

CTURP

Centre for Tropical
Urban and Regional
Planning



Cloncurry Shire Community Plan

Background Report 3: Young people's perspective on Cloncurry and the Future

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The Centre for Tropical Urban and Regional Planning (CTURP) is a multi-disciplinary research group established within the School of Earth and Environmental Science (SEES) of James Cook University. CTURP aims to contribute to improving planning practices in urban, regional and remote tropical locales. CTURP provides high quality tertiary education, training and research focusing on the discipline of Urban and Regional Planning in a tropical context.

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About the Centre for Tropical Urban and Regional Planning

The Centre for Tropical Urban and Regional Planning (CTURP) is a multi-disciplinary research group established within the School of Earth and Environmental Science (SEES) of James Cook University. CTURP was established in 1993 in response to the need for a substantial focus toward the urban, regional and environmental planning within Northern Australia.

CTURP aims to contribute to improving planning practices in urban, regional and remote tropical locales. CTURP provides high quality tertiary education, training and research focusing on the discipline of Urban and Regional Planning in a tropical context.

Rural and Remote Specialists:

CTURP has undertaken a range of research projects with rural, remote and resource dependent communities. These have included: Community Plans, Structure planning (roles and functions of small towns and service centres), Social Impact Assessment, and Social Infrastructure Assessment.

Environmental Planning:

CTURP is committed to the use and development of qualitative research methods to approach complex environmental, disaster management and planning issues. Our goal is to enhance and create a broader community understanding of the role and potential of social planning practices to address contemporary natural resource management issues.

Tropical Urban Planning:

CTURP is located in the tropics and well positioned to provide advice and research on a range of matters that are unique to tropical locales. This includes urban disaster mitigation strategies, tropical architecture, tropical food production and distribution, planning with, for and in Indigenous communities. We are committed to engaging in the academic debates that critically interrogate the production and circulation of tropical knowledge.

Executive Summary

What is a Community Plan?

A Community Plan is a planning document that looks at medium and long range community needs and aspirations. It is used to inform all other Council planning processes, including corporate planning, strategic land use planning and infrastructure planning.

The Local Government Act 2009 requires Council to create a Community Plan. There is no specific format or process that a Council must go through to create a Community Plan, each Council develops their own approach to meet the needs of the respective communities.

The Cloncurry Community Plan

The Cloncurry Shire is working with James Cook University (JCU) and the communities within the Shire to develop their Community Plan. This report summarises the findings of the Consultation activities undertaken with the youth of Cloncurry Shire.

Consultation with school students – August 2011

- Workshopping with every class in the Shire – to determine what the students like about their town and what they think could be done to improve the Shire.
- Students from grades 1 to 7 were asked to draw a picture of the thing(s) that they like most about Cloncurry.
- Students in grade 7 from Cloncurry SS and Dajarra SS were asked to take photographs of the things they liked and the things they thought could be enhanced to make the Shire a better place to live.
- Students from Cloncurry State High School grades 7-12 were asked to complete a short survey : what job would they be doing in 2030, where would they be living, and if not in Cloncurry in 2030 why not.

This report analyses the results of the consultation and concludes with 11 strategies for incorporation in the Community Plan from the students at Dajarra State School and 26 Strategies from the students at both St Josephs and Cloncurry State School and High School. The strategies relate to suggestions for community services, upgrades to infrastructure, economic development and education facilities and services.

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1. Introduction

In August 2011 JCU CTURP consulted with the youth of Cloncurry to ascertain their needs and aspirations for the future. The consultation methods took many forms to ensure that the technique used to gain information was commensurate with the age of the participants.

All four schools within the shire were consulted. Cloncurry State School grades 1 to 6, Cloncurry State High School grades 7 to 12, St Josephs' grades 4 to 7 (in Cloncurry) and Dajarra State School grades 1- 7. In total 275 students provided comments and input on a range of topics that were important to them.

The below table describes the approaches undertaken in consulting with the youth of the Shire.

Table 1. Overview of Consultation Methods

Year Level	How would you describe Cloncurry as a place to live	Aerial Map exercise: Identify places that you use and why (park - sport, street – hang out) and places that you don't use and why.	What do you love about Cloncurry	What would you change about Cloncurry to make it a better place to live	Where will you be in 2030?	
1	Open forum in each class	Grades 4 to 12 participated in this activity. Each student was asked about the places they use and what they use the area for and about the places that they don't use and why they don't use this space.	drawing	Open class room session	Not applicable to these year levels.	
2&3			drawing			
4			drawing			
5&6			drawing			
7			Disposable Camera	Open class room session		Survey questions: 1. What type of job do you think you will be doing in 2030? 2. Where do you think you will be living and working in the year 2030? 3. If you aren't living in Cloncurry in 2030 - why not?
8			Disposable Camera	Open class room session		
9&10			Disposable Camera	Open class room session		
11&12			Disposable Camera	Open class room session		
	Disposable Camera	Open class room session				

The consultation took place at the respective school in their class rooms in the first and second week of August 2011.

For all of the students irrespective of ages:

In the first part of the session students were asked to identify words that they use to describe Cloncurry as a place to live. These words will be used to identify common themes throughout the age groups and for Youth as a whole. The older students (Student Representative Councils - SRC) can use these themes to create the Youth's Vision for Cloncurry. In the final session that all students contributed to, they were asked to use words or describe issues that students believe need addressing to make Cloncurry a better place to live.

For the younger age groups (grades 1-3):

The students in this age group were asked to describe all the things that they liked about Cloncurry and the things that needed to be changed to make Cloncurry a better place to live. After completing this group activity the students then completed a drawing that described what they liked most about living in Cloncurry.

For Grades 4 to 7

Students in these grades also completed hand drawn illustrations. The results from the illustrations were analysed according to themes. These themes were identified from the content included in the drawing with seven distinct themes emerging from the Cloncurry based students namely home, landscape, activities, events, people, places and multiple values. From the illustrations completed by the Dajarra students, three themes were identified namely landscape and home; places; and school and pool. These illustrations are to be used as the basis of an Art Exhibition to be run concurrently with the release of the draft strategies when displayed for public comment.

Aerial Mapping Exercise grades 7 to 12

The purpose of this process was to gain an understanding of the places that young people use and what they do in these spaces. The students in Cloncurry identified 12 locations and Dajarra identified 11 locations (6 of which were well beyond the township boundaries).

For the grades 7 in each school

Students were given the use of disposable cameras to take pictures of things (places/people/events/streets etc) that describe what they love/think needs fixing in their town. These pictures provide clues about what to protect and enhance in the town and contribute to the creation of action strategies. This activity also provides the students with an opportunity to provide input that is about their opinion and is less likely to be influenced by peer pressure. Each camera was coded for the age and gender of the person who used the camera – the identity of the person was not required. Initially cameras were distributed to the older groups – but it was found that without supervision of the activity the cameras were lost or destroyed. Upon the advice of teachers it was decided to undertake this activity with the Grade 7 students only. This activity required the supervision and commitment of dedicated teachers and was not suitable to be undertaken independently.

The results of the illustrations and photographs provide feedback to the participants, but also provide adults with a visual appreciation of what is important to the youth in the shire and legitimises their contributions in decision making.

Survey grades 7 to 12

The final survey questions are aimed at students who may have had the opportunity to think about their future. Only the Year 7's at the high school were included in this process (due to class combinations with higher grades). This survey sought to gauge the impressions of what the future holds for Cloncurry youth currently enrolled in high school. Three questions were asked:

1. What type of job do you think you will be doing in 2030;
2. Where do you think you will be living and working in the year 2030 (where would you like to be); and
3. If you don't think you will be in Cloncurry in 2030 – why not.

A total of 88 surveys were completed. The responses to these questions provide an insight to the education and training that would be required to satisfy their career aspirations and to determine the likelihood of remaining in Cloncurry through their adult years (and if not a reason as to why). Data such as this enables Council to gain an understanding of what actions may need to be undertaken to meet the needs of the younger generations.

2. Results Summary - Illustrations

The following section describes the comments from the analysis of the content contained within the illustrations. Please refer to Attachment 1 to this document to view the 157 illustrations collated according to the following themes.

2.1 Dajarra students

Theme 1: Landscape and Home

Comments - These two elements featured strongly in the same illustration such as houses in a landscape setting, or landscape features. This would indicate that the students appreciate the open spaces that they live in and that their home doesn't have to be a built structure to be part of the landscape.

Strategy D1. Support and promote family based outdoor lifestyle of Dajarra residents.

Theme 2: Places

Comments – The places that were important to the Dajarra students included the playground in the park and riding their skate board and scooters (in the soon to be constructed skate park). The Dajarra playground and park is a centrally located and highly valued place by the students. It is the only public space in town that is accessible and able to be used by the students all year round. Other spaces including the rodeo grounds are used but not to the same extent or for the same purposes. The fields behind the school are over grown with grass and weeds and therefore inaccessible to the youth of Dajarra.

Strategy D2: The playground in the park is to be constructed and maintained to meet safety requirements and provide amenity values to the township.

Theme 3: School and Pool

Comments - The school is very important to the students and a place that they value highly. The students drew pictures of a pool and it would appear that a pool would be most welcomed in Dajarra by the younger residents.

Strategy D3: Support the school administration in the delivery of extra curricula activities to the students of Dajarra such as visiting the Mt Isa pool and attending inter school sports competitions.

2.2 Cloncurry students

Theme 1: Home Environment

Comments - Many of the younger respondents drew pictures that included their family, pets, home, back yard and school environment eg classroom and playground. These elements are central to the young person's sphere of influence (ie the limits of their spatial territory) and are the places where they feel most safe. It is critical that the adults within the community ensure the ongoing protection and safety of these places.

The Community Plan should ensure that the strategies actively recognise and promote that it is a fundamental right of each child to reach the full development of their personality and to grow up in a family environment in an atmosphere of happiness, love and understanding (pursuant to the UN Convention on the Rights of the Child).

Strategy C1: Incorporation of Crime Prevention through Urban Design (CPTUD) principles in the Planning scheme and landscaping/design of parks and school grounds.

Strategy C2: Managing stray and dangerous animals roaming on the streets

Strategy C3: Promote and implement policies to create safe home environments and pride in home and neighbourhood garden maintenance specifically to control weeds and grass height (to reduce snake cover and vermin infestations).

Strategy C4: Social support services to assist families in crisis such as housing, financial and emotional stress.

Theme 2: Landscape

Comments - Dams featured prominently in this theme as did the natural elements of the landscape (hills, trees, animals). These were valued for the activities that they could provide (fishing) and for the visual amenity they provide to the area.

Strategy C5: Ensure access to dams for recreation and nature appreciation activities.

Strategy C6: Protect the landscape to ensure that the environmental and recreation values for local residents are maintained and enhanced.

Theme 3: Activities

Comments - The young people (predominantly male respondents in this theme), of Cloncurry participate in a wide variety of outdoor based activities. Some played football, others hunted and went fishing, riding their motorbikes, fixing the car with dad and riding their horses.

Strategy C7: Protect and enhance the outdoor lifestyle including the ability to ride a motor bike, hunt for pigs, go fishing and ride horses.

Theme 4: Events

Comments – This particular theme was probably more prominent than it may have otherwise have been due to the timing of the consultation activities coinciding with the Merry Muster (rodeo). Irrespective the events that the youth identified in the focus groups included the entire range from Australia Day celebrations through to Christmas. Events and festivals were important to the younger people as it is a time to celebrate, socialize and have fun with their friends.

Strategy C8: Continue to host a full range of community events throughout the year (not just in winter).

Theme 5: Cloncurry is Special

Comments – In this theme several attributes were identified in the one illustration. This highlighted the multi faceted values that make Cloncurry Special. In these illustrations the elements of both the natural and built environment added to the inclusion of people (friends and family), events and descriptors of the rural lifestyle feature prominently. Cloncurry is special to the young people for many reasons. Cloncurry is not viewed by the youth as a town at a highway junction, or a mining town or a highway stopover for tourists, but is a place that has multiple values that in total make it home to the youth and very special to the residents.

Strategy C9: Actively promote the unique and positive qualities of the Shire that confirm its value to the residents.

Theme 6: People

Comments – Following on from the previous theme the motto of Cloncurry has long been that it is the Friendliest Town in North West Queensland. So much so that the younger residents also describe the people who live in the town as being friendly. What this means is that Council and schools should actively promote the positive attributes and values of the Shire to its residents, visitors and developer (resource).

Strategy C10: Continue to promote this motto as this gives the young people an understanding of what it means to live in Cloncurry and what is expected of them as residents living in the Friendliest Town in the North West.

Theme 7: Places

Comments – This theme had the highest number of illustrations depicting the great range and diversity of the places in Cloncurry that they love and value the most. These places included retail shops, parks, pool, schools, the PCYC and the skate park.

Strategy C11: Include youth in all consultation processes that affect the form and function of the built environment in Cloncurry – Specifically in relation to sport and recreation infrastructure.

3. Mapping Results – Favourite places and Priority upgrades

3.1 Dajarra

The following section describes the comments from the school students of Dajarra regarding their favourite places and their perspectives on priority upgrades.

The students described going bush as their favourite family activity. This means that the families go camping in the holiday periods as large extended family groups and the children enjoy fishing and swimming. These camping areas are based on water features and include the Split Creek Dam, Georgina River, Suleman River, I mile and Paper Dam. The students do not want any formalized facilities at these sites, but would like these sites to be protected to ensure that they are always able to go camping there. Other activities that the students enjoy include going to border sports, after school care, bike riding (motorized and bicycles) and walking around town. The school plays a very important role in their lives, not just as a place to learn, but as an organization that facilitates a range of activities outside of the school grounds such as Border Sports (interschool sports), school camps and going to Mt Isa.

These are placed in order of priority.

1. Town Park and Playground

The park and playground in Dajarra is the only piece of recreation infrastructure that is accessible to the students. This park has been poorly maintained and the play equipment is either broken or unsafe to use.

Strategy D4: Redevelop the Town Park and playground and include a BBQ area, picnic tables and toilet block.

2. Reliable School/Hire Bus

Going to Border Sports, experiencing NAIDOC events, going on a school camp or taking a trip to Mt Isa requires a reliable bus to transport the students from Dajarra. The school does not have access to a bus and this restricts access to a range of extra curricula activities.

Strategy D5: Secure access to a reliable bus to enable students to attend a range of extra curricula activities outside of Dajarra.

3. Skate Park and BMX track

Council has plans to create a Skate Park in Dajarra. However the students expressed a desire to have a BMX track to extend around the perimeter of the Park. The students also expressed a desire to assist in the painting of the Skate Park.

Strategy D6: Construct a BMX track to extend around the perimeter of the Skate Park.

Strategy D7: Enlist the assistance of the students in the painting of the facilities at the Skate Park.

4. School Sports

The high mineral content in the bore water used to irrigate the school oval has meant that the sprinkler system is damaged and as a consequence the Ovals are no longer used and are in a state of disrepair. The irrigation system needs to be resurrected, a filter system put in place to remove the solids in the water before going to the sprinkler system and the field needs to be maintained to provide access to sports facilities for the students of Dajarra. In addition the students also expressed a desire to have access to a range of sports equipment and facilities such as footballs, soccer balls, softball equipment, tennis (courts and equipment), volleyball net (and balls) and a Basketball court. The students also expressed a desire to have a pool in their town so that they could practice and improve their competitive swimming skills.

Strategy D8: The school ovals are to be made operational, the irrigation system needs to be fixed and maintained, and the fields are to be mowed and maintained to enable the students participate in field based sports activities.

Strategy D9: Assist the school to acquire a range of sports equipment.

Strategy D10: Assist the school to gain the funds to construct and maintain a swimming pool.

5. Rodeo Grounds

Dajarra hosts an annual Rodeo. The students enjoy Rodeo time, but the grounds and infrastructure are in need of maintenance and in some instances repair or replacement of structures.

Strategy D11: Review the Rodeo Grounds to determine maintenance priorities and secure funds and labour to undertake works.

3.2 Cloncurry

The following section describes the comments from the youth of Cloncurry (combined schools grades 4 to 12) regarding their favourite places and their perspectives on priority upgrades. These are placed in order of priority.

1. The Dam (Chinaman's Creek)

The dam is located on the outskirts of town and is a major recreation facility for the local residents. The students swim, boat, fish, socialize, and have BBQ's with their friends and family on the water's edge. However they feel that the dam and the recreation infrastructure associated with the dam is severely run down and should be upgraded. The range of upgrades that were suggested included landscaping, creating a day use area with high quality infrastructure such as toilets, playground equipment, large shelter sheds to provide shade, BBQ's, boat ramps, jetty, sealed road, signage and a grassed area (with no prickles) to play and kick a football.

Strategy C12: Undertake a comprehensive recreation master plan for Chinaman's Creek Dam.

Strategy C13: Implement the Chinaman's Creek Recreation Master Plan

2. Skate Park

The skate park is located adjacent to the PCYC youth centre and is very heavily used by the students in and about grade 4 to grade 9. The skate park was recently created on the basketball courts and a shade cover has been provided. However, the design of the skate park does not meet the requirements of the users. The results from discussions suggest that an entirely new skate BOWL be created for use by both skate board and scooter users. The students described the upgrades necessary to bring the facility up to standard and include making it a skate bowl that is challenging for scooters, install seating, drinking taps, access to toilets, lighting, extensive shade cover and rubbish bins.

Strategy C14: Upgrade the skate park to an in ground skate BOWL that is challenging for scooters, install seating, drinking taps, access to toilets, lighting, extensive shade cover and rubbish bins.

3. PCYC

The PCYC is a critical and essential service and facility to the young people in Cloncurry. Activities that they participate in include boxing, netball, gym circuit, dancing and zumba. However, it would appear from the comments made that the facilities may need to be upgraded and attention paid to the scheduling of activities. Upgrades include resurfacing of the tennis and netball courts, air condition the activities hall and shade over the tennis courts. Attention needs to be given to the scheduling of activities to avoid clashes such as between netball and the gym circuit, and due to the popularity of the centre some of the activities cannot occur at the same time due to space limitations.

Strategy C15: Undertake review of PCYC facilities and review the use of associated recreation facilities and activities and commence planning for future redevelopment of the site.

4. Town Park

The town park is used by students of all ages. The students will sit in the park area and socialize with one another, some play a bit of football, and others like to use the playground equipment. This park provides a space for students to be a part of the town activities, to watch the adults doing their business and is centrally located. From the comments received the design and layout of the park obstructs views to the street from the playground and is in need of a revamp to meet contemporary needs.

Strategy C16: Revamp Town park by removing the old toilet block and replacing it with a smaller unit that is located to the side boundary of the park, upgrade the playground equipment (and fix the flying fox) and erect shade cover, remove the basketball hoop (no one uses it anymore), remove the weeds in the grass, install more seating and a drinking tap.

5. Showground and Equestrian Centre

The students identified a range of sports that they played at the football oval at the showground complex. Council has completed and endorsed a Management Plan for the redevelopment of the Showground subsequent to the Equestrian Centre complex redevelopment being completed. The comments that were made by the students may be addressed in these reports and redevelopment, however it is essential that they are recognised and responded to accordingly. Three sites that were identified by the students have been combined under this section as they are interconnected to one another. These include the football ovals (sporting grounds and facilities), the Showground (including the Rodeo grounds) and the Equestrian Centre.

Strategy C17: Upgrade the surface of the football oval to be flat, grassed and all prickles removed and install new goal posts.

Strategy C18: Upgrade the grandstands at the Showground (adjacent to football oval).

6. Motor bike tracks

Comments – The young men (grades 8 to 12) enjoy riding their motor bikes in the open space to the north of the town area. A new private complex (to the south east of town) had recently opened at the time of consultation taking place and there were many concerns expressed regarding the high cost of accessing this facility. In addition there were issues regarding where they traversed (riding an unregistered vehicle) to either sites from town. Youth depend on adults to transport the bikes to and from the sites and for some this simply isn't convenient.

Strategy C19: Police, Council landowners and riders investigate options for riding motor bikes on land that is safe and legally accessible from the township area.

7. Retail

Shopping is a favourite past time of all young people irrespective of where they live. In those instances where there is a limited range or the design of the retail space is not conducive to gathering and socializing the perception of missing out on something is exacerbated. The young residents expressed a very consistent desire to have a range of shops open in Cloncurry. These included fast food outlets (KFC, McDonalds, Hungry Jacks); clothing (Kmart, Target, Jay Jay's and Myers); games shops (EB games); and a games arcade. Shopping centres in hot and humid areas are used by people of all age groups within the community as a place to socialize in relative (air conditioned) comfort.

These can be used to co-locate with social infrastructure such as medical practitioners and government offices.

Strategy C20: Provision should be made for a future shopping complex in Cloncurry within the planning scheme and located in close proximity to the business district.

Strategy C21: Identify preferred locations for the fast food and retail outlets within the Cloncurry planning scheme.

8. Cinema

The cinema is quite an important place to the youth. However, they would appreciate an air conditioned cinema space in the warmer times of the year.

Strategy C22: Investigate an alternative air conditioned cinema space for the cinema operator to use in the summer months.

4. Achieving Career Aspirations

Results from the survey completed by the years 7 to 12 at Cloncurry State High School (CSHS) identified the career aspirations of the students and described how they see their future in relation to the Shire. Dajarra students can only attend primary school in Dajarra and then must go to boarding school elsewhere.

Eighty eight students completed the survey of which 41 (46%) were male and 47 (54%) female.

Table 2. Age and Gender of respondents to Career Survey

Age (years)	Male	Female	Total
17	3	5	8
16	5	8	13
15	7	8	15
14	5	9	14
13	14	8	22
12	7	6	13
11	0	1	1
Missing			2*
Total	41	47	88

* Gender and age unstated

The career aspirations of the students attending CSHS ranged from no professional career to being a doctor. All career options listed were included in the data analysis. The results conclude that of the 118 listed options (some listed nil and others up to 4 options), 43 (36%) required tertiary qualifications and of those slightly under half required advanced senior mathematics and science as university entry pre-requisites.

Of the twenty eight students (32%) wanting to pursue a tertiary education ten were males and eighteen female. The careers requiring a tertiary education included teaching (n=4), Science such as Veterinarian, Nursing or Doctor (n=14), Engineering (n=3), Anthropology (n=1), Business (n=1), Writing (n=2), Art/fashion/design/photography (n=9), Police (n=2), Social work (n=1), Psychology (n=1), Property Management (n=1) and Inventor (n=1).

Twenty two students (25%) maintain that they would like to enter a trade. Of this 11 females indicated a preference for hairdressing and 11 males indicated a diverse range of trades such as electrical (n=3), carpentry (n=3), mechanical including diesel (n=3), plumbing (n=1), boilermaker (n=1) and Chef (n=1).

Other career aspirations that did not necessarily require VET included Professional sportsman (n=10 all males), Retail (n=6), Beautician (n=3), Mining (n=8 of which 3 females and 5 males), train driver (n=1), tyre fitter (n=1), computer technician (n=1) and dance teacher (n=2). In addition 4 students indicated a preference to join the Australian Defence Force with no particular occupation listed.

4.1 How will the career aspirations be met?

There is no qualified senior mathematics and science teacher at CSHS as the senior student numbers simply are not high enough to substantiate the funding of this position. Due to the policy and funding provided by the Queensland Education Department, the CSHS is limited in its ability to provide a diverse range of subjects taught face to face. Students who wish to study senior mathematics or science must do this electronically and externally via Distance Education and virtual schooling.

The students who possess a different learning style ie visual group learner as opposed to verbal solitary learner are disadvantaged in their ability to satisfy their career aspirations because of a policy decision made at a state level. Those students who possess a learning style that is not suited to virtual schooling and whose families are financially disadvantaged are therefore not able to satisfy their career aspirations.

This in turn means that the parents of children wanting to pursue a science or mathematics based tertiary education must either move the entire family to the location of a school or send the child to boarding school. Unfortunately this latter option is only available to parents who are able to afford to send their children away to boarding school. Moreover, an analysis of significant demographic trends (refer to Background Report 1 Demographic Profile) indicates that there is a reduced number of persons in the 15 to 19 age bracket in the Shire (by comparison to the 5 to 14) and the 20 to 24 year bracket. It would appear that the local senior students leave for education and do not return once they have gained their skills, education or trade qualifications.

It is important that both the education system and the vocational education courses link to and with the aspirations of the students and the direction of the local, regional and state economy. At present the economic base of the Shire is not based solely on mining as less than 1% of the employees at the mines within the Shire are permanent residents in the Shire (refer to Background Report 4 on Long Distance Commuters to Cloncurry Shire). The local economy (refer to Background Report 1 Demographic Profile) is based upon Agriculture (16.6%), Transport (13.3%) and Mining (13.2%). The career aspirations of the students appear to have minimal links with the local and regional economy (agriculture, transport or mining). Moreover, only 8 of the students (9% of the sample) saw themselves in Cloncurry in 2030. The preferred occupation of these students (respondents indicated more than 1 occupation type) included teaching (n=2), mining (n=1), Road Tek (n=2), Woolworths (n=1), Police Officer (n=1), singer (n=1) or owning a small business (n=2).

The main reason that students did not think that they would be in Cloncurry in 2030 was related to a perceived lack of job opportunities (46%). Other reasons included they don't like living in Cloncurry (25%), want to move closer to family (6%), and no response (9%).

4.2 Other issues related to Education in Cloncurry Shire

Results from the Community Survey (161 respondents)

- In terms of secondary education services, it was noted that many households felt the need to move away (46 respondents/families – or one quarter 27%) from

Cloncurry to seek better education opportunities as they were not being provided locally.

- Frequently raised in the written responses to the survey - that primary education was good, but secondary education was very poor and this was related to the perception of a limited curriculum to senior students.

Results from the Long Distance Commuter Survey (468 respondents)

The survey results from the Ernest Henry employees were analysed separately to the remainder of the respondents as they work closest to the Cloncurry township and had a higher likelihood of all mining companies to move somewhere closer to their work. Of the 206 Ernest Henry respondents to the survey, 92% said that they would not move closer to their work, and 8% said they would.

The respondents were asked (amongst other things) how important the high school, job opportunities for young people and education facilities are as reasons why they chose to and continue to live in their place of residence (Table 3) and their perceptions of Cloncurry Shire as a place to live.

Table 3. The Importance of Education Opportunities to Ernest Henry Mine employees

Importance	High school caters to the needs of children %	Job opportunities for young people %	Education facilities meets the needs of the future %
Important	47	49	64
Moderately	20	22	16
Not important	23	19	20

The data from Table 3 indicates that education facilities that meet the needs of the future are important reasons for 64% of the Ernest Henry employees to continue to live at their place of residence (ie not Cloncurry). Similarly job opportunities for young people (49%) and a high school that caters to the needs of children (47%) are important reasons to continue to live in their place of residence.

The data presented in Table 4 indicates that 14% of the Ernest Henry mine employees perceive that Cloncurry has a high school that can cater to the needs of children, that 31% believe that there are job opportunities for young people and that 9% perceive that the education facilities meets the needs of the future.

Table 4. Ernest Henry mine employee perceptions of Cloncurry Education opportunities

Agree	High school caters to the needs of children %	Job opportunities for young people %	Education facilities meets the needs of the future %
Agree	14	31	9
Neither agree or disagree	47	23	37
Disagree	39	46	54

From the three data sets it would appear that the Cloncurry State High School needs to be supported in their endeavour to address these perceptions. Strategies that assist the

CSSHS to attract, secure and fund the full time employment of a qualified senior mathematics and science teacher are essential in the first instance. Others would include offering a range of subjects that meet the career aspirations of the young people and creating strategies to train and retain local youth should be supported by industry in the Shire.

Strategy C23: Take action to ensure that the young people of Cloncurry have equal access to education services (that addresses different learning styles) and infrastructure as their city based peers.

Strategy C24: Seek funding arrangements/partnerships to secure the full time employment of a qualified science and mathematics teacher.

Strategy C25: Implement the Local Decisions: stronger school communities' policy to address unmet aspirations for secondary education.

Strategy C26: The Shire of Cloncurry initiate a youth employment task force that includes industry, businesses, TAFE and work place training organisations to ensure that training opportunities are available to the local residential workforce.

5. Strategy Summary

Dajarra

Strategies from the Illustrations: Did we see what you said?

Strategy D1: Support and promote family based outdoor lifestyle of Dajarra residents.

Strategy D2: The playground in the park is to be constructed and maintained to meet safety requirements and provide amenity values to the township.

Strategy D3: Support the school administration in the delivery of extra curricula activities to the students of Dajarra such as visiting the Mt Isa pool and attending inter school sports competitions.

Strategies from the comments you made: Did we hear what you said?

Strategy D4: Redevelop the Town Park and playground and include a BBQ area, picnic tables and toilet block.

Strategy D5: Secure access to a reliable bus to enable students to attend a range of extra curricula activities outside of Dajarra.

Strategy D6: Construct a BMX track to extend around the perimeter of the Skate Park.

Strategy D7: Enlist the assistance of the students in the painting of the facilities at the Skate Park.

Strategy D8: The school ovals are to be made operational, the irrigation system needs to be fixed and maintained, and the fields are to be mowed and maintained to enable the students to have access to participation in field based sports activities.

Strategy D9: Assist the school to acquire a range of sports equipment.

Strategy D10: Assist the school to gain the funds to construct and maintain a swimming pool.

Strategy D11: Review the Rodeo Grounds to determine maintenance priorities and secure funds and labour to undertake works.

Cloncurry

Strategies from the Illustrations: Did we see what you said?

Strategy C1: Incorporation of Crime Prevention through Urban Design (CPTUD) principles in the Planning scheme and landscaping/design of parks and school grounds.

Strategy C2: Managing stray and dangerous roaming animals.

Strategy C3: Promote and implement policies to create safe home environments and 'pride in home and neighbourhood' specifically to control weeds and grass height (to reduce snake cover and vermin infestations).

Strategy C4: Social support services to assist families in crisis such as housing, financial and emotional stress.

Strategy C5: Ensure access to dams for recreation and nature appreciation activities.

Strategy C6: Protect the landscape to ensure that the environmental and recreation values for local residents are maintained and enhanced.

Strategy C7: Protect and enhance the outdoor lifestyle including the ability to ride a motor bike, hunt for pigs, go fishing and ride horses.

Strategy C8: Continue to host a full range of community events throughout the year (not just in winter).

Strategy C9: Actively promote the unique and positive qualities of the Shire that confirm its value to the residents.

Strategy C10: Continue to promote this motto as this gives the young people an understanding of what it means to live in Cloncurry and what is expected of them as residents living in the Friendliest Town in the North West.

Strategy C11: Include youth in all consultation processes that affect the form and function of the built environment in Cloncurry – specifically sport and recreation infrastructure.

Strategies from the comments you made: Did we hear what you said?

Strategy C12: Undertake a comprehensive recreation Master Plan for Chinaman's Creek Dam.

Strategy C13: Implement the Chinaman's Creek Recreation Master Plan.

Strategy C14: Upgrade the skate park to an in ground skate BOWL that is challenging for scooters, install seating, drinking taps, access to toilets, lighting, extensive shade cover and rubbish bins.

Strategy C15: Undertake review of PCYC facilities and review the use of associated recreation facilities and activities and commence planning for future redevelopment of the site.

Strategy C16: Revamp Town Park by removing the old toilet block and replacing it with a smaller unit that is located to the side boundary of the park. Upgrade the playground equipment (and fix the flying fox) and erect shade cover, remove the basketball hoop (no one uses it anymore), remove the weeds in the grass, install more seating and a drinking tap.

Strategy C17: Upgrade the surface of the football oval to be flat, grassed and all prickles removed and install new goal posts.

Strategy C18: Upgrade the grandstands at the Showground (adjacent to football oval).

Strategy C19: Police, Council, landowners and riders investigate options for riding motor bikes on land that is safe and legally accessible from the township area.

Strategy C20: Provision should be made for a future shopping complex in Cloncurry within the planning scheme and located in close proximity to the business district.

Strategy C21: Identify preferred locations for the fast food and retail outlets within the Cloncurry planning scheme.

Strategy C22: Investigate an alternative air conditioned cinema space for the cinema operator to use in the summer months.

Strategy C23: Take action to ensure that the young people of Cloncurry have equal access to education services (that addresses different learning styles) and infrastructure as their city based peers.

Strategy C24: Seek funding arrangements/partnerships to secure the full time employment of a qualified science and mathematics teacher.

Strategy C25: Implement the Local Decisions: stronger school communities' policy to address unmet aspirations for secondary education.

Strategy C26: The Shire of Cloncurry initiate a youth employment task force that includes industry, businesses, TAFE and work place training organisations to ensure that training opportunities are available to the local residential workforce.

Attachment 1: Illustrations and Themes