Being healthy is important
14% Being respectful is important, Community is important

Top 3 graphed results:
53% Being respectful is important
13% Education is important, 13% Community is important
13% Family is important

Top 3 graphed results:
74% Being respectful
13% Being healthy
4% Being Smart, About community

Qualitative notes: 36% indicated Education is important, 21% that Health is important, 7% that Culture was important, however, Family was 0%. During the discussion, some participants said,
'I like all them answers'.
A PCYC staff member said, *'We tell them to go to school'*. Youth nearby were nodding in agreement. When asked, 'These messages, are they different to what you hear at home/at school?' Participants responded, '*Yes.'* When asked 'Why?' youth said, '*They have different ideas. They have different thoughts about my future, about pathways where I'm heading and stuff'*. '*Stuff we talk about at PCYC is different to what we talk about at school and at home. At PCYC we talk about the future.'*

Qualitative notes: 53% selected 'Being respectful is important', with 'Education is important' the second highest selection. PCYC discuss going to boarding school and high school with youth. Participants added that the PCYC staff *'come sit in class with me'*

Qualitative notes: There was strong support for '*being smart'*. However, when asked what kinds of things they'd do at the PCYC to '*get smarter'*, there was no real response.

Discussion: In Workshop 1 the youth identified that the PCYC program helped them to recognise that education was important, the young people discussed the future and pathways which indicates they are thinking about employment/studying/qualifications. In Workshops 2 and 3 the top response selected was 'being respectful is important'. In Workshop 2 the youth discussed what was happening for them now, being at high school and

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boarding school. **This suggests that the different age groups of each Workshop were focused on the transitions in schooling that were relevant to them in the near future.**

Q9. If you could change anything, what would you like young people in Woorabinda to have?		
Workshop 1 **15 Dec 2020**	**Workshop 2** **21 Sep 2021**	**Workshop 3** **4 Apr 2022**

Something else 13% More health activities 6% More family activities 6% More sports and fitness activities 38% More help with schoolwork 6% More activities about culture and being on country 31%	Something else 21% More health activities 0% More family activities 36% More sports and fitness activities 21% More help with schoolwork 14% More activities about culture and being on country 7%	Something else 5% Healthy food 0% Family activities 25% Sports 40% Help with schoolwork 0% Culture/country activities 30%

Top 3 graphed results: 38% More sports & activities 31% Activities about culture/country 13% Something else	**Top 3 graphed results:** 36% More family activities 21% More sports/fitness activities 21% Something else	(Q10 What would you like to do more of in Woorabinda?) **Top 3 graphed results:** 40% Sport 30% culture/country activities 25% family activities

Qualitative notes: 38% indicated that they would like more sports and activities for young people in Woorabinda. Discussion then occurred about the need to *'Change the smoking'*, with participants saying a lot of young people smoke cigarettes, and *'More support for young people to stop smoking.'* Another then added *'Stop the young ones from smoking and drinking'*. *'Young people smoke out here, I would change that, it needs to stop.'* Some said they *'Really like the sports.'* 31% indicated more activities about culture and Country. The question was asked about culture and country activities and what these meant to participants (e.g. painting, carving, singing etc). Replies were not in agreement with those examples, instead youth saying: *'Going bush. Getting out for the whole day.'* *'We don't do culture at school. We'd go bush to get out of town'*. When asked 'To do what when you get there?' responses were, *'to talk and stuff', 'Just want to get out of town, go bush.' 'Going bush all day, to chill out.'*	**Qualitative notes:** 36% indicated they would like more family activities. When asked, 'What kind of family activities?' the response was, we want *'Parents to join in and play with us.'*	**Qualitative notes:** When asked what activities they would like to do more of in Woorabinda (rather than just the PCYC itself), votes were for sports and also for culture/country. A follow-up question was asked about what kinds of things could happen in the area of culture/country. A participant mentioned that they learn this at school. The PCYC staffer asked where else, but participants appear to be hinting at an outside activity but were too shy to verbalise it fully.

Discussion: Sport, family, and culture/country were the top answers from youth over the 3 Workshops. In Workshop 1 the participants discussed smoking and drinking and the need to get out of town, and to go bush to chill out. The youth in Workshop 2 discussed parents attending the program to join in. **These responses suggest that the young people of Woorabinda are aware of detrimental issues such as drinking and smoking and indicate that going bush to chill would help with these issues.**

Q10. What area of life has been better?		
Workshop 1 **15 Dec 2020**	**Workshop 2** **21 Sep 2021**	**Workshop 3** **4 Apr 2022**

Workshop 1 chart	**Workshop 2 chart**	**Workshop 3 chart**
Something else 13% Feeling happier 7% Living a healthier life 0% Doing better at school 27% Staying out of trouble 33% Success at sport 20%	Something else 0% Feeling happier 14% Living a healthier life 7% Doing better at school 7% Staying out of trouble 43% Success at sport 29%	Something else 15% Feeling happier 10% Living a healthier life 10% Doing better at school 10% Staying out of trouble 30% Success at sport 25%

Top 3 graphed results: 33% Staying out of trouble 27% Better at school 20% Sport	**Top 3 graphed results:** 43% Staying out of trouble 29% Sport 14% Happier	(Q11 How are things better for you since you started at the PCYC?) **Top 3 graphed results:** 30% Staying out of trouble 25% Success at sport 15% Something else
Qualitative notes: 33% indicated that 'staying out of trouble' was an area in their lives that was better. 'It's [my life has] been better since coming to PCYC', and '*PCYC helps because we feel better and more confident, and we're getting our schoolwork done.*' When asked, 'Why does it help with School?', participants said it's because '*of being more confident*' and PCYC '*encouraging school attendance.*'	**Qualitative notes:** 43% indicated that 'staying out of trouble' was an area that had improved in their lives, that '*It's been better since coming to PCYC*' and we are '*Staying out of trouble because we are occupied.*'	**Qualitative notes:** There were a mixture of responses, with little opportunity for follow-up. 3 boys were talking about '*staying out of trouble*', but didn't say it in front of the group, just talking quietly amongst themselves.

Discussion: Youth identified 'staying out of trouble' as the top response in all 3 Workshops. Participants in Workshops 1 and 2 discussed how the PCYC program encourages them to stay in school and build confidence. There was little discussion in workshop 3 apart from a small group of boys discussing 'staying out of trouble' which they did not feel comfortable sharing in front of the wider group. **This suggests that 'staying out of trouble' is a phrase that is well known to participants, and they have identified the PCYC as helping them in this area.**

5.1.2 Summary of youth workshop clicker questions

Figure 8 provides a summary of the Youth Workshop clicker data and the qualitative discussions that ensued after each clicker question. The summary was compiled by distilling the discussion sections displayed in Table 3, Table 4, and Table 5 respectively.

It was evident after reviewing the workshop data that the first two workshops with the older youth cohort were similar, while the younger cohort in the third workshop provided a different perspective at times. Therefore, summary of the Youth Workshops overall included Workshop 1 and 2, the older youth cohort, as combined, with the third workshop with the younger group presented separately.

Responses to questions 1, 6 and 7 were similar across all three workshops, therefore the text boxes have been extended across both columns to indicate the similarity. Question 5 illustrates the variation of the question asked of the older youth workshop participants, which was not asked of the younger cohort.

Figure 8 Summary of youth workshop questions

	Older Youth: Workshop 1 & 2	**Younger Youth: Workshop 3**
Q1. How did you find out about PCYC?	Whole community encourages youth to attend PCYC	
Q2. What was the main reason you came to PCYC?	Sport the main reason for going to PCYC & Employment Program	Sport the main reason for going to PCYC
Q3. What is the best thing about being at PCYC?	Support system	Activities & Fun with friends
Q4. Would you go to PCYC for support if you needed it?	93% Yes	57% Yes, 47% not sure
Workshop 2 only **Q5.** What sort of support would you go to PCYC for?	Being face-to-face assists a supportive discussion environment	
Workshop 1 & 2 **Q5.** Is being at PCYC what you thought it would be?	Exceeded expectations: Fun program, learning rules & respect	
Q6. What would make you want to come to PCYC more?	More fun games: value structured games at PCYC	
Q7. Would you bring a friend or family member?	Almost all would like family involvement in PCYC	
Q8. What is the best thing you've learned at PCYC so far?	The importance of education and the future: transition post-education	The importance of being respectful
Q9. If you could change anything, what would you like young people in Woorabinda to have?	More sport & family activities: Stop youth smoking - out bush to chill	Like to do more sport & culture/country activities
Q10. What area of life has been better?	PCYC assists with 'staying out of trouble' & sport, education, happiness improved	PCYC assists with 'staying out of trouble' & sport and education improved

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5.1.3   Youth workshops: Reflective activity data

At the end of each workshop, the PCYC youth were asked two questions as shown in Table 6.

Table 6   Post workshop reflective questions

Workshop 1 15 Dec 2020 *n* = 15	Workshop 2 21 Sep 2021 *n* = 14	Workshop 3 4 Apr 2022 *n* = 24
Question 1: 'To me, a really great PCYC would have…?'	**Question 1:** How has going to the PCYC *helped you*?'	**Question 1:** How has going to the PCYC *helped you*?'
Question 2: 'What kind of *activities* should the PCYC in Woorabinda have?'	**Question 2:** 'What kind of *activities* should the PCYC in Woorabinda have?	**Question 2:** What kind of *support* would you go to the PCYC for?

The aim was to understand how the PCYC had impacted on their lives in their own words. The reflective activities focused on what they felt could improve the PCYC, what kind of support they would go to the PCYC for, and how the PCYC has helped them.

Participants were encouraged to write or draw their response on the paper provided and hand in their response anonymously at the end of each activity. Most responses included multiple suggestions hence the greater frequency of responses than the number of participants. Please refer to Appendix C which presents the reflective activity responses in a table (Table 19).

5.1.3.1   *Summary of youth workshop reflective activity*

The first workshop with the older cohort of youth were asked to focus on the PCYC and the activities they thought should be in Woorabinda. While the provision of sport was the primary focus for most participants, the need for an improved venue and facility was identified along with the recognition that the PCYC provided education and responsibility pathways.

The second workshop which was also a group of older youth were asked a slightly different question now that the PCYC had been in the community for more than twelve months. While sports were also the main focus of this cohort, some identified that the PCYC had built their role model and leadership skills, as well as improved their health, fitness and wellbeing.

The final group were the younger cohort who were also asked how going to the PCYC has helped them. Half of this group indicated their happiness had increased. Being respectful, feeling safe, following rules, and developing leadership skills were also listed as the personal impact of attending the PCYC. When asked what kind of support they would go to the PCYC for, almost all the young cohort indicated it was for sport.

Figure 9 illustrates the main themes emerging from across the three youth workshops reflective activities.

Figure 9   Impact of the PCYC: Youth Workshops reflective activity

While sport was the main drawcard for all youth attending the PCYC, the provision of support, education pathways, development of leadership and role model skills, improved health and wellbeing, increased happiness, learning rules and respect, feeling safe, increased self-confidence, and staying out of trouble was the 'side-effect' of attending the PCYC. The two older groups in Workshops 1 and 2 included an interesting list of extreme sports as desired activities, while participants at the first workshop suggested new facilities were required.

5.1.4   Key themes: Youth workshop clicker questions and reflective activities

Six key themes emerged from the combined responses to the three Youth Workshop survey questions, ensuing discussions, and topics arising from the Reflective Activity.

Theme 1: Community encourages young people to attend the PCYC: Youth participants recognised that peers, parents, family members and community members encouraged them to attend the PCYC program and participate in activities.

Theme 2: Value of attending the PCYC Program: Youth participants identified that while sport development was the main priority, they also learnt routine and structure through attending the PCYC program.

Theme 3: Support is important: Youth participants described the support they gained from being involved with the program and the importance of this support in their lives.

Theme 4: Benefits of attending the PCYC: Youth participants linked the benefits of attending the PCYC program to improvements in their general wellbeing.

Theme 5: Future benefits from attending the PCYC: Youth participants appreciated that through attending the program they were able to think about the future and potential career aspirations.

Theme 6: Identified PCYC Program needs: Youth identified the need for a facility that has room for sport, family, culture, and health activities as well as a space to chill out.

Figure 10 Youth workshops summary of key themes
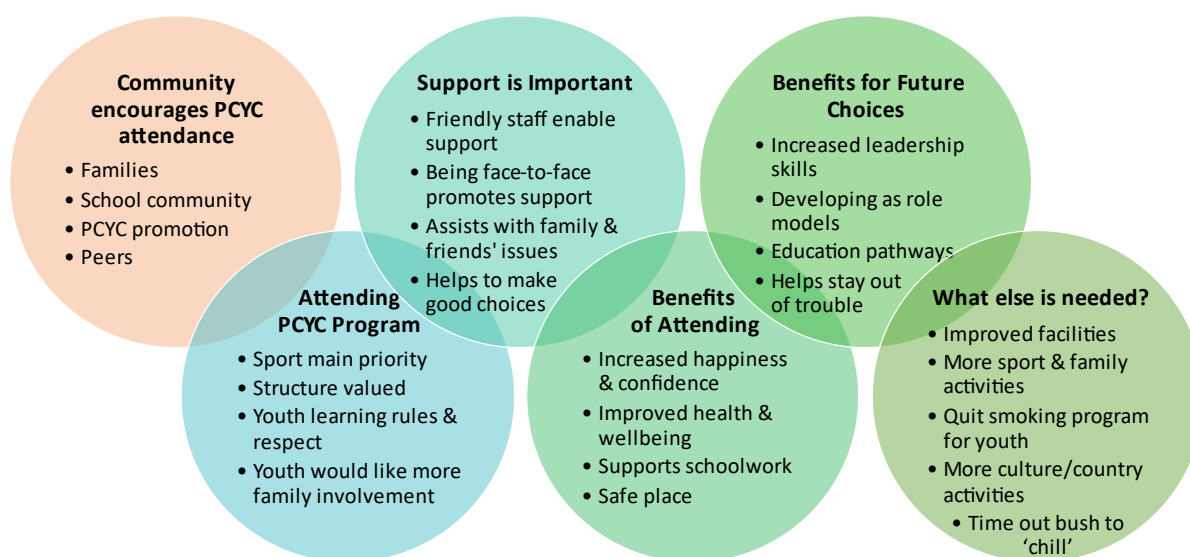
The youth workshop data identified one of the key positive impacts of the PCYC program was that youth felt supported and engaged. This impacted on youth behaviours by increased happiness and confidence and improved health and wellbeing. Youth participants identified they were less likely to experience boredom and consequently get into trouble because of the PCYC program.

5.2 LOCAL ORGANISATIONS: WORKSHOP FINDINGS

5.2.1 Local organisations workshops: Clicker data comparisons summary

This section presents a summary of the results of each of the clicker workshops for local organisations carried out over time (see Table 7).

The aim of these workshops was to collect information about the PCYC program in Woorabinda and to understand the impact of the PCYC on young people's health and wellbeing, education, and employment aspirations from the perspectives of other community members and service providers. A total of **24 people** participated over the 12-month timeframe of the two workshops.

Text boxes have been extended across both columns in Table 7 for responses to questions 1, 2, 3 and 14 as they were similar across both workshops. Question 4 illustrates the variation of the question for the second workshop group.

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Table 7 Summary of local organisations' workshops

Questions	Workshop 1 5 November 2020	Workshop 2 6 November 2021
Q1. Which of the following sectors are you employed in?	In both workshops **most participants worked in youth services**. *Workshop 1* participants came from a wider range of organisations in community.	
Q2. What is your role within the organisations?	*47% management roles* & everyone experienced within their organisations	*33% management roles*, 83% had less experience within their organisation. All roles direct contact with youth.
Q3. To what extent are you familiar with PCYC operations in Woorabinda?	In both workshops participants felt familiar with PCYC operations in Woorabinda.	
Workshop 1 **Q4.** To what extent does your organisation currently interact with the PCYC in Woorabinda?	**Workshop 1**: 69% Strong interactions; 25% Developing opportunities. Discussions underway with local school, Pastoral Company, local conservation groups for collaborations.	
Workshop 2 **Q4.** To what extent does your organisation interact with other organisations in Woorabinda?	**Workshop 2:** 67% Strong interactions; 33% Developing opportunities. Established relationships facilitate collaborations. Want more health-related involvement & increased involvement with local primary school & Brisbane-based organisations including Brisbane Broncos & Capra's - rugby is popular.	
Q5. What is the PCYC's strength in delivering youth services in Woorabinda?	Both workshops identified the types of programs the PCYC offer as a key strength in delivering youth services in Woorabinda. **Workshop 2:** need a specific facility/space for youth to hang out in would increase PCYC's delivery of youth services. Currently the stadium is used for sport.	
Q6. What is the most important type of service the PCYC can provide young people in Woorabinda?	38% Activities to keep youth occupied. Safe place is an inclusive space, all welcome. PCYC mindful of the layers of culture.	50% Safe place with friends. There are rules, support, fun, structure. In Woorabinda culture is lived every day, it's a given.
Q7. What area would you like to see the PCYC focus on to support young people?	47% Positive relationships & wellbeing. Jobs skills & job readiness a key area for PCYC to focus on.	67% Positive relationships & wellbeing. Good relationships unlock everything, but some kids can't express how they feel.
Q8. Are there any overlaps in PCYC's service provision with other providers?	69% No overlaps, services fill gap. Lack of community resources a barrier. Need to focus on 8-12 years youth – develop into leaders	100% Some overlaps between services. Lack of established links between organisations; improve communication between orgs.
Q9. What do you see as the key outcome that the PCYC can deliver for youth in Woorabinda?	33% Improved social and emotional wellbeing. Reduced offending, increased harmony.	83% Improved social & emotional wellbeing. Having local staff engenders youth wellbeing; staff always available for conversation.

	PCYC focus: improve youth self-perception.	
Q10. Which phrase best reflects the work of the PCYC with youth of Woorabinda?	29% Building Respect/29% Building Trust. Building trust important as there are barriers in community. Includes building resilience.	67% Building confidence. Building confidence is key to trust, respect, hope, health. Youth confidence is built here. Staff confidence too.
Q11. What limits young people from accessing full range of youth services in Woorabinda?	29% Family dynamics/24% lack of awareness. Lack of local awareness of the PCYC & its location. Age barriers – not cool to come after age 12.	60% Peer pressure. Shame factor: if local youth leaders come to the PCYC, everyone will come too. Family & community conflict can be barriers.
Q12. What would motivate more youth to participate in the PCYC in Woorabinda?	44% If friends/family members went. 19% Healthy food/19% Fun games. Staffing & relationships, & kids will come for food.	60% If friends/family members went. 40% Fun games. Kids are open to new games both mental & physical.
Q13. To what extent is your organisation interested in collaborating with the PCYC in Woorabinda?	87% Very interested. However, most people are already connected with the PCYC.	Skipped clickers: Discussed wanting more collaboration with youth & family focused orgs locally. What gaps to fill? Funding for equipment.
Q14. What support does your organisation need to collaborate with the PCYC for youth outcomes locally?	Workshop participants felt funding for program costs & extra staff, & regular events to plan & monitor projects would support their collaboration with the PCYC. Workshop 1: access to buses would assist collaboration, lack of transport a barrier. Workshop 2: information on service gaps would support collaboration.	
Q15. What is the biggest strength young people bring to the Woorabinda community?	41% Enthusiasm & ideas. Need to create a platform to encourage youth voices.	50% Creativeness, 33% Humour Young people in Woorabinda are creative generally – they have multiple skills.

5.2.2 Key findings from local organisations' workshops

» The local organisations workshop data identified that participants felt familiar with the PCYC operations in Woorabinda and the majority of the organisations in Woorabinda already had, or were developing relationships with, the PCYC.

» The types of programs the PCYC offer is a key strength in delivering youth services in Woorabinda. The local organisations workshop data showed that it was important for the PCYC to provide activities for youth in a safe environment and a program that encouraged positive relationships and general wellbeing.

» Participants thought that more involvement from friends and family would encourage attendance at the program.

» Data identified that when the PCYC program was first established it focused on building respect and trust, however this changed over time to building confidence.

» At the beginning of the research project local organisations workshop participants indicated that it was family dynamics and a lack of awareness that was a barrier for attendance. This also changed over time with participants at the end of the research project indicating it was pressure from peers and there was a shame factor associated with attending.

5.2.3 Local organisations' workshops: Reflective activity data
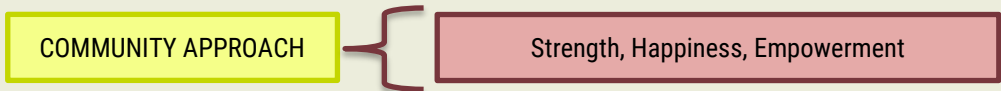
At the end of Workshop 1, participants were asked the question **'To me, a successful PCYC service looks like …'** and then encouraged to write or draw their response on the paper provided. This activity aimed to identify what participants thought would maximise the impact of the PCYC in the Woorabinda community.

Their responses were handed in anonymously at the end of the activity. Workshop 2 participants only had limited time; therefore this activity was omitted.

Table 8 provides an overview of the 17 Workshop 1 responses received for the reflective activity.

Table 8   Local organisations' perceptions of a successful PCYC service

Workshop 1 4 November 2020 *n* = 18
Question: **To me, a successful PCYC service looks like …?**
1 • Yarning Circle • Respect • Safe Place • Properly resourced
2 • Safe place • Respect   Youth • Trust   at the • Family   Centre • Activities
3 • A safe place for kids to have fun and enjoy every activity we do with them each day.
4 • A successful PCYC service is one that is involved with the community providing a safe place for the youth to interact with one another and build skills to assist them in life and help break out of the cycle of issues that are in community such as domestic violence and alcohol fuelled violence.
5 • Great staff • Everyone happy
6 • Strong engagement young people and community. • Being able to provide meaningful activities.
7 • Successful service has all young people, family and community welcomed and engaged. • Welcomes and supports the disengaged, changes their story!
8 • An organisation with predominantly local persons making up larger portion of workforce. • Children from early ages being included in development and leadership and design of programs.
9 • A more active organisation doing activities, going out of town for day activities to get out of Woorabinda. • Also, to give them something to look forward to, also to get out of trouble.
10 • It is not the movement of the clock that produces the newness of life. It is the movement in your mind. Change starts with you.
11 • A program delivering a broad range of activities to promote life skills to encourage positive transition to adulthood.
12 • An organisation that engages all the students that turn up for the activity.

13	• Supports community, government, corporate

Community **+** Family Children and young people at the centre FUTURE

14	PCYC **=**	**YOUTH** • Safe Environment • Support • Trust • Culture • Respect • Wellbeing • Activities	**ADULTS** • Sport • Empowerment • Trust • Culture • Respect • Wellbeing • Activities

15	COMMUNITY APPROACH	Strength, Happiness, Empowerment

16	Handrawn image of a building named: WOORABINDA GYM

17	Handrawn image: 3 stairs with a person walking up them. Each stair with different text: 1 Family 2 Community 3 Service

Family

Community

Service

The following section provides a thematic summary of the responses.

5.2.3.1   *Summary of Local organisations workshops reflective activity*

The impact of the PCYC, staff, young people, community, family, and service featured strongly in the reflective responses, as did references to place, resources, activities, and the PCYC Program.

Figure 11 illustrates the key themes emerging from the reflective activity.

Figure 11 Reflective activity: Perceptions of a successful PCYC Program in Woorabinda
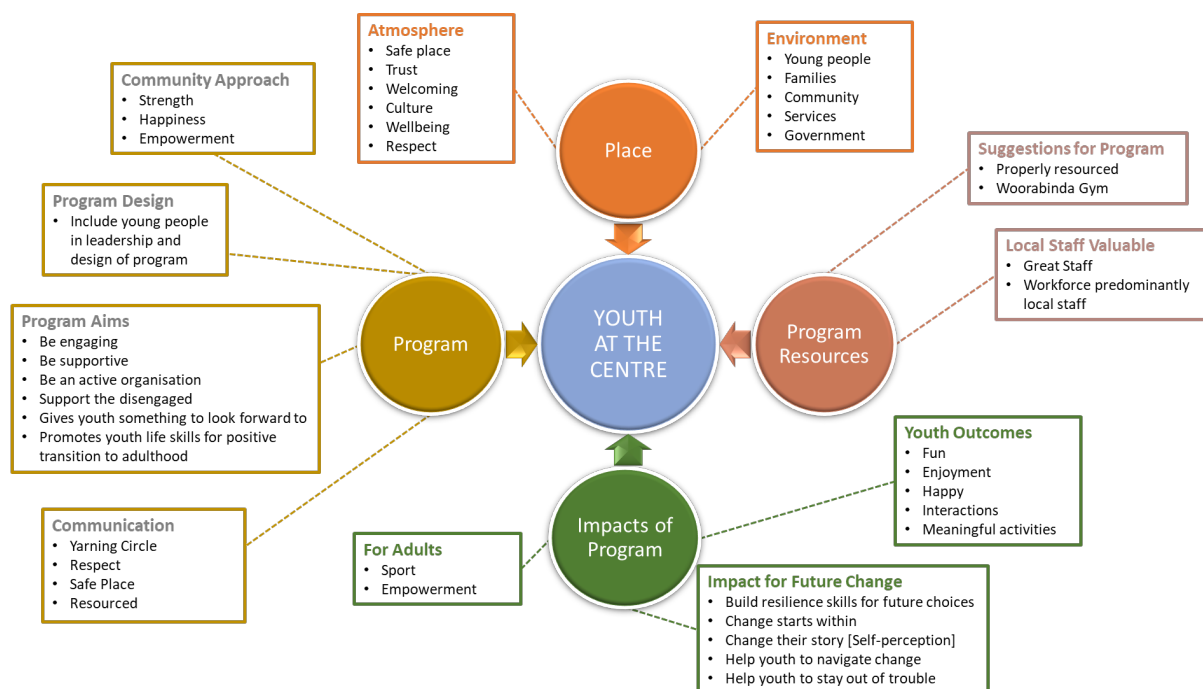
This reflective activity summary and the clicker question responses from the Local organisations workshops provides the information for the following section, where the data is further condensed into key themes.

5.2.4 Key themes: Local organisations clicker questions and reflective activities

The following nine key themes emerged from the combined responses to the two local organisations workshops.

Theme 1: Engagement and program suggestions: Engagement has a ripple out effect from the youth who attend, to families, to community, to services and then to government. Suggestions included incorporating a more active and supportive program, that promotes life skills and gives youth something to look forward to.

Theme 2: Program foundations: The program was described as safe, inclusive, respectful, trustworthy, fun, and structured. Participants identified the program using a community approach which builds strengths, happiness, and empowerment.

Theme 3: Program strengths and collaborations: Local supportive staff and the type of program offered to youth were recognised as strengths of the program. Staff, funding, and information on service gaps were all identified as barriers for more collaboration within community, however participants identified community events encourage collaboration.

Theme 4: Program needs: Links to health, employment, the local primary school, and Rockhampton/Brisbane based sporting organisations were all found as program needs. Participants identified that there was a lack of community resources and communication between organisations could be improved.

Theme 5: Youth strengths and needs: The strengths of youth were characterised as enthusiastic, creative, humorous, and possessing skills in multiple areas. It was identified that there is not a platform for youth voices or leadership in Woorabinda and that there are limited opportunities for youth to have trips out of town.

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Theme 6: Barriers to attendance: Participants linked peer pressure, youth being 'shame', lack of awareness and family and community conflict as barriers to attendance.

Theme 7: Attracting more youth: Participants identified games, food, friends and family involvement, increased staff ratios and building relationships would attract more youth to attend.

Theme 8: Proposed outcomes: Participants indicated that future outcomes of the program may include improved wellbeing and self-perception, reduced offending, increased community harmony, better quality of life and future choices.

Theme 9: Actual outcomes: Tangible outcomes of the program identified by participants included improved social and emotional wellbeing, increased confidence in both staff members of the program and the youth attending the program and youth feeling supported.

Figure 12 Local organisation workshops key themes summarised
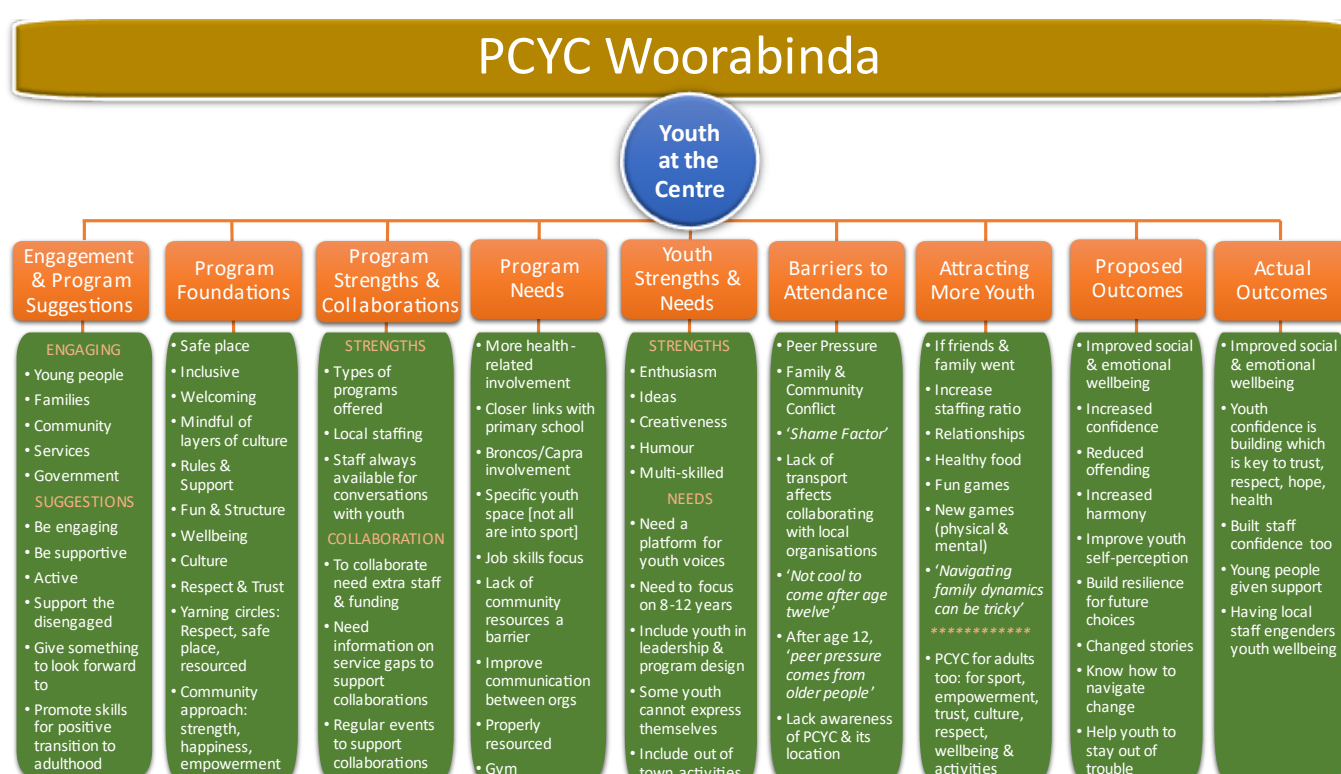
The local organisations workshop data identified the positive impacts of the PCYC program on youth which included improved social and emotional wellbeing, increased confidence in youth and staff facilitating the program and the support provided to the youth. This impacted on youth behaviours as the program attendees saw local people supporting and working with them which, in turn, built trust and respect within the program. Participants were able to identify how engagement flows through community and the ultimately engagement may start with the youth however it is likely to ripple out into the wider community. A community approach to planning and running of youth programs was identified as an important element for participants.

5.3 INDIVIDUAL INTERVIEWS

The individual interviews aimed to collect an in-depth 'narrative' of the PCYC program from the perspective of the Woorabinda community and how the Woorabinda community saw the program impacting on youth firsthand. The

first 5 questions sought to understand the impact of the PCYC program in the Woorabinda community. Questions 6-8 sought to explore PCYC/QPS/community leader perceptions of the PCYC program in Woorabinda. Finally questions 9-13 sought to understand the impact of the PCYC program on youth in Woorabinda. A total of **27 people** participated over the 18-month timeframe of the two workshops.

5.3.1 First round interviews

The first round of interviews with the QPS, PCYC and community members and organisations included 17 interviews.

Table 9   Round one interview participant demographics

Gender	Female	6
	Male	11
Age	Under 30	3
	30 - 50	5
	Over 50	9

The interview data has been merged and is presented under themed headings in the following sections. Following is a summary of the First Round of Interviews, presented in tables under themed headings.

Table 10   Understanding the impact of the PCYC in Woorabinda community

1.   PCYC brings the community together

Describing the PCYC Program to friends/family:
- 'Dynamic'
- 'Valuable'
- 'Safe'
- 'Meaningful'
- 'Platform for social change'
- 'Connector'
- 'Supportive'
- 'Needed in community'
- 'Closes the gap'
- 'Special'
- 'Babysitter for some people'

Key theme: Participants felt the PCYC Program brought the community together

2.   Expectations for the PCYC in Woorabinda: Community focused, values driven

Expectations of the PCYC before it was established in community:
- A 'safe place'
- 'Having a safe environment outside school hours'
- 'On the ground and available to offer services to the young people'
- '*It was about creating a youth hub*' a place for youth to receive support from services
- 'A program that had local content'
- 'Serve the community what they need'
- 'Community and youth focused'
- Start in the afternoon and 'go into the middle evening around 8 or 9 o'clock'
- Keep youth busy, run until 7-8pm, send youth home too tired to '*wander the streets*'
- 'Something for the kids to do … to exhaust their energies and not get into trouble'
- 'Children to attend the program and participate in on a daily basis including weekends'
- 'Applying a kind of parental activity that may be missing in some families, but people can develop'
- Police 'enhancing relationships with community through the youth'
- Having enough 'resources is the number one thing'

Key themes: Values driven, community focused, inter-organisational benefits, personal development for youth

3.   The PCYC's impact on youth in Woorabinda

Impact of the PCYC on youth in Woorabinda:

- 'Positive impact because of the way its run and the commitment of the people who run it'
- 'definitely a very, very positive impact'
- I think it's really positive … because we've got a local person coordinating it and starting to develop local content. It's really starting to have a positive impact on the young people'
- 'I think that the afternoon distractions are really good to keep kids active straight after school. I also see there's a really positive impact with strong male and female role models and those impacts, to me, shouldn't be underestimated about how great they are, and I think that can be enhanced even more'
- 'I think PCYC does have a positive impact for the children and community as well … I think just giving them a different environment setting as well, you see them excel, and that's what PCYC has to offer, even helps them get to school. Yes, attend school to have the rewards that PCYC gives to the children within the program'
- 'I think they're having quite a good impact on them [youth]. Like I said, it's given them something to do, something to look forward to in the afternoons'
- 'Just a little bit. I expected there would be more afternoons and weekends, however, the programs do have an impact on the community in a positive way. But I was thinking there would be more of a weekend program whereas there's nothing really on weekends'
- Start later to go later, 'working with schools' because a lot of youth 'go to PCYC in the afternoon when they haven't been to school'
- [PCYC] provide events for the community, so they bring the community together around those events and activities. They went ahead and organised a netball competition here, so that pulled in the community and that was really good … so they [PCYC] are able to do so much more for this community'
- It's giving them a routine outside of school, and for some young people, it's actually giving them a place to engage when they're not engaging in school. [Some] young people who are not attending school during the day are sometimes attending the PCYC after school hours, and that's giving an opportunity to work with the school to maybe redirect the young person to re-engage back into school.
- 'The more skills for those sports that we give them is a way of developing knowledge into our kids, and it aides schooling, its aide discipline, it aids family togetherness'
- 'I think it is having a lot of impact around there, it's getting them into the programs, the organised programs, supervised programs and giving them a variety of programs too. You know that there's more to it than just football, so yeah, it's been really beneficial that area'
- 'From my observation and from me listening and being part of this community in terms of the primary school age level there is scope for them to be more involved in the secondary school level. They provide events for the community, so they bring the community together around those events and activities'
- 'Some of the impacts on the youth would be the variety of programs that are run, not only the sporting programs, [PCYC] run educational programs as well.
- 'Young people know [PCYC is] a safe space for them to come, the youth are more confident to participate in other sports and just get out and have a go at something. They also know that [PCYC staff] have high expectations of them, and that they are trustworthy, and know how to do the right thing. And I think it is values that [PCYC] are imparting onto the kids that [they] work with, that they step up and emulate those good behaviours'
- 'I see it especially for Woori the community itself. A lot of the kids sometimes like supervision, and a lot of the kids are generally outside home up to and including midnight. So, from those hours, from post school till about seven thirty, eight o'clock, they have a safe place to be, and they can hang out with each other, play sport and kind of have role models there present. Just recently the Queensland Reds came to Woori the union team, two players and two representatives came and that was held at the PCYC so lots of kids got around and got involved and they were really really, happy to see people come in to Woori and throw a footy around with them'

Key themes: 'routine', 'developing discipline', 'relieving boredom' 'something to look forward to', 'safe place'. Youth were developing 'confidence', 'enthusiasm', 'sense of belonging'. impacts young people in a 'positive' way through strong 'role models', youth having a place to go to, and by giving a sense of 'belonging'. This impact flows on by bringing the community and families together.

4. Flow on effect in community through youth attending the PCYC

Flow on effects in the community:

- 'The flow on effects they're hard to measure because you can't really see the positive things in the community, you often only hear about the negative things, but the flow on effects that I've noticed [are] the young people that have been involved with PCYC along the way generally become the role models of the young people in the town, and then go on to become leaders'
- 'Definitely. You can actually see the role models in the PCYC. Usually anything to do with the police is not a positive outcome for a lot of people, but with the PCYC it breaks down barriers and they can actually see their role models. And the young people that work for PCYC as well are excellent role models and fit within the local community, so definitely. there is flow on effect from the impact of what PCYC does'
- 'There seems to be a positive flow on effect from young people having that engagement both after school and over the school holidays as a means of trying to have them re-engage back into the school term'
- [PCYC staff in Woorabinda are] are local people, and they understand the social structure here, they understand some of the issues that are impacting upon the home life of children, that sort of stuff. Nothing happens in Woorabinda without the whole town knowing about it'
- 'I believe so. It's all about empowering our young youth. Some of the young youth that come into the program are becoming confident. It's self-belief, I guess. Self-belief in everything they do, coming out of their shell, opening up more'
- 'Well, the kids, they are trustworthy, and they have good community ethic for other people, for people and their property, doing the right thing, being role models'
- 'The staff there have been wonderful always willing to help … I think that's that consistency we need in terms of flow on effects in community. I think you can see kids know the staff which is good. I just don't think its long enough the programs'
- 'Just having kids off the street is that flow on effect, and having kids in that safe environment'
- 'I think it has because number one because you know the kids are fronting up, they're turning up for the programs'

Key themes: Young people becoming '*role models*', '*leaders*', '*learning discipline and skills and learning how to engage*', '*becoming confident*', '*doing the right thing*'. Participants also mentioned the PCYC program supports the schools and other programs which has a flow on affect through community as a whole, including working collaboratively with local organisations and improving community connectedness. Of the four participants who weren't sure if the program had any flow-on effects, one participant commented that '*PCYC isn't run often enough*'. Another felt '*having kids off the street is that flow on effect and having kids in that safe environment*'. One participant felt the program only had flow-on affects through primary age children specifically reflecting that this participant felt the program does not engage high school aged youth.

5.	The PCYC helps youth stay in school

How the PCYC helps youth stay in school

- 'I think PCYC in Woorabinda especially plays a really active role in that because it's such a close-knit community'
- 'I definitely think that they [PCYC] have a vital role in keeping young people in school, and again it's that role modelling'
- [PCYCs impact] in supporting young people and encouraging young people through their participation in activities to stay at school or to engage in something alternative to school as opposed to just being at home or being on the streets. It's giving them a sense of purpose and giving them a sense of hope, and something to aspire to in the future'
- 'Just supporting them outside of school hours … it's all about looking after those young ones'
- Definitely … it's not just a baby-sitting service. I think they have a big role to play in the education of our children'
- 'I guess as a mentor, as that support, that someone they can turn to, a place to go, they know that they're always there available every afternoon, so kids go there you know it's a safe environment a safe space to talk and safe space to interact with other kids their age, so they're not exposed to any bullying'
- 'Going from the [school] attendance that's been on the increase I would say yes'

Key themes: Three major themes emerged:

- The PCYC Staff
- Support
- Space

Within these themes many participants felt the PCYC played an active and vital role in helping young people stay in school. The PCYC staff were considered pivotal in helping young people stay in school through their provision of support, encouragement, mentorship, and positive guidance. The PCYC space was described as welcoming place, a '*safe space to talk*' where young people can talk to staff about school, '*so they don't feel isolated*'. Young people, family and community were woven through the discussions**.**

Table 11   Exploring local organisations' and leaders' perceptions of the PCYC in Woorabinda

6.	Role of the PCYC staff in encouraging wellbeing in First Nations communities

Perceptions of the role that the PCYC staff have in encouraging wellbeing.
- 'The staff are really good role models … within a community there may be some more difficult elements of the population and PCYC is like a bright shining star, a place where people can go to, and look up to, and if we really wanted to get into more of a literary language which would say that they are a refuge or a sanctuary for youth.
- [PCYC] act as a bit of a conduit, and also an advocate, and also role models to the young people, that static presence, that reliable presence for young people to be able to access and to participate, and to be able to feel safe within their community'
- 'Just mentoring the young people and showing that leadership status'
- [It's] a bonus for us, we've got a local person who's in the past worked in a position of authority as a police officer, and the children are able to relate to him, and he's able to relate to them in the same way because they are from this community. So there's a fairly high degree of respect.
- [PCYC] staff are locals. They've got that knowledge, that connection already with the kids and their families. Obviously, the kids, the youth, even the adults know [PCYC] staff are approachable. And I

guess they see that everything they say to [PCYC staff] is kept very confidential and that they are trustworthy… but it's mainly about trust, you know, having that trust in each'

- '…number one, all of the workers are connected to the community, and that plays a really big part in the community. People know them, they know who they are, and they know who the kids are'
- 'PCYC have great staff … in terms of well-being for kids it's a complex community around what's required for that staff development, and that's why it needs a really strong investment in their staff development'
- 'When you've got staff who have grown up here, you know, lived in community, and the older ones have been seen as respected leaders in the community, the main thing is, if you're from a grass roots town, and you grew up and learned all the skills and stuff like that, it helps a lot, because we know that bringing other people from outside Woorabinda into those jobs it not going to work unless you've got the rapport with community. Having Indigenous faces there [at PCYC], we can all associate with them, and it's a big step. I know there's teacher's that come and go, white teachers, and the kids and we ourselves have grown to really like them and love working with them because they have good hearts, but definitely the people bought up here like the PCYC [staff] is a big plus.
- [PCYC is] for building pathways and building skills and getting the service to see what the perception of the community is, understanding what the community is about. It's about deep trauma and family break downs. At the same time, there are families that are thriving, and they are achieving, and there is a way up. We've got community issues around closing the gap with the rate of people going to jail. And I don't know PCYC's area, but there's medical stuff around foetal alcohol syndrome that's impacting a lot of people in jail. There's a study on that, so just putting everything onto PCYC to heal that, it's got to be whether everyone's in the right spot. [PCYC is] still developing what everyone's role is.
- 'I do see them playing an active role in that community safety and social and emotional well-being area, but they also need to look at becoming more engaged and working in relationships and partnerships with current organisations that are big on that social emotional well-being and those social services. The more we work together, the more wrap around services we can provide to individuals, families, and the community'
- [PCYC] provide a safe environment for the youth, and the youth know that if they come to [PCYC] with a problem or just something that they want to share with [the staff] that they have seen, they know that [PCYC staff] will go above and beyond helping them. Or if they're in need of something, or to achieve their goal, you know, what they want to achieve, [PCYC] will help them to get there'
- [PCYC staff] do it in [their] everyday role interacting with the kids, just encourage them to go to school for example, encouraging to wash their hands since COVID … with their well-being, with physical, emotional'
- 'I suppose being there and then fostering an environment where kids are able to be safe and you know just enjoy themselves and be kids'
- 'They make sure they find out from the participants from the potential client's what sort of activities they want to do, and then they tailor those to suit the community'
- 'All the PCYC staff have to have to follow safe guidelines, so they have a range of activities they go through, a risk assessment on every activity and that's completed. So I believe what they're doing is providing safe and meaningful activities for the children'

Key themes: Three major themes emerged:
- Role models
- Local connections
- Safe

Within these themes participants thought the PCYC staff encouraged well-being and safety by being role models themselves and showing leadership status in the community, that the PCYC staff provide a safe environment for youth, are mentors, and are trustworthy because staff have that local connection. Participants also said the staff are adaptable, youth driven, helpful, encouraging and facilitate events and meaningful activities for the youth.

7.	**The PCYC's approach to their work with youth in Woorabinda**

The PCYC's approach to their work with youth
- 'I've worked closely with PCYC staff just recently and I've been able to see firsthand how committed they are and how much time and effort they put in to getting whatever they need to get it done'
- 'I think it's a very good model from what I have seen. They have open doors, and they are always considering the what the young people require or need. They deliver the service efficiently and deliver programs efficiently'
- 'It is probably a non-threatening approach for young people …'
- 'Their approach, lots of love. You see that you just see the kids gravitating towards them when they come down for their activities … they [PCYC staff] come with a very caring attitude and because the relationships are already there with the children, because of their background and family connections they bring lots of love …'
- 'Very honest and hardworking people and they care a lot for the children, and for community, the children and parents, and care givers, just great people in those positions'
- 'The biggest outcome is getting someone local as the head of the people who work from the inside… The last ten, twenty years we are fighting the need to look at local solutions…'
- [PCYC] are always welcoming anyone, any child can come along, [PCYC] don't exclude any kids from the programs…if they just want to come along and have a good time, chill out they know that [PCYC] provide that foundation for them to be able to do that'
- [PCYC] are very encouraging of the young children, they show a lot of support and because they are staff from the community, they know all the kids and what they're going through and stuff like that'
- [PCYC] are inviting, they are open to any suggestions that the kids have. The kids only wanted to do two or three things, but they do adapt, and they are approachable'
- 'Very caring, authoritative without being over the top'
- 'I think I've mentioned [PCYC should] go later… So, I don't really know how many workers they've got here, but that needs to be looked at, employing more people'
- 'I guess more strategies and more working in partnerships with other organisations around how we can work together to come up with strategies around those disengaged young people'
- 'I just don't think there's enough structure to the PCYC program here in Woorabinda'
- [PCYC] have a lot of structured programs … the programs are tasked to an individual'
- I've noticed here on holidays it's a down time, the programs aren't running, these kids are getting bored, and then they start to get into mischief and stuff. But the moment if you say "I'm going bush" you'll fill a bus in 5 minutes, and the kids have such a great day out there. So, I think that's probably something that's lacking in the program, is that on country cultural activity stuff and we have the people here to be able to support the PCYC team to do that'

Key themes: Two major themes identified, were that the PCYC's approach is '*welcoming*' and '*caring*'. Participants also described the PCYC's approach to their work as 'committed', 'considerate', 'non-threatening', 'honest', 'encouraging', 'supportive', 'inviting' and 'approachable'.
Participants commented that 'the relationships are already there because of their background/family connections' and that 'kids gravitate towards the staff'. Six participants mentioned the PCYC's approach was caring, commenting that 'they care a lot for the children and community', and the staff go about their work with 'lots of love'. Four participants mentioned the PCYC having a welcoming approach to their work, commenting that 'they have open doors' and they 'don't exclude any kids from the program'. One participant thought that 'all intentions are there but it is a hit and miss and inconsistent'.

8.	The PCYC Program: Positive engagement of youth attending the PCYC in Woorabinda

- 'If you're talking about Woorabinda, the reason why [PCYC] engages is because of the quality of the people who run the PCYC program … they're staffed by locals, and they're also respected, and they know the town and community, and they're committed to what they do'
- 'I think its local staff, the young people know the staff that are on, and they know all the staff that actually work there, so I think it's got something to do with that. They're place based, which is so important, rather than with some services where it's just drive into the community. I think the fact that PCYC is located in Woorabinda with Woorabinda staff, I think that is their strength'
- 'They do promote themselves well, they are out in the community regularly, they are out there all the time and I guess having community members employed makes it even better because everyone … is a good role model for this community …so that's what makes PCYC a success here because of the local connections'
- 'I guess it comes down to that community knowledge, [PCYC] staff, community knowledge with the kids and the families, just the fact that the youth know community and that it's a safe precedent for everyone'
- 'Because the activities are fun'
- 'Kids love the activities, sports, and the people who are the PCYC staff are young male and females. They know the kids and the kids engage because they have trust in the people who do it. I think that's the thing, because there's activities that are helping kids and they like doing it. I just don't think they go long enough and are not structured enough around what kids need, that structure to be able to do that and do that well'
- 'Well for number one, the actual kids are wanting to go'
- 'Because [PCYC] offer things that they want to play, the sports that they want to attend, and if they want to play other sports outside of Woorie [PCYC] try and get them there to play it'
- 'Building rapport with the children, that ongoing relationship what them growing up. I think PCYC can be a safe place as well for the kids to come. If they're having trouble at school, don't want to go home, it might be their little comfort zone to come of an afternoon as well'
- [PCYC] treat every young person as an individual, there's no broad brush-stroke approach to young people. Each one has their own barriers to participate, they all have their own issues that they need to deal with, and I think by having that initial engagement through a soft entry approach [PCYC] staff are then able to recognise and refer young people on to whether its other PCYC directives or group activities, or whether it's an external referral to another youth agency in order to address some of those presenting needs. Because often young people won't engage cold from their own personal circumstance into a fairly heavily structured case manage or case focused program without a conduit in between, and PCYC serves as that steppingstone or that conduit for young people'
- 'Some of the greater outcomes we've had in the community is when we've had a lot of people, a lot of service deliveries working together'
- [Going to PCYC] keeps [young peoples'] minds occupied instead of breaking in and getting on drugs and drink and sniffing and all that stuff. I know a lot of it has stopped. It's not as wild as it used to be here, with the drugs and breaking in all over the place and stealing cars. So, I think it's about making sure the kids are involved in some sort of activity.
- 'There's always going to be a sticking point somewhere along the line, and I think, maybe because I said to some kids "why didn't you go there" and they say, "they didn't let us in" and I went "you got to straighten yourself out too", thinking about what's happening in the community. They might be up to some naughty business giving cheek or harassing people but overall, they [PCYC] are inclusive of everybody … I'm sure there's a time to go in, time out now, and come back another time, and it's not hard. I think they can manage that pretty well down there. "Go sit over the corner with uncle or aunty over there, talk about what's happening and what you did" that sort of thing. Having mentors there because if you going to be naughty and play up, you got to go to time out, and then have discussions with the people that are in there as well, that's why they not exclusive'
- 'Just because our youth are our future. As a perspective from the outside in, if there's someone who commits offences, or a person has no interaction with any sort of parental figure or anything like that,

if you are able to engage that person from a very young age, then they are less likely to, I suppose, be a bad person. They are more likely to succeed in life, I think'

Key themes: A key reason participants thought the PCYC engages well with the youth was the quality of the staff and the position of respect they hold in community. Participants also felt the Program engages because: it is '*place based*', a '*conduit for young people*', employs '*Indigenous staff*', is '*local*', is '*embedded in community*', staff have '*community knowledge*', are '*trusted*', it's how staff treat people, staff are really '*involved*', take an '*active interest in the kids*', it has '*mentors*', it's '*safe*', '*interesting*', '*inclusive*', is '*regular*', '*relatable*', '*local connection*', youth have '*opportunity*' there, it's an '*ongoing relationship*', a '*safe place*', it's '*fun*', and 'kids actually want to go'.

In summary, key themes about engaging with youth attending the PCYC Woorabinda Program include:
- **Staff:** Local, trustworthy, caring.
- **The Program:** Fun, interesting.
- **The Environment**: Safe, inclusive.

9. Motivating more youth to attend the PCYC Woorabinda

- 'I think it's just the more activity that's going on sort of attracts more people, so just as they're funded and they're able to more things, then they're going to get more people come along'
- 'I think young people like to enjoy themselves, so I think seeing their friends having a good time may motivate them to also get involved'
- [In] every community environment there's going to be a group of young people who won't engage in PCYC directed activities, [PCYC] try to work with the other similar focused community agencies to try and find strategies that are going to engage, whether they are heavily structured or non-structured activities, and often it can come from the most simple relationship building exercises between individuals from PCYC out to one or two of these young people who historically have not engaged in any structured programs'
- 'I have one answer, on country activities out there in the Bush. Include something else, our people played sport too, and traditional games and stuff. I know a lot of PCYC's focus around these types of sports that people play on the weekend, and that sort of stuff you know, but getting him onto country mate, that's where it's lacking, even if it's only once a month'
- 'If PCYC promote themselves more and engage more, that way that'll get the attention of the young people that are not doing activity or doing anything in the community'
- 'Sometimes just engaging our children outside the community, taking them to mix with other children … But I guess the other thing is how much junior sports we've got that's relying on volunteers in the community. I don't know whether we expect a lot of PCYC to take that on as well, and that's another big issue, the more our kids engage with junior sports, the better our community wellbeing is, not only for the kids but for the parents too'
- 'Have different games, have different nights where they play a bit of touch or a bit of cricket or tennis or do something different. Or there could be something they could do some painting, some art, all kinds of activities. It's not just about sport, I think it should be about other things as well because not everyone plays sport'
- 'I think the variances of programs, if one programs works stick to it, if you want to do something new, people might say "well this is a bit hard" maybe putting in steps to make them feel comfortable doing other programs'
- 'PCYC needs to work with other agencies around developing strategies around how we go about identifying these young people that are disengaged, what are the reasons for disengagement, actually talking to these young people, tell us why you're disengaged. How do we go about building that relationship with the disengaged? Do we start forming a youth group here and picking out several leaders, not just from young people who have completed year twelve but pick out a leader or two from

the disengaged group, that these other disengaged young people look up to. Let's try and work with them as well, you don't just pick ones from the good side. Let's look at this side as well'

- 'Get kids involved in PCYC's structure and even the leadership around it. I think from those PCYCs that work really well, they have really strong input from kids in the program structure, and they're diverse. The programs that are offered are diverse. To offer diversity for the kids, because kids like a lot of different things around here, like anywhere, but that they're also consistent again'
- 'Staff need to actually talk with these kids and engage them, it's all about communication and asking them what they would like to see in the programs delivered it at PCYC… Just that communication barrier so just asking them questions and getting feedback'
- 'Usually, it's the kids who normally go, they bring other members of their family when they either come to town or through the holidays. But for the ones who don't attend the programs, they are the kids who aren't really engaged with anything you know, they're the ones who get into the mischief like pinching cars and stuff, and [PCYC] can't offer programs at one in the morning when that's the time they're [the disengaged youth are] around'
- 'I think for the kids that do not attend find out, well not really find out, but be open to hearing them, doing something that they want to engage in'
- 'Maybe some different events more targeted to the older kids'
- 'Maybe more variety, longer hours of operation, and operation over weekends'
- 'Probably just more activities, more broader activities, dialogue between what they'd like from the PCYC what they can offer them, and longer opening hours'
- 'Programs are being run because the majority of the time it is one of the biggest programs here that get a lot of people in, where a lot of people like to go connect family, connect children, and everyone else in the community. As a whole it's the rodeo program [that does that], but there is a lot of legal issues around that with the insurances all that sort of stuff, but the rodeo will get the different age groups, from 2-year-old right up to the Elders attending the program because they love it.

Key themes:
- **Collective impact:** collaboration and services working together.
- **Program planning:** from activities on Country, more activities and greater variety of activities, longer opening hours, and different events targeted at the older youth, and events that connects families and community e.g., a rodeo
- Communication:
  - *Ask:* feedback from parents and youth on what it is they like, ask the disengaged, ask through a survey, talk with the youth
  - *Listen:* be open to hearing the young people
  - *Invite:* attendees inviting their friends to come, word of mouth
  - *Evidence:* young people seeing their friends having fun
  - *Promote:* more promotion of the Program
  - *Understand:* PCYC cannot offer Programs to disengaged youth at one o'clock in the morning.

It was evident that communication, interagency collaboration, and innovative program planning were the main factors involved in motivating young people to attend PCYC. However, one participant felt that the '*PCYC can't offer programs at one in the morning when that's the time when* [the disengaged youth are] *around.*' This reflects a certain amount of frustration in how to effectively engage the disengaged.

Table 12   Understanding the impact of the PCYC on youth in Woorabinda

10.   The most important type of service for youth attending the PCYC in Woorabinda

- Offer life skills because Woorie is a like an isolated community. Teach the kids life skills, how to be able to exceed and excel in this society outside of Woorie really. [R1: Interview 12]
- Just being open. The service itself just being open, being present, and being open is the main thing, I think. Due to staffing issues, it's not open as much as it should be. [R1: Interview 16]
- I think being a spot where they can obtain information really and be in a position where young people can hang out, and where young people can feel safe. [R1: Interview 2]
- I think a consistent drop-in service where young people know that, on certain days at certain times, they have the opportunity to be able to engage in a safe space where they're going to have the reliability of the PCYC staff who are there to assist them and guide them as well. [R1: Interview 3]
- The one that is most needed is a program that caters to each age group, so that way you can deliver your program to each age group, and no one misses out. [R1: Interview 5]
- The service, it can provide is a safe place, you know, having a safe place they can go and have fun. And I think the people there, they're full on and likeminded with that sort of stuff. You know kids mightn't be able to talk to their parents, but they can talk to Uncle who works there, or Aunty who works there. So yeah, a safe place is what I'm saying. [R1: Interview 8]
- Most likely around community safety, working with young people around bullying, social media, around social and emotional well-being ... encouraging these young people that there is help out there for them, drug and alcohol therapy, so if there's another organisation that provides that, let's work with them, all work together to provide that wrap around service. [R1: Interview 9]

Key theme: There were four areas identified as the most important type of service that could be provided.
- A place that is safe for youth
- A service that provides activities
- A service that engages community
- A place for youth to hang out.

Participants also felt that inclusivity, character building and a focus on well-being were also important.

11.   More activities are required for the young people in Woorabinda

- Needs to be on a consulted approach with community, consult with the young people all the time [R1: Interview 3]
- Yes, I don't believe there's anything for the older age group, there is no safe space for people from the age of 14 to say 20 or 18 to go and provide a safe space and that could be something like wireless Internet couches facilities to heat up noodles or something to that effect [R1: Interview 15]
- On country stuff I can't emphasise that enough [R1: Interview 4]
- Yes, active sporting events or activities ya know so like the netball and the touch football ya know like it brought the community together it brought more young people together [R1: Interview 9]

Possibly some more events, the after-school stuff they've got covered, more like I don't know if they wanna do discos or stuff for the older kids try and get them involved [R1: Interview 14]

Key themes: Participants were asked if they thought more activities were required for the youth in Woorabinda. Two themes were identified.
- A place for older youth. Older youth were identified as needing more facilities such as wireless internet to meet in a safe place.
- More sporting events. Participants felt that sporting events brought the community together.

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12. Key outcomes the PCYC can deliver for young people in Woorabinda

- Get on well together in community and participate in sports and other activities, gotta have their opportunity to grow as people [R1: Interview 8]
- Those kids stay alive, they stay healthy, become good role models [R1: Interview 1]
- To feel supported, education, realise their potential and one day gain employment, breaking the cycle [R1: Interview 3]
- A change of attitude and behaviour, social emotional well-being, identify that trauma with them to try and help them heal [R1: Interview 9]
- Looking after themselves and healthy choices, just encouraging the kids to be active [R1: Interview 13]
- Guide them right back into the path back towards schooling, meaningful activities in the afternoon, something that they can aspire that gives them career prospects in the end [R1: Interview 15]
- To provide a range of activity because our young people need to be able to grow, create opportunity, bring out the the talent [R1: Interview 5]
- People are given an opportunity to display their talents their skills [R1: Interview 7]
- Develop a lot of things, more to it than just football, gives the opportunity to what the group can learn [R1: Interview 17]
- Understanding of their own physical needs healthy living exercise all that stuff how to keep your body healthy [R1: Interview 4]

Key themes: Participants identified the key outcomes that the PCYC could provide for youth in Woorabinda are health and opportunities. Participants mention both the importance of physical health and mental health with one participant stating that the PCYC could "*identify that trauma with them to try and help them heal."* Eight participants mention opportunities with one commenting that youth "*needed an opportunity to display their talents and skills*."

13. A successful PCYC program in Woorabinda

- Structured from start to finish and that involves people from every age group [R1: Interview 15]
- Having the attendance, being a proper structured program [R1: Interview 17]
- Big numbers of kids, lots of participation [R1: Interview 4]
- Understands the community well and works for the community [R1: Interview 5]
- All kinds of activities being run, not about football all the time [R1: Interview 7]
- Vibrant, a number of young people attending different ages, a successful program it would have an effect on everybody [R1: Interview 1]
- Open to all of the young people involving community, community are also involved with the young people, seeing positive changes in the cohort at large [R1: Interview 2]
- Structure, consistently variable activities that move into the evening as well, are seamless delivery from school, PCYC, home [R1: Interview 10]
- When all the different agencies are coming together and delivering in community, seeing parents coming along and supporting their kids [R1: Interview 11]
- Always delivering the program when and where PCYC are supposed to be, a barrier at the moment is space [R1: Interview 13]

Key themes: Attendance, structure, community/parent involvement.
Participants described what a successful PCYC program in Woorabinda looks like. Participants felt that attendance was one of the main indicators of a successful program with one commenting it was about "big numbers of kids, lots of participation." Participants identified structure and involvement as another two important indicators of success. Participants commented "when all the different agencies are coming together and delivering in community, seeing parents coming along and supporting their kids". One participant mentioned that space was a barrier for a successful PCYC program in Woorabinda.

5.3.2 Second round interviews

The second round of interviews with the QPS, PCYC and community members and organisations included 10 interviews.

Table 13   Round 2 interview participant demographics

Gender	Female	4
	Male	6
Age	Under 30	4
	30 - 50	4
	Over 50	2

The interview data has been merged and is presented under themed headings in the following sections. Following is a summary of the second round of interviews, presented in tables under themed headings.

Table 14   Understanding the impact of the PCYC in the Woorabinda community

1. The PCYC brings the community together	
Describing the PCYC Program to friends/family: • Don't know much about it • Fun space • Engaging • A good program • Good community engagement program	• Keeps minds busy • Deadly • Enjoyable • Flexible • Reliable • Repetitive
Key theme: Participants described the program as a fun space, good, flexible, deadly, and enjoyable. Four of the participants commented that the program is engaging, describing it as "actively engaging" the youth, that it is a "good community engagement program" and that it "keeps minds busy".	

2. Expectations for the PCYC in Woorabinda	
Expectations of the PCYC before it was established in community: • A 'safe place' [R2: Interview 2] • Exactly what it is [R2: Interview 6]	
Key themes: Participants expected a place that was safe for youth.	

3. The PCYC's impact on youth in Woorabinda	
Impact of the PCYC on youth in Woorabinda: • Giving kids opportunities [R2: Interview 2] • Healthier minds [R2: Interview 9] • Big impact, being around role models and seeing people that look like them [R2: Interview 10] • They're trying to get role models out of these kids [R2: Interview 4] • Doesn't have enough culture/identity within the program [R2: Interview 1] • Appreciated and beneficial however it's not, there's not a lot of staffing [R2: Interview 6] • None [R2: Interview 7] • Big impact [R2: Interview 8]	
Key themes: Opportunities and healthy minds, with impacts stemming from role models. Participants identified that healthier minds, being around role models, the opportunities were positive impacts of the PCYC program. One participant mentioned that there is not enough culture embedded in the program and	

another commented that there wasn't enough staff. One participant thought there were no impacts while two were not sure.

4.   Flow on effect in community through youth attending the PCYC

Flow on effects in the community:
- Kids are happy after activities [R2: Interview 4]
- Yes, the staff are young it's good for the families/community to see young role models [R2: Interview 8]
- Yes, brought down some of the crime [R2: Interview 9]
- No [R2: Interview 5]
- Less juvenile crime [R2: Interview 1]
- Yes, kids are happy and more confident [R2: Interview 10]
- Family involvement [R2: Interview 2]
- Yes, sports nights brings families, community together [R2: Interview 6]
- A little but kids still fight [R2: Interview 7]

Key themes: Change of attitude that flows on to families and then wider into community

Participants identified that reduced crime, happy kids, family involvement, the community coming together, young role models, and increased confidence were all flow on effects in the community through the young people who attend the PCYC program. This suggests that the PCYC program has a positive impact on young people's attitudes and behaviours which does flow on to families and the wider community. One participant commented that there "was flow on effects but the kids still fight".

5.   The PCYC helps youth stay in school

How the PCYC helps youth stay in school
- No, it's not PCYC's responsibility [R2: Interview 5]
- Yes, only when they do trips out of town [R2: Interview 7]
- The staff are looked up to, good leadership [R2: Interview 1]
- PCYC staff are good mentors [R2: Interview 4]
- They are involved in community and highly engaged [R2: Interview 8]
- PCYC staff encourage kids to go to school [R2: Interview 2]
- [The PCYC staff] being there for the kids when they are having trouble at school [R2: Interview 3]

Key themes: Mentoring from staff, encouragement.
Eight participants agreed that the PCYC program helps young people stay in school, with participants commenting "staff are looked up to", "staff are there for the kids when there's trouble at school", "staff are good mentors' and the "PCYC is involved with the school". With staff being mentioned so much, this suggests that participants think it is more the program staff than the program itself which encourages school attendance. Two participants thought that the PCYC did not help young people stay in school, and one participant commented "it's not PCYC's responsibility".

Table 15   Exploring local organisations and leaders' perceptions of the PCYC in Woorabinda

6.   Role of PCYC staff in encouraging wellbeing in First Nations communities

Perceptions of the role that PCYC staff have in encouraging wellbeing.
- Their attitude [R2: Interview 5]
- Good, could target teens more [R2: Interview 6]
- Good mentors and role models [R2: Interview 9]
- Yarning with kids, being there for them [R2: Interview 3]
- Being good mentors [R2: Interview 4]
- They are caring [R2: Interview 7]
- They have a big role; staff are role models [R2: Interview 8]
- Engaging [R2: Interview 10]
- They respect the kids, and the kids respect them back [R2: Interview 1]
- Give the kids boundaries [R2: Interview 2]

Key themes: Leading by example, caring staff.
Participants described staff members actively encouraging well-being and safer communities by being respectful, setting boundaries, caring for youth, being mentors, engaging youth, and having positive attitudes. One participant said they "could target the teens more".

7.   The PCYC's approach to their work with youth in Woorabinda

The PCYC's approach to their work with youth
- Engaging through school and sport [R2: Interview 4]
- Haven't heard anything bad [R2: Interview 1]
- Friendly but set boundaries [R2: Interview 2]
- Actively engaged [R2: Interview 5]
- PCYC have a great team, good leadership, young staff engages with kids [R2: Interview 6]
- It's all right [R2: Interview 7]
- In a respectful way [R2: Interview 3]
- Directive and adaptive [R2: Interview 8]
- Teamwork [R2: Interview 10]
- They work hard [R2: Interview 9]

Key themes:
The PCYC program staff's approach was described by participants as friendly with boundaries, respectful, engaging, a great team, good leadership, directive and adaptive, hard workers, teamwork. This suggests that the staff's approach is fun and engaging while still maintaining a level of respect and direction under good leadership. One participant said their approach was "alright" and that they "haven't heard anything bad".

8.   The PCYC Program: Positive engagement of youth attending the PCYC in Woorabinda

- The staff are role models [R2: Interview 1]
- Fun space, welcoming [R2: Interview 2]
- The activities [R2: Interview 3]
- There isn't anything else in community, sport [R2: Interview 8]
- Friendly staff [R2: Interview 9]
- Staff are local [R2: Interview 4]
- Young staff and good role models [R2: Interview 5]
- The young staff [R2: Interview 7]
- Caring staff, just talking and being there for the kids [R2: Interview 10]
- Something to do, needs a facility [R2: Interview 6]

Key themes: The PCYC staff
Participants thought that the PCYC program engages with young people because the staff are young, local, and role models within the community. Participants also thought that the program was fun and welcoming, there was lots of activities and sport. One participant mentioned that they needed a better facility and that would encourage more engagement from youth.

9. Motivating more youth to attend the PCYC Woorabinda
• Change the hours, go later into the evening [R2: Interview 5] • Night shelter or night café [R2: Interview 6] • More football [R2: Interview 7] • More opportunities [R2: Interview 8] • Friends, word of mouth [R2: Interview 9] • A building with a common room, kitchen, a space for kids [R2: Interview 10] • More trips away [R2: Interview 3] • Bring the activities to the kids, bring it to school [R2: Interview 4] • Culture and outdoor activities [R2: Interview 1] • If their friends attend, encouragement [R2: Interview 2]

Key themes: A facility, programs running later and more opportunities to do different activities.
Participants thought that more culture, outdoor activities, trips out of community, school involvement, later program hours, a night facility and more footy would motivate more young people to attend the PCYC program.

Table 16   Understanding the impact of the PCYC on youth in Woorabinda

10. The most important type of service for youth attending the PCYC in Woorabinda
• Employment pathways [R2: Interview 1] • Employment pathways, support with sport [R2: Interview 2] • Staying out of trouble [R2: Interview 3] • Sport and rec [R2: Interview 4] • Activities, open the pool [R2: Interview 5] • After school activities [R2: Interview 6] • Involve more age groups [R2: Interview 7] • Social and emotional programs [R2: Interview 8] • Sport and self-confidence [R2: Interview 9] • Programs with role models [R2: Interview 10]

Key theme: Participants thought that employment pathways, support with sport, staying out of trouble, after school activities, social and emotional programs, confidence building and mentoring were the most important type of service that the PCYC could offer.

11. More activities are required for the young people in Woorabinda
• More variety and engage the parents [R2: Interview 5] • More culture and hands on activities [R2: Interview 1] • Yes, more targeting different age groups [R2: Interview 10] • Yes, more space to do activities [R2: Interview 2] • Yes, cultural stuff [R2: Interview 6] • More different sports and discos [R2: Interview 7] • Not really [R2: Interview 3] • More variety [R2: Interview 9]

Key theme: More activities are required.
Nine participants thought more activities were required for young people who attend the PCYC in Woorabinda. Participants thought the youth require a larger variety of sports, cultural activities, family activities and hands-on activities as well as more space to do these activities. Activities that encourage parent involvement and activities targeting all ages. One participant commented that they need to target different age groups while one did not think more activities were required for youth at all.

12. Key outcomes the PCYC can deliver for young people in Woorabinda

- Expanding the kids' minds [R2: Interview 8]
- Employment pathways [R2: Interview 1]
- Keeping kids out of trouble, keep them safe [R2: Interview 2]
- Get the best out of the kids [R2: Interview 4]
- Confidence [R2: Interview 10]
- Engagement [R2: Interview 5]
- A space for the kids, a facility [R2: Interview 6]
- Healthy minds, confidence [R2: Interview 9]

Key themes: A safe facility where well-being is fostered, kids are engaged and thinking about their future. Participants identified a safe facility where wellbeing is fostered, kids are engaged and thinking about the future was a key outcome that the PCYC could deliver for young people in Woorabinda. Participants mentioned employment pathways, kids keeping out of trouble, engagement, a facility, toys, expanding the kids' minds, healthy minds and confidence were all important

13. A successful PCYC program in Woorabinda

- Regular with culture embedded [R2: Interview 1]
- Participation, kids are happy and bringing their friends and family [R2: Interview 2]
- Engaging, kids are safe, enjoyable [R2: Interview 3]
- Asking the kids what they want, kids have ownership [R2: Interview 4]
- The whole community is engaged [R2: Interview 5]
- Collaboration with other community organisations [R2: Interview 6]
- More kids going [R2: Interview 7]
- Community engagement [R2: Interview 8]
- Kids achieving their goals, working towards goals [R2: Interview 9]
- All kids joining in, having fun [R2: Interview 10]

Key themes: A program that has youth input, culture, is enjoyable and engages the whole community with opportunities to collaborate.
Participants described a successful PCYC program as one that has a high attendance rate, embraces culture, encourages kids to achieve their goals, be happy, safe and take ownership.

5.3.3 Overview of two rounds of interview data

Table 17 presents the results of the combined responses from round 1 and 2 interviews.

Table 17   Key findings from results of the combined responses from round 1 and 2 interviews

Youth Crime	
Round 1 (17 participants)	Round 2 (10 participants)
• Positive impact • Personal development • Developing into role models and leaders • The PCYC is a safe place • Inclusive • Provides opportunity • Keep kids out of trouble • Provides opportunity • Structure • Kids gaining confidence *'Developing confidence in an inclusive safe place'.* *'Developing into role models and leaders provides structure and opportunity'.*	• Keeps mind busy • Opportunities • Less juvenile crime • Healthier minds • Kids are happy and more confident • It's the only option • Boundaries at the PCYC *'The young people are noticeably happier and more confident, there's a noticeable reduction in youth crime. The PCYC provides boundaries and opportunities.'*
Development of confidence	Exhibiting confidence and reduced crime
Community Harmony	
Round 1 (17 participants)	Round 2 (10 participants)
• Community collaboration/connectedness • Bringing community together	• Family involvement • Sport brings families and community together
Initially a broader focus on bringing community together	Sports brings families and community together
Key Factors for Success	
Round 1 (17 participants)	Round 2 (10 participants)
• Having local staff who are role models, mentors and trusted in community • Provision of safe place • Space to talk to staff • Provision of opportunities • Provision of food • Inclusive • Place-based • Provision of a routine • Relief of boredom • Parent / community involvement • Closes the gap	• Community driven • Young staff, highly engaged • Families/community are witnessing emerging role models and leaders • Highly motivated and engaged local staff • Staff have mutual respect • Staff friendly and with boundaries • Adaptive • Boundaries
Having a safe space, closes the gap	Community driven and adaptive

Ripple effects	
Round 1 (17 participants)	Round 2 (10 participants)
- Helping young people in school - Young people becoming role models and leaders are learning discipline, skills, becoming confident and doing the right thing	- Less juvenile crime - More families involved - Kids more confident - Brings family and community together - Encourages kids to attend school
Building youth capacity for future choices and leadership	Positive youth development and community coming together

5.3.3.1 Summary of comparison between interviews round 1 and 2

» The tables highlight the development of youth confidence observed by the Woorabinda community with participants in round 1 identifying youth **gaining confidence** and participants later in round 2 witnessing youth **exhibiting confidence**.

» The round 1 interview data indicated that participants expected the PCYC program to bring the Woorabinda community together.

» Round 2 interviews identified that sport and events run by the PCYC program can bring families and the wider Woorabinda community together.

» Data from both rounds of interviews indicated that participants consider successful youth program to be community driven and adaptive.

» The ripple effects of the PCYC program identified by the interviews showed that while the PCYC program is sport focused it develops youth confidence, supports wellbeing, and encourages youth attendees to make positive choices.

5.4 IMPACTS ON YOUTH ATTENDING THE PCYC

The theme of support where 93% of youth workshop 1 and 2 participants indicated they would go to the PCYC for support, is interlinked to the findings in the Woorabinda Youth Yarning Up report where participants in that project said it was difficult to seek support in the community because there is no confidentiality – people can see when you go to particular offices etc. While the main focus of the PCYC are sport and engagement activities, it has also provided a space where young people can access support without feeling uncomfortable or conspicuous to others.[7] Across the three workshops, the following impact on youth attending the PCYC were noted:

» The whole community encourages youth to attend the program, from families, to peers and the school community.

» 'Sport' is the main reason youth attend the PCYC. However, in Workshop 1, where the demographic was older teenagers, an 'Employment program' was cited as the main reason, which suggests that transitioning from high school to the workforce was important for these participants.

» Older youth see the PCYC as a support system compared to younger youth who see the program as a place of activities/fun with friends.

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[7] Fredericks, B., Daniels, C. & Kinnear, S. (2017). Woorabinda Youth Yarning Up. Central Queensland University, Rockhampton. http://dx.doi.org/10.4226/145/5a1d09589d68b

» Workshops 1 and 2 had the same response rate of 93% participants indicating they would go to the PCYC for support if they needed it. 43% of participants in Workshop 3 indicated they were not sure if they would go to the program for support. This may be due to the younger demographic of participants in Workshop 3.

» Very few participants felt comfortable discussing the question about the PCYC and 'support' in front of the rest of the group.

» Youth in Woorabinda think that the PCYC program is exceeding expectations. The program helps them with learning rules and being respectful. Many said they began attending the PCYC from a very young age.

» Youth value having fun with peers in structured games at the PCYC.

» Youth would like involvement from their families in the PCYC program.

» the different age groups of each Workshop were focused on the transitions in schooling that were relevant to them in the near future.

» Young people of Woorabinda are aware of detrimental issues such as drinking and smoking and indicate that going bush to chill would help with these issues.

» 'Staying out of trouble' is a phrase that is well known to participants, and they have identified the PCYC as helping them in this area.

5.5 IMPACTS ON COMMUNITY

The community participants in this research project shared their views on the establishment of a PCYC in the Woorabinda community, identified what they thought would be useful programs for youth, and articulated what it is that the community requires and wishes to achieve for future generations. At the end of Workshop 1, community member participants were asked the question 'To me, a successful PCYC service looks like …'.   The following points encapsulate what the participants thought the PCYC provides to the community.

» Sport
» Empowerment
» Trust
» Culture
» Respect
» Wellbeing
» Activities

The first round of interviews with the QPS, PCYC and community members and organisations (the adult participants) included 17 interviews. The following findings from the First Round of Interviews, gave understanding to the impact of the PCYC in the community:

» The PCYC Program brought the community together.

» Expectations of values driven, community focused, inter-organisational benefits, personal development for youth were visualised.

» The impact of the PCYC benefits both community and families.

» The PCYC program supports the schools and other programs through community as a whole, including working collaboratively with local organisations and improving community connectedness.

» The PCYC played an active and vital role in helping young people stay in school.

The second round of interviews with the QPS, PCYC and community members and organisations included 10 interviews. The following findings from the Second Round of Interviews, gave understanding to the impact of the PCYC in the community:

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» Participants described the program as a fun space, good, flexible, deadly, and enjoyable. Participants expected a place that was safe for youth.
» Opportunities and healthy minds, with impacts stemming from role models.
» Participants identified that healthier minds, being around role models, were the opportunities that had positive impacts of the PCYC program.
» Change of attitude that flows on to families and then wider into community.
» Participants identified that reduced crime, happy kids, family involvement, the community coming together, young role models, and increased confidence were all flow on effects in the community through the young people who attend the PCYC program.
» Mentoring from staff, encouragement.
» Leading by example, caring staff.
» The PCYC program staff's approach was described by participants as friendly with boundaries, respectful, engaging, a great team, good leadership, directive and adaptive, hard workers, teamwork.
» Participants thought that the PCYC program engages with young people because the staff are young, local, and role models within the community.
» A facility, programs running later and more opportunities to do different activities.
» Participants thought that employment pathways, support with sport, staying out of trouble, after school activities, social and emotional programs, confidence building and mentoring were the most important type of service that the PCYC could offer.
» More activities are required.
» A safe facility where wellbeing is fostered, kids are engaged and thinking about their future.
» A program that has youth input, culture, is enjoyable and engages the whole community with opportunities to collaborate.

6 DISCUSSION AND CONCLUSION

The purpose of this study was to gain a better understanding of:

» the design and implementation of youth programs in remote Indigenous settings, and how these can be synthesized to inform ongoing program development and youth crime reduction.
» the key components of effectiveness in developing and delivering a PCYC program in remote Indigenous communities.
» positive outcomes that continue to be experienced since conclusion of the program.
» how the PCYC differs from other youth programs, and
» how knowledge sharing about the successful delivery of such programs can be cultivated to maximise significance.

The principal aim of this community-led research (CLR) project (using an inclusive, mixed method approach to data collection, analysis and integration) was to consider the constructive effects of the PCYC on youth conduct in the Woorabinda community, including measuring both qualitative and quantitative impacts on youth crime rates, youth reliability, youth wellbeing and happiness and community wellness. Grounded in community consultation, the project also sought to recognise the impact of creating the PCYC Program in the community; and how to incorporate the community's strengths into progressing the program.

The research questions focused on three interrelated issues:

➢ **Research Question 1**: What positive impact does the establishment of a PCYC in the Woorabinda community have on youth behaviours?

> ➢ **Research Question 2**: What impact does the PCYC in Woorabinda have on youth engagement, health and wellbeing and community harmony?
> ➢ **Research Question 3**: What type(s) of PCYC programs do Woorabinda youth and community members consider successful and valuable?

Closing the Gap is strengthened by the conviction that when Aboriginal and Torres Strait Islander people have a genuine say in the strategy and distribution of policies, programs and services that involve them, improved life outcomes are attained. It also identifies that fundamental change in the way governments work with Aboriginal and Torres Strait Islander people is required to close the gap. When asked, (Round 1, interview 6) "How would you describe the PCYC Program to friends, colleagues, and others?" The participant replied:

> *"Um …how would I describe it… it's a program that we see as being needed here. um … Most of it … We need programs that are aimed at our youth and them younger ones. Community has also got a perception that PCYC should be looking at adults and Elders as well and … um … I guess there's been a lot of discussion about what it's role should be but … um… just the ongoing development of it. PCYC has had general changes from my point of view … um … it's always a babysitter for some parents that's how some community people see it. We also want to develop skills so our development of local people who've worked in the jobs developing their own skills as a pathway … as employment … but also given our skills for … ah … sporting activities and using the highest level of … um … PCYC recreational stuff that deals with our community wellbeing stuff that…*

> *A community like Woorabinda has got a lot of health issues and I guess around Australia closing of the gap ya know … male and female living at a rate normal community so issues around mental health stuff like that. Some of the issues into the future that PCYC can attack…" (Participant 6, First round of interviews)*

Past research (Leroy-Dyer, 2022) has found that there are extensive and enduring barriers to reducing inequalities for First Nations' youth. Clearly, in the most isolated and remote populations, tackling education outcomes involves directed policy negotiations covering financial development, civic engagement, wellbeing and public policy (Fahey, 2021).

Interviews with twenty-seven First Nations' community members at two separate points in time revealed that young people gained confidence after attending the inclusive, safe space provided by the PCYC program. They were becoming role models and leaders, learning discipline, gaining confidence, and doing the 'right thing', attributed to highly motivated and engaged local staff. Over time, young attendees were noticeably happier, and this was linked to a reduction in juvenile crime. A workshop with fifteen youth program attendees revealed that 93% would attend the program for support, almost three quarters indicated that the best thing about the program was the support provided, with more than 30% indicating the best thing they had learned was that education was important.

Preliminary findings indicate the transformative power of a successful Youth Program provides a safe and encouraging environment for the development and emergence of young role models and future leaders. The data highlighted that the development of youth confidence in themselves was observed by the Woorabinda community with participants identifying **youth gaining confidence** and subsequently noting **youth exhibiting confidence**.

Participants in the research expected the PCYC program to bring the Woorabinda community together with sports and events run by the PCYC program providing connection spaces for families and the wider Woorabinda community. Data indicated that participants consider a successful youth program to be community driven and adaptive.

The ripple out effects of the PCYC program identified by the research showed that while the PCYC program is sport focused, it develops youth confidence, supports wellbeing, and encourages youth attendees to make positive life choices.

7   RECOMMENDATIONS

The following recommendations have been developed from the research:

Recommendation 1: Government organisations need to increase the data collected so that program usefulness can be appropriately measured, and resources directed to the most useful processes.

Recommendation 2: Programs need to be measured for their long-term sustainability and have some active process for succession planning.

Recommendation 3: Mentors and program staff need to be "part of the community" they are trusted!

Recommendation 4: Practical issues for the community health and wellbeing program need to be solved. For example, a large permanent *"sunshade covering for Woorabinda swimming pool";* and a facility that has room for *"sport, family, culture, and health activities as well as a space to chill out"*.

Recommendation 5: While sport was the main drawcard for all youth attending the PCYC, the provision of support, education pathways, development of leadership and role model skills, and opportunities to learn about improved health and wellbeing future orientation are the critical elements of successful youth programs and these elements need to be embedded into programs going forward

Recommendation 6: Positive First Nations youth programs need to include opportunities for: Building youth capacity for future choices and leadership; Having a safe space closes the gap; Programs that are community driven and adaptive; Positive youth development and community coming together; and Initially having a broader focus on bringing community together through sports and events.

Recommendation 7: Positive First Nations youth program staff need to deliver programs through being "friendly with boundaries", respectful, engaging, a great team, having good leadership, directive and adaptive, hard workers, and modelling excellent teamwork. The data showed that the PCYC Woorabinda program engages with young people because the staff are young, local, and role models within the community.

Recommendation 8: A successful rural and remote First Nations community youth program delivers a safe facility where wellbeing is fostered, kids are engaged and thinking about their future. The program must entail youth input, culture, be enjoyable and engages the whole community with opportunities to collaborate.

Recommendation 9: Community anecdotal evidence indicated that youth crime and offending saw significant drops over the duration of the program which indicates that further funding needs to be funneled into such programs that deliver youth engagement prior to their contact with the justice system to capitalize on the benefits over the long-term.

8   POLICY IMPLICATIONS

The participants in this study revealed that youth programs need to be developed through community consultation, be culturally appropriate, and focused on building a strong, culture-centred community through innovative youth programs. Holistic policy frameworks need to be backed by sustainable funding.

The results of this research offer insights into youth programs in remote and discrete communities. These findings can be used to inform youth service providers and related government sectors to improve policy and praxis for Aboriginal and Torres Strait Islander young people into the future.

The policy implications of this research link to Closing the Gap initiatives, service providers' policies and associated local, state, and federal policies and practices that relate to youth programs in remote and discrete First Nations communities.

While interpreting the results of this research beyond the local setting from which the primary data were sourced requires care (Radel, 2018; Rigney, 1999; Riley, 2021), the findings of this study contribute to improved understandings of youth program delivery in remote and discrete First Nations communities. The broader research, services and policy community will benefit from the research outcomes through:

» Improved regional knowledge and awareness of youth programs in remote and discrete First Nations communities.
» For all programs, a skilled, motivated and stable workforce for continued growth and development and as an important indicator of sustainability.
» Implementation of appropriate community identified wellbeing improvements and structures to the Woorabinda community.
» The possibility for Elders, together with other community stakeholders, to inform youth through participation on bush trips, to learn about country.
» Hearing and valuing the vision of Woorabinda First Nations' community for their youth and children.
» Building leadership for the next generation through focusing on youth engagement and participation, through nurturing different examples and varieties of communication.
» Ensuring funding is continuous through on-going legislation and policy provision so that First Nations' communities are not confused from having their expectations raised that beneficial things will transpire, only to have funding run out, programs stall, and changes come to a halt.
» Working cooperatively with schools to support the program.
» Adopting a whole-of-community participation approach, use of community knowledge, community resources and resident personnel, and implement a holistic attitude to design and progress of projects so as to ensure community stewardship.
» Collaborating with all interested organisations and stakeholders.

This report adds to the range of research data and constructive reports about what works and what is not working in youth program delivery in remote and discrete First Nations communities. It is our hope that this report will provide evidence for those in power with the will to act, to act on the findings, to act upon the findings and recommendations from the research presented here; and to incorporate them into policy; including Closing the Gap initiatives, service providers' policies and associated local, state, and federal policies and practices that relate to youth programs in remote and discrete First Nations communities.

Thus, we hope this report opens pathways to future reform that will change lives for the better for young people living in remote and discrete First Nations communities.

9   DISSEMINATION PLAN

The aim of the research dissemination strategy is to facilitate research understanding by key decision makers in relation to the PCYC on youth behaviours in the Woorabinda community.

As part of research translation actions, a research dissemination approach was created to provide key research findings to First Nations', QPS, PCYC, WASC, government and other important stakeholders to inform policy

development and practice. The dissemination approach devised for this project concentrated on pinpointing and engaging the recipient audiences, and communicating the project findings through tailored reports, conference presentations and published journal articles.

Table 18 shows research expected dissemination and knowledge transfer intended or completed at the time of this report. The dissemination approach will be continuing following the submission of the report.

Table 18   Research dissemination elements and outputs

TOOLS	MESSAGES	STATUS
Reports	**Evaluating the Establishment of a PCYC in Woorabinda: Report** Full research report available on CQU website » PCYC Queensland » Woorabinda Aboriginal Shire Council (WASC) » PCYC Woorabinda » Queensland Police Service (QPS) » BHP/BMA Funding providers Executive Summary (short) report to stakeholders: ➢ International level: » Youth United Nations » UN Department of Economic and Social Affairs − Indigenous Peoples ➢ National level: » Minister for Indigenous Australians ➢ State Level: » BHP Community partners » Queensland Minister for Seniors and Disability Services and Minister for Aboriginal and Torres Strait Islander Partnerships » Crime & Justice Commission » All other State and Territory Indigenous Affairs Ministers ➢ Local Level: » Indigenous Justice Clearing House » Jonathan Thurston Academy » Palm Island Community » Yarrabah Council » Aboriginal and Torres Strait Islander Shire Councils	To be posted on CQU website following final submission In progress
Conference presentations	Stewart, M, Hillman, W, & Radel, K, 2023, "*Impacts of youth programs on remote and discrete First Nations communities: A comparison of Australia, Canada, and New Zealand*". (Poster presentation) Stewart, M, Hillman, W, & Radel, K, 2023, "*Youth programs in remote First Nations communities provide opportunities for emerging future leaders*". (Oral presentation)	Presented at: Lowitja, 3rd International Indigenous Health and Wellbeing Conference, 14-16 June 2023, Cairns, Australia). Presented at: Lowitja, 3rd International Indigenous Health and Wellbeing Conference, 14-16 June 2023, Cairns, Australia).

| Scientific publications | Madeline Stewart, Dr Wendy Hillman, Dr Kylie Radel, report title, AITSIS (Australian Aboriginal Studies Journal (Short report) | In progress |
		In progress
	Madeline Stewart, Dr Wendy Hillman, Dr Kylie Radel, Engaging Indigenous Youth in Leisure Activities: PCYC interventions in remote Australia, *Annals of Leisure Research*	In progress
	Madeline Stewart, Dr Wendy Hillman, Dr Kylie Radel, *International Indigenous Policy Journal*	
Media Stories	BHP – Laura Clifton-Jones – Director of Communications (BHP Foundation) - Jeremy Milne. Manager Media Australia at BHP	In progress
	Isis Symes – Communications & Engagement Coordinator, CQUniversity, Australia	CQUni News Article (06 July 2023): https://www.cqu.edu.au/news/984468/community-driven-support-sees-youth-of-woorabinda-on-track-to-thrive
	Francois Gallais - Deputy Director, Philanthropy, CQUniversity Australia	In progress

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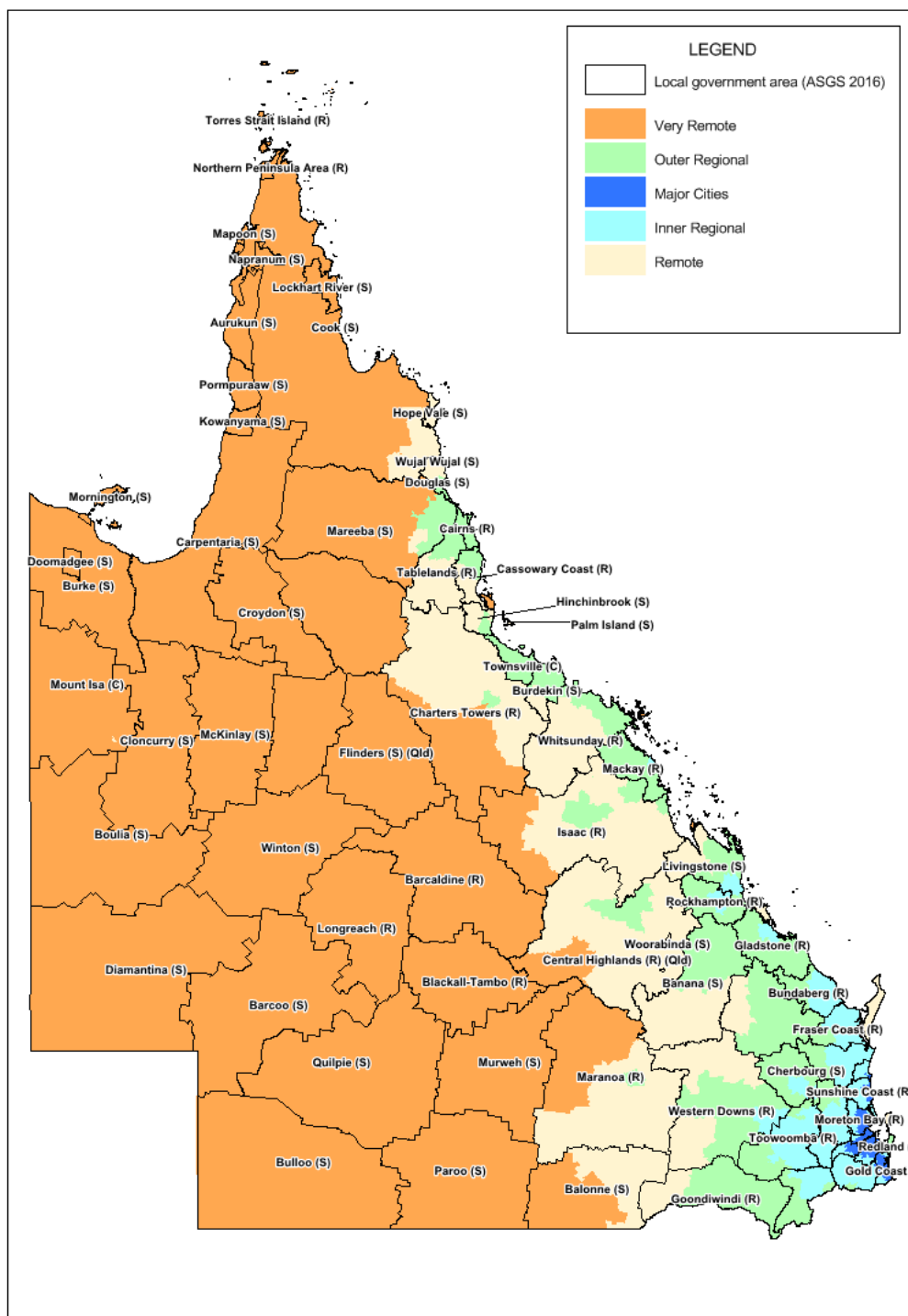
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Billabong Camp – Water Hole Tracks

APPENDIX A – MAP OF WOORABINDA[8]

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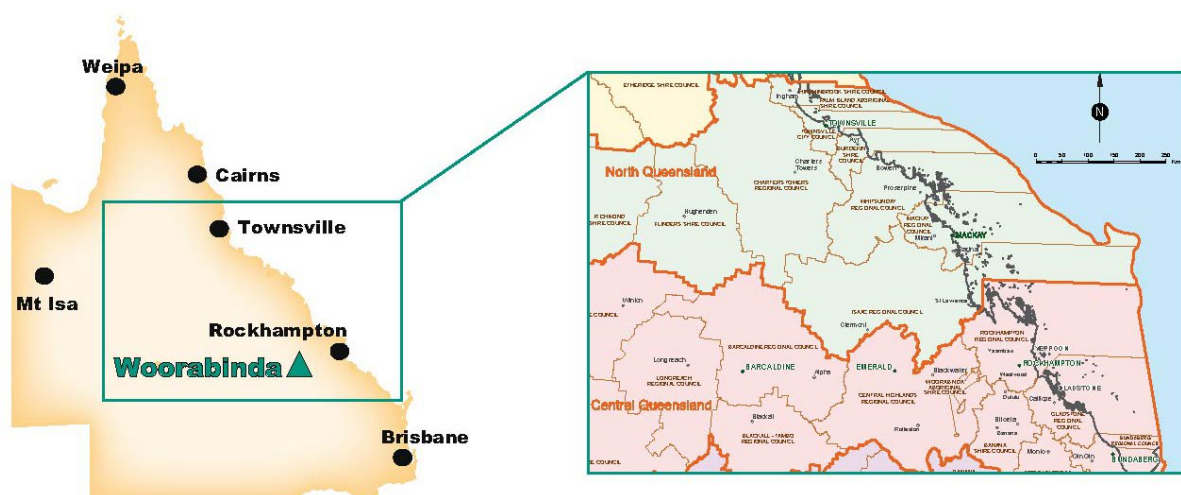
[8] Map accessed via Woorabinda Aboriginal Shire Council, 2011, *About Woorabinda*, viewed 6 July 2017, http://www.woorabinda.qld.gov.au/page.php?id=8

CRICOS: 00219C | RTO

Billabong Camp – Water Hole Tracks

APPENDIX B – MAP OF REMOTE QUEENSLAND COMMUNITIES

(Source: Queensland Productivity Commission [QPC], 2017, p. 38)

CRICOS: 00219C | RTO: 40939

APPENDIX C – YOUTH WORKSHOPS REFLECTIVE ACTIVITY DATA COMPARISON TABLE

Billabong Camp – Water Hole Tracks

Youth Workshops reflective activity data (Table 19). The responses are shown as categories with the number of responses alongside. Most responses included multiple suggestions hence the greater frequency than the number of participants.

Table 19   Youth Workshops – Reflective activity data comparison

Workshop 1 15 Dec 2020		Workshop 2 21 Sep 2021		Workshop 3 4 Apr 2022	
Question 1: 'To me, a really great PCYC would have…?' *n* = 15		Question 1: How has going to PCYC *helped you*?' *n* = 14		Question 1: How has going to PCYC *helped you*?' *n* = 24	
Categories:	No.	Categories:	No.	Categories:	No.
Fun games/times/sport	4	Sport & Skills	8	Happy	12
Venue/facility	3	Role model, leader	2	Sport	9
Weekends & camp away	3	School	2	Respectful	5
Education & responsibility	2	Wellbeing	2	Leaders	4
Pathways	2	Health and fitness	2	Safe	4
BMX /dirt bikes	2	Friends	1	Rules	4
Pool	1	Support	1	Health and fitness	3
Happy	1			Confident	2
Footy equipment	1			Friends	1
Keep doing same	1			Teased	1
Stop truancy	1				
The staff we have	1				
Learn culture	1				
More kids	1				
Art	1				
Question 2: 'What kind of *activities* should the PCYC in Woorabinda have?'		Question 2: 'What kind of *activities* should the PCYC in Woorabinda have?		Question 2: What kind of *support* would you go to PCYC for?	
Categories:	No:	Categories:	No:	Categories:	No:
Sport	20	Sport	30	Sport	22
Weekends & sports away	5	Games	10	Fun	1
Fun games/times	4	Outdoor activities	6	Art	1
Pool/ Water sports	3	Disco/movie	4	People	1
Venue/facility	1	Pool	3		
Movies	1	Flying fox	2		
More kids	1	Sleep over	2		
Horse riding	1	Sky diving/Bungee jumping	2		
Dance	1	Lucky draw/ competition	1		
Carnival Rides	1	Zip lining	1		
Respect Elders	1	Courses	1		
Bush skills	1	Horse riding / trails	1		
Don't know	1	Cooking	1		
		BMX biking	1		