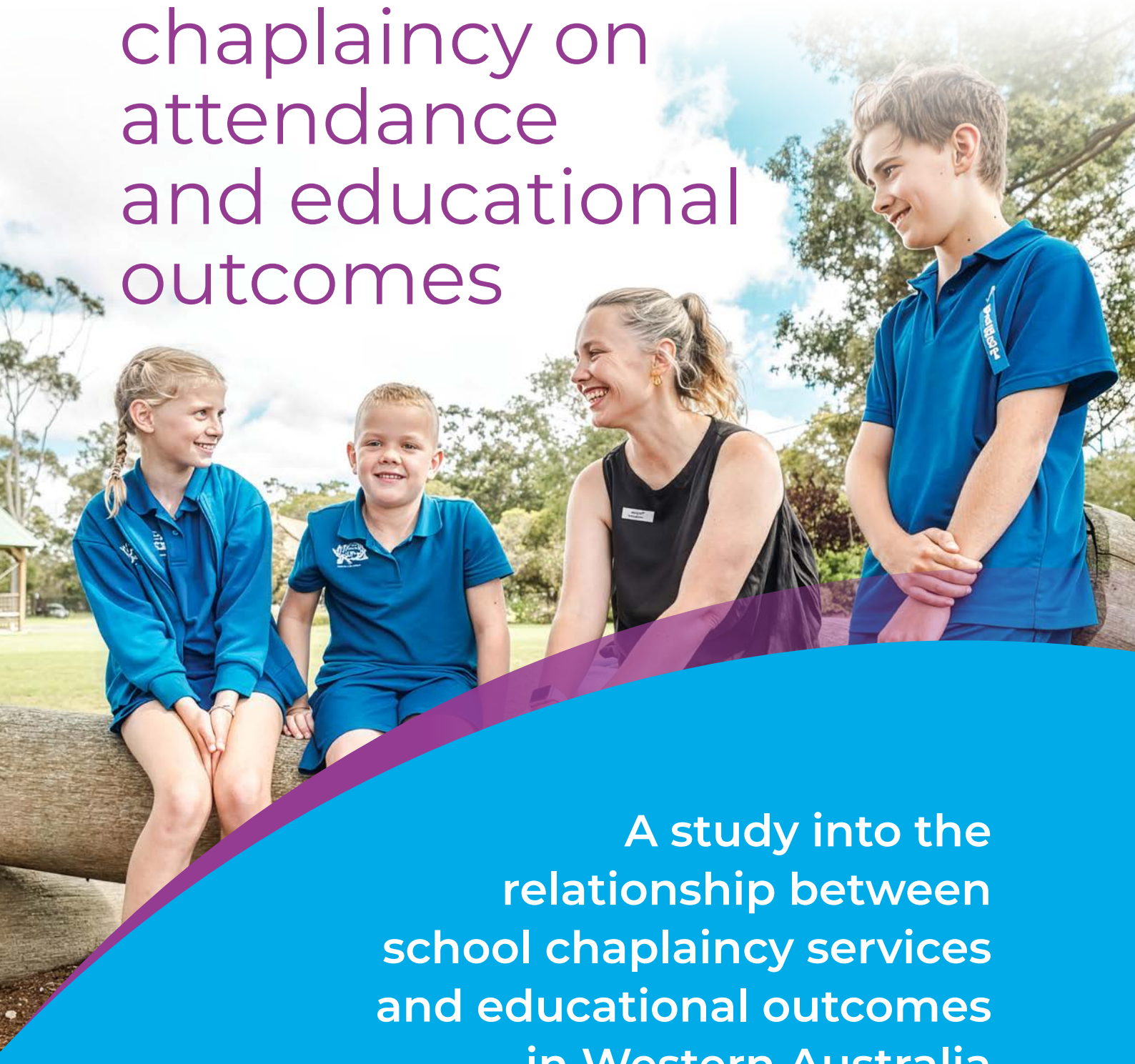
YouthCARE | mccrindle

The impact of school chaplaincy on attendance and educational outcomes



A study into the relationship between school chaplaincy services and educational outcomes in Western Australia

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Introduction

Schools have long been the heartbeat of our communities. While recognised for their role as academic centres of learning, they also provide social environments where young people can find a sense of purpose and belonging. However, this vital institution is facing a complex challenge. Across the nation we are seeing a shift in student engagement, marked by declining attendance rates and a rise in school refusal and withdrawal. For many students, the barrier to engagement is an overwhelming sense of anxiety, social disconnection or mental health struggles.[1] It turns out the “attendance gap” is often a “wellbeing gap”.

The classroom has in many ways become the front line for addressing the holistic wellbeing of the next generation. Principals and teachers are increasingly tasked with managing complex social and emotional needs that extend far beyond the traditional scope of education provided by schools.

To turn the tide on school engagement and attendance problems, and empower students to flourish, schools need relational safety nets. It is within this context that we explore the impact of school chaplaincy as delivered by YouthCARE, not merely as an additional service, but as a presence that fosters the connection and safety students need to show up, engage and thrive.

1 McCrindle, Reimagining Education Towards 2035 (2025)

Executive summary

Today's schools operate as an important community hub, yet they face complex challenges. Rising student anxiety and social disconnection manifest in declining attendance, school refusal and social and emotional strains that negatively impact learning. In this context, YouthCARE's school chaplaincy provides an important and effective relational safety net. This presence helps foster the sense of belonging students need to show up, engage and thrive.

Improving accessibility and reach

YouthCARE is an embedded partner within the Western Australian education ecosystem. Analysis of the past two decades of data shows the organisation has supported more than 93% of the state's government schools. From the Perth metropolitan area to the state's most remote towns, this statewide presence ensures students have a reliable relational safety net. By maintaining a strong presence in both metro and regional communities, YouthCARE provides essential wellbeing support for students navigating life's challenges, regardless of their location.

A protective factor for attendance

A regular chaplaincy presence acts as a protective factor for student engagement. The data reveals that regular chaplaincy is consistently associated with higher student attendance. On average, students in these schools receive 39 extra days of classroom time over the course of their schooling. This positive link is even more pronounced for schools with socio-educational disadvantage, where a regular chaplaincy presence correlates with 55 extra days of schooling over a student's lifetime.

Holistic support that clears the path for learning

Chaplains conduct over 116,000 one-on-one pastoral meetings annually, alongside groups and whole-class support. These address a range of social and emotional barriers including anxiety, peer conflict and grief. As integrated members of school wellbeing teams, chaplains serve as a vital triage point. They identify needs early and facilitate timely referrals to specialised services. This support facilitates academic focus. Students in schools with regular chaplaincy are more likely to meet NAPLAN national minimum standards, with a seven to nine percentage point advantage over schools with less chaplaincy support.

Validated by the community

Stakeholders consistently validate the effectiveness of school chaplaincy. More than six in seven parents (87%) believe chaplaincy is important in schools. Among those with access, nine in ten (89%) rate the chaplaincy service at their school as good or very good. Similarly, teachers and principals recognise their chaplain as an indispensable team member who has a significant positive impact on student wellbeing.

MORE THAN 93% OF WA'S GOVERNMENT SCHOOLS HAVE BEEN SUPPORTED BY YOUTHCARE CHAPLAINCY

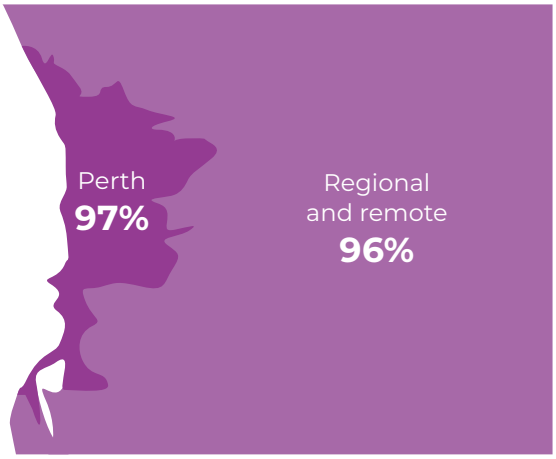
Based on past 20 years of records



56 Not serviced by YouthCARE

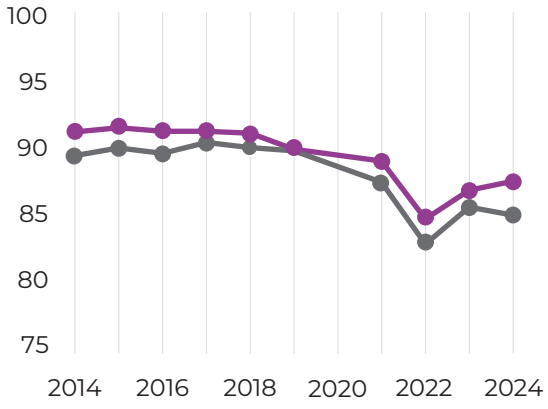
ACCESS TO YOUTHCARE CHAPLAINS NOTABLE IN REGIONAL COMMUNITIES

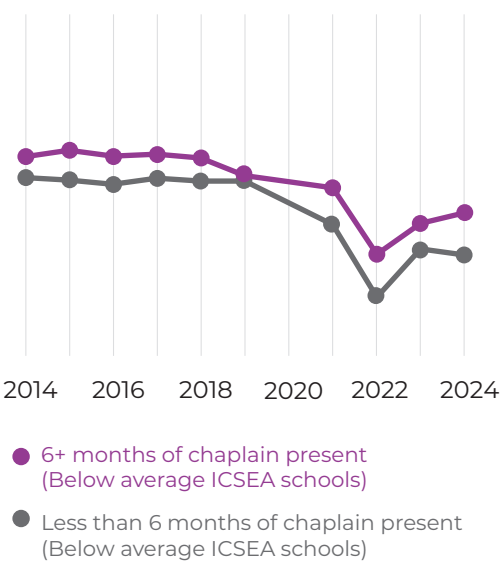
% students by school remoteness



SCHOOL ATTENDANCE PROTECTED BY CHAPLAIN PRESENCE, PARTICULARLY FOR LOWER ICSEA SCHOOLS

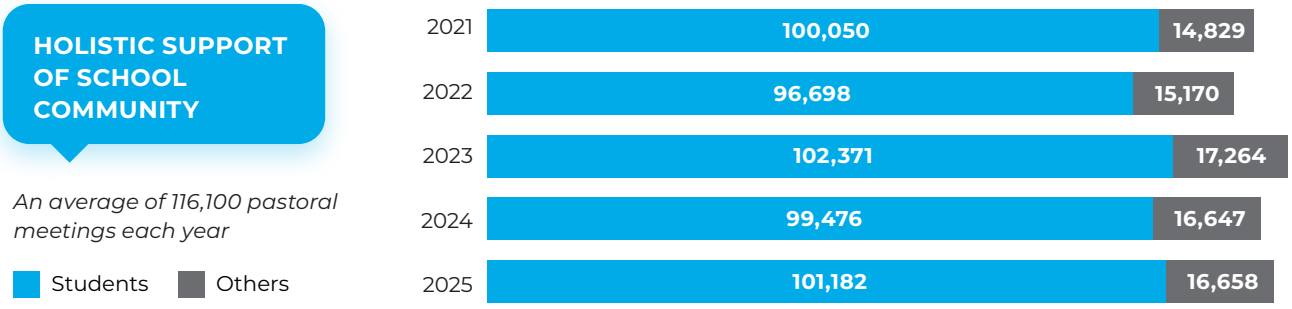
Attendance rate of schools serviced by YouthCARE





HOLISTIC SUPPORT OF SCHOOL COMMUNITY

An average of 116,100 pastoral meetings each year



IDENTIFIED ISSUES IN PASTORAL MEETINGS

Proportion of meetings with students

- General Wellbeing Support — 23%
- Mental Health (Anxiety etc) — 11%
- Friendships / Peer Issues — 11%
- Family — 10%
- Emotional — 10%
- Behaviour Management — 6%
- Education Support — 6%
- Concern for Child — 4%
- Grief and Loss — 4%
- Bullying / Harassment — 3%
- Self-Esteem — 2%
- Disclosure — 1%
- Class Assistance — 1%
- Hardship — 1%
- Crisis / Trauma — 1%
- Other — 5%

CHAPLAINS SUPPORT THE WHOLE SCHOOL COMMUNITY

Average meetings per year

7,097
School Staff

6,395
Parent

1,252
School leadership team

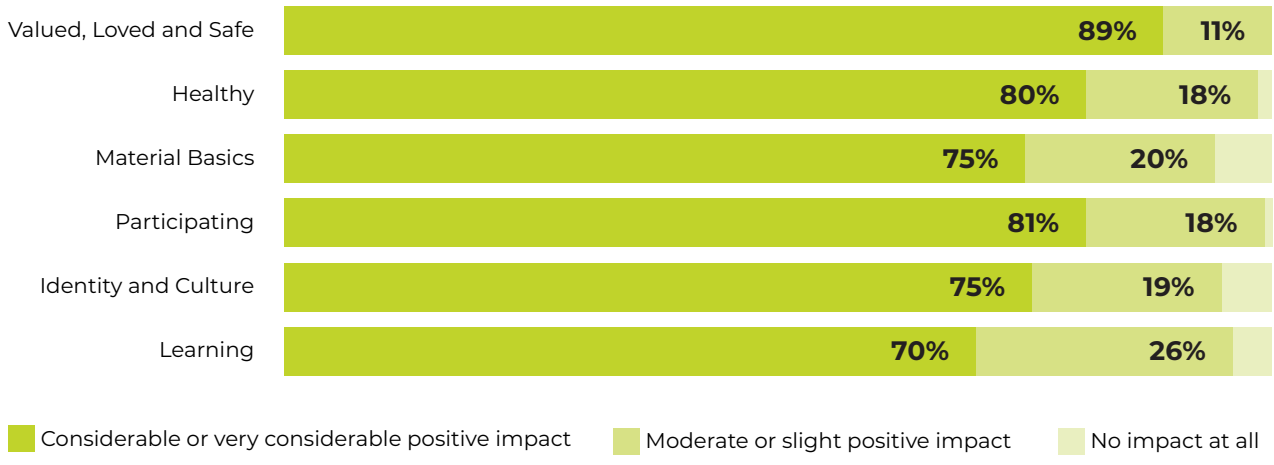
54
Sibling / Family Member

488
Guardian /Caregiver

838
Other

SCHOOL STAFF RECOGNISE THE POSITIVE IMPACT OF CHAPLAINS

Impact of chaplaincy on student wellbeing as assessed by school staff





Reaching students where the need is greatest

The education system seeks to provide all students with access to support, irrespective of their background or postcode. In a state as vast as Western Australia, the challenge is ensuring that services reach the communities that need them most. The data reveals YouthCARE's legacy of partnering with schools to meet this challenge, providing a safety net of care that extends well beyond the Perth metropolitan area into Western Australia's regional and remote communities.

A legacy of partnership

YouthCARE is an embedded partner within the Western Australian education ecosystem. Over the past two decades, chaplains have supported more than 93% of the state's government schools. This long-term presence reflects a legacy of working alongside school leaders and student service teams to provide holistic care for their school communities.



MORE THAN 93% OF WA'S GOVERNMENT SCHOOLS HAVE BEEN SUPPORTED BY YOUTHCARE CHAPLAINCY

Based on past 20 years of records



Support extends to Western Australia's regional and remote areas

Access to wellbeing services can be more limited for regional and remote families. In these communities, the school chaplain acts as an important frontline support. YouthCARE is helping bridge these geographical gaps through a consistent on-the-ground presence and a wide network of school-based and non-school-based referral partners. This support is well-established despite the challenge of distance and remoteness. Almost 96% of government school students in a regional or remote school have access to a YouthCARE chaplain, an almost equivalent rate to their peers in the Perth metropolitan area (97%).

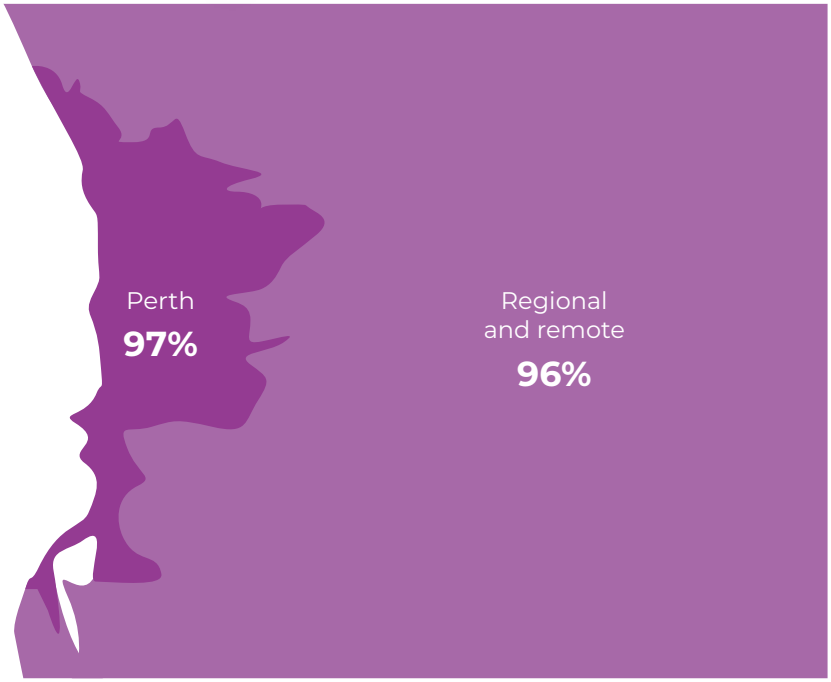
Professional services in isolated areas often have long waitlists and involve significant travel barriers. Working within the school wellbeing team, chaplains provide an immediate point of contact for students in need. They identify emerging concerns early and work in partnership with the school support team to provide timely assistance or referral as needed. This early intervention helps ease the burden on specialised mental health and wellbeing services, and helps ensure students receive the right level of care. Chaplains' dedicated presence ensures that geographical isolation is less of a barrier to the support students need.

> *"[Regional WA] is a difficult place to refer and connect students to the right services. I work closely with our student services teams for Students at Educational Risk, consultation with the coordinator of student services, the deputy principal, the school psychologist. In high school in particular I work very closely with our school psychologist."*
>
> - YouthCARE chaplain at a remote WA school



YOUTHCARE CHAPLAINS SUPPORT A HIGH PROPORTION OF REGIONAL COMMUNITIES

% students by school remoteness, using the ABS remoteness index





Supporting school attendance

The attendance challenge

The decline in student attendance over the last decade is a complex, multifaceted challenge facing educators and parents nationwide. The disruptions of COVID-19 further worsened this trend. In Western Australia, the average student attendance rate for Year 1-10 students fell from 92.0% in 2017 to 88.4% in 2024. By 2025, this rate slipped again to 88.3%.

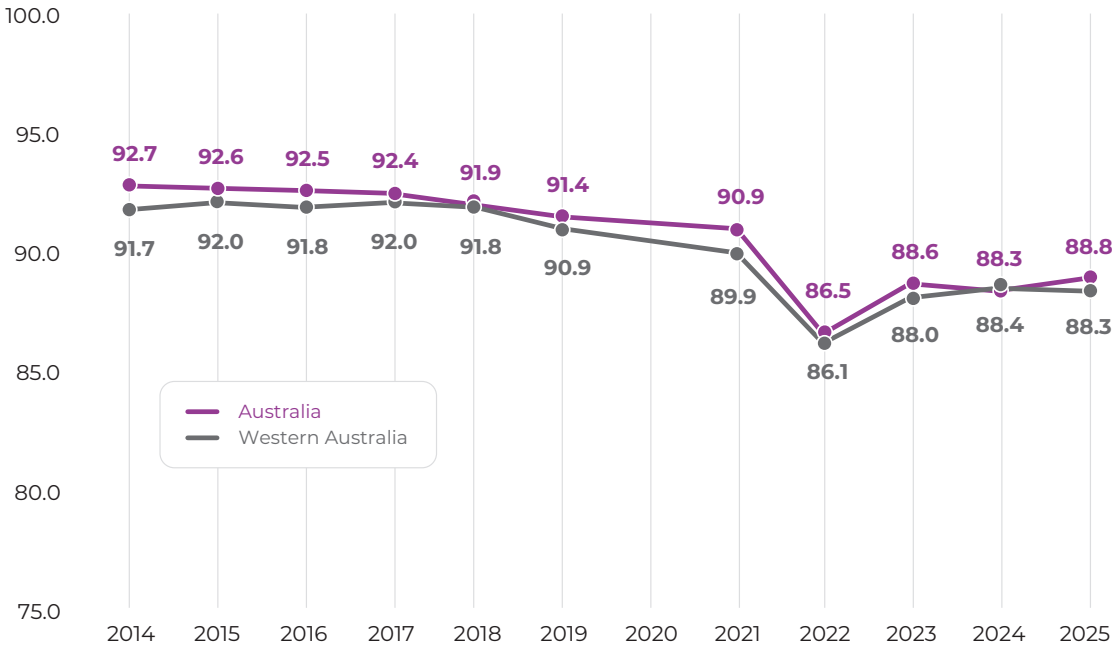
Many factors influence these trends. Students often report a lack of interest or motivation, anxiety or fear about school, and mental or physical health challenges.[2] However, these personal barriers are a part of a larger story. Attendance gaps are widest for schools already under strain: schools that are facing socioeconomic disadvantage, and regional and remote schools.

2 McCrindle, Reimagining Education Towards 2035 (2025)



STUDENT ATTENDANCE RATE

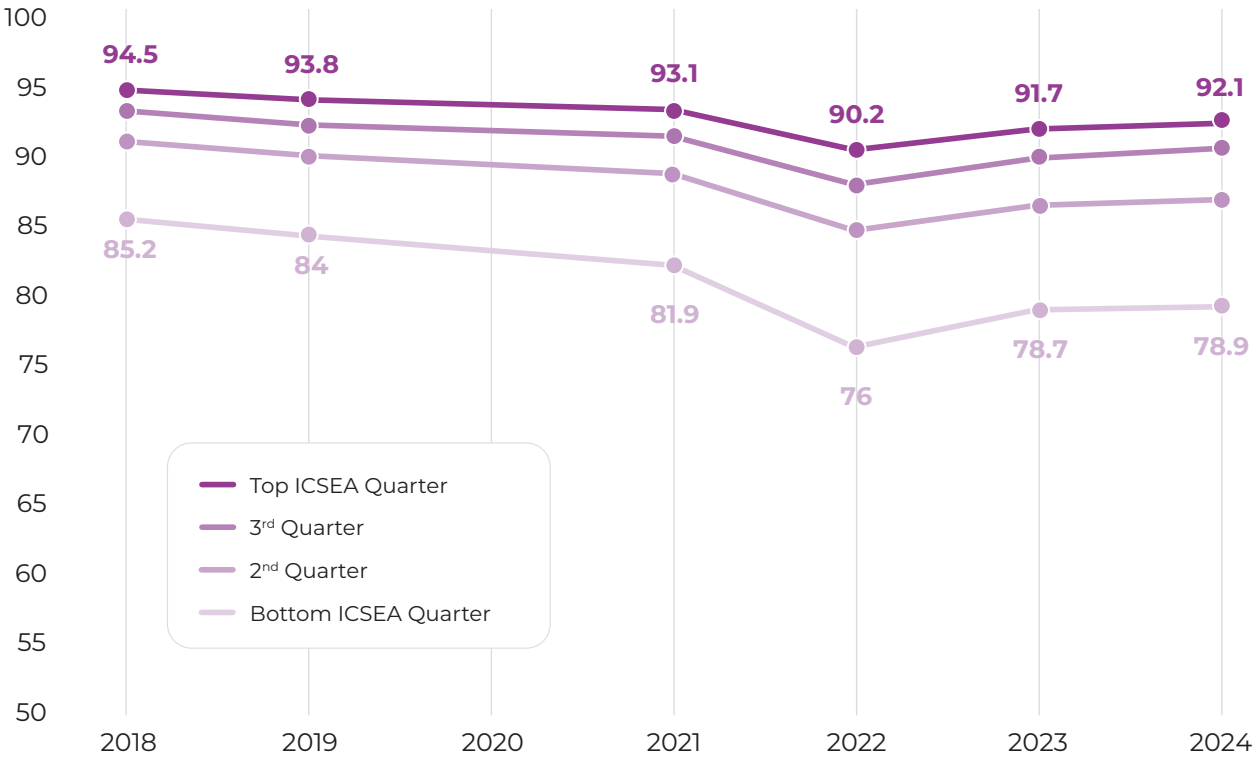
Year 1-10 students in all schools, ACARA



School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic. The inconsistencies in data collection have now been addressed through national agreement by schools and systems. However, the impact of the pandemic varies widely on the operation of individual schools.

WA STUDENT ATTENDANCE RATE, BY ICSEA

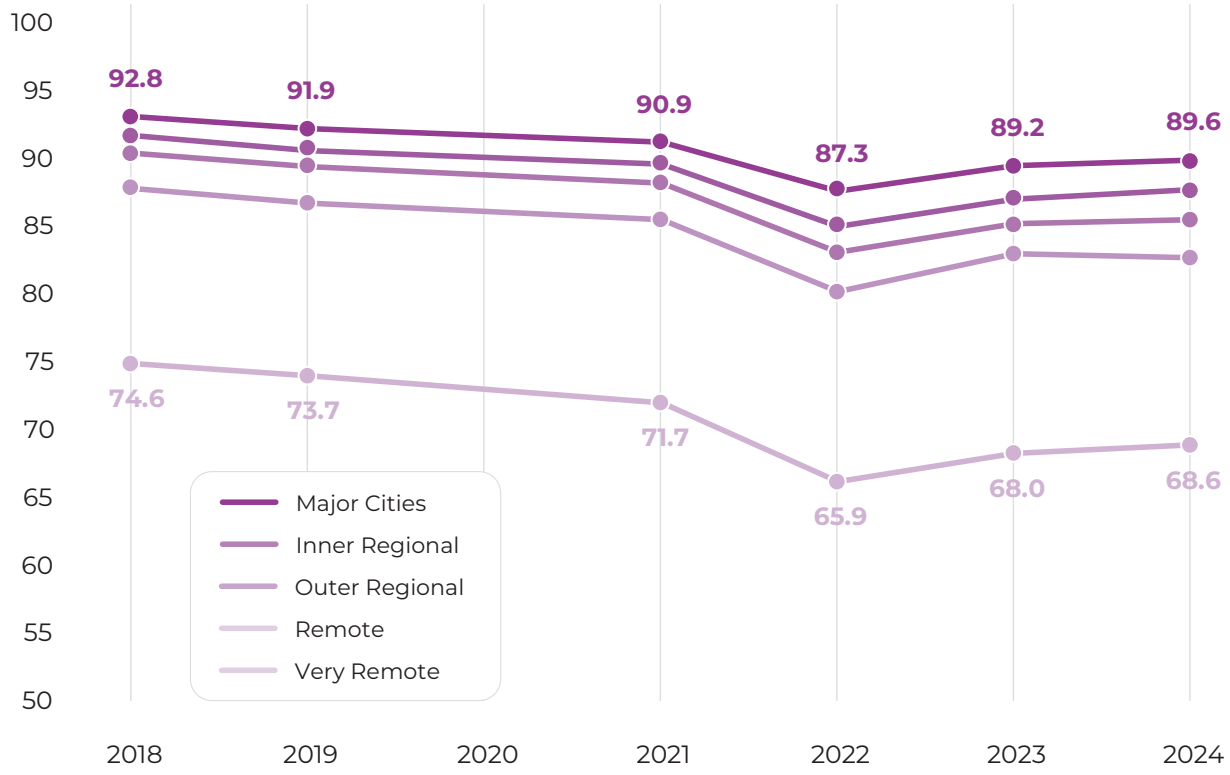
Year 1-10 students in WA schools, ACARA



Index of Community Socio-educational Advantage (ICSEA) is a scale of socio-educational advantage for schools. It captures family characteristics based on parents' education and occupation and school characteristics based on location and student background. A school with high ICSEA is measured to have a greater degree of socio-educational advantage than schools with low ICSEA.

WA STUDENT ATTENDANCE RATE, BY SCHOOL REMOTENESS

Year 1-10 students in WA schools, ACARA





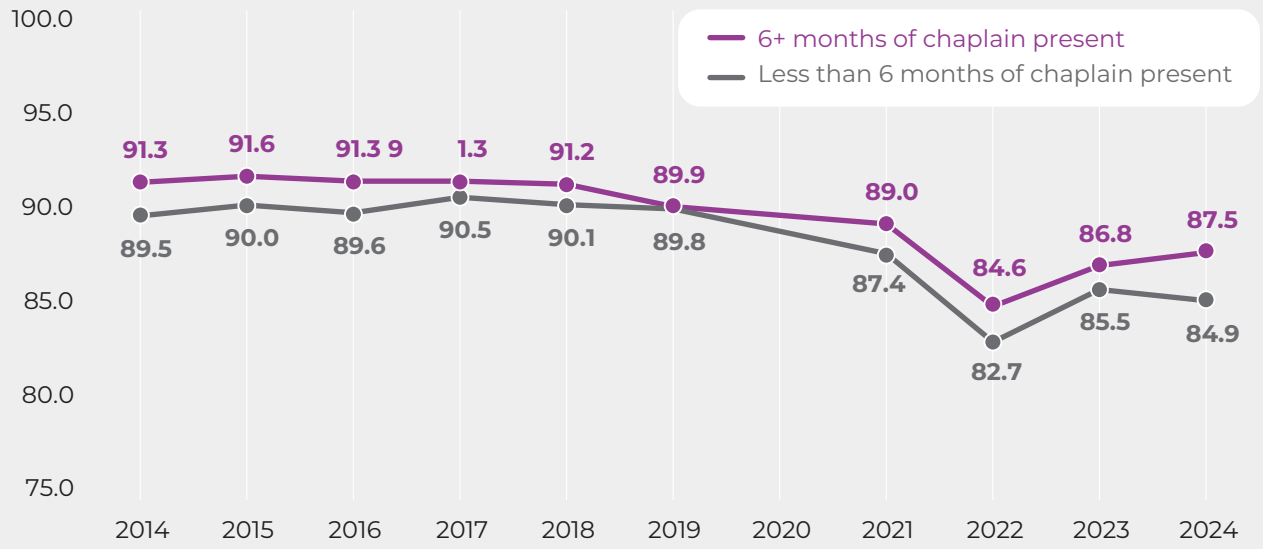


A compelling positive impact on attendance

Analysis of YouthCARE's service records alongside school attendance data reveals that a regular chaplaincy presence is consistently associated with higher attendance rates. Over the past decade, the 540 schools with a regular YouthCARE chaplain (present at least six months of the year) maintained an average attendance rate of 89.5%. In comparison, the 190 schools where chaplaincy was available for less than half the year saw an average attendance rate of 88%.

While a difference of 1.5 percentage points may appear modest, its impact on a student's education is significant. Over 13 years of schooling, this gap equates to almost a full school term of classroom time (39 days). In a classroom of 25 students, this represents 975 days of additional learning over the course of their schooling, that's five years of lost learning for each classroom. The extra classroom time ensures students have a greater opportunity to engage, learn and thrive.

ATTENDANCE RATES OF SCHOOLS SERVICED BY YOUTHCARE



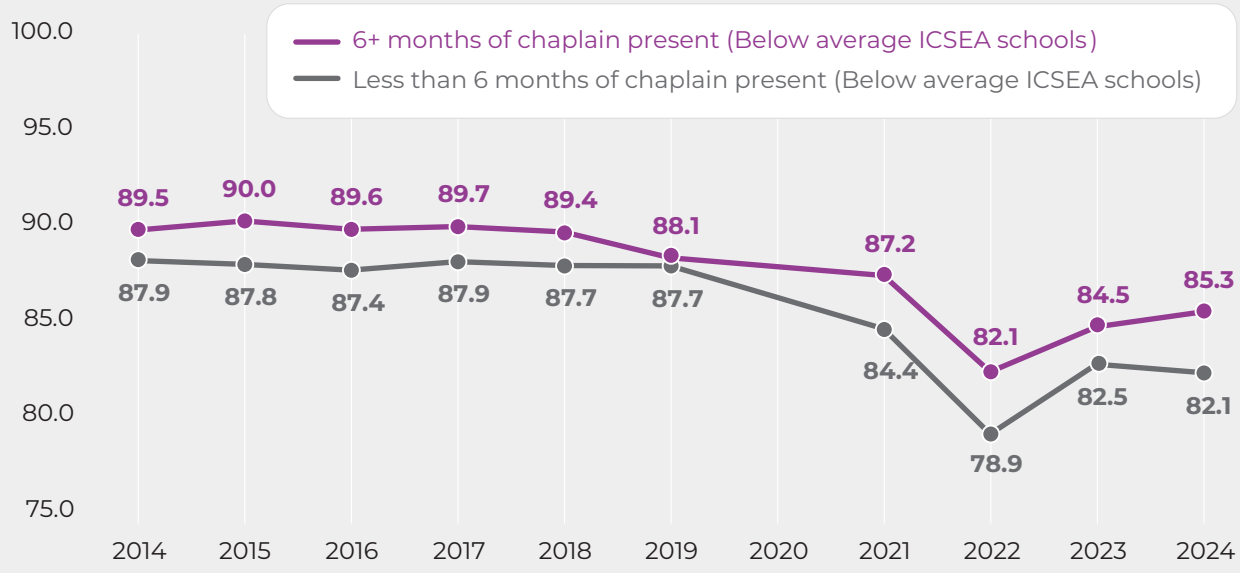
Closing the gap in disadvantaged communities

The protective benefit of chaplaincy appears strongest where the attendance challenge is hardest. Among Western Australia's lower ICSEA schools (those below the national average in socio-educational advantage), the average attendance rate where a YouthCARE chaplain is regularly present (6+ months per year) is 87.5% across approximately 320 schools over the past decade. In comparable low ICSEA schools with limited chaplaincy presence (120 schools), the average drops to 85.4%. Over 13 years of schooling, this equates to approximately 55 extra days of classroom time for an individual student. In a classroom of 20 students, these schools with socio-educational disadvantage will gain an additional 1,100 days of student learning over the course of their schooling.

> *"There's been a student who came into Year 7 very anxious. Every morning they would come and find me at the school gate, just to have a familiar face as they come in to school. They were very anxious, so emotional that they sometimes couldn't speak. But through the consistent check-ins, and having the external support, they are now in Year 9 and fully attending and engaged in school."*
>
> – YouthCARE chaplain

ATTENDANCE RATE OF SCHOOLS SERVICED BY YOUTHCARE

Schools with ICSEA below the 50th percentile



Providing holistic support

YouthCARE's school chaplains provide holistic support recognising the complexities of modern life and schooling ecosystems.

Clearing the path for learning

Chaplains provide holistic support at significant scale. Every year, YouthCARE chaplains conduct an average of 116,100 one-on-one pastoral meetings. These interactions address the complex realities of growing up, from anxiety and peer conflict to family breakdown and grief. By providing a trusted outlet for these personal challenges, chaplains help lower the social and emotional barriers to education, allowing students greater opportunity to enter their classrooms ready to engage in learning.

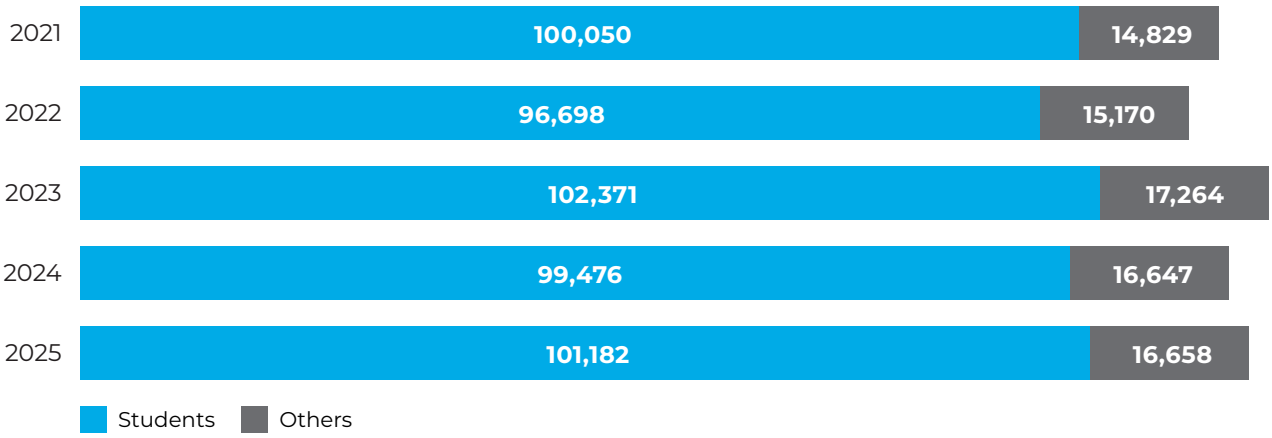
> *"Probably the biggest thing is that we are free to interact outside of the classroom, and that saves the staff to stay in the classroom. Often we'll have a child who might be dysregulating, or they may be having a panic attack, or something's happened at home. We can interact with them out of class and get them back into class quicker, and that helps their learning, most importantly, being able to settle them down, having someone that they can just have a quick chat to and then go back to work again, and they know that we care about them."*
> – YouthCARE chaplain at a special needs school

By providing a space to discuss anxiety, bullying, or family stress, chaplains can help address the root causes of school refusal.

> *"We have students who have mental and emotional needs that teachers just can't get to in a day, especially with a large class of 31 students! Our chaplain provides a safe place to talk with our students, she supports them by offering strategies and in turn supports the teacher so the student can return to class ready to learn."*
> – School staff member

> *"In a school with many children from complex homes and homes with mental health issues, we would be lost without the support of a chaplain 2 days a week. Having that person our students, staff and families can turn too is essential."*
> – School staff member

CHAPLAINS PERFORM AN AVERAGE OF 116,100 PASTORAL MEETINGS EACH YEAR



"Thank you for the care, compassion and quiet strength you have consistently brought to our school community. You are a true pillar of support for our students, staff and families, by always offering a listening ear, wise guidance and a calm, reassuring presence. Your adaptability and willingness to step in at any moment has made a significant difference to the wellbeing of so many. I am deeply grateful for your flexibility and generosity of time, as well as working with your church to support our community."

- School Principal letter to a YouthCARE chaplain



IDENTIFIED ISSUES IN PASTORAL MEETINGS

Proportion of meetings with students



General Wellbeing Support — 23%



Mental Health (Anxiety etc) — 11%



Friendships / Peer Issues — 11%



Family — 10%



Emotional — 10%



Behaviour Management — 6%



Education Support — 6%



Concern for Child — 4%



Grief and Loss — 4%



Bullying / Harassment — 3%



Self-Esteem — 2%



Disclosure — 1%



Class Assistance — 1%



Hardship — 1%



Crisis / Trauma — 1%



Other — 5%

- Conflict
- Serious Illness
- Spiritual Support
- Sibling / Conflict / Concerns
- Gender / Sexuality Issues
- Homelessness
- Cultural Issues
- COVID-19
- Crime / Juvenile Justice Issues
- Eating Disorder
- Substance Abuse (Alcohol & Drugs)
- Sexual Health / Unplanned Pregnancy

"Our school caters for students with complex and challenging needs. Our chaplain works closely with parent/carers to address educational barriers beyond the scope of the school's role."
– School staff member

"Our school chaplain has many regular students who she counsels and supports. She assists both staff and parents with strategies to help children in a world that is forever changing. Without a chaplain we would see an increase in undesirable behaviours within the classroom."
– School staff member

"Students have to be at school to be able to learn. Just building rapport with students really helps let them know that they belong in a school and they do have someone in their corner. Over time, I've seen students with poor attendance begin to want to come to school because they know that if they need any support from their struggles while they're at school, they've got the chaplain to turn to."
– YouthCARE chaplain



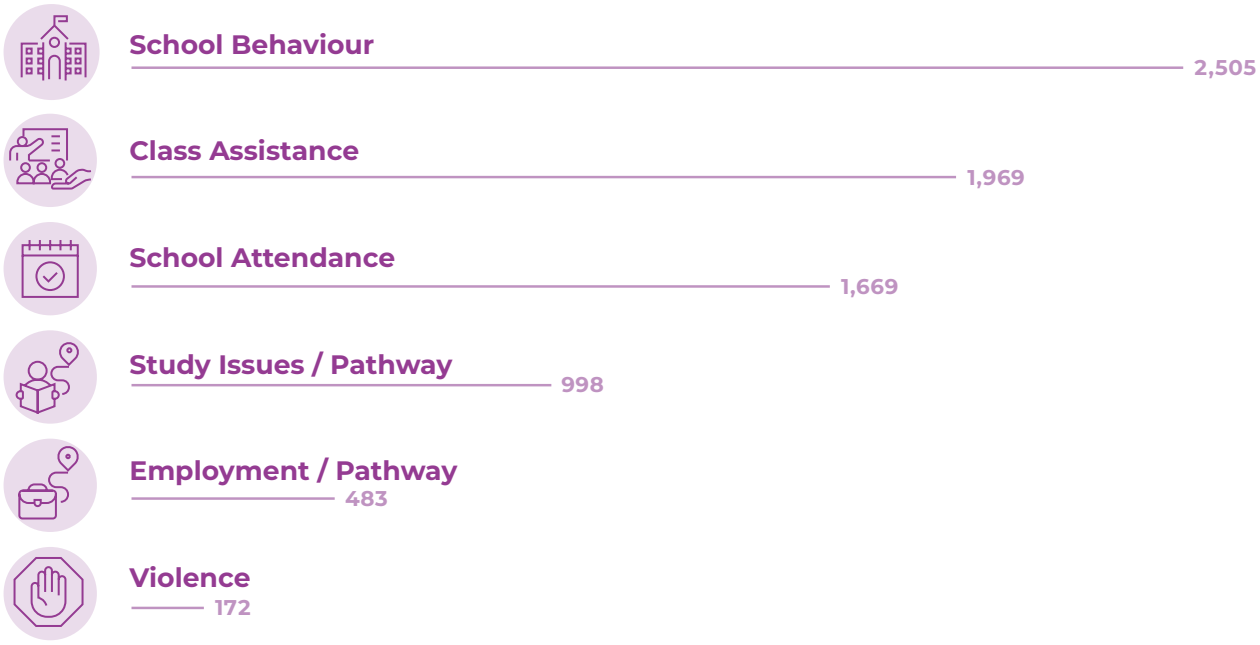
A positive correlation with academic achievement

While wellbeing is the primary focus, chaplaincy support also helps facilitate a stronger academic focus. In 2025, YouthCARE chaplains facilitated nearly 8,000 meetings with students, parents and staff specifically related to education support and class assistance. By clearing the social and emotional space students need to function, chaplains create a foundation for academic development.

The data reveals a clear positive correlation between regular chaplaincy presence and improved learning outcomes. Students in schools with regular chaplaincy support are more likely to meet NAPLAN national minimum standards than those in schools where chaplaincy is less available.

These findings align with established research highlighting that every day of school counts.[3] As attendance rates decrease, academic development typically follows. This creates a negative impact that accumulates over time. Ultimately, reduced attendance impacts disadvantaged students the most, as every missed day compounds their educational challenges.

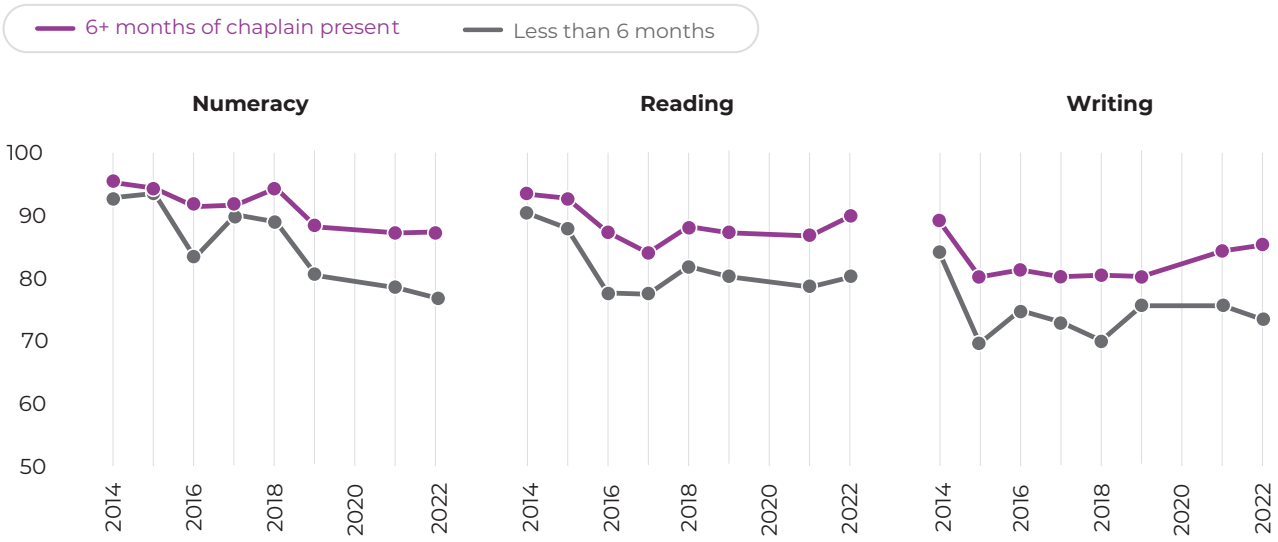
EDUCATION SUPPORT-RELATED MEETINGS IN 2025



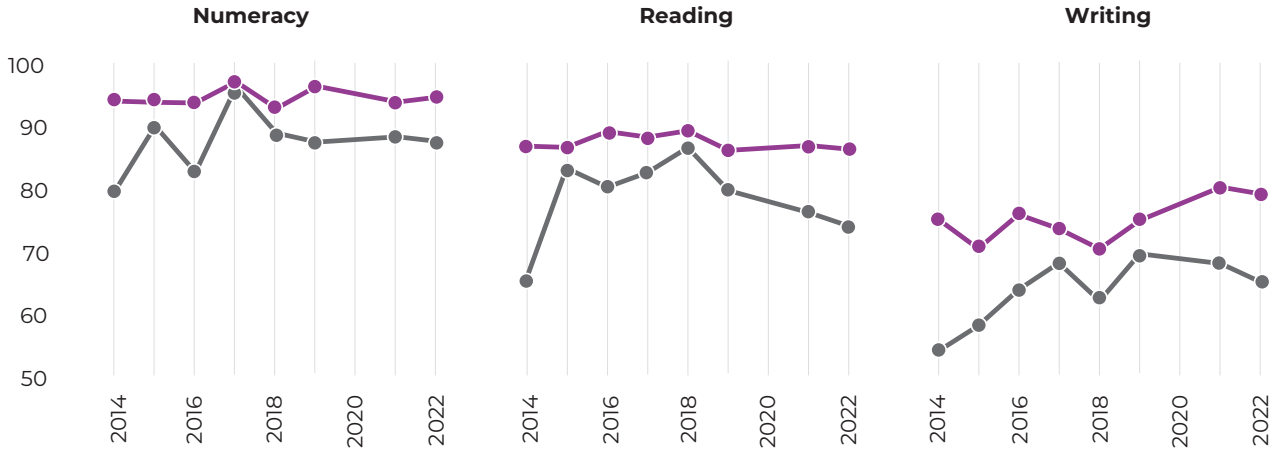
3 Hancock, K. J., Shepherd, C. C. J., Lawrence, D., & Zubrick, S. R. (2013). *Student attendance and educational outcomes: Every day counts.* Report for the Department of Education, Employment and Workplace Relations, Canberra.

Year 7 NAPLAN

% of students achieving at or above the national minimum standard.



Year 9 NAPLAN



Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic.

As a result, there are no results available for 2020 in the trends charts.

"Social and emotional health and academics are really strongly connected. You're creating space for students to do the best they can academically by helping clear that social and emotional space when they're struggling. Chaplains make a big difference because they enable students to show up to class and study, something that they can't do if they're not functioning. Sometimes practical things like getting food, sourcing support can have impact by making sure students are not coming to school hungry and tired and not being able to cope."

– YouthCARE chaplain

An important link in the ecosystem of care

Chaplains serve as connectors within a school's network of support services. Working as integrated members of wellbeing or student services teams, they play a vital role in identifying students in need of additional assistance. They facilitate timely referrals to specialised professionals including counsellors, mental health services, and external agencies.

In 2025 alone, chaplains provide thousands of such connections, including more than 1,600 referrals to counselling services and helplines. This proactive referral role ensures students receive the right level of care at the right time. By acting as a first point of contact, chaplains create a relational safety net that supports both student wellbeing and academic achievement.

REFERRALS MADE BY CHAPLAINS IN 2025



"We would be in big trouble without the support of our chaplain who works as a fantastic role model and supports our students and staff when they feel they cannot or are not eligible to use other channels. She is also the first port of call when seeking support for students as she knows all of them. She also can refer students to the right type of follow up/support where needed."
– School staff member

"I liaise with all of our student service managers and year coordinators and psychologists. We as a team work out who might best support a student... sometimes I'll network with external referrals if need."
- YouthCARE chaplain in a 1,800+ student high school

"We do a lot of referrals here to a youth outreach service for our students who might be exhibiting risky behaviours or experiencing dysfunctions at home. Once a referral is made, I help support and facilitate their time at the school to support the student."
– YouthCARE chaplain

"The chaplain has proven to be more than capable, professional, supportive, collaborative and more. The chaplain works collaboratively where appropriate to include both internal and external services in order to meet the needs of the school community families."
- School principal



Validated by school staff and parents

Alongside the positive association with student attendance and academic outcomes, the evidence shows that staff and parents believe in the positive impact of school chaplaincy and express support for their role in the school.

An indispensable team member for school staff

Chaplaincy is recognised as an indispensable resource by school leaders and teachers. In a recent three-year study of WA educators, the majority of school staff report the notable positive impact that chaplains are having on student wellbeing outcomes across all six dimensions of the ARACY Nest Wellbeing Framework.

The majority (70%+) of school staff believe the chaplain at their school has had a positive impact across every dimension of student wellbeing. Around half believe this impact is very considerable in making students feel valued, loved and safe, and contributing to students' health. Even though chaplains are not given educational responsibilities for students, one third of staff believe chaplains have a very considerable impact on learning outcomes for students. The results highlight how chaplains reduce the pressure on teaching staff, allowing them to focus on their core focus of education.

SCHOOL STAFF BELIEVE CHAPLAINS ARE HAVING VERY CONSIDERABLE POSITIVE IMPACT IN STUDENT WELLBEING



59%
Valued, loved and safe



44%
Participating



48%
Healthy



44%
Identity and Culture



44%
Material Basics



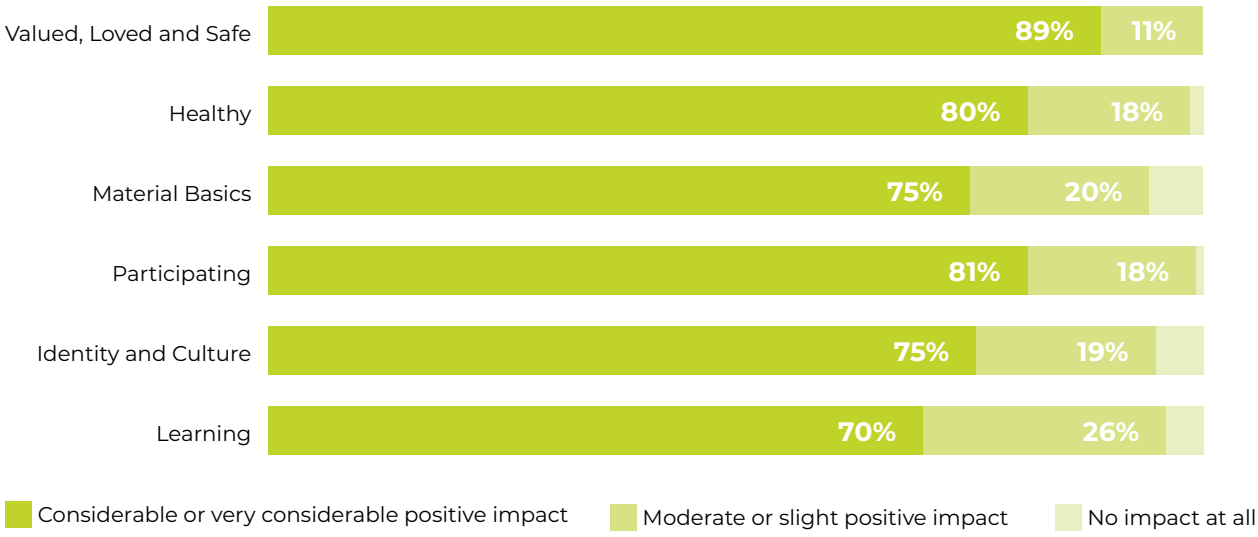
33%
Learning

"The chaplain in our school has provided a safe person, a safe place and a calm presence to our students, and similar to a lesser extent to staff. The chaplain has been a positive influence in social situations for students, offering calm sensible advice and guidance."
- School staff member

"Our chaplain plays an incredibly important role within our school community and we're fortunate to have someone so passionate in the position. Her connections and relationships with everyone impact positively at all times, even during times of emotional distress, on everyone. For students there is an extra advocate within the school for them and for families who need someone else fighting for them and someone with whom they can talk. I have nothing but the highest of praise for our chaplain."
– School staff member

"Since my arrival at the beginning of term, the school chaplain has provided individual support to students. She was invaluable in her support of students and staff after the recent death of a student. The Area Chaplain has been a great support to me in my current role, and the challenges I am facing. With the growing number of students facing social and emotional issues, an increase in the chaplaincy service would significantly benefit the school."
- School principal

SCHOOL STAFF RECOGNISE THE POSITIVE IMPACT OF CHAPLAINS



Parents believe in the value of school chaplaincy

Parents are an important voice in children's schooling, and a 2025 survey of 1,000 WA government school parents conducted by YouGov shows parents have high confidence in the school chaplaincy model.

Amongst parents whose children have access to a chaplaincy service at school, nine in ten believe that their school chaplaincy service is either good or very good.



More than **six in seven** WA school parents (87%) believe it is important to have chaplains in school. This includes nearly half (48%) who consider it very important.

HOW WOULD YOU RATE THE CHAPLAINCY SERVICES AVAILABLE AT YOUR CHILD'S SCHOOL?

WA school parents, n=661



Parents who say they are likely to use, or likely to encourage the use of chaplaincy services in schools, are most likely to do so because they see chaplains as an additional source of support alongside parents and teachers (28%), because chaplains provide helpful support and services (17%), and for their emotional, moral and mental health support (15%).





REASONS PARENTS USE CHAPLAINCY AT THEIR SCHOOL

n=839 Can you tell us why you're likely to use, or encourage your child/children to use, the school chaplaincy service?

Chaplains are an alternative or additional source of support alongside parents and teachers
28%

Because the support and services that chaplains provide are helpful and beneficial
17%

For their emotional, moral and mental health support
15%

Because chaplains encourage children's personal growth (i.e. teaching positive values and life skills)
12%

For their professionalism, expertise, trust and ability to listen without bias
9%

For their spiritual support and religious guidance
9%

Because chaplains make children feel safe and supported
6%

For their support in difficult times and when children encounter problems
5%

For positive role modeling
2%

Other
6%

Not sure/ Nothing specific
3%

Parent comments indicate they value the non-judgmental, safe space that chaplains provide during what can be turbulent schooling years, and parents are confident in the quality of pastoral care provided by chaplains. This feedback demonstrates the value parents perceive school chaplains provide as a professional, respected, effective and essential presence in the modern Australian schooling environment.

"[A chaplain is] another trustworthy person for them to discuss any issues they are experiencing."
- Parent

"As a parent of a child that has been relentlessly bullied and has a neurological disability, the school chaplain has always been a safe and supportive point of contact."
- Parent

"It's good for children to have someone impartial to speak to regarding issues they may be having. It is sometimes hard to speak to a parent or teacher. Children also face complex situations and having the ability to speak to a professional to help navigate those issues is very important."
- Parent

"They are an independent support person. my experience has shown that a good one, like ours, does not raise conversation regarding religion unless it is raised by the child and still it is not 'about' the religion."
– Parent

"My child has a diagnosis of ADHD and I suspect undiagnosed ASD. She struggles greatly with emotional regulation and fitting in with peers. She relies heavily on her school chaplain to help her process events that happen with other children at school daily. The chaplain is only available 2 days a week and has so many children to help. I think that schools should have a full-time chaplain to assist all the children who require help."
–Parent

"I would consider myself and my husband somewhat "non-believers". However, if a Chaplain is true to their duty, I believe any safe space for my children to express themselves or their concerns, I would encourage it."
– Parent

"Adolescence is a time of significant change, and children often face stress, anxiety, friendship issues, or family challenges that they may not feel comfortable discussing with teachers or parents. A school chaplain provides a safe, confidential space where students can talk to a trusted adult who is not part of the formal disciplinary or academic system."
– Parent





Methodology and sources

McCrindle was engaged by YouthCARE to assess the impact of its chaplaincy service in schools, with the key objective of investigating possible links between the provision of chaplaincy service and schooling outcomes.

YouthCARE's records (2005 to 2025) of service and days in schools, pastoral meetings, programs, referrals, and breakfast club data have been analysed to determine associations with schooling outcomes as recorded by the Australian Curriculum, Assessment and Reporting Authority's (ACARA)'s school level report on school attendance, NAPLAN results, and Senior Secondary Outcomes.

In addition, transcripts and recordings of in-depth interviews conducted by YouthCARE with its chaplaincy staff have been reviewed by McCrindle as a part of this study. The interviews are based on a question guide developed by McCrindle to understand the chaplains' perspectives on the impact that chaplaincy services are having on students' social and emotional development, attendance in schools, and academic development. Comments from the interviews have been edited for length and clarity.

This report also incorporates findings from three studies on the impact and perceptions of chaplaincy and YouthCARE among school staff and school parents respectively.

Hancock, K. J., Shepherd, C. C. J., Lawrence, D., & Zubrick, S. R. (2013). Student attendance and educational outcomes: Every day counts. Report for the Department of Education, Employment and Workplace Relations, Canberra.

A study into the attendance and NAPLAN results of 400,000+ government school students in WA from 2008 to 2012.

Harries, M., Cant, R., & Butorac, A. (2022). Student wellbeing: The impact of YouthCARE WA School Chaplaincy, Centre for Social Policy Practice Research and Development, The University of Western Australia.

A study with Western Australian educators across leadership, teaching, and non-teaching roles on the impact of YouthCARE school chaplaincy on student wellbeing. School staff were asked to report on a questionnaire the impact of chaplains at their school based on the Nest Wellbeing Framework for Children and Young People. The Nest is developed by the Australian Research Alliance for Children and Youth (ARACY) as the national framework that outlines six pivotal and interconnected dimensions of wellbeing that is essential for children and young people to thrive.

- Healthy
- Valued, Loved and Safe
- Material Basics
- Learning
- Participating
- Positive Sense of Identity and Culture

GT Communications & YouGov (2025). YouthCARE study.

This study is based on an online survey of 1,013 Western Australians with children aged 5 to 18 enrolled in a government school. The survey was conducted from 30th May to 10th June 2025. Parents were asked to report on their awareness, perception, and experience of chaplaincy in society generally and in schools. For parents who report that chaplaincy services are available at their children's school (66%), they were also asked to report on their awareness, perception, and experience of chaplaincy services at their school.


YouthCARE


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