

Briefing Note

Deputy Director-General, State Schools
Department of Education

Action required: For Approval

Action required by: ASAP

Urgent: The communication package is to be released in the week commencing 12 March 2018 to leverage upon the school engagement with the National Day of Action against Bullying and Violence on Friday 16 March 2018.

SUBJECT: ADVOCATES FOR CHANGE PROGRAM COMMUNICATION PACKAGE

Summary of key objectives

- That the Deputy Director-General, State Schools:
 - **approve** the Advocates for Change program communication package to be released to Queensland schools that are registered for the National Day of Action against Bullying and Violence (**Attachments 1–3**).

Key issues

1. The Advocates for Change program will call on schools to join a centrally-managed network of Queensland schools for the sharing of information and best practice in relation to bullying prevention and programs.
2. The program recognises the work that schools are already doing around preventing bullying and violence and encourages them to work with their community and stakeholders to continually develop and review their initiatives.
3. The network of schools will provide opportunities to release new or updated content and resources, gather information from schools, and build a network of advocates within schools that can be utilised to find representatives for youth advisory councils and committees.
4. The program will also provide an established network of schools that can be contacted for opportunities or input relating to the Ministerial Student Advisory Council or Queensland Anti-Bullying Taskforce that were announced on 29 January 2018.
5. The communication package will invite schools to sign up for the program, highlight their existing anti-bullying initiatives and promote how their school community strives to be free from bullying and violence.
6. The program is available to all schools in Queensland including state, independent and Catholic schools.
7. The program will be released in the week commencing 12 March 2018 to all Queensland schools registered for the National Day of Action against Bullying and Violence (NDA) through targeted communication.
8. A publicly accessible Advocates for Change program page will be created under the existing behaviour pages on the Queensland Government Department of Education website to invite all Queensland schools to sign up to the program.
9. Any school that registers for the program through this website will receive a follow up email, template communication kit and logo as well as any ongoing communication that will be distributed through the network. A direct email invite will also be provided to those schools already registered for the NDA.

10. While the email invite promotes this program to NDA registered schools, registration will be open to all Queensland schools through the publicly accessible page.
11. A communication package has been developed to engage and support schools that register for the program.
12. The communication package for approval contains:
 - an invite email from the A/Assistant Director-General, State Schools – Operations and a follow up email requesting NDA schools to sign up for the program (**Attachment 1**);
 - template communication articles for school's social media, newsletters and website (**Attachment 2**); and
 - an Advocates for Change logo that the school can display online or in printed materials (**Attachment 3**).
13. These resources will be sent to schools to initiate the program, support schools that sign up and create an identifier for Advocates for Change program schools.

Implications

14. There are no national, financial or legal implications as a result of this program.
15. The logo design and template communication has been reviewed and endorsed by Community Engagement and Partnerships (CEP).
16. CEP will be engaged to run a good news strategy as part of the NDA. Schools that are signed up for the Advocates for Change program may be featured as part of this strategy.

Background

17. Schools that sign up to the program will receive a communication package, ongoing communication support through a generic email address, anti-bullying resources and opportunities to contribute feedback to the Department on policy and frameworks as appropriate.
18. Schools will be encouraged to build a network of advocates within their school to be role-models within the school and community. It is encouraged that these students are not just students in leadership positions within the school.
19. The NDA will be a launch mechanism for the program providing opportunities to leverage existing communication channels and generate good news around schools taking an active stance against bullying and violence.
20. The Department of Education Cybersafety and Reputation Management team will be engaged in the NDA providing positive messages around cybersafety and online communication by having an information and activity stall in the Knowledge Walk at the State Library of Queensland.
21. The Department has been in discussion with the Queensland Family and Child Commission to leverage opportunities related to the NDA. As part of this, the Advocates for Change program network has been discussed and noted as a potential valuable resource for inter-departmental content sharing and networking.

Right to information

22. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Recommendation

That the Deputy Director-General, State Schools:

- **approve** the Advocates for Change program communication package to be released to Queensland schools registered for the National Day of Action against Bullying and Violence (**Attachments 1–3**).

NOTED / APPROVED / NOT APPROVED

PATREA WALTON

**Deputy Director-General, State Schools
Department of Education**

/ /

Deputy Director-General's comments

--	--	--	--	--

Action Officer
Eamonn Dwyer
Senior Project Officer

Endorsed by:
Jean McAllister
Manager

Endorsed by:
Andrea Hoppner
Director

Endorsed by:
Danielle McAllister
Executive Director

Endorsed by:
Hayley Stevenson
A/Assistant Director-
General

Behaviour

Behaviour

State Schools -
Operations

State Schools -
Operations

State Schools -
Operations

Tel: 3055 2770

Tel: 3513 5954
Date: 27/02/2018

Tel: 3513 5953
Date: /02/2018

Tel:
Date: / /2018

Tel: 3513 5836
Date: / /2018

Initial contact:

Dear NDA school

The National Day of Action against Bullying and Violence (NDA) is a great opportunity to highlight your anti-bullying policies, programs and successes.

To assist with this, the Queensland Department of Education is launching a new program, Advocates for Change, as part of the 2018 NDA. This program is an opportunity to celebrate the wonderful ongoing commitment all Queensland schools demonstrate in creating safe and supportive learning environments for students.

As an NDA school, you are invited to become part of this movement by joining the Advocates for Change program and growing the network of Queensland schools who are committed to a future free from bullying and violence.

By standing as an Advocates for Change school, you can celebrate the success of current anti-bullying programs and initiatives and help lead change in your school community.

As part of the program, we encourage schools to nominate school ambassadors to drive conversations, lead change, shape future discussion and stand as positive role models against bullying and violence.

Your school will be equipped with an toolkit and ongoing communication to support your involvement. This will include resources, information and suggested activities to engage your students, school leaders and staff to become ambassadors advocating for a community free from bullying and inspiring positive behavioural change.

Additionally, as an Advocates for Change school, you may be invited to contribute your feedback and ideas about key departmental policy and frameworks so that future decisions can reflect the voices of schools across Queensland.

If your school is passionate about creating a safe and supportive school community, this program is a simple but strong way to show your commitment. We encourage you to join the movement and express that your school does not tolerate bullying and violence in or outside the classroom.

To sign up for this exciting opportunity or for further information, contact Eamonn Dwyer, National Day of Action against Bullying and Violence, by email advocate.change@det.qld.gov.au or call (07) 3055 2770.

Kind regards
Hayley Stevenson

A/Assistant Director-General
State Schools – Operations
Department of Education

When subscribed:

Dear <insert name>

Thank you for committing to a future free from bullying and violence through the Advocates for Change program.

As an Advocates for Change school, you are now part of a community across Queensland taking an active stance against all forms of bullying and violence.

We recognise the great work already being done in schools to prevent bullying and violence and value the need for ongoing review in delivering relevant and successful initiatives. We also recognise the valuable contribution that communities play in working together to address these issues.

To help you promote the message that bullying and violence are never okay, we have developed some communication materials for you to distribute. These can be shared to build resounding messages through your school community.

Information and tools to counter bullying in your school are available on the Bullying. No Way! website.

These resources will help you:

- unpack what bullying is;
- address ways to recognise the warning signs;
- talk about bullying; and
- provide support to students.

On the Bullying. No Way! website, there are also resources for parents and carers, school leaders, and the community.

For information and support with cyberbullying and cybersafety, visit the Cybersafety in Queensland state schools website and the Office of the eSafety Commissioner's website. These can be used and shared to help foster a community that actively works towards a world free from bullying.

Being an Advocates for Change school, you are also invited to display the Advocates logo on your website and throughout your school. Please find the logo attached.

You may be invited at times to participate in forums and contribute feedback to shape departmental policy and frameworks in relation to student behaviour. This is a great opportunity to have your say on what is working or what is needed in your school community, and contribute your positive approaches to countering bullying in all its forms.

The National Day of Action against Bullying and Violence (NDA) is a great opportunity to highlight your anti-bullying initiatives, programs and successes.

As part of the NDA in Queensland, we are featuring the voices of staff and students speaking about a world free from bullying. We invite you to capture your staff and student messages on video and send them to the NDA team advocate.change@det.qld.gov.au to form a series of voices against bullying and violence. Please ensure that the attached consent form is completed and returned for each individual featured (staff and student alike).

Please email advocate.change@det.qld.gov.au to contribute staff and student messages, or to seek further information about opportunities to engage with the Advocates for Change network.

It is a pleasure to have you as an Advocates for Change school and we look forward to working with you to deliver safe and supportive school communities throughout Queensland.

Kind regards
Eamonn Dwyer

National Day of Action against Bullying and Violence
Department of Education

Released under the RTI
Act by DOE

NEWSLETTER

Advocating for change in our school

Our school is advocating for a better future – a future free from bullying and violence for our students.

As a united community of Advocates for Change we are taking a stand for a future free from bullying and violence.

The Bullying. No Way! website includes resources for parents and carers and information for teens and kids on identifying, dealing with and preventing bullying and violence.

Bullying and violence have no place in our school or our community. *<Insert information about current policy location or relevant staff member to contact OR call on community and students to contribute to your current policies and initiatives>*

WEBSITE

Title: *<Insert school name>* is advocating for a better future

Description: Our school is advocating for a future free from bullying and violence for our students.

Article date: *<Insert publishing date>*

Page content: Our school is advocating for a better future – a future free from bullying and violence for all students.

As a united community of Advocates for Change we are taking a stand for a future free from bullying and violence.

The Bullying. No Way! website includes resources for parents and carers and information for teens and kids on identifying, dealing with and preventing bullying and violence.

Bullying and violence have no place in our school or our community. *<Insert information about current policy location or relevant staff member to contact OR call on community and students to contribute to your current policies and initiatives>*

FACEBOOK

Our school is advocating for a better future – a future free from bullying and violence for our students. Parents – ask our staff for tips and assistance to talk about bullying at home or visit Bullying. No Way! (www.bullyingnoway.gov.au).

TWITTER (280 characters max – currently 200 characters)

We are advocating for a better future – a future free from bullying and violence for our students. Ask our staff about how you can help prevent bullying and violence. #advocatesforchange
#bullyingnoway

Released under the RTI
Act by DOE

URGENT MINISTER MEETING BRIEF REQUEST

Template:	Request for Information - 11/285400
To:	STATE SCHOOLS
Subject:	Minister Grace is meeting with Mr Tony Perrett MP, Member for Gympie, regarding bullying and school suspension rates in his electorate
Time/date required:	2PM, Monday, 5 March 2018
Today's date:	Thursday, 19 July 2018

MINISTERIAL REQUEST

Minister Grace will be meeting with Mr Tony Perrett MP, Member for Gympie.

The Minister's Office has requested information regarding bullying in schools and the high rate of school suspensions in the Gympie electorate.

ANY INFORMATION THAT SHOULD NOT BE PASSED ON TO AN EXTERNAL PARTY SHOULD BE CONTAINED WITHIN A CONFIDENTIAL BOX.

The brief/response should address/include, without restricting it to the following:

1. Address any issues that may be raised or may exist regarding the subject.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

Preparation Instructions

- ❶ Approved response should be contained in request and returned to TRIM position ZZ Departmental Liaison Officer. Responses are NOT to be sent directly to the Minister's Office staff.
- ❷ If this brief requires additional information from another branch/directorate within the Department, please liaise with the appropriate person to submit one consolidated response.
- ❸ Please provide action officer and approval officers' details on the bottom of each request.

Departmental Liaison Officer

☎ 3034 4792 ~ ✉ Minister.DLO@det.qld.gov.au

**The Honourable Grace MP
Minister for Education and
Minister for Industrial Relations**

MINISTERIAL INFORMATION RESPONSE

SUBJECT: Bullying and school disciplinary absences in the Gympie area

Bullying

- Bullying, harassment and violence are not acceptable in Queensland schools.
- Every Queensland state school has a Responsible Behaviour Plan for Students which outlines the approach to a safe and supportive learning environment.
- The department is committed to tackling the insidious issue of bullying more effectively – and the only way to do that is for our whole community to take on this challenge together.
- This includes talking to the experts, talking to children and gaining insights from their experiences and views.

Taskforce and Student Advisory Council

- The Queensland Government commenced this important work with a stakeholder roundtable on 29 January 2018. Following this roundtable, the Premier committed to:
 - establishing a Queensland Anti-bullying Taskforce to inform development of a new anti-bullying framework for Queensland
 - a \$60,000 additional allocation to youthline which operates Kids Helpline and Parentline (the Government currently provides more than \$1 million for these services); and
 - launching a public awareness campaign with activities coinciding with the National Day of Action against Bullying and Violence on 16 March 2018.
- Premier Palaszczuk recently announced the members of the Queensland Anti-Bullying Taskforce. The Taskforce will make recommendations for community and government actions to reduce the incidence of cyberbullying in a report due by 31 August 2018.
- A Ministerial Student Advisory Council will also be established so that we can hear first-hand from students from across Queensland about their experiences, perspectives and ideas for action.
- Outcomes from this Student Advisory Council will be provided to the Anti-Bullying Taskforce for consideration.

Cyberbullying

- The department has a dedicated team of specialists to assist schools to respond to and prevent online issues, and provide general cybersafety and cyberbullying information and links to available resources for schools and parents.
- The Cybersafety and Reputation Management team actively seeks to shut down any social networking page or other site that contains inappropriate, offensive or threatening content involving state school students or staff. The team also delivers information sessions empowering students and teachers about how to be safe and positive online.

National Day of Action against Bullying and Violence

- Every school is encouraged to take a stand together and unite on the National Day of Action against Bullying and Violence on 16 March 2018, sending a powerful message that bullying is never okay.

- The department is committed to working with children, parents and schools to identify and oversee strategies and initiatives that address the complex causes of bullying and cyberbullying.

School Disciplinary Absences (SDAs)

- Please see attached record for information on SDAs in the Gympie Electorate (**Attachment 1**).
- Principals use a range of disciplinary consequences to address inappropriate behaviour. Where necessary, principals can implement a school disciplinary absence (suspension, exclusion and cancellation of enrolment).
- The department supports principals in taking appropriate disciplinary action where a student's behaviour is unacceptable.
- The great majority of state school students from Prep to Year 12 behave appropriately every day, are actively engaged in learning and have positive relationships with their fellow students and teachers.

Gympie State High School SDAs

- SDA data for Gympie State High School (and surrounding schools) is included in **Attachment 1**.
- This data reveals that the numbers of short suspensions implemented at Gympie State High School is higher than the state average.
- It is important to note that the figures represent the number of SDAs, not the number of students receiving a SDA.
- A range of factors can influence disciplinary figures, including the expectations of the school as set out in the *Responsible Behaviour Plan for Students*.

Gympie State High School

- The Gympie State High School 2017 *Responsible Behaviour Plan for Students* focuses on promoting positive behaviours for all students.
- The school community values the importance of preventative based school discipline and the explicit teaching of behaviour to enable success in learning and broader social contexts.
- Preventing school based behaviour problems, including school violence and bullying, occurs through a balance of teaching expected behaviour, reinforcing expected behaviour and increasing positive interactions.
- Gympie State High School operates a framework of positive behaviour support to ensure all students have the emotional and social skills needed to succeed in school and beyond.
- A review relating to school attendance, absenteeism, school disciplinary data and behaviour incidents informed the development of the 2017 *Responsible Behaviour Plan for Students*, in consultation with the school community.
- The Positive Behaviour for Learning Team and the Student Support Wellbeing Team work with all staff members to develop appropriate behaviour support strategies and programs.
- The Student Support and Wellbeing Team consists of:
 - Deputy Principal
 - Chaplain
 - School Based Youth Health Nurse

- Youth Support Coordinator
- Youth Pathways Officer
- Behaviour Management Coordinator
- Indigenous Teacher
- Head of Special Education Services (HOSSES)
- Learning Support Teacher
- Guidance Officer
- Year Level Coordinators
- Gympie State High School is registered as a National Day of Action (NDA) school. They are commencing NDA activities today with:
 - positive education mentors and heads of school planning and delivering lessons to students;
 - senior students participating in 70 minute eSafety virtual classrooms; and
 - ordering 1000 NDA wristbands to distribute for students to wear as a visual marker of a stand against bullying.
- Referrals are made to the following government and community agencies:
 - Disability Services Queensland
 - Child and Youth Mental Health
 - Gympie Community Action Group
 - Youth In Search
 - Queensland Health
 - Department of Communities (Child Safety Services)
 - Police
 - Relevant local community support groups.

Bullying concerns

s 47(3)(b) of the RTI Act

Students and parents at Gympie State High School are welcome to access school-based

support staff, including the school's guidance officer. Gympie State High School also frequently access a range of community support agencies to best meet student needs.

Cybersafety support

The department's cybersafety and reputation management team (CSRM) have previously provided support to Gympie State High School to respond to online concerns as well as to deliver information sessions about how to be safe and positive online.

CSRM response to incidents at Gympie State High School

2012 – provided general advice about online safety

2015 – supported school with Facebook and Snapchat commentary about bullying incidents at the school

2016 – s 47(3)(b) of the RTI Act

Information sessions

In 2016 the CSRM team presented information sessions to the full student cohort Years 7 to 12.

The CSRM team is returning to Gympie State High School on 14 and 20 March 2018 to deliver sessions to Years 7 to 12 and to staff.

Contact Officer:
Andrea Hoppner
Director
State Schools - Operations
Ph: 3513 5953

Approved by:
Danielle McAllister
Executive Director
State Schools - Operations
Ph: 3513 5927
05/03/2018

School Disciplinary Absences for the Gympie State Electorate, 2015-17

Released: March 2018

Ref: JMS 31179

UNCLASSIFIED

Internal use only. Information owner authorisation required before public release.

Contents:

Table 1: School Disciplinary Absences Count for State Schools in the Gympie State...**Table 2:** School Disciplinary Absences Rate per 1000 students for State Schools in...

Data Source

- OneSchool

Contact Details

Prepared by: Performance Monitoring and Reporting
Email: data.requests@det.qld.gov.au

Notes

- SDA data is for the full school year for 2015 to 2017. Note that 2017 Semester 2 data is preliminary only.
- The information in Table 1 contains aggregate counts of incidents which result in one or more School Disciplinary Absences (SDAs).
- The number of incidents does not equate to the number of students subject to an SDA (e.g. one student may be suspended several times in a school year. Each time a student is suspended it is recorded as a separate incident. A total incident count of 20 therefore may not mean 20 students have been subject to a suspension).
- Enrolment figures are a count of full and part-time students (excluding Early Education) sourced from the annual August student enrolment collection.
- The information in Table 2 contains **Rate per 1000 students** - an effective average number of SDAs per 1000 students per year (i.e. SDA count divided by the full and part time student enrolment as at the August collection multiplied by 1000). This can be used for comparing schools of different sizes.
- There are five categories of SDA: Short Suspension, Long Suspension, Exclusion, Cancellation and Charge Suspension.
- These data do not represent the outcomes of any related appeal decisions.
- A student may be suspended from a school because of disobedience, misconduct or other conduct that is prejudicial to the good order and management of the school.
- Changes were introduced in 2014 and 2015 that impact the comparability of SDAs over time. The changes have caused a time series break and therefore caution should be exercised if making time series comparisons.
- The main changes to consider are:
 - 2014:
 - Short Suspensions changed from 1-5 school days to 1-10 school days.- Long Suspensions changed from 6-20 school days to 11-20 school days.
 - a new category of Charge Suspension was included. A student who is charged with an offence may be suspended while the charge is pending if the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school.
 - 2015
 - Exclusion represents decisions to exclude rather than recommendations for exclusion. A small number of recommendations for exclusions where a principal decided not to exclude have been counted as Long Suspensions.
- The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

12. Schools are also required to report SDAs in their school annual report. These data may differ from data contained in Table 1 due to local validation.

Disclaimer:

This material is provided as an information source only. To the maximum extent permitted by law, the State of Queensland makes no statement, representation, or warranty about the quality, accuracy, context, completeness, availability or suitability for any purpose of, and you should not rely on any materials contained within this release.

Despite our best efforts, the State of Queensland makes no warranties that the material are free of infection by computer viruses or other contamination, to the maximum extent permitted by law.

The Queensland Government disclaims, to the maximum extent permitted by law, all responsibility and all liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs you or any other person might incur for any reason including as a result of the materials being in any way inaccurate, out of context, incomplete, unavailable, not up to date or unsuitable for any purpose.

Released under the RTI
Act by DOE

School Disciplinary Absences Count for State Schools in the Gympie State Electorate, 2015-17

Centre Code	Centre Name	School Type	2015						2016						2017					
			Short Suspension	Long Suspension	Exclusion	Cancellation	Total SDAs	Enrol	Short Suspension	Long Suspension	Exclusion	Cancellation	Total SDAs	Enrol	Short Suspension	Long Suspension	Exclusion	Cancellation	Total SDAs	Enrol
0049	Gympie Central	Primary	14				14	244	31				31	247	9				10	243
0051	One Mile State	Primary	17				17	464	24				24	456	101		4		105	458
0058	Gunalda State	Primary	1				1	19	6				6	17					0	24
0361	Two Mile State	Primary					0	85	7				7	87					7	81
0417	Monkland State	Primary	18	1			19	88	9				9	85	24				24	81
0465	Mary Valley State	PriSec	45	2	1		48	163	30				30	141	33	3	1		37	155
0482	Gympie East State	Primary	13				13	115	9				9	10	2		1		3	125
0560	Gympie West	Primary	32				32	500	33	1			34	523	34				34	524
0577	Tin Can Bay State	PriSec	141	7	3		151	386	161	10	3		174	360	163	4	2	1	170	326
0579	Theebine State	Primary					0	5	2				2	11					0	14
0649	Jones Hill State	Primary	11				11	355	15				15	371	20				20	399
0669	Widgee State	Primary	1				1	46	2				2	59					0	52
0821	Gundiah State	Primary					0	19	3				3	24					0	24
0881	Wolvi State School	Primary	1				1	31	1				1	28					0	23
0892	Dagun State	Primary					0	35					0	46					0	35
0915	Chatsworth State	Primary	9				9	182	10				10	210	5				5	221
0966	Bauple State	Primary					0	65					0	41					0	47
1221	Gympie South	Primary	20				20	501	24				24	526	38		1		39	532
1478	Kandanga State	Primary					0	67					0	72					0	46
1617	Glenwood State	Primary	8				8	68	28				28	85					0	83
1707	Kia-Ora State	Primary	1				1	58	2				2	60	5				5	62
1719	Amamoor State	Primary					0	56					0	59					0	75
1955	Rainbow Beach	Primary	1				1	86	6				6	93	7				7	93
2007	Gympie State High	Secondary	242	14	10	25	291	1180	253	15	4	15	287	1105	312	25	1	12	350	1066
2137	James Nash State	Secondary	231	9	4	2	246	1258	217	5	2	1	225	1255	319	17	6		342	1229
3007	Gympie Special	Special	3				3	68	1				1	59	6		2		8	65

School Disciplinary Absences Rate per 1000 students for State Schools in the Gympie State Electorate, 2015-17

Centre Code	Centre Name	School Type	2015					2016					2017				
			Short Suspension	Long Suspension	Exclusion	Cancellation	Total SDA Rate/1000	Short Suspension	Long Suspension	Exclusion	Cancellation	Total SDA Rate/1000	Short Suspension	Long Suspension	Exclusion	Cancellation	Total SDA Rate/1000
0049	Gympie Central State School	Primary	57.4	0.0	0.0	0.0	57.4	125.5	0.0	0.0	0.0	125.5	37.0	4.1	0.0	0.0	41.2
0051	One Mile State School	Primary	36.6	0.0	0.0	0.0	36.6	52.6	0.0	0.0	0.0	52.6	220.5	8.7	0.0	0.0	229.3
0058	Gunalda State School	Primary	52.6	0.0	0.0	0.0	52.6	352.9	0.0	0.0	0.0	352.9	0.0	0.0	0.0	0.0	0.0
0361	Two Mile State School	Primary	0.0	0.0	0.0	0.0	0.0	80.5	0.0	0.0	0.0	80.5	86.4	0.0	0.0	0.0	86.4
0417	Monkland State School	Primary	204.5	11.4	0.0	0.0	215.9	105.9	0.0	0.0	0.0	105.9	296.3	0.0	0.0	0.0	296.3
0465	Mary Valley State College	PriSec	276.1	12.3	6.1	0.0	294.5	198.7	0.0	0.0	0.0	198.7	212.3	19.4	6.5	0.0	238.7
0482	Gympie East State School	Primary	113.0	0.0	0.0	0.0	113.0	81.8	0.0	0.0	0.0	81.8	16.0	0.0	8.0	0.0	24.0
0560	Gympie West State School	Primary	64.0	0.0	0.0	0.0	64.0	63.1	1.9	0.0	0.0	65.0	64.9	0.0	0.0	0.0	64.9
0577	Tin Can Bay State School	PriSec	365.3	18.1	7.8	0.0	391.2	447.2	27.8	8.3	0.0	483.3	500.0	12.3	6.1	3.1	521.5
0579	Theebine State School	Primary	0.0	0.0	0.0	0.0	0.0	181.8	0.0	0.0	0.0	181.8	0.0	0.0	0.0	0.0	0.0
0649	Jones Hill State School	Primary	31.0	0.0	0.0	0.0	31.0	40.4	0.0	0.0	0.0	40.4	50.1	0.0	0.0	0.0	50.1
0669	Widgee State School	Primary	21.7	0.0	0.0	0.0	21.7	33.9	0.0	0.0	0.0	33.9	0.0	0.0	0.0	0.0	0.0
0821	Gundiah State School	Primary	0.0	0.0	0.0	0.0	0.0	125.0	0.0	0.0	0.0	125.0	0.0	0.0	0.0	0.0	0.0
0881	Wolvi State School	Primary	32.3	0.0	0.0	0.0	32.3	35.7	0.0	0.0	0.0	35.7	0.0	0.0	0.0	0.0	0.0
0892	Dagun State School	Primary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0915	Chatsworth State School	Primary	49.5	0.0	0.0	0.0	49.5	47.6	0.0	0.0	0.0	47.6	22.6	0.0	0.0	0.0	22.6
0966	Bauple State School	Primary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1221	Gympie South State School	Primary	39.9	0.0	0.0	0.0	39.9	45.6	0.0	0.0	0.0	45.6	71.4	0.0	1.9	0.0	73.3
1478	Kandanga State School	Primary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1617	Glenwood State School	Primary	117.6	0.0	0.0	0.0	117.6	329.4	0.0	0.0	0.0	329.4	0.0	0.0	0.0	0.0	0.0
1707	Kia-Ora State School	Primary	17.2	0.0	0.0	0.0	17.2	33.3	0.0	0.0	0.0	33.3	80.6	0.0	0.0	0.0	80.6
1719	Amamoor State School	Primary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1955	Rainbow Beach State School	Primary	11.6	0.0	0.0	0.0	11.6	64.5	0.0	0.0	0.0	64.5	75.3	0.0	0.0	0.0	75.3
2007	Gympie State High School	Secondary	205.1	11.9	8.5	21.2	246.6	229.0	13.6	3.6	13.6	259.7	292.7	23.5	0.9	11.3	328.3
2137	James Nash State High School	Secondary	183.6	7.2	3.2	1.6	195.5	172.9	4.0	1.6	0.8	179.3	259.6	13.8	4.9	0.0	278.3
3007	Gympie Special School	Special	47.6	0.0	0.0	0.0	47.6	16.9	0.0	0.0	0.0	16.9	92.3	0.0	30.8	0.0	123.1
Gympie State Electorate			131.8	5.4	2.9	4.4	144.5	142.3	5.0	1.5	2.6	151.5	178.4	8.9	2.3	2.1	191.7
State Overall			121.6	4.9	2.8	3.0	132.3	126.3	5.0	2.8	2.4	136.4	129.6	5.5	2.9	2.3	140.4

Pages 18 through 20 redacted for the following reasons:

Exempt information - Cabinet information

Released under the RTI
Act by DOE

Briefing Note

The Honourable Grace Grace MP
Minister for Education and
Minister for Industrial Relations

Action required: For Action

Action required by: 8 June 2018

Critical: Opportunity on 14 June 2018 for the Minister to meet with state members of national Bullying. No Way! project coordinated by the Department of Education.

SUBJECT: ANNUAL STRATEGIC SAFE AND SUPPORTIVE SCHOOL COMMUNITIES WORKING GROUP MEETING 14 and 15 JUNE 2018.

Summary of key objectives

- To advise the Minister of an opportunity to meet members of the Safe and Supportive School Communities (SSSC) Working Group, which delivers national projects including Bullying. No Way!, at their annual strategic meeting in Brisbane on Thursday, 14 June 2018.
- To invite the Minister to select a suitable time to meet members at an informal event: either at AM60 Level 19, 42-60 Albert Street, Brisbane, between 3.00 pm and 3.30 pm, or at the networking function from 6.00 pm to 6.30 pm at The Walnut Restaurant and Lounge Bar, Royal on the Park Hotel, 152 Alice Street, Brisbane.
- To request that the Minister approve and sign the letter to the Honourable Annastacia Palaszczuk MP, Premier and Minister for Trade, inviting her to join the Minister in meeting SSSC Working Group members at their annual strategic meeting on Thursday, 14 June 2018. (**Attachment 1**).

Key issues

1. Queensland hosts an annual strategic SSSC Working Group meeting in Brisbane. The national group is meeting on 14 June 2018 to discuss strategic priorities for 2018 to 2021 and contribute to the reform agenda of the Education Council.
2. SSSC Working Group members attending the annual strategic meeting represent the Australian Government, all state and territories education departments, as well as national Catholic and Independent schooling sectors (**Attachment 2**).
3. The strategic meeting presents an opportunity for the Premier, Minister and/or Director-General to meet SSSC Working Group members and thank them for their significant contribution. A photo opportunity with the group will be arranged.
4. Attendance at this meeting also provides an opportunity for the Minister and/or Premier to address members about Queensland's commitment to addressing bullying and leading the work on behalf of all state and territories.
5. Speech notes, a function profile, and a run sheet will be provided for the Minister prior to the event if required.

Media Implications

6. This is a closed meeting and no media will be invited.

Financial Implications

7. Meeting costs are covered by the Department of Education under cost centre

s 47(3)(b) of the RTI

s 47(3)(b) of the RTI Act

Legal Implications

8. N/A

Aboriginal and Torres Strait Islander Impacts

9. N/A

Background

10. Since 1999, the Queensland Government has led the work of the SSSC Working Group on behalf of all states and territories, which provides a national collaboration involving all jurisdictions working together to support schools counter bullying, harassment and violence.

11. The work includes management of the Bullying. No Way! website, and the annual National Day of Action against Bullying and Violence for Australian schools.

12. contrary to public interest

13.

14. In February 2018, the Council of Australian Governments (COAG) announced a dedicated working group of senior officials across First Ministers, Education, Health and Justice departments, to consider strategies to help combat bullying and cyberbullying.

15. The Senior Officials Working Group (SOWG) is tasked with developing a work program, where gaps are identified, to be led by the Education Council. The Education Council will then report to COAG on tangible measures where there is an identified need. It is possible that the SSSC Working Group may be tasked with some of this additional work.

16. The Australian Government Department of Education and Training provides the Secretariat for the SOWG. This department also has membership on the SSSC Working Group.

Recommendation

That the Minister:

- **advise** of her availability to attend and meet the Safe and Supportive School Communities (SSSC) Working Group members at the annual strategic meeting in Brisbane on 14 June 2018;
- **advise** a suitable time to meet members — either at AM60 Level 19, 42-60 Albert Street, Brisbane between 3.00 pm and 3.30 pm, or from 6.00 pm to 6.30 pm at the networking function, The Walnut Restaurant and Lounge Bar, Royal on the Park Hotel, 152 Alice Street, Brisbane; and
- **sign** a letter to invitation to the Premier inviting her to meet SSSC Working Group members at the national strategic meeting on 14 June 2018.

NOTED

**APPROVED/NOT APPROVED
ENDORSED/NOTED**

SHARON DURHAM

Chief of Staff

Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

GRACE GRACE MP

Minister for Education and

Minister for Industrial Relations

Minister's comments

Endorsed by
Jane Worrell
Manager

National day of Action
against Bullying and
Violence

Ph: 3513 5930
Mob: N/A

Date 30/05/2018

Endorsed by
Natalie Swayn
Executive Director

State Schools –
Operations

Ph: 3513 5954
Mob: N/A

Date: 30/05/2018

Endorsed by
Hayley Stevenson
Assistant Director-
General
State Schools –
Operations

Ph: 3513 5836
Mob: s 47(3)(b) of the

Date: 31/05/2018

Endorsed by
Leanne Nixon
A/Deputy Director-
General
State Schools

Ph: 3034 4762
Mob: s 47(3)(b) of the

Date: 01/06/2018

Endorsed by
Tony Cook
Director-General

Ph: 3034 4752
Mob:

Date: / /2018

Minister for Education and Minister for Industrial Relations

1 William Street Brisbane 4000
PO Box 15033 City East
Queensland 4002 Australia
Telephone +61 7 3719 7110
Email: education@ministerial.qld.gov.au
Email: industrialrelations@ministerial.qld.gov.au

The Honourable Annastacia Palaszczuk MP
Premier and Minister for Trade
PO Box 15185
CITY EAST QLD 4002

Dear Premier

It is with great pleasure that I invite you to join me to meet the members of the national Safe and Supportive School Communities (SSSC) Working Group at their annual strategic meeting on 14 June 2018.

The SSSC Working Group is a national collaboration to support schools counter bullying, harassment and violence, and represents the Australian Government, state and territories education departments, as well as Catholic and Independent schooling sectors.

Since 1999, the Queensland Government has led the work of the SSSC Working Group on behalf of all states and territories. Queensland chairs the SSSC Working Group and delivers the *Bullying. No Way!* website and the National Day of Action against Bullying and Violence nationally. The Department of Education will once again host the annual two-day SSSC Working Group strategic meeting from 14 to 15 June 2018.

The national group will meet to discuss strategic priorities for 2018 to 2021 to contribute to the reform agenda of the Education Council. The SSSC Working Group will also establish the forward work plan and schedule of activities to be delivered in 2019.

Your attendance would be greatly welcomed and provides an opportunity to thank members for their contribution to this national collaborative project we are committed to delivering.

Please join me at an informal event to meet SSSC Working Group members at either AM60 Level 19, 42-60 Albert Street, Brisbane, at 3.00 pm, or at the networking function at 6.00 pm, at The Walnut Restaurant and Lounge Bar, Royal on the Park Hotel, 152 Alice Street, Brisbane. A photo opportunity will be arranged.

I invite your office to contact Ms Hayley Stevenson, Acting Assistant Director-General, State Schools – Operations, Department of Education, on (07) 3513 5836 or by email at hayley.stevenson@det.qld.gov.au to advise of your availability to attend.

I hope you are able to join me in meeting members of the SSSC Working Group and strengthen the relationships pivotal to delivering this important work for all Australian schools.

Yours sincerely

GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

Ref: 18/280447

Attachment 2**Safe and Supportive School Communities (SSSC) Working Group****Annual strategic meeting, 14 and 15 June 2018, Brisbane****List of members attending**

s 47(3)(b) of the RTI Act

Released under the RTI
Act by DOE

Ministerial Event

The Honourable Grace Grace MP
Minister for Education
Minister for Industrial Relations

MEETING DETAILS: BRISBANE NORTH QUEENSLAND ANTI-CYBERBULLYING TASKFORCE PUBLIC CONSULTATION FORUM ON 14 MAY 2018

Key issues

1. The Queensland Anti-Cyberbullying Taskforce (the Taskforce) is hosting public consultation forums at locations across Queensland over the next three months to hear ideas to:
 - prevent or reduce cyberbullying of young people; and
 - support people affected by the cyberbullying of young people.
2. The public consultation scheduled for 14 May 2018 in Brisbane is the third forum in the series, following events held on 26 April 2018 in Rockhampton and 9 May 2018 in Townsville.
3. The Taskforce focus is cyberbullying of children and young people up to the age of 25. The Taskforce will not consider or make recommendations about workplace bullying.
4. The Taskforce adopted a definition of bullying, adapted from that used on the Bullying. No Way! website:

Bullying is an ongoing misuse of power in relationships through usually repeated verbal, physical and/or social behaviour that is intended to cause physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more people. Bullying can happen in person or using digital or other technologies, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.
5. Taskforce members' expertise includes social media and online communication, cyber security, education, child and youth mental health, law, disability and support services and parenting.
6. The Taskforce Chair is Ms Madonna King, award-winning journalist, author and commentator.
7. Members of the Taskforce are:
 - Tracy Adams, CEO, yourtown;
 - Kevin Bates, President, Queensland Teachers Union;
 - Peter Black, Senior Lecturer, Queensland University of Technology (QUT), expertise in media and internet law;
 - Candice Butler, Senior Practice Leader, Queensland Aboriginal and Torres Strait Islander Child Protection Peak;

- Professor Marilyn Campbell, Professor of Education, QUT, expertise in effects of bullying and cyberbullying;
- Naraja Clay, Member of the National Youth Reference Group for Headspace, consultant on youth mental health issues;
- Michael Crandon MP, Member for Coomera;
- Judith Ketchell, Executive Principal, Tagai State College, Torres Strait Islands;
- Corinne McMillan MP, Member for Mansfield, and former secondary school principal;
- Chantel Moody, university student, disability advocate and mentor for the Pyjama Foundation and Raise Foundation;
- Taj Pabari, social enterprise entrepreneur and Young Australian of the Year for Queensland, 2017;
- Dr Lee-Anne Perry AM, Executive Director, Queensland Catholic Education Commission;
- Dr James Scott, child and adolescent psychiatrist;
- Rebecca Sparrow, author, marketing executive and magazine editor; and
- Gayle Walters, President and Chair of P&Cs Queensland

Media Implications

8. This is anticipated to be a positive media opportunity for the Minister to be directly engaged in the public consultation process; however, it is likely that many participants who attend will raise examples or concerns about their personal experiences with schools and bullying.

Financial Implications

9. There are no direct financial implications for the Department of Education associated with the delivery of the community consultation forums or Taskforce meetings; however, it is anticipated that some of the recommendations arising from the final report may have future budgetary considerations.

Legal Implications

10. There are no anticipated legal implications associated with attendance of the Minister at the public consultation forum.

Aboriginal and Torres Strait Islander Impacts

11. There are particular sensitivities and support needs associated with the social and emotional wellbeing of Aboriginal and Torres Strait Islanders, with reference to racism and discrimination. These are acknowledged community issues that are incorporated into guidance materials provided to schools to address bullying.

Background

12. The Taskforce was established by the Premier to develop a Queensland Anti-Cyberbullying Framework, and recommend community and government action to address cyberbullying of young people. The Taskforce will report to the Premier by 31 August 2018.
13. A copy of the Terms of Reference for the Taskforce are provided in **Attachment 1**.
14. Queensland is the lead jurisdiction in the Safe and Supportive School Communities Working Group, which provides evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students. Schools also have

access to the national *Bullying. No Way!* website to source information and resources to counter bullying, harassment and violence in Australian schools. Further information is available online at www.bullyingnoway.gov.au.

15. A summary of initiatives and supports delivered by the Department of Education to address bullying and cyberbullying is provided in **Attachment 2**.

Right to information

16. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Released under the RTI Act by DOE

Action Officer Natalie Swayn	Endorsed by ED Danielle McAllister	Endorsed by A/ADG Hayley Stevenson	Endorsed by A/DDG Leanne Nixon	Endorsed by DG Tony Cook
Director State Schools - Operations	State Schools - Operations	State Schools - Operations	State Schools	
Ph: 3513 5953	Ph: 3513 5927	Ph: 3513 5838	Ph: 3034 4762	Ph: 3034 4752
	Date: 11/05/2018	Date: 11/05/2018	Date: 11/05/2018	Date: 11/05/18

Terms of Reference – Queensland Anti-Cyberbullying Taskforce

Context

The Queensland Government maintains a zero tolerance for bullying, in particular cyberbullying, and is committed to working with children, parents, schools, communities and experts to address this complex and pervasive issue.

Role of the Taskforce

The Queensland Anti-Cyberbullying Taskforce (the Taskforce) will provide advice and coordination in relation to developing and implementing an anti-cyberbullying framework for Queensland that will bring together children, parents, schools, communities and experts to counter cyberbullying of children and young people up to the age of 25. The Taskforce will work to foster creative community-driven solutions that use contemporary ways of engaging, including social media platforms and multimodal communication. Members will harness grassroots ideas and best-practice research to develop and oversee strategies and initiatives that address the complex causes of cyberbullying in the community. Workplace cyberbullying will be excluded from consideration.

Taskforce members will be key in developing and drawing on community relationships to ensure that everyone can be part of addressing these challenges. Empowering and engaging young people in particular, is a significant part of delivering effective solutions.

Responsibilities will include:

- develop a proposed Framework for Addressing Cyberbullying (the Framework), presenting recommendations for community and government action to reduce the incidence of cyberbullying, by 31 August 2018
- advise government on the development of a program of activities under the Framework
- advise government on resources, best practices and other strategies to prevent and address cyberbullying behaviour in order to provide appropriate training and intervention
- consult with the Queensland community to gain the insights of those affected by cyberbullying and harness grassroots ideas on ways to tackle the issue
- educate and engage Queenslanders to create a community that practises positive attitudes and behaviours and promotes a culture of non-violence and respectful relationships
- act as a liaison point between the community and government to encourage ownership of initiatives.

Composition and Membership

Membership will comprise of up to 16 members including:

- at least one member with expertise in each of the following areas:
 - education
 - social media/online communication
 - child and youth mental health
 - parenting
 - community groups, such as community sporting or youth clubs
- an MP nominated by the Premier and the Leader of the Opposition
- at least three youth representatives.

Additional representatives can be invited to attend to provide advice as required (including those from relevant Queensland Government agencies).



**Queensland
Government**

Queensland - Addressing bullying and cyberbullying and supporting positive learning environments

ACTION	DETAIL
Queensland's leadership of national anti-bullying efforts	<ul style="list-style-type: none"> • Since 2003, Queensland's Department of Education (DoE) has managed the national Safe and Supportive School Communities (SSSC) project and the nationally agreed plan on behalf of all jurisdictions. • This includes leadership of the <i>Bullying. No Way!</i> website which provides a range of resources and fact sheets about bullying. • As the lead jurisdiction in the national SSSC Working Group, Queensland drives the provision of evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students. • In March each year, DoE leads and coordinates the National Day of Action against Bullying and Violence (NDA) campaign. • The NDA is extremely well-supported in schools across Queensland, with 100% of state schools participating in the NDA on Friday 16 March 2018. • Queensland schools participate annually in virtual classrooms offered on Safer Internet Day and the NDA. • In 2015, as lead jurisdiction for SSSC Working Group, Queensland led research that produced a review of the literature on student bullying between 2010 and 2014, available on the <i>Bullying. No Way!</i> website.
Policies and other measures in place to address bullying	<ul style="list-style-type: none"> • DoE takes a positive school-wide approach to create safe and supportive environments for students, teachers, school staff, families and members of the community. • A number of policies support Queensland's positive approach to learning including: <ul style="list-style-type: none"> ○ the Safe, Supportive and Disciplined School Environment procedure; ○ Code of School Behaviour; ○ Responsible Behaviour Plan for Students; ○ Positive Behaviour for Learning; ○ Inclusive Education Policy Statement; ○ Student Learning and Wellbeing Framework; and ○ Parent and Community Engagement Framework. • 46% of Queensland state schools use Positive Behaviour for Learning as a whole school evidence-based framework to create a positive learning environment. • The newly revised Student Learning and Wellbeing Framework, and implementation and reflection tool, assists schools to ensure the safety of the online community is addressed and that the school has a clear anti-bullying policy. • Every Queensland state school has a Responsible Behaviour Plan for Students that clearly outlines what actions the school will take when bullying is reported, and the strategies used by the school to address bullying. • DoE's Behaviour website provides comprehensive advice to students about what they should do if they are being bullied.

Queensland - Addressing bullying and cyberbullying and supporting positive learning environments

ACTION	DETAIL
Specific measures to address cyberbullying	<ul style="list-style-type: none"> • Cybersafety and Reputation Management team: <ul style="list-style-type: none"> ○ DoE has a small dedicated team of specialists to assist schools in tackling cyberbullying and staying safe online. ○ The Cybersafety and Reputation Management team is able to support schools with advice, online investigations and in responding to instances of inappropriate online behaviour; ○ The team has provided proactive presentations to students on online safety and positive digital footprints, with 1094 information sessions presented to over 145,000 students in 430 unique schools since July 2013 (as at 11 May 2018) and also offers support through a 1300 number and Cybersafety Advice Facebook page; ○ The <i>Online awareness: Information for parents and caregivers</i> guide developed by the team provides advice for what parents and caregivers could do if their child is the target of, or is responsible for, inappropriate online behaviour; ○ Cyber Heroes program – a program for primary students to cover what is and isn't okay when working online; ○ Enhance your digital identity – a program for secondary students helps them learn the seven key steps to a positive digital footprint; ○ Queensland also partnered with Telstra to develop the <i>Creep Quiz: Are U Safe Online?</i> which is designed for children from 11 years of age to provide insight into the online world and highlight some of the pitfalls for the unwary; ○ The Royal Commission into Institutional Responses to Child Sexual Abuse commended DoE's Cybersafety and Reputation Management team for their proactive and effective strategies to respond to and prevent online issues for students; and it applauded the team as an exemplar and model for other education jurisdictions.
Combatting bullying and cyberbullying within the curriculum	<ul style="list-style-type: none"> • Queensland state schools are required to provide health and wellbeing education either as part of the delivery of the Australian Curriculum or as part of the school's pastoral care program. • Bullying is addressed in the Australian Curriculum: Health and Physical Education in Years 3–4, 5–6 and 7–8 in Personal, social and community health. • DoE's Curriculum into the Classroom (C2C) Health and Physical Education materials support the teaching and learning of Health and Physical Education. • The C2C materials provide opportunities for both primary and secondary students to recognise bullying and inappropriate behaviour and to explore coping and reporting strategies. • C2C materials incorporate resources and information from the DoE's Respectful relationships education program, the Daniel Morcombe Child Safety Curriculum and the <i>Bullying. No Way!</i> website. • C2C Units that specifically address bullying and cyberbullying are: <ul style="list-style-type: none"> ○ Digital Technologies Years 3-4 Band Unit 2 – What's your waste footprint? (explores safe communication online, including cyberbullying and digital footprints) Requires students to explore and manipulate different types of data and transform data

Queensland - Addressing bullying and cyberbullying and supporting positive learning environments

ACTION	DETAIL
	<p>into information. They are asked to create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced);</p> <ul style="list-style-type: none"> ○ Health and Physical Education PPS Year 3 Unit 2 – Feeling safe; ○ C2C Health and Physical Education PPS Year 4 Unit 4 – Netiquette and online protocols; ○ Health and Physical Education PPS Year 5 Unit 1 – Emotional interactions; ○ Health and Physical Education PPS Year 6 Unit 4 – Transitioning; ○ Health and Physical Education PPS Year 8 Unit 3 – My adolescent relationships; ○ Health and Physical Education PPS Year 9 Unit 1 – Respectful relationships; ○ Health and Physical Education PPS Year 10 Unit 2 – Cultural connections; ○ French Years 9-10 Unit 2 – What are social issues?; and ○ C2C Japanese Years 9–10 Unit 2 – What are social issues? <ul style="list-style-type: none"> ● Respectful Relationships Education Program (RREP): <ul style="list-style-type: none"> ○ RREP was developed in response to the Queensland Government’s domestic and family violence prevention policy; ○ RREP, aligned to the Australian Curriculum, includes a range of activities which encourage students to interact positively with others, to respect similarities and differences and to stay safe; ○ This program encourages students to value diversity and to exhibit empathy and sensitivity in dealings with others; and ○ The program also emphasises equality, the building of ethical relationships, supporting others and seeking help in relation to aggressive behaviour including bullying.
Support services and staff	<ul style="list-style-type: none"> ● A range of support services are available for students experiencing difficulties accessing and participating in schooling as a result of health, wellbeing and behavioural issues. ● This includes guidance officers, behaviour staff, speech-language pathologists, school-based youth health nurses, youth support coordinators, Community Education Counsellors, and state schools registered nurses. ● In addition regions are provided with dedicated coaches to work with schools in the areas of mental health, behaviour, autism and inclusion. ● Staff work in collaboration with other allied health professionals and community agencies to identify and intervene early with young people who have additional needs or are at risk of school disengagement. ● State schools guidance officers are experienced teachers with additional qualifications to support student wellbeing and mental health.

Queensland - Addressing bullying and cyberbullying and supporting positive learning environments

ACTION	DETAIL
	<ul style="list-style-type: none"> Guidance officers assess for potential risk, provide information, counselling support, and can liaise with families and clinicians, and refer to external supports as required. A dedicated 'stand-up team' of Senior Guidance Officers has been created to make immediate contact with correspondents who raise concerns about bullying with the Director-General, Minister or Premier. The stand-up team provides an ongoing point of contact and liaises with the relevant school to ensure on-the-ground support is provided to the student and family.
Parliamentary Inquiry	<ul style="list-style-type: none"> From November 2016, the Education, Tourism, Innovation and Small Business Committee of the Queensland Parliament (Chaired by Scott Stewart MP, Member for Townsville) undertook an inquiry into improving the delivery of respectful relationships and sex education relevant to the use of technology in Queensland state schools. During the 12 months of the Inquiry, the Committee held numerous private and public hearings, considered 29 written submissions, conducted research into the prevalence of sexualised use of technology by young people, reviewed curriculum materials and cybersafety initiatives in Queensland state schools, and undertook analyses of approaches in other jurisdictions.
National Project Agreement for Online Safety Programmes in Schools	<ul style="list-style-type: none"> In 2016, Queensland signed the Project Agreement for Online Safety Programmes in Schools (PA OSPS) with the Office of the eSafety Commissioner. The PA OSPS provided federal funding for service delivery in 2016 and 2017, with 173 Queensland government and non-government schools each year receiving up to \$4000. Project targets were met and programmes were received by over 250 Queensland schools.
Queensland Anti-Cyberbullying Taskforce	<ul style="list-style-type: none"> In February 2018, Queensland established the Queensland Anti-Bullying Taskforce, which will inform the development of a new anti-bullying framework for Queensland. The framework will cover cyberbullying affecting young people in Queensland. The 14 members of the Taskforce have recently been named. Details are available online at https://www.qld.gov.au/about/how-government-works/other-government-bodies/anti-bullying-taskforce The membership of the Taskforce brings together people with a wide range of knowledge and expertise. The Taskforce will engage with children, parents, schools and communities and is expected to make recommendations for community and government action. The Taskforce is due to report to the Queensland Government by 31 August 2018.
Youth Advisory Council	<ul style="list-style-type: none"> Cyberbullying will be the focus for a new dedicated Youth Advisory Council and a State-wide survey of the views of Queensland children. The Queensland Families and Child Commission (QFCC) are planning to undertake the survey across the State between March and June. The Youth Advisory Council is being established by QFCC through the work of a core group of six youth champions. It is expected that outcomes and input from this Youth Advisory Council will be provided to the Queensland Anti-Bullying Taskforce for consideration.

Queensland - Addressing bullying and cyberbullying and supporting positive learning environments

Ministerial Student Advisory Council	<ul style="list-style-type: none"> A new Ministerial Student Advisory Council is being established for the Minister to hear first-hand from young people on their experiences and views of bullying and what more can be done to combat it.
Funding for External Support Services	<ul style="list-style-type: none"> Queensland has identified the critical work done by yourtown, which operates the Kids Helpline and Parentline, and has provided an urgent additional allocation in 2018 of \$60,000 funding to support those services. This funding is on top of more than \$1 million in funding already provided for these services. The Department of Child Safety, Youth and Women (DCSYW) funds a number of programs to support young people and their families. 92 youth services across the state help young people at risk of disconnecting from their family, community or support network; disengaging from school, training and/or employment; harm including self-harm; and homelessness. DCSYW also funds services and programs to support parents, families and caregivers, including the Triple P Positive Parenting Program (Triple P), which is a prevention and early intervention parenting and family support system. Triple P gives Queensland families access to a range of products including an online program, topic specific seminars, parent/carer discussion groups and one-on-one consultations.
YouTube	<ul style="list-style-type: none"> The Queensland Premier has secured YouTube's cooperation to tackle cyberbullying and will ask the Anti-Bullying Taskforce Chair to consider the role of YouTube creators to develop content for audiences impacted by bullying – with a particular focus on cyberbullying.
Legislation	<ul style="list-style-type: none"> The Queensland Government is creating a new offence related to non-consensual sharing of intimate images. The laws will apply to sending, or threatening to send, intimate material without consent.
Youth, Technology and Virtual Communities Conference	<ul style="list-style-type: none"> The Queensland Police Service will host the Youth, Technology and Virtual Communities Conference on the Gold Coast (27-29 August 2018) with the theme "prevent, protect, prosecute" focusing on 'Youth Perpetrated Sexual Crime'. During the conference, international and national presenters will explore the varied themes providing insight into the many aspects of child exploitation including cyberbullying.
Queensland Youth Strategy and Action Plan	<ul style="list-style-type: none"> The Queensland Youth Strategy and Action Plan have a strong focus on Health Futures, including mental health, as a key area of concern for young Queenslanders. The Strategy and Action Plan identify a number of actions contributing to good mental health and specific actions for the DoE to support schools to address all forms of bullying (including cyberbullying) through the support of online safety, resilience and bullying programs delivered as part of the curriculum. Key actions include: <ul style="list-style-type: none"> The Anti-Discrimination Commission Queensland is delivering free information sessions to young people providing advice on their rights in relation to discrimination, sexual harassment and bullying; and The Queensland Mental Health Commission is supporting the development of the Conversations for Life App for young people to plan a conversation to help someone at risk of suicide, or experiencing personal or social pressures.

Briefing Note

Senior Policy Officer

Office of the Minister for Education and

Minister for Industrial Relations

Action required: With Correspondence

Action required by: N/A

Routine – Background information to support a response to correspondence regarding a cyberbullying initiative.

SUBJECT: STOP HARASSING ME POSTCARD – A CYBERBULLYING INITIATIVE

Summary of key objectives

- Background information in response to correspondence from s 47(3)(b) of the RTI Act regarding a cyberbullying initiative *Stop Harassing Me Postcard* project.
- Note that the *Stop Harassing Me Postcard* project will be included in the list of programs to be forwarded to the Queensland Anti-Bullying Taskforce for consideration.

Key issues

- The *Stop Harassing Me Postcard* project was an initiative developed by a school-based Queensland police officer and the BABI Youth and Family Service.
- In the 2011–2013 period, this postcard was used in a range of Queensland state schools, particularly in the Wynnum district, where the school-based police officer who created the project was based.
- Using the *Stop Harassing Me Postcard*, a student who believes they have been cyberbullied can approach an appointed school representative (usually a deputy principal) and show them the messages they have received. The student is offered the opportunity to complete the postcard (**Attachment 1**).
- The student then writes on the postcard who sent the messages, what school they attend, time and date of offensive messages, and then their name and their signature. The harassed student's involvement in the matter, at this stage, is now finalised.
- The school representative then meets with the cyberbully to caution them on their behaviour. The school representative then writes their name on the post card, signs it and serves it upon the cyberbully and the cyberbully signs the post card and a copy is kept with the school representative in case a breach occurs and further action is required. If the bullying continues, police become involved and the cyberbully can be charged.

Financial Implications

- s 47(3)(b) of the references previous government funding decisions for the Queensland Police Service that impacted the *Stop Harassing Me Postcard* project and now seeks funding to re-commence that project.
- Funding to support this project was provided through Queensland Police Service, not through the Department of Education.
- The department does not have funding available to support individual programs or resources but can provide details of alternative avenues for funding. Individual schools may elect to implement the *Stop Harassing Me Postcard*. These details are included in the response correspondence (**Attachment 2**).

Background

9. In 2013, the Cybersafety and Reputation Management team worked with the *Stop Harassing Me Postcard* project team to draft a privacy statement for inclusion on this postcard for use by Queensland state schools. A link to the *Stop Harassing Me Postcard* website was included on the Cybersafety team's intranet page of useful resources for schools.
10. The Taskforce has commenced work to inform the development of a new anti-cyberbullying framework for Queensland.
11. The Taskforce will report by 31 August 2018 making recommendations for community and government action to reduce the incidence of bullying, including cyberbullying.
12. The Taskforce is currently seeking submissions from community members through the website at www.campaigns.premiers.qld.gov.au/antibullying/taskforce/.

Recommendation

That the Senior Policy Advisor:

- **note** that the *Stop Harassing Me Postcard* project will be included in the list of programs to be forwarded to the Queensland Anti-cyberbullying Taskforce for consideration; and
- **sign** the attached correspondence to s 47(3)(b) of the RTI Act (Attachment 2).

NOTED

GIAU NGUYEN
Senior Policy Officer
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

Senior Policy Officer's comments

Action Officer
 Natalie Swayn
 Director
 State Schools –
 Operations
 Tel: 3513 5953

Endorsed by:
 Danielle McAllister
 ED
 State Schools – Operations
 Tel: 3513 5927
 Date: 11/04/2018

Endorsed by:
 Hayley Stevenson
 A/ADG
 State Schools – Operations
 Tel: 3513 5836
 Date: 12 /04/2018

Endorsed by:
 Leanne Nixon
 A/DDG
 State Schools
 Tel: 3034 4762
 Date: 12/04/2018



CYBERBULLYING

NOT ACCEPTED

STOP HARASSING ME POSTCARD

www.stopharassingme.org.au

To (addressee): _____

School/college: _____ Year level _____

I have received a message from you via mobile phone () and/or internet () that I found to be menacing, harassing and/or offensive. This occurred on

(date): _____ at (time) _____ am/pm

The message received was: _____

I am formally advising you that I want these types of messages to stop immediately. If these messages continue I may make a formal complaint to a Police Officer and you may be charged with an offence.

From (student): _____

Signature: _____

Date: _____

This postcard was fully explained and delivered to the addressee by a school/college representative:

On date: _____ at time: _____ am/pm

Name of school/college representative: _____

Position within school/college: _____

Signature of school/college representative: _____

Signature of addressee: _____

A copy of this postcard will be held on school file.

For advice regarding this matter contact school/college administration, support staff or local police (including School Based, Community and Crime Prevention Police Officers).

Pages 38 through 39 redacted for the following reasons:

section 47 (3)(b) of the RTI Act

Released under the RTI
Act by DOE

Ministerial Event Briefing Note

The Honourable Grace Grace MP
Minister for Education
Minister for Industrial Relations

EVENT DETAILS: CYBERSAFETY AND REPUTATION MANAGEMENT PRESENTATION FOR SPRINGFIELD CENTRAL STATE HIGH SCHOOL STUDENTS

Key issues

1. The Premier created the Queensland Anti-Cyberbullying Task Force in February 2018 to provide advice and coordination on tackling cyberbullying.
2. The Department of Education (DoE) supports schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology, through Information and Technologies Branch's Cybersafety and Reputation Management (CSRM) team.
3. CSRM delivers sessions on online safety and positive digital footprints as part of the department's commitment to cybersafety education.
4. These sessions promote safe and positive use of social media and the internet and are delivered to students from Year 4 to 12.
5. This presentation at Springfield Central State High School is one of these sessions.
6. The DoE CSRM team were commended in the final report by the Royal Commission into Institutional Responses to Child Sexual Abuse for its proactive and effective strategies to respond and prevent online issues for students.

Media Implications

7. Cyberbullying has been a prominent media issue since January 2018.
8. The department regularly promotes safe and positive online behaviour to students through cybersafety presentations.
9. Marketing material has also been created to reinforce positive online behaviours for students. Aimed at primary students, the Cyber Heroes show how to behave online while secondary students are encouraged to create a positive digital footprint.
10. The department will also conduct a cybersafety campaign targeting state school students in 2018.

Financial Implications

11. CSRM activities are fully-funded by the department.

Background

12. The CSRM team plays a key role in maintaining the integrity of the department's online reputation, leading the development and implementation of department cybersafety processes.
13. The team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.
14. Since July 2013, CSRM have conducted 1028 presentations at 405 schools to 135,000 students.

15. In 2017, CSRM provided advice, investigated and responded to 328 online safety and reputation management incidents occurring on a range of websites and applications.
16. 80% of the incidents in 2017 to 2018 related to the social media platforms of Facebook, Instagram, YouTube or Snapchat.

Right to information

17. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Action Officer
Natasha Geritz
Snr Communication Officer, OADG IT
Branch
Ph:303 52206

Endorsed by
ADG ITB
Michael O'Leary

Ph: 3034 4422
Mob: s 47(3)(b) of the R
Date: 09/03/2018

Endorsed by
DDG Corporate Services
Jeff Hunt

Ph: 3034 4771
Mob: s 47(3)(b) of the RTI
Date: 14/03/2018

Released under the
Act by DOE

URGENT MINISTERIAL EVENT BRIEF REQUEST

Template:	Ministerial Event/Meeting Brief - 17/397803 Infrastructure Services Event Brief - 11/291044 Ministerial Event Pack (CEP) State Schools Event Brief - 11/291035
To:	STATE SCHOOLS METROPOLITAN REGION CS - INFRASTRUCTURE SERVICES BRANCH COMMUNITY ENGAGEMENT AND PARTNERSHIPS
Subject:	NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE
Time/date required:	4PM, Monday, 12 March 2018
Today's date:	Friday 9 March 2018

MINISTERIAL REQUEST

Minister Grace will be visiting Buranda State School on Friday 16 March 2018 at 11 am to celebrate the National Day of Action Against Bullying and Violence.

On the day, the Minister will be interacting with students to emphasise the importance of the NDA anti-bullying and anti-violence messages.

SCHOOL CONTACT: Principal Simon Vaseo Ph. 3435 1222 and s 47(3)(b) of the RTI Act

PROJECT CONTACT: Andrea Hopper 35953 and Jane Worrell 35930

STATE SCHOOLS: To support the Minister please provide:

- Brief
- Function Profile

Due to the DLO by 4 pm Monday 12 March 2018

METRO REGION: To support the Minister please provide:

- Brief
- Function Profile

Due to the DLO by 4 pm Monday 12 March 2018

ISB : To support the Minister please provide:

- Brief
- Function Profile

Due to the DLO by 4 pm Monday 12 March 2018

Departmental Liaison Officer

☎ 3034 4792 ~ ✉ Minister.DLO@det.qld.gov.au

CEP : To support the Minister please provide:

- Speaking Points
- Fast Facts
- Q&A's
- Media Release
- Media Alert

Due to the Ministers Office by 4 pm Tuesday 13 March 2018

Any questions, please contact Georgie Snow, Manager, Media and Communications Liaison on Ph. 3328 6655.

ANY INFORMATION THAT SHOULD NOT BE PASSED ON TO AN EXTERNAL PARTY SHOULD BE CONTAINED WITHIN A CONFIDENTIAL BOX.

The brief/response should address/include, without restricting it to, the following.

1. Address any issues that may be raised or may exist regarding the subject.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

Preparation Instructions

- ① Approved response should be contained in request and returned to TRIM position ZZ *Departmental Liaison Officer*. Responses are **NOT** to be sent directly to the Minister's Office staff.
- ② If this brief requires additional information from another branch/directorate within the Department, please liaise with the appropriate person to submit one consolidated response.
- ③ Please provide action officer and approval officers' details on the bottom of each request.

Released under the
Act by DDE

Departmental Liaison Officer

☎ 3034 4792 ~ ✉ Minister.DLO@det.qld.gov.au

FUNCTION PROTOCOL FORM (FULL)

**THE HONOURABLE GRACE GRACE MP
MINISTER FOR EDUCATION AND
MINISTER FOR INDUSTRIAL RELATIONS**

As at 14 March 2018

NAME OF ORGANISATION(s)	Department of Education
TWITTER HANDLE (if applicable)	n/a
FACEBOOK PROFILE (if applicable)	Queensland Department of Education
INSTAGRAM HANDLE (if applicable)	n/a
PROJECT HASHTAG (if applicable)	#BullyingNoWay #NDA2018 #TakeaStandTogether
NAME OF FUNCTION	Minister Grace will be visiting Buranda SS to celebrate the 2018 National Day of Action Against Bullying and Violence (NDA)
PURPOSE OF FUNCTION	To interact with students, participate in NDA activities that emphasise the importance of the NDA anti-bullying message.
DATE/TIME OF FUNCTION	12.15pm Friday 16 March 2018
LATEST ARRIVAL TIME	12.15pm
EARLIEST DEPARTURE TIME	1pm
VENUE AND ADDRESS <i>(Please include name of function room if applicable)</i>	Buranda State School 24 Cowley St Woolloongabba
MINISTER'S ROLE <i>(ie speech, present awards, etc)</i>	Meet with students and staff and participate in NDA activities at the school.
OTHER DIGNITARIES ATTENDING	<ul style="list-style-type: none"> Jackie Trad MP, Deputy Premier of Queensland and Member for South Brisbane (TBC) Simon Vaseo, Principal Kathy Sheppard, Principal Advisor Education Services, Metropolitan Region Rosie Scholl, Head of Curriculum, Buranda SS Sally Dillon, President, Buranda State School Parents' and Citizens' Association Jane Worrell, Project Manager, State Schools – Operations, DoE
DRESS REQUIREMENT <i>(Please ensure details are specific. e.g. walking boots, wading overalls, black tie etc.)</i>	Business attire Note orange is the official NDA colour.

EMERGENCY CONTACT FOR THIS EVENT NAME: TITLE / POSITION: ORGANISATION: MOBILE: EMAIL: <i>(Please ensure this person is aware they are the emergency contact and their telephone remains switched on)</i>	Simon Vaseo Principal Buranda State School M: s 47(3)(b) of the RTI Act E:
EMERGENCY CONTACT AT FUNCTION VENUE	Simon Vaseo M: s 47(3)(b) of the RTI Act
ENTRANCE AT WHICH THE MINISTER SHOULD ARRIVE	Cowley Street, Woolloongabba Minister will be greeted by a group of students at the front of school holding Bullying. No Way! bunting.
CAR PARKING ARRANGEMENTS <i>(To assist the Minister's driver please provide as much detail as possible.)</i>	Buranda SS will have a reserved space for the Minister in the staff car park
MINISTER WILL BE MET BY NAME: MOBILE CONTACT NUMBER:	Simon Vaseo, Principal and Freya Heaney and Finn Goldsmith Hodson, School Leaders (Year 6 students) M: s 47(3)(b) of the RTI Act
SPEECH DETAILS	
PROJECT FUNDED BY PROPORTIONS	NA
SPEECH TOPIC	To celebrate the eighth National Day of Action against Bullying and Violence and to discuss the theme - <i>Imagine a world free from bullying.</i>
MINISTER'S SPEECH DELIVERY TIME	12:18pm – 12:21pm
LENGTH OF SPEECH	2-3 minutes
MC NAME:	Simon Vaseo, Principal Buranda SS
PEOPLE WHO THE MINISTER ACKNOWLEDGES:	<ul style="list-style-type: none"> Principal Simon Vaseo Sally Dillon, President, Parents and Citizens Teachers, staff and students
PEOPLE WHO THE MINISTER THANKS:	Students from Buranda SS and their whole school community.
SPEECH TO BE DELIVERED OUTDOORS / INDOORS	Undercover. Minister to address all 250 students in front of the school hall.
LECTERN AVAILABLE	No

AUDIENCE SITTING / STANDING	Minister to address all students in a covered area. Students sitting down. Approx. 100 students will then move into hall for NDA activities with the Minister.
AUDIENCE PROFILE	<ul style="list-style-type: none"> • Buranda SS students, staff and teachers • P&C representative • Regional office representatives • Department representatives
NO. OF PEOPLE ATTENDING	Approx 250
MEDIA ATTENDING (Please list media outlets if known)	No.
PHOTOS (It would be appreciated if you could please forward a copy of any photos taken at this event to the Minister's Office Manager)	

RUN SHEET/ ORDER PROCEEDINGS

Time	Activity
12.05pm	Students awaiting Minister's arrival with bunting at front of school.
12:15pm	Minister arrives and is met by Student Leaders and Principal, Simon Vaseo
12:16pm	Minister is ushered through a little guard of honour into the hall entrance
12:17am	Principal, Simon Vaseo welcomes Minister Grace to Buranda SS and invites her to speak to students
12:18pm – 12:21pm	Minister addresses all students and thanks Buranda SS for being part of the NDA celebrations
12:21pm	Principal thanks Minister and invites Years 1- 2, 4 and 5-6 to proceed to hall for NDA activities. <i>Remaining students head back to class.</i>
12:22pm – 12:35pm	<p>Minister participates in NDA activities with students in the hall. These activities include:</p> <ul style="list-style-type: none"> • Event balls being thrown around - getting 'active' to share Bullying. No Way! message • <i>Imagine a world free from bullying</i> workshop activities (tables / groups of students drawing/writing their messages). Opportunity for Minister to speak with students and write her own personal anti-bullying message • Minister to add her personal message and include it on the 'Wall of Messages'. Approximately 200 ideas will be displayed by the Buranda State School community in the hall • String of messages – sharing circle of anti-bullying ideas. This activity is teacher led where students will be talking about solutions with orange ribbons
12:36pm – 12.40pm	Minister to meet with Principal and a small group of students, who will verbally present Buranda SS's BIG IDEAS for a world free from bullying. These ideas have been collected from the 'Wall of Messages' which involved all students.

12:40pm – 12.45pm	Photo opportunity with students in front of Bullying. No Way! banners.
12:45pm	Minister is free to depart however the Minister is also welcome to stay longer and meet staff over a cup of tea.

LIST OF ATTENDEES

Name	Position	Company
Simon Vaseo	Principal	Buranda State School
Dr Rosie Scholl	Head of Curriculum	Buranda State School
Sally Dillon	President, Parents and Citizens	Parents and Citizens, Buranda State School
Desley Alexion	Teacher, 1-2	Buranda State School
Grace O'Dempsey	Teacher, Year 4	Buranda State School
Colleen Leeds	Teacher, Year 5-6	Buranda State School
Freya Heaney	Student Leader (Year 6 students)	Buranda State School
Finn Goldsmith Hodson	Student Leader (Year 6 students)	Buranda State School
Jane Worrell	Manager, NDA	DoE, State School Operations
Anna-Jane Collin	Project Officer, NDA	DoE, State School Operations
Kathy Sheppard	Principal Advisor Education Services	Metropolitan Region

OTHER IMPORTANT NOTES

MINISTER'S SALUTATION

When introducing the Minister, please refer to her as "the Honourable Grace Grace"

MINISTER'S BIOGRAPHY DETAILS

Please advise if the Minister's biography details are required for introduction at this function.

ACCOMPANYING THE MINISTER

Please assume that the Minister will be accompanied by an advisor, unless otherwise advised.

Q&A SESSION

Please seek prior approval for a Q&A session via the departmental contact or direct with the Minister's office. Questions will be required in advance.

MINISTER'S DIETARY REQUIREMENTS

ACKNOWLEDGEMENT GIFTS

Please note that unless it is a cultural exchange, the Minister would prefer any acknowledgement gifts to be donated to charity or used to help fundraise.

Ministerial Event Briefing Note

The Honourable Grace Grace MP
Minister for Education and
Minister for Industrial Relations

EVENT DETAILS: 2018 NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE QUEENSLAND – BURANDA STATE SCHOOL VISIT

Key issues

1. The National Day of Action against Bullying and Violence (NDA) is held annually to provide a platform for schools to promote an active stance against bullying and violence.
2. This year marks the eighth annual NDA and schools across Queensland are celebrating the day in local events and activities on 16 March 2018.
3. The Minister's visit to Buranda State School will include the following engagement activities in the school hall with students from Prep to Year 6:
 - an active session, with event balls (60cm and 30cm) for students to get active in sharing the Bullying. No Way! message;
 - a visual presentation – 'Wall of Messages' of speech bubbles and student messages created by Buranda State School students;
 - an *Imagine* activity station for students to write and create their own personal message which invites community members to complete the *Imagine* activity sheet for the wall of *Imagine* messages
 - string of messages – sharing circle of anti-bullying ideas. This activity is teacher led whereby students will be talking about solutions for bullying.
4. The *Imagine a world free from bullying* engagement activity is being delivered across Australian schools to capture authentic student voice in talking about their ideas and solutions to end bullying.
5. The Minister will be invited to be part of the outdoor activity to throw event balls and get involved with students; and have an opportunity to sit with students and create a personal anti-bullying message as part of the *Imagine a world free from bullying* activity station.
6. The Minister will have the chance to hear first-hand what ideas Buranda State Schools student have for a world where bullying and violence have no place.
7. This will be a closed event for the students of Buranda State School students.
8. The Ministerial function profile is at **Attachment 1**.

Media Implications

9. The Project Team will work with the Community, Engagement and Partnerships (CEP) team to finalise media materials, including a draft media release and media alert.
10. The Principal, Simon Vaseo, is available to speak with media about the anti-bullying programs and initiatives at Buranda State School, with a group of approximately four students who are available to share their anti-bullying messages.

Financial Implications

11. Event costs will be covered by the department under the cost centres s 47(3)(b) of the RTI Act and s 47(3)(b) of the RTI Act

Background

12. The Queensland Government has committed to a new suite of actions to address bullying and cyberbullying, announced following a stakeholder roundtable hosted by the Premier and Minister on 29 January 2018.
13. The Safe and Supportive School Communities (SSSC) Working Group is hosted by the Queensland Government Department of Education on behalf of all states and territories.
14. Under the auspice of the SSSC, the department produces and manages the NDA and the Bullying. No Way! website (www.bullyingnoway.gov.au) and is committed to delivering activities that enable Queensland schools to take an active stance against bullying and violence in the lead up to, and on the NDA.
15. As at 12 March 2018, Queensland has a total of 1447 NDA registered schools so far, with more than 661,327 students participating. Please see the sector breakdown below:

Sector breakdown	Total number of schools	Estimated number of participating students
Catholic	205	109,325
QLD totals	1447	661,327

Action Officer Jane Worrell	Endorsed by Andrea Hopper	Endorsed by Danielle McAllister	Endorsed by Hayley Stevenson	Endorsed by Kath McCabe on behalf of Patea Walton
Manager, NDA	A/Director Behaviour	Executive Director, Governance, Projects and Administration	A/Assistant Director- General, State Schools – Operations	Deputy Director- General, State Schools
Ph: 3055 2770	Ph: 3513 5953	Ph: 3513 5927	Ph: 3513 5836	Ph: 3034 4762
s 47(3)(b) of the RTI Act	s 47(3)(b) of the RTI Act	s 47(3)(b) of the RTI Act	s 47(3)(b) of the RTI Act	s 47(3)(b) of the RTI Act
Date: 13/03/2018	Date: 13/03/2018	Date: 13/03/2018	Date: 14/03/2018	Date: 14/03/2018

CRITICALLY URGENT MINISTER MEETING BRIEF REQUEST

Template:	Ministerial Event/Meeting Brief - 17/397803 Choose an item. Choose an item.
To:	STATE SCHOOLS
Subject:	E SAFETY COMMISSION
Time/date required:	1PM, Monday, 19 February 2018
Today's date:	Monday 19 February 2018

MINISTERIAL REQUEST

Minister Grace, on behalf of the Premier will be meeting with Julie Inman, the e Safety Commissioner on Tuesday 20 February 2018 at 3pm.

The Minister's Office has requested background dot points on any interaction that the Department has had with the e Safety Commission.

The Minister's Office has also requested a departmental representative to attend the meeting to support the Minister.

- Please provide the name and contact details of the department representative.
- Please provide dot points in a meeting brief

Apologies for the short notice – this information is due to DLO by **1pm today, Monday 19 February 2018**, so that it can be progressed through MESU and the DG's office.

Minister's office require this information by 3pm today.

ANY INFORMATION THAT SHOULD NOT BE PASSED ON TO AN EXTERNAL PARTY SHOULD BE CONTAINED WITHIN A CONFIDENTIAL BOX.

The brief/response should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

Preparation Instructions

- ❶ Approved response should be contained in request and returned to TRIM position ZZ Departmental Liaison Officer. Responses are **NOT** to be sent directly to the Minister's Office staff.
- ❷ If this brief requires additional information from another branch/directorate within the Department, please liaise with the appropriate person to submit one consolidated response.
- ❸ Please provide action officer and approval officers' details on the bottom of each request.

Departmental Liaison Officer

☎ 3034 4792 ~ ✉ Minister.DLO@det.qld.gov.au

Ministerial Event/Meeting Briefing Note

The Honourable Grace Grace MP

Minister for Education

Minister for Industrial Relations

MEETING/EVENT DETAILS: Minister Grace will be meeting with the eSafety Commissioner, Julie Inman, on behalf of the Premier on Tuesday 20 February 2018

Key issues

1. Minister Grace, on behalf of the Premier will be meeting with Julie Inman, the eSafety Commissioner on Tuesday 20 February 2018 at 3pm.
2. The Minister's Office has requested background dot points on any interaction that the Department has had with the eSafety Commission.
3. The Minister's Office has also requested a departmental representative to attend the meeting to support the Minister.

Media Implications

4. Nil.

Financial Implications

5. Nil.

Legal Implications

6. Nil.

Aboriginal and Torres Strait Islander Impacts

7. Nil.

Background

8. DoE's Cybersafety and Reputation Management team's (CSRM) presents cybersafety sessions which addresses cyberbullying, to Queensland state school students from Year 4-12 and assist schools with advice, online investigations, and timely removal of inappropriate content.
9. The team has key connections with social network providers, Facebook, Google, Twitter and Microsoft, and reports urgent and serious incidents directly to these companies.
10. The department has a cybersafety page which contains general cybersafety and cyberbullying information and links to available resources for schools and parents: <https://www.qld.gov.au/education/schools/health/cybersafety>.
11. CSRM has a project agreement with the Office of the eSafety Commissioner (OeSC) to facilitate online web conferences since 2012.
12. Project Agreement for Online Safety Programmes in Schools provided federal funding to deliver online safety programs in schools procured from providers certified, approved or recognised by the Children's eSafety Commissioner.

13. Queensland signed the Project Agreement for Online Safety Programmes in Schools on 7 June 2016, which secured funding for service delivery in 2016 and 2017. A total of 173 Queensland government and non-government schools received up to \$4000 each year.
14. Since 2013, CSRM has facilitated 46 online web conferences to 6987 attendees.
15. CSRM regularly refer schools to OeSC extensive range of cybersafety resources.
16. The agreement expires on 30 June 2018 to allow for finalisation of reporting and payments.

17. s 47(3)(b) of the RTI Act

18.

19. The Queensland Government is in negotiations to develop a Memorandum of Understanding with the OeSC to develop a framework to address and facilitate the rapid resolution of complaints about cyberbullying where the target of cyberbullying behaviour is a school student, and to provide support to schools in their efforts to provide a safe environment for students.

Safe and Supportive School Communities

20. Queensland leads the national Safe and Supportive School Communities (SSSC) project, managing the Bullying. No Way! website, providing advice on bullying and violence for all schools and coordinating the annual National Day of Action against Bullying and Violence (NDA).
21. The SSSC sustains a strong relationship with the Australian Government's Office of the eSafety Commissioner and utilises their expertise and resources for online safety and online bullying.

Bullying. No Way! website.

22. The Bullying. No Way! website (www.bullyingnoway.gov.au) refers to the eSafety website (www.esafety.gov.au), and links to a range of resources and activities.

Official supporter of the NDA

23. The Office of the eSafety Commissioner is an official supporter of the NDA.
24. In 2017, the eSafety Office provided nine free virtual classroom sessions, reaching approximately 4500 students and teachers across Australia.
25. In 2017, as part of the national media strategy, a series of radio interviews were conducted with Julie Inman Grant, eSafety Commissioner, to broaden public discussion about the importance of educating the community about the NDA. This included 465 broadcasts.

26. In 2018, the eSafety Office is inviting Australian schools to participate in free virtual classrooms in support of the NDA. Communications encouraging Queensland state schools to participate will commence as soon as session details are released.

P&Cs Qld 2018 Conference

27. The Department is sponsoring the 2018 P&Cs Qld conference which will focus on parent engagement in student learning, with the audience expanded to include principals and teachers.
28. Following discussions with the Department about the program for the conference, P&Cs Qld has made contact with the Office of the eSafety Commissioner to provide a presentation regarding cyberbullying.

Right to information

29. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Action Officer Manager Rob Priddey	Endorsed by ED John Lockhart	Endorsed by ASG Michael O'Leary	Endorsed by A/ADG Hayley Stevenson	Endorsed by DDG Patrea Walton	Endorsed by DDG Jeff Hunt	Endorsed by A/ADG Annette Whitehead
Cybersafety & Reputation Management	Customer Engagement	Information and Technologies	State Schools - Operations	State Schools		
contrary to public interest	Ph: 3513 5238	Ph: 3034 4422	Ph: 3513 5838	Ph: 3034 4762	Ph: 3034 4771	Ph: 3034 4752
s 47(3) of the RTI Act						
Date:	Date:	Date: 19/02/18	Date:	Date:	Date:	Date:

Safe and Supportive School Communities

Queensland leads the national Safe and Supportive School Communities (SSSC) project, managing the Bullying No Way website, providing advice on bullying and violence for all schools and coordinating the annual *National Day of Action against Bullying and Violence* (NDA).

The SSSC sustains a strong relationship with the Australian Government's Office of the eSafety Commissioner and utilises their expertise and resources for online safety and online bullying.

Bullying. No Way! website.

- The Bullying. No Way! website (www.bullyingnoway.gov.au) refers to the eSafety website (www.esafety.gov.au), and links to a range of resources and activities.

Official supporter of the NDA

- The Office of the eSafety Commissioner is an official supporter of the NDA.
- In 2017, the eSafety Office provided nine free virtual classroom sessions, reaching approximately 4500 students and teachers across Australia.
- In 2017, as part of the national media strategy, a series of radio interviews were conducted with Julie Inman Grant, eSafety Commissioner, to broaden public discussion about the importance of educating the community about the NDA. This included 465 broadcasts.
- In 2018, the eSafety Office is inviting Australian schools to participate in free virtual classrooms in support of the NDA. Communications encouraging Queensland state schools to participate are occurring.

P&Cs Qld 2018 Conference

- The Department is sponsoring the 2018 P&Cs Qld conference which will focus on parent engagement in student learning, with the audience expanded to include principals and teachers.
- P&Cs Qld has made contact with the Office of the eSafety Commissioner to present at the conference.

Briefing Note

Deputy Director-General, State Schools
Department of Education

Action required: For Approval

Action required by: ASAP

Urgent – The blog article is required to be live before the next eNewsletter to public libraries which will occur on Friday, 16 February 2018.

SUBJECT: NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE COMMUNICATION PIECE FOR THE PUBLIC LIBRARIES CONNECT BLOG

Summary of key objectives

- That the Deputy Director-General, State Schools:
 - **approve** the National Day of Action against Bullying and Violence (NDA) article for publication in the Public Libraries Connect (PLConnect) blog (**Attachment 1**).

Key issues

1. The Department of Education (DoE) has a working agreement with the State Library of Queensland (SLQ) to assist in the delivery of the NDA.
2. Under this agreement, SLQ is providing DoE the opportunity to publish an article on the PLConnect blog (<http://blogs.slq.qld.gov.au/plconnect/>) which will also be included in a fortnightly eNewsletter to all public libraries across Queensland.
3. Through the NDA article, public libraries are being encouraged to provide the *Imagine a world free from bullying* activity sheet for completion by patrons using their facility in the lead up to the NDA (**Attachment 1**).
4. A digital package of materials, downloadable through Dropbox, will be included in the article to provide public libraries with the necessary resources to deliver the activity.
5. The materials in this Dropbox folder have all been previously approved and are currently available online on the Bullying. No Way! website (www.bullyingnoway.gov.au).
6. The digital package will include the *Imagine a world free from bullying* activity sheet, the *Make your own Imagine* poster, the *Make your own NDA* poster, NDA bunting, Imagine posters, and Bullying. No Way! badges.
7. Connecting to all public libraries through the PLConnect Blog furthers the *Imagine a world free from bullying* activity that was announced in Minister Grace's media statement on 5 February 2018. This also lifts the activity beyond the school ground strengthening connections with community.

Implications

8. There are no financial or legal implications as a result of this project.
9. Public libraries are being encouraged to include local media as part of the activity to drive community awareness for the NDA.

Background

10. The NDA will be held on Friday 16 March 2018 at SLQ.

11. Public libraries are being encouraged to make a wall of messages in their facility as a visible community commitment to a world free from bullying.
12. The libraries are being encouraged to collect the messages before displaying them on a message wall.
13. The article provided meets the expectations of layout, word limit and content details as required by SLQ to publish on the PLConnect blog.

Right to information

14. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Recommendation

That the Deputy Director-General, State Schools:

- **approve** the National Day of Action against Bullying and Violence (NDA) article for publication in the Public Libraries Connect (PLConnect) Blog (**Attachment 1**).

NOTED / APPROVED / NOT APPROVED

PATREA WALTON
Deputy Director-General, State Schools
Department of Education

/ /

Deputy Director-General's comments

Action Officer
Eamonn Dwyer
Senior Project Officer
Behaviour
Tel: 3055 2770

Endorsed by:
Jean McAllister
Manager
Behaviour
Tel: 3513 5954
Date: 06/02/2018

Endorsed by:
Andrea Hoppner
A/Director
Behaviour
Tel: 3513 5953
Date: 09/02/2018

Endorsed by:
Bevan Brennan
Assistant Director-General
State Schools – Operations
Tel: 3513 5836
Date: / /2018

Public Libraries Connect Blog

Article title

Communities are called to *Imagine a world free from bullying*

Article body (minimum 100 and maximum 600 words - Insert URLs of links next to the words you wish them to link from)

On Friday 16 March, schools, students and communities across Australia are standing together to show a united movement against bullying on the National Day of Action against Bullying and Violence (NDA).

Public Libraries are being called upon to get the community involved in saying 'Bullying. No Way!' by offering the *Imagine a world free from bullying* activity in their facilities. The *Imagine* activity explores how people would see a world without bullying through creativity – drawing, colouring and writing powerful messages. The activity enables creative thinking, generation of new ideas and allows the community to add their voice and shape discussions about bullying for the NDA.

Libraries are a much valued community space. The involvement of libraries across Queensland for the National Day will help spread a unified message that bullying, in any form, is not acceptable, and that communities need to work together to address this issue.

To assist in offering this engaging activity in your library, a package of downloadable materials has been compiled (www.dropbox.com.au/tobecreated). This pack includes the *Imagine a world free from bullying* activity sheets, prompt questions for facilitation, and other *Imagine* materials that can be used and adapted to suit local activities.

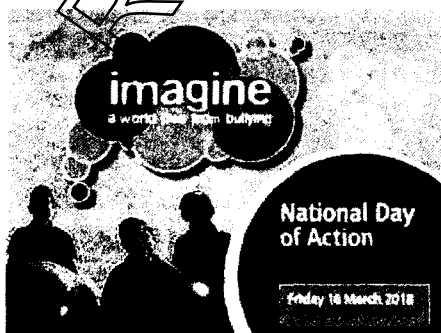
We encourage you to collect activity responses and create a wall of messages within your library. This public display will represent your community's commitment to a world free from bullying. Please link your activities in support of the NDA by using #imagineBullyingNoWay, #BullyingNoWay and #NDA2018.

If you have any questions in relation to the activity or the NDA, please contact Eamonn Dwyer from the Department of Education on advocate.change@det.qld.gov.au or call 07 3055 2770.

Article contact details

Eamonn Dwyer – advocate.change@det.qld.gov.au – 07 3055 2770

Image (to be provided at full size)



**The Honourable Grace Grace MP
Minister for Education and
Minister for Industrial Relations**

MINISTERIAL CAUCUS LIAISON RESPONSE

The Hon Cameron Dick MP, Member for Woodridge

On behalf of [s 47(3)(b) of the RTI Act]

SUBJECT: Alleged bullying of [s 47(3)(b) of the RTI Act] at Crestmead State School

- All state schools take a zero tolerance approach to bullying.
- The Department has a comprehensive framework of policies and procedures to help schools create safe and supportive school environments. The Department's *Learning and Wellbeing Framework* guides schools in the development of a whole-school approach to support students' wellbeing and promote good mental health and help-seeking behaviours.
- The Crestmead State School *Responsible Behaviour Plan for Students* sets out expectations for student behaviour and clear consequences for when these expectations are not met. The school's Principal and staff respond to all reports of bullying in a timely manner.
- Crestmead State School has a highly organised Positive Behaviour for Learning program, with messaging reinforced regularly via school parades.

• [s 47(3)(b) of the RTI Act]

• The meeting discussed:

– [s 47(3)(b) of the RTI Act]
–
–
–
–

• [s 47(3)(b) of the RTI Act] was satisfied with the outcomes of the meeting.

• Additional correspondence received from the Hon Cameron Dick MP, Member for Woodridge, on behalf of [s 47(3)(b) of the RTI Act] regarding the bullying of [s 47(3)(b) of the RTI Act]

[s 47(3)(b) of the RTI Act]

Contact Officer:

Luke Rowe
Senior Complaints and Information Officer
South East Region
Ph: 5656 6688

Approved by:

Julie Willis
Principal Advisor Regional Services
South East Region
Ph: 5656 6688

Briefing Note

Assistant Director-General, State Schools – Operations
Department of Education

Action required: For Approval

Action required by: 1 February 2018

Approval is requested to allow the creation of the survey in early February, prior to the peak period of project team activity during term 1 in the lead up the National Day of Action against Bullying and Violence 16 March 2018

SUBJECT: 2018 NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE – SCHOOL (NDA) SURVEY

That the Assistant Director-General, State Schools – Operations:

- sign the WebSurvey Approval Form provided at **Attachment 1** (17/656988) to approve the annual school survey for the National Day of Action against Bullying and Violence being rebuilt in the Department's WebSurvey system.

Key issues

1. The Queensland Department of Education manages and delivers the National Day of Action against Bullying and Violence (NDA) across Australia on behalf of all states and territories.
2. School engagement and opinion about the NDA has been evaluated each year since 2013 with an invitation sent to registered NDA schools to complete an online survey.
3. The NDA project team uses the annual survey results to ensure materials and campaign approaches effectively meet the needs of schools, and to plan for future years.
4. This survey has been conducted in previous years through the SurveyMonkey® account owned by Community Engagement and Partnership (CEP) Branch. The account was discontinued in June 2017.
5. Future NDA school surveys will be conducted using the Department's new survey platform using the same suite of questions as previous years.

Implications

6. Building the annual NDA survey on the Department's WebSurvey System platform requires that approval for the established questions is obtained again. The WebSurvey Approval Form for signing is provided in **Attachment 1** (17/656988).
7. The survey questions being moved from SurveyMonkey® are provided in the **Attachment 2** (18/000841). Changes to survey questions have been kept to a minimum each year to allow comparisons over time.
8. Approval at this time will allow the survey to be built before the intensive NDA campaign period and while project team capacity is available.
9. Additional survey questions may be developed in March 2018 to capture new products and any emerging issues. Approval for additional questions specific to 2018 will be sought at that time.

Background

10. The Department's WebSurvey system is a free secure platform to conduct online web-based surveys and data collections. The WebSurvey system complies with National

Privacy Principles, the Queensland Information Privacy Act (2009) and the department's information security obligations.

11. Upon registration for the NDA, schools complete a form agreeing to be contacted by the NDA project team and that selected information will be shared with their jurisdiction's education department and the Education Minister's Office within each state and territory.
12. SSSC project team members have completed the required training in this system. The 2018 NDA survey will be administered by these trained SSSC project staff.
13. In previous years, when the survey was delivered through CEP's SurveyMonkey® account, the annual NDA school survey was endorsed by the Safe and Supportive School Communities (SSSC) Working Group and approved by the Chair for release, as per the Terms of Reference for the group.
14. The SSSC Working Group includes representatives from the Commonwealth and all states and territories, as well as national Catholic and independent schooling representatives.

Right to information

15. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Released under the
Act by DOE

Recommendation

That the Assistant Director-General, State Schools – Operations:

- sign the WebSurvey Approval Form provided at **Attachment 1** (17/656988) to approve the annual school survey for the National Day of Action against Bullying and Violence being rebuilt in the Department’s WebSurvey system.

NOTED / APPROVED/ NOT APPROVED

HAYLEY STEVENSON
Assistant Director-General, State Schools – Operations
Department of Education

/ /

Assistant Director-General’s comments

Action Officer
Maresce Constance
Senior Project Officer
Behaviour
State Schools – Operations
Tel: 3846 5932

Endorsed by:
Regina Walsh
Manager
Behaviour
State Schools – Operations
Tel: 3513 5931
Date: 04/01/18

Endorsed by:
Andrea Hoppner
Director
Behaviour
State Schools – Operations
Tel: 3513 5953
Date: 08/01/18

WebSurvey Approval Form

Completion of this form is required for:

High risk level surveys: e.g. strategic, high profile or sensitive surveys; **OR**

Large survey populations: e.g. all schools, all regions or entire year levels across Queensland.

Further information on the process for using the WebSurvey System is available at:

<https://oneportal.deta.qld.gov.au/ResourceCentre/Applications/Pages/WebSurveySystem.aspx>

1 Details of the survey/collection

Survey/collection title (as it will appear on the survey)	2018 National Day of Action against Bullying and Violence school survey
Survey/collection description	Optional national school satisfaction survey
Target audience (e.g. all state secondary school principals; Year 12 students)	All school nationally that registered for the 218 National Day of Action against Bullying and Violence.
Data collection category	<input checked="" type="checkbox"/> Survey —Seeks <i>opinion</i> information such as "How satisfied are you with...". <input type="checkbox"/> Collection —Seeks <i>factual</i> information such as "How many hours..."
Distribution method	<input type="checkbox"/> Passcode —A single URL is distributed to pre-selected participants via an invitation email which contains unique login and password details. Reminder emails can be sent to participants who have not completed the survey/collection. <input type="checkbox"/> Email —A unique URL is distributed to each pre-selected participant via an invitation email. Reminder emails can be sent to participants who have not completed the survey/collection. <input checked="" type="checkbox"/> Open participation —A single URL is generated that can be made available on a website or distributed by email. Participants can respond multiple times to this survey/collection.
Occurrence	<input type="checkbox"/> One-off —A survey/collection to be administered once only (e.g. project evaluation). <input type="checkbox"/> Ongoing —A survey/collection that remains open for an extended period of time (e.g. collecting student feedback throughout the year). <input checked="" type="checkbox"/> Recurring —A survey/collection that is repeated annually, or throughout the year (e.g. staff exit survey).
Open date (estimated)	NOTE: Surveys/collections that include school based participants are subject to availability as per the <i>Schedule of Collections</i> . It is the responsibility of the business unit to ensure there are no conflicts with other school based surveys/collections or major activities.) 23/03/2018
Close date (estimated)	27/04/2018
Consultation with PMR (name of PMR contact and any other relevant details regarding the consultation process)	Roy Soliman

2 Details of the business unit staff member who is trained in the WebSurvey System and will be administering this survey/collection

Name	Cynthia Hocken
WebSurvey System User Id	Bnwwe0
Business unit	Safe and Supportive School Communities Behaviour team

3 Approval

Approval requirements depend on whether the survey/collection includes school based participants.

- If school based participants **are not** included: **Director (or equivalent)**. [skip section 4]
- If school based participants **are** included, and they are located at:
 - a) a single school: **Principal**; [skip section 4]
 - b) a single region: **Regional Director**; [skip section 4]
 - c) multiple regions: **Assistant Director-General (ADG) (or equivalent) AND ADG State Schools – Operations**. [section 4 is required]

☒ I approve this survey/collection being undertaken, and note that the content may change during the quality assurance process and that the timing is dependent on the availability of the WebSurvey System and staff.

Name	
Position	
Signature	Date / /

4 Approval by the ADG State Schools – Operations (if required)

TRIM users—locate approved form via TRIM to Assistant Director-General State Schools – Operations (State Schools Division).

Non-TRIM users—email approved form to websurvey@dete.qld.gov.au.

5 Submitting approved WebSurvey Approval Forms to PMR

TRIM users—locate approved form via TRIM to "Pending Location Web Survey System".

Non-TRIM users—email approved form to websurvey@dete.qld.gov.au.

TRIM reference: 17/656988

NDA annual school survey questions

Thank you for agreeing to take part in this short survey about the 2018 National Day of Action against Bullying and Violence (NDA).

1. When have you participated in the National Day of Action (NDA)? (select all that apply)

- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011

2. How did you find out about registering for the NDA? (select all that apply)

- Email direct from Bullying. No Way!
- Communication from your department/sector
- Bullying. No Way! website
- NDA newsletter forwarded from someone
- Invitation or brochure
- Colleagues/friend/family (word of mouth)
- Media (radio, television, print)
- Social media (Facebook, Twitter)
- Other (please specify)

3. How useful were the NDA downloadable materials? (**only complete for materials you downloaded/printed**). Please note. The next question will ask you about materials ordered and posted to you.

Very useful Useful Not very useful Not at all useful

- The NDA School logo (Proud to be an NDA school)
- Community posters (ie Our school is proud to Take a Stand Together)
- Student ambassador posters (quotes from real students)
- 2018 Make your own posters
- Certificate of participation for students
- Stationery (graphics, letterhead, postcards)
- Make your own Bunting
- Make your own Badges
- The Allen Adventure postcards
- Coloured or black and white letters to spell out Take a Stand Together
- Bullying. No Way! T-shirt transfers
- Tips for parents (poster, pocket cards, letter)
- Printable page of Student tips (pocket cards)

Do you have any other suggestions for downloadable materials?

Comment

4. How useful were the printed NDA pocket cards sent to you?

Very useful Useful Not very useful Not at all useful Did not order any

- Student pocket cards
- Tips for parents
(Parent pocket cards)

Comments

NDA annual school survey questions

5. Were the quantities available sufficient for your school?

Yes No Unsure

6. Would your school be happy to purchase printed resources, such as pocket cards, at minimal cost at any time?

Yes No Unsure

7. How useful were the wristbands you ordered?

Very useful Useful Not very useful Not at all useful Did not order any matrix

8. Would your school order wristbands, at a minimal cost, if they were available all year round?

Yes No Unsure

9. NDA Campaign Toolkit for Schools.

Did you use this toolkit?

Yes No

10. How useful was this campaign toolkit in planning your NDA activities?

Very useful Useful Not very useful Not at all useful

Comments

11. Did your school participate in the Imagine activity this year?

Yes No

12. How effective was the activity with students in promoting anti-bullying messages?

Very useful Useful Not very useful Not at all useful

Comments

13. Which NDA activities did your school hold for the NDA? (select all that apply)

- Assembly with school presentation
- Principal's address
- Student performance or events
- Online or virtual classroom sessions
- School community events (morning teas etc)
- Student engagement in policy or practice related to bullying
- Teaching and learning activities and lessons
- Guest speaker/performer at school
- Local media event
- Competition
- Wearing the Take a Stand Together wristbands
- Pledges/pledge walls
- Free dress day/theme day/accessory with uniform
- School surveys
- Artwork creation (murals, posters, bunting)
- Other (please specify)

14. When did you undertake NDA activities at your school?

- On the NDA (16 March 2018)
- During the week leading up to the NDA
- Both in the lead up to and on the day

NDA annual school survey questions

- After the NDA
- Other (please specify)

15. How long did your school dedicate to NDA activities?

- Half a day
- Whole day
- Events throughout the week
- Other (please specify)

16. For your school, how effective was the NDA for: (leave blank if not applicable)

Very effective Effective Not very effective Not at all effective

- Promoting your school's anti-bullying messages
- Engaging the whole school community
- Promoting safe and active bystander behaviour
- Enabling ongoing anti-bullying activities
- Enabling teachers to include anti-bullying activities in teaching and learning
- Engaging teacher aides and other staff to support anti-bullying messages
- Creating opportunities for further development of anti-bullying strategies.

17. Did your school use any of the new resources to support teaching and learning? If yes, did they help to achieve the learning outcomes?

Yes No

Achieved learning outcomes Did not achieve learning outcomes Did not know about this resource

- Approval for any additional questions for new resources will be sought in March 2018
- 'Bullying is NEVER OK!' animation
- 'Bullying is NEVER OK!' classroom discussion starter (supporting teacher materials)
- 'Our special super power' animation
- 'Our special super power' animation classroom discussion starter (supporting teacher materials)
- Empowering Seniors (activities for Year 10 to Year 12)
- Allen solves a problem (resource for children 3 to 8 years old)

Comments

18. What resources do you think you might use again? Tick all that apply.

- Approval for any additional questions for new resources will be sought in March 2018
- 'Bullying is NEVER OK!' animation
- 'Bullying is NEVER OK!' supporting teacher materials
- 'Our special superpower' animation
- 'Our special superpower' classroom discussion starters
- Empowering Seniors
- Allen solves a problem

19. Did your school use any other Bullying. No Way! Stand Together lesson plans? If yes, did they help to achieve the learning outcomes?

Yes No

Achieved learning outcomes Did not achieve learning outcomes Did not know about this resource

- Talking about bullying classroom discussion starter
- Being reasonable and ethical online lesson plans
- Ideas for a safe and supportive school community lesson plans
- Perspectives on Bullying activity for senior students

NDA annual school survey questions

- The Allen Adventure lesson plans for early childhood
- Active bystanders lesson plans

Comments

20. Do you think the resources your school used were effective in spreading anti-bullying messages?

Yes No Somewhat

21. What focus areas and/or additional resources would you suggest for future teaching and learning activities with students?

Comment

22. Did you access the Bullying. No Way! website? www.bullyingnoway.gov.au

Yes No

Comments

23. How useful was the information you accessed from the Bullying. No Way! website?

Very useful Useful Not very useful Not at all useful

Comments

24. Overall, how satisfied were you with the NDA in engaging the school community and promoting your school's anti-bullying messages?

Very satisfied Satisfied Somewhat dissatisfied Very dissatisfied

Comments

25. How important do you think the NDA is in reducing bullying in your school?

Very important Important Not very important Not at all important

Comments

26. Is the NDA part of your school's annual plan and/or linked to school policy?

Yes No

27. How important was involving your whole school community in the NDA?

Very important Important Not very important Not at all important

28. In what ways did you engage the whole school community? (select all that apply)

- Invite community members to events (whole school assembly, morning tea, BBQs)
- Invite local media to events
- Parent information sessions/workshops
- Artwork/poster display, etc
- Other (please specify)

29. How did you invite the wider community to participate in the NDA at your school?

- Communication through the school newsletter or website
- Communication through social media
- Invitation to community members to events (whole school assembly, morning tea, BBQ)
- Template letter of invitation to local media to events (from BNW website)
- Newsletter samples (from email newsletters)
- Did not involve wider community
- Other (please specify)

30. What were the best aspects of the NDA for your school? (optional)

TRIM: 18/000841

NDA annual school survey questions

Comments

31. What suggestions do you have for the 2019 NDA? (optional)

Comments

32. Are you willing to share your details for a case study about your school's NDA activities?

Yes No

33. Please provide your details (school name, your name, email and/or phone). We will be in contact to discuss your involvement.

Comments

34. In which state/territory is your school?

- ACT
- NSW
- NT
- QLD
- SA
- TAS
- VIC
- WA

35. What is the size of your school?

- Less than 500 students
- 500 to 1000 students
- Over 1000 students

36. What is your school type?

- Primary school
- Secondary school
- Primary and secondary school (all year levels)
- Other (please specify)

37. Which sector does your school belong to?

- Government
- Catholic
- Independent

Briefing Note

Director-General

Department of Education and Training

Action required: For Noting/ With Correspondence

Action required by: N/A

Urgent – Serious allegations of bullying at Proserpine State High School – school meeting with concerned parent

SUBJECT: RESPONSE TO ALLEGATIONS OF BULLYING AT PROSERPINE STATE HIGH SCHOOL

Summary of key objectives

- For the Director-General to **note** the updated school response regarding concerns raised by s 47(3)(b) of the RTI Act in relation to alleged incidents of bullying at Proserpine State High School and within the Whitsunday region community and **sign** the response correspondence (**Attachment 1**).

Key issues

- s 47(3)(b) of the RTI Act
-
- The Department received one media enquiry from *The Whitsunday Coast Guardian* regarding this matter.

Background

- s 47(3)(b) of the RTI Act wrote to the Department of Education and Training on 21 March 2017 (**Attachment 2**), the Minister for Education, and other parties stating:

s 47(3)(b) of the RTI Act

- s 47(3)(b) of the RTI Act
- The Principal and Deputy Principal of Proserpine State High School met with s 47(3)(b) of the RTI Act on s 47(3)(b) of the RTI Act to discuss s 47(3) concerns and provide support for s 47(3)(b) of the RTI Act moving forward.
- The meeting was reported by Regional Director, North Queensland Region to be a positive one. s 47(3)(b) of the RTI Act

- A response letter summarising the meeting has been prepared and is attached for signing.

9. The meeting was held at [s 47(3)(b) of the RTI Act]

[s 47(3)(b) of the RTI Act]

10. The meeting provided [s 47(3)(b) of the RTI Act] with an opportunity to speak with school leaders about [s 47(3)(b) of the RTI Act] concerns. School leaders explained their investigative processes, the outcomes of their investigation, school policies and processes that address bullying, cyberbullying and child safety. [s 47(3)(b) of the RTI Act]

[s 47(3)(b) of the RTI Act]

11

12

13

14

15

Media Implications

16. On 23 March 2017, there was a media request from the *Whitsunday Coast Guardian* asking for details of [s 47(3)(b) of the RTI Act] and processes for reporting bullying and sexual intimidation. The Department provided the response on 23 March 2017. There have been no media articles on this incident.

17. There is the potential for these allegations to be aired in the media.

Aboriginal and Torres Strait Islander Impacts

18. [s 47(3)(b) of the RTI Act]

Right to information

19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication due to this brief containing unsubstantiated allegations.

Recommendation

That the Director-General:

- **note** the updated information about the meeting between the Principal and Deputy Principal of Proserpine State High School and section 47 (3)(b) and
- **sign** the attached correspondence responding to section 47 (3)(b) of 21 March 2017 email.

NOTED

DR JIM WATTERSTON
Director-General
Department of Education and Training

/ /
☐ Copy to Minister's Office

Director-General's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Name: Jean McAllister	Name: Jean Smith	Name: Sharon Schimming RD NQR	Name: Bryan Brennan ADG, SSO	Name: Patrea Walton DDG SS
Position: Manager, Behaviour	Position: Director Student Wellbeing			
Tel: 3513 5954	Tel: 3513 5953 Mob:	Tel: Mob:	Tel: 3513 5836 Mob:	Tel: 3034 4772 Mob:
Date:	Date:	Date:	Date:	Date:

Section 47 (3)(b) of the RTI Act

Pages 72 through 76 redacted for the following reasons:

section 47 (3)(b) of the RTI Act

Released under the RTI
Act by DOE

Briefing Note

Deputy Director-General, State Schools Division
Department of Education

Action required: For Approval

Action required by: 10 January 2018

Urgent – Activities for the National Day of Action against Bullying and Violence need to be delivered to schools by early Term 1, 2018.

SUBJECT: 2018 NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE – QUEENSLAND ACTIVITIES

Summary of key objectives

- That the Deputy Director-General, State Schools Division:
 - **approve** the Queensland activities for the 2018 National Day of Action against Bullying and Violence on Friday 16 March 2018; and
 - **note** the proposed working partnerships between the Department of Education, State Library of Queensland and Nova 106.9 FM.

Key issues

1. The Queensland Department of Education produces the National Day of Action against Bullying and Violence (NDA) on behalf of all states and territories.
2. The Department is committed to delivering NDA activities to engage Queensland schools in an active stance against bullying and violence in the lead up to and on the day each year.
3. In 2018, the Department will deliver a statewide engagement campaign through three sub-projects:
 - *Imagine a world free from bullying* – Public installation of messages;
 - *Advocates for Change* – Student ambassadors; and
 - Cybersafety workshop and Queensland event.

***Imagine a world free from bullying* – Public installation of messages**

4. Through the *Imagine a world free from bullying* engagement activity, packs will be prepared and mailed out to select and requesting schools across all regions to complete with their students and capture authentic voices.
5. The packs will include the *Imagine a world free from bullying* activity sheet and supporting resources and information around bullying and violence as well as a return postage envelope.
6. The school messages and artworks returned through the *Imagine* activity will be displayed on an installation at the Queensland event on Friday 16 March 2018.
7. These activities will also be available through the State Library of Queensland (SLQ) and regional libraries across Queensland.

***Advocates for Change* – Student ambassadors**

8. Schools registered for the NDA in Queensland will be invited to sign up to the *Advocates for Change* program.

9. Schools that sign up for the program will be provided with information and links to available resources to support their student leaders to become role-models advocating for a school community free from bullying and violence.
10. These schools will also be provided the opportunity to access cybersafety workshops and webinars by the Department's Cybersafety team or a certified provider.
11. NDA schools in Queensland will be approached for short video testimonials to develop and deliver a statewide social marketing campaign around student voices, hearing what Queensland students are saying and how they see a world where bullying has no place.
12. These videos will be shared across the Departmental social channels – Facebook, Twitter and YouTube.

Cybersafety workshop and Queensland event

13. On Friday 16 March 2018, an event will be hosted at SLQ or a Queensland state school to engage school communities in a united stance against bullying and violence.
14. It is proposed that the event will include a cybersafety workshop, an Outside Broadcast by Nova 106.9 FM and engagement activities such as a photo booth.
15. The Minister for Education will be invited to attend this event and speak as well as add her anti-bullying message to the installation of *Imagine* activity responses.

Implications

16. Associated costs will be covered under the Safe and Supportive Schools Communities Cost Centre s 47(3)(b) of and the Online Safety Project Agreement Cost Centre s 47(3)(b) d
17. Independent Schools Queensland and the Queensland Catholic Education Commission will be consulted on their sectors' involvement in the NDA engagement activities and invited to participate in statewide events.
18. Partnerships with SLQ and Nova 106.9 FM need to be formalised to leverage networks and opportunities and offset some expenses.
19. The Department will work collaboratively with SLQ to enable the distribution of NDA materials to regional libraries across Queensland for all children to participate in the *Imagine* activity.
20. Through this working arrangement, SLQ will also help deliver the Queensland event by availing venue spaces.
21. Nova 106.9 FM will be approached to help develop and deliver media content and engage with the Queensland event on Friday 16 March.
22. Media will be invited to attend the Queensland event and Community Engagement and Partnerships will be engaged in supporting a Good News strategy during the campaign and on the NDA.

Background

23. The NDA provides a platform for schools to highlight their anti-bullying activities, raise community awareness and ignite grassroots behaviour change.
24. The *Imagine a world free from bullying* campaign is being delivered nationally for the 2018 NDA.
25. Schools who register for the NDA agree to receive information, newsletters and resources in relation to the project.
26. The event has been placed in the Minister's opportunities calendar.
27. As at 11 December 2017, 582 schools in Queensland have registered for the 2018 NDA; 428 state schools, 53 Independent schools, and 101 Catholic schools.

Right to information

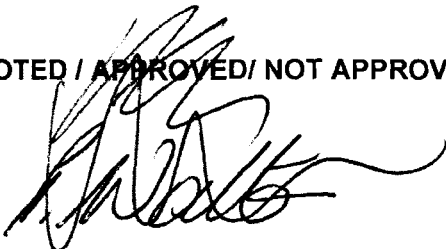
28. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Recommendation


That the A/Deputy Director-General, State Schools Division:

- o **approve** the Queensland activities for the 2018 National Day of Action against Bullying and Violence on Friday 16 March 2018; and
- o **note** the proposed working partnerships between the Department of Education, State Library of Queensland and Nova 106.9 FM.

NOTED / APPROVED / NOT APPROVED


~~SELWYN~~ BUTTON Patrea Walton
 Acting Deputy Director-General, State Schools Division
 Department of Education

Deputy Director-General's comments



Action Officer
 Eamonn Dwyer
 Senior Project Officer

Behaviour
 Tel: 3055 2770

Endorsed by:
 Jean McAllister
 Principal Advisor

Behaviour
 Tel: 3513 5954
 Date: 14/12/2017

Endorsed by:
 Andrea Hoppner
 A/Executive Director

State Schools – Operations
 Tel: 3513 5953
 Date: 19/12/2017

Endorsed by:
 Hayley Stevenson
 A/Assistant Director-General

State Schools – Operations
 Tel: 3513 5836
 Date: 03/01/2018

Briefing Note

Assistant Director-General, Information and Technologies
Department of Education

Action required: For Approval

Action required by: N/A

Routine – Facebook promotional content – approval for publishing content within TRIM 18/43111 on the National Day of Action against Bullying and Violence Facebook page for promotion of the Queensland Family and Child Commission Q&A event as part of Safer Internet Day on 6 February 2018

SUBJECT: PUBLISH FACEBOOK POSTS TO THE NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE FACEBOOK PAGE FOR PROMOTION OF THE QUEENSLAND FAMILY AND CHILD COMMISSION (QFCC) Q&A EVENT AS PART OF SAFER INTERNET DAY ON 6 FEBRUARY 2018

Summary of key objectives

- Obtain required approvals for the publishing of content within TRIM 18/43111 on the National Day of Action against Bullying and Violence Facebook page.

Key issues

- The Cybersafety and Reputation Management (CSRM) team has prepared the attached content within TRIM 18/43111 and requests approval on behalf of State Schools – Operations to publish this content on the National Day of Action against Bullying and Violence Facebook page.
- The content is intended to be published on the National Day of Action against Bullying and Violence Facebook page ahead of Safer Internet Day, which is on 6 February 2018.

Implications

- The CSRM Team and the State Schools – Operations Team will comply with the Department's *Social Media for Schools and Departmental promotion*, Queensland Government Official use of social media policy, the Code of Conduct for the Queensland Public Service and the Department's Standard of Practice to support the Code of Conduct.
- Criticisms of the Department on the Facebook account would be handled according to the Department's social media policy and an extensive profanities word list would be applied to the account.
- The account's administrators would hide inappropriate comments and block or report users and refer any contentious issues to the appropriate departmental officer.

Background

- The State Schooling – Operations Team established a departmental account on Facebook in February, 2014. The page is named National Day of Action against Bullying and Violence.
- The Project Manager for State Schools - Operations will continue to act as an administrator to manage and moderate the account for any comments associated with new posts to the page.

Right to information

8. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Recommendation

That the Assistant Director-General, Information and Technologies:

- **Approve:** publishing of content within TRIM 18/43111 on the National Day of Action against Bullying and Violence Facebook page.

NOTED / APPROVED / NOT APPROVED

MICHAEL O'LEARY
Assistant Director-General, Information and Technologies
Department of Education

/ /

Assistant Director-General's comments

Action Officer
 Rob Priddey
 Manager Cybersafety and Reputation Management

Tel: 3034 5035

Endorsed by:
 Director
 Paul Harragon

Education Systems Engagement

Tel: 3034 5063

s 4(3)(b) of the RTI Act

Date: / /

Endorsed by:
 ED

John Zockhart

Customer Engagement

Tel: 3513 5214

Date: / /

Briefing Note

Deputy Director-General, State Schools
Department of Education and Training

Action required: For Noting

Action required by: Tuesday 5 December

Urgent – A national Education Council ministerial statement has been requested for release about the 2018 National Day of Action against Bullying and Violence (NDA) – to announce new engagement activities for Australian schools and encourage school registrations.

SUBJECT: National Day of Action against Bullying and Violence engagement activities

Summary of key objectives

- The Deputy Director-General, State Schools is requested to note a ministerial statement will be released during December by Chair of the Education Council, Minister Jeremy Rockliff MP to support the 2018 National Day of Action against Bullying and Violence on Friday 16 March and to announce new engagement activities for schools – *'Imagine a world free from bullying'*.

Key issues

1. The NDA Project Team is currently preparing a draft media statement for the Chair of the Education Council and Tasmanian Education Minister, Jeremy Rockliff MP, about the 2018 National Day of Action against Bullying and Violence.
2. The draft media release will be approved and issued by Education Council and will include information about the 2018 NDA and will announce the new engagement activities for schools – *Imagine a world free from bullying*.
3. The *Imagine a world free from bullying* materials are being offered to Australian schools for the 2018 NDA, as a way to connect with students and their community and share ideas for a world free from bullying.
4. The NDA Team have developed a range of thought-provoking materials which are available for schools through the Bullying. No Way! website. The materials aim to enhance Australian schools' involvement in the NDA and broaden community awareness about the importance of taking a stand against bullying.

Implications

5. Queensland is responsible for delivering the NDA on behalf of all education jurisdictions and manages media activities to support national involvement.
6. Education Council protocol requires any ministerial statement about the NDA to be issued first by the Council Chair, before other state and territory ministerial media activities can commence.
7. The *Imagine a world free from bullying* engagement activity is the focus of the 2018 NDA and will be prominent in key messages and media and communication activities.

Background

8. The National Day of Action will be held on Friday 16 March 2018. The NDA provides a platform for schools to put their anti-bullying activities, raise community awareness and create grassroots behavioural change.
9. All products are developed by the Safe and Supportive School Communities Working Group on behalf of all jurisdictions and sectors. Approval for products is gained from each jurisdiction and sector prior to publication.
10. *Imagine a world free from bullying* is a new school engagement strategy for schools for the NDA 2018, and includes new branded materials to support the NDA brand. *Imagine a world free from bullying* has a dedicated section on the Bullying. No Way! website which was released in October 2017 (**Attachment 1**).
11. The NDA Project Team manages the NDA Communication Network, with communication representatives from each state and territory, to support local involvement. Internal communication activities have commenced for the 2018 NDA, including *Imagine a world free from bullying* to school sectors.
12. The Chairing cycle of the Education Council changes with Susan Close MP, Minister for Education and Child Development, South Australia being the new incoming Chair for 2018. Any NDA material in 2018 will be issued under the new Chair.

13. Right to information

I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Released under the
Act by DOE

Recommendation

That the Deputy Director-General, State Schools:

- **note** a draft media statement for the 2018 NDA is being drafted for Education Council during the week commencing December 4 2018, and is planned for immediate release by Education Council Chair, Minister Jeremy Rockliff MP; and
- **note** the new engagement activity *Imagine a world from bullying* (**Attachment 1**) for Australian schools is being announced in the Education Council release.

NOTED**PATREA WALTON**

**Deputy Director-General, State Schools
Department of Education and Training**

/ /
☐ Copy to Minister's Office

Deputy Director-General's comments

--

Action Officer
Jane Worrell
Manager
NDA, State Schools – Operations
Tel: 3513 5930

Endorsed by
Andrea Hoppner
Director
Behaviour,
State Schools – Operations
Tel: 3513 5953
Date: 01/12/17

Endorsed by
Hayley Stevenson
A/Assistant Director-General
State Schools – Operations
Tel: 3513 5836
Date: 01/12/17



2018 National Day of Action against Bullying and Violence (NDA)

School engagement strategy - Imagine a world free from bullying

For the 2018 NDA Australian schools are being called to SHARE their BIG IDEAS for a world free from bullying.

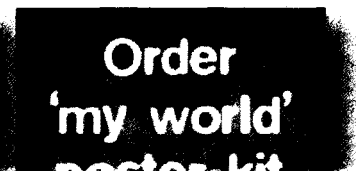
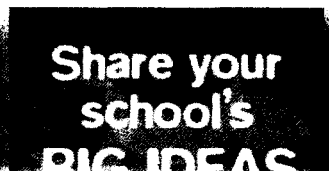
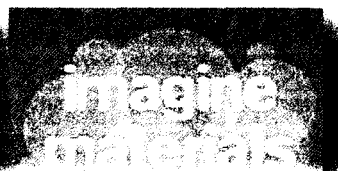
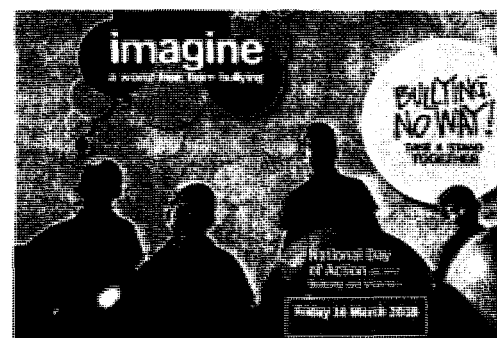
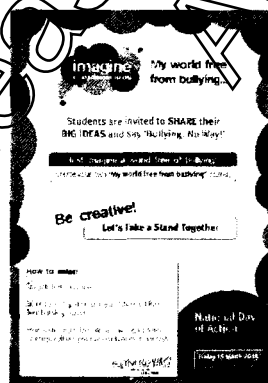
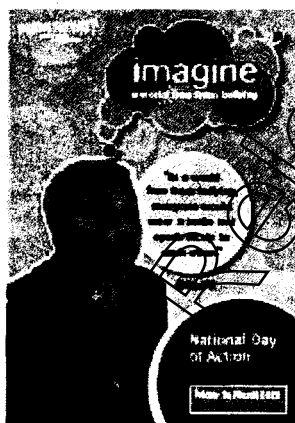
Registered NDA schools can select to run the 'Imagine a world free from bullying' as part of their NDA activities.

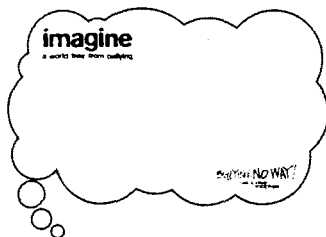
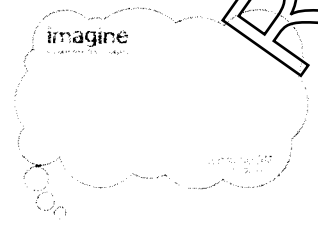
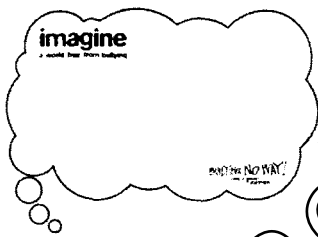
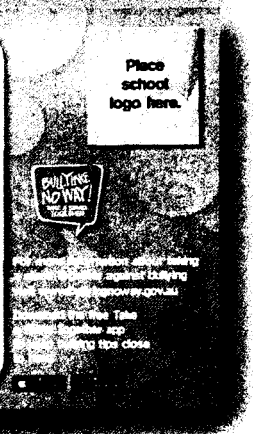
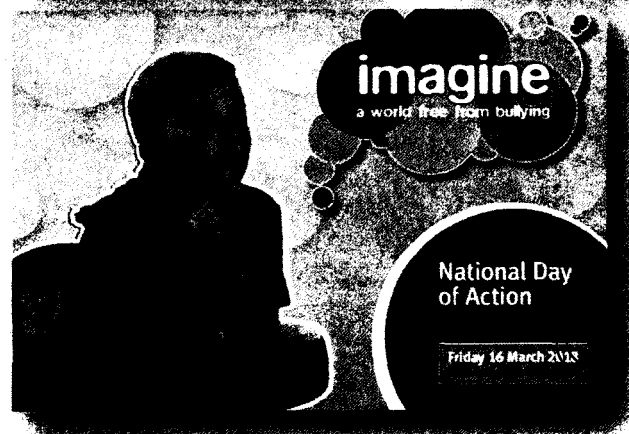
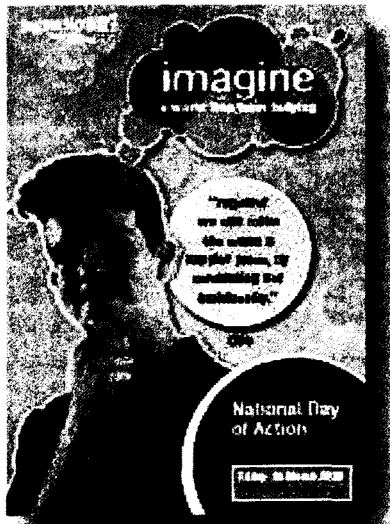
With a dedicated section on the website, NDA schools will have access to a range of NDA Imagine materials to encourage thoughtful and positive discussions in their communities.

The main engagement activity is for schools to run a poster competition or postcard activity in their schools to drive positive conversation and finding solutions to bullying.

New downloadable materials allow schools the chance to capture authentic student voice and promote their communities ideas for a world free from bullying.

To drive social engagement and ignite the national conversation, schools will be encouraged to share their BIG IDEAS and upload material on social networks leading up to and on the NDA using #ImagineNDA and #ImagineBullyingNoWay.





Briefing Note

Assistant Director-General, State Schools – Operations
Department of Education

Action required: For Approval

Action required by: 12 January 2018

Urgent – The working partnerships will need to be finalised by Term 1 2018.

**SUBJECT: THE NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE
WORKING PARTNERSHIPS WITH STATE LIBRARY OF QUEENSLAND (SLQ)
AND NOVA 106.9 FM (Nova)**

Summary of key objectives

- That the Assistant Director-General, State Schools – Operations
 - **approve** the proposal documents to be provided to the SLQ and Nova to secure working partnerships for the 2018 National Day of Action against Bullying and Violence (**Attachments 1 and 2**).

Key issues

1. The Queensland Department of Education delivers the National Day of Action against Bullying and Violence (NDA) annually across Queensland.
2. The Department is approaching SLQ and Nova for working partnerships to assist in delivering the NDA on 16 March 2018.
3. A proposal has been developed for SLQ and Nova to provide a framework from which to build a working arrangement.
4. Initial conversations have been held with SLQ and have informed the proposal based on SLQ's ability to network with Public Libraries and available venue spaces (**Attachment 1**).
5. The proposal for Nova will initiate conversation around the working arrangement, leveraging media opportunities and a request for an Outside Broadcast at the event (**Attachment 2**).

Implications

6. Through working partnerships, the Department will leverage increased exposure and have opportunities to offset expenses.
7. There is a possibility that SLQ or Nova will request a formal agreement. In this instance, a letter of agreement will need to be developed and approved by the relevant authorities of each of the parties.
8. If no working partnerships can be established, the Department may incur additional costs for the delivery of activities on the NDA.

Background

9. The 2018 NDA will be held on Friday 16 March with activities being held in the lead up to this date.
10. The event has been placed in the Minister's opportunities calendar and a Ministerial briefing note will be progressed inviting her to attend.
11. The NDA provides a platform for schools to highlight their anti-bullying activities, raise community awareness and ignite grassroots behaviour change.

12. The intent to seek working partnerships with SLQ and Nova has been noted under a brief to the Deputy Director-General, State Schools Division.
13. Both proposals have been reviewed and endorsed by Community Engagement and Partnerships.

Right to information

14. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Recommendation

That the Assistant Director-General, State Schools – Operations:

- **approve** the proposal documents to be provided to the State Library of Queensland and Nova 106.9 FM to formalise working partnerships for the 2018 National Day of Action against Bullying and Violence (**Attachments 1 and 2**).

NOTED / APPROVED / NOT APPROVED

HAYLEY STEVENSON

Acting Assistant Director-General, State Schools – Operations
Department of Education

/ /

Acting Assistant Director-General's comments

Action Officer
 Eamonn Dwyer
 Senior Project Officer, Behaviour

Endorsed by:
 Jane Worrell
 Manager, NDA

Endorsed by:
 Andrea Hoppner
 A/Executive Director, Student
 Protection and Wellbeing

Tel: 3055 2770

Tel: 3513 5953
 Date: 05 / 01 / 2018

Tel: 3513 5954
 Date: 05 / 01 / 2018

BULLYING. NO WAY!

**TAKE A STAND
TOGETHER**



Queensland Department of Education

Proposal presented to Nova 106.9 FM

Friday 16 March 2018

**National Day
of Action**

Notes

IGNITE
the
conversation

**TAKE A STAND
TOGETHER**

**BULLYING.
NO WAY!**

Overview

The National Day of Action against Bullying and Violence (NDA) is Australia's key anti-bullying event for schools and is now in its eighth year.

Engaging close to one million students nationwide each year, the campaign messages are clear: to 'Take a Stand Together' and say 'Bullying. No Way!'.

The campaign works to deliver a positive focus for schools to strengthen their everyday messages that bullying and violence in and outside of school are not okay at any time. Through shaping behaviour and attitudes, this national campaign works collaboratively with all states and territories to help deliver safe and supportive learning environments for all students, staff and community members.

For the 2018 NDA, students are being called to *Imagine a world free from bullying* and take measurable steps to achieving that result with their peers. We are calling on all Australian schools and students to share their big ideas with their communities as part of the NDA activities.

The campaign provides a unique opportunity for Nova 106.9 FM to engage in the future of students by working together with the Queensland Department of Education to say Bullying. No Way! on Friday 16 March and share big ideas for a world free from bullying.





History

Each year, schools across Australia join together to mark the National Day of Action against Bullying and Violence. This annual day provides a focus for schools to say 'Bullying. No Way!' and to strengthen their everyday messages that bullying and violence are not okay at any time.

Since the inaugural NDA in 2011, the campaign has grown significantly and is now firmly placed on schools' annual calendars as a day to highlight their anti-bullying policies, raise community awareness and create grassroots behaviour change.

This year will mark the eighth annual NDA across Australia.

The NDA and the Bullying. No Way! website are managed by the Safe and Supportive School Communities (SSSC) Working Group and are initiatives of the Education Council which comprises of all Australian education ministers.

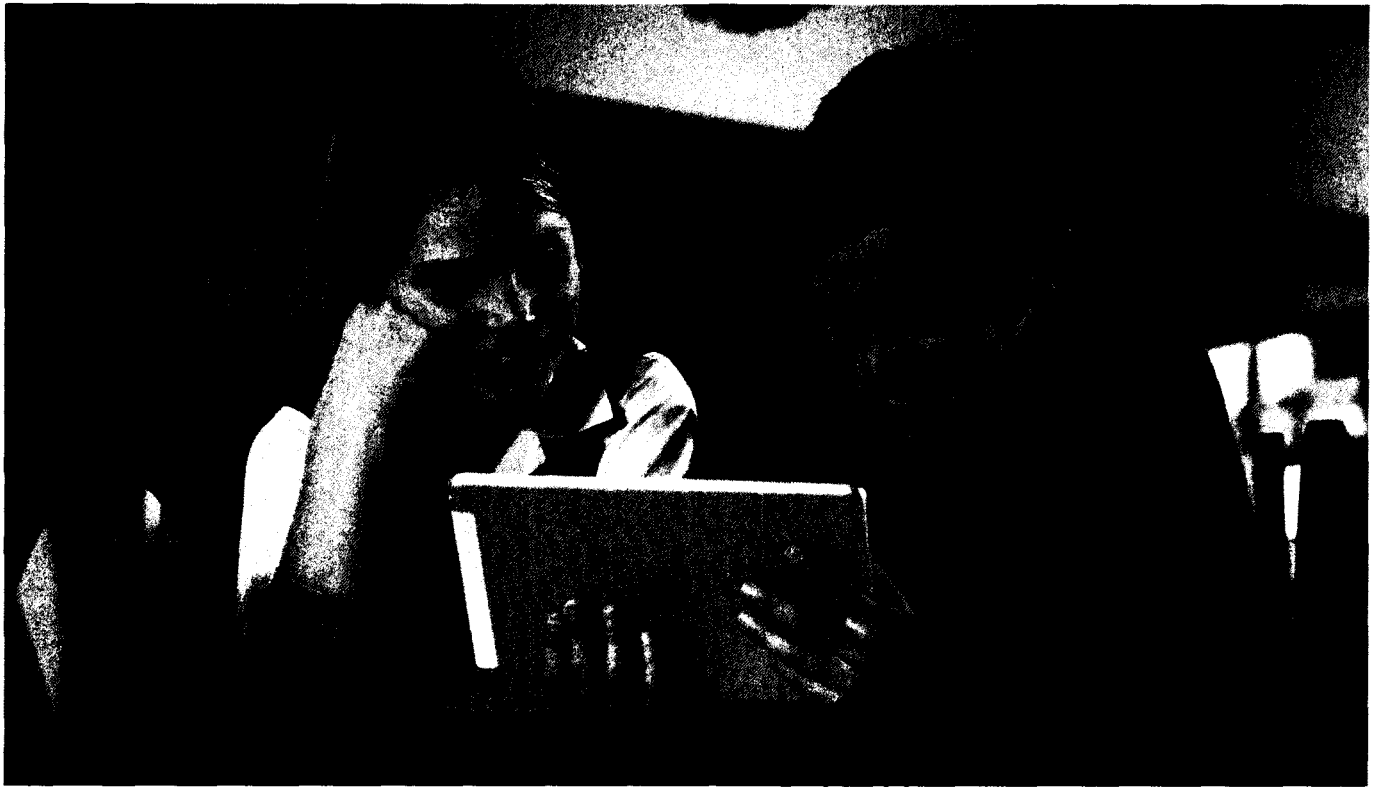
Key points

The 2018 National Day of Action against Bullying and Violence is aiming to reach over one million students by:

- engaging more than **2000 schools** from all states and territories;
- generating a national conversation with over **\$2.2 million in earned media** across Australia through positive television, radio, online and print; and
- achieving more than **1.2 million social media** impressions.

The 2017 National Day of Action against Bullying and Violence key highlights included:

- more than 840,000 students across Australia actively participating in school activities;
- \$2 million in earned media from positive television, radio, online and print;
- 1.04 million Facebook community members being reached with posts during the campaign;
- 1.2 million resources and printed materials sent to assist schools in promoting positive conversation to address bullying in the community; and
- 88,000 stars contributed to a public art installation for the One Million Stars to End Violence project in partnership with the Embracing the 2018 Gold Coast Commonwealth Games project.



Campaign

The Queensland Department of Education manages the National Day of Action against Bullying and Violence on behalf of the Education Council. Under this arrangement, Queensland prepares all communication, marketing, resources and materials for all states and territories.

Each state and territory runs specific jurisdictional activities to recognise and celebrate the day. In Queensland, an engagement event is held to promote an active stance against bullying and violence with students. Local activities are held across the state in schools to highlight best practice behaviours and strategies while engaging students, staff and communities in a positive and fun day.

To complement the day, schools across Australia also run activities and events to help raise awareness of how to prevent and deal with bullying. These community events help show that Australia is united in working together to find solutions to address bullying and violence.

Imagine a world free from bullying

For the 2018 NDA, students across Australia are invited to share their big ideas for a world free from bullying.

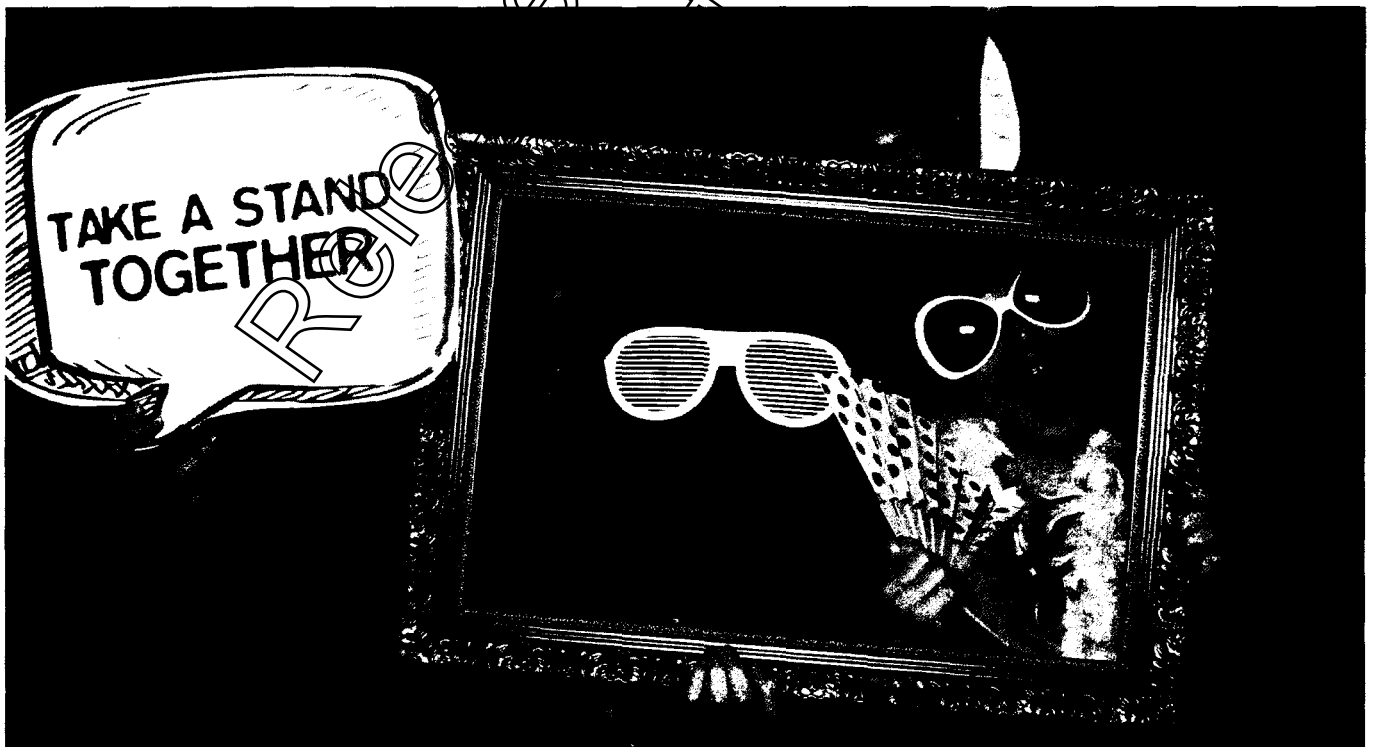
A new range of thought provoking materials were developed and released to enable schools to capture authentic student voices and promote ideas and solutions for a world where bullying has no place. Schools can download the *Imagine a world free from bullying* materials and adapt them to suit their purpose.

In Queensland, these activities are being provided across the state with responses from students being collected to form a public display at the Queensland event. The authenticity of the messages will provide a focal point for challenging the community to work together to create a world free from bullying.

Opportunity for Nova 106.9 FM

By engaging with the Queensland Department of Education, Nova 106.9 FM will be provided with opportunities to expand on their brand reputation and exposure as well as develop and nurture networks across Queensland. Some opportunities that Nova 106.9 FM could benefit from might include:

- working directly with Queensland schools to give students a voice against bullying and violence
- delivering on Outside Broadcast and engagement activities at the Queensland event at the State Library of Queensland
- interviewing the general public to find out their understanding of bullying and violence and their messages of support to 'take a stand' together
- running key messages across radio segments promoting a world free from bullying and violence
- engaging with government and non-government agencies within Queensland
- networking and developing relationships with industry professionals to inform and develop content
- becoming advocates for change in Queensland schools, endorsing positive behavioural change
- strengthening relationships with the Queensland Department of Education to deliver a positive message to schools, students and communities
- being cross-promoted through departmental advertising and communication materials.



Audience

Nova 106.9 FM will have an active presence with an audience of more than 500,000 in Queensland comprising of students, school staff and community members. The campaign also engages organisations, industry professionals and other Queensland Government departments that will be exposed to Nova 106.9 FM.

Engagement

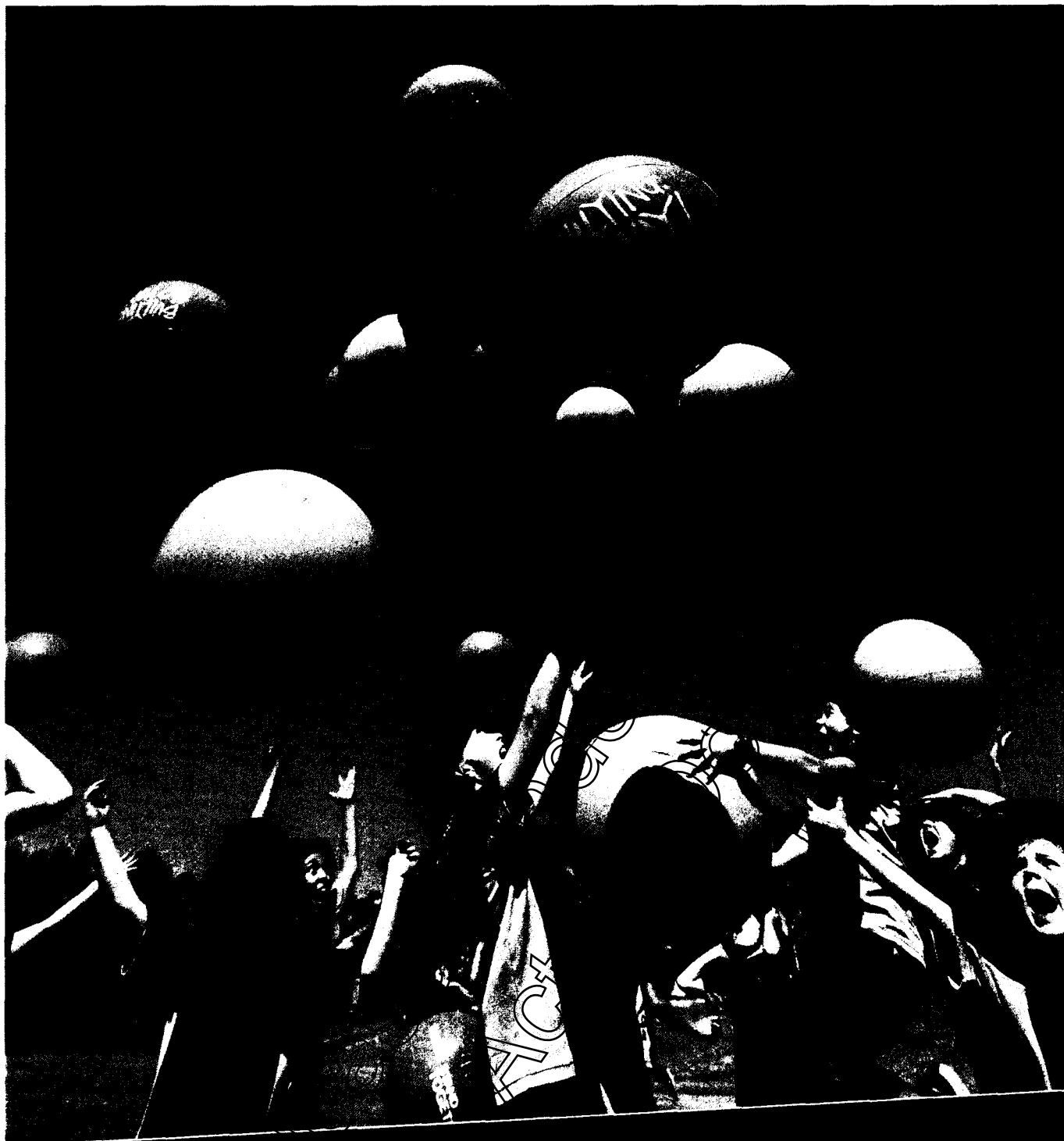
Through live events, Community Service Announcements (CSAs), marketing and communication, the NDA has constant engagement with schools and communities between January and March each year. Using the channels available, the NDA is regularly promoted to the audience. Nova 106.9 FM will also have the opportunity to be supported through these channels and in the engagement activities.



Channels

The NDA uses the following channels to engage:

- social media with a combined national following of more than 300,000 and a Queensland following greater than 135,000
- Electronic Direct Marketing (EDM) to a subscribed network of more than 2000 Australian schools
- website content with more 30,000 unique visitors to the site monthly
- CSAs and good news media coverage through television, radio, print and online
- communication through all states and territories
- live engagement activities and events across Australia.



Further information

Eamonn Dwyer

Jane Worrell

Briefing Note

Director-General
Department of Education and Training

Action required: For Noting with Correspondence

Action required by: N/A

Routine – Information to support correspondence.

SUBJECT: BACKGROUND INFORMATION TO SUPPORT CORRESPONDENCE
FROM s 47(3)(b) of the RTI Act

Summary of key objectives

- To provide background information to the Director-General, in relation to the concerns raised by Dr Christian Rowan MP, Member for Moggill, on behalf of s 47(3)(b) of the RTI Act about incidents of bullying at Kenmore South State School

Key issues

- On 9 October 2017, the Member for Moggill raised concerns on behalf of a parent, s 47(3)(b) of the RTI Act regarding incidents of bullying s 47(3)(b) of the RTI Act at Kenmore South State School.

- s 47(3)(b) of the RTI Act
-
-

Background

- s 47(3)(b) of the RTI Act
-
-
-
-
-
-
-
-
-

- Students are encouraged to report any incidents of inappropriate student behaviour or bullying to their teacher or any staff member on playground duty. Students have been advised they may also report any concerns to staff in the school's leadership team.

12. s 47(3)(b) of the R confirmed the school has been running programs with students including the *You Can Do It* program to build resilience and self-confidence.
13. Students are able to make appointments with the School's Guidance Officer or School Chaplain should they be experiencing any concerns or require support.
14. The Regional Behaviour Team has been engaged to support the Year s 47 and s 4 teachers to build their capacity in classroom management skills and their repertoire of behaviour management strategies.
15. Kenmore South State School's Responsible Behaviour Plan for Students (RBPS) is currently under review in consultation with the school community. During the consultation process, the school conducted parent, student and staff surveys and held parent forums to discuss the issues relating to student behaviour.
16. The new RBPS is due to be implemented in 2018.

17. s 47(3)(b) of the RTI Act

18.

Right to information

19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Recommendation

That the Director-General:

- **note** the background information provided in relation to the concerns raised by Dr Christian Rowan MP, Member for Moggill, on behalf of s 47(3)(b) of the RTI Act about incidents of bullying at Kenmore South State School.
- **sign** the response to the Member for Moggill provided at **Attachment 1**.

NOTED / APPROVED / NOT APPROVED

DR JIM WATTERSTON
Director-General
Department of Education and Training

/ /

Director-General's comments

Action Officer

Yolanda Foley
 Position: Principal Policy
 Officer, Metropolitan Region
 Ph: 3028 8002

Approved by

Mark Campling
 Position: Regional Director
 Metropolitan Region
 Ph: 3028 8091
 Date: 1/11/2017

Pages 100 through 101 redacted for the following reasons:

section 47 (3)(b) of the RTI Act

Released under the RTI
Act by DOE

URGENT MINISTERIAL CAUCUS REQUEST

Template:	Caucus Response - 15/450619	
To:	NORTH COAST REGION	
Subject:	WILLIAMS, Rick (MP), Member for Pumicestone obo s 47(3)(b) of t s 47(3)(b) of the RTI Act re Bullying at Caboolture High	
Time/date required:	4PM, Wednesday, 7 June 2017	
Today's date:	Tuesday, 17 July 2018	

CAUCUS REQUEST

The Minister's office has been contacted by Mr Rick Williams MP, Member for Pumicestone regarding:

s 47(3)(b) of the RTI Act

Released under the RTI Act by DOE

Departmental Liaison Officer

☎ 3034 4741 ~ ✉ Minister.DLO@dete.qld.gov.au

section 47 (3)(b) of the RTI Act

Released under the RTI
Act by DOE

Departmental Liaison Officer

☎ 3034 4741 ~ ✉ Minister.DLO@dete.qld.gov.au

s 47(3)(b) of the RTI Act

****PLEASE PROVIDE AN UPDATE WITH DOT POINT ADVICE FOR THE MO****

ANY INFORMATION THAT SHOULD NOT BE PASSED ON TO AN EXTERNAL PARTY SHOULD BE CONTAINED WITHIN A CONFIDENTIAL BOX.

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

Preparation Instructions

- ❶ Approved response should be contained in request and returned to TRIM position *ZZ Departmental Liaison Officer*. Responses are **NOT** to be sent directly to the Minister's Office staff.
- ❷ If this brief requires additional information from another branch/directorate within the Department, please liaise with the appropriate person to submit one consolidated response.
- ❸ Please provide action officer and approval officers' details on the bottom of each request.

Departmental Liaison Officer

☎ 3034 4741 ~ ✉ Minister.DLO@dete.qld.gov.au

**Office of the Honourable Kate Jones MP
Minister for Education
Minister for Tourism and Major Events
MINISTERIAL CAUCUS LIAISON RESPONSE**

Rick Williams MP, Member for Pumicestone

On behalf of s 47(3)(b) of the RTI Act and s 47(3)(b) of the RTI Act

SUBJECT: Bullying at Caboolture State High School

- The Department of Education and Training (DET) is committed to ensuring that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined environment. In addition, all staff are expected to uphold the ethics and principles outlined in the Queensland Government's Code of Conduct.

Complaint

• s 47(3)(b) of the RTI Act

-
-
-
-
-
-
-
-

Student

• s 47(3)(b) of the RTI Act

-
-
-
-
-

Responsible Behaviour Plan for Students

- Consequences for negative student behaviours at Caboolture SHS are assigned in line with the school's Responsible Behaviour Plan for Students (RBPS). The RBPS

outlines the expectations for facilitating positive behaviour of students, preventing problem behaviours and responding to unacceptable behaviours. The RBPS can be accessed through the school's website.

CONFIDENTIAL

s 47(3)(b) of the RTI Act

Contact Officer:
Stephanie Curtis
Regional Manager
Student Engagement and Wellbeing
Ph: 3203 9075

Approved by:
Tracy Corsbie
Regional Director
North Coast Region
Ph: 3203 9021

URGENT MINISTERIAL CAUCUS REQUEST

Template:	Caucus Response - 15/450619
To:	SOUTH EAST REGION
Subject:	BROWN, Don (MP) member for Capalaba obo s 47(3)(b) of th re Hilliard SS bullying incident
Time/date required:	4PM, Monday, 21 August 2017
Today's date:	Tuesday, 17 July 2018

CAUCUS REQUEST

The Minister's office has been contacted by Mr Don Brown (MP) Member for Capalaba, regarding

s 47(3)(b) of the RTI Act

****CAN THE DEPARTMENT PLEASE PROVIDE DOT POINTS FOR THE MO****

ANY INFORMATION THAT SHOULD NOT BE PASSED ON TO AN EXTERNAL PARTY SHOULD BE CONTAINED WITHIN A CONFIDENTIAL BOX.

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

Preparation Instructions

Departmental Liaison Officer

☎ 3034 4741 ~ ✉ Minister.DLO@dete.qld.gov.au

- ❶ Approved response should be contained in request and returned to TRIM position *ZZ Departmental Liaison Officer*. Responses are **NOT** to be sent directly to the Minister's Office staff.
- ❷ If this brief requires additional information from another branch/directorate within the Department, please liaise with the appropriate person to submit one consolidated response.
- ❸ Please provide action officer and approval officers' details on the bottom of each request.

Released under the RTI
Act by DOE

**Office of the Honourable Kate Jones MP
Minister for Education
Minister for Tourism and Major Events
MINISTERIAL CAUCUS LIAISON RESPONSE**

Mr Don Brown MP, Member for Capalaba

On behalf of s 47(3)(b) of the RTI

SUBJECT: Bullying incident at Hilliard State School

- If a student at Hilliard State School reports an incident to a teacher, the teacher reports the incident to the Principal or Deputy Principal who investigates the incident by interviewing the students involved and witnesses to the incident.
- The Principal reviews the information to determine consequences for inappropriate behaviour, in line with the school's *Responsible Behaviour Plan for Students* (RBPS).
- This plan is developed in consultation with the school community and is endorsed by the Parents and Citizens' Association.
- The Hilliard State School RBPS' foundations are based on the statement of expectations for a disciplined school environment and the code of school behaviour to promote a *safe, supportive and disciplined school environment*. This aligns with departmental policy and procedure.
- When applying disciplinary consequences, decisions are made on a case by case basis, taking into account a student's individual circumstances such as behaviour history, disability, mental health and wellbeing, and the student's level of involvement in the behaviours identified.
- State schools have a commitment to learning and wellbeing. This is part of a state-wide recognition of the importance of wellbeing and is supported by a series of webisodes delivered by respected psychologist Dr Michael Carr-Gregg. The short video presentations can be viewed at <http://det.qld.gov.au/initiatives/learningandwellbeing/resources.html>
- Guidance officers are employed in all state schools and identify factors that can interfere or disrupt effective learning, wellbeing and development, and plan or assist in planning interventions or programs that can help students achieve positive outcomes.
- Guidance Officers may work directly with the student or with the student's teachers, support personnel, family, other specialists, or professionals from other agencies depending on the issues to be resolved and the age of the student.

Contact Officer:
Julie Willis
Principal Advisor Regional Services
South East Region
Ph:5656 6688

Approved by:
Julie Willis
Principal Advisor Regional Services
South East Region
Ph: 5656 6688

MINISTERIAL CAUCUS REQUEST

Template:	Caucus Response - 15/450619
To:	NORTH COAST REGION
Subject:	KING, Shane (MP) Member for Kallangur obd s 47(3)(b) of the R re School bullying and bus fares
Time/date required:	4PM, Tuesday, 22 August 2017
Today's date:	Tuesday, 17 July 2018

CAUCUS REQUEST

The Minister's office has been contacted by Shane King MP, Member for Kallangur regarding:

s 47(3)(b) of the RTI Act

*****COULD THE DEPARTMENT INVESTIGATE AND PLEASE PROVIDE DOT POINTS*****

ANY INFORMATION THAT SHOULD NOT BE PASSED ON TO AN EXTERNAL PARTY SHOULD BE CONTAINED WITHIN A CONFIDENTIAL BOX.

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

Preparation Instructions

1. Approved response should be contained in request and returned to TRIM position ZZ Departmental Liaison Officer. Responses are **NOT** to be sent directly to the Minister's Office staff.
2. If this brief requires additional information from another branch/directorate within the Department, please liaise with the appropriate person to submit one consolidated response.
3. Please provide action officer and approval officers' details on the bottom of each request.

Departmental Liaison Officer

☎ 3034 4741 ~ ✉ Minister.DLO@dete.qld.gov.au

MINISTERIAL CAUCUS LIAISON RESPONSE

Shane King MP, Member for Kallangur

On behalf of s 47(3)(b) of the RTI Act

SUBJECT: Bray Park State High School – Financial Support for Bus Fares

- The Department of Education and Training is committed to ensuring that all Queensland students have access to a quality education in a safe and supportive environment.
- Bullying, harassment, discrimination and violence are actions and behaviours that are not acceptable in schools. The safety and welfare of all students is of paramount importance and schools, including Pine Rivers State High School (SHS), take any incidence of bullying seriously.
- The Department understands the need to take an evidence-based approach to the complex societal issue of bullying. In instances of bullying there is no one-size-fits-all approach to providing support. Each instance is dealt with individually and within the context of the school environment.
- **Records indicate** s 47(3)(b) of the RTI Act
- s 47(3)(b) of the RTI Act
- s 47(3)(b) of the RTI Act
- All Queensland state schools have a catchment area. Each year the Queensland Government Statistician's Office reviews, and updates if necessary, state school catchment areas to take into account any local changes to road conditions, new or closed schools and changes to approved year levels. Once approved, all catchment boundaries remain in place until the next annual review. The Department of Education and Training does not determine these boundaries.
- Further information on school catchments is available in the *School Enrolment Management Plans* procedure, which can be viewed online at: <http://ppr.det.qld.gov.au/corp/infrastructure/facilities/Pages/School-Enrolment-Management-Plans.aspx>.
- For many years the State Government has provided assistance with school transport costs for eligible students in certain circumstances. This assistance is provided under the School Transport Assistance Scheme (STAS), which recognises the needs of students in areas with limited student populations where facilities cannot be justified. It is in these areas that school transport assistance is provided to enable students to attend education facilities.
- The STAS is managed by the Department of Transport and Main Roads, for further information please visit: <https://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Assistance-schemes/School-Transport-Assistance-Scheme.aspx>
- s 47(3)(b) of the RTI Act
- I trust the above information helps clarify the issues raised around school catchments and enrolment management plans, and the STAS.

Contact Officer:
Stephanie Curtis
Regional Manager
Student Engagement and Wellbeing
Ph: 3203 9075

Approved by:
Trevor Walker
Acting Regional Director
North Coast Region
Ph: 3203 9021

URGENT MINISTERIAL CAUCUS REQUEST

Template:	Caucus Response - 15/450619
To:	NORTH COAST REGION
Subject:	**MINISTERIAL CAUCUS REQUEST** DONALDSON, Leanne (MP), Member for Bundaberg. OBO [redacted] regarding bullying, Bundaberg West State School.
Time/date required:	4PM, Friday, 20 October 2017
Today's date:	Tuesday, 17 July 2018

CAUCUS REQUEST

The Minister's office has been contacted by Leanne Donaldson MP, Member for Bundaberg on behalf of [redacted] s 47(3)(b) of the RTI Act regarding [redacted] s 47(3)(b) of the RTI Act at Bundaberg West State School.

Please refer to attached email from [redacted] s 47(3)(b) of the RTI Act and provide dot point advice to provide back to the Member for Bundaberg on this issue.

ANY INFORMATION THAT SHOULD NOT BE PASSED ON TO AN EXTERNAL PARTY SHOULD BE CONTAINED WITHIN A CONFIDENTIAL BOX.

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

Preparation Instructions

- ① Approved response should be contained in request and returned to TRIM position ZZ Departmental Liaison Officer. Responses are **NOT** to be sent directly to the Minister's Office staff.
- ② If this brief requires additional information from another branch/directorate within the Department, please liaise with the appropriate person to submit one consolidated response.
- ③ Please provide action officer and approval officers' details on the bottom of each request.

Departmental Liaison Officer

☎ 3034 4791 ~ ✉ Minister.DLO@dete.qld.gov.au

URGENT MINISTERIAL CAUCUS REQUEST

Template:	Ministerial Caucus Response Template – 15/450619
To:	STATE SCHOOLS
Subject:	GILBERT, Julieanne MP, Member for Mackay re Anti Bullying Program - Seeds of Empathy
Time/date required:	4PM, Thursday, 12 April 2018
Today's date:	Tuesday, 17 July 2018

CAUCUS REQUEST

Minister Grace's Office has been contacted by Ms Julieanne Gilbert MP, Member for Mackay re Anti Bullying Program – Seeds of Empathy. The Member for Mackay has recently sent out her first e-newsletter and it featured an anti-bullying article. She received information from one of her constituents who mentions an anti-bullying program used in Canada (extract from email below):

Thanks for the newsletter, I was particularly interested in the bullying article and wanted to bring to your attention a program (Seeds of Empathy) that has been adopted in primary schools in Canada with positive results. A research-based school program for primary school children that uses a local baby and parent to help children discover and nurture their understanding of their own feelings and the feelings of others, which is empathy. Now in 11 countries and reaching more than 800,000 children

<http://rootsofempathy.org/seeds-of-empathy/>

https://www.youtube.com/user/RootsofEmpathy/featured?disable_polymer=1

- Advise if the Department of Education has looked at this program?
- If so, provide any background information regarding this program.
- Provide contact details of a departmental officer if further information is required.

ANY INFORMATION THAT SHOULD NOT BE PASSED ON TO AN EXTERNAL PARTY SHOULD BE CONTAINED WITHIN A CONFIDENTIAL BOX.

The brief/dot points should include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

Preparation Instructions

- ❶ Approved response should be contained in request and returned to HPE TRIM position ZZ Departmental Liaison Officer. Responses are **NOT** to be sent directly to the Minister's Office staff.
- ❷ If this brief requires additional information from another branch/directorate within the Department, please liaise with the appropriate person to submit one consolidated response.

Contact: Departmental Liaison Officer

☎ 3034 4792 ~ ✉ Minister.DLO@det.qld.gov.au

- ③ Please provide action officer and approval officers' details on the bottom of each response.

Released under the RTI
Act by DOE

Office of the Honourable Grace MP
Minister for Education and
Minister for Industrial Relations

MINISTERIAL CAUCUS LIAISON RESPONSE

Julianne Gilbert MP, Member for Mackay

SUBJECT: ANTI-BULLYING PROGRAM – SEEDS OF EMPATHY

- Bullying, including cyberbullying, is not tolerated in Queensland state schools. Through departmental policy and procedures, every Queensland state school is expected to address this serious issue in an informed way.
- Queensland is the lead jurisdiction in the Safe and Supportive School Communities Working Group, which provides evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students. Schools also have access to the national *Bullying. No Way!* website to source information and resources to counter bullying, harassment and violence in Australian schools. Further information is available online at www.bullyingnoway.gov.au
- In Queensland state schools, decisions about the use of supporting programs or strategies are the responsibility of each school principal. Individual schools identify and select strategies for their school in consultation with the wider community to ensure that they meet the specific needs of their students and broader community.
- The Department of Education has not conducted a comprehensive review of the Seeds of Empathy program. Decisions about the purchase and implementation of programs such as Seeds of Empathy are made at the local school level.
- The constituent may wish to approach the local principal directly to discuss adoption of this program for the relevant school. School contact details are available online in the schools directory <https://schoolsdirectory.eq.edu.au/search>
- The Premier recently established the Queensland Anti-cyberbullying Taskforce. The Taskforce will make recommendations in a report due by 31 August 2018 for community and government actions to reduce the incidence of bullying and cyberbullying.
- The Taskforce is seeking submissions from parents and the community through the website <https://campaigns.premiers.qld.gov.au/antibullying/taskforce/index.aspx>. The constituent may wish to provide details about bullying concerns or the Seeds of Empathy program to the Taskforce.

Contact Officer:

Natalie Swayn
Director, Behaviour, State Schools - Operations
Ph: 3513 5933

Approved by:

Hayley Stevenson
A/ADG, State Schools – Operations
Ph: 3513 5836
Date: 11 April 2018

**Office of the Honourable Kate Jones MP
Minister for Education
Minister for Tourism and Major Events
MINISTERIAL CAUCUS LIAISON RESPONSE**

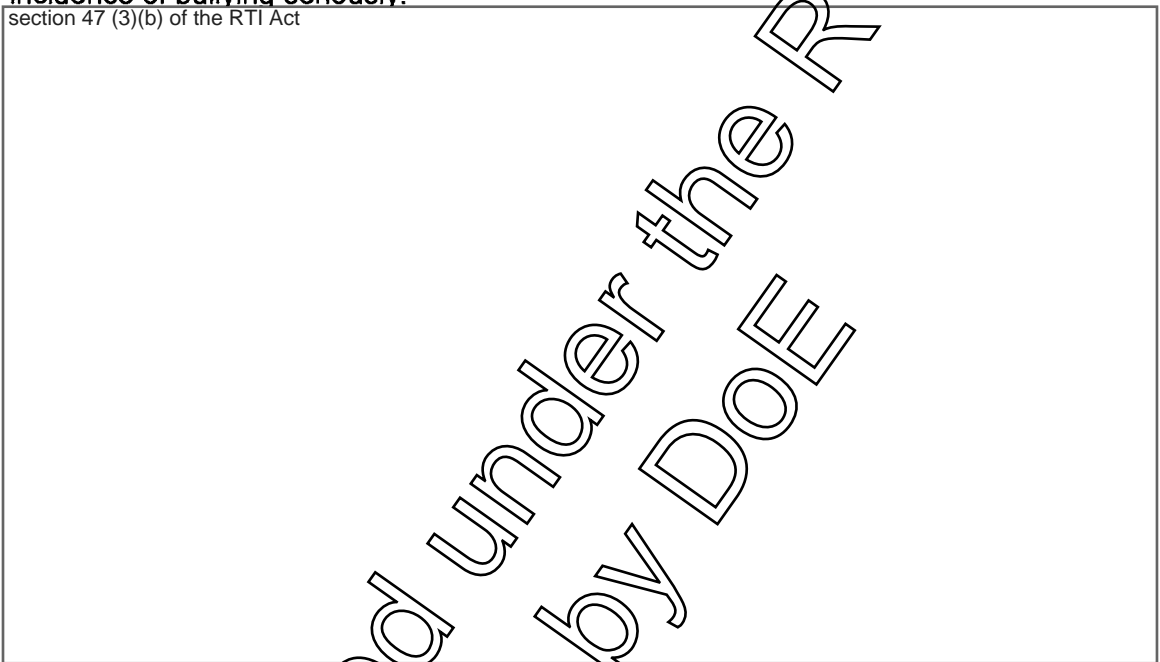
Leanne Donaldson MP, Member for Bundaberg

On behalf of section 47 (3)(b) of the

SUBJECT: Bullying, Bundaberg West State School

- The Department of Education and Training is committed to ensuring state schools are safe and supportive places to learn. Bullying, harassment, discrimination and violence are actions and behaviours that are not acceptable in schools. The safety and welfare of all students is of paramount importance and schools take any incidence of bullying seriously.

section 47 (3)(b) of the RTI Act



Contact Officer:

Kate Jacobsen
A/Principal Advisor
North Coast Region
Ph: 3203 9019

Approved by:

Tracy Corsbie
Regional Director
North Coast Region
Ph: 3203 9021

Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism, Major Events
and the Commonwealth Games

Action required: For Noting

Action required by: 14 March 2017

Critical – ABC 'Bullied' TV program is airing on 14 and 21 March 2017 featuring bullying experiences of two students from two Queensland Schools.

SUBJECT: ABC 'BULLIED' PROGRAM AIRING 14 AND 21 MARCH 2017

Summary of key objectives

- To provide the Minister with information in relation to 'Bullied', a tv program airing on the ABC on 14 and 21 March 2017.

Key issues

- 'Bullied' is a two-part series hosted by Ian Thorpe that will be broadcast on ABC on 14 March 2017 at 8.30 pm, with the second episode being broadcast on 21 March 2017 at 8.30 pm. The first episode on 14 March 2017 will finish with a promotion for the episode screening the following week.
- 'Bullied' centres on the bullying incidents experienced by two students, a male student (Kelsey) from Beerwah State High School (SHS) and a female student (Chloe) from Roma State College (SC). The two students nominated themselves to be featured on the show. The program creators equipped the students with covert filming devices to capture their experiences at school.
- Central and regional offices have worked extensively with both schools since the production company revealed the student involvement, supporting them through the post student covert filming. Director, Media, Community Engagement and Partnerships, has provided direct support to the principal of each school assisting as a liaison with the production company, attending some filming and assisting with preparation for possible media interest. Regional office staff have worked with each school assisting with development of support plans.

Media Implications

- This program is airing on ABC national television. Given the content and timing so close to the National Day of Action against Bullying and Violence on 17 March 2017, it is likely to receive significant media and community attention and interest — especially in relation to the approach and commitment to preventing bullying in Queensland state schools.
- The Department of Education and Training (DET) is aware that footage in the first episode towards Kelsey includes bullying that is of a homophobic nature. It is expected this will lead to questions being asked about the Safe Schools Coalition Australia program as well as links made to other bullying incidents, possibly including the suicide of Tyrone Unsworth, a student at Aspley SHS.
- Both students featuring in this program have disabilities. Kelsey's disability category relates to social and learning concerns while Chloe has a verified physical impairment. The experiences of these student may be linked to the bullying experiences of students with disability and the recent Queensland Disability review report.

7. It is highly likely this program will create interest from media outlets, on social media and through correspondence. Questions and answers specific to the program content and standard media lines regarding DET's commitment to preventing bullying have been prepared (**Attachments 1 and 2**).

Background

Beerwah SHS

8. A comprehensive support plan has been developed and implemented for Beerwah SHS. The school Principal and key regional officers, including the Regional Director, were involved in the development of this plan.
9. Focus areas of the plan include strategies for student welfare, staff support and better school communication. The school is well positioned to support student and staff wellbeing before and after the program.
10. The alleged victim from Beerwah SHS, whose experience will feature in the documentary, was [s 47(3)(b) of the RTI Act] This student is not currently attending Beerwah SHS. The student has been accepted for enrolment at the [s 47(3)(b) of the RTI Act]

Roma SC

11. A support plan to ensure readiness to respond to issues both prior to and following the documentary airing has been developed and implemented for Roma SC. This plan has been developed and discussed with the Principal, Head of Senior Campus and key regional officers.
12. Focus areas of the plan include strategies for student welfare, staff support and school communication.
13. The Roma SC Responsible Behaviour Plan was due for review at the end of 2016. The draft updated plan is available on the school website, to be endorsed by the Parents and Citizens' Committee at a meeting on 8 March 2017.
14. The Respectful Relationships curriculum (a Prep to 12 program) and Positive Behaviour for Learning Framework are both implemented at Roma SC.
15. The Principal and Head of Senior Campus from Roma SC were interviewed as part of the program. Mr Paul Reynolds, Director, Community Engagement and Partnerships, provided advice to the school regarding filmed interviews, and was aware that staff and selected Year 11 and 12 students participated in the filming of the program.
16. The Roma SC 'Commitment to Learning and Wellbeing Statement' outlines existing comprehensive whole-school strategies to support students. This document is also available on the Roma SC website. Current practices undertaken by the school in relation to supporting student wellbeing align with departmental expectations.
17. The alleged victim from Roma SC, whose experience will feature in the documentary, was a Year 10 female student in 2016. This student is enrolled in Year 11 at Roma SC in 2017. The school has provided extensive support to this student since her enrolment at the commencement of 2015. This support includes referrals to the guidance officer, occupational therapist and physiotherapist, support from the Youth Support Coordinator and development of Individual Curriculum Plans.

Program details

18. According to the producers and Ian Thorpe, the documentary is not about 'pointing the finger' at the school, teachers or individual students.
19. The producers worked with both schools to film facilitated group sessions with Ian Thorpe and Dr Marilyn Campbell, a psychologist from Queensland University of Technology who helped guide the sessions.

20. The producers gave a commitment they would at no time identify the students demonstrating bullying behaviour.
21. By arrangement with the principals, the footage from the schools was shown to a group of students in a facilitated session. This session was filmed off campus, with students wearing casual clothing — not their school uniform.
22. The footage was designed to help the other students understand what the alleged victim experienced and the impact it had on the student. Footage was distorted so no student or staff member is identified. In line with the commitment from the producers that students demonstrating bullying behaviour will not be identified, we understand the footage in the program will be distorted.
23. The facilitated sessions involved a varied group of the student's peers (generally about 12 in total including friends of the student not alleged perpetrators) joining in a discussion alongside the victim student to help find solutions for their fellow student.
24. Parental consent was obtained for each of the students participating.

Right to information

25. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication as it contains student information.

Released under the
Act by DOE

Recommendation

That the Minister:

- note 'Bullied' is airing on ABC television on 14 and 21 March 2017 at 8.30 pm; and
- note the attached questions and answers relating to this program airing, and standard media lines for bullying policy and prevention.

NOTED

APPROVED/NOT APPROVED
 ENDORSED/NOTED

MATTHEW JUTSUM
 Chief of Staff
 Office of the Hon Kate Jones MP
 Minister for Education and
 Minister for Tourism, Major Events and the
 Commonwealth Games

KATE JONES MP
 Minister for Education and
 Minister for Tourism, Major Events and the
 Commonwealth Games

Minister's comments

Action Officer Jean McAllister Manager	Endorsed by: Jean Smith Director	Endorsed by: Natalie Swayn Executive Director	Endorsed by: Bevan Brennan Assistant Director-General
Behaviour State Schools - Operations Tel: 3513 5954	Student Wellbeing State Schools - Operations Tel: 3513 5953 Date: 09/03/2017	Student Wellbeing and State Schools - Support Tel: 3513 5946 Date: 09/03/2017	State Schools - Operations Tel: 3513 5836 Date: 13/03/2017 Approved on behalf of DDG, SS

Endorsed by:
 Dr Jim Watterston
 Director-General

Tel: 3034 4752
 Date: 13/3/17

BULLYING (INCLUDING CYBERBULLYING AND SEXTING)

KEY POINTS:

- Bullying is not tolerated in Queensland state schools.

Bullied TV Program

- On 14 March 2017, ABC television aired the first episode of *Bullied*, hosted by Ian Thorpe. The second episode is airing on 21 March 2017.
- The two episodes of this program feature footage of bullying incidents at two Queensland State Schools (not identified publicly): Beerwah State High School and Roma State College.
- Central Office, Darling Downs South West and North Coast Regions have been providing support for these two schools throughout the filming of this program.
- Questions and Answers specific to the program content and standard media lines regarding the Department of Education and Training's commitment to preventing bullying have been prepared (**Attachment 1**).

Radio item involving a Queensland school student

- On 16 March 2017, a Queensland state school student, who said she was enrolled at Forest Lake State School, phoned a radio station and spoke about experiences of bullying. This went live to air.
- The school has contacted the parent to discuss bullying concerns and support moving forward. The parent has said they have been satisfied with the way the school has handled issues in the past. A further item recorded by the parent was proposed to be aired on 17 March 2017. This does not identify the student or any school.

What does the Department do to ensure schools have robust anti-bullying programs?

- Bullying is a complex issue. It is important that students, parents and other concerned persons report bullying concerns to the school to allow them to investigate and support the students involved.
- I would encourage parents and students to persist in engaging with their school and if they are not satisfied with the response at first, to contact their regional office.

- The Department will continue to maintain a firm stance that bullying and violence are never ok. However, as bullying is a complex community wide issue the Department cannot guarantee that bullying will never occur.
- Every Queensland state school has a *Responsible Behaviour Plan for Students*, which sets out clear standards of behaviour they expect from their students.
- The *Responsible Behaviour Plan* also outlines what actions the school will take when bullying is reported, and the strategies used by the school to address bullying.
- The Department has comprehensive policies and procedures to help create safe and supportive school environments for teachers and students.
- Through our policy and procedures, and the programs we support, the Department expects every school to tackle this serious issue in an informed way and make use of what we know from research is best practice.
- As the lead jurisdiction in the Safe and Supportive School Communities Working Group, Queensland drives the provision of evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students.
- Schools also use the national *Bullying. No Way!* website to access information, resources and successful practices to counter bullying, harassment and violence in Australian schools.
- Resources on the *Bullying. No Way!* website include lesson plans, promotional materials, apps, and resources linked to curriculum supported by all Education Ministers and jurisdictions across Australia.
- In addition, schools have a range of support services available, such as guidance officers, chaplains and student welfare workers, to support students.
- The Department's Behaviour website provides advice to students about what they should do if they are being bullied, including:
 - telling someone about it, such as school staff or someone in their family;
 - telling the bully that they don't like it and, if they think it is safe, talking to the bully about whether they can sort out any problems between them;
 - ignoring the person bullying them;
 - not trying to get back at the bully; and
 - being around people who make them feel good.

Cyberbullying (including sexting)

- Cybersafety is part of the daily conversation in schools and students are regularly taught about the appropriate use of technologies such as mobile phones, iPads and laptops.
- If a school becomes aware of inappropriate online behaviour, it will investigate it in the same way as face-to-face bullying. In addition, principals may request the Department's cybersafety team to investigate and respond, if necessary. The Department will also seek to shut down any social networking page or other sites that contain inappropriate, offensive or threatening content involving state school students or staff.

Positive Behaviour for Learning

- Approximately 43% of state schools are implementing Positive Behaviour for Learning (PBL), with training and support provided by Regional PBL Coordinators.
- The *Bullying. No Way!* as a trusted government site, attracts over 40,000 visitors a month and over 2.24 million page visits per year.
- On 21 September 2016, a new *Bullying. No Way!* website was launched. The redevelopment of the website ensures that the site remains current, accessible, appealing and secure.
- The 7th annual *National Day of Action against Bullying and Violence* was held on 17 March 2017 with more than 840,000 students across the country 'taking a stand together' on the National Day. In 2017, more than 400 Queensland state schools registered and more than 210,000 Queensland state school students participated on the day, getting involved and taking a stand to show students that bullying of any kind is not acceptable.
- The Department does not centrally record instances of bullying that occur in Queensland state schools. The incident is likely to be recorded as physical assault for example. While bullying incidents are not recorded in a manner that allows prevalence to be stated, the best research tells us that bullying is experienced by approximately 1 in 4 students.
- State results from the 2016 School Opinion Survey indicate that:
 - there was 92.4% total agreement from students to the question "I feel safe at my school". This is up from 90.9% in 2012; and
 - there was 79.7% total agreement from students to the question "Student behaviour is well managed at my school". This is up from 75% in 2012.

Cybersafety team sessions

- The Department's Cybersafety and Reputation Management team delivers sessions on online safety and positive digital footprints.
- In 2016, the Cybersafety and Reputation Management team presented 248 cybersafety sessions at 104 school locations to approximately 34,000 students.
- The team has presented another 30 staff cybersafety information sessions to 815 staff and 16 parent sessions to 335 parents.
- The team commenced presenting to students in July 2013 and since that date have presented 707 sessions at 273 unique schools to 91,500 students.

What avenues do parents have to raise concerns when they think the school is not taking bullying claims seriously enough?

- Students and parents are strongly encouraged to report cases of bullying to their school principal or their closest Department of Education and Training regional office.
- A flowchart is provided on the Department's Behaviour website, which provides a step by step response to reported bullying.
- The flowchart recommends that, after a student reports an incident of bullying, school staff:
 - listen carefully and document the student's account, being careful not to dismiss their concerns or make them feel they are at fault;
 - inform the student what they intend to do in relation to the information and the incident;
 - provide suggestions to the student, if appropriate, about what to do if the incident occurs again;
 - record the incident/student contact in OneSchool (student management data);
 - notify appropriate personnel;
 - action or refer the incident to the responsible officer (Year Coordinator, Deputy Principal, Guidance Officer) as per the school's process described in the Responsible Behaviour Plan; and
 - contact the parent/guardian to inform them of the incident and the course of action undertaken. They might refer the parent to the responsible officer at the school for further consultation, if required.

What should students do if they see, or experience bullying in their school?

- Further advice for students is available on the *Bullying. No Way!* site. This site provides tips and strategies to deal with bullying, in all its forms, as well as what to do if students witness bullying. Strategies include:
 - tell someone;
 - walk away; and
 - help the person being bullied.

What advice does the Department have to assist parents if they learn their child is being bullied?

- For parents, the Department's Behaviour website provides signs and symptoms that their child is being bullied.
- The website also suggests that parents gather information from their child and contact the school. Advice for parents when contacting the school includes:
 - remaining calm and constructive;
 - being as clear as possible;
 - asking what steps will be taken and if an action plan is to be developed with home and school strategies; and
 - keeping records of contact they have with the school and continuing to keep in contact with the school and provide updates on the situation.
- Further advice for parents is available on the *Bullying. No Way!* website, including:
 - listen calmly and stay positive;
 - do not advise your child to fight the other child;
 - contact the school;
 - seek help for your child to deal with bullying and difficult people; and
 - check in regularly with your child.

Online Safety Agreement – National Partnership with the Office of the eSafety Commissioner

- On 7 June 2016, Minister Jones signed a National Partnership Agreement for the delivery of online safety programmes to selected schools.
- This agreement secures federal funding over 2016 and 2017 to enable identified Queensland schools to receive up to \$4,000 per school to participate in an online safety programme delivered by a provider certified by the Office of the eSafety Commissioner.

Branch contact: Natalie Swayn, A/ED, Student Wellbeing and Support
Assistant Director-General: Bevan Brennan

Mobile: contrary to public in
Mobile: section 47 (3)(b) of th
TRIM: 17/126219

- Approximate funding amounts are:
 - \$988,502 for Queensland State Schools;
 - \$237,144 for Queensland Catholic Schools; and
 - \$146,917 for Queensland Independent Schools.
- 173 Queensland schools (across the three sectors) were selected under this project agreement for initial receipt of the funding opportunity. Those schools are accessing relevant online safety training for their school communities.
- In March 2017, DET is offering four online webinars presented by the Alannah and Madeline Foundation's certified online safety providers for selected schools to attend. These sessions will be delivered for primary and secondary students, teachers and parents.

Released under the
Act by DOE

Branch contact: Natalie Swayn, A/ED, Student Wellbeing and Support
Assistant Director-General: Bevan Brennan

Mobile: contrary to public i
Mobile: s 47(3)(b) of the RTI A
TRIM: 17/126219

Contents

Q. Is bullying rife in Queensland state schools? /Is this program indicative of the experience in all Queensland state schools?	1
Q. What has been done to support these young people?	1
Q. Have the students caught on film been punished?	2
Q. Is the Department worried that the important messages of Bullying. No Way! and the National Day of Action against Bullying and Violence are not being followed by Queensland Schools?.....	2
Q. Parents in the Bullied program were unhappy with the schools' responses to their bullying concerns. What are parents supposed to do to get action?	3
Q. What should schools be doing when parents report bullying concerns?	3
Q. How were they allowed to film covertly at school? Do Queensland schools encourage/allow the filming of students while at school?	4
Legislation – covert filming.....	4
Departmental procedure.....	4

Q. Is bullying rife in Queensland state schools? /Is this program indicative of the experience in all Queensland state schools?

The Department of Education and Training does not specifically record instances of bullying that occur in Queensland state schools.

The best research tells us that bullying is experienced by approximately one in four students.

With bullying affecting everyone involved – the person doing the bullying, the target, bystanders and the broader school community – this is an important issue for the Department.

The Department does not shy away from the fact that unfortunately there are instances of bullying occurring. We don't accept it and we have a range of strategies and resources that schools use to address and prevent bullying.

Countering bullying involves the whole school community with each person in the school community having an important role to play.

Q. What has been done to support these young people?

Each of the schools involved in this television program has provided significant support to the students involved.

The schools utilised a wide range of specialist support staff available at state schools to support the students who were experiencing bullying. Strategies and support were

implemented based on advice from the Guidance Officer, Senior Guidance Officer, Mental Health Coaches and School Chaplains.

I commend the schools on their commitment to addressing the bullying incidents depicted, and especially for supporting the students involved.

It is not a simple matter for a school to have to confront bullying, but it is essential that they do. It is critical that we remain committed to standing up to bullying and supporting those people who experience it. The Department continues to provide strong support to schools, and will continue to take a constant stance that bullying is never accepted in our schools.

Q. Have the students caught on film been punished?

The Department will not comment on details of individual student disciplinary decisions.

In instances of bullying there is no one-size-fits-all approach to providing support or to implementing consequences. Each instance needs to be considered on an individual basis and within the context of the school and its community.

The Department strongly supports its principals in taking decisive action when dealing with any incident of bullying or violence that occurs.

There is a range of disciplinary consequences available to principals to respond to behaviour involving physical misconduct. Suspensions and exclusions are considered last resort options to address unacceptable student behaviour and are used only after consideration has been given to all other appropriate strategies.

Q. Is the Department worried that the important messages of Bullying. No Way! and the National Day of Action against Bullying and Violence are not being followed by Queensland Schools?

Bullying is a complex issue that requires a response from the whole community. Research in this area tells us that as a community we continue to have a lot of work to do to stop bullying.

The Department does not shy away from the fact that unfortunately there are instances of bullying occurring in our schools. We also recognise that schools have an important role to play in addressing and preventing bullying.

I am proud that Queensland leads the national Safe and Supportive School Communities working group, providing evidence-based information and advice on bullying, harassment and violence through the Bullying. No Way! website and coordinating the National Day of Action (NDA) Against Bullying and Violence in March each year.

The NDA occurring on 17 March 2017, provides a focus for schools and the wider school community, including parents and carers, to strengthen their messages against bullying and violence.

The Department looks forward to the 2017 NDA where again almost one million Australian students will take a stand against bullying and showcase their anti-bullying activities and raise awareness for this important message.

Q. Parents in the Bullied program were unhappy with the schools' responses to their bullying concerns. What are parents supposed to do to get action?

Students and parents are strongly encouraged to report cases of bullying to their school principal or their closest Department of Education and Training regional office.

For parents, the Department's website provides information about the signs and symptoms that may indicate their child may be experiencing bullying.

The website also suggests that parents gather information from their child and contact the school. Advice for parents when contacting the school includes:

- remaining calm and constructive;
- being as clear as possible;
- asking what steps will be taken and if an action plan is to be developed with strategies for home and school; and
- keeping records of contact with the school and maintain contact with the school, including providing updates on the situation

Further advice for parents is available on the Bullying. No Way! website.

Q. What should schools be doing when parents report bullying concerns?

Bullying is a complex issue and there is no one-size-fits-all approach. A flowchart is provided on the Department's website, which provides a step-by-step response to reported bullying.

The flowchart recommends that, after a student reports an incident of bullying, school staff:

- listen carefully and document the student's account, being careful not to dismiss their concerns or make them feel that they are at fault;
- inform the student what they intend to do in response to the information and the incident;
- provide suggestions to the student, if appropriate, about what to do if a similar situation occurs;
- record the incident/student contact in OneSchool (student management data);
- notify appropriate personnel;
- action or refer the incident to the responsible officer (year coordinator, deputy principal, guidance officer) as per the school's process described in the Responsible Behaviour Plan; and
- contact the parent/guardian to inform them of the incident and the course of action undertaken. They might refer the parent to the responsible officer at the school for further consultation, if required.

Q. How were they allowed to film covertly at school? Do Queensland schools encourage/allow the filming of students while at school?

Legislation – covert filming

In other states and territories, there is a specific prohibition on the use of a listening device (such as a mobile phone or hidden film camera) to record a private conversation without the consent of the participants to that conversation. Such legislation also generally restricts publishing or 'showing' unauthorised recordings that were obtained by using such a listening device.

Queensland does not have specific legislation that regulates the use of audio or visual recording devices. However, s227 of *Criminal Code 1988* contains some limited provisions regarding the use of visual recording devices, but only relating to the filming of a private act (for example showering, nudity, toileting, sexual activity).

Departmental procedure

While the covert filming in this program was not against Queensland legislation, it raises significant concerns under school procedures.

The Department's *Information Communication and Technology* procedure outlines appropriate use of mobile phones or other recording devices by students in schools and includes detail that inappropriate uses of a mobile phone at school includes to:

"invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material"

The Department does not support any covert filming or filming of students without their permission. Any student or parent with concerns about incidents occurring at school should discuss these directly with the Principal. However, in the instances outlined in the 'Bullied' program, the schools have chosen to support the students who experienced the bullying rather than punishing them for inappropriate use of technology.

Confidential detail

Q. Are these students still enrolled at the schools shown in the program?

The student from Beerwah SHS has transitioned to Brisbane School of Distance Education. This occurred with support from the Guidance Officer.. His sister is still enrolled at Beerwah SHS

The student from Roma State College is still at that school, in Year 11 this year.

Briefing Note

Director-General

Department of Education and Training

Action required: With Correspondence

Action required by: 21 February 2017

Routine: To support correspondence to section 47 (3)(b) of the RTI Act

SUBJECT: ALLEGED BULLYING OF s 47(3)(b) of the RTI Act
OF BARDON AND MILTON STATE SCHOOLS

Summary of key objectives

- To provide background information to support a response to s 47(3)(b) of the RTI Act
s 47(3)(b) of the RTI Act

Key issues

s 47(3)(b) of the RTI Act

1.

2.

Implications

- The Metropolitan Region is not aware of any legal, financial or media implications.

Background

Bardon State School – alleged bullying of s 47(3)(b) of the RTI Act

s 47(3)(b) of the RTI Act

4.

5.

6.

7.

8.

9.

section 47 (3)(b) of the RTI Act

10

11

12

13

14

15

16

17

18

Released under the RTI
Act by DOE

19.

section 47 (3)(b) of the RTI Act

20.

contrary to public interest

21.

contrary to public interest

22.

23.

24.

25.

26.

27.

28.

29.

Ea

30.

31.

32.

Released under the RTI
Act by DOE

33

section 47 (3)(b) of the RTI Act

34

Right to information

35. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication as they contain confidential information about parents and students.

Released under the RTI
Act by DOE

Recommendation

That the Director-General

- **Note** the background information provided to inform the response to s 47(3) and s 47(3)(b) of the; and
- **Sign** the outgoing response letter.

NOTED / APPROVED/ NOT APPROVED

DR JIM WATTERSTON
Director-General
Department of Education and Training

/ /

☐ Copy to Minister's Office

Director-General's comments

Action Officer
 Christine Marsh
 Principal Policy Officer
 Metropolitan Region

Tel: 302 88024

Endorsed by:
 Michael Middis
 Principal Advisor Regulation
 Metropolitan Region

Tel: 302 88077
 Mob:
 Date: 8 / 02 / 17

Endorsed by:
 Karen Sweedman
 Director Regional Services
 Metropolitan Region

Tel: 302 88196
 Mob:
 Date: 8 / 02 / 17

BULLYING (INCLUDING CYBERBULLYING AND SEXTING)

KEY POINTS:

- Bullying is not tolerated in Queensland state schools.

What does the department do to ensure schools have robust anti-bullying programs?

- Every Queensland state school has a *Responsible Behaviour Plan for Students*, which sets out clear standards of behaviour they expect from their students.
- The *Responsible Behaviour Plan* also outlines what actions the school will take when bullying is reported, and the strategies used by the school to address bullying.
- The Department has comprehensive policies and procedures to help create safe and supportive school environments for teachers and students.
- Through our policy and procedures, and the programs we support, the Department expects every school to tackle this serious issue in an informed way and make use of what we know from research is best practice.
- As the lead jurisdiction in the Safe and Supportive School Communities Working Group, Queensland drives the provision of evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students.
- Schools also use the national *Bullying. No Way!* website to access information, resources and successful practices to counter bullying, harassment and violence in Australian schools.
- Resources on the *Bullying. No Way!* website include lesson plans; promotional materials; apps; and resources linked to curriculum supported by all Education Ministers and jurisdictions across Australia.
- In addition, schools have a range of support services available, such as guidance officers, chaplains and student welfare workers, to support students.
- The Department's Behaviour website provides advice to students about what they should do if they are being bullied, including:
 - telling someone about it, such as school staff or someone in their family;
 - telling the bully that they don't like it and, if they think it is safe, talking to the bully about whether they can sort out any problems between them;

- ignoring the person bullying them;
- not trying to get back at the bully; and
- hanging around people who make them feel good.

Cyberbullying (including sexting)

- Cybersafety is part of the daily conversation in schools and students are regularly taught about the appropriate use of technologies such as mobile phones, iPads and laptops.
- If a school becomes aware of inappropriate online behaviour, it will investigate it in the same way as face-to-face bullying. In addition, principals may request the Department's cybersafety team to investigate and respond, if necessary. The Department will also seek to shut down any social networking page or other sites that contain inappropriate, offensive or threatening content involving state school students or staff.

Positive Behaviour for Learning

- Approximately 43% of state schools are implementing Positive Behaviour for Learning (PBL), with training and support provided by Regional PBL Coordinators.
- The *Bullying. No Way!* as a trusted government site, attracts over 40,000 visitors a month and over 2.24 million page visits per year.
- On 21 September 2016, a new *Bullying. No Way!* website was launched. The redevelopment of the website ensures that the site remains current, accessible, appealing and secure.
- Friday, 17 March 2017 is the 7th annual *National Day of Action against Bullying and Violence*. On 18 March 2016, more than 930,000 students across the country 'took a stand together' on the National Day. In 2016, 416 Queensland state schools registered and over 228,000 Queensland state school students participated on the day, getting involved and taking a stand to show students that bullying of any kind is not acceptable.
- The Department does not centrally record instances of bullying that occur in Queensland state schools. While bullying incidents are not recorded in a manner that allows prevalence to be stated, the best research tells us that bullying is experienced by approximately 1 in 4 students.
- State results from the 2016 School Opinion Survey indicate that:
 - there was 92.4% total agreement from students to the question "I feel safe at my school". This is up from 90.9% in 2012; and

- there was 79.7% total agreement from students to the question “Student behaviour is well managed at my school”. This is up from 75% in 2012.

Cybersafety team sessions

- The Department’s Cybersafety and Reputation Management team delivers sessions on online safety and positive digital footprints.
- In 2016, the Cybersafety and Reputation Management team presented 248 cybersafety sessions at 104 school locations to in excess of 34,000 students.
- The team has presented another 30 staff cybersafety information sessions to 815 staff and 16 parent sessions to 335 parents.
- The team commenced presenting to students in July 2013 and since that date have presented 707 sessions at 273 unique schools to 91,500 students.

What avenues do parents have to raise concerns when they think the school is not taking bullying claims seriously enough?

- Students and parents are strongly encouraged to report cases of bullying to their school principal or their closest Department of Education and Training regional office.
- A flowchart is provided on the Department’s Behaviour website, which provides a step by step response to reported bullying.
- The flowchart recommends that, after a student reports an incident of bullying, school staff:
 - listen carefully and document the student’s account, being careful not to dismiss their concerns or make them feel they are at fault;
 - inform the student what they intend to do in relation to the information and the incident;
 - provide suggestions to the student, if appropriate, about what to do if the incident occurs again;
 - record the incident/student contact in OneSchool (student management data);
 - notify appropriate personnel;
 - action or refer the incident to the responsible officer (Year Coordinator, Deputy Principal, Guidance Officer) as per the school’s process described in the Responsible Behaviour Plan; and
 - contact the parent/guardian to inform them of the incident and the course of action undertaken. They might refer the parent to the responsible officer at the school for further consultation, if required.

Branch contact: Natalie Swayn, A/ED, Student Wellbeing and Support
Assistant Director-General: Bevan Brennan

Mobile: [contrary to public in
Section 47 (3)(b) of the
TRIM: 17/56367]

What should students do if they see, or experience bullying in their school?

- Further advice for students is available on the *Bullying. No Way!* site. This site provides tips and strategies to deal with bullying, in all its forms, as well as what to do if students witness bullying. Strategies include:
 - tell someone;
 - walk away; and
 - help the person being bullied.

What advice does the Department have to assist parents if they learn their child is being bullied?

- For parents, the Department's Behaviour website provides signs and symptoms that their child is being bullied.
- The website also suggests that parents gather information from their child and contact the school. Advice for parents when contacting the school includes:
 - remaining calm and constructive;
 - being as clear as possible;
 - asking what steps will be taken and if an action plan is to be developed with home and school strategies; and
 - keeping records of contact they have with the school and continuing to keep in contact with the school and provide updates on the situation.
- Further advice for parents is available on the *Bullying. No Way!* website, including:
 - listen calmly and stay positive;
 - do not advise your child to fight the other child;
 - contact the school;
 - seek help for your child to deal with bullying and difficult people; and
 - check in regularly with your child.

Online Safety Agreement – National Partnership with the Office of the eSafety Commissioner

- On 7 June 2016, Minister Jones signed a National Partnership Agreement for the delivery of online safety programmes to selected schools.
- This agreement secures federal funding over 2016 and 2017 to enable identified Queensland schools to receive up to \$4000 per school to participate in an online safety programme delivered by a provider certified by the Office of the eSafety Commissioner.

Branch contact: Natalie Swayn, A/ED, Student Wellbeing and Support
Assistant Director-General: Bevan Brennan

Mobile: contrary to public
Mobile: Section 47 (3)(b) of the
TRIM: 17/56367

- Approximate funding amounts are:
 - \$988,502 for Queensland State Schools;
 - \$237,144 for Queensland Catholic Schools; and
 - \$146,917 for Queensland Independent Schools.
- 173 Queensland schools (across the three sectors) were selected under this project agreement for initial receipt of the funding opportunity. Those schools are accessing relevant online safety training for their school communities.
- In March 2017, DET is offering four online webinars presented by Alannah and Madeline Foundation's certified online safety providers for selected schools to attend. These sessions will be delivered for primary and secondary students, teachers and parents.

—

Released under the
Act by DOE

Branch contact: Natalie Swayn, A/ED, Student Wellbeing and Support
Assistant Director-General: Bevan Brennan

Mobile: contrary to public in
Mobile: Section 47 (3)(b) of the
TRIM: 17/56367

Office of the Honourable Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events

MINISTERIAL CAUCUS LIAISON RESPONSE

Hon. Grace Grace (MP) Member for Central Brisbane

SUBJECT: Anti-bullying efforts and LGBTIQ community safety in schools

- The Department of Education and Training (DET) is committed to ensuring schools are safe and inclusive learning environments where all students can reach their full potential regardless of their gender, race, disability, appearance or sexual identity.
- DET's *Inclusive Education Policy Statement* ensures that schools are supportive and engaging places for all school community members and builds communities that value, celebrate and respond to diversity. The *Inclusive Education Policy Statement* can be accessed on the [DET website](#).
- DET's *Diversity in Queensland Schools* document assists principals in making decisions regarding the most appropriate support of students who identify as LGBTIQ and includes practical advice as well as links to further resources such as the Bullying. No Way! website.
- The Safe Schools program is currently funded by the Federal Government and is designed to work with participating schools to increase confidence and capacity among principals and teachers to build a supportive school community for all students.
- Queensland schools reflect the diverse nature of communities across Queensland. Every day, principals respond to the unique learning and support needs of their school population to ensure every student has the opportunity to learn and succeed in a safe, supportive, inclusive and disciplined learning environment.
- Principals, in consultation with parents and the school community, are in the best position to make decisions about the most appropriate programs to meet the needs of their students.
- Where the principal has consulted with the school community, they may decide to adopt aspects of the Safe Schools program for delivery in their school.
- Queensland state schools take a whole-school approach to bullying, using evidence-based strategies as part of the curriculum, to tackle the complex issue of bullying.
- State schools determine behaviour support practices and strategies to meet the individual needs of students, based on research and identified need in their school community.
- In instances of bullying there is no one-size-fits-all approach to providing support. Each instance is dealt with individually and within the context of the school environment.
- Individual schools will carefully select what approach is used to combat bullying in consultation with the school community, to meet the specific needs of their students.
- DET ensures that it makes available a range of evidence-based resources and provides links to national resources for schools to access. For example:
 - DET's [Preventing Bullying and Violence](#) page provides high quality resources and advice for teachers, parents and students to manage bullying and proactively prevent incidents.
 - DET also links schools to the [Student Wellbeing Hub](#) website, which has resources and training for schools, parents and students designed to build safe and supportive schools.

- DET's Behaviour website provides advice to students about what they should do if they are being bullied, including:
 - telling someone about it, such as school staff or someone in their family;
 - telling the bully that they don't like it and, if they think it is safe, talking to the bully about whether they can sort out any problems between them;
 - ignoring the person bullying them;
 - not trying to get back at the bully; and
 - hanging around people who make them feel good.
- The national Bullying. No way! website, managed by Queensland, is the primary mechanism for sharing information, resources and successful practices to counter bullying, harassment and violence in Australian schools. This site provides a range of resources and advice for staff, parents and students.
- The Bullying. No Way! website provides advice, tips and strategies for students to deal with bullying, in all its forms, as well as what to do if students witness bullying. Strategies include:
 - stay positive and be confident;
 - tell someone;
 - walk away; and
 - help the person being bullied.
- A flowchart is provided on DET's Behaviour website, which provides a step by step response to reported bullying for schools to follow. Students and parents are strongly encouraged to report cases of bullying to their school principal or their closest DET regional office.
- A range of support staff are available to support students and their families, including guidance officers, youth support coordinators, school-based youth health nurses, community liaison officers and chaplains, all of whom can refer students to appropriate supports within the school and community as required.

Contact Officer:

Jean Smith
 A/Executive Director
 State Schools – Operations
 Ph: 3513 5953

Approved by:

Hayley Stevenson
 A/Assistant Director-General
 State Schools – Operations
 Ph: 3513 5836

Office of the Honourable Kate Jones MP

Minister for Education

Minister for Tourism and Major Events

MINISTERIAL CAUCUS LIAISON RESPONSE

Dr Anthony Lynham MP, Member for Stafford

On behalf of Queen of Apostles Primary School, Stafford

SUBJECT: Bullying and Conflict Resolution resources for schools

- The Department of Education and Training's website provides documents and resources to support principals, teachers, students, parents and the community to create and nurture safe, supportive and disciplined school environments at: www.behaviour.education.qld.gov.au.
- The *"Bullying. No Way!"* Program is coordinated by the Queensland Government on behalf of Australia's school communities. The website provides a teaching resources catalogue which includes lesson plans, classroom activities and resources which have been reviewed by educators as suitable for use in the classroom. Further information can be found at: www.bullyingnoway.gov.au
- These resources are available for all Queensland schools to access.
- In addition, the Queensland Catholic Education Commission website provides links to programs and resources developed to support student health and wellbeing (including anti-bullying) at: www.qcec.catholic.edu.au/educational-services/student-wellbeing.
- Brisbane Catholic Education (BCE) is the governing body of Queen of Apostles Primary School. The BCE office may also be able to provide assistance or advice on resources developed specifically for BCE schools. BCE can be contacted on 3033 7000.

Contact Officer:

Christine Rutledge
Manager

Office of Non-State Education
Ph: 351 36742

Approved by:

Amanda Dulvarie
Executive Director

Portfolio Services & External Relations
Ph: 303 44763

**The Honourable Grace Grace MP
Minister for Education and
Minister for Industrial Relations**

CORRESPONDENCE DOT POINTS

SUBJECT: s 47(3)(b) of the RTI Act
STATE HIGH SCHOOL
s 47(3)(b) of the RTI Act

BULLYING OF s 47(3)(b) of the RTI Act
AND s 47(3)(b) of the RTI Act
AT GLENMORE

Background

- s 47(3)(b) of the RTI Act
-

Bullying Response Team actions to date:

- s 47(3)(b) of the RTI Act
-
-
-
-
-
-
-

CQR actions to date:

- s 47(3)(b) of the RTI Act
-
-
-
-

section 47 (3)(b) of the RTI Act

- The region will continue to provide support as requested.

CONFIDENTIAL:

section 47 (3)(b) of the RTI Act

Released under the RTI
Act by DOE

Contact Officer:

Trish Collins
Director Regional Services
Central Queensland Region
Ph: 4932 4011
Date: 24 April 2018

Approved by:

Kim Fredericks
Regional Director
Central Queensland Region
Ph: 4932 4051

Released under the RTI
Act by DOE

CORRESPONDENCE DOT POINTS

SUBJECT: Complaint received by the Queensland Ombudsman from
s 47(3)(b) of the RTI Act regarding bullying at Tullawong State School

- s 47(3)(b) of the RTI Act

-

-

-

-

-

-

-

Released under the RTI
Act by DOE

Contact Officer:

Natalie Swayn
Director Behaviour/Stand Up Team
State Schools – Operations
Ph: 3513 5953

Approved by:

Hayley Stevenson
A/Assistant Director-General
State Schools – Operations
Ph: 3513 5836

The Honourable Grace Grace MP
Minister for Education and
Minister for Industrial Relations

CORRESPONDENCE DOT POINTS

SUBJECT: BULLYING AT WELLINGTON POINT STATE HIGH SCHOOL

- On [s 47(3)(b) of the RTI Act] the Queensland Ombudsman referred [s 47(3)(b) of the RTI Act]
complaint regarding bullying of [s 47(3)(b) of the RTI Act]

[s 47(3)(b) of the RTI Act]

- [s 47(3)(b) of the RTI Act]

[s 47(3)(b) of the RTI Act]

Contact Officer:
Natalie Swayn
Director Behaviour/Stand Up Team
State Schools – Operations
Ph: 3513 5953
Date: 25 May 2018

Approved by:
Hayley Stevenson
A/Assistance Director-General
State Schools – Operations
Ph: 3513 5836

Noted - NFA required for incoming corres.
Hayley Stevenson
30/5/18

Ref: 18/233526

Briefing Note

Chief of Staff

Office of the Minister for Education and
Minister for Tourism and Major Events
and the Commonwealth Games

Action required: With Correspondence

Action required by: ASAP

Routine – information to support urgent correspondence.

SUBJECT: s 47(3)(b) of the RTI Act

s 47(3)(b) of the RTI Act

**COMPLAINT ABOUT ALLEGED ONGOING BULLYING
AT SPRINGWOOD STATE HIGH SCHOOL.**

Summary of key objectives

- To provide background information and advice in relation to correspondence received from s 47(3)(b) of the RTI Act regarding allegations of bullying of s 47(3)(b) of the RTI Act at Springwood State High School.

Key issues

1. s 47(3)(b) of the RTI Act

2.

3.

4.

5.

6.

7.

8.

9.

10.

Media Implications

10. Potential for negative media relating to bullying in Queensland State Schools.

Financial Implications

11. Springwood State High School has applied and been granted additional regional funding to assist in supervising s 47(3)(b) of

Legal Implications

12. s 47(3)(b) of the RTI Act

Background

13. s 47(3)(b) of the RTI Act

14.

Right to information

15. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Released under the RTI
Act by DOE

Recommendation

That the Chief of Staff:

- **note** the information in relation to s 47(3)(b) of the R allegations of bullying of s 47(3)(b) of s 47(3)(b) of at Springwood State High School.
- **sign** the attached letter to s 47(3)(b) of the (Attachment 1).

NOTED

MATTHEW JUTSUM
Chief of Staff
Office of the Hon Kate Jones MP
Minister for Education and
Minister for Tourism, Major Events
and the Commonwealth Games

/ /
Chief of Staff's comments

Action Officer
Lynn Lloyd
Senior Complaints and
Information Officer
Tel: 5656 6626

Endorsed by
Julie Willis, Principal Adviser
on Regional Director, South
East
Tel: 5656 6620
Mod s 47(3)(b) of the RTI
Date: 05/06/2017

Pages 152 through 189 redacted for the following reasons:

Exempted informaiton - Cabinet information

Exempted information - Cabinet informationExempted information - Schedule 3, section 6 of the RTI Act - contempt of Parliament

Exempted information - cabinet information
section 47 (3)(b) of the RTI Act

Released under the RTI
Act by DOE

BULLYING (INCLUDING CYBERBULLYING, SEXTING AND SUICIDE)

KEY POINTS:

- Bullying is not tolerated in Queensland state schools.

What does the Department do to ensure schools have robust anti-bullying programs?

- Bullying is a complex issue. It is important that students, parents and other concerned persons report bullying concerns to the school to allow them to investigate and support the students involved.
- I would parents and students to talk to their school and if they are not satisfied with the response, to contact their regional office.
- The Department continues to maintain a firm stance that bullying and violence are never ok. However, as bullying is a complex community wide issue the Department cannot guarantee that bullying will never occur.
- Every Queensland state school has a *Responsible Behaviour Plan for Students*, which sets out clear standards of behaviour they expect from their students.
- The *Responsible Behaviour Plan* also outlines what actions the school will take when bullying is reported, and the strategies used by the school to address bullying.
- The Department has comprehensive policies and procedures to help create safe and supportive school environments for teachers and students.
- Through our policy and procedures, and the programs we support, the Department expects every school to tackle this serious issue in an informed way and make use of what we know from research is best practice.
- The Department does not report centrally on instances of bullying that occur in Queensland state schools. All behaviour incidents (including bullying incidents) are recorded in OneSchool, however, the behaviour may be categorised in other ways, such as verbal misconduct or physical misconduct rather than as bullying. While bullying incidents are not recorded in a manner that allows prevalence to be stated, the best research tells us that bullying is experienced by approximately 1 in 4 students.
- Research in this area tells us that bullying is a community-wide issue and as a community we continue to have work to do to stop bullying.

- The Department does not shy away from the fact that unfortunately there are instances of bullying occurring in our schools. We also recognise that schools have an important role to play in addressing and preventing bullying.
- State results from the 2016 School Opinion Survey indicate that:
 - there was 92.4% total agreement from students to the question “I feel safe at my school”. This is up from 90.9% in 2012; and
 - there was 79.7% total agreement from students to the question “Student behaviour is well managed at my school”. This is up from 75% in 2012.

Bullying. No Way! and National Day of Action – lead by Qld

- As the lead jurisdiction in the Safe and Supportive School Communities Working Group, Queensland drives the provision of evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students.
- The *Bullying. No Way!* site is a trusted government site, lead by Queensland on behalf of all jurisdictions and sectors. The site attracts over 40,000 visitors a month and over 2.24 million page visits per year.
- Schools also use the national *Bullying. No Way!* website to access information, resources and successful practices to counter bullying, harassment and violence in Australian schools.
- Resources on the *Bullying. No Way!* website include lesson plans, promotional materials, apps, and resources linked to curriculum supported by all Education Ministers and jurisdictions across Australia.
- On 21 September 2016, a new *Bullying. No Way!* website was launched. The redevelopment of the website ensures that the site remains current, accessible, appealing and secure.
- The 7th annual *National Day of Action against Bullying and Violence* was held on 17 March 2017 with more than 840,000 students across the country ‘taking a stand together’ on the National Day. In 2017, more than 400 Queensland state schools registered and more than 210,000 Queensland state school students participated on the day, getting involved and taking a stand to show students that bullying of any kind is not acceptable.

Positive Behaviour for Learning

Branch contact:

Jean Smith - Director, Behaviour, State Schools – Operations (SSO)

Bevan Brennan - Assistant Director-General, SSO

Ph: 3513 5953

Mobile: s 47(3)(b) of the RTI Act

TRIM: 17/188187

- Approximately 46% of state schools are implementing Positive Behaviour for Learning (PBL), with training and support provided by Regional PBL Coordinators.

Support Services

- In addition, schools have a range of support services available, such as guidance officers, chaplains and student welfare workers, to support students.
- In Queensland schools, Guidance Officers are recognised as the most appropriate staff to manage concerns in relation to suicide and mental health issues. Senior Guidance Officers (SGOs) and Guidance Officers (GOs) provide a comprehensive student support program focusing on the social and emotional wellbeing of students and have a vital role to play in supporting the prevention of suicide and the postvention support in the school community.
- In addition, the Department has established eight mental health coach (MHC) positions to provide leadership and direction in the planning and implementation of mental health and wellbeing initiatives. The role includes the development of coordinated and preventative responses to complex mental health and wellbeing issues such as suicide prevention and postvention.
- The MH coaches have actioned key recommendations in the Queensland Suicide Prevention Action Plan 2015-17, by working in partnership with headspace to deliver STORM suicide prevention and postvention training and Suicide Risk Continuum (SRC) Training to over 600 primary and secondary SGOs and GOs during 2016 and 2017.
- The MH coaches continue to work with SGOs in their regions to consolidate the STORM suicide prevention and postvention training by providing advice on the development of a regional suicide postvention support strategy, including postvention plans in each school.
- If a school is impacted by a suicide, schools are able to make a notification to the headspace School Support Team (hSS). The hSS team is able to work closely with schools to implement evidence based suicide postvention.

Cyberbullying (including sexting)

- Cybersafety is part of the daily conversation in schools and students are regularly taught about the appropriate use of technologies such as mobile phones, iPads and laptops.
- If a school becomes aware of inappropriate online behaviour, it will investigate it in the same way as face-to-face bullying. In addition,

Branch contact:

Jean Smith - Director, Behaviour, State Schools – Operations (SSO)
Bevan Brennan - Assistant Director-General, SSO

Ph: 3513 5953
Mobile: s 47(3)(b) of the RTI
TRIM: 17/188187

principals may request the Department's cybersafety team to investigate and respond, if necessary. The Department will also seek to shut down any social networking page or other sites that contain inappropriate, offensive or threatening content involving state school students or staff.

Cybersafety team sessions

- The Department's Cybersafety and Reputation Management team delivers sessions on online safety and positive digital footprints.
- In 2016, the Cybersafety and Reputation Management team presented 248 cybersafety sessions at 104 school locations to approximately 34,000 students.
- The team has presented another 30 staff cybersafety information sessions to 815 staff and 16 parent sessions to 335 parents.
- In Term 1, 2017, the Cybersafety and Reputation Management team presented 64 cybersafety sessions at 28 school locations to over 7,500 students and 350 staff.
- The team has presented a further 7 staff and 2 parent sessions to over 450 attendees.
- The team commenced presenting to students in July 2013 and since that date have presented in excess of 707 sessions at 273 unique schools to 91,500 students.

What avenues do parents have to raise concerns when they think the school is not taking bullying claims seriously enough?

- Students and parents are strongly encouraged to report cases of bullying to their school principal or their closest Department of Education and Training regional office.
- A flowchart is provided on the Department's Behaviour website, which provides a step by step response to reported bullying.
- The flowchart recommends that, after a student reports an incident of bullying, school staff:
 - listen carefully and document the student's account, being careful not to dismiss their concerns or make them feel they are at fault;
 - inform the student what they intend to do in relation to the information and the incident;
 - provide suggestions to the student, if appropriate, about what to do if the incident occurs again;

Branch contact:

Jean Smith - Director, Behaviour, State Schools – Operations (SSO)

Bevan Brennan - Assistant Director-General, SSO

Ph: 3513 5953

Mobile: s 47(3)(b) of the RTI

TRIM: 17/188187

- record the incident/student contact in OneSchool (student management data);
- notify appropriate personnel;
- action or refer the incident to the responsible officer (Year Coordinator, Deputy Principal, Guidance Officer) as per the school's process described in the Responsible Behaviour Plan; and
- contact the parent/guardian to inform them of the incident and the course of action undertaken. They might refer the parent to the responsible officer at the school for further consultation, if required.

What should students do if they see, or experience bullying in their school?

- Further advice for students is available on the *Bullying No Way!* site. This site provides tips and strategies to deal with bullying, in all its forms, as well as what to do if students witness bullying. Strategies include:
 - tell someone;
 - walk away; and
 - help the person being bullied.

What advice does the Department have to assist parents if they learn their child is being bullied?

- For parents, the Department's Behaviour website provides signs and symptoms that their child is being bullied.
- The website also suggests that parents gather information from their child and contact the school. Advice for parents when contacting the school includes:
 - remaining calm and constructive;
 - being as clear as possible;
 - asking what steps will be taken and if an action plan is to be developed with home and school strategies; and
 - keeping records of contact they have with the school and continuing to keep in contact with the school and provide updates on the situation.

Branch contact:

Jean Smith - Director, Behaviour, State Schools – Operations (SSO)
Bevan Brennan - Assistant Director-General, SSO

Ph: 3513 5953

Mobile s 47(3)(b) of the RTI Ac

TRIM: 17/188187

- Further advice for parents is available on the *Bullying. No Way!* website, including:
 - listen calmly and stay positive;
 - do not advise your child to fight the other child;
 - contact the school;
 - seek help for your child to deal with bullying and difficult people; and
 - check in regularly with your child.

Online Safety Agreement – National Partnership with the Office of the eSafety Commissioner

- On 7 June 2016, Minister Jones signed a National Partnership Agreement for the delivery of online safety programmes to selected schools.
- This agreement secured federal funding over 2016 and 2017 to enable identified Queensland schools to receive up to \$4,000 per school to participate in an online safety programme delivered by a provider certified by the Office of the eSafety Commissioner.
- Approximate funding amounts are:
 - \$988,502 for Queensland State Schools;
 - \$237,144 for Queensland Catholic Schools; and
 - \$146,917 for Queensland Independent Schools.
- In 2016, 173 Queensland schools (across the three sectors) were selected under this project agreement for receipt of the funding opportunity. Those schools accessed relevant online safety training for their school communities.
- In 2017, a further 173 schools (across the three sectors) have been identified to receive this funding and will choose a certified provider to provide an online safety program to students, parents or teachers.

Branch contact:

Jean Smith - Director, Behaviour, State Schools – Operations (SSO)

Bevan Brennan - Assistant Director-General, SSO

Ph: 3513 5953

Mobile: s 47(3)(b) of the RTI

TRIM: 17/188187

Pages 196 through 200 redacted for the following reasons:

Exempted information - cabinet information

Released under the RTI
Act by DOE

PREMIER BRIEF

TOPIC

Hilliard State School

PROJECT/ISSUE

Bullying incident

KEY POINTS

- The Palaszczuk Government is committed to enabling safe and supportive school environments to assist every student to learn and have the opportunity to reach their potential.
- The Department of Education and Training (DET) is committed to ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive and disciplined learning environment. Bullying, harassment, discrimination and violence are actions and behaviours that are not acceptable or tolerated in Queensland schools.
- DET's *Statement of expectations for a disciplined school environment* outlines the expectation that schools use positive whole school approaches to managing behaviour, including strategies to help prevent bullying and violence.
- Every Queensland state school has a Responsible Behaviour Plan for Students (RBPS), developed in consultation with the school community, that clearly outlines the standard of behaviour expected from students and the consequences when those standards are not met.
- Each instance of bullying needs to be considered on an individual basis and within the context of the school environment. Principals may take disciplinary action against students who have engaged in bullying.
- The Government supports principals in taking strong action against inappropriate behaviour, including bullying, and having the power to act quickly and effectively when serious behaviour incidents occur.
- The Department provides a range of resources and supports to schools to assist them to build safe, supportive and inclusive schools. The Department's *Preventing Bullying and Violence* page provides high quality resources and advice for teachers, parents and students to manage bullying and proactively prevent incidents.

Contact: Jo Calvert
Department: Principal Advisor Education Services, South East Region
Telephone: s 47(3)(b) of the RTI Act
Date: 31/03/217

- Queensland continues to chair the national Safe and Supportive School Communities (SSSC) working group, a national network of education jurisdictions supporting schools to implement workable solutions to bullying, harassment and violence. The SSSC coordinates the annual National Day of Action against Bullying and Violence on behalf of all Australian jurisdictions and sectors.
- The national *Bullying. No Way!* website, hosted by the Department, is the primary mechanism for sharing information, resources and successful practices to counter bullying, harassment and violence in all Australian schools.

The incident

s 47(3)(b) of the RTI Act

-
-
-
-
-
-
-
-

Released under the RTI Act by DOE

Contact: Jo Calvert
 Department: Principal Advisor Education Services, South East Region
 Telephone: contrary to public inte
 Date: 31/03/217

-
-
-
-
-
-
-

Released under the RTI Act by DOE

RIGHT TO INFORMATION

- I am of the view that the contents or attachments contained in this brief **are suitable/are not suitable** for publication.

Contact: Jo Calvert
Department: Principal Advisor Education Services, South East Region
Telephone: s 47(3)(b) of the RTI Act
Date: 31/03/217

Pages 204 through 206 redacted for the following reasons:

Exempted information - cabinet information

Released under the RTI
Act by DOE

Agenda

DDG State Schools and A/ADG SSO Meeting Agenda

Date:	Friday 2 nd March 2018
Time:	10:00am – 10:45am
Venue:	DDG SS Office – Level 22, Education House, 30 Mary Street, Brisbane

Summary – Key matters and progress

ADG key priorities
Bullying and NDA

Matters for discussion (for DDG to note)	Papers
1. outside the scope	
2.	
3.	
4.	
5.	

Briefs for discussion
6.

With Minister's Office	Papers
7. outside the scope	
8.	
9.	

Agenda

DDG State Schools and ADG SSO Meeting Agenda

Date:	Wednesday, 31 January 2018
Time:	2:00pm – 2:45pm
Venue:	DDG SS Office – Level 22, Education House, 30 Mary Street, Brisbane

Summary – Key matters and progress

ADG key priorities

Bullying Stand Up Team

outside the scope

Matters for discussion (for DDG to note)		Papers
1.	outside the scope	
2.		

Briefs for discussion

3.	outside the scope	
4.		
5.		

With Minister's Office		Papers
6.	Nil	

Agenda

DDG State Schools and ADG SSO Meeting Agenda

Date:	Friday, 19 January 2018
Time:	10:30am – 11:15am
Venue:	DDG SS Office – Level 22, Education House, 30 Mary Street, Brisbane

Summary – Key matters and progress

ADG key priorities

Cyber-bullying

outside the scope

Matters for discussion (for DDG to note)

Papers

1.	outside the scope	
2.		
3.		
4.		
5.		

Briefs for discussion

6.	Nil	
----	-----	--

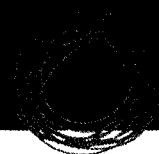
With Minister's Office

Papers

7.	Nil	
----	-----	--

Agenda

clever • skilled • creative



DDG SS and ADG SSO Fortnightly meeting agenda

Date:	Monday, 13 March 2017
Time:	1:30pm – 2:15pm
Venue:	DDG SS Office – Level 22, Education House, 30 Mary Street, Brisbane

Summary – Key matters and progress

Matters for discussion (for DDG to note)		Papers
1.	outside the scope	
2.		
3.		
4.		
5.		

Briefs for discussion		
6.	17/128160 – Bullied TV program	Paper attached
	DDG SS Office	
	Nil	

Ref: 17/133878

Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism, Major Events
and the Commonwealth Games

Action required: For Noting

Action required by: 14 March 2017

Critical – ABC 'Bullied' TV program is airing on 14 and 21 March 2017 featuring bullying experiences of two students from two Queensland Schools.

SUBJECT: ABC 'BULLIED' PROGRAM AIRING 14 AND 21 MARCH 2017

Summary of key objectives

- To provide the Minister with information in relation to 'Bullied', a tv program airing on the ABC on 14 and 21 March 2017.

Key issues

- 'Bullied' is a two-part series hosted by Ian Thorpe that will be broadcast on ABC on 14 March 2017 at 8.30 pm, with the second episode being broadcast on 21 March 2017 at 8.30 pm. The first episode on 14 March 2017 will finish with a promotion for the episode screening the following week.
- 'Bullied' centres on the bullying incidents experienced by two students, a male student (Kelsey) from Beerwah State High School (SHS) and a female student (Chloe) from Roma State College (SC). The two students nominated themselves to be featured on the show. The program creators equipped the students with covert filming devices to capture their experiences at school.
- Central and regional offices have worked extensively with both schools since the production company revealed the student involvement, supporting them through the post student covert filming. Director, Media, Community Engagement and Partnerships, has provided direct support to the principal of each school, assisting as a liaison with the production company, attending some filming and assisting with preparation for possible media interest. Regional office staff have worked with each school assisting with development of support plans.

Media Implications

- This program is airing on ABC national television. Given the content and timing so close to the National Day of Action against Bullying and Violence on 17 March 2017, it is likely to receive significant media and community attention and interest — especially in relation to the approach and commitment to preventing bullying in Queensland state schools.
- The Department of Education and Training (DET) is aware that footage in the first episode towards Kelsey includes bullying that is of a homophobic nature. It is expected this will lead to questions being asked about the Safe Schools Coalition Australia program as well as links made to other bullying incidents, possibly including the suicide of Tyrone Unsworth, a student at Aspley SHS.
- Both students featuring in this program have disabilities. Kelsey's disability category relates to social and learning concerns while Chloe has a verified physical impairment. The experiences of these student may be linked to the bullying experiences of students with disability and the recent Queensland Disability review report.

7. It is highly likely this program will create interest from media outlets, on social media and through correspondence. Questions and answers specific to the program content and standard media lines regarding DET's commitment to preventing bullying have been prepared (**Attachments 1 and 2**).

Background

Beerwah SHS

8. A comprehensive support plan has been developed and implemented for Beerwah SHS. The school Principal and key regional officers, including the Regional Director, were involved in the development of this plan.
9. Focus areas of the plan include strategies for student welfare, staff support and better school communication. The school is well positioned to support student and staff wellbeing before and after the program.
10. The alleged victim from Beerwah SHS, whose experience will feature in the documentary, was [s 47(3)(b) of the RTI Act] This student is not currently attending Beerwah SHS. The student has been accepted for enrolment at the [s 47(3)(b) of the RTI Act]

Roma SC

11. A support plan to ensure readiness to respond to issues both prior to and following the documentary airing has been developed and implemented for Roma SC. This plan has been developed and discussed with the Principal, Head of Senior Campus and key regional officers.
12. Focus areas of the plan include strategies for student welfare, staff support and school communication.
13. The Roma SC Responsible Behaviour Plan was due for review at the end of 2016. The draft updated plan is available on the school website, to be endorsed by the Parents and Citizens' Committee at a meeting on 8 March 2017.
14. The Respectful Relationships curriculum (a Prep to 12 program) and Positive Behaviour for Learning Framework are both implemented at Roma SC.
15. The Principal and Head of Senior Campus from Roma SC were interviewed as part of the program. Mr Paul Reynolds, Director, Community Engagement and Partnerships, provided advice to the school regarding filmed interviews, and was aware that staff and selected Year 11 and 12 students participated in the filming of the program.
16. The Roma SC 'Commitment to Learning and Wellbeing Statement' outlines existing comprehensive whole-school strategies to support students. This document is also available on the Roma SC website. Current practices undertaken by the school in relation to supporting student wellbeing align with departmental expectations.
17. The alleged victim from Roma SC, whose experience will feature in the documentary, was a Year 10 female student in 2016. This student is enrolled in Year 11 at Roma SC in 2017. The school has provided extensive support to this student since her enrolment at the commencement of 2015. This support includes referrals to the guidance officer, occupational therapist and physiotherapist, support from the Youth Support Coordinator and development of Individual Curriculum Plans.

Program details

18. According to the producers and Ian Thorpe, the documentary is not about 'pointing the finger' at the school, teachers or individual students.
19. The producers worked with both schools to film facilitated group sessions with Ian Thorpe and Dr Marilyn Campbell, a psychologist from Queensland University of Technology who helped guide the sessions.

20. The producers gave a commitment they would at no time identify the students demonstrating bullying behaviour.
21. By arrangement with the principals, the footage from the schools was shown to a group of students in a facilitated session. This session was filmed off campus, with students wearing casual clothing — not their school uniform.
22. The footage was designed to help the other students understand what the alleged victim experienced and the impact it had on the student. Footage was distorted so no student or staff member is identified. In line with the commitment from the producers that students demonstrating bullying behaviour will not be identified, we understand the footage in the program will be distorted.
23. The facilitated sessions involved a varied group of the student's peers (generally about 12 in total including friends of the student not alleged perpetrators) joining in a discussion alongside the victim student to help find solutions for their fellow student.
24. Parental consent was obtained for each of the students participating.

Right to information

25. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication as it contains student information.

Released under the
Act by DOE

Recommendation

That the Minister:

- note 'Bullied' is airing on ABC television on 14 and 21 March 2017 at 8.30 pm; and
- note the attached questions and answers relating to this program airing, and standard media lines for bullying policy and prevention.

NOTED

APPROVED/NOT APPROVED
 ENDORSED/NOTED

MATTHEW JUTSUM
 Chief of Staff
 Office of the Hon Kate Jones MP
 Minister for Education and
 Minister for Tourism, Major Events and the
 Commonwealth Games

KATE JONES MP
 Minister for Education and
 Minister for Tourism, Major Events and the
 Commonwealth Games

Minister's comments

Action Officer Jean McAllister Manager	Endorsed by: Jean Smith Director	Endorsed by: Natalie Swayn Executive Director	Endorsed by: Bevan Brennan Assistant Director-General
Behaviour State Schools - Operations Tel: 3513 5954	Student Wellbeing State Schools - Operations Tel: 3513 5953 Date: 09/03/2017	Student Wellbeing and State Schools - Support Tel: 3513 5946 Date: 09/03/2017	State Schools - Operations Tel: 3513 5836 Date: 13/03/2017 Approved on behalf of DDG, SS

Endorsed by:
 Dr Jim Watterston
 Director-General

Tel: 3034 4752
 Date: 13/3/17

Deputy Director-General, State Schools – Regular Meeting with Director-General – UPDATE 20 June 2018

Topic	Status	Issue
Assistant Director-General, State Schools – Operations		
outside the scope		
Ministerial Student Advisory Council (MSAC)	<ul style="list-style-type: none"> ▪ First meeting held on 7 June 2018 with focus of discussion on bullying and cyberbullying. Very successful event. ▪ Madonna King, Chair of the Queensland Anti-Cyberbullying Taskforce, facilitated discussion with student group. ▪ Student feedback will be provided to the Queensland Anti-Cyberbullying Taskforce. ▪ Next meeting scheduled for September 2018 – The Minister indicated she would discuss the recommendations from the Taskforce with the MSAC at this meeting. 	Information
outside the scope		

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCE

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCA

Deputy Director-General, State Schools – Regular Meeting with Director-General – UPDATE 29 May 2018

Topic	Status	Issue
Assistant Director-General, State Schools – Operations		
outside the scope		
Cyberbullying	Exempted information - council in confidence	
Ministerial Student Advisory Council	<ul style="list-style-type: none"> ▪ First meeting is scheduled for 7 June 2018 and will focus on bullying and cyberbullying. ▪ Madonna King, Chair of the Queensland Anti-Cyberbullying Taskforce, will attend the meeting as a guest. ▪ Nominees from all regions, ISQ and QCEC have been received and approved by the Minister. ▪ All 16 school principals have confirmed each of the student members have received the Minister's letter of invitation and the information pack and consent forms. There is a great deal of excitement being expressed by students, their families and schools about this opportunity. 	Information

Topic	Status	Issue
	<ul style="list-style-type: none"> Student participation consent forms are to be submitted by 28 May. As at 24 May, 10 students had confirmed their participation. The return of forms is being closely monitored by the Secretariat who will follow up with schools as required. 	
<p>outside the scope</p>		

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DOL

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCE

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCE

Deputy Director-General, State Schools – Regular Meeting with Director-General – UPDATE 09 May 2018

Topic	Status	Issue
Assistant Director-General, State Schools – Operations		
outside the scope		
Cyberbullying	Exempted information - council in confidence	Information
Ministerial Student Advisory Council	<ul style="list-style-type: none"> First meeting is scheduled for 7 June 2018 and will focus on bullying and cyberbullying. Nominees from all regions have been received. Ministerial brief with letters to the students and meeting agenda is progressing for approval (18/210561). The Chair of the Queensland Anti-Cyberbullying Taskforce has the meeting in her diary and a formal letter of invitation from the Minister is progressing with the brief. 	Information
outside the scope		

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCE

Topic	Status	Issue
outside the scope		

Released under the RTI Act by D

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCA

State Schools – Operations

Branch overview

- Student protection (including Domestic and Family Violence)
- Student wellbeing and diversity
- Behaviour (including bullying)
- Queensland school sport
- Leadership and advice for state schools on policy and procedure matters including enrolment, attendance, exclusions, P&Cs
- Divisional project management and coordination

Key Strategic Goals

- State Schools – Operations:
 - contributes to the creation of safe supportive school communities by addressing barriers to education engagement to ensure every student is succeeding.
 - provides policy direction to support the wellbeing of all students; identifies and supports at-risk students; implements, monitors and reviews behaviour strategies with a focus on a positive behaviour for learning approach.
 - supports schools to implement systems and processes to ensure effective operation and appropriate administrative decision-making.
 - provides a policy platform and partnerships to deliver greater engagement through the *Parent and Community Engagement Framework*.

Key Deliverables in 2018 / next 12 months

- outside the scope
-
- Bullying:
 - continued national leadership of the Safe and Supportive School Communities Working Group, the National Day of Action against Bullying and Violence and the Bullying. No Way! website;
 - continued Bullying Response Team to address high profile matters;
 - establish the Ministerial Student Advisory Council (first meeting on 7 June 2018 to focus on bullying and cyberbullying);
 - Queensland Anti-Cyberbullying Taskforce established by the Premier is due to report by 31 August 2018 – anticipated that SSO will support the implementation of recommendations from second half of 2018

- outside the scope
-
-
-
-

Hot Issues

- Bullying – ongoing media and public interest. Premier hosted a stakeholder roundtable to discuss bullying on 29 January and on 19 February, the Queensland Government established a Queensland Anti-Cyberbullying Taskforce. Following the Premier's successful lobbying, COAG discussed bullying on 9 February 2018. A COAG senior officials working group comprising representatives from central agencies, education, justice and health departments has been established to consider existing strategies and potential initiatives to help reduce bullying and cyberbullying in Australia. A work program for the Education Council will be developed by the working group.

- outside the scope

-
-
-
-

Any other matters to bring to DG's attention or on which his action/support will be required

- outside the scope

Released under the
Act by DOE

Deputy Director-General, State Schools – Regular Meeting with Director-General – UPDATE 23 March 2018

Topic	Status	Issue
Assistant Director-General, State Schools – Operations		
outside the scope		
Ministerial Student Advisory Council	<ul style="list-style-type: none"> ▪ The Minister's office has advised that the first meeting will be held on 7 June and will focus on bullying and cyberbullying. ▪ The availability of the Chair of the Anti-Cyberbullying Taskforce (Madenha King) is being tested through the Taskforce secretariat. ▪ ISQ, QCEC and RDs are now in the process of selecting students. Nominations have been received from CQ and DDSW. 	Information
outside the scope		

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCE

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCS

Deputy Director-General, State Schools – Regular Meeting with Director-General – UPDATE 5 March 2018

Topic	Status	Issue
Assistant Director-General, State Schools – Operations		
outside the scope		
National Day of Action Against Bullying and Violence (NDA)	<ul style="list-style-type: none"> ▪ The NDA is on 16 March 2018. ▪ RDs have been provided with data on schools participating in their regions and strongly encouraged to get all state schools participating. The increase in new registrations has been significant since the push for 100% state school participation began. ▪ MP packs are being provided to the MO 6/3/2018. 	Information
Ministerial Student Advisory Council	<ul style="list-style-type: none"> ▪ Brief, TORs, draft agenda and letters of invitation for representation from ISQ and QCEC have been approved by the Minister (18/47136). ▪ First meeting will be held mid/late Term 2 and will focus on bullying and cyberbullying. ▪ Meetings will be held twice a year (or on an as-needs basis) with a junior and senior secondary student from each region and a catholic and independent school student. ▪ ISQ, QCEC and RDs are now in the process of selecting students. 	Information
outside the scope		

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCA

Deputy Director-General, State Schools – Regular Meeting with Director-General – UPDATE 19 February 2018

Topic	Status	Issue
Assistant Director-General, State Schools – Operations		
outside the scope		
Ministerial Student Advisory Council	<ul style="list-style-type: none"> ▪ Brief, TORs, draft agenda and letters of invitation for representation from ISO and QCEC are with the MO (18/47136). ▪ First meeting will be held beginning of Term 2 and will focus on bullying and cyberbullying. ▪ Discussions regarding student selection will commence with RDs week beginning 19/02/2018. ▪ Meetings will be quarterly and will comprise of a junior and senior secondary student from each region and a catholic and independent school student. 	Information
outside the scope		

Topic	Status	Issue
outside of scope		

Released under the RTI Act by DCE

Topic	Status	Issue
outside of scope		

Released under the RTI Act by DCF

Deputy Director-General, State Schools – Regular Meeting with Director-General – UPDATE 5 February 2018

Topic	Status	Issue
Assistant Director-General, State Schools – Operations		
Ministerial Student Advisory Council	<ul style="list-style-type: none"> ▪ Brief, TORs, draft agenda and letters of invitation for representation from ISQ and QCEC progressing through approvals (18/47136). ▪ First meeting will focus on bullying and cyberbullying. 	Information
<p>outside the scope</p>		

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCF

Topic	Status	Issue
outside the scope		

Released under the RTI Act by DCE

Queensland Government anti-bullying programs and funded non-government programs

2018

Department Name: **Education**

Name of program, resource or service	Target group (e.g. students & age/year group; teenagers; parents)	Objectives of program	Mode of delivery (e.g. counselling service & location; educational material & where distributed; call centre; online resource & its URL)	Amount of funding if not delivered directly by department	Contact person for further information
Bullying . No Way! website	Publicly available – all students, teachers and parents	As the lead jurisdiction in the national Safe and Supportive School Communities (SSSC) Working Group, Queensland drives the provision of evidence-based information and advice on bullying through the Bullying. No Way! website.	<ul style="list-style-type: none"> Online resources https://bullyingnoway.gov.au/ 	Hosted and managed by the Department as the lead jurisdiction of the SSSC	Regina Walsh, Manager State Schools – Operations 3513 5931 bnw.website@det.qld.gov.au
Student Learning and Wellbeing	State Schools	DoE's Student Learning and Wellbeing Framework (the Framework) has been to assist schools in creating safe and supportive school environments. The Framework is supported by an implementation and reflection tool, available to DoE employees, that	<ul style="list-style-type: none"> http://education.qld.gov.au/schools/healthy/index.html 	Direct by Department	Beth McNally, Manager State Schools – Operations 3513 5821

Name of program, resource or service	Target group (e.g. students & age/year group ; teenagers; parents)	Objectives of program	Mode of delivery (e.g. counselling service & location; educational material & where distributed; call centre; online resource & its URL)	Amount of funding if not delivered directly by department	Contact person for further information
Framework		<p>identifies a number practical strategies for schools to implement, including:</p> <ul style="list-style-type: none"> ensuring the safety of the online community is addressed, e.g. cybersafety is part of the daily conversation and students are taught about the appropriate use of technologies such as mobile phones; and that the school has a clear anti-bullying policy that is proactively communicated to the school community and is part of the Responsible Behaviour Plan for Students. 			<p><u>Beth.MCINALLY</u> <u>@qed.qld.gov.au</u></p>
Positive Behaviour for Learning (PBL)	Qld State Schools	<p>PBL is an evidence-based, whole-school framework which uses the principles of positive behaviour support to guide selection, integration and implementation of research-validated educational practices for improving academic and behavioural outcomes for all students.</p>	<ul style="list-style-type: none"> Whole school framework supported by regional coordinators 	Direct by Department	<p>Andrea Hoppner, A/Director State Schools – Operations 3513 5953 <u>andrea.hoppner@qed.qld.gov.au</u></p>
Curriculum into the Classroom	Students	<p>The Department's Curriculum into the Classroom (C2C) Health and Physical Education materials</p>	<ul style="list-style-type: none"> Curriculum 	Direct by Department	<p>Robyn Rosengrave,</p>

Name of program, resource or service	Target group (e.g. students & age/year group ; teenagers; parents)	Objectives of program	Mode of delivery (e.g. counselling service & location; educational material & where distributed; call centre; online resource & its URL)	Amount of funding if not delivered directly by department	Contact person for further information
the Classroom	years 3 - 10	<p>support the teaching and learning of Health and Physical Education.</p> <p>The C2C materials provide opportunities for both primary and secondary students to recognise bullying and inappropriate behaviour and to explore coping and reporting strategies.</p> <p>C2C materials incorporate resources and information from the Department's Respectful relationships education program, the Daniel Morcombe Child Safety Curriculum and the Bullying, No Way! website.</p> <p>C2C Units that specifically address bullying and cyberbullying are:</p> <ul style="list-style-type: none"> o Digital Technologies Years 3-4 Band Unit 2 – What's your waste footprint? o Health and Physical Education PPS Year 3 Unit 2 – Feeling safe o C2C Health and Physical Education PPS Year 4 Unit 4 – Netiquette and online protocols o Health and Physical Education PPS Year 5 Unit 1 			<p>Executive Director, State Schools – Performance 3513 5942 robyn.rosengrave@qed.qld.gov.au</p>

Name of program, resource or service	Target group (e.g. students & age/year group ; teenagers; parents)	Objectives of program	Mode of delivery (e.g. counselling service & location; educational material & where distributed; call centre; online resource & its URL)	Amount of funding if not delivered directly by department	Contact person for further information
		<ul style="list-style-type: none"> – Emotional interactions ○ Health and Physical Education PPS Year 6 Unit 4 – Transitioning ○ Health and Physical Education PPS Year 8 Unit 3 – My adolescent relationships ○ Health and Physical Education PPS Year 9 Unit 1 – Respectful relationships ○ Health and Physical Education PPS Year 10 Unit 2 – Cultural connections ○ French Years 9-10 Unit 2 – What are social issues? ○ C2C Japanese Years 9-10 Unit 2 – What are social issues? 			
Respectful Relationships Education	All students	RREP aligned to the Australian Curriculum, includes a range of activities which encourage students to interact positively with others, to respect similarities and differences and to stay safe.	<ul style="list-style-type: none"> • Curriculum 	Direct by Department	Robyn Rosengrave, Executive Director, State Schools – Performance

Name of program, resource or service	Target group (e.g. students & age/year group ; teenagers; parents)	Objectives of program	Mode of delivery (e.g. counselling service & location; educational material & where distributed; call centre; online resource & its URL)	Amount of funding if not delivered directly by department	Contact person for further information
Program (RREP)					3513 5942 robyn.rosengrave@ged.qld.gov.au
Support services and staff	State schools, students and parents	<p>A range of support services are available for students experiencing difficulties accessing and participating in schooling as a result of health, wellbeing and behavioural issues.</p> <p>This includes guidance officers, behaviour staff, speech-language pathologists, school-based youth health nurses, youth support coordinators, Community Education Counsellors, chaplains and student welfare workers, success coaches and state schools registered nurses.</p> <p>In addition, regions are provided with dedicated coaches to work with schools in the areas of mental health, behaviour, autism and inclusion.</p> <p>Staff work in collaboration with other allied health professionals and community agencies to identify and intervene early with young people who have additional needs or are at risk of school</p>	Face to face within state schools and regions	Direct by Department	Andrea Hoppner, A/Director State Schools – Operations 3513 5953 andrea.hoppner@ged.qld.gov.au

Name of program, resource or service	Target group (e.g. students & age/year group; teenagers; parents)	Objectives of program	Mode of delivery (e.g. counselling service & location; educational material & where distributed; call centre; online resource & its URL)	Amount of funding if not delivered directly by department	Contact person for further information
		<p>disengagement.</p> <p>State schools guidance officers are experienced teachers with additional qualifications to support student wellbeing and mental health.</p> <p>Guidance officers assess for potential risk, provide information, counselling support, and can liaise with families and clinicians, and refer to external supports as required.</p>			
Cybersafety Reputation and Management team (CSRM)	Students – all, staff and parents	CSRM plays a key role in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues.	<ul style="list-style-type: none"> Investigative support to Qld State Schools Face to face and web based session delivery Resources https://www.qld.gov.au/education/schools/health/cybersafety/ 	Direct by Department	Rob Priddey, Manager CSRM 3034 5035 Cybersafety.reputationmanagement@qed.qld.gov.au

Name of program, resource or service	Target group (e.g. students & age/year group ; teenagers; parents)	Objectives of program	Mode of delivery (e.g. counselling service & location; educational material & where distributed; call centre; online resource & its URL)	Amount of funding if not delivered directly by department	Contact person for further information
			pages/cybersafety-oss		

TRIM Ref: 18/118947

What we are doing well

- The Department takes a '**positive school-wide approach**' to create safe and supportive environments for students, teachers, school staff, families and members of the community. This is supported by a number of policies including the: Safe, Supportive and Disciplined School Environment Policy; Code of School Behaviour; Responsible Behaviour Plan for Students; School-wide Positive Behaviour Support; Inclusive Education Policy, and Student Learning and Wellbeing Framework.
- The **Respectful Relationships Education Program** was developed in response to the Queensland Government's domestic and family violence prevention policy, and is focused on influencing behaviour change to prevent undesirable social consequences.
- Queensland also supports the health, safety and wellbeing of students through the **Curriculum into the Classroom (C2C) Digital Technologies, Health and Physical Education and Languages** learning area.
- Queensland schools participate annually in virtual classrooms offered on **Safer Internet Day** and the **National Day of Action against Bullying and Violence**.
- **Cybersafety and Reputation Management Team** – a small, dedicated team to assist schools to respond to and prevent online issues. The team assists schools with advice, online investigations and takes action to shut down any social networking page or other site that contains inappropriate, offensive or threatening content involving state school students or staff. The team has presented more than 700 sessions at 273 unique schools to over 91,500 students since 2013 and also offers support through a 1300 number and Cybersafety Advice Facebook page.
- DoE is in negotiations with the Office of the eSafety Commissioner to develop a **framework to address and facilitate rapid resolution of complaints about cyberbullying** where the target of cyberbullying behaviour is a school student, and provide support to schools in their efforts to provide a safe environment for students.
- The Department's website provides **information for parents and students** about the signs and symptoms of bullying and how to report bullying.
- **Cyber Heroes program** – a program for primary students to cover what is and isn't okay when working online.
- **Enhance your digital identity program** – a program for secondary students helps them learn the seven key steps to a positive digital footprint.
- **Online awareness: Information for parents and caregivers** provides information for parents about cybersafety and cyberbullying. It suggests what parents and caregivers could do if their child is the target of, or is responsible for, inappropriate online behaviour.

What we could do in the future

- Commission contemporary Queensland research
- Increase the capacity of Cybersafety Team in the Department
- Internet use contract for families
- Parent and community education forums focused on Bullying and Cyber Bullying
- National Day of Action expanded to all workplaces
- All schools to implement a respectful relationships program
- Regional parent/student advocates
- Professional development for teachers and principals on identifying and responding to bullying and cyberbullying
- Information sessions regarding workplace bullying for DoE staff
- Implement a complete student wellbeing survey (e.g. Tell them from me)
- Bully hotline – free SMS for a call back from Kids Helpline
- increase staff in the team - add in a full time training team as well as the reactive team
- Cyber bullying summit with esafety commissioner, police etc
- YouTube/song/poetry/art competition to raise awareness

Bullying Response Team Report Term 1 2018

	State Schools	QCEC	Independent Schools	Total
Number of Incoming Concerns	77	4	6	87

Note:

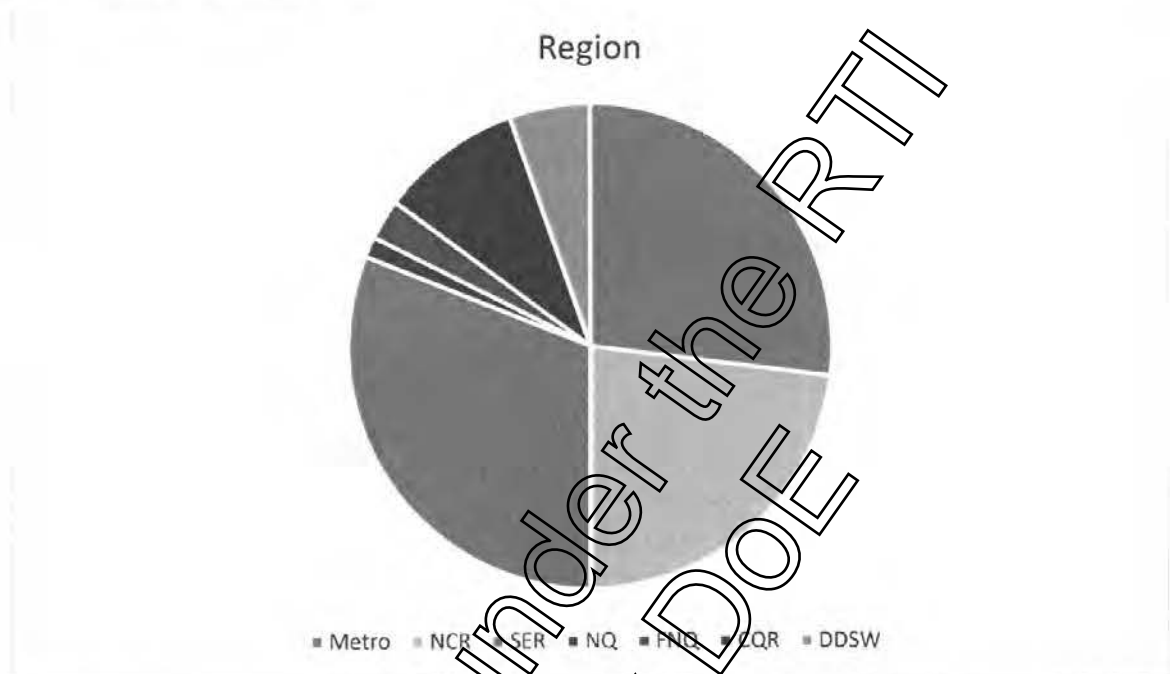
- All data is as reported by the complainant.
- The data and trends reported are from 23/01 2018 to 27/03/2018.
- A single concern may contain information about more than one child in a family or contain information of bullying in more than one school.

Trends Reported by Complainants

- In all cases, the first response of the Bullying Response Team has been to contact the complainant, and if required, to contact the school and the region regarding the concerns raised.
- Bullying and Cyberbullying concerns have involved reports of physical, verbal, sexual, psychological and on-line bullying.
- In a few cases, the issue has not been bullying as generally accepted by definition.
- In a very small number of cases, the bullying reported by the complainant appears to have been amplified by their own history i.e. they themselves were bullied at school.
- Complainants have often reported children developing anxiety, school avoidance, depression and self-harming behaviours, and in a few cases retaliatory behaviours which have attracted negative consequences.
- Complainants have frequently reported that the first response of the school has been to discount or minimise the issue. This response has been significant from QCEC schools and Independent Schools.
- Associated with minimisation has been the reportedly slow speed of a school to respond to the concerns. Some complainants state they have raised these issues for months or years.
- Members of the Bullying Response Team have noted that OneSchool Records do not reflect the complaints made in some cases. This may be attributed in some cases to the non-reporting of the bullying by the victim, and some schools have been unaware of the concerns until contacted by the Bullying Response Team.
- Complainants have raised the issue of communication with the school and/or region as a concern. They have reported difficulty accessing the correct person to assist with their concern.
- In several cases, the complainant has requested a change of class for the student. Schools vary greatly in their response to these requests.
- In several cases, the complainant has requested a change of school. Again, the response is varied, particularly if the school requested has an EMP.
- Complainants frequently have commented on the outcomes of the complaint which are seen as restrictive to the victim of bullying. The young person is directed to "safe places" while the bully is seen as having no restrictions on their movements or actions.

- Complainants have frequently stated that the consequences and strategies for the bullies have little or no effect. This includes reporting to QPS and the application of SDA's by the school.
- Schools which have enacted a case plan to respond to the issue have reported a rapid decrease in the severity of the complaint. The case plan generally incorporates a communication protocol, engagement strategies, and a review process.

State Schools Complaints by Region



Complaints by Region

Region	Number of Complaints
Metro	20
NCR	17
SER	23
NQ	1
FNQ	2
CQR	7
DDSW	4

Demographics of Students Concerned

	State Schools	QCEC	Independent Schools	Total
Male High School Student	27	3	1	31
Female High School Student	23	0	4	27
Male Primary School Student	23	1	1	25
Female Primary School Student	12	1	0	13

Features of the Bullying Concern

	State Schools	QCEC	Independent Schools	Total
Concerns relating to Student with a Disability	22	0	2	24
Concerns involving Cyberbullying	11	0	2	13
Concerns involving reported Mental Health Issues	27	3	4	34

Impact on School Enrolment

	State Schools	QCEC	Independent Schools	Total
Student Remained at the School	64	2	5	71
Student Changed School or System	21	3	1	25

Outcomes of Interventions

	State Schools	QCEC	Independent Schools	Total
Concerns Stating Restriction of Bullied Student	27	3	1	31
Concerns Stating SDA Applied (Either to the bully or victim)	16	0	1	17
Concerns Stating Outside Agency Involved	4	0	0	4
Concerns Stating SBPO or QPS Involved	14	0	0	14
Concerns Stating Support Plan Enacted	59	3	1	63

Released under the RTI Act by DOE



Documents - Detailed + Page Break

Number of Records 0

Record Number **18/234257**Title **Attachment of collated items to accompany A/ADG SSO Letter to the Taskforce - current as at 27 June 2018**

Current Location In container '18/234086 (In container '500/20/1244 (In container '500/20/1243 (Executive Officer 01 SSP&R GP&A)')' since 8/05/2018 at 11:50 AM

Container 18/234086: Departmental letter from A/ADG SSO for collated suggestions to send to the Taskforce

Record Type Attachments

Attachment Type Bulletin / Information Sheet

All contacts Director Behaviour SSO (Author)

Assistant Director-General State Schools - Operations SS (Representative)

Date Created 8/05/2018 at 11:48 AM

Date Due

Electronic Details In HPE Records Manager document store, Microsoft Word Document, 33.4 KB

Mov His

Additional Reference

Notes

Released under the RTI
Act by DOE

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
Be Brave	Karen Edgelow	Book to assist children gain the courage to speak up about bullying	No Info Provided	ACT	No Info Provided	Individual
N/A	Michael Fay, President, Queensland Association of State School Principals	Primary principals want: (i) more practical coordination in their schools of available services to support students in need; and (ii) access to specialist school support staff, such as guidance officers, for students experiencing bullying or cyberbullying	N/A	N/A	N/A	N/A
One teacher's Brilliant Strategy to Stop Future School Shootings - And It's Not About Guns	Paul ODonohue	Teacher asks primary class to name four students they want to sit with the following week. Then she looks for patterns to identify lonely and bullied children	US Readers Digest on Momastery.com	US	No Info Provided	Classroom
Upayoga	Vijay Kumar	Simple yoga that helps children to handle stressful situations and not take undesirable action	No Info Provided	Suggestion only	No Info Provided	Whole School
MFit Wellbeing Program, Open Mind Education	Michelle Jensen	Creates an environment in which students develop a positive sense of self, healthy relationships with others and a sense of belonging	No Info Provided	The Glennie School	No Info Provided	Whole School
4 Stage Productions	Scott West	Anti-bullying and mental health awareness theatre production	No Info Provided	Beenleigh SHS	No Info Provided	Whole School
No Info Provided	Natasha Coughlan	Children's book and bullying program	No Info Provided	No Info Provided	No Info Provided	Whole school
The Dream Guards	Donna-Leigh Perfect Michael Bennett	Show and 'Perfect P.E.A.C.E. Program' – 26 modules to inspire self-belief, excite the imagination and build resilience	No Info Provided	Varsity College	Yes	Whole School
Safety Australia Group	Robert Kreft	Workplace Bullying Mock Trials	No Info Provided	Australia and New Zealand	No Info Provided	No Info Provided

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
Bridge Builders Program	Jocelyne Chirnside	Conflict resolution and anti-bullying program and 'Empowered for Life – Equipping children to deal with everyday conflict and bullying' book.	No Info Provided	No Info Provided	Empowered for Life – Equipping children to deal with everyday conflict and bullying book.	Whole School
N/A	Sooty Van Dorssen	Volunteers in schools	No Info Provided	No Info Provided	No Info Provided	Whole School
Pathways to Peace	Dr Simon Petrie	Program to model appropriate behaviours in children to reduce levels of violence and bullying	No Info Provided	Moggill State School	No Info Provided	Whole School
Words are Weapons Campaign	Grant Phillips	Petitioning Facebook moderators to review community standards to create a safer online environment for children	No Info Provided	No Info Provided	No Info Provided	No Info Provided
stymie bullying app	Rachel Downie	Anonymous bullying and self-harm alert app for students to report incidents to school	No Info Provided	In more than 100 Queensland schools	Endorsed by eSafety Commission	Individual
N/A	Dr Roberta Thompson	Cybersafety and teenage girls' online participation and interactions	No Info Provided	No Info Provided	Doctorate at Griffith University – implications for gender specific cyber safety curriculum	No Info Provided
N/A	Robyn Kiesecker and Teresa Marchant	Link between school bullying and later workplace bullying	No Info Provided	No Info Provided	USQ Journal article	No Info Provided
DQWorld.net	Anthony Eisentrager	Free global solution against cyberbullying available to schools and teaching resources	Free	No Info Provided	2018 DQ Global Impact Report	Whole School
Emotional Quotient for Optimism (EQOPD)	Cher Williams and Gabrielle Jansen-Geissler	Specialises in emotional intelligence for young people to target cyberbullying	No Info Provided	St Bernardines Catholic School St Francis College St Francis Xavier School Goodna	Emotional intelligence research	Whole School

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
Dump Truck Dave	Mike Kaye	Children's picture book addressing bullying	No Info Provided	No Info Provided	No Info Provided	Individual
eSafe	Craig Kettle, Organiser, Cyberbullying Awareness Forum, Central Coast Council of P&Cs	eSafe is a UK based service that provides control over children's electronic devices	No Info Provided	Over 1 million students and staff in UK; 8 schools in WA; currently being tested in NSW private schools	No Info Provided	Individual
Movie: A Girl Like Her - tackles bullying and outcome for the victim and the bully	Carole Voulis	Use movie in schools to open up conversations about bullying and its impact	No Info Provided - available on Netflix	No Info Provided	No Info Provided	Whole School
CyberHound	Steven Henderson	Brisbane based cybersafety and learning enablement specialist	No Info Provided	No Info Provided	No Info Provided	No Info Provided
PEACE in Our Playground	Jo Crowley	Involves children taking responsibility for their own playground	No Info Provided	No Info Provided	No Info Provided	No Info Provided
N/A	Linda Holland	Psychologist offering to go to schools and offer educational talks about bullying from a behavioural approach	No Info Provided	No Info Provided	No Info Provided	No Info Provided
777 Strategy	Ian Mackie	Work with positive social norms and not be negative or reactive	No Info Provided	Worked in remote Indigenous communities in Qld, NT and SA	Draws on philosophy of Roy Bhaskar and Nudge Theory	No Info Provided
Beyond A Joke	Kate Pennington	Programs designed to prevent bullying and the resulting mental illness and Bullycide that are an outcome of bullying. The programs actively involve the students, in a bottom up approach and support the students to lead a positive culture change.	No Info Provided	No Info Provided	No Info Provided	Individual

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
Wangle Technologies	Sean Smith, CEO	Technology platform that can identify internet behaviour in real time - cyberbullying, grooming, gambling etc.	Back by medical research – parents working closely with children is single biggest factor in effectiveness of safety strategies	No Info Provided	No Info Provided	No Info Provided
Bully Zero Australia Foundation	Lauren Krause Ambassador	Interested in Qld's work on bullying	No Info Provided	No Info Provided	No Info Provided	No Info Provided
Internet Removals	Brendon Macalpine	Assisting victims of cyberbullying to recover and resolve problem	No Info Provided	No Info Provided	No Info Provided	No Info Provided
N/A	Luise Pearson-Bernoth	Program for parents and teachers to prevent bullying and link with depression. Launched 3 March in Redlands	No Info Provided	No Info Provided	No Info Provided	No Info Provided
CyberMetrix	Peter Maynard, CEO	Engagement strategies specifically for teens on cyber security awareness	No Info Provided	No Info Provided	No Info Provided	No Info Provided
stymie bullying app	Bronwen Nixon, Acting Deputy Principal	Letter of support	No Info Provided	Mackay North State High School	No Info Provided	Individual
stymie bullying app	Tracey Cardinal, Head of Department	Letter of support	No Info Provided	Palm Beach-Currumbin State High School	No Info Provided	Individual
DDB Sydney	Amanda Wheeler, Managing Partner	Seeking a partner for proactive anti-cyberbullying television campaign for teenagers	No Info Provided	No Info Provided	No Info Provided	Individual
stymie bullying app	Nikki Davies, Student Support Officer	Letter of support	No Info Provided	Grafton High School	No Info Provided	Individual

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
Child safe app for mobile devices	Stephen Bean	Received \$70,000 but requires further government investment to complete app	No Info Provided	No Info Provided	No Info Provided	Individual
Positive Pieces Education	Jenny Williams	Social emotional learning (SEL) programs aligned to CASEL framework	No Info Provided	No Info Provided	Evidence based, peer reviewed SEL resources	Whole School
The Virtues Project and Kinder Kids, Safer Schools	Penelope Sampson	Resilience and five strategies to use when being bullied	No Info Provided	Widely used globally with families, schools, organisations and communities	No Info Provided	Whole School
Charming Charlie and the Spectacular Sophia	Fiona Ware, Art Therapist	Children's book, workbooks and program to address bullying	No Info Provided	Own art therapy practice	No Info Provided	Individual
Peer to Peer Respectful Relationships Education	Beenush Khokhar, Youth Coordinator, R4Respect, YFS	Teaching materials and social media campaign	No Info Provided	3500 secondary students in Logan	Impact being evaluated by Griffith University in 2018	Whole School
N/A	Gaylene Hawkins, Parent of two boys bullied at school	Parent volunteers in schools	No Info Provided	No Info Provided	No Info Provided	Whole School
Stamp Out Bullying	Christopher Boyd, Managing Director, Glass Media Group	TV/social media campaign to create greater awareness of issue and danger of allowing issue to continue	No Info Provided	Pimpama State Secondary College drama students were the cast	No Info Provided	Whole School
N/A	Ronald Doak	Volunteering for anti-bullying campaign (through local member)	Free	No Info Provided	No Info Provided	No Info Provided

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
BrainGro	Davinia Glendenning, Psychologist	Enhance children's emotional and social intelligence through brain based education, fun and educational games/activities, stories, examples and helpful tools and techniques. Some sessions will focus on 'anti-bullying strategies' such as kindness, empathy and connection.	No Info Provided	No Info Provided	No Info Provided	Whole School
Tootoot	Michael Brennan, CEO	Tootoot is an online program which can be used for student reporting, staff incident reporting, parent reporting to school and provision of reports and data	No Info Provided	UK Schools	No Info Provided	Whole School
Safe Schools Alert Management System	Nigel Irwin	Three components: 1. Dashboard map of school and grounds in Office 2. Student app with four buttons – violence, suspicious behaviour, fire and medical 3. Teacher app with incident location map and alarms	No Info Provided	Under development by a Sydney company	No Info Provided	Individual
Never Alone Project	Susan and Adam Wenitong	10 week Connection workshop for high school students – having a voice and links to local services – suicide prevention	No Info Provided	Toowoomba Region	No Info Provided	Individual
eSmart	Lesley Podesta, CEO, Alannah & Madeline Foundation	Behavioural change to reduce cyberbullying and unsafe online behaviours	No Info Provided	1 in 3 of Australian schools	Access to evidence based high quality – support through Office of the eSafety Commissioner	Whole School
All Rise – Say No to Cyber Abuse	Hemma Kearney	New campaign being launched in 2018 – The Weapon of Words	No Info Provided	No Info Provided	Research into impact of social media	No Info Provided
Harmony Hooves Healing Hearts	Jodie Alderton	Horse therapy for bullied and suicidal teens	No Info Provided	Gold Coast	No Info Provided	Individual

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
Reword	Melinda Geertz, CEO, Leo Burnett Australia	Online tool for students and schools to reduce cyberbullying, developed in Australia as a youth mental health initiative in partnership with headspace	Free	1.8 million downloads; Australian and US schools; received top international awards	No Info Provided	Whole School
STOPit Solutions	Greg Moss, Managing Director	App to combat bullying, cyber-bullying and teen suicide by anonymous reporting	No Info Provided	Signed agreement with Cronulla Sharks to supply app to 64,000 students in Sutherland Shire and Riverina (NSW)	No Info Provided	Individual
Email to Deputy Director-General, State Schools — Are we approaching bullying correctly?	Nicki Collocott, Acting Teaching Principal, Nagoorin State School	Anti-bullying message does nothing because it does not give children the alternative, expected behaviours	N/A	In her experience, some bullies do not know how to behave due to their life experiences or the social 'norms' that they witness every day	None	Individual
Free2Luv, youth empowerment non-profit organisation	Paulo Baingan Cruise	<i>Act My Age Empowerment Tour</i> with six different acts – Resilience, Pride, Empowerment, Identity, Harmony and Freedom. Used to help tackle issues such as bullying, suicide in young people, depression and find ways to provide support for students. Provides students with information on how to identify the signs of when someone may be dealing with an issue so that they can be helped to improve their life	No Info Provided	No Info Provided	No Info Provided	Whole School

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
Little people can change the world	Justine Jennings, parent of three boys	Children's books to create change and help end bullying and help children emotionally	No Info Provided	No Info Provided	No Info Provided	Individual
N/A	Daniel, aged 14	Student has been bullied since Year 5 when he could not keep up with workload and related stress. Subsequently has suffered depression and attempted suicide 12 times. Recommends need for curriculum review to reduce workload	N/A	N/A	N/A	N/A
Purpose Optimism Strategy (Pos-Ed)	Dr Madonna Ahern, DP Students	Student wellbeing from a proactive approach, which can mitigate against mental disorders and behaviours such as bullying/cyberbullying	No Info Provided	Mt St Michael's College	Positive education based on positive psychology and Dr Ahern's doctorate	Whole School
N/A	Kiera, aged 13	Girls having gender neutral uniform options helps them to deal with bullying	N/A	N/A	N/A	N/A
N/A	David Keenan, CEO, Southern Downs Regional Council	Need further school programs to protect young people against bullying and cyber bullying and review Criminal Code Act 1899 (Old) regarding cyber bullying	N/A	N/A	N/A	N/A
N/A	Rebecca Hersant, President, Australian Local Government Women's Association Queensland Branch	Queensland Government asked to consider amendment of the Criminal Code Act 1899 (Queensland) to make cyber bullying a criminal offence	N/A	N/A	N/A	N/A

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
stymie bullying app	Kate Ho, Parent	Letter of support	No Info provided	The Gap State High School	Research has indicated that bystander action is the most effective way to deal with bullying	Individual
Visible Internet	Scott O'Hara, Managing Director, Make IT happen	Parental engagement in their child's online activities and teaching their children to be good online citizens	Free	N/A	N/A	Whole School and Individual
Stop Harassing Me Postcard Project	Michele McNamara, BABI Youth and Family Service	Students who have experienced menacing or threatening comments or have seen offensive material about them posted on social networking sites complete a postcard with a member of the school's support staff. Postcard is then delivered to the cyber bully by a support staff member, explaining to them that their actions are not welcome, may be illegal, and should stop immediately.	N/A	N/A	N/A	Whole school
eSmart Framework	Lesley Podestra, Chief Executive Officer, Alannah & Madeline Foundation	COAG Submission: Framework provides online interactive tracking system to guide schools through change process supported by training advisors and help desk	Website: \$3500 + GST	1 in 4 schools across Australia. Website claims in over 2200 schools	Developed by RMIT University and independent evaluation	Whole school
Enough is Enough #stopbullying now" Campaign	Dianne Kendrick, Founder	Idea of a 'suspension class room' for bullies	N/A	Suggesting a trial in Mackay	N/A	Whole school
Doctors on Demand	John Martin, Chief Executive Officer, Doctors on Demand	24/7 access to psychologists and counsellors via existing Doctors on Demand telehealth platform. Offer two separate programs for both victims and perpetrators of bullying – 8 x 45 min sessions with a written report provided at end of program	No Info Provided	No Info Provided	No Info Provided	Individual

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
Anti-Bullying Legislation and Orders	Tracy-Lynne Geysen, Director, Christie Nelson Geysen Solicitors	New legislation which broadens the categories of relationships and defines conduct constituting bullying	N/A	N/A	Similar in intent to the Domestic and Family Violence Protection Act 2012	N/A
VITAL ProJex	Tony Wright, Managing Director	Unlimited Program (Years 5-9) and No Limits Program (Years 10+) – positive outcomes based values education	N/A	N/A	Suggesting a 12 school trial to be evaluated by the Southern University of Queensland	Whole school
The Ultimate Parent Guide for Protecting Your Child on the Internet	N/A	Link provided by www.vpnmentor.com – Each section of article contains actionable items for the parent/teacher	Free	N/A	N/A	N/A
Beyond A Joke Inc.	Kate Pennington Founder/Director Dr Katherine Gill Executive Manager	Empowers children to be kind, respectful to others and to be inclusive of people with disabilities – primary and secondary programs	Seeking annual government grant of \$605,000 to reach 90,000 children per year	Provides services in Sydney and on the Northern Beaches	No Info Provided	Whole School
N/A	Helen Bray	Appropriate disciplinary procedures applied to bullies, including expulsion, particularly when a bullied student suicides	N/A	N/A	N/A	Whole School
123 System	Bonnie Munro	Up to three times of intentional bullying, get a suspension. After third time, expelled	N/A	N/A	N/A	Whole School
N/A	Kylie Brown	Anti-bullying program focussed on repercussions of bullying on family & friends of victim	N/A	N/A	N/A	Whole School

Attachment 1 – List of items received by the Department of Education

Program	Author	Program Summary	Cost Etc	Where Implemented	Evidence Based	Whole School or Individual
The Royal Children's Hospital (RCH) National Child Health Poll: Childhood Bullying: How are parents coping?	Dr Anthea Rhodes, Director, RCH National Child Health Poll, Murdoch Children's Research Institute, The Royal Children's Hospital Melbourne	One in five parents reported a child being bullied. The poll revealed that while most parents have a good understanding of what bullying is, and the serious effects it can have on children, half of all parents said they need more information on how to protect their child	Free - online at www.rchpoll.org.au/	N/A	Survey based	N/A
Book <i>hope</i> , B Kinder Day (planned for 2019) and Fly High Billie website	Ms Danny Mayson-Kinder	Mother has produced a book and support resources from the art and writings of her 12 year old daughter, Billie, following her accidental death. Resources are to help parents and children talk about hopes, dreams, family, bullying, racism & death. Theme is "kindness is needed and how to be kinder"	Cost for books	N/A	N/A	Individual for books Whole school for <i>B Kinder Day</i>

Released under the RTI Act by DOE

Queensland State Schools:

Addressing bullying and cyberbullying and
supporting positive learning environments

Released under the
RTI Act by DOE



Queensland
Government

Contents

What Queensland schools do to address and prevent bullying and cyberbullying	3
Queensland's leadership of national anti-bullying efforts	4
Policies and other measures in place to address bullying.....	6
Specific measures to address cyberbullying	8
Combatting bullying and cyberbullying within the curriculum	10
Queensland state school support services and staff	13
Queensland Schools Alliance Against Violence (QSAAV)	14
Parliamentary Inquiry	15
National Project Agreement for Online Safety Programmes in Schools	16

Released under the
Act by DOE

What Queensland schools do to address and prevent bullying and cyberbullying

Every student has the right to learn in a safe and supportive environment at school – free from bullying in all its abhorrent forms.

Schools play an important role in identifying at-risk young people and addressing specific health, wellbeing and behavioural issues experienced by students before they escalate.

Bullying, including the ever-present scourge of cyber bullying, is a community wide issue. Schools and families each have an important role to play in combatting bullying.

The national *Bullying. No way!* website, managed by Queensland, is the primary mechanism for sharing information, resources and successful practices to counter bullying, harassment and violence in Australian schools.

This site provides an invaluable range of resources and advice for staff, parents and students, including lesson plans, promotional materials; apps; and resources linked to the curriculum which are supported by all Education Ministers and jurisdictions across Australia.

Information for parents about the signs and symptoms that may indicate their child may be experiencing bullying and resources for students on what to do if they are being bullied are contained within the site, as well as a step by step response to reported bullying.

Parents and students should talk to the school principal or other school staff including guidance officers, chaplains and welfare workers for advice.

Students and parents are strongly encouraged to report cases of bullying to their school principal.

Queensland's leadership of national anti-bullying efforts

Since 2003, Queensland's Department of Education has managed the national Safe and Supportive School Communities (SSSC) project and the nationally agreed plan on behalf of all jurisdictions.

Through the *Bullying. No Way!* Website, a range of resources and fact sheets are available about bullying, including types of bullying and signs that a person is experiencing bullying
<https://bullyingnoway.gov.au/WhatIsBullying/Pages/default.aspx>

In 2010, Queensland secured the support of Education Ministers to create an annual community awareness campaign to combat bullying. As the lead jurisdiction in the national Safe and Supportive School Communities Working Group, Queensland drives the provision of evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students.

In March each year, the Queensland Department of Education leads and coordinates the National Day of Action against Bullying and Violence (NDA) campaign.

The annual NDA, which is Australia's key anti-bullying event for schools for all education jurisdictions across Australia, is extremely well-supported in schools across Queensland and provides a significant marker of the importance of taking a strong and loud stand against bullying.

Queensland schools participate annually in virtual classrooms offered on Safer Internet Day and the National Day of Action against Bullying and Violence.

In 2015, as lead jurisdiction for SSSC, Queensland led research that produced a review of the literature on student bullying between 2010 and 2014.

The literature review is available on the *Bullying. NoWay!* Website at <https://bullyingnoway.gov.au/UnderstandingBullying/Documents/review-of-literature2010-2014.pdf>

This in depth literature review is also supported by a collection of research snapshots for easy reference and understanding by schools and community members. These snapshots are available online at <https://bullyingnoway.gov.au/UnderstandingBullying/BullyingResearch/Pages/Research-for-schools.aspx>.

Queensland has also identified the critical work done by yourtown, which operates the Kids Helpline and Parentline, and has provided an urgent allocation of \$60,000 funding to support those services.

Released under the RTI
Act by DOE

Policies and other measures in place to address bullying

The Department takes a 'positive school-wide approach' to create safe and supportive environments for students, teachers, school staff, families and members of the community. This is supported by a number of policies including the: Safe, Supportive and Disciplined School Environment Policy; Code of School Behaviour; Responsible Behaviour Plan for Students; Positive Behaviour for Learning; Inclusive Education Policy Statement, and Student Learning and Wellbeing Framework.

The Department has a comprehensive framework of policies and procedures (outlined in its newly revised Student Learning and Wellbeing Framework) to assist schools in creating safe and supportive school environments.

<http://education.qld.gov.au/schools/healthy/docs/student-learning-wellbeing-framework.pdf>

The *Student Learning and Wellbeing Framework* is supported by an implementation and reflection tool that identifies a number of practical strategies for schools to implement, including,

- ensuring the safety of the online community is addressed, e.g. cybersafety is part of the daily conversation and students are taught about the appropriate use of technologies such as mobile phones; and
- that the school has a clear anti-bullying policy that is proactively communicated to the school community and is part of the Responsible Behaviour Plan for Students.

Every Queensland state school has a *Responsible Behaviour Plan for Students* that clearly outlines the standard of behaviour expected from students and the consequences for students when those standards are not met. The plan also outlines what actions the school will take when bullying is reported, and the strategies used by the school to address bullying.

The Department's Behaviour website provides advice to students about what they should do if they are being bullied.

The Department's *Statement of Expectations for a Disciplined School Environment* clearly outlines the expectations for schools to develop a whole school evidence-based approach to behaviour, learning and discipline. This Statement of Expectations contains five key principles for schools to develop

and maintain school environments that increase positive behaviour and reduce inappropriate behaviour.

These five key principles are:

- Principal Leadership;
- Parent and Community Engagement;
- Data informed decision making;
- Clear, consistent expectations for behaviour; and
- Explicit teaching of appropriate behaviour to all students.

State schools abide by the *Code of School Behaviour* and every Queensland state school has a *Responsible Behaviour Plan for Students* which outlines the behaviour expectations of the school, the school community's approach to a safe and supportive learning environment, as well as the consequences for inappropriate behaviours, such as bullying or cyberbullying.

The Department's behaviour website sets out details of these key procedural documents <http://behaviour.education.qld.gov.au/Pages/default.aspx>

Released under the
Act by DOE

Specific measures to address cyberbullying

Cybersafety and Reputation Management team

The Department has a small dedicated team of specialists to assist schools in tackling cyber bullying and staying safe online.

The Cybersafety and Reputation Management team is able to support schools with advice, online investigations and in responding to instances of inappropriate online behaviour. This team also investigates and responds to any cyber-bullying issues, if requested by a school.

If a school becomes aware of inappropriate online behaviour, it will investigate it in the same way as face-to-face bullying.

The Department, in consultation and negotiation with any social network, actively seeks to take action to shut down any social networking page or other site that contains inappropriate, offensive or threatening content involving state school students or staff.

The Royal Commission into Institutional Responses to Child Sexual Abuse commended the Department's Cybersafety and Reputation Management team for their proactive and effective strategies to respond to and prevent online issues for students.

It applauded the team as an exemplar and model for other education jurisdictions.

The Cybersafety team has developed programs for primary and secondary students. The Cyber Heroes program is a program for primary students to cover what is and isn't okay when working online. Detail about the cybersafety heroes program is available online <https://www.qld.gov.au/education/schools/health/cybersafety/pages/5ps>

The Enhance your digital identity program is a program for secondary students that helps them to learn the seven key steps to a positive digital footprint. Detail about the secondary students program is available at <https://www.qld.gov.au/education/schools/health/cybersafety/pages/dfootprint>

Cybersafety sessions on online safety and positive digital footprints

The Cybersafety and Reputation Management team has provided proactive presentations to students on online safety and positive digital footprints, with

more than 700 information sessions to over 91,500 students in 273 unique schools since July 2013 and also offers support through a 1300 number and Cybersafety Advice Facebook page.

Online awareness: Information for parents and caregivers - provides information for parents about cybersafety and cyberbullying. This guide document provides advice for what parents and caregivers could do if their child is the target of, or is responsible for, inappropriate online behaviour.

Released under the RTI
Act by DOE

Combatting bullying and cyberbullying within the curriculum

Queensland state schools are required to provide health and wellbeing education either as part of the delivery of the Australian Curriculum or as part of the school's pastoral care program.

Health and wellbeing education may address the issue of bullying, including cyberbullying if appropriate to the context of the school and students.

The *Australian Curriculum: Health and Physical Education across Prep to Year 10* develops the knowledge, understanding and skills for students to strengthen their sense of self, and build and manage satisfying, respectful relationships.

Bullying is addressed in the *Australian Curriculum: Health and Physical Education* in Years 3–4, 5–6 and 7–8 in Personal, social and community health.

The curriculum includes how bullying takes many forms, explains bystander behaviour, proposes strategies for dealing with bullying and harassment, recognises the impact bullying can have on relationships and includes an activity where students investigate cyber bullying. It also includes learning about specific strategies to manage issues and concerns.

The Department's Curriculum into the Classroom (C2C) Health and Physical Education materials support the teaching and learning of Health and Physical Education.

The Department provides opportunities to support the health, safety and wellbeing of students through the Curriculum into the Classroom (C2C) Digital Technologies, Health and Physical Education and Languages learning area.

The materials provide opportunities for students to recognise cyberbullying and explore strategies to reduce and report bullying or inappropriate online behaviour and promote positive online interactions.

The C2C materials provide opportunities for both primary and secondary students to recognise bullying and inappropriate behaviour and to explore coping and reporting strategies.

C2C materials incorporate resources and information from the Department's Respectful relationships education program, the Daniel Morcombe Child Safety Curriculum and the national Safe and Supportive School Communities' Bullying. No Way! Campaign.

Units that specifically address bullying are included in Years 3, 5, 6, 9 and 10.

C2C Units that specifically address bullying and cyberbullying are:

- Digital Technologies Years 3-4 Band Unit 2 – What's your waste footprint?
- Health and Physical Education PPS Year 3 Unit 2 – Feeling safe
- C2C Health and Physical Education PPS Year 4 Unit 4 – Netiquette and online protocols
- Health and Physical Education PPS Year 5 Unit 1 – Emotional interactions
- Health and Physical Education PPS Year 6 Unit 4 – Transitioning
- Health and Physical Education PPS Year 8 Unit 3 – My adolescent relationships
- Health and Physical Education PPS Year 9 Unit 1 – Respectful relationships
- Health and Physical Education PPS Year 10 Unit 2 – Cultural connections
- French Years 9-10 Unit 2 – What are social issues?
- C2C Japanese Years 9-10 Unit 2 – What are social issues?

Respectful Relationships Education Program (RREP)

The Respectful Relationships Education Program (RREP) was developed in response to the Queensland Government's domestic and family violence prevention policy, and is focused on influencing behaviour change to prevent undesirable social consequences.

RREP, aligned to the Australian Curriculum, includes a range of activities which encourage students to interact positively with others, to respect similarities and differences and to stay safe. This program encourages students to value diversity and to exhibit empathy and sensitivity in dealings with others. The program also emphasises equality, the building of ethical relationships, supporting others and seeking help in relation to aggressive behaviour including bullying.

RREP includes activities which encourage students to interact positively with others, to respect similarities and differences and to stay safe.

RREP encourages students to value diversity and to exhibit empathy and sensitivity in dealings with others, and also emphasises equality, the building of ethical relationships, supporting others and seeking help.

RREP can be accessed via the Learning Place (state schools) or Scootle (non-state schools). Schools can access C2C HPE units for Prep to Year 10 via OneSchool or the C2C download manager (state schools) or Scootle (non-state schools).

In the early years these materials include activities which encourage students to interact positively with others, to respect similarities and differences and to stay safe. Activities in the latter part of primary school and early secondary school encourage students to value diversity and to exhibit empathy and sensitivity in dealings with others. The program also emphasises equality, the building of ethical relationships, supporting others and seeking help.

Released under the
Act by DOE

Queensland state school support services and staff

The Queensland Government is committed to making state schools safe and supportive places to learn.

The Whole School Approach to support student learning provides Queensland state schools with a process that directs support to students based on their identified needs. A range of support services are available for students experiencing difficulties accessing and participating in schooling as a result of health, wellbeing and behavioural issues. This includes guidance officers, behaviour staff, speech-language pathologists, support teachers (literacy and numeracy), school-based youth health nurses, youth support coordinators, Community Education Counsellors, and state schools registered nurses.

In addition, Regions are provided Mental Health Coaches, Success Coaches and Positive Behaviour Learning Coordinators. Staff works in collaboration with other allied health professionals and community agencies to identify and intervene early with young people who have additional needs or are at risk of school disengagement.

Guidance officers assess for potential risk, provide information, counselling support, and can liaise with families and clinicians, and refer to external supports as required.

Other support staff available to students includes community liaison officers, student welfare workers and chaplains, all of whom can refer students to appropriate supports within the school and community as required.

Queensland Schools Alliance Against Violence (QSAAV)

QSAAV was established in 2010 to provide independent advice to former Ministers on effective strategies to respond to issues of bullying and violence.

QSAAV comprised representatives from state, Catholic and Independent schooling sectors, parent and principal associations, unions and the Commission for Children and Young People and Child Guardian. It was chaired by Professor Ian O'Connor, Vice Chancellor of Griffith University. As part of the project, psychologist Dr Michael Carr-Gregg travelled to ten different locations throughout Queensland to deliver workshops to parents, teachers, and principals and provide advice to the Government on how to tackle bullying and cyber bullying.

QSAAV delivered two reports, *Working Together* (2010 QSAAV report) and *Keeping Queensland Schools Safe* (2011 QSAAV report).

QSAAV produced a range of resources including a toolkit for effective school based action against bullying, case studies of effective school based action and a student consultation report. These resources are available online at <http://behaviour.education.qld.gov.au/bullying-and-violence/schools/Pages/ksaav.aspx>.

The 2011 report produced for QSAAV by Professor Paul Mazerolle, *Weapons in schools in Queensland: The nature, causes and responses* provides the most recent literature review on weapons in schools.

A copy of the Weapons report is available at <http://behaviour.education.qld.gov.au/SiteCollectionDocuments/preventing-bullying-violence/weapons-in-schools.pdf>

Parliamentary Inquiry

From November 2016, the Education, Tourism, Innovation and Small Business Committee of the Queensland Parliament (Chaired by Scott Stewart MP, Member for Townsville) undertook an inquiry into improving the delivery of respectful relationships and sex education relevant to the use of technology in Queensland state schools. The inquiry lapsed with the calling of a general election on 29 October 2017.

The Committee's terms of reference specified that it would consider options to improve sex education and respectful relationships education in Queensland state schools in light of the ubiquitous use of technology by young people and concerning trends around image-based abuse ('revenge porn') and the sharing of sexualised content ('sexting').

During the 12 months of the Inquiry, the Committee held numerous private and public hearings, considered 29 written submissions, conducted research into the prevalence of sexualised use of technology by young people, reviewed curriculum materials and cybersafety initiatives in Queensland state schools, and undertook analyses of approaches in other jurisdictions.

Although the Inquiry lapsed prior to the Committee tabling its report, during hearings Committee members expressed the view that the range of measures in place in schools (including sex and relationships education, statewide policy and individual school plans around behaviour, and cybersafety efforts) must be complemented by broader community efforts that include greater parental understanding of the nature of bullying and cyberbullying and exercising of parental responsibility around young people's use of information and community technologies.

National Project Agreement for Online Safety Programmes in Schools

In 2016, Queensland signed the Project Agreement for Online Safety Programmes in Schools (PA OSPS) with the Office of the eSafety Commissioner (OeSC).

The PA OSPS provided federal funding for service delivery in 2016 and 2017, with 173 Queensland government and non-government schools each year receiving up to \$4000.

This funding was for the delivery of online safety programs in schools procured from providers certified, approved or recognised by the Children's eSafety Commissioner. Project targets were met and programmes were received by Queensland schools.

Released under the
Act by DOE

Analysis of Proposal to Ban Mobile Phones in Schools

Addressing bullying is a complex community wide issue. As cyberbullying occurs inside and outside school hours and the school gate, banning the use of mobile phones in schools cannot guarantee that bullying will never occur.

Bullying will be most effectively addressed through a multi-pronged approach between schools and communities, involving preventative and responsive approaches.

CURRENT POLICY AND PRACTICE

- Principals, in consultation with their school community, make decisions about school procedures regarding student access to, or usage of, mobile devices. Considerations informing these decisions may include the educational needs of the students, and parent and community expectations.
- The Advice for State Schools on Acceptable Use of ICT Facilities and Devices, within the Department's Use of ICT systems procedure, outlines acceptable and unacceptable use of mobile devices for students while at school.
- This document also provides schools with a template form to seek agreement from parents and students to abide by the procedures and expectations for use of ICT facilities and devices, including phones.
- Consequences for inappropriate behaviour in regard to mobile phones are implemented according to a school's Responsible Behaviour Plan for Students which clearly outlines the standard of behaviour expected from students and the consequences for students when those standards are not met. The Responsible Behaviour Plan for Students also outlines protocols around temporary removal of a mobile phone if it is being used in inappropriate or unacceptable ways.
- Some examples of the different requirements state schools might apply to access and use of mobile phones include:
 - phones to be turned on to silent mode and out of sight or switched off in the classroom (unless give permission to use them);
 - phones to be placed in a safe place in the room when students arrive for class;
 - phones to be handed in/picked up from a particular location before and after school;
 - students to use mobile phone lockers to store phones during the day;
 - students to only use their mobile phones at break times.
- The notion of 'banning' mobile phones at schools has been interpreted as students having access to the mobile phone during school hours.

STAKEHOLDER VIEWS – REPORTED IN COURIER MAIL ARTICLE 4/04/2018

- Federal Minister for Education and Training Simon Birmingham called for a ban on phone use in school time 3/02/2018. "There's almost no reason students shouldn't have their phones switched off and in their locker while they're at school. Although learning to work with technology is essential, phones can be a distraction from lessons and a platform for bullying unless schools have the right policies in place."
- Federal eSafety Commissioner, Julie Inman Grant – schools must have "robust policies and procedures in place around technology use".
- Queensland Teachers' Union President, Kevin Bates – it is difficult to ban smartphones at school because parents objected when phones are confiscated. "I don't accept blanket bans. Teachers often deal with the fallout when devices go missing or get damaged."
- Child Psychologist, Michael Carr-Gregg – "Smartphones must be banned in primary schools and kids needing them for 'security purposes' should be given ones with no internet access."

Analysis of Proposal to Ban Mobile Phones in Schools

- The Federal Cyber Safety Working Group member, Susan McLean – “there should be no personal devices used during the school day – it has to be against the school rules.”
 - Ms McLean’s company, cybersafetysecurity¹ is cited as stating: Schools must embrace technology for the wonderful tool that it is, not dwell on the problem that it might become. Be proactive in all areas, educate your whole community, students, parents and staff and make sure that your policy documents are relevant, circulated to all members of the school community and are regularly updated. Students must be encouraged to come forward and report problems and breaches of policy must be dealt with sensitively and efficiently.²

PROS OF BANNING MOBILE PHONES AT SCHOOL	CONS OF BANNING MOBILE PHONES AT SCHOOL
The distraction to learning that mobile phones represent if students interact with them in the classroom (e.g. sending text messages and taking phone calls) would be avoided.	Access to technology and mobile devices in schools is a modern-day reality and expectation in order to provide students with a contemporary education that sets them up for success in the modern world.
Cyberbullying at school may be reduced, given students would not be able to send text messages and photos to each other during school hours from their phones.	Responsible and appropriate use of technologies such as mobile phones, tablets and laptops in classrooms is a way of modelling responsible use of the devices in the wider community.
If schools have a policy of confiscating phones where a breach of the school rules occurs, this can become very time consuming and potentially confrontational both with the student and with the parent of the student.	Banning mobile phones doesn’t consider other current and emerging digital technologies, smartphones, smart watches, tablets, laptops which all have the functionality to access the internet, take photos, send messages.
Encourages greater social interaction at school.	Many schools use phones as an educational tool for students to research information relevant to an aspect of the curriculum with which they are engaging in the classroom.
Mobile phones are relatively expensive items and theft or losing a phone can create time-consuming consequences for schools.	Schools recognize the importance of mobile phones for student safety and contact with parents. An example may be when students are on an excursion and return to school is later than anticipated and the student will miss the bus. Many parents expect to be able to contact their child directly, if and when needed, and many would not support a school imposing a ban on students bringing phones to school.
Banning mobile phones may reduce the risk of students trying to access information to respond to a test.	Using mobile phones in the classroom provide an important opportunity for teachers to provide instruction regarding on-line safety and students being aware of and protecting their digital footprint.

¹ <http://www.cybersafetysolutions.com.au/>

² <http://cybersafetysolutions.com.au/for-schools.shtml>

Analysis of Proposal to Ban Mobile Phones in Schools

PROS OF BANNING MOBILE PHONES AT SCHOOL	CONS OF BANNING MOBILE PHONES AT SCHOOL
Some research has found that banning mobile phones at school results in increased performance for low-achieving students ³ (although this research is challenged ⁴).	If the mobile phone has the capacity to locate the whereabouts of the phone/owner this can be very useful when children go missing.
May limit inequities between students.	Communication with the student is facilitated if the school has the number recorded and wishes the student to report to the office for example.
Unrestricted access to the internet via mobile phones can be very problematic in schools as well as at home.	The practical reality of monitoring a ban on mobiles at school will increase administrative burden on school staff.
	The risk of a mobile phone being stolen is reduced if the student has it on their person, rather than in their bag.
	Imposing a consequence on a student for texting or phoning a parent during school time is unlikely to be supported by the parent.
	School contexts vary greatly (e.g. primary, high, P-10/12, special, urban, rural, remote) and a blanket ban is not appropriate, nor would it address the core issues of cyberbullying.
	'Technologies contribute appreciably to reducing student alienation, improving student teacher relations, increasing student attention and turning on previously disinterested students.' ⁵

JURISDICTIONAL COMPARISON

JURISDICTION	POLICY	GUIDELINES
Victoria No state wide ban - policy and procedures vary from school to school.	Students Using Mobile Phones <ul style="list-style-type: none"> To ensure schools provide clear policy advice on the use of mobile phones Varies from school to school Schools that allow the use of mobile phones must clearly and regularly advise students and parents/guardians of their expectations and policy requirements 	Schools can: <ul style="list-style-type: none"> develop policies about what students can and cannot bring to school ban anything illegal, dangerous or likely to cause disruption or harm to the smooth running of the school. Students should:

³ <http://cep.fse.ac.uk/pubs/download/dp1350.pdf>

⁴ <https://www.teachermagazine.com.au/articles/mobile-ban-raises-achievement-a-micro-view-of-a-macro-phenomenon>

⁵ Ibid

Analysis of Proposal to Ban Mobile Phones in Schools

JURISDICTION	POLICY	GUIDELINES
	<ul style="list-style-type: none"> Mobile phone cameras (still and video) must not be used: <ul style="list-style-type: none"> in banned spaces for example changing rooms, toilets, gyms and swimming pools to film people and their activities without their knowledge or permission. Mobiles phones must not be used to send harassing or threatening messages 	<ul style="list-style-type: none"> only use mobile phones when usage will not disrupt the normal school routine have their mobile phones switched off and out of sight during classes only use their mobile phones before or after school, or during recess and lunch breaks display courtesy, consideration and respect for others when using a mobile phone ensure that their phones are always stored in a safe and secure place. <p>Note: Students can have access to a mobile phone where there is a need to contact parents/guardians in an emergency.</p> <p>Schools should:</p> <ul style="list-style-type: none"> discourage the use of mobile phones in the classroom unless they can be appropriately incorporated into the learning program inform students and parents that mobile phones are used at their owners' risk take appropriate action against any student who: <ul style="list-style-type: none"> - photographs or films other individuals without their consent or who sends harassing or threatening messages - is/are caught using a mobile phone in exams or assessments
<p>NSW</p> <p>No state-wide ban - policy and procedures vary from school to school</p>	<p>No reference to Mobile Phones in any of the following:</p> <ul style="list-style-type: none"> Bullying – Preventing and Responding to Student Bullying in Schools Policy (2011) Behaviour Code for Students <p>Bring your Own Device</p> <ul style="list-style-type: none"> An optional strategy for schools 	

Analysis of Proposal to Ban Mobile Phones in Schools

JURISDICTION	POLICY	GUIDELINES
	<ul style="list-style-type: none"> Schools can allow students to bring devices to school for the purpose of learning. Mobile phone voice and text, SMS messaging or device instant messaging use by students during school hours is a school-based decision. 	
South Australia No state-wide policy - policy and procedures vary from school to school	Individual school policies relating to mobile phone use during the school day.	
Tasmania No state wide ban - policy and procedures vary from school to school.		Mobile Devices in Tasmanian Government Schools <ul style="list-style-type: none"> The Department of Education understands that mobile devices such as mobile phones, laptops, iPads and iPods are an important part of life and learning in today's world If your child is using their mobile device as a telephone at school, they need to: <ul style="list-style-type: none"> Check if they can have it in class. Keep their phone on silent during class times. Only use as directed by the teacher. Protect the privacy of others and never post private information about another person.
Western Australia No state wide ban - policy and procedures vary from school to school.	Student Behaviour Policy The principal will document a whole school plan to support positive student behaviour that includes: <ul style="list-style-type: none"> measures to address all forms of bullying the rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules. 	

Analysis of Proposal to Ban Mobile Phones in Schools

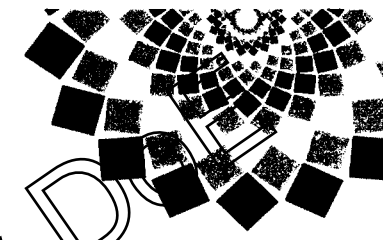
JURISDICTION	POLICY	GUIDELINES
<p>Northern Territory</p> <p>No state wide ban - policy and procedures vary from school to school.</p>	<p>Mobile phones and electronic devices in the school environment Policy</p> <p>Principals</p> <p>In conjunction with school councils, principals are responsible for developing procedures to govern the use of electronic devices within the school environment.</p> <p>The principal is responsible for ensuring that procedures and guidelines regarding the use of electronic devices are developed and made available to parents/carers and students</p> <p>The principal is responsible for ensuring that the school's code of conduct includes a statement on appropriate use of electronic devices on school premises.</p> <p>Regional Director</p> <p>It is the responsibility of the relevant regional director to ensure that procedures governing the use of electronic devices in the school environment are developed and adhere to the requirements of the policy.</p> <p>Students</p> <p>Students are responsible for ensuring they comply with the schools code of conduct and procedures governing the use of electronic devices in the school environment. Students must ensure that devices are only used appropriately and responsibly, with due regard to the rights of others, including the rights of other students to learn without being unduly disrupted or put at risk.</p> <p>Students are also responsible for ensuring that any electronic devices carried by them onto school premises are stored in a</p>	<p>Mobile phones and electronic devices in the school environment Guidelines</p> <p>An acceptable use policy should be developed and implemented before a student is permitted to bring a mobile phone or other electronic device on to school premises. This may include a requirement for parents/carers and students to sign an acceptable use agreement before a student is permitted to bring an electronic device onto school premises.</p>

Analysis of Proposal to Ban Mobile Phones in Schools

JURISDICTION	POLICY	GUIDELINES
	<p>safe place during school hours, in line with any specific arrangements made by the school.</p> <p>Parents</p> <p>It is the responsibility of parents/carers to support and reinforce the procedures regarding the acceptable use of electronic devices in their child's school and to ensure that their child is complying with those procedures.</p>	
<p>Australian Capital Territory</p> <p>No state wide ban - policy and procedures vary from school to school.</p>		<p>Appropriate Use of Mobile Phones</p> <ul style="list-style-type: none"> Schools are expected to develop a policy statement and set of procedures which provide guidelines for the appropriate use of mobile phones during school hours Schools and colleges can make reasonable rules about what students can and cannot bring to school The use of mobile phones, pagers, Walkmans and similar devices in class is disruptive to the learning environment of all students and should be discouraged. Students wishing to use these devices in special circumstances should negotiate arrangements with relevant school/college staff

Domestic and family violence - Not now, Not ever.

Respectful relationships education in School Annual Reports



Gympie State High School

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Fundamental to the school's expectations are respect and safety. The school has throughout 2016 offered programs for all students which focus on education and awareness in relation to respectful relationships, bullying, domestic violence and conflict resolution. These programs are run through the school's pastoral care program – The Learning Curve – and through targeted programs such as Betterman, Empowering Women, Rock and Water and through stand alone presentations including Y Lead, Anti- Bullying, Cyber Safety, Daniel Morcombe Foundation and One Punch Can Kill Campaigns. Further the school embeds healthy relationships in the curriculum through alignment planners for the junior curriculum.

Birkdale State School

You Can Do It – 5 Keys to success forms the basis of all social, emotional and learning behaviours at Birkdale State School. It is used to develop and explicitly teach healthy and respectful relationships, tolerance and acceptance of all members of our school community. Along with components of the Respectful Relationships Education Program, as well as health curriculum units, we aim to ensure the health and well being of all students is an enacted school belief.

Alexandra Hills State High School

Our school Alex & Me! Wellbeing Program incorporates units of work on respectful relationships in Years 8, 9 & 10. The respectful relationships program was designed and written utilising the Queensland Government's initiative and Respectful Relationships Education Program. It focuses on influencing behaviour change to prevent undesirable social consequences such as family and domestic violence and focuses on developing and maintaining respectful relationships, respecting self and gender equality.

In Years' 11 and 12 these programs form part of the weekly Personal Development Program.

Springwood State High School

Springwood State High School offers a variety of programs to students on a needs basis. Students are referred to programs based on data including attendance, behaviour, and support service referrals regarding respectful and healthy relationships.

Programs are designed to support student engagement, mental health, culture, behaviour, resilience, self-regulation, and independence. Students also work in conjunction with community organisations and build partnerships with members of the community increasing work opportunities post school.

Programs include:

- Boxing for Confidence
- Rowing
- PCYC Girls United
- iThink
- YourTown
- Fresh Start
- Deadly Choices
- Reflections
- Love Bites program
- Girls Journaling program
- Men Emerging program.

North Rockhampton State High School

The student Wellbeing program (Hawks) is available to all students in years 7-12. The Hawks program is based on an annual Resilience survey and addresses issues identified by the student cohorts. These include personal safety and awareness as well as identifying and responding to abuse and violence.

Forest Lake State School

At Forest Lake State School a pilot Respectful Relationships Education Program was implemented in Semester 2 2016. The program comprises 8 x 30 min lessons per term per year level and aligns closely with the school's Positive Behaviour Ethos of being safe through respectful and responsible behaviour. The program strongly accesses available respectful relationships teaching resources.

Kedron State High School

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is delivered predominantly through our KEDCARE program. This weekly lesson for one hour, focuses on respectful relationships and student wellbeing. Elements of the Respectful Relationships Education Program are also delivered through our Health and Physical Education curriculum.

Atherton State High School

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Atherton SHS teaches respectful relationships as part of the timetabled Valuing Education Program to students in all year levels.

In addition, students and staff run a number of extra-curricular events throughout the school year that foster respectful, inclusive behaviours including:

- Fortnightly addresses on full school and sector parades about respectful relationships and supportive, inclusive behaviours
- National Day against Bullying and Violence pledge signing
- White Ribbon Day pledge signing

School and external staff provide individual case management and targeted programs for students who require additional high level support to model excellent behaviours.

State Schools – Operations Branch Overview

- Student protection (including Domestic and Family Violence)
- Student wellbeing and diversity
- Behaviour (including bullying)
- Queensland school sport
- Leadership and advice for state schools on policy and procedure matters including enrolment, attendance, exclusions, P&Cs
- Divisional project management and coordination

Key Strategic Goals

- State Schools – Operations:
 - contributes to the creation of safe supportive school communities by addressing barriers to education engagement to ensure every student is succeeding.
 - provides policy direction to support the wellbeing of all students; identifies and supports at-risk students; implements, monitors and reviews behaviour strategies with a focus on a positive behaviour for learning approach.
 - supports schools to implement systems and processes to ensure effective operation and appropriate administrative decision-making.
 - provides a policy platform and partnerships to deliver greater engagement through the *Parent and Community Engagement Framework*.

Key Deliverables in 2018 / next 12 months

- outside the scope
-
-
- Bullying:
 - continued national leadership of the Safe and Supportive School Communities Working Group, the National Day of Action against Bullying and Violence and the Bullying. No Way! website;
 - continued Bullying Response Team to address high profile matters;
 - establish the Ministerial Student Advisory Council (first meeting on 7 June 2018 to focus on bullying and cyberbullying);
 - Queensland Anti-Cyberbullying Taskforce established by the Premier is due to report by 31 August 2018 – anticipated that SSO will support the implementation of recommendations from second half of 2018.

○ outside the scope

-
-
-
-
-
-

Hot Issues

- Bullying – ongoing media and public interest. Premier hosted a stakeholder roundtable to discuss bullying on 29 January and on 19 February, the Queensland Government established a Queensland Anti-Cyberbullying Taskforce. Following the Premier's successful lobbying, COAG discussed bullying on 9 February 2018. A COAG senior officials working group comprising representatives from central agencies, education, justice and health departments has been established to consider existing strategies and potential initiatives to help reduce bullying and cyberbullying in Australia. A work program for the Education Council will be developed by the working group.

○ outside the scope

-

outside the scope

○

○

Any other matters to bring to DG's attention or on which his action/support will be required

○ outside of the scope

Released under the
RTI Act by DOE

Summary of Queensland state school strategies to address bullying and cyberbullying

What Queensland schools do to address bullying and cyberbullying

Every student has the right to learn in a safe and supportive environment at school – free from bullying in all its abhorrent forms.

Bullying, including the ever-present scourge of cyber bullying, is a community wide issue. Schools and families each have an important role to play in combatting bullying

The national Bullying.No way! Website, managed by Queensland, is the primary mechanism for sharing information, resources and successful practices to counter bullying, harassment and violence in Australian schools.

This site provides an invaluable range of resources and advice for staff, parents and students.

The *Bullying. No Way!* website also provides important advice for students. This site provides tips and strategies to deal with bullying, in all its forms, as well as what to do if students witness bullying. Strategies include:

- stay positive and be confident;
- tell someone;
- walk away; and
- help the person being bullied.

Parents and students should talk to the school principal or other school staff including guidance officers, chaplains and welfare workers for advice.

Students and parents are strongly encouraged to report cases of bullying to their school principal.

Policies and other measures in place to address bullying

The Department has a comprehensive framework of policies and procedures (outlined in its newly revised Student Learning and Wellbeing Framework) to assist schools in creating safe and supportive school environments.

<http://education.qld.gov.au/schools/healthy/docs/student-learning-wellbeing-framework.pdf>

The Student Learning and Wellbeing Framework is supported by an implementation and reflection tool that identifies a number practical strategies for schools to implement, including,

- ensuring the safety of the online community is addressed, e.g. cybersafety is part of the daily conversation and students are taught about the appropriate use of technologies such as mobile phones; and
- that the school has a clear anti-bullying policy that is proactively communicated to the school community and is part of the Responsible Behaviour Plan for Students.

Every Queensland state school has a Responsible Behaviour Plan for Students that clearly outlines the standard of behaviour expected from students and the consequences for students when those standards are not met.

The plan also outlines what actions the school will take when bullying is reported, and the strategies used by the school to address bullying.

The Department's Behaviour website provides advice to students about what they should do if they are being bullied, including:

- telling someone about it, such as school staff or someone in their family;
- telling the bully that they don't like it and, if they think it is safe, talking to the bully about whether they can sort out any problems between them;
- ignoring the person bullying them;
- not trying to get back at the bully; and
- hanging around people who make them feel good.

- French Years 9-10 Unit 2 – What are social issues?
- C2C Japanese Years 9–10 Unit 2 What are social issues?

The Department's Respectful Relationships Education Program (RREP) includes activities which encourage students to interact positively with others, to respect similarities and differences and to stay safe.

RREP encourages students to value diversity and to exhibit empathy and sensitivity in dealings with others, and also emphasises equality, the building of ethical relationships, supporting others and seeking help.

RREP can be accessed via the Learning Place (state schools) or Scootle (non-state schools). Schools can access C2C HPE units for Prep to Year 10 via OneSchool or the C2C download manager (state schools) or Scootle (non-state schools).

In the early years these materials include activities which encourage students to interact positively with others, to respect similarities and differences and to stay safe. Activities in the latter part of primary school and early secondary school encourage students to value diversity and to exhibit empathy and sensitivity in dealings with others. The program also emphasises equality, the building of ethical relationships, supporting others and seeking help.

Cybersafety sessions on online safety and positive digital footprints

The Cybersafety and Reputation Management team has provided more than 700 information sessions to over 91,500 students in 273 schools since July 2013.

Background to the Queensland Schools Alliance Against Violence (QSAAV) including recommendations and subsequent actions taken, particularly related to cyberbullying

QSAAV was established in 2010 to provide independent advice to former Ministers on effective strategies to respond to issues of bullying and violence.

QSAAV comprised representatives from state, Catholic and Independent schooling sectors, parent and principal associations, unions and the Commission for Children and Young People and Child Guardian. It was chaired by Professor Ian O'Connor, Vice Chancellor of Griffith University. As part of the project, psychologist Dr Michael Carr-Gregg travelled to ten different locations throughout Queensland to deliver workshops to parents, teachers, and principals and provide advice to the Government on how to tackle bullying and cyber bullying.

QSAAV delivered two reports, *Working Together* (2010 QSAAV report) and *Keeping Queensland Schools Safe* (2011 QSAAV report).

All recommendations from QSAAV were implemented by the Government.

Recommendation 1 was targeted to cybersafety/cyberbullying, 'Urge all Queensland schools to adopt a cybersafety strategy'. In response, the Department negotiated an agreement with The Alannah and Madeline Foundation (AMF) to offer the eSmart Schools cybersafety framework to all state schools with no upfront costs. The agreement was for the period from December 2011 to June 2015. The formal agreement concluded in 2015 but schools continue to access AMF as a provider certified by the Office of the eSafety Commissioner.

QSAAV information and resources can be found on the Departmental website at <http://behaviour.education.qld.gov.au/bullying-and-violence/Pages/default.aspx>

The 2011 report produced for QSAAV by Professor Paul Mazerolle, *Weapons in schools in Queensland: The nature, causes and responses* provides the most recent literature review on weapons in schools.

It is available at <http://behaviour.education.qld.gov.au/SiteCollectionDocuments/preventing-bullying-violence/weapons-in-schools.pdf>

Queensland's leadership of national anti-bullying efforts

Since 2003, Queensland's Department of Education has managed the national Safe and Supportive School Communities (SSSC) project and the nationally agreed plan on behalf of all jurisdictions.

Through the Bullying. No Way Website, a range of resources and fact sheets are available about bullying, including types of bullying and signs that a person is experiencing bullying <https://bullyingnoway.gov.au/WhatIsBullying/Pages/default.aspx>

In 2010, Queensland secured the support of Education Ministers to create an annual community awareness campaign to combat bullying. As the lead jurisdiction in the Safe and Supportive School Communities Working Group, Queensland drives the provision of evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students.

FAST FACTS – BULLYING

Quick Stats

- Approximately 46% of state schools are implementing *Positive Behaviour for Learning*, with training and support provided by Regional PBL Coordinators.
- The *Bullying. No Way!* Website, as a trusted government site, attracts over 40,000 visitors a month and over 2.24 million page visits per year.
- Friday 16 March 2018 will be the 8th annual *National Day of Action against Bullying and Violence*. In 2017, 401 Queensland state schools registered and over 213,000 Queensland state school students participated on the day.
- The Department does not centrally record instances of bullying that occur in Queensland state schools – incidents involving bullying would be captured under broader behaviour categories, such as verbal misconduct or physical misconduct. While bullying incidents are not recorded in a manner that allows prevalence to be determined, the best research tells us that bullying is experienced by approximately 1 in 4 students.

What does the department do to ensure schools have robust anti-bullying programs?

- Every Queensland state school has a *Responsible Behaviour Plan for Students*, which sets out clear standards of behaviour that they expect from their students.
- The *Responsible Behaviour Plan* also outlines what actions the school will take when bullying is reported, and the strategies used by the school to address bullying.
- The Department has comprehensive policies and procedures to help schools create safe and supportive school environments.
- Through departmental policy and procedures, and the programs that are supported, the Department expects every school to tackle this serious issue in an informed way and make use of what the research indicates is best practice.
- As the lead jurisdiction in the Safe and Supportive School Communities Working Group, Queensland drives the provision of evidence-based information and advice on bullying, harassment and violence for Australian teachers, parents and students.
- Schools also use the national *Bullying. No way!* website to access information, resources and successful practices to counter bullying, harassment and violence in Australian schools.
- Resources on the *Bullying. No Way!* website include:
 - lesson plans;
 - promotional materials;
 - apps; and
 - resources linked to the curriculum which are supported by all Education Ministers and jurisdictions across Australia.
- In addition, schools have a range of support services available, such as guidance officers, chaplains and student welfare workers, to support students.
- The Department's Behaviour website provides advice to students about what they should do if they are being bullied, including:
 - telling someone about it, such as school staff or someone in their family;
 - telling the bully that they don't like it and, if they think it is safe, talking to the bully about whether they can sort out any problems between them;
 - ignoring the person bullying them;
 - not trying to get back at the bully; and
 - hanging around people who make them feel good.

Cyberbullying

- Cybersafety is a regular part of conversations in schools and students are frequently taught about the appropriate use of technologies such as mobile phones, iPads and laptops.
- If a school becomes aware of inappropriate online behaviour, it will investigate it in the same way as face-to-face bullying. In addition, principals may request the Department's Cybersafety and Reputation Management team to investigate and respond, if necessary. The Department will also seek to shut down any social networking page or other site that contains inappropriate, offensive or threatening content involving state school students or staff.

Online Safety Agreement – National Partnership with the Office of the eSafety Commissioner

- On 7 June 2016, Minister Jones signed a national partnership agreement for the delivery of online safety programmes to selected schools.
- This agreement secured federal funding over 2016 and 2017 to enable identified Queensland schools to receive up to \$4000 per school to participate in an online safety programme delivered by a provider certified by the Office of the eSafety Commissioner.
- Total funding amounts were:
 - \$988,502.08 for Queensland State Schools
 - \$237,144.70 for Queensland Catholic Schools
 - \$146,917.92 for Queensland Independent Schools.
- 173 Queensland schools (across the three sectors) were selected under this project agreement for receipt of the funding opportunity in the first year of the project agreement. Those schools accessed relevant online safety training for their school communities.
- In 2017, a further 173 schools (across the three sectors) were identified to receive this funding and choose a certified provider to provide an online safety program to students, parents or teachers. These schools were providing reports to the Department of the selected providers and target audience within their school community.

What avenues do parents have to raise concerns when they think the school is not taking bullying claims seriously enough?

- Students and parents are strongly encouraged to report cases of bullying to their school principal or their closest Department of Education and Training regional office.
- A flowchart is provided on the Department's Behaviour website, which provides a step by step response to reported bullying.
- The flowchart recommends that, after a student reports an incident of bullying, school staff:
 - listen carefully and document the student's account, being careful not to dismiss their concerns or make them feel that they are at fault;
 - inform the student what they intend to do in regards to the information and the incident;
 - provide suggestions to the student, if appropriate, about what to do if the incident occurs again;
 - record the incident/student contact in OneSchool (student management data);
 - notify appropriate personnel;
 - action or refer the incident to the responsible officer (Year Co-ordinator, Deputy Principal, Guidance Officer) as per the school's process described in the Responsible Behaviour Plan; and

- contact the parent/guardian to inform them of the incident and the course of action undertaken. They might refer the parent to the responsible officer at the school for further consultation, if required.

What should students do if they see, or experience bullying in their school?

- Further advice for students is available on the Bullying. No Way! site. This site provides tips and strategies to deal with bullying, in all its forms, as well as what to do if students witness bullying. Strategies include:
 - stay positive and be confident;
 - if you feel safe, tell the other person you don't like what they are doing or ignore them;
 - walk away;
 - tell someone; and
 - if you see someone else being bullied, help them by being a good friend and telling the person to stop the bullying or getting a teacher to help.

What advice does the Department have to assist parents if they learn that their child is being bullied?

- For parents, the Department's Behaviour website provides signs and symptoms that their child is being bullied.
- The website also suggests that parents gather information from their child and contact the school. Advice for parents when contacting the school includes:
 - remaining calm and constructive;
 - being as clear as possible;
 - asking what steps will be taken and if an action plan is to be developed with home and school strategies; and
 - keeping records of contact they have with the school and continuing to keep in contact with the school and provide updates on the situation.
- Further advice for parents is available on the Bullying. No Way! website, including:
 - listen calmly, stay positive and discuss and practice strategies for dealing with bullying (do not advise your child to fight the other child);
 - report the bullying to the school;
 - seek help for your child to deal with bullying and difficult people; and
 - check in regularly with your child.

Bullying prevention is everyone's responsibility: a guide to engaging students and families

Introduction

This document is for school leaders and teachers who recognise the importance of involving students and families in preventing bullying in their school communities. It provides practical suggestions about how to engage students and their families with the school's bullying prevention policy or plan.

Countering bullying involves the whole school community. Each person in the school community has an important role.

A school bullying prevention plan or policy that has a real impact every day is developed, implemented and reviewed collaboratively by school leaders, teachers, students and families.

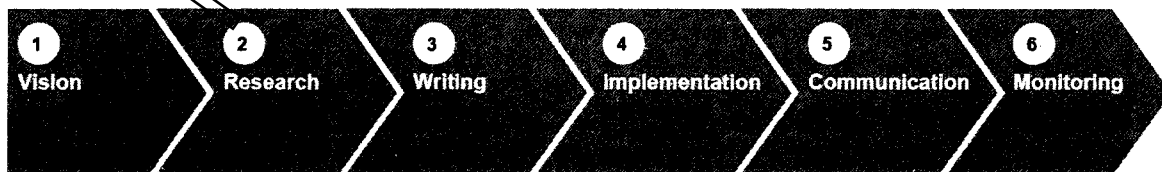
Why engage students and families in your bullying prevention policy or plan?

School staff can do a great deal to prevent bullying and protect students, but can achieve much more if they involve everyone in the school community. Students and families are central to preventing bullying and creating a school climate of respect and inclusion, and their meaningful engagement demonstrates the value the school holds for students and families.

Involving everyone in the development and implementation of a school bullying prevention plan or policy is the best way to ensure it is understood and owned by all members of the school community. It is also one way of strengthening a whole-school approach to the prevention of bullying. Family involvement can extend the bullying prevention messages into the home.

Stages in developing a school policy or plan

Schools will be familiar with the common stages in developing a school policy or plan (as below) but perhaps not so familiar with how, when and where to involve students and families.



This document will help you plan how you can engage students and families through these various stages.

What should be covered in your school policy or plan?

Start with your jurisdiction's guidelines about what should be included in a bullying prevention policy or plan. Links to relevant policy of jurisdictions within Australia can be found at Bullying. No Way! Legislation and Policy. Some jurisdictions provide a template for a school plan.

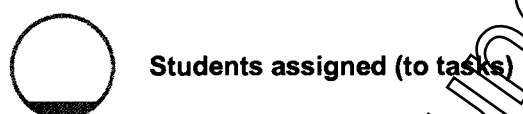
Bullying No Way! School Policy also contains general suggestions for what could be included in school policy.

Depth of engagement of students

As every school and school community is unique, local decisions about the appropriate depth of engagement with students will be based on your context and the point in time. Schools will opt for various levels of engagement depending on the complexity of the task, the knowledge and the maturity of students, and other factors.

... there is no finite model for engaging every student that can be adopted by all schools. What will be appropriate for one school might not succeed in another. Meaningful student involvement is part of a transformative cycle that should be continually re-examined, redeveloped and reconceived within each learning community as it evolves over time with new participants. (Fletcher 2005 p 24)

Consider the following five options for depth of engagement:



(Based on Fletcher, 2014 The Measure of Meaningfulness)

What does meaningful student engagement look like?

Schools can set the stage for student involvement, but it takes time to become established. The willingness of students and families to engage and contribute to school initiatives is based on trust and positive experiences, which take time to grow.

To create and sustain student engagement, schools need to provide meaningful roles for them.

Students do not inherently know how to be meaningfully involved in their schools. Likewise, most educators struggle to figure out how to meaningfully involve students. Meaningful student involvement requires focused action that allows all participants to learn the potential of their individual and collective roles. For students, developmentally appropriate learning is needed to increase their capacity for empowered participation. For teachers, administrators and school staff, learning is focused on developing the school system's ability to involve students as well as individual teachers' ability to meaningfully involve students in different kinds of classroom learning opportunities. (Fletcher 2005, p 16)

Meaningful student involvement occurs when adults begin without preconceived ideas and are prepared to listen and respond. It occurs when there is trust and shared decision-making. Schools must seek roles of real value for students that encourage meaningful contributions, where they are listened to and valued. Table 1 contains Fletcher's (2005) descriptions of student involvement and whether it is meaningful.

Table 1: Contrast meaningful and not meaningful involvement

When students are allies and partners with adults in improving schools.	When students are regarded as passive recipients in schools, or as empty vessels to be filled with teachers' knowledge.
When students have the training and authority to create real solutions to the challenges that schools face in learning, teaching, and leadership	When the contributions of students are minimized or tokenized by adults by asking students to "rubber stamp" ideas developed by adults, or by inviting students to sit on committees without real power or responsibility.
When schools, including educators and administrators, are accountable to the direct consumers of schools – students themselves.	When student perspectives, experiences or knowledge are filtered with adult interpretations.
When student-adult partnerships are a major component of every sustainable, responsive, and systemic approach to transforming schools.	When students are given problems to solve without adult support or adequate training; or students are trained in leadership skills without opportunities to take on real leadership roles in their school.

Article 12 of the United Nations Convention of the Rights of the Child articulates the right of children and young people to express an opinion and have that opinion taken into account when decisions are being made by adults on any matter that affects them. In Australia this has supported the call to engage "student voice". The value of student voice is based on the beliefs that students have unique perspectives on schooling which adults need to listen and respond to and that students should be given opportunities to actively shape their education, as expressed by Spears et al (2011):

Garnering student voice is more than just listening: it is co-constructing meaning to reach outcomes and actions which are mutually beneficial. Thus, the challenge for schools is to disrupt the power relationship, to empower young people to become change partners and co-researchers, so that adults can learn directly from young people's lived experiences and gain insight into how best to support them as they move from childhood to adulthood, navigating their educational and social relationships online and offline.

Through student voice, students can contribute to improved teaching practice, genuinely engage in decisions which affect their learning, and increase their sense of being a valued member of the school community. The concept of student voice underpins meaningful engagement of students and families in your school's approach to bullying prevention.

Exploring students' roles in developing a bullying prevention policy or plan

This document will explore six roles of students in engaging with a bullying prevention policy or plan. It draws extensively from *The Guide to meaningful student involvement* by Fletcher, 2014 and schools are recommended to consult his full document; see the reference list.

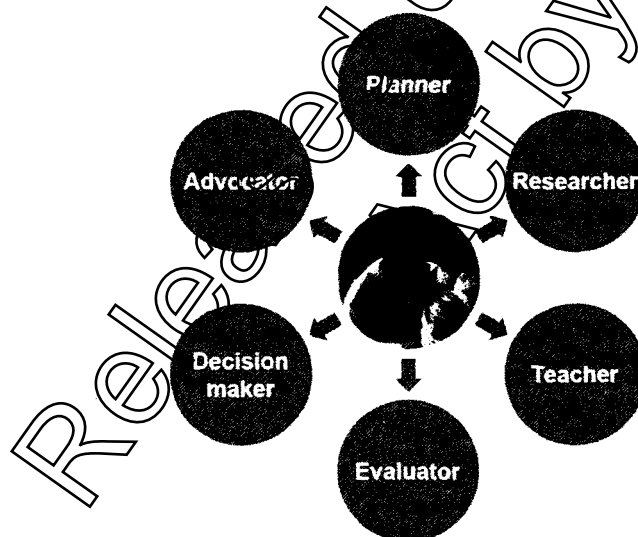


Table 2 provides examples of how students can undertake these roles through involvement in activities related to their school's bullying prevention plan. You will be able to think of more activities that are suitable for your students.

Table 2: Student roles and examples of activities

Role	Early years	Middle years	Senior years
Planner	<p>Plan with the teacher a class event for families to attend that conveys a message about valuing diversity.</p> <p>Think of ways to promote inclusion, tolerance and respect within the school community.</p>	<p>Use membership on school improvement/ safety committee to plan activities to promote a safe school.</p> <p>Think of ways school community members can work together to send a unified message against bullying.</p>	<p>Plan with teachers aspects of curriculum related to bullying prevention.</p> <p>Think of how to promote ways of creating a positive learning community for everyone.</p>
Researcher	<p>Survey family members about what they understand bullying to be.</p> <p>Ask other students in their class or other classes to draw their ideas of a safe and supportive school.</p> <p>Collect information from student drawings of their ideas of a safe and supportive school.</p>	<p>Survey students and families about what they understand bullying to be and how to prevent it.</p> <p>Collect information* on student views about bullying – how often bullying occurs, where it happens, how students and adults intervene.</p> <p>Ask other students about their feelings of safety and what can be done to improve these.</p>	<p>Research what bullying is and the most effective ways to respond and prevent it.</p> <p>Collect and analyse data* from students about bullying.</p> <p>Identify expert guest speakers who could speak to students about the topic of bullying.</p> <p>Ask other students about their feelings of safety and what can be done to improve these.</p>
<p>* Prior to using any of these suggested activities, think about the suitability for your school context and students. Carefully consider the risks related to confidentiality and disclosure of personal information and ensure appropriate strategies and safeguards are in place if students conduct personal surveys.</p>			
Teacher	<p>Role-play** how to respond positively in social situations.</p> <p>Explain to new students what bullying is and ways to respond.</p>	<p>Teach students in lower year levels or teach students' families about what bullying is and ways to respond to it.</p> <p>Run education sessions for new students and families about what bullying is, ways to respond and explain the school's policy about bullying.</p>	<p>Lead workshops for other students in responding to bullying.</p> <p>Create and present bullying prevention material in the curriculum.</p> <p>Run workshops with other students about safe and supportive bystander behaviour.</p> <p>Run workshops for teachers to present an analysis of data collected from students about bullying.</p> <p>Collaboratively work on an action plan.</p>
<p>** Prior to using role-play activities, consider the suitability for your school context and students. A role-play activity is not recommended if there is a current bullying issue for students.</p>			

Role	Early Years	Middle Years	Senior Years
Evaluator	<p>Discuss and evaluate a story character's behaviour in a situation involving bullying.</p> <p>Reflect and evaluate students' potential responses in role plays of social situations.</p>	<p>Discuss and evaluate a book character's behaviour in a situation involving bullying.</p> <p>Collect data* through interviews to evaluate the effectiveness of the school bullying prevention program.</p>	<p>Evaluate the school's bullying prevention plan – collect data*, compile findings, analyse results and make recommendations.</p> <p>Evaluate action plans for a bullying prevention project.</p>
Decision maker	<p>Decide how to create a class or school display for the National Day of Action against Bullying and Violence.</p>	<p>Decide how the school will celebrate the National Day of Action against Bullying and Violence.</p>	<p>Work with teachers and the school principal to make decisions about school policy and procedures related to bullying.</p>
Advocator	<p>Use regular class meetings to raise issues related to the school's safe and supportive environment.</p> <p>Contribute to school assemblies with tips and strategies for being inclusive, respectful and tolerant of other students.</p> <p>Brainstorm with other students what they want their school to be – imagine a world free from bullying.</p> <p>Facilitate pledges signing to take a stand against bullying and violence.</p>	<p>Run a promotional campaign to make the school bullying prevention plan known to the students and school community members.</p> <p>Contribute to the student handbook development or school website with tips and strategies about preventing bullying.</p> <p>Brainstorm with other students what they want their school to be – imagine a world free from bullying.</p> <p>Make a submission to the student representative council to create a safer school.</p> <p>Design an activist campaign to create a safer school.</p>	<p>Identify an issue related to bullying, resources that can be used, recommendations for change and present this as an action plan.</p> <p>Participate in an action team on a bullying prevention project.</p> <p>Brainstorm with other students what they want their school to be – imagine a world free from bullying.</p> <p>Facilitate a workshop with adults from the community and school to contribute to school improvement.</p>

Family engagement

There is strong evidence that family engagement is associated with significant improvements in academic achievement for students of all ages. Research also links family engagement to improvements in early literacy acquisition, school readiness, social skills, self-regulatory behaviour, motivation, attendance, retention and graduation.

The Australian Family-School Partnerships Framework was developed in 2008 to guide partnership building, and was updated in 2017. The framework identifies seven key dimensions that frame relationship and partnership building. The School Assessment Tool aligns with the Framework and is designed to assist school communities to assess current family engagement practices and to evaluate their progress in strengthening engagement. This tool identifies three stages of engagement of schools with their families and communities: developing, building, and sustaining. This recognises the time necessary for building relationships required for meaningful family engagement.

The outcome statements in Table 3 describe examples of the Sustaining stage of engagement for each key dimension of the Family-School Partnerships Framework.

Table 3: Family-School Partnerships outcomes at sustaining stage

Key dimensions	Outcomes at the Sustaining stage of engagement
Communicate	Regular two-way communication between families and the school, using a range of strategies that effectively seek, contribute to and share information about students' achievements and learning needs, school policies, practices and community initiatives.
Connect learning at home and at school	Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs, and build on families' capacity to support learning at home.
Build community and identity	School policies and practices, learning activities and community building initiatives have built a welcoming culture of inclusion and belonging that reflects and respects the diversity within the school community.
Recognise the role of the family	School policies, practices and programs acknowledge and encourage families to be partners in their children's education. The school recognises and builds on the capacity of families to assist and encourage their children's learning in and out of school, and to support school goals, directions and ethos.
Consult on decision making	School policies, practices and programs support families to be partners in their children's education. Families are active and equal participants in decisions affecting their children in and out of school.
Collaborate beyond the school	The school has strategic and ongoing relationships with government and non-government agencies, community groups, businesses and other educational providers, which enhance learning opportunities and outcomes for students and families.
Participate	Families and community members contribute to the life of the school in ways that reflect their interests, skills, experience and capacity.

What does meaningful family engagement look like?

Table 4 contains examples of ways to engage families in bullying prevention, for each of the seven key dimensions. Most of these have been taken directly from the Family-School Partnerships Framework strategies. Some examples that relate specifically to bullying prevention have been added and are indicated with an asterisk.

Table 4: Dimensions and examples

Dimension	Examples of ways to engage families in bullying prevention
Communicate <i>Effective communication is a two-way exchange between families and schools that involves information sharing and opportunities for schools and families to connect and collaborate.</i>	<p>Put in place a variety of parent-teacher communication options including face-to-face, telephone, email and web-based contact.</p> <p>* e.g. Run interactive sessions for families to explain the school's policy on bullying prevention, and ways for families to respond if a child is bullied.</p> <p>* e.g. Invite a guest speaker on online safety to speak to the school community and ensure there is an opportunity for questions from participants.</p> <p>* e.g. Provide links on the school website to credible information and websites about bullying prevention, such as Bullying No Way!</p>
Connect learning at home and school <i>Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students' success at school.</i>	<p>Provide opportunities for families, schools and students to work together on learning activities that reflect the diversity of the school community. These could include families teaching students and school staff about cultural dance, cooking and celebrations.</p> <p>Provide information and referral services for families, to support learning and wellbeing.</p>
Build community and identity <i>Inclusive school policies, practices and programs build a welcoming culture of inclusion and belonging for all families that reflects and respects diversity within the school's community.</i>	<p>Create a culture that recognises and values diversity within the community, and seek opportunities to celebrate the community's cultural backgrounds. Examples may include NAIDOC, Multicultural Days and International Day of people with Disability.</p> <p>Welcome and support new families into the school community through a designated staff member or Community/Family Liaison Officer. This could include holding one-on-one meetings with families to gain an understanding of their needs.</p>
Recognise the role of the family <i>School staff and families recognise and appreciate their complementary roles in educating children and support and encourage collaborative learning in and out of school.</i>	<p>Recognise the value of combining formal learning at school with the knowledge families have of their child, to support and benefit student learning and wellbeing.</p> <p>* e.g. Organise meetings with parents and teachers to combine information.</p> <p>Offer strategies for family support and encouragement of children's learning at school, for example by organising workshops, discussions, meetings and demonstrations of the school's strategic directions as identified in the school plan, such as in ... social and emotional learning initiatives</p> <p>* e.g. Organise meetings with school community to discuss bullying prevention program.</p>

Consult on decision-making

Families are represented in the school decision making processes through parent bodies, committees and other forums.

Arrange for the school community, including parents, family members and students, to be meaningfully consulted on new school policies, strategic directions and planning.

This could include consultation through:

- formal parent organisations
- school boards
- consultative groups
- focus groups
- surveys
- one-on-one meetings

Ensure participants on these groups represent the diversity of the school community, including representatives across all demographics.

*e.g. Consult school community during planning for bullying prevention.

Collaborate beyond the school

Develop partnerships with outside community agencies to help strengthen the ability of schools and families to support their children's learning and development outcomes through shared and sustainable pathways.

Identify organisations or individuals within the community who can assist the school to provide support or information for students.

Conduct early childhood learning and wellbeing programs such as playgroups and transition to school programs.

Participate

Participation by every member of the school community is valued and the time, energy and expertise families contribute supports their children's learning and development.

Invite families to attend or assist with school events within the classroom or other learning activities in the school.

*e.g. Invite families to attend or assist with events for the National Day of Action Against Bullying and Violence.

Provide opportunities for parent members of the school board or parent association to be a representative on school committees, such as student safety or strategic planning.

*Examples related to bullying prevention that have been added to strategies taken directly from the Framework

Getting started...

In planning for meaningful student and family engagement, some helpful questions to consider at the outset include:

- How can we involve everyone?
- Are all voices heard?
- Which students and families do we most need to engage?
- Where can we engage with them?
- Will different students and families need different ways to engage?
- Are we accommodating the language and literacy needs of our students and families?

- Who are the student and family leaders (and potential leaders) in our school and community?
- Who can we collaborate with?
- What strengths can we build on?
- When are we at our best as individuals /a class /a school?
- How can we make current activities more appealing and accessible?
- Where will we begin?

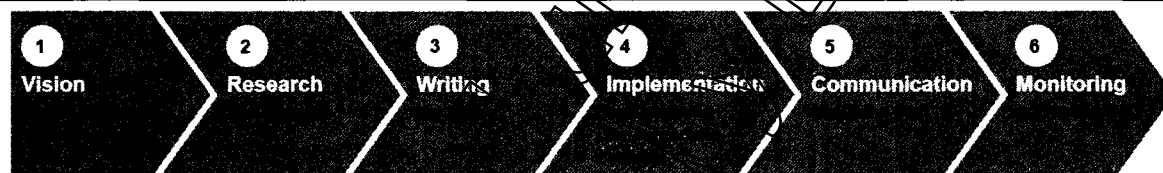
Involving students and families at stages in the plan

The following diagram gives examples of planning to engage students and families at the different stages of developing and implementing your school's bullying prevention plan.

A template is provided in Appendix 1 for planning student and family engagement in your own school context.

Engaging **students** in the school's bullying prevention plan

Brainstorm what students want their school to be — Imagine a world free from bullying.	Survey* students and families about what they understand bullying to be and how to prevent it.	Plan, as part of the school improvement or safety committee, activities to promote a safe school.	Plan with teachers aspects of curriculum related to bullying prevention.	Teach students in lower year levels or teach students families about what bullying is and ways to respond to it.	Collect data* through interviews to evaluate the effectiveness of the school bullying prevention program.
--	--	---	--	--	---



Survey parents about school safety, student wellbeing and the issue of bullying.	Invite a guest speaker to present information on online safety and online bullying.	Consult with families to develop the school bullying prevention plan.	Invite families to assist with activities for the National Day of Action Against Bullying and Violence.	Use a variety of methods to communicate the school plan to families including meetings, school assemblies, school website.	Include parents in the review and evaluate the effectiveness of the school bullying prevention plan.
--	---	---	---	--	--

Engaging **families** in the school's bullying prevention plan

** Prior to using any of these suggested activities, think about the suitability for your school context and students. The focus of all activities should be on positive and lasting solutions. Carefully consider the risks related to confidentiality and disclosure of personal information and ensure appropriate strategies and safeguards are in place if students conduct personal surveys.*

Everyone stands to gain from meaningful engagement of all students and families in the development of your school's bullying prevention policy or plan. The aim is to create a 'living' document that supports your school's aims and contributes to a positive school climate.

This quote from the recent literature review conducted by Bullying. No Way! summarises the importance of engagement in development effective policy.

Effective policy — policy which influences the attitudes and behaviour of school community members — is founded on all members having the same perspective on countering bullying. Establishing a shared understanding of bullying in a school requires a robust collaborative process, inclusive of all members of the school community, in the process of developing a school policy.

Released under the RTI
Act by DOE

Appendix 1: Template for engagement

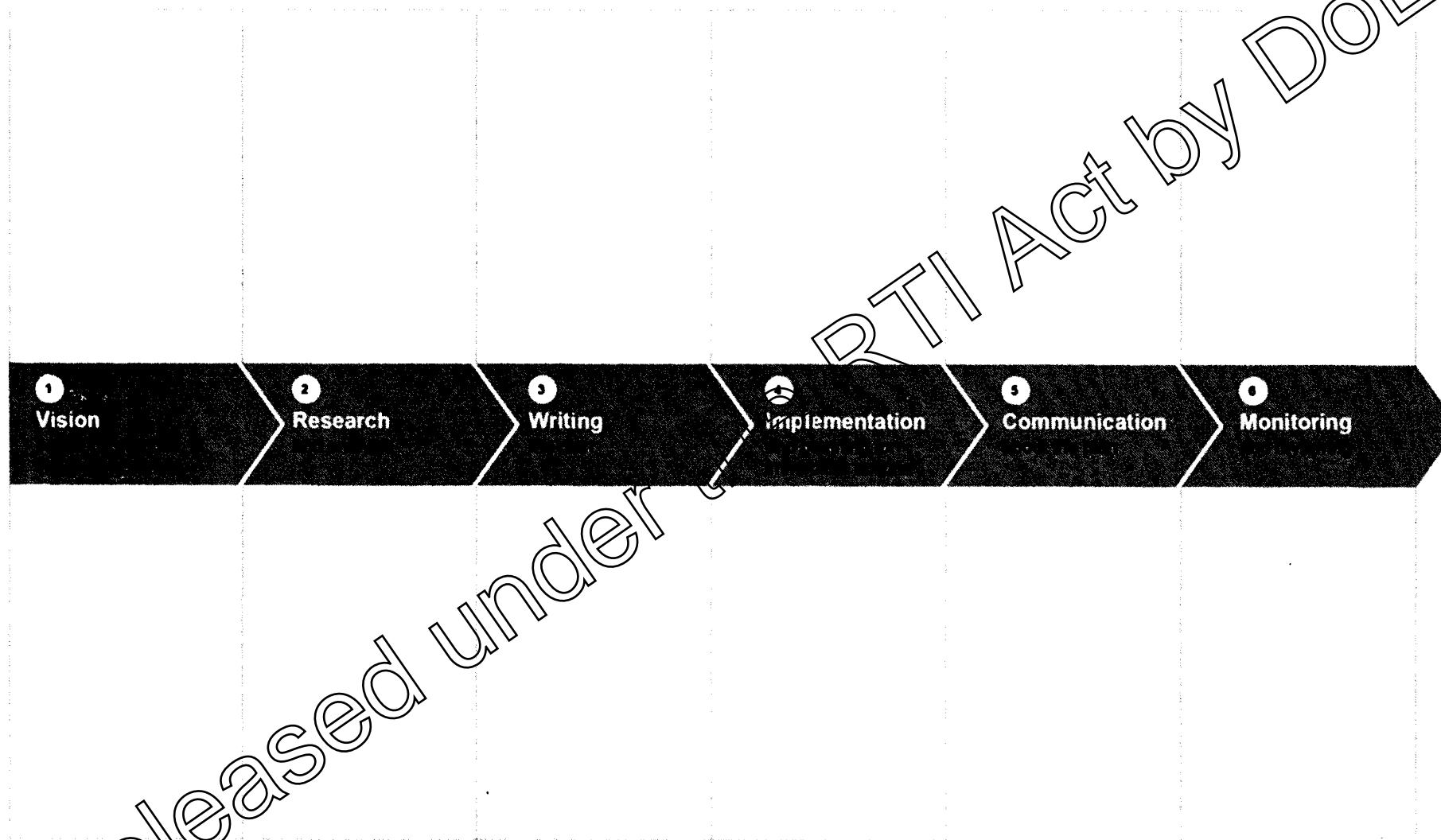
You can type on this page (Word version), or write on the landscape version on the following page (PDF version).

Engaging **students** in the school's bullying prevention plan

1 Vision	2 Research	3 Writing	4 Implementation	5 Communication	6 Monitoring

Engaging **families** in the school's bullying prevention plan

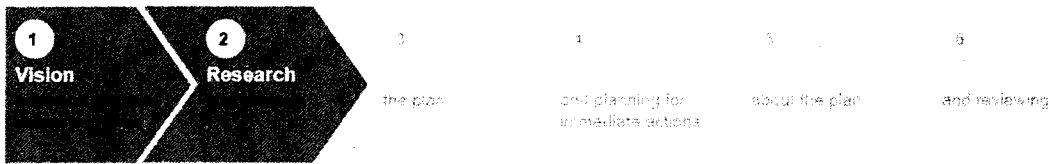
Engaging students in the school's bullying prevention plan



Engaging families in the school's bullying prevention plan

TAKE A STAND TOGETHER **BULLYING. NO WAY!** www.bullyingnoway.gov.au

Appendix 2: Imagine a world free from bullying — how to engage students and families



Use the *Imagine* materials on Bullying. No Way! as part of the **Vision** and **Research** stages of developing your school's bullying prevention plan.

<https://bullyingnoway.gov.au/NationalDay/Imagine/Pages/Materials.aspx>

Gather students' and families' ideas for a world free from bullying

Set up an area in the school with *Imagine* placards, thick marker pens and digital cameras.

Invite students and family members to write either:

- their big idea to make a world free from bullying (orange placard) or
- a response to *Imagine ... a world free from bullying* (purple placard).

Take photos of the students or family members holding their posters. Use these images to create a multimedia presentation to show at a school assembly, or at a National Day of Action against Bullying and Violence event or place on the school website. Schools can share their big ideas with other schools via the Bullying No Way! website. (Ensure that the school has consent for photos to be used.)

Capture student voice

Use the *Imagine* speech bubbles and ask students to write their big ideas and solutions for a world where bullying has no place.

School leaders, teacher, student and family representatives read these to select some to inform school action plans.

Engage creativity

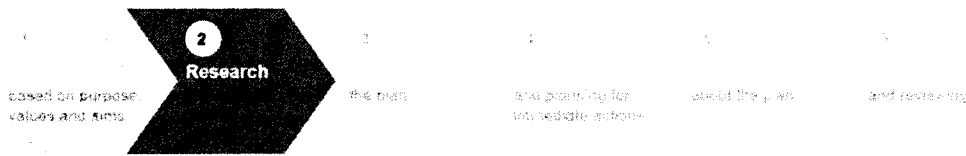
Get staff and students involved with the *My world free from bullying: Make your own poster* activity. This is an opportunity for students to show creativity and say Bullying No Way! The poster activity can be adapted for different year levels and be expanded to include different categories for submissions such as: drawings, paintings, digital graphics, multi-media, collage, photos or video production.

Exhibit your students' artwork in the school library or other venue as part of the National Day of Action. Invite families to attend the exhibition.

Invite families to the National Day of Action events

Use the *Imagine* postcards for students to invite family members to attend a school event for the National Day of Action.

Appendix 3: Students' school questionnaire



Gather information from other students through surveys or workshops as part of the **Research** stage of developing your school bullying prevention plan. (This can supplement the existing school data and information for your research stage.)

Asking helpful questions is important. These questions were developed by students in the Northern Territory and used in workshops with schools across the territory. If you develop your own questions, keep in mind your aim of developing a positive plan for the whole school.

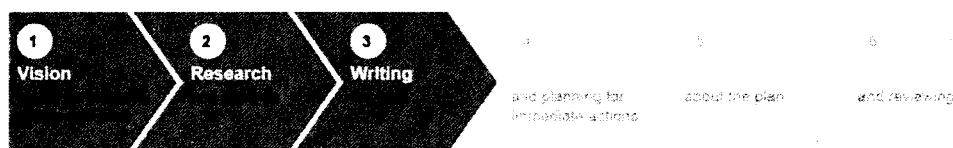
Making a school plan to prevent bullying – what can we do?

- How can schools address bullying in helpful ways?
- How can schools prevent bullying from happening?
- What can schools do to decrease bullying on social media?
- How can schools improve/support relationships between students?
- What changes would encourage stronger relationships between students and teachers?
- What can schools do to improve classroom behaviour?
- What can schools do so everyone feels safe and included?
- How can schools ensure everyone knows what bullying really is?
- What other information would you like to see in our bullying prevention plan?

Reproduced with permission: Middle Years Student Voice Working Group, Department of Education, Northern Territory.

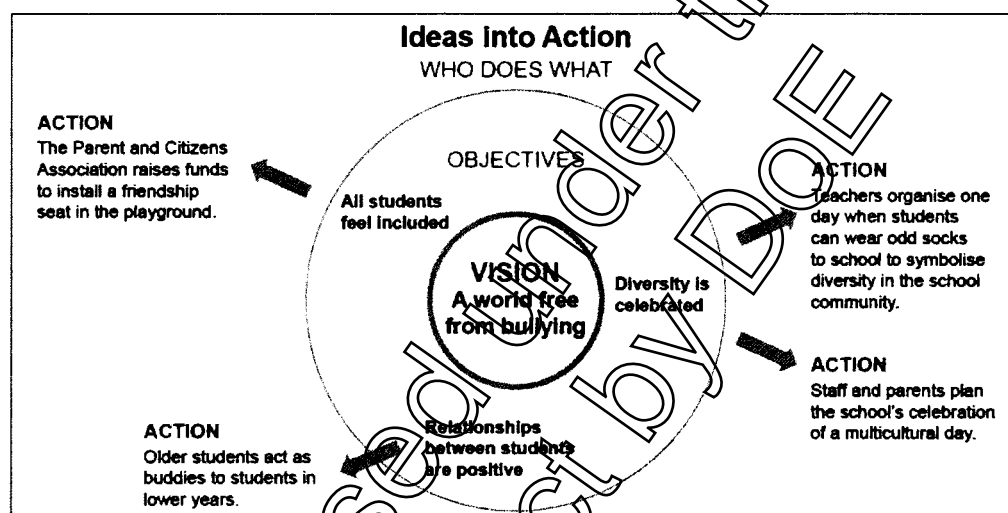
Appendix 4: Putting big ideas into action workshop

Here is a way of using the information collected from the *Imagine* activities in the first three stages of **developing** a school plan.



Stage 1: Vision based on purpose, values and aims

- Bring together a diverse group of school staff, students and families. Inform and inspire them about the purpose – to use their 'big ideas' to generate actions that contribute to a shared vision — a world free from bullying.
- Establish a group facilitator to take records and ensure everyone has an opportunity to contribute.
- Enlarge the template in this appendix or use a whiteboard to create a diagram containing two circles as in the diagram below. In the middle circle, write your Vision — A world free from bullying.



Stage 2: Research and analysis

- Your research could involve gathering students' ideas through an engaging activity. You may wish to use the *Imagine 'My world'* poster activity or speech bubble activity for students to record their ideas. <https://bullyingnoway.gov.au/NationalDay/Imagine/Pages/Materials.aspx>
- Here are some questions to get students thinking about a world free from bullying.
 - What would a world without bullying look like?
 - How would it look different?
 - How could we make a world without bullying?
 - What things in the world would need to change?
 - What role do you play? What role does community play?
 - What actions do we need to take to create a safe world?

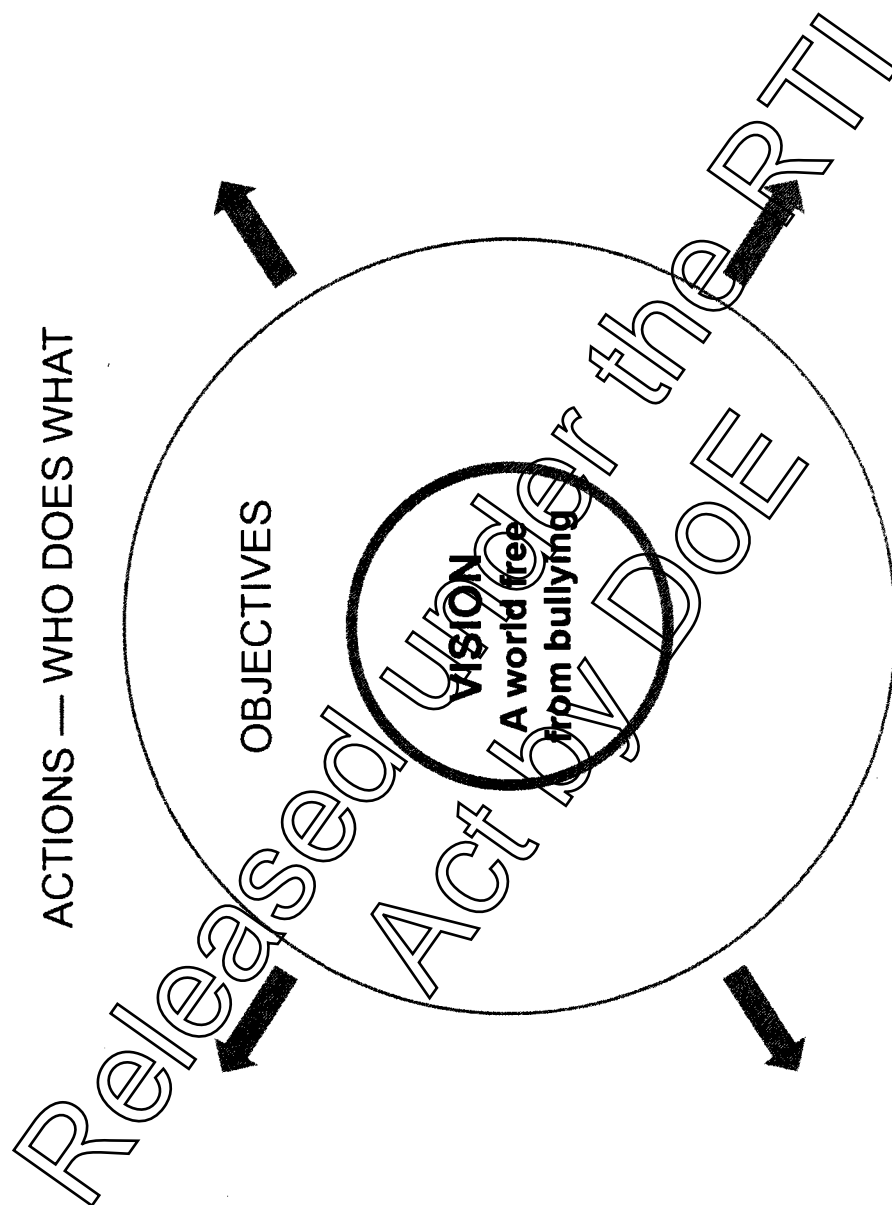
- Why do we need to work together against bullying?
- What would your school look like if there was no bullying?
- What does the playground look like when there is no bullying?
- Together, the group can then analyse all the 'big ideas' for a world without bullying. Look through the big ideas from your research activity and group them according to themes.
- These themes can be used as your objectives. Record them in the next circle on the template – **Objectives**.

Stage 3: Writing the plan

- Next, use the themes to write concrete, observable **actions** that can be done by identified people. In this stage avoid discussion and respect all ideas. Be positive, focusing on ideas for success rather than reasons for failure.
- Give each person 10 dots (stickers). In silence, each person distributes their dots between the items they think would have the greatest impact on the vision and are achievable.
- Add up the dots. The 3 to 6 actions with the most dots become part of your school's plan, which you can then share and discuss with the wider school community before finalising.

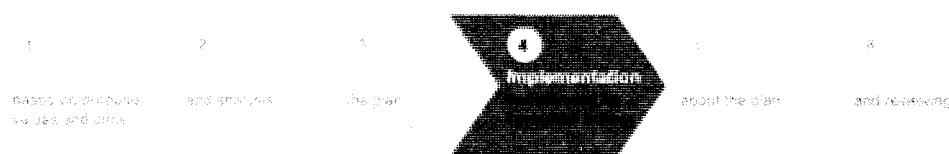
Released under the
Act by DOE

Template for putting ideas into action



TAKE A STAND TOGETHER **BULLYING NO WAY!** www.bullyingnoway.gov.au

Appendix 5: Student activity, event or campaign checklist



Run your own event or campaign as part of **implementing** your school's bullying prevention plan. Educate other students or advocate for change in your school with a campaign developed by students. The checklist below will help you to organise your event, activity or campaign.

Step 1 Getting prepared

- ☐ We are prepared with enough information about bullying prevention.
- ☐ We have a good idea about what the school does already in bullying prevention.
- ☐ We have a staff member to provide advice and help.

Step 2 Decide on your project focus

- ☐ We have considered everyone's ideas to come up with a plan for the activity.
- ☐ We have decided on a name for the activity that will help make other students interested.
- ☐ We can state the purpose and goals for our activity.
- ☐ We can state what we want the activity to produce or achieve when it is completed.
- ☐ We are ready to meet (along with our staff adviser) with the school administration team to explain our activity and what we aim to achieve.

Step 3 Meet with your school administration

- ☐ We have support from the school administration.
- ☐ We have permission forms and media release forms organised (if needed).
- ☐ We are ready to start a detailed action plan.

Step 4 Complete the action plan for the activity

- ☐ All members of the team are still agreed on the purpose and goals of the activity.
- ☐ We have a activity name that will interest other students.
- ☐ A timeline has been developed.
- ☐ The actions have been written down in detail.
- ☐ We have considered a budget if necessary.
- ☐ We have meetings set for the project team to continue discussions about this bullying prevention project.
- ☐ Notes are recorded at each meeting.

Step 5 Run the activity, event or campaign

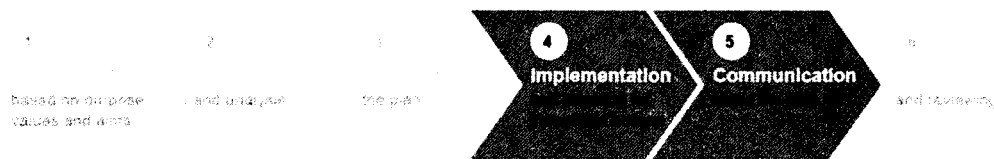
- ☐ All members of the team received a certificate or other acknowledgement celebrating the completion of our activity.
- ☐ Our photos and story have been sent to the media, school social media site, etc.

Step 6 Evaluate the activity

- ☐ The project team met to discuss how the activity went and to decide if we will send a summary report to the school administration team.

More information about running a bullying prevention project can be found at the Bullying No Way! website: Guide for senior students: Running a bullying prevention project in your school

Appendix 6: Student presentation outline

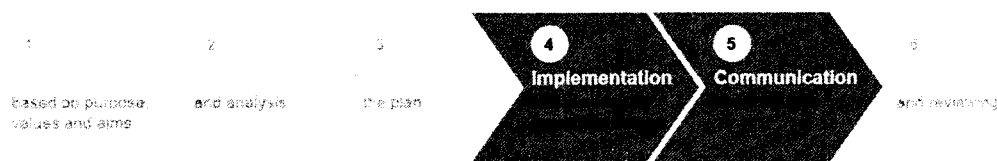


Develop a speech, presentation or other display to teach parents and the whole school community what bullying is and what can be done about it.

This outline contains some questions and tips for students in Years 5 to 7.

	1. What is bullying? (include bullying in person and online)
	2. What are the different types of bullying?
	3. Why do people bully others?
	4. How does being bullied or seeing bullying happen affect someone?
	5. What steps can someone take if they are experiencing bullying in person or online?
	6. What can bystanders do if they see bullying happening?
	7. Why is it important that our school community understands what bullying is and what we can all do about it?
	8. What is your point of view about bullying?

Appendix 7: Create a school pledge



Organise a school pledge for all the students, staff and families to sign as part of the **Implementation** and **Communication** stages of the developing the plan.

You can use a large sheet of fabric or a flag, a wall on a building (with approval) or individual posters.

Here are some examples that can inspire the wording for your school anti-bullying pledge. There are many examples online.

I promise to treat others with kindness and respect.

I will encourage others rather than putting them down.

I will embrace difference.

I pledge to take a stand against bullying.

I will reach out to others who are bullied.

I promise to encourage someone who has been bullied to get adult help.

I will report bullying if I see it happening.

I will have the courage not to be a bystander.

I pledge to think before I comment on, post or forward messages.

I will help make our school safe.

References and more reading for teachers

Emerson, L., Fear, J., Fox, S., and Sanders, E. (2012). *Parental engagement in learning and schooling: Lessons from research. A report by the Australian Research Alliance for Children and Youth (ARACY) for the Family-School and Community Partnerships Bureau*: Canberra.

https://www.aracy.org.au/publications-resources/command/download_file/id/7/filename/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf

Australian Government, Family school partnerships framework: <https://www.education.gov.au/family-school-partnerships-framework>

Bullying. No Way! <https://bullyingnoway.gov.au/>

Department of Education and Training (2015) *A review of literature (2010-2014) on student bullying by Australia's Safe and Supportive School Communities Working Group*:

Department of Education, Northern Territory. Middle Years Student Working Group, Project.

Fletcher, A. (2005) *Meaningful Student Involvement : Guide to Students as partners in School Change* 2nd edition, https://soundout.org/wp-content/uploads/2015/06/MSI_Guide.pdf

Fletcher, A. (2014) *The Guide to Meaningful Student Involvement*. Olympia, WA: SoundOut. Retrieved from soundout.org

Fletcher, A. (2014) *The Guide to Student Voice*, Olympia, WA: SoundOut

Henderson, Anne T. and Mapp, Karen L. (2002) *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*

Robinson, L. (2013) *Changeology how to enable groups, communities, and societies to do things they've never done before*. Scribe: Victoria

Spears, B., Slee, P., Campbell, M., and Cross, D. (2011) *Educational Change and Youth Voice: Informing School Action on Cyberbullying*. Centre for Strategic Education: Victoria

Useful Links

Bullying No Way! website: Guide for senior students: Running a bullying prevention project in your school

SoundOut website provides resources to support schools focused on student voice, student engagement and meaningful student involvement

Teach the Teacher, an initiative of Victorian Student Representative Council (Vic SRC) is a student-led professional learning program for teachers where everyone has a voice.

Pages 317 through 415 redacted for the following reasons:

Council in Confidence
Council in confidence
Exempted information - Cabinet information
council in confidence
exempted information - Cabinet information

Released under the RTI
Act by DOE

RTI 182689 — School Disciplinary Absence (SDA) information identified by keywords search — Individual SDA records

State schools in Metropolitan and South East Regions, 2018 (22 January to 29 June 2018)

Released: October 2018

Ref: JMS 33305

X-IN-CONFIDENCE

Sensitive or confidential information restricted to authorised persons on need-to-know basis. Handle accordingly.

Contents:

RTI 182689 - 2018 MER & SER: RTI 182689 — School Disciplinary Absence (SDA) information identified by keywords search — Individual SDA records

Data Source

- OneSchool (live 2018 data)

Contact Details

Prepared by: Performance Monitoring and Reporting
Email: data.requests@qed.qld.gov.au

Notes

- Report containing a count of School Disciplinary Absences (SDA) incidents recorded in OneSchool for Prep Year and Year 1 students from Queensland State Schools in the Metropolitan and South East Regions for 2018 resulting in student suspension and/or exclusion where the incident detail text contains selected words provided by the client.
- Data is based on suspensions and exclusions where the incident detail text contained any of the following specific words: 'bullying', 'bullied', 'bully', 'assault', 'altercation', 'violence', 'attack'.
- The Department of Education does not categorise SDAs using the term 'bullying'.
- It should be noted that the national definition of bullying for Australian schools says:
"Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Online bullying refers to bullying through information and communication technologies, e.g. the internet or mobile devices. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. In short, bullying is an ongoing misuse of power in relationships involving a pattern of harmful verbal, physical or social behaviour."
Source: Australian Education Authorities, <https://bullyingnoway.gov.au/WhatsBullying/Documents/faqs.pdf>
- Given the national formal definition of bullying, while some of the descriptions of incidents contained in the records may contain words such as 'bullying', 'bullied' or 'bully' this does not confirm that the incident involved bullying. Keyword searches are not conclusive evidence.
- 2016-17 data included SDAs received in 2016 Terms 3 and 4 and 2017 Terms 1 and 2. Similarly, 2017-18 data included SDAs received in 2017 Terms 3 and 4 and 2018 Terms 1 and 2.
- All SDA data is based on Corporate Collection Data except the 2018 data which is based on live unvalidated OneSchool data as at 19 July 2018.
- Year Level refers to the students' year level at the time of the incident that resulted in an SDA. In a few cases the incident occurred in one year (generally in the last few weeks of the year) and the SDA was enforced in the following year
- Records were flagged where the incident detail text also contained the words:
 - 'ambulance', 'doctor' or 'medical attention';
 - 'cyber', 'cyberbullying', 'Facebook', 'online' or 'media'; and/or
 - 'police', 'QPS' or 'AFP'.

Disclaimer:

This material is provided as an information source only. To the maximum extent permitted by law, the State of Queensland makes no statement, representation, or warranty about the quality, accuracy, context, completeness, availability or suitability for any purpose of, and you should not rely on any materials contained within this release.

Despite our best efforts, the State of Queensland makes no warranties that the material are free of infection by computer viruses or other contamination, to the maximum extent permitted by law.

The Queensland Government disclaims, to the maximum extent permitted by law, all responsibility and all liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs you or any other person might incur for any reason including as a result of the materials being in any way inaccurate, out of context, incomplete, unavailable, not up to date or unsuitable for any purpose.

RTI 182689 — School Disciplinary Absence (SDA) information identified by keywords search — Summary

2016–17 and 2017–18 Financial Years

SDA Text Description	SDA Text Description	2016–17	2017–18
State Overall	Count of SDAs that included the following specific words/terms in the incident detail: 'bullying', 'bullied', 'bully', 'altercation', 'assault', 'attack' and/or 'violence'	5 470	5 885
	- also included the terms 'police', 'QPS' and/or 'AFP'	260	214
	- also included the terms 'ambulance', 'doctor' and/or 'medical attention'	51	48
Central Queensland	Count of SDAs that included the following specific words/terms in the incident detail: 'bullying', 'bullied', 'bully', 'altercation', 'assault', 'attack' and/or 'violence'	484	517
	- also included the terms 'police', 'QPS' and/or 'AFP'	23	22
	- also included the terms 'ambulance', 'doctor' and/or 'medical attention'	6	5
Darling Downs South West	Count of SDAs that included the following specific words/terms in the incident detail: 'bullying', 'bullied', 'bully', 'altercation', 'assault', 'attack' and/or 'violence'	479	587
	- also included the terms 'police', 'QPS' and/or 'AFP'	16	24
	- also included the terms 'ambulance', 'doctor' and/or 'medical attention'	2	2
Far North Queensland	Count of SDAs that included the following specific words/terms in the incident detail: 'bullying', 'bullied', 'bully', 'altercation', 'assault', 'attack' and/or 'violence'	458	447
	- also included the terms 'police', 'QPS' and/or 'AFP'	22	28
	- also included the terms 'ambulance', 'doctor' and/or 'medical attention'	6	4
Metropolitan	Count of SDAs that included the following specific words/terms in the incident detail: 'bullying', 'bullied', 'bully', 'altercation', 'assault', 'attack' and/or 'violence'	1 020	1 173
	- also included the terms 'police', 'QPS' and/or 'AFP'	74	42
	- also included the terms 'ambulance', 'doctor' and/or 'medical attention'	11	16
North Coast	Count of SDAs that included the following specific words/terms in the incident detail: 'bullying', 'bullied', 'bully', 'altercation', 'assault', 'attack' and/or 'violence'	1 376	1 373
	- also included the terms 'police', 'QPS' and/or 'AFP'	66	48
	- also included the terms 'ambulance', 'doctor' and/or 'medical attention'	16	13
North Queensland	Count of SDAs that included the following specific words/terms in the incident detail: 'bullying', 'bullied', 'bully', 'altercation', 'assault', 'attack' and/or 'violence'	355	367
	- also included the terms 'police', 'QPS' and/or 'AFP'	15	13
	- also included the terms 'ambulance', 'doctor' and/or 'medical attention'	4	1
South East	Count of SDAs that included the following specific words/terms in the incident detail: 'bullying', 'bullied', 'bully', 'altercation', 'assault', 'attack' and/or 'violence'	1 298	1 421
	- also included the terms 'police', 'QPS' and/or 'AFP'	44	37
	- also included the terms 'ambulance', 'doctor' and/or 'medical attention'	6	7

strategy and Performance
analysis. Evidence. Insight.

RTI 182689 — School Disciplinary Absence (SDA) information identified by keywords search — Individual SDA records

State schools in Metropolitan and South East Regions, 2018 (22 January to 29 June 2018)

School Name	DoE Region	Year Level	SDA Type	Reason Description	Keywords
Albany Creek State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Bullied, Bully, Bullying
Albany Creek State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Bullied, Bully, Bullying
Albany Creek State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Albany Creek State High School	Metropolitan	09	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Assault
Albany Creek State High School	Metropolitan	09	Short Suspension	Verbal or Non Verbal Misconduct involving Students	Bullied
Albany Creek State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Albany Creek State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Albany Creek State High School	Metropolitan	12	Short Suspension	Physical Misconduct involving Students not involving an object	Assault
Albany Creek State High School	Metropolitan	07	Short Suspension	Persistently disruptive behaviour adversely affecting others	Bully, Bullying
Albany Creek State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Albany Creek State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Albany Creek State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Assault
Albany Creek State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Assault
Albany Creek State High School	Metropolitan	09	Short Suspension	Verbal or Non Verbal Misconduct involving Students	Altercation
Albany Creek State High School	Metropolitan	09	Short Suspension	Other conduct prejudicial to the good order and management of the school	Altercation, Assault
Albany Creek State School	Metropolitan	06	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Algester State School	Metropolitan	06	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Altercation
Aspley East State School	Metropolitan	01	Short Suspension	Physical Misconduct involving Students involving an object	Attack
Aspley State High School	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Aspley State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Adults not involving an object	Violence
Aspley State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Aspley State High School	Metropolitan	09	Short Suspension	Verbal or Non Verbal Misconduct involving Students	Altercation
Aspley State High School	Metropolitan	08	Exclusion	Persistently disruptive behaviour adversely affecting others	Assault
Aspley State High School	Metropolitan	10	Long Suspension	Physical Misconduct involving Students not involving an object	Assault, Attack
Aspley State School	Metropolitan	04	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Augusta State School	Metropolitan	04	Short Suspension	Physical Misconduct involving Students involving an object	Altercation
Augusta State School	Metropolitan	05	Short Suspension	Physical Misconduct involving Students involving an object	Altercation
Augusta State School	Metropolitan	05	Short Suspension	Physical Misconduct involving Students not involving an object	Attack
Aviation High	Metropolitan	08	Short Suspension	Other conduct prejudicial to the good order and management of the school	Altercation, Assault, Media
Aviation High	Metropolitan	09	Exclusion	Persistently disruptive behaviour adversely affecting others	Altercation, Assault, Media
Aviation High	Metropolitan	09	Exclusion	Physical Misconduct involving Students not involving an object	Altercation, Assault, Media
Aviation High	Metropolitan	09	Short Suspension	Other conduct prejudicial to the good order and management of the school	Altercation, Assault, Media
Aviation High	Metropolitan	09	Short Suspension	Other conduct prejudicial to the good order and management of the school	Altercation, Assault, Media
Balmoral State High School	Metropolitan	08	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Bully, Bullying
Balmoral State High School	Metropolitan	09	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Balmoral State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Balmoral State High School	Metropolitan	10	Short Suspension	Verbal or Non Verbal Misconduct involving Students	Attack
Balmoral State High School	Metropolitan	11	Short Suspension	Other conduct prejudicial to the good order and management of the school	Bully, Bullying, Cyber, Cyber Bullying
Balmoral State High School	Metropolitan	09	Short Suspension	Persistently disruptive behaviour adversely affecting others	Attack, Police
Balmoral State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students involving an object	Assault
Balmoral State High School	Metropolitan	10	Short Suspension	Verbal or Non Verbal Misconduct involving Students	Assault
Balmoral State High School	Metropolitan	12	Long Suspension	Physical Misconduct involving Students involving an object	Attack
Bellbird Park State Secondary College	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Bellbird Park State Secondary College	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Bellbird Park State Secondary College	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Bellbird Park State Secondary College	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Bellbird Park State Secondary College	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Bellbird Park State Secondary College	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Bellbird Park State Secondary College	Metropolitan	07	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Police, Assault
Bellbird Park State Secondary College	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation, Attack
Bellbird Park State Secondary College	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation, Attack
Bellbird Park State Secondary College	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation, Attack
Bellbird Park State Secondary College	Metropolitan	08	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Altercation
Bellbird Park State Secondary College	Metropolitan	08	Short Suspension	Verbal or Non Verbal Misconduct involving Students	Altercation
Bellbird Park State Secondary College	Metropolitan	07	Long Suspension	Physical Misconduct involving Students not involving an object	Attack
Bellbird Park State Secondary College	Metropolitan	07	Short Suspension	Other Serious conduct prejudicial to the good order and management of the school	Altercation

Mount Crosby State School	Metropolitan	05	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Violence
Mount Crosby State School	Metropolitan	PY	Short Suspension	Physical Misconduct involving Adults not involving an object	Assault
Mount Gravatt State High School	Metropolitan	08	Long Suspension	Physical Misconduct involving Students not involving an object	Altercation
Mount Gravatt State High School	Metropolitan	09	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Mount Gravatt State School	Metropolitan	05	Short Suspension	Physical Misconduct involving Students not involving an object	Attack
Nashville State School	Metropolitan	04	Exclusion	Persistently disruptive behaviour adversely affecting others	Bully, Bullying, Police
Oxley State School	Metropolitan	06	Short Suspension	Persistently disruptive behaviour adversely affecting others	Bully
Queensland Academy for Science Mathematics and Technology	Metropolitan	12	Long Suspension	Verbal or Non Verbal Misconduct involving Students	Bullying, Bully, Online
Raceview State School	Metropolitan	05	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Attack
Raceview State School	Metropolitan	05	Short Suspension	Other Serious conduct prejudicial to the good order and management of the school	Attack
Raceview State School	Metropolitan	06	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Attack
Redbank Plains State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	09	Short Suspension	Physical Misconduct involving Students not involving an object	Assault
Redbank Plains State High School	Metropolitan	10	Short Suspension	Other conduct prejudicial to the good order and management of the school	Assault
Redbank Plains State High School	Metropolitan	10	Short Suspension	Other conduct prejudicial to the good order and management of the school	Assault
Redbank Plains State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students involving an object	Altercation
Redbank Plains State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	11	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	11	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	12	Short Suspension	Other conduct prejudicial to the good order and management of the school	Assault
Redbank Plains State High School	Metropolitan	12	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	12	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Bully, Bullying
Redbank Plains State High School	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	08	Short Suspension	Other Serious conduct prejudicial to the good order and management of the school	Bully, Bullying
Redbank Plains State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Assault, Media
Redbank Plains State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Assault, Media
Redbank Plains State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Assault, Media
Redbank Plains State High School	Metropolitan	09	Exclusion	Other Serious conduct prejudicial to the good order and management of the school	Altercation, Police
Redbank Plains State High School	Metropolitan	09	Exclusion	Physical Misconduct involving Students not involving an object	Ambulance, Attack, Police
Redbank Plains State High School	Metropolitan	09	Short Suspension	Other conduct prejudicial to the good order and management of the school	Altercation, Police
Redbank Plains State High School	Metropolitan	09	Short Suspension	Other conduct prejudicial to the good order and management of the school	Altercation
Redbank Plains State High School	Metropolitan	09	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	09	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank Plains State High School	Metropolitan	10	Short Suspension	Absences	Altercation, Police
Redbank Plains State High School	Metropolitan	10	Short Suspension	Physical Misconduct involving Students not involving an object	Bullied
Redbank Plains State High School	Metropolitan	11	Exclusion	Physical Misconduct involving Students not involving an object	Altercation, Police
Redbank Plains State High School	Metropolitan	11	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Assault
Redbank Plains State High School	Metropolitan	12	Exclusion	Physical Misconduct involving Students involving an object	Altercation, Police
Redbank Plains State High School	Metropolitan	12	Short Suspension	Physical Misconduct involving Students involving an object	Altercation, Police
Redbank State School	Metropolitan	05	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank State School	Metropolitan	06	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Redbank State School	Metropolitan	05	Short Suspension	Physical Misconduct involving Students not involving an object	Attack
Riverview State School	Metropolitan	01	Short Suspension	Refusal to participate in the program of instruction	Altercation
Riverview State School	Metropolitan	02	Short Suspension	Physical Misconduct involving Students not involving an object	Bullied, Bully, Bullying
Riverview State School	Metropolitan	05	Short Suspension	Physical Misconduct involving Students not involving an object	Bullied, Bully, Bullying
Rochedale State High School	Metropolitan	07	Short Suspension	Physical Misconduct involving Students involving an object	Assault
Rochedale State High School	Metropolitan	08	Short Suspension	Verbal or Non Verbal Misconduct involving Adults	Assault
Rochedale State High School	Metropolitan	11	Short Suspension	Physical Misconduct involving Students not involving an object	Bullied, Bully, Bullying
Rochedale State High School	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Rochedale State High School	Metropolitan	08	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Rochedale State High School	Metropolitan	09	Short Suspension	Physical Misconduct involving Students not involving an object	Assault, Attack, Violence
Rochedale State High School	Metropolitan	09	Short Suspension	Property Misconduct involving other's property	Altercation
Rochedale State High School	Metropolitan	09	Short Suspension	Verbal or Non Verbal Misconduct involving Students	Bully, Bullying, Media
Rochedale State High School	Metropolitan	12	Exclusion	Physical Misconduct involving Students not involving an object	Assault
Rosewood State High School	Metropolitan	08	Short Suspension	Other conduct prejudicial to the good order and management of the school	Assault
Rosewood State High School	Metropolitan	08	Short Suspension	Other conduct prejudicial to the good order and management of the school	Altercation
Rosewood State High School	Metropolitan	10	Long Suspension	Refusal to participate in the program of instruction	Bullied
Rosewood State High School	Metropolitan	07	Short Suspension	Physical Misconduct involving Students not involving an object	Bully, Bullying
Rosewood State High School	Metropolitan	11	Short Suspension	Physical Misconduct involving Students not involving an object	Altercation
Rosewood State High School	Metropolitan	12	Exclusion	Other conduct prejudicial to the good order and management of the school	Attack

Released: October 2018
Ref: JMS 33305

X-IN-CONFIDENCE

Sensitive or confidential information restricted to authorised persons on need-to-know basis. Handle accordingly.

RTI 182689 - 2018 MER & SER: RTI 182689 — School Disciplinary Absence (SDA) information identified by keywords search - Individual SDA records for students in Prep Year and Year 1 from Metropolitan and South East Regions.

- OneSchool (live 2018 data)

Prepared by: Performance Monitoring and Reporting
Email: data.requests@ged.qld.gov.au

1. Report containing a count of School Disciplinary Absences (SDA) incidents recorded in OneSchool for Prep Year and Year 1 students from Queensland State Schools in the Metropolitan and South East Regions for 2018 resulting in student suspension and/or exclusion where the incident detail text contains selected words provided by the client.
2. Data is based on suspensions and exclusions where the incident detail text contained any of the following specific words: 'bullying', 'bullied', 'bully', 'assault', 'altercation', 'violence', 'attack'.
3. The Department of Education does not categorise SDAs using the term "bullying".
4. It should be noted that the national definition of bullying for Australian schools says:
"Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Online bullying refers to bullying through information and communication technologies, e.g. the internet or mobile devices. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. In short, bullying is an ongoing misuse of power in relationships involving a pattern of harmful verbal, physical or social behaviour."
Source: Australian Education Authorities, <https://bullyingnoway.gov.au/WhatIsBullying/Documents/faqs.pdf>
5. Given the national formal definition of bullying, while some of the descriptions of incidents contained in the records may contain words such as 'bullying', 'bullied' or 'bully' this does not confirm that the incident involved bullying. Keyword searches are not conclusive evidence.
6. 2016-17 data included SDAs received in 2016 Terms 3 and 4 and 2017 Terms 1 and 2. Similarly, 2017-18 data included SDAs received in 2017 Terms 3 and 4 and 2018 Terms 1 and 2.
7. All SDA data is based on Corporate Collection Data except the 2018 data which is based on live unvalidated OneSchool data as at 19 July 2018.
8. Year Level refers to the students' year level at the time of the incident that resulted in an SDA. In a few cases the incident occurred in one year (generally in the last few weeks of the year) and the SDA was enforced in the following year
9. Records were flagged where the incident detail text also contained the words:
 - 'ambulance', 'doctor' or 'medical attention';
 - 'cyber', 'cyberbullying', 'Facebook', 'online' or 'media', and/or
 - 'police', 'QPS' or 'AFP'.

This material is provided as an information source only. To the maximum extent permitted by law, the State of Queensland makes no statement, representation, or warranty about the quality, accuracy, context, completeness, availability or suitability for any purpose of, and you should not rely on any materials contained within this release.

Despite our best efforts, the State of Queensland makes no warranties that the material are free of infection by computer viruses or other contamination, to the maximum extent permitted by law.

RTI 182689 — SDAs related to keywords search — Individual SDA Records for Prep Year and Year 1 students

State schools in Metropolitan and South East Regions, 2018 (22 January to 29 June 2018)

School Name	DoE Region	Year Level	SDA Type	Reason Description	Details	Keywords
contrary to public interest	Metropolitan	01	Short Suspension	Physical Misconduct involving Students involving an object	It was reported that before school S 47(3) found a bracelet that belonged to another child, S 47(3)(f) S 47(3) then tried to get the bracelet from S 47(3) as it belonged to him. When the students returned to class S 47(3) cut the bracelet before it was returned to S 47(3)(b). During investigations S 47(3) asked S 47(3)(f) if he wanted to join him for an activity, S 47(3)(f) said no and then the two boys began to wrestle. S 47(3)(f) pushed S 47(3) away and then the two separated. S 47(3)(f) went to another investigation station, S 47(3) followed S 47(3)(f) and then picked up a pair of scissors from the bucket on the floor with the intent to attack him, he then scratched S 47(3)(f) on the face. [END OF RECORD]	Attack
	South East	01	Short Suspension	Physical Misconduct involving Students not involving an object	Whilst the class was lining up to go to Easter Hat Parade practice, S 47(3) was standing in line next to another boy. The other boy was excited about the practice and was moving about a little. S 47(3) decided that this was annoying him, so he punched the boy repeatedly in the side of the head. He continued to attack the boy until another teacher, who was walking past, saw what was happening and stopped him. [END OF RECORD]	Attack
	South East	01	Short Suspension	Physical Misconduct involving Adults involving an object	S 47(3) became unsettled in the computer room. He threw an aluminium step ladder which struck a female teacher's aide. He then attacked the staff member who came to remove him, head butting her, kicking and scratching him. [END OF RECORD]	Attack
	South East	01	Short Suspension	Physical Misconduct involving Students not involving an object	S 47(3) approached the SEP teachers office and began knocking. Teacher motioned to S 47(3) that he needed to return to class. S 47(3) continued knocking. Teacher opened the door and talked to S 47(3) about why he had come to see her and he said he just didn't want to do any work. Teacher asked if his teacher knew where he was. S 47(3) advised teacher that His classroom teacher did not know where he was so SEP teacher told him to return to class. Upon closing the door S 47(3) ran to the classroom next door to try and enter the room but it was locked. He went to the other neighbouring classroom and entered their classroom and went in to SEP office through their inner door. SEP teacher talked with S 47(3) about; - appropriate times he can come into her office. -leaving the classroom without the teacher knowing -not being able to be in SEP all day -following instructions SEP teacher asked S 47(3) why he was leaving the classroom so frequently lately. S 47(3)(b) Contrary to public interest contrary to public interest	Attack
	South East	01	Short Suspension	Physical Misconduct involving Students not involving an object	S 47(3)(b) Contrary to public interest SEP teacher tried multiple attempts and approaches to convince S 47(3) to return to the classroom, including allowing him a moment to reflect, setting a timer, talking about his classroom needs/making positive choices. When S 47(3) was refusing all attempts to return to class, SEP teacher picked up phone to call for SEP aid support. S 47(3) was very displeased with this (thinking SEP teacher was calling the office) and began swiping everything off of the desks, throwing over the chairs, climbing up on the table. When the SEP teacher asked S 47(3) to climb down from the table S 47(3) very aggressively jumped down, started scratching her and said "you shouldn't have called the office." SEP teacher called in the teacher from the adjoining room as witness to S 47(3)(f) attack and to call down to the office. S 47(3) continued these outbursts in the following minutes, continuing to come at and scratch the SEP teacher. SEP teacher removed dangerous items from within reach, sectioned off the room and door to adjoining room to minimise risk. S 47(3) climbed back on the table. SEP teacher approached S 47(3) reached for his hand, S 47(3) allowed her to do this, very quietly Teacher told S 47(3) that he really hurt her and he needs to come down. S 47(3) stepped down from the table, began picking up the pencils. Admin arrived and escorted S 47(3) to the office. [END OF RECORD] on S 47(3)(b) Contrary to public interest was out in the playground even though he was supposed to be in the office. He went up to several girls that were building sandcastles. He approached them and kicked their hands then kicked their sandcastles over. Today he went up to S 47(3) and punched him in the head in an unprovoked attack [END OF RECORD]	Attack

School Name	DoE Region	Year Level	SDA Type	Reason Description	Details	Keywords
contrary to public interest	South East	01	Short Suspension	Physical Misconduct involving Adults not involving an object	<p>S 47 had refused to comply with classroom Teacher's instructions to attend withdrawal space during junior assembly. S 47 was taken to the office where he was given blocks to play with whilst his class attended assembly. S 47 left the office without permission. S 47 eventually returned to the office with the DP.</p> <p>He again was asked to stop and redirected to the blocks S 47 refused to and again left the office and ran out to the school gate at the front of the school. DP followed and instructed S 47 to return to the office. S 47 left the school grounds, walking along the fence line towards the bus shelter. S 47 was again instructed to come back into the school grounds otherwise the Police would need to be called. S 47 responded to this and turned around and reentered the school. He was asked to return to the office.</p>	Attack, Police
	Metropolitan	PY	Short Suspension	Physical Misconduct involving Students not involving an object	<p>During morning activity time, S 47 and S 47 had got into an altercation. Both students were rolling around the carpet hitting, kicking and biting. S 47 was on S 47 tackling him and S 47 with a closed fist punched S 47 several times at the top of his head. S 47 continued to hit and kick S 47. I had run to them to remove them from one another. S 47 had come over to help. S 47 was keeping S 47 away and I was keeping S 47 away. S 47 then started spitting at S 47 from a distance, however it didn't get on anyone. S 47 took the class outside for their fruit break and S 47 and S 47 were split up. Parents were contacted. [END OF RECORD]</p>	Altercation
	South East	01	Short Suspension	Physical Misconduct involving Students not involving an object	<p>S 47(3) came inside from play and lay across S 47(3)(b) desk, sitting in his chair. S 47(3) started pulling S 47(3) legs to get S 47(3) off the desk. S 47(3)(b) then smacked S 47(3) on the bottom and yelled ATTACK. He pulled him to the ground. He said "I did a 360' move and then I strangled him like this. S 47(3)(b) demonstrated using his hands to choke S 47(3)(b) off S 47(3) S 47(3)(b) and S 47(3)(b) Contrary to public interest [END OF RECORD]</p>	Attack
	Metropolitan	01	Short Suspension	Physical Misconduct involving Students not involving an object	<p>During eating time, S 47(3) had scratched another student in several places on his body- the scratch to the neck was considerably deep and red. The attack on the student was in response to something another student had said. [END OF RECORD]</p>	Attack
	South East	PY	Short Suspension	Physical Misconduct involving Adults not involving an object	<p>S 47(3)(b) C had to defuse S 47(3) behaviour through the whole morning session as there was relief teacher. During rotations this morning S 47(3)(b) C had to evacuate an area of the classroom as S 47(3) screamed and yelled and began throwing playdoh around the room. S 47(3)(b) C calmed him down and returned to learning. After lunch when asked to pack up another activity- he began screaming, throwing more items around the room. Broke whiteboard pens. He then began to strike out towards S 47(3)(b) C and tried kicking and hitting her. She tried to move him away from other children as well as protecting herself from being hit. He continually screamed and yelled at S 47(3)(b) C NO. S 47(3)(b) C had to move other students away as he was trying to kick them too. He then tried again to 'attack' her. He was given a choice- calm down or RTC will be called. [END OF RECORD]</p>	Attack

School Name	DoE Region	Year Level	SDA Type	Reason Description	Details	Keywords
contrary to public interest	Metropolitan	PY	Short Suspension	Physical Misconduct involving Adults not involving an object	<p>Just before 2nd break S 47(3)(b) Contrary to public interest was explaining how to play some board games, to the class, on the carpet. S 47(3) was playing a game "Don't wake the dog" while being supported by contrary to public interest (Inclusive Support Teacher Aide). When S 47(3)(b) Contrary to public interest asked him to pack away the bones he refused and said he wanted to keep them. The class moved over to a new game as S 47(3) was becoming agitated. (angry faced, stomping feet, kicking out at others) When the class moved to a new game S 47(3) came over and tried to push himself into a spot, kicking and pushing children around him. When asked to be careful and calm down, he kicked the game and S 47(3)(b) Contrary to public interest hand and was kicking parts of the game. S 47(3)(b) Contrary to public interest instructed the students to move away and head outside as the lunch bell had rung. S 47(3) started to kick and throw other objects around the room contrary to public interest and S 47(3)(b) Contrary to public interest assisted S 47(3) in leaving the classroom to run off his aggression in the Prep back yard (as per his plan). When S 47(3) left the classroom he went straight to pick up rocks and began throwing them at the students. The students were advised to re-enter the classroom S 47(3)(b) Contrary to public interest</p> <p>contrary to public interest</p> <p>contrary to public interest - Tried to leave the prep backyard by pushing, kicking, scratching and hitting the teachers near the gate - Physically assaulted the teacher aide with a stick - Physically assaulted two teachers and a teacher aide a number of times by punching, grabbing, hitting, barging, scratching - When teachers redirected him away from harming them he continued to come back and harm teachers for an extended period of time contrary to public interest</p> <p>contrary to public interest Grabbed and pulled teachers clothing - Trying leaving the Prep back yard by entering the locked classrooms or through both of the gates - Threw balls at teachers - Threw rocks at teachers - Attempted to climb fences - Went into the prep shed and threw balls and toys around the prep back yard - Pulled students bags off racks and kicked them on the ground - Pulled chairs over - Banged and hit glass doors to classroom with his hands and feet - Threw pot plants at the prep glass door - Hit the prep glass door with a stick - Up turned a table and rammed the glass door with the table - Threw pot plants on the ground S 47(3)(b) Contrary to public interest</p> <p>contrary to public interest</p> <p>contrary to public interest [END OF RECORD]</p>	Assault
	South East	01	Short Suspension	Physical Misconduct involving Adults involving an object	<p>contrary to public interest [END OF RECORD]</p> <p>S 47(3)(b) Contrary to public interest was unsettled for much of the morning. She then became involved in an altercation with another student during which time her behaviour became highly aggressive. When the teacher attempted to intervene between S 47(3) and another student she bit the teacher twice on the arm. She continued to refuse to follow instructions and the Deputy Principal was called to remove S 47(3) to the SSC. [END OF RECORD]</p>	Altercation
	Metropolitan	01	Short Suspension	Refusal to participate in the program of instruction	<p>contrary to public interest walked S 47(3)(b) into the classroom, he immediately ran out and refused to follow any directions. He eventually went to the DEN whereby he got into an altercation with contrary to public interest He was pushing and swearing. S 47(3)(b) also disrupted the morning session of Rock & Water. He spat on the window of the DEN. He ran off behind the building of the DEN, refusing to follow instructions contrary to public interest</p> <p>contrary to public interest</p> <p>OF RECORD]</p>	Altercation
	Metropolitan	01	Short Suspension	Physical Misconduct involving Students involving an object	<p>Statement as received by contrary to public interest After 2nd break the students came in and were asked to read a book quietly or practice sight words on their whiteboards. I was assisting a child with a task when I heard a loud scream then crying, I quickly turned around and raced over to S 47(3) who claimed that contrary to public interest had attacked him and that his back was stinging contrary to public interest said he was angry because S 47(3) was asked not to write on the teachers board. I immediately phoned SEP for assistance contrary to public interest was taken to the office and an ice pack was collected for S 47(3) who had marks on his back. Photo attached of S 47(3) that contrary to public interest hit. [END OF RECORD]</p>	Attack
	Metropolitan	01	Long Suspension	Other conduct prejudicial to the good order and management of the school	<p>S 47(3)(b) Contrary to public interest called me to report that S 4 had been deliberately and repeatedly banging the door against her elbow while she was on the phone. She had attempted to speak with S 4 but he refused to come to her or listen. S 47(3)(b) also reported that he was being non-compliant in the classroom with his teacher S 47(3)(b) I went up to get S 4 from his classroom. contrary to public interest</p> <p>contrary to public interest</p> <p>S 47(3)(b) Contrary to public interest ate his yoghurt. I then got a phone call from S 47(3)(b) to report that just minutes before, S 4 had kicked and choked one of her students in the toilets. S 4 has physically assaulted this same student in the toilets on a number of previous occasions. When I asked S 4 what happened in the toilets, he said that he hated that kid and that they had had a fight. S 4 then said that he didn't want to be in my room, grabbed his lunchbox and left the building. I monitored his movements and called for further Admin support. S 4 went into his classroom (which was empty as the other students were downstairs eating). S 47(3)(b) attempted to get S 4 to leave the room, S 4 refused. I remained in the classroom monitoring S 47(3)(b) He then tipped over furniture and used his hands to slide equipment off all the desks. S 47(3)(b) arrived in the classroom and S 4 went with her to the main administration building. S 47(3)(b) also reported that he had sworn disrespectfully at a TA in her room and gave her the rude finger. She also reported that he swore at one of her students. When questioned by S 47(3)(b) in regard to the physical behaviour in the toilets, S 4 said that he said a swear word to the other student. He told S 47(3)(b) "I don't like him because he is not cool". S 4 said the other student then kicked him and that he retaliated by pushing. S 4 said the other student then kicked him so S 4 said he choked the other student. [END OF RECORD]</p>	Assault
	South East	01	Short Suspension	Physical Misconduct involving Students not involving an object	<p>At second break today, S 47(3) admitted to 'attacking' 4 peers contrary to public interest This looked like punching them each in the chest. S 47(3) stated that contrary to public interest bumped into him' and shrugged when asked about the other students he hurt. S 47(3) proceeded to smile and tell proudly a Prep Teacher, 'I punch kids now, too'. S 47(3) continued on when he saw a 'Catastrophe Thermometer' jumping up and touching the fighting picture to announce to the HOC-Wellbeing 'that's what I did'. [END OF RECORD]</p>	Attack