



ANTI-BULLYING AND CYBERSAFETY REPORT

STUDENT RESPONSES (CEO Wollongong Schools)

2011

**DATA ANALYSIS OF STUDENT RESPONSES TO THE DIOCESAN
ANTI-BULLYING AND CYBERSAFETY POLICY SURVEY AND THE
AUSTRALIAN PARLIAMENTARY INQUIRY INTO CYBERSAFETY.**



“Have life and have it to the full” (John 10:10)

Acknowledgements

This report provides data from one of a suite of initiatives being implemented by the Catholic Education Office of Wollongong in response to Anti-bullying and Cybersafety. The report reflects input from 26 Primary, 8 Secondary systemic and 2 Congregational schools in the Diocese of Wollongong.

The Pastoral Care and Personal Growth Team gratefully acknowledge the support from Principals and staff that attended the Anti-bullying and Cybersafety Student Forum in April 2011 and the assistance of students in the Wollongong Diocese who participated in these surveys.

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Publication Details

Anti-Bullying and Cybersafety Report
Term 1 2011
Religious Education and Learning Services
Pastoral Care and Personal Growth Team
April 29th 2011
Catholic Education Office
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INTRODUCTION

On the 6th and 7th, April 2011, the Catholic Education Office, Diocese of Wollongong held a Student Forum on Anti-Bullying and Cybersafety.

One of the central aims of this day was to give Primary and Secondary students the opportunity to inform the Diocesan Anti-bullying and Cybersafety Policy, which is currently in draft. Of particular interest was what students thought the 'Students will.....' section of the Anti-bullying and Cybersafety Policy should include, as well as information on how pre-teens and teenagers stay safe online.

It was also thought it may be beneficial for students to complete the surveys from the current Parliamentary Inquiry into Cybersafety. This inquiry focused on Cybersafety issues facing young Australians, and was particularly interested in young Australian's views about the dangers online including cyber-bullying, stalking, identity theft and breaches of privacy.

The information provided by students in our schools has been collated and forwarded to the Commonwealth Parliament's Joint Select Committee on Cyber-Safety. It will also be used to help write a final report, which will contain recommendations to the Australian Government on effectively addressing these contemporary issues.



PROCEDURE

In order to analyse current data and determine trends, students attending the Anti-bullying and Cybersafety Forum were asked to anonymously complete a hardcopy of both the Diocesan Anti-bullying and Cybersafety Survey and Parliamentary Inquiry into Cybersafety.

All the questions in the Diocesan Anti-Bullying and Cybersafety Survey were open ended, giving students the opportunity to respond without prompts and in their own words.

Many of the questions in the Parliamentary Inquiry for youth were structured in a multiple choice format so that appropriate responses were circled by the students and comments were invited at the conclusion of the questions.

It is worth noting the results from the Diocesan Survey show combined responses from both Primary and Secondary students.

The Parliamentary Inquiry surveys were separated into 12 Years and under which were distributed to our Primary students and 13 to 18 Years, which were distributed to our Secondary students. The questions in both were quite similar, only slightly adapted to be more age-appropriate.

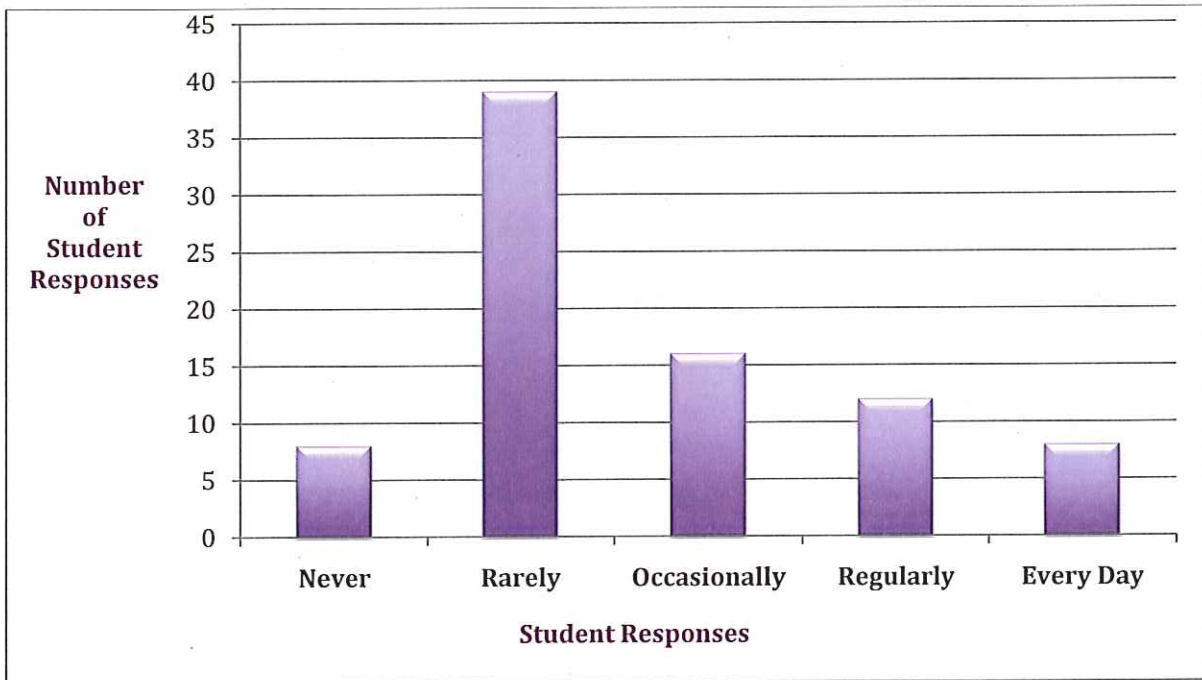
Primary students who attended the Forum were aged 10-12 years, of mixed gender (although there were slightly more boys in attendance than girls) and were students who demonstrated leadership potential, interested in Anti-bullying and Cybersafety issues.

Secondary students who attended the Forum were aged 11-14 years, of mixed gender (although there were largely more girls in attendance than boys) and were also students who demonstrated leadership potential, interested in Anti-bullying and Cybersafety issues.

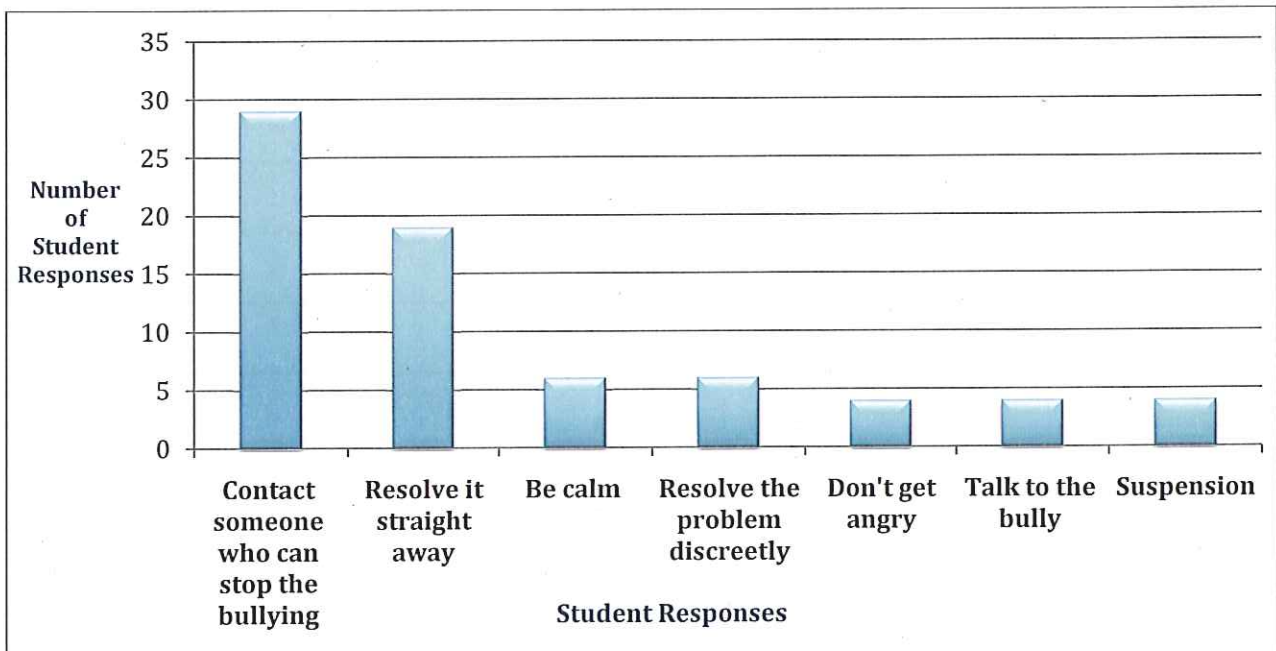
Teachers attending the Anti-bullying and Cybersafety Forum were asked to supervise their students while completing both surveys. To ensure validity, they were also asked to only explain any questions students may have had during the completion of the surveys, rather than advise students of suitable responses to the survey questions.

STUDENT ANTI-BULLYING AND CYBERSAFETY FORUM DIOCESAN SURVEY RESULTS

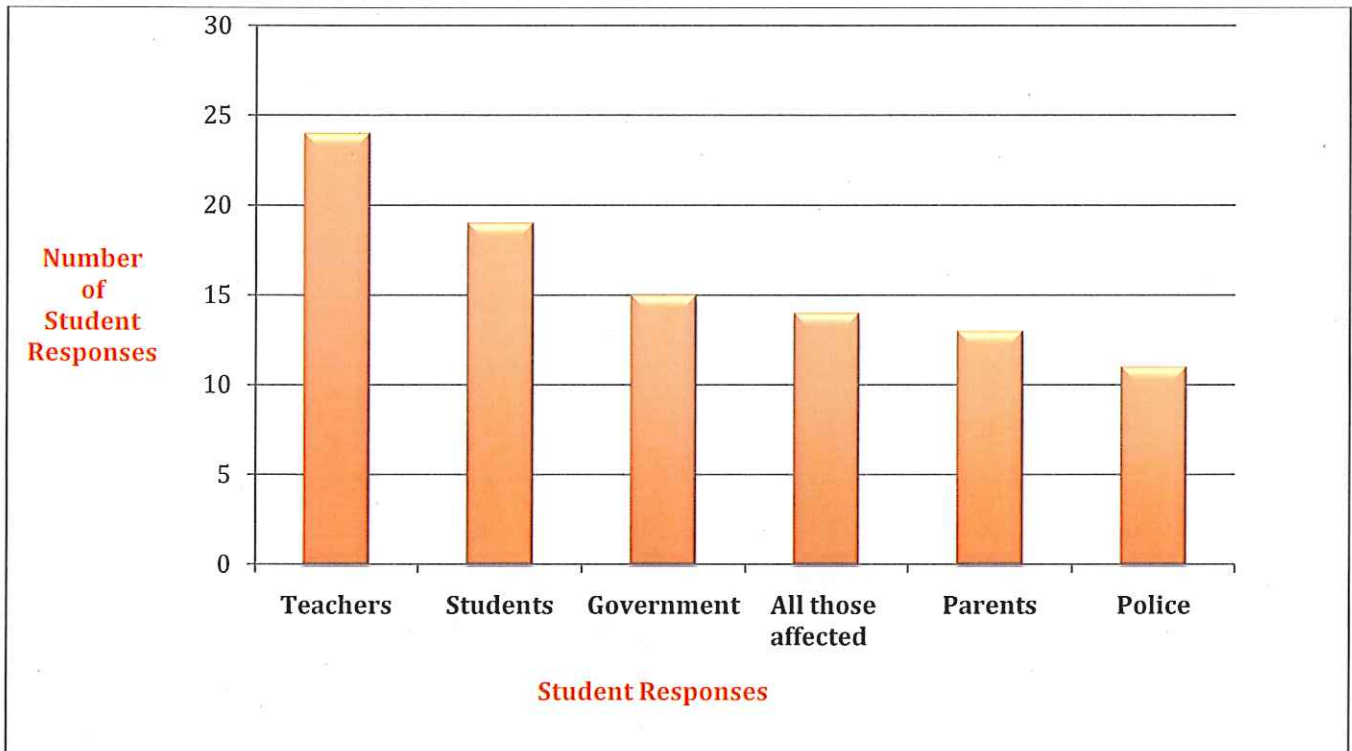
1) How often does bullying and cyberbullying occur at your school?



2) How would you like teachers and parents to respond if they are told about bullying/cyberbullying?

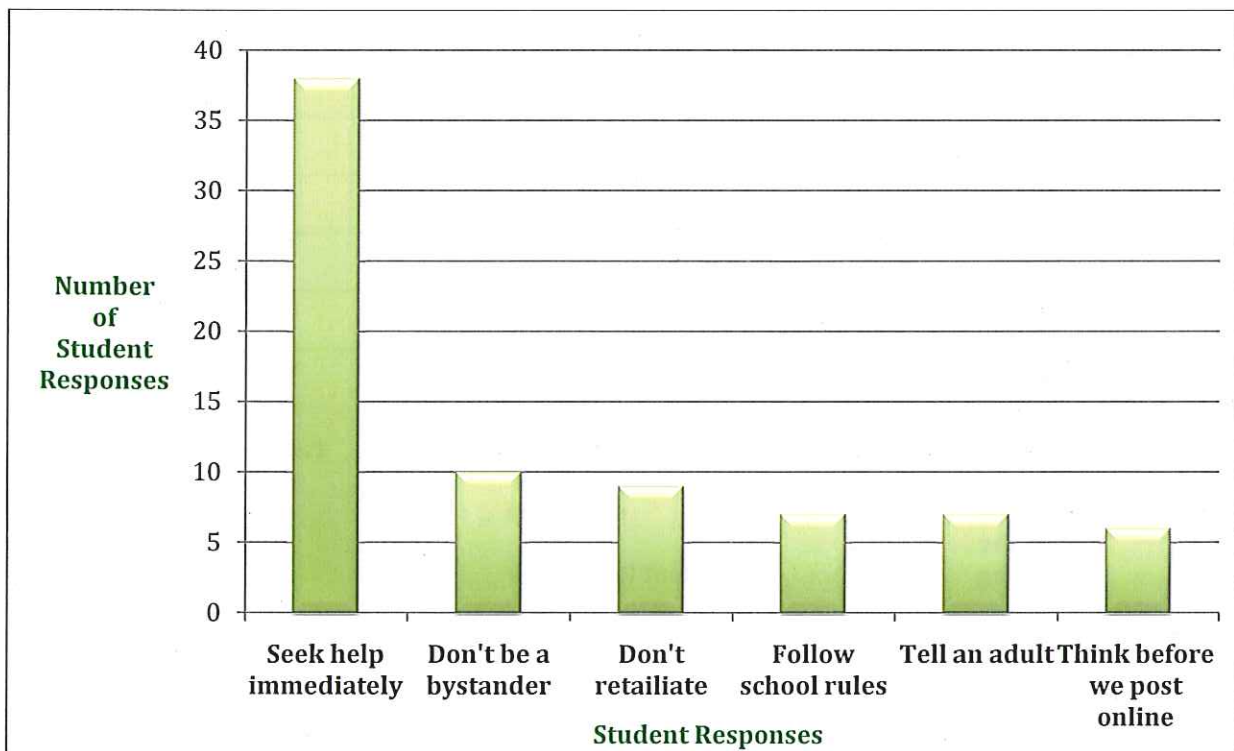


3) Who should be involved in deciding what the Anti-bullying and Cybersafety Policy says and why?

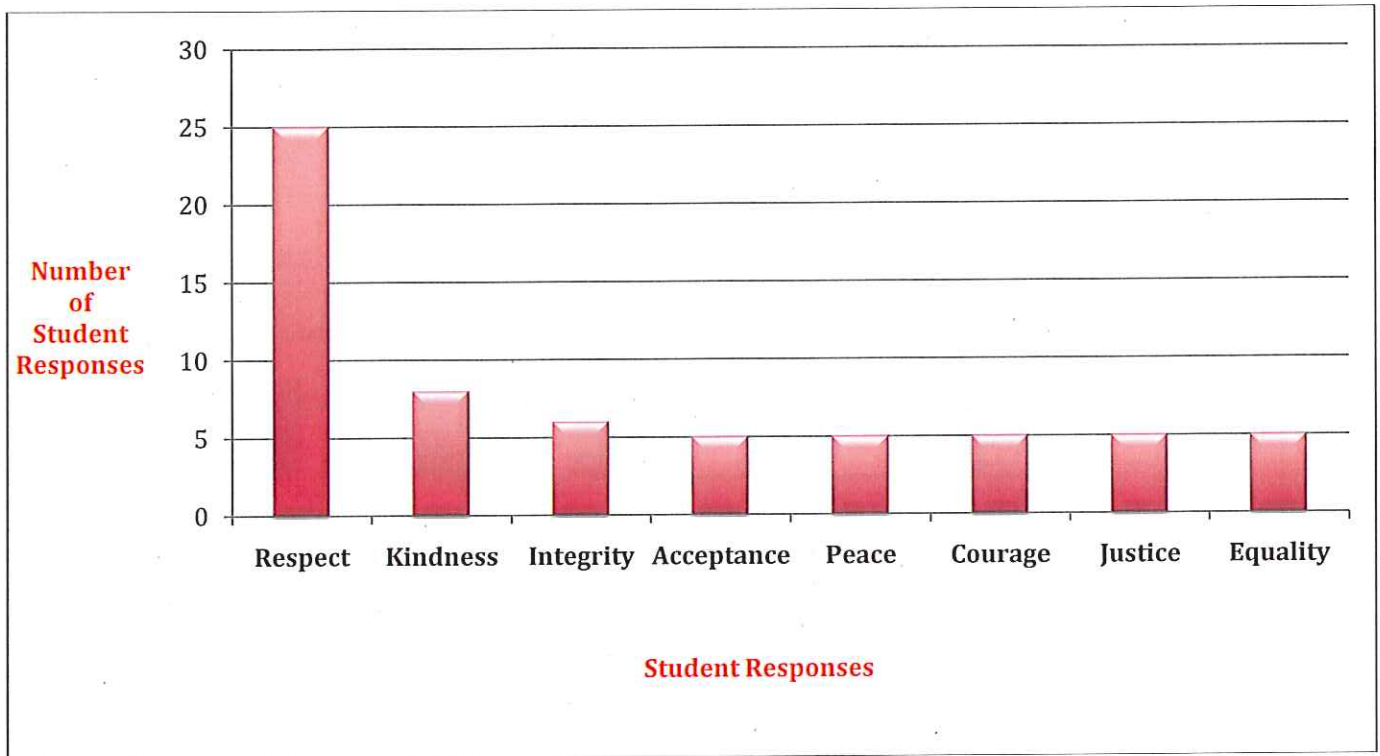


4) A Policy is typically described as a principle or rule to guide decisions and achieve rational outcome(s). The Anti-bullying and Cybersafety Policy has a section in it that states: "Students will....."

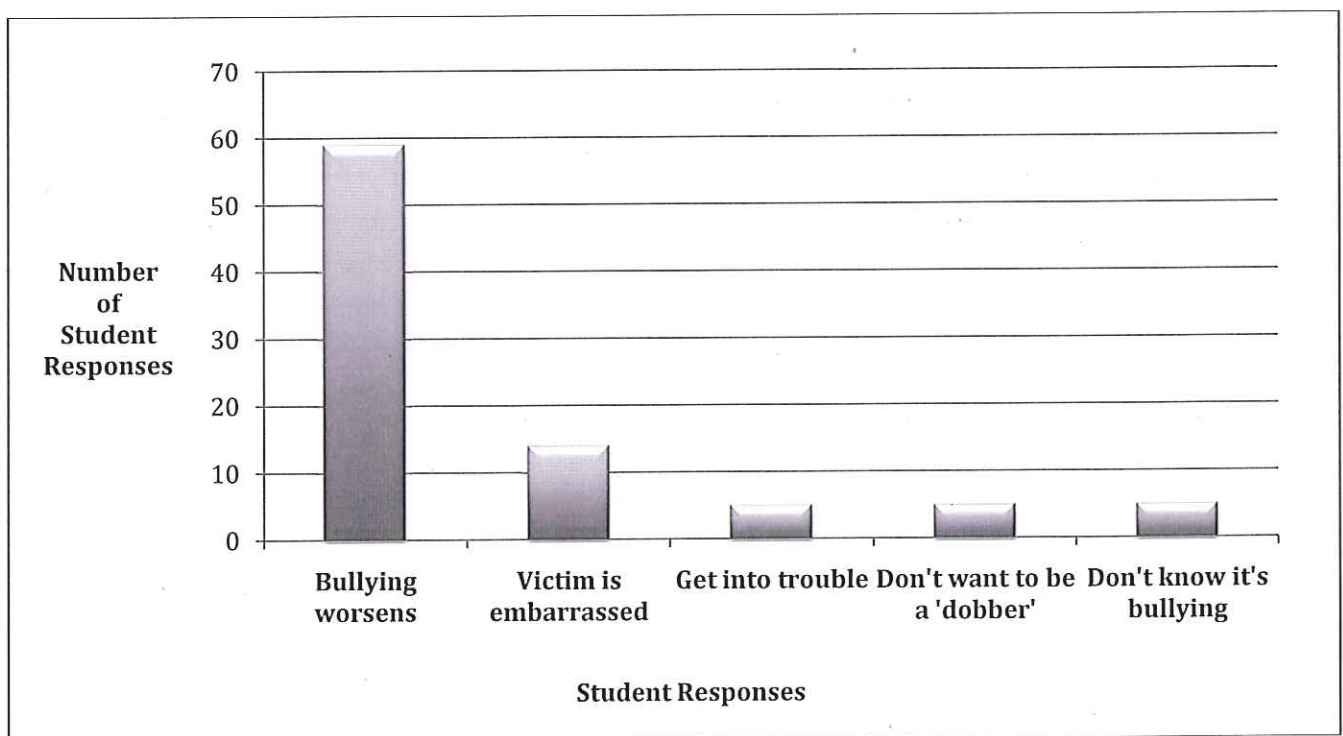
What do you think should be included in this section of the Policy?



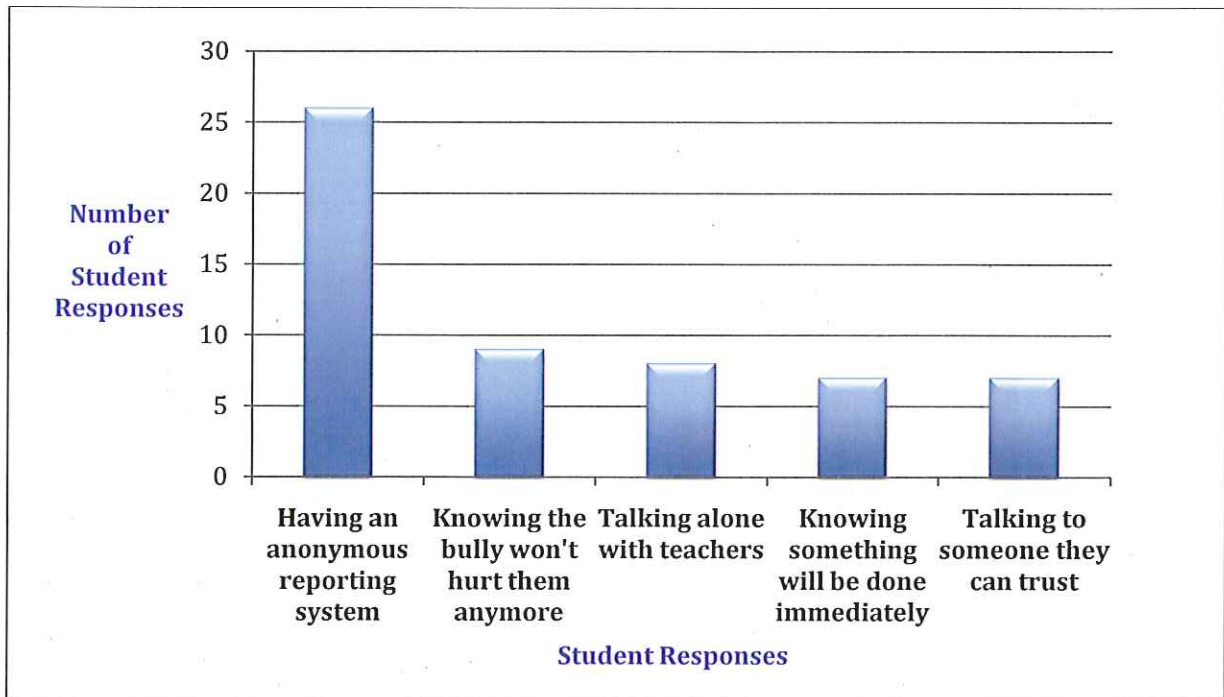
5) What values and behaviours should the Anti-bullying and Cybersafety Policy encourage?



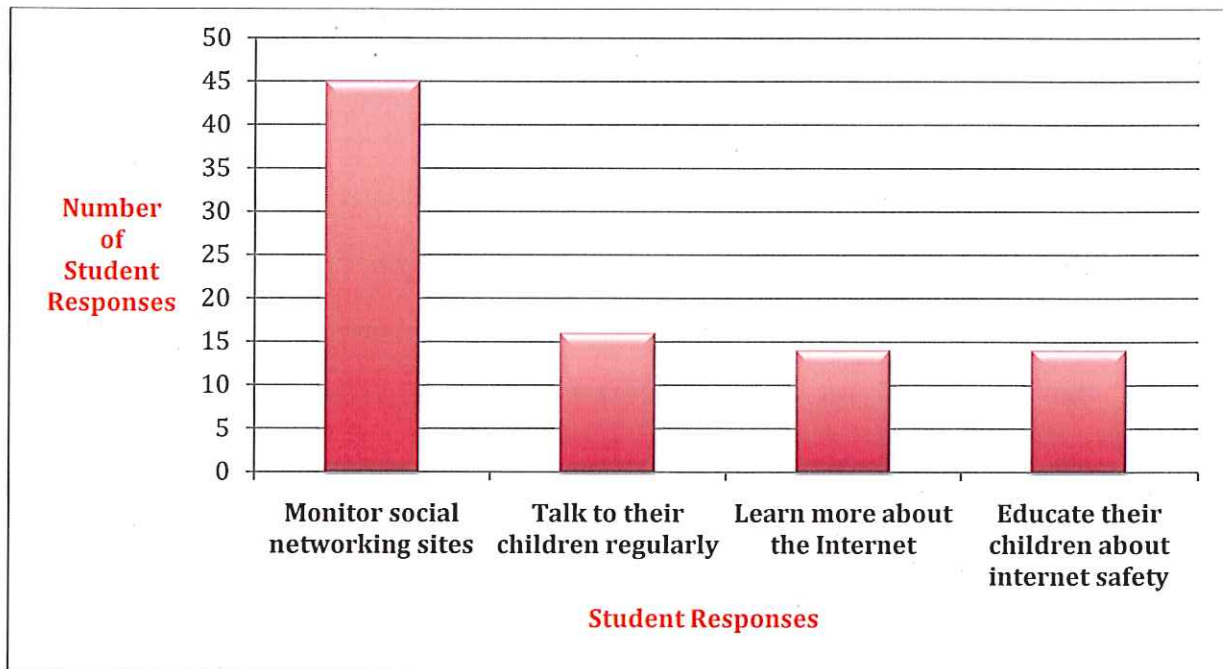
6) Why don't students report bullying and cyberbullying?



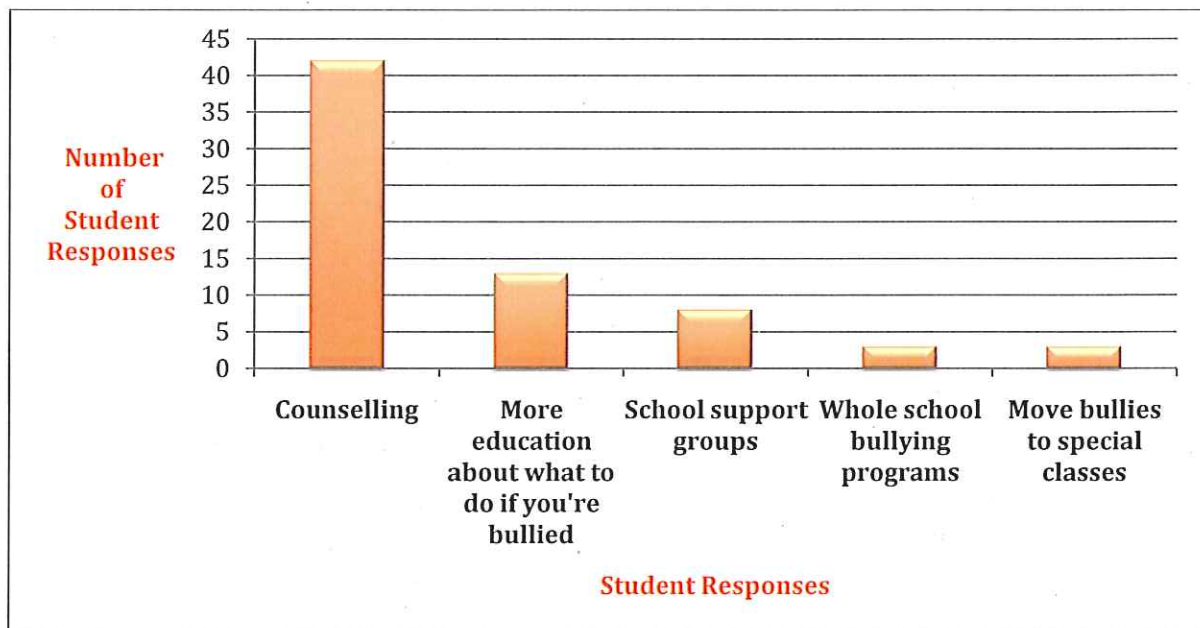
7) What would make students more comfortable about reporting bullying and cyberbullying?



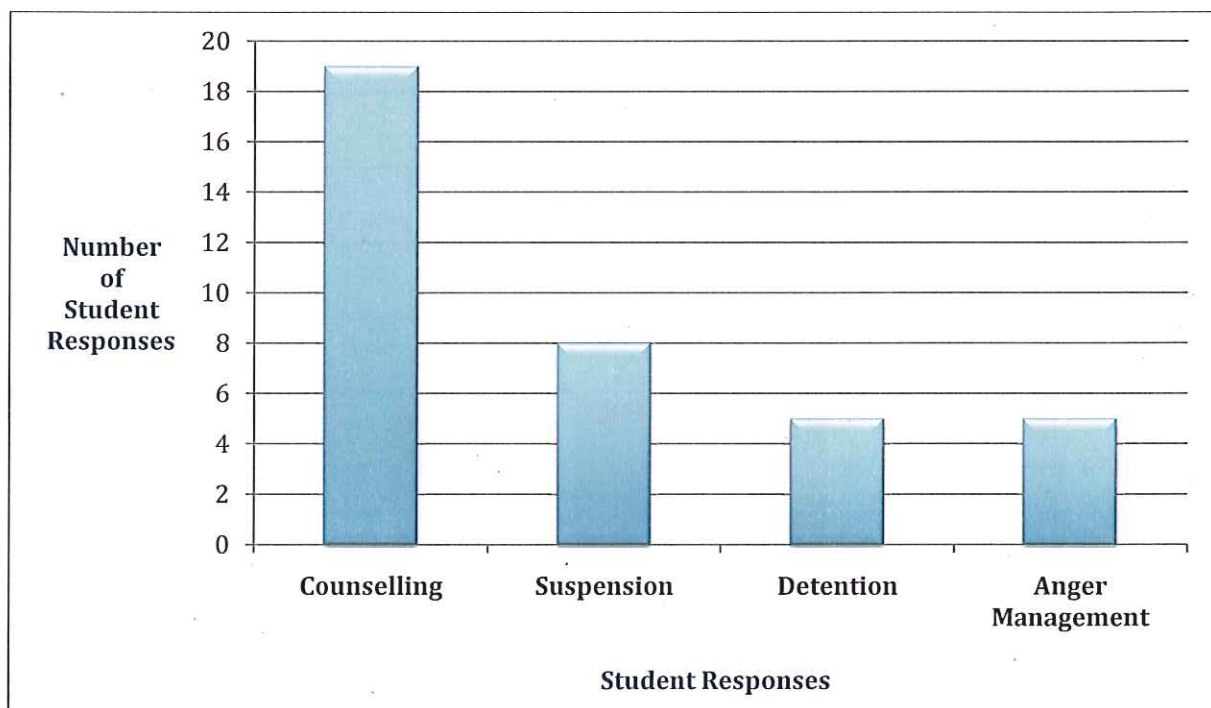
8) How can parents be involved in preventing bullying and cyberbullying?



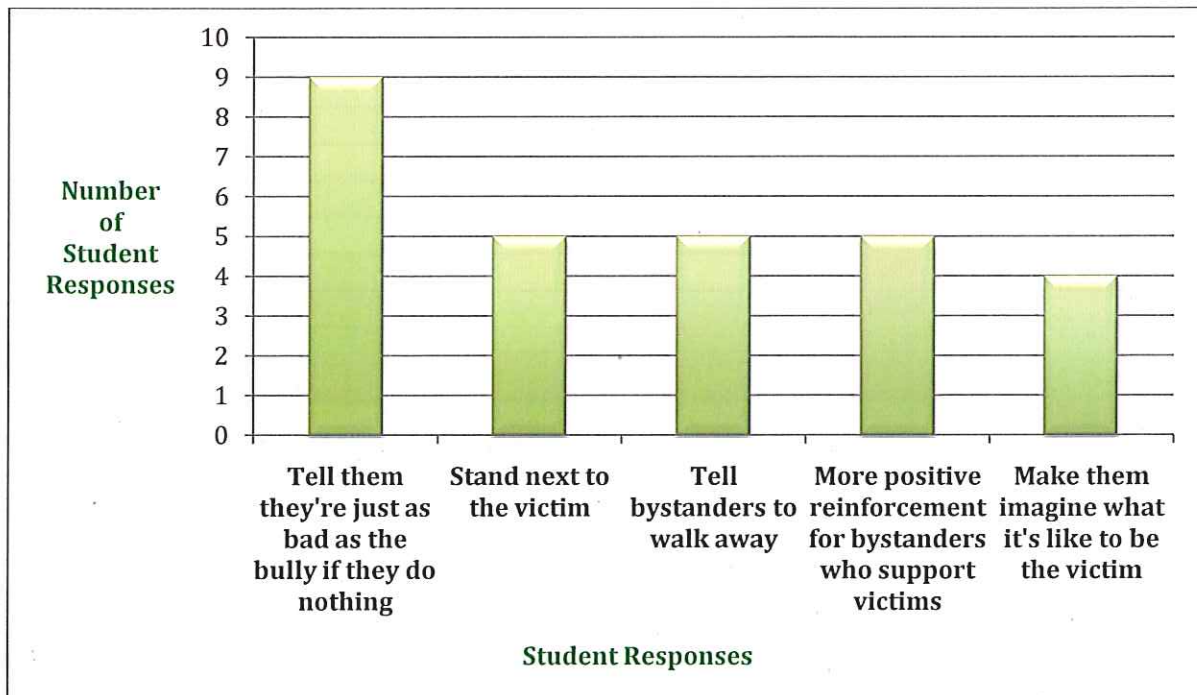
9) What help might be offered in schools to victims of bullying and cyberbullying?



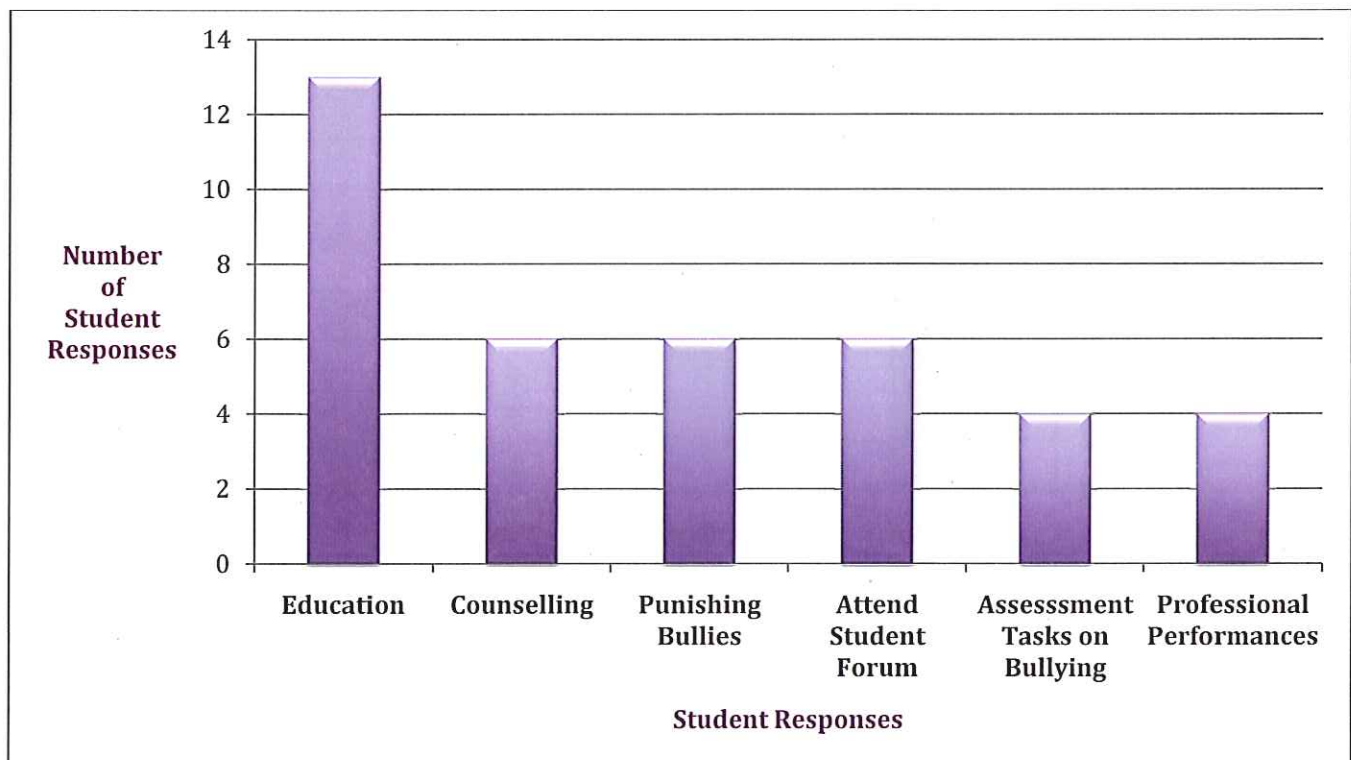
10) What help might be offered in schools to change the bully's behaviour?



11) What can you do to encourage bystanders to show a sign of support to victims of bullying and cyberbullying?



12) What's the best thing your school has done to combat bullying and cyberbullying?



DATA ANALYSIS

Question 1: How often does bullying and cyberbullying occur at your school?

The majority of students responded 'Rarely,' with some responding 'Never' and some 'Every Day.' Is this discrepancy because students are responding from a personal perspective, unaware of what their peers may be experiencing or is this due to effective whole-school anti-bullying policies?

Question 2: How would you like teachers and parents to respond if they are told about bullying/cyberbullying?

The majority of students responded they would like to contact someone who can stop the bullying or who can resolve the bullying situation. Interestingly, the majority of the other responses referred to the manner in which students would like teachers and parents to respond: calmly, with discretion and without getting angry.

Question 3: Who should be involved in deciding what the Anti-bullying and Cybersafety Policy says and why?

Students strongly agreed that youth should have a voice in developing a Diocesan Anti-bullying and Cybersafety Policy. Many of the reasons given for this were because they were the ones most affected by bullying. Students thought teachers should be primarily involved in Policy development and also acknowledged the Government, Police and parents should be involved in Policy development as well.

Question 4: Students were given a definition of a Policy and were informed The Anti-bullying and Cybersafety Policy has a section in it that states: "Students will....." They were then asked: What do you think should be included in this section of the Policy?

Overwhelmingly students responded that they should immediately seek help from someone close and/or responsible. If these students feel this is a reasonable expectation and their responsibility, why are some of their peers comfortable in being a bystander and reluctant to take action in bullying situations? It was also interesting to see in the light of recent publicity the urge to retaliate was not recommended.

Question 5: What values and behaviours should the Anti-bullying and Cybersafety Policy encourage?

The number one value students recommended the Policy should encourage was respect for themselves and others. As this is one of the core values of all Catholic schools perhaps it is not surprising this rated so highly, although it is affirming our students placed this value in such high regard, theoretically without instruction.

The behaviour students wanted the policy to encourage most was kindness. This may mean they believe bullies are unkind toward others, so teaching students skills such as empathy building, tolerance and acceptance may be of some significance.

Question 6: Why don't students report bullying and cyberbullying?

The vast majority of students agreed it was because they believe it will make the bullying worse if it gets back to the bullier. This relates back to Question 4 where it was suggested by students, discretion is key for adults when managing bullying situations. This also has implications for adults in the strategies they employed in responding to bullying situations. Questions for consideration: Do the majority of teachers/parents know how to effectively respond to a bullying situation? If not, what can be done to address this? It would appear more Professional Learning on intervention techniques seems to be required. Or would it be of more value to empower the bystanders as according to recent research by Professor Donna Cross when a peer intervenes the bullying stops within ten seconds (whereas it takes much longer when an adult intervenes) and reconciliation between the two parties is more likely to happen?

Question 7: What would make students more comfortable about reporting bullying and cyberbullying?

Many students responded that it would be good to have an anonymous drop-box with evidence included eg witness accounts an/or print-outs. Again this relates to students having the means to report discreetly, without fear of retribution from the bully. It would appear anonymity in reporting bullying situations is highly sought after by students. It would also appear as this is student's preferred means of reporting, teachers should not fear the misuse of such a system.

Question 8: How can parents be involved in preventing bullying and cyberbullying?

Students were very definite in recommending parents monitor social networking sites/accounts. They wanted parents to talk to their children regularly and learn more about the Internet so they can educate their children about how to stay safe online. It is quite apparent they believe their parents know very little about their online activities.

Question 9: What help might be offered in schools to victims of bullying and cyberbullying?

Most students responded that counselling should be offered to victims. This would seem to indicate that many students are aware this service is offered to students in school, that it can be of some assistance in dealing with bullying situations and that they may not be ashamed and embarrassed to utilise this service.

Question 10: What help might be offered in schools to change the bully's behaviour?

Again counselling was strongly recommended as well as consequences and sanctions for bullies. This may show students believe bullies should be dealt with firmly, using the pathways in the school's behaviour management/discipline policy.

Question 11: What can you do to encourage bystanders to show a sign of support to victims of bullying and cyberbullying?

According to many students, telling bystanders that they are just as bad as the bully if they do nothing, would motivate their peers to take action. Also some suggested a simple action such as standing next to the victim would be helpful and some thought students needed to be rewarded more for intervening. Perhaps this is because they see this action as one that requires a level of courage, which deserves to be recognised and publicly affirmed.

Question 12: What's the best thing your school has done to combat bullying and cyberbullying?

The majority of students believe learning about this at school was very useful, as was the provision of counselling and punishing bullies (consistent with Question 10). Students also liked attending the Student Forum, listening to a Police Liaison Officer on assembly and watching professional performances from Drama Companies at school.



Joint Standing Committee on Cyber-Safety

Primary Student Responses from CEO Wollongong Schools

1. Do you think that no one knows who you are when you're online?

Yes: 10= 19%. No: 43= 81%

2. What information about yourself is ok to put up on a web page that strangers might read?

Your name	Yes: 27= 51%. No: 26 = 49%
Your address	Yes: 0= 0%. No: 53 =100%
Your telephone number	Yes: 0 = 0%. No: 53 =100%
Your age or birthday	Yes: 8 = 15%. No: 45 = 85%
Bank account information about you or your family	Yes: 0 =0%. No: 53 =100%
The school you attend	Yes: 3 = 6%. No: 50 = 94%
Nude or semi-nude photos to others via text message or email	Yes: 0 = 0% No: 53= 100%
If you are going on holiday	Yes: 8= 15%. No: 45 = 85%

Your passwords or email addresses

Yes: 0 = 0%. No: 53 = 100%

Post photos of others without their permission

Yes: 0 = 0%. No: 53 = 100%

Would you like to tell us more?

Only give your first name, ignore being added if you don't know the person, use the privacy settings, don't give out your parents credit cards details, don't show any personal information x 3.

3. Have you ever felt unsafe on the internet? Yes: 18 = 34% No: 35 = 66%

Would you like to tell us more?

Have been threatened on MSN, tell your parents if you're being cyberbullied, my account has been hacked, I've been sworn at during an online game, being cyberbullied has made me very cautious online now.

4. Who would you talk to if you were worried about something you saw on the internet?

Your family

Yes: 33 = 62%. No: 20 = 38%

Your friends

Yes: 26 = 49%. No: 27 = 51%

Your teacher

Yes: 36 = 68%. No: 17 = 32%

The police

Yes: 35 = 66%. No: 18 = 34%

Community group

Yes: 9 = 17%. No: 44 = 83%

Talk to no one

Yes: 11 = 21%. No: 42 = 79%

Other (please describe) Counselor, experienced person x 7, grandparents x 4.

5. Does anyone in your family talk about how to stay safe when you are on the Internet? Yes: 42 = 79%. No: 11 = 21%



6. How worried are you about your safety when you are on the Internet?

Would you say...

Yes, I'm worried a lot: 1 = 2%

Yes, I'm worried a bit: 44 = 83%

No, I'm not worried: 8 = 15%

7. Where did you learn about safety when using the Internet?

At school Yes: 52 = 98%. No: 1 = 2%

Information on internet Yes: 10 = 19%. No: 43 = 81%

From family Yes: 52 = 98%. No: 1 = 2%

From friends Yes: 16 = 30%. No: 37 = 70%

Never learnt about it Yes: 1 = 2%. No: 52 = 98%

Other (please specify) Books, school posters.

8. What do you think can be done to make you safe online?

Talk about it more with family Yes: 52 = 98%. No: 1 = 2%

Learn about it at school Yes: 53 = 100%. No: 0 = 0%

Ask friends Yes: 14 = 26%. No: 39 = 74%

More policing and enforcement Yes: 44 = 83%. No: 9 = 17%

Tougher filtering of the Internet Yes: 49 = 92%. No: 4 = 8%

Make public internet access such as libraries safer Yes: 46 = 87%. No: 7 = 1%

Nothing, it is safe Yes: 1 = 2%. No: 52 = 98%

Anything else that can be done to make it safer online?

Stronger filters, parental approval of age in Facebook, more parental supervision required x 2, cyberbullies to be suspended from sites, install better virus protection, more education for parents needed, restricted websites, some social networking sites should be blocked, use filters better, more complicated password systems needed.

Cyber-bullying is when these things happen AGAIN AND AGAIN to someone who finds it hard to stop it from happening.



Please remember the above definition when you answer the following questions:

9. Of the following groups, who do you think is most often targeted by cyber-bullies?

Boys **Yes: 35 = 66%. No: 18 = 34%**

Girls **Yes: 46 = 87%. No: 7 = 13%**

Strangers **Yes: 26 = 49%. No: 27 = 51%**

Others (please specify) Famous people, children x 2, not friends, boys are usually bullied by boys, girls can be bullied by boys and girls, smaller people, weaker people, loners.

10. In the last year, do you know of someone who has been cyber-bullied?

Yes: 11 = 20%. No: 42 = 80%

Want to tell us more? My sister, on Facebook.

11. In the last year, has someone cyber-bullied you?

Yes: 5 = 9%.

No: 48 = 91%

12. If you answered Yes to the previous question, who did you tell?

I did not tell anyone: 1 = 20%

OR

I told: my family: 1 = 20%, my sister: 1 = 20%, my parents x 2 = 40%.

13. If/when you were cyber-bullied, what did you do about it?

Block the bully or removed as a friend from Facebook or other similar sites Yes: 52 = 98%. No: 1 = 2%

Spoke to the bully Yes: 44 = 83%. No: 9 = 17%

Told a friend Yes: 32 = 60%. No: 21 = 40%

Stayed offline Yes: 35 = 66%. No: 18 = 34%

Told adult or family member Yes: 49 = 93%. No: 4 = 7%

Got back at them Yes: 0 = 0%. No: 53 = 100%

Did nothing Yes: 3 = 6%. No: 50 = 94%

14. Why do others cyber-bully?

Mixing with the wrong crowd Yes: 40 = 75%. No: 13 = 25%

People looking for a fight Yes: 39 = 74%. No: 14 = 26%

Fighting over girls or boys Yes: 30 = 57%. No: 23 = 43%

Copy cat of news stories Yes: 17 = 32%. No: 36 = 68%

Boredom Yes: 39 = 74%. No: 14 = 26%



Bad home life	Yes: 51 = 96%. No: 2 = 4%
Lack of respect for others	Yes: 49 = 93%. No: 4 = 7%
Don't like people with disabilities	Yes: 40 = 75%. No: 13 = 25%
Don't like people from different backgrounds	Yes: 45 = 85%. No: 8 = 15%

15. What can be done to stop cyber-bullying?

Teach people how to get along better	Yes: 48 = 90%. No: 5 = 10%
Teach people how to control their anger	Yes: 46 = 87%. No: 7 = 13%
Better education on staying safe online	Yes: 50 = 94%. No: 3 = 6%
Provide more policing and enforcement	Yes: 46 = 87%. No: 7 = 13%
Provide more safe youth centres with entertainment and recreational facilities	Yes: 45 = 85%. No: 8 = 15%
Increasing Internet filtering options	Yes: 43 = 81%. No: 10 = 19%

16. Are you a...

Boy: 29 = 55%

Girl: 24 = 45%

17. How old are you?

10 years old: 3 = 6%

11 years old: 44 = 83%

12 years old: 6 = 11%



DATA ANALYSIS

Question 1: (Do you think that no one knows who you are when you're online?) Shows 81% of Primary students believe that people do know who they are online.

Question 2: (What information about yourself is ok to put up on a web page that strangers might read?) 51% of students think it's ok to give out their names on a web page for strangers to read. Small numbers of students thought it acceptable to also give out their age, school they attend and if they are going on holiday. However, not one Primary student indicated they would give out their address, telephone number, bank account details, semi-nude photos, passwords or email addresses or post photos of others without their permission.

Question 3: (Have you ever felt unsafe on the internet?) Two-thirds of students responded no, while 34% said they did feel unsafe on the Internet.

Question 4: (Who would you talk to if you were worried about something you saw on the internet?) Students were most likely to talk to their teacher, police and family successively. Only half of the students surveyed would talk to their friends about this.

Question 5: (Does anyone in your family talk about how to stay safe when you are on the Internet?) Most students responded positively confirming that their families talk about staying safe online.

Question 6: (How worried are you about your safety when you are on the Internet?) 83% of students said they only feel a bit worried when they are on the Internet.

Question 7: (Where did you learn about safety when using the Internet?) Learning about safety when using the Internet occurred predominantly at school and then at home and also sometimes from friends according to responses in

Question 8: (What do you think can be done to make you safe online?) The majority of students said that learning about it at school would be able to make it safer online for them, as well as talking about it more with their families. Many students also said tougher filtering on the Internet would make it safer as well. Almost all students agreed that the Internet was unsafe.

Question 9: (Of the following groups, who do you think is most often targeted by cyberbullies?) Girls were the group most often targeted by cyberbullies followed by boys, then strangers.

Question 10: (In the last year, do you know of someone who has been cyberbullied?) 80% of students responded they did not know of someone involved in cyberbullying in the last year.

Question 11: (In the last year, has someone cyber-bullied you?) The majority of students (91%) had not personally experienced cyberbullying in the last year. Is this a result of the demographic we were appealing to in asking for students with leadership potential to attend the Forum? Or is this because cyberbullying is more prevalent in older age groups?

Question 12: (If you answered Yes to the previous question, who did you tell?) 80% of those who were cyberbullied indicated they told a family member. 20% said they did not tell anyone.



Question 13: (If/when you were cyber-bullied, what did you do about it?) Blocking the cyberbullies or removing them as a friend on Facebook and telling a family member were the preferred strategies of Primary school students if they were cyberbullied. Many also responded that they would talk to the bully. No students said they would get back at the cyberbully; a pleasing result in light of recent media attention on bullying issues.

Question 14: (Why do others cyber-bully?)

Many students believed people cyberbully because of a bad home life, but this may be because this was referred to by the Keynote Speaker, during the Student Forum. They also believed people cyberbully because they have a lack of respect for others and don't like people from different backgrounds.

Question 15: (What can be done to stop cyber-bullying?)

Asked for recommendations in order to stop cyberbullying. Better education on staying safe online was advocated by 94% of students, teaching people how to get along better was supported by 90% of students. Anger management and more policing and enforcement were also recommended by 87% of respondents.



Joint Standing Committee on Cyber-Safety

Secondary Student Responses from CEO Wollongong Schools

1. Do you think that you are anonymous when you are online? Yes: 5= 12.5%.
No: 35= 87.5%

2. What information about yourself is ok to put up on a web page that strangers might read?

Your name Yes: 29= 72.5%. No: 11= 27.5%

Your address Yes: 0= 0%. No: 40= 100%

Your telephone number Yes: 0= 0%. No: 40= 100%

Your age or birthday Yes: 12= 30%. No: 28= 70%

Bank account information about your or your family Yes: 0= 0%. No: 40= 100%

The school you attend Yes: 5= 12.5%. No: 35= 87.5%

Nude or semi-nude photos to others via text message or email Yes: 0= 0%.
No: 40= 100%

If you are going on holiday Yes: 10= 25%. No: 30= 75%

Your passwords or email addresses Yes: 0= 0%. No: 40= 100%

Post photos of others without their permission Yes: 0= 0%. No: 40= 100%

Would you like to tell us more?

Depends on the website, never reveal any private information online x 4

3. Have you ever felt unsafe on the internet? Yes: 17= 42.5%. No: 23= 57.5%

Would you like to tell us more?

Webcam hacking should be stopped, posted something but wanted to delete it immediately but couldn't, emails in foreign languages, keyboard fights, unwanted messages from unknown persons.

4. Who would you talk to if you were worried about something you saw on the internet?

Your family Yes: 35= 87.5%. No: 5= 12.5%

Your friends Yes: 29= 72.5%. No: 11= 27.5%

Your teacher Yes: 23= 57.5%. No: 17= 42.5%

The police Yes: 35= 87.5%. No: 5= 12.5%

Community group Yes: 5= 12.5%. No: 35= 87.5%

The administrators of the site Yes: 21= 52.5%. No: 19= 47.5%

Talk to no one Yes: 0=0% No: 40=100%

Other (please describe) Anyone with similar problems, Kids Helpline, Journal.



5. Does your family talk about how to stay safe when you are on the Internet?

Yes: 34= 85%. No: 6= 15%

6. How worried are you about your safety when you are on the Internet?
Would you say... (Please circle)

Worried all the time: 2= 5%

Worried most of the time: 4= 10%

Worried some of the time: 27= 67.5%

Not worried at all: 7= 17.5%

7. Where did you learn about safety when using the Internet?

At school Yes: 39= 97.5% No: 1= 2.5%

Information on internet Yes: 10= 25%. No: 30= 75%

From family Yes: 37= 92.5%. No: 3=7.5%

From friends Yes: 22= 55%. No: 18= 45%

Never learnt about it Yes: 0= 100%

8. If you have a Facebook page, MySpace account or other webpage on a social networking site, have you explored the privacy settings provided by these sites? (Please circle)

Yes, I have left them at the default setting: 7= 17.5%

Yes, I have increased them to the highest setting: 21= 52.5%

Yes, but I like everybody being able to access my page, so I don't have any privacy settings enabled: 0= 100%

No

I don't have a social networking page: 12= 30%

I don't know: 0= 100%



9. Do you think more can be done to make it safer online? Yes: 38= 95%

No: 2= 5%

10. What do you think can be done to ensure safety online?

Talk about it more with family Yes: 36= 90%. No: 4= 10%

Learn about it at school Yes: 36= 90%. No: 4=10%

Ask friends Yes: 19= 47.5%. No: 21= 52.5%

More policing and enforcement Yes: 35= 87.5%. No: 5= 12.5%

Tougher filtering of the Internet Yes: 38= 95%. No: 2= 5%

Make public internet access such as libraries safer Yes: 32= 80%. No: 8= 20%

Nothing, it is safe now Yes: 1= 2.5%

Is there anything else that can be done to make it safer online?

Filter porn out of Google images, age restrictions and Identity verifier x 3,
locking websites, no access to people's addresses on white pages website, internet
blockages if the site contains a virus, websites have to be approved before they can
be viewed x 2, Ads on TV x 2

11. Of the following activities, what do you think is cyberbullying?

Posting or sending embarrassing photos of someone else Yes: 35= 87.5%
No: 5= 12.5%

Teasing someone in emails Yes: 38= 95%. No: 2= 5%

Teasing someone in chat rooms Yes: 38= 95%. No: 2= 5%

Teasing someone in discussion groups Yes: 33= 82.5%. No: 7= 17.5%



Teasing someone in online social networking sites Yes: 38= 95%. No: 2=5%

Teasing someone in instant messaging services Yes: 38= 95%. No: 2=5%

Spreading rumours online Yes: 37= 92.5%. No: 3= 7.5%

Sending unwanted SMS or emails Yes: 37= 92.5%. No: 3= 7.5%

Creating fake profiles or websites Yes: 28= 70%. No: 12= 30%

Are there any other things that are cyber-bullying?

Sexting, hacking accounts to attack online reputations x 2, being teased, changing passwords, blocking others and telling others to do the same, posting information on walls/pages, online threats.

12. Is repeatedly searching someone's facebook page or blog, stalking?

Yes: 10= 25%. No: 10= 25%. Don't Know: 20= 50%

13. Would you say that cyber-bullying: (Please circle)

Seems to be increasing: 39= 97.5%

Sees to be decreasing: 0= 100%

Has not changed: 1= 2.5%

14. Of the following groups, who do you think is most often targeted by cyber-bullies?

Boyfriends: 0= 100%

Girlfriends: 6= 15%

Other friends: 16= 40%

Others at school or at your job: 25= 62.5%

Strangers: 6= 15%

Others (please specify) Classmates, nerds, geeks, anyone different x 2, weak x 4, innocent.



15. In the last 12 months have you seen (but not been involved in) cyber-bullying among young people? Yes: 24= 60%. No: 16= 40%

If so, can you tell us a bit more about that? Mean texts being sent x 2, inappropriate texting x 2, rumour-spreading x 2, nude email fights, gossip pages dedicated to certain people, walls on Facebook x 3, writing mean things about people who don't have Facebook on Facebook.

16. In the last 12 months, have you been the victim of cyber-bullying? Yes: 11= 27.5%. No: 29= 72.5%

17. If you told us that during the past 12 months, you have been the victim of cyber-bullying, who did you tell? (Please circle)

I did not tell anyone: 2= 5%

I told my family: 8= 20%

I told my friends: 6= 15%

I told a teacher: 4= 10%

I told the police: 1= 2.5%

I told the manager of the website: 1= 2.5%

I told the Australian Communications and Media Authority (ACMA): 0= 0%

18. What did you do about it? (Please circle)

Block the bully or removed as a friend from Facebook: 4= 10%

Confronted the bully: 5= 12.5%



Told a friend: 3= 7.5%

Stayed offline: 1= 2.5%

Told an adult or family member: 6= 15%

Sought revenge or paid them back: 0= 100%

Ignored it: 8= 20%

Other (please specify): Avoided meeting them.

19. In the last 12 months, have you been directly involved in cyber-bullying?

Yes: 6= 15%. No: 34= 85%

20. Please circle the three main factors that lead to cyber-bullying from the list below:

Mixing with the wrong crowd: 18= 45%

People looking for a fight and/or have an aggressive personality: 15= 37.5%

Fighting over girls or boys: 9= 22.5%

Copy cat of news stories: 3= 7.5%

Boredom: 8= 20%

Bad home life: 20= 50%

Lack of respect for others: 11= 27.5%

Not liking people with disabilities: 7= 17.5%

Not liking people from different backgrounds: 13= 32.5%

Other (please specify) Rumour spreading, being different, jealousy.



21. Please circle what you think can be done to reduce cyber-bullying?

Teach people how to get along better: 15= 37.5%

Teach people how to control their anger: 19= 47.5%

Better education about staying safe online: 26= 65%

Provide more policing and enforcement: 22= 55%

Provide more safe youth centres with entertainment and recreational facilities: 11= 27.5%

Increasing Internet filtering options: 21= 52.5%

Please tell us any other things: Ban rude people off Facebook, counselling, more consequences for cyberbullies.

22. Want to tell us more about cyberbullying? Provide more outdoor activities, I lost my self- respect from being cyberbullied, it hurts deeply, it's cowardly behavior, more security is needed on Facebook.

23. Are you a Boy or Girl? (please circle):

11 Boys = 27.5%.

29 Girls = 72.5%

24. How old are you?

1-11 Year old student= 2.5%

4-12 Year old student= 10%

30-13 Year old student= 75%

5-14 Year old student= 12.5%.



DATA ANALYSIS

Question 1

(Do you think that you are anonymous when you are online?) Shows 88% of Secondary students believe that people do know who they are online.

Question 2

This is supported in (What information about yourself is ok to put up on a web page that strangers might read?) where 73% of students think it's ok to give out their names on a web page for strangers to read. Small numbers of students thought it acceptable to also give out their age, school they attend and if they are going on holiday.

However, not one Secondary student indicated they would give out their address, telephone number, bank account details, semi-nude photos, passwords or email addresses or post photos of others without their permission. This is almost identical to the information given by Primary students to this question.

Question 3

(Have you ever felt unsafe on the internet?) just over half of students responded No, while 43% said they did feel unsafe on the Internet.

Question 4

(Who would you talk to if you were worried about something you saw on the internet?) Students were most likely to talk to their family, the police and then friends in that order. Only half would talk to their teachers about this, which is a very different response to that of the Primary school students who would talk to their teachers first.

Question 5

(Does your family talk about how to stay safe when you are on the Internet?) Most students responded positively in that their families talk about staying safe online.

Question 6

(How worried are you about your safety when you are on the Internet?) Students only feel worried some of the time when they are on the Internet. Again this is very similar to the responses given by Primary students to this question.

Question 7

(Where did you learn about safety when using the Internet?) Learning about safety when using the Internet occurred predominantly at school and then at home and also from friends.

Question 8

(If you have a Facebook page, MySpace account or other webpage on a social networking site, have you explored the privacy settings provided by these sites?) The majority of students said they had increased their settings on their social networking sites to the highest setting. Interestingly, approximately one third of students said they did not have a social networking page. Was this their choice or a decision made by their parents?

Question 9

(Do you think more can be done to make it safer online?) Almost all students agreed that more could be done.

Question 10

(What do you think can be done to ensure safety online?) Talking about it more with their families as well as learning about it at school would make it safer online for them. Many students also said tougher filtering on the Internet would make it safer as well. These are the same recommendations made by Primary school students to this question.



Question 11

(Of the following activities, what do you think is Cyberbullying?) Most students agreed teasing, spreading rumours online and sending hurtful messages and creating fake profiles or websites were forms of cyberbullying, although some (30%) were unsure about creating fake profiles and websites.

Question 12

(Is repeatedly searching someone's facebook page or blog, stalking?) 50% of the Secondary students said they were unsure whether repeatedly searching someone's Facebook page or blog was stalking or not. Perhaps this question needed further explanation and/or a definition of stalking so students may have been more able to make an informed decision or perhaps they did not like to commit to a response because this is something they may have done in the past?

Question 13

(Would you say that cyber-bullying is increasing, decreasing or has not changed) Almost all students agreed that cyberbullying seems to be increasing.

Question 14

(Of the following groups, who do you think is most often targeted by cyberbullies?) Others at school or at their job were the group most often targeted by cyberbullies followed by other friends. Primary school students responded to this question, girls are most often cyberbullied.

Question 15

(In the last 12 months have you seen (but not been involved in) Cyber-bullying among young people?) 60% of students responded they had seen but were not involved in cyberbullying in the last year (much higher than Primary school students).

Question 16

(In the last 12 months, have you been the victim of cyber-bullying?) The majority of students (73%) had not personally experienced cyberbullying in the last year. Is this a result of the demographic we were appealing to in asking for students with leadership potential to attend the Forum?

Question 17

(If you told us that during the past 12 months, you have been the victim of cyber-bullying, who did you tell?) 20% of those who were cyberbullied indicated they told their family.

Question 18

(What did you do about it?) Ignoring the cyberbullies and consulting a family member were the preferred strategies of Secondary school students if they were cyberbullied with many also responding they would confront the bully.

Question 19

(In the last 12 months, have you been directly involved in cyber-bullying?) The majority of students (85%) responded that they had not been directly involved in cyberbullying in the last 12 months (supporting results for Question 16).



Question 20

(Please circle the three main factors that lead to cyber-bullying from the list below:) Many students believed people cyberbully because of a bad home life, but this may also be because this was referred to by the Keynote Speaker, during the Student Forum. They also believed people cyberbully because they are mixing with the wrong crowd and are people looking for a fight or who may have an aggressive personality.

Question 21

(Please circle what you think can be done to reduce cyber-bullying?) Better education on staying safe online was advocated by 65% of students and providing more policing and enforcement was also strongly supported by many students, as was increasing Internet filtering options.



CONCLUSIONS

These conclusions are based on the combined data presented in the Diocesan Anti-bullying and Cybersafety Survey and Parliamentary Inquiry into Cybersafety.

- ✦ Students want teachers to be able to deal with bullying situations immediately, effectively and with discretion.
- ✦ Many of the Primary and Secondary students surveyed had rarely experienced bullying or cyberbullying personally.
- ✦ Secondary students have more experience with cyberbullying than Primary school students.
- ✦ Secondary school students seek help from friends in cyberbullying situations more so than Primary school students.
- ✦ Primary and Secondary students value counselling and see this as a useful service for all involved and affected by bullying and cyberbullying.
- ✦ Students believe it is their responsibility to immediately seek help from someone close and/or responsible in bullying situations. They see this as a key statement in the 'Students will.....' section of the Diocesan Anti-bullying and Cybersafety Policy.
- ✦ Teachers need to be discerning when dealing with victims of bullying to ensure retaliation from the bully does not occur and/or the bullying worsening.
- ✦ As the preferred means of reporting bullying is anonymously, schools should consider the use of a drop-box or other such tool, so students feel safe when providing evidence.
- ✦ Both Primary and Secondary students advised they talk to their parents about online safety issues, however all students felt their parents should know more about the Internet.
- ✦ Students want to be acknowledged and affirmed for taking action in bullying situations, especially if they have refused to be an onlooker or bystander.
- ✦ All students agreed cyberbullying is increasing.
- ✦ Blocking cyberbullies and telling an adult were the preferred strategies of Primary and Secondary students for dealing with cyberbullies.
- ✦ All students agreed that people cyberbully others because they have a bad home life.
- ✦ Students recommend tougher filtering on the Internet to ensure online safety.
- ✦ More education is required in personal online safety for students as the majority of both Primary and Secondary students thought it acceptable to give out their names on the Internet, as well as a variety of other personal information. However, the majority of Primary and Secondary students feel safe online and are only worried some of the time.
- ✦ Greater recognition of the harms associated with creating fake profiles/websites and Internet stalking may also be useful as many students were unaware of what these involved.
- ✦ Students value the opportunity to learn about anti-bullying and cybersafety at school. Consequently, it is essential the continued integration of anti-bullying and cybersafety information into various curricula, be further supported and resourced throughout our schools.