

BULLYING BULLYING NO WAY!

**Safe and Supportive School Environments:
Finding workable solutions for countering
bullying, harassment and violence in schools**

Project Report October 2003

A project managed by Education Queensland on behalf of
Australia's Government and non-government education authorities

www.bullyingnoway.com.au

Contents

Executive summary	4
Background	6
Project development	6
The approach	6
Development steps	6
The <i>Bullying. No way!</i> website	7
Promotion and implementation	9
Management and maintenance	9
Project budget	10
Evaluation	11
Objectives	11
Website traffic statistics	12
User feedback	15
Interpretation and projections	17
Future directions	18
Site enhancement	18
Promotion	18
Ongoing funding and maintenance	18
Glossary	20
Project Representatives	22

Executive summary

This report documents the goals and actions of the *Safe and Supportive School Environments: Finding workable solutions for countering bullying, harassment and violence in schools* project. The report evaluates the project's outcomes and identifies future directions that will enhance the project's potential as an empowering resource for all Australian school communities.

Initiated by the Conference of Education Systems Chief Executive Officers (CESCEO), the project involved a national scan of State and Territory educational approaches to minimising bullying and violence in schools; the development of a national framework for sharing best practice and workable solutions to these issues; translation of the framework into a website; and dissemination of knowledge to schools and their communities once the website was created.

The project was collaboratively developed and implemented by representatives of Australia's participating education jurisdictions: the federal government's Department of Education, Science and Training; Australia's State and Territory government education departments; the National Catholic Education Commission and the Independent Schools Council of Australia.

Practical outcomes consist of the *Bullying. No way!* website launched in June 2002; promotional materials and awareness-raising activities; and the use of the website's resources and comprehensive, preventive, whole school approach to enhance a range of supportive school environment policies and initiatives within participating jurisdictions.

An evaluation of project activities, server statistics and user feedback indicates that the project has fulfilled stated objectives and provided additional value adding.

- The *Bullying. No way!* resources, information and approaches complement, link with and are informed by Australia's local and systemic educational policies, guidelines and strategies to provide a cohesive national

approach and increased access for diverse school communities to in-depth information, evidence-based approaches and examples of successful practices and strategies for addressing bullying, harassment and violence.

- The perceived relevance of the site as a source of information is indicated by the large number of visits¹ to the site (162 000 since the website's launch) and the increasing usage both in and out of school hours and on weekends as well as weekdays, gauged by the number of visits and pages downloaded at these times.
- The usefulness of the site's information for supporting personal and/or systemic action is indicated by approximately 84 per cent of respondents who identified that the website provided them with information that was useful for speaking up about the issues, for encouraging positive change and for dealing with a situation. In addition, 84 per cent of respondents found the website fairly easy or very easy to navigate.
- Representatives of all participating jurisdictions report the website's positive reception by a wide range of stakeholder groups, and its value as an educational tool for promoting inclusivity and addressing individual, behavioural and underlying social issues through evidence-based whole school approaches that encompass curriculum and all areas of school activity.

As long as bullying, harassment and violence remain issues for schools and the wider community in virtually every region of Australia, the dynamic *Bullying. No way!* website offers a positive, comprehensive and topical resource. The resource is helping to make the job of creating safer, more supportive environments easier for systems and school communities across the country, and it is sending a very positive and cohesive message to the wider public and the media.

Within the next one to two years, *Bullying. No way!* might attract 547 000 visits annually, and the website could attract significantly more use long term because ongoing site maintenance and content additions and continuing awareness raising by educational systems will make it even more useful.

¹Visits – The number of times a user came to the site and showed some evidence of activity.

The analysis of early trends has shown how to attract more users, encourage greater depth in site usage and increase the site's usefulness for supporting action. Possible improvements include a more informative homepage that highlights new content additions, more graphics to convey meaning for younger visitors, more detailed school case studies, more classroom teaching materials, and more interactive activities to encourage users to engage with the site's information, resources and ideas.

The more the site is promoted, the more visitors it attracts and the more it is used. To increase the benefits of the project, there should be continuing promotion of information and resources through specific raising of awareness about the resource, and the strengthening of links to system-wide and local initiatives that contribute to the development of safer and supportive school communities.

Over coming months, the analysis of trends in site use and visitor feedback will enable further finetuning of *Bullying. No way!* and associated activities to better meet the needs of participating jurisdictions and diverse school community groups.

In June 2003, the Australian Education Senior Officials Committee (AESOC) approved the continuation and shared funding of this national collaborative project for the five-year period 2003–2004 to June 2007–2008, subject to annual review by the Ministerial Council for Education, Employment, Training and Youth Affairs' (MCEETYA) Student Learning and Support Services Taskforce.

Background

The 1998 Conference of Education Systems Chief Executive Officers (CESCEO) of Australia's federal, State and Territory government, and Catholic and Independent education jurisdictions reported that behaviour management remains a priority for departments of education; and that all departments have focused on creating safe schools by developing a range of anti-bullying and anti-violence initiatives.

The project *Safe and supportive school environments: Finding workable solutions for countering bullying, harassment and violence* was then initiated by the Chief Executive Officers as a collaboration to help all educational jurisdictions and Australian school communities to realise these goals. The project's brief was to:

- undertake a national scan of State and Territory educational approaches to minimising bullying and violence in schools
- develop a national framework for sharing best practice and workable solutions to these issues
- investigate how technology and hypertext links could maximise accessibility for teachers and schools
- translate the framework into a website format with the necessary human and financial resources
- disseminate knowledge to schools and their communities once the website was created.

The resulting *Bullying. No way!* website was launched in June 2002. The website's resources, information and approaches complement, link with and are informed by Australia's local and systemic educational policies, guidelines and strategies.

The project is jointly developed and maintained by government State, Territory and federal, Catholic education and independent schooling authorities for the benefit of all Australian communities. The project currently sits under the auspices of the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) Student Learning and Support Services (SLSS) Taskforce.

Project development

The approach

- Bullying, harassment and violence are abuses of power that occur in schools, communities, workplaces and the wider society. They can be perpetrated or experienced by people of all ages.
- As acknowledged by many major initiatives with a similar focus, education provides the opportunity to develop and implement sustainable and long-term approaches to counter these behaviours and prepare children and young people for responsible, reflective, active and equitable citizenship.
- The project therefore aims to support school communities in developing successful educational responses to bullying, harassment and violence. Such responses must be locally relevant, comprehensive, coordinated and embedded within whole school practice, based firmly on current educational understandings, and encourage a sense of community and responsible citizenship in which every individual is safe, supported, included and empowered to achieve their full social and educational potential.
- To complement individual and behaviour management initiatives, the project particularly emphasises the need for whole school approaches that include understanding of and response to underlying issues such as racism, homophobia, gender-based harassment and discrimination on the basis of socioeconomic status, ability and disability.

Development steps

The project's development involved the following steps. The dates in brackets indicate the date that each step was implemented and completed.

- Establishing the national *Safe and supportive school environments: Finding workable solutions for countering bullying, harassment and violence* project and its working group representing government State, Territory and federal and independent and Catholic educational jurisdictions (2000).
- Mapping Australian educational jurisdictions' systemic policies, programs, teaching materials, human and physical resources

and information sources related to bullying, harassment, violence and the development of supportive school environments (2000).

- Establishing shared understandings of the terms bullying, harassment and violence that would be used in the project.
- Consulting with educational jurisdictions and school communities to establish the website's major objectives, audience and approach (February–May 2001).
- Developing website prototype, draft documents and phased implementation strategy (June 2001).
- Documenting school community case studies of effective practice (June–November 2001).
- Developing the website's design, databases and templates based on working group recommendations and school community consultation (July 2001–April 2002).
- Establishing a phased implementation strategy beyond the launch to enable additions following the launch, and the ongoing networking and sharing of effective approaches among school communities (January 2002).
- Endorsing the proposed approach, content and budget, by Chief Executive Officers of government and non-government education systems (April 2002).
- Testing and redevelopment of the website (April–May 2001).
- Launching the website (16 June 2002).

The project was developed primarily through email, augmented by teleconferences, three scheduled face-to-face meetings of the working group and two additional meetings involving two or more working group members attending other meetings in the same city.



The *Bullying. No way!* website

Bullying. No way! informs Australian school communities about issues, resources, school practices and networking opportunities to help develop increasingly safe, supportive and respectful school environments.

Intended audience

The website's audience was initially to be teachers. However, after consultation, the target audience was expanded to the wider school community. This broader audience focus recognises that effective responses to bullying, harassment and violence require an integrated, whole school and multi-dimensional approach, and the understanding, support and commitment of the community as well as students and school staff.

Structure, content and language

Consultation with stakeholder groups emphasised the need for:

- inviting and time-efficient website design
- website language to be inclusive, solution-focused and accessible for all
- content to include not only basic 'facts' and a database of educational resources, but also the genuine voices of school communities, and diverse groups within those communities, telling their stories about how they have effectively addressed local issues
- encouraging shared understandings and discussion of the complex and often socially constructed factors that underpin these abuses of power, as well as the more traditional focus on the behaviour of individuals
- evidence-based approaches and diverse entry points to enable school communities to understand the range of approaches available, and to construct their own locally relevant responses
- encouraging diverse groups of students, parents/carers, teachers and the wider community to become active in making a positive difference in their own lives and seeking justice for others.

To incorporate these aspects was challenging. The task demanded a single website that would cater for diverse groups with diverse language and content needs; and that would model working together to understand the issues and create safer, more supportive environments for all school community members.

Website sections

Bullying. No way! contains over 200 standard html pages and many more dynamic pages that are created as responses to visitor requests in the website's database and forums. Table 1 outlines the website's main areas and content.

Table 1. Website main areas and content

Who are we (8 pages)	Overview of the website's background and aims, the challenge for school communities, and ways in which the website can be used to assist preschool and primary children (via their teachers and carers), secondary students, teachers, carers, whole school communities, tertiary students and media professionals
The issues (26 pages)	A statement of shared rights and responsibilities; understandings about the types of harmful behaviours; examination of the underlying issues such as racism and homophobia that often maintain abuses of power in organisations and society; an overview of school community approaches that address individual, behavioural and deeper issues underlying bullying, harassment and violence; and suggestions for measuring change in the school community
Resources (226 entries in a database that creates responses to match user queries)	A database search facility providing access to relevant legislation and resources available through Australian education systems including policies and procedures, teaching materials, support services and information sources. Search categories include State/Territory, resource type and topics/keywords.
Chill out space (44 pages)	An area for students (and others who prefer less text) to learn about: power, bullying and harassment, discrimination and violence; to make a difference; and to view student artworks, poetry and stories
Talk out (16 static pages plus 163 forum topics and 505 forum replies)	An area where all individuals and groups can share experiences, issues and solutions. Includes profiles of individuals; frequently asked questions (FAQs) with issues and responses; and an active moderated forums section with topics and replies contributed by students, school staff and community members.
Ideas box (91 pages)	An overview, strategies map and detailed information sheets about evidence-based, whole school strategies. Outlines the roles and contributions of school groups; includes case studies of schools in action; and presents the dialogue of school community groups as they talk candidly about their school and how issues have been addressed.

Promotion and implementation

Dr Evelyn Scott, former Chair of the Reconciliation Council of Australia, launched the national project on 16 June with support from Mr Jim Varghese, former Queensland Director-General of Education who represented Australia's education authorities.

Posters, brochures and web stickers promoting the resource and highlighting the *Bullying. No way!* message were distributed to every Australian school during July–September 2002. Additional materials were provided to each jurisdiction for promotion as required.

The Commonwealth Department of Education, Science and Training vigorously promoted the website through media and education networks. Project representatives in each State and Territory supported this promotion. Individual jurisdictions implemented awareness raising activities to coincide with existing anti-bullying and supportive school environment events and initiatives. Activities included:

- presentations at national conferences including the Australian Institute of Criminology's *Role of Schools in Crime Prevention* conference (Melbourne, Sept–Oct 2002) and the Association of Women Educators' conference (Adelaide, October 2002)
- presentations and workshops at State/Territory level for principals; the student representative council conference (NSW); pre-service university students; key learning area teachers; guidance officers, welfare officers and support personnel including school-based police officers and school-based nurses; behaviour management teams and district staff training programs
- incorporation within State and Territory supportive school environment documents and websites, the National Safe Schools Framework and current systemic initiatives including community conferencing (NT), anti-bullying training (WA), anti-racism materials (QLD, TAS and WA), and a boys, gender and schooling website (QLD)
- articles in print journals and magazines for teachers and specialist staff, and articles

with hyperlinks in an online subscription career and lifestyle e-zine received by 95 000 students across the country.

The site now contains additional materials including 668 *Forums* contributions, reworked existing pages to respond to current global situations, updated information sheets, articles on new initiatives, and graphics, poems and case studies contributed by schools and individuals.

Management and maintenance

Education Queensland managed the project to June 2003 in consultation with the project representatives. Maintenance of the website since the launch has included:

- authorising and managing additions/changes to the *FAQs*, *Write it. Paint it.* materials, *Resources*, *Schools in action* contributions; and to the website's moderated *Forums*
- maintaining and improving technology, programming and design components
- monitoring and updating website information (contacts, hyperlinks, jurisdictional resources)
- responding to site emails requesting materials, information and support.

Project budget

The project's approved non-labour budget of \$130,000 encompassed pre-launch development and implementation February 2001–June 2003. Expenditure for subcomponents during this period is shown in Table 2.

Table 2. Project budget 2001–2003

Project component	Expenditure
Prototype	\$10 000
Website development	\$70 000
Website interactive content development and maintenance	\$8 200
Development and distribution of awareness raising materials – handout brochures, posters, website stickers for every Australian school	\$15 300
National launch and promotion	\$19 000
Evaluation including user testing, maintenance and domain name/site hosting	\$7 500
Total	\$130 000

The cost of the project has been shared among State, Territory and Commonwealth jurisdictions in accordance with the MCEETYA formula.

As an additional contribution, Queensland paid for an officer to manage the project's development, launch and implementation until the project's evaluation in June 2003. It was agreed that each participating jurisdiction would subsequently make an additional in-kind contribution to the maintenance of the website following the conclusion of the 2001–2003 funding period.

Evaluation

This section examines how the website project has met its initial objectives. In addition, available server traffic statistics and user feedback identify the site's perceived usefulness and ability to support visitors, and makes projections about its future potential.

Objectives

The project achieved the following outcomes in relation to stated objectives:

1. *Undertake a national scan of State and Territory educational approaches to minimising bullying and violence in schools.*

Outcome:

A scan of Australian State and Territory resources and approaches was compiled in the form of a matrix of strategies for stakeholders, and information on policies, resources and processes for use by school communities. This work was presented to the February 2000 meeting of CESCEO as a foundation tool for the website. The scan provided a useful resource and an overall picture of the extent and depth of policies, specialised resources and communication strategies used by state systems. Identified resources included State and Territory policies and guidelines; material systemically developed and distributed, or available to, all schools; programs; professional development and training; systemic services and specialised staff, specialised centres, specialised resource centres, systemic information sharing processes and systemic contacts.

The scan of educational approaches provided the basis for educational jurisdictions to collaborate in developing shared understanding in relation to bullying, harassment and violence; to disseminate information about the effective practices already in use by jurisdictions and schools; and to advocate for the firm grounding of future school community action within evidence-based approaches consistent with contemporary research findings and systemic directions.

2. *Develop a national framework for sharing best practice and workable solutions to these issues.*

Outcomes:

The website as a whole provides a supportive framework that reflects the positions of Australian educational jurisdictions. This framework is designed to assist all school community members to understand the issues, recognise the ideas and behaviours that maintain misuses of power, reflect on where the school community is now, plan immediate strategies that will build safer schools and communities and more productive and respectful relationships – and share learnings with others across the nation. All sections of the website work together to contribute to these outcomes.

- *The Issues* outlines the behaviours and the deeper issues that often underpin discrimination, looks at existing practices and their benefits, encourages communities to develop informed, integrated approaches that build on these understandings, and provides ideas for measuring the signs of positive and sustainable relationship building.
- The *Ideas box Strategies map* provides a comprehensive but succinct planning guide of evidence-based strategies to assist school communities review and enhance their practices; and to address immediate incidents and emerging issues within a coordinated long-term approach that encompasses the whole school community in and out of the classroom. The map emphasises practices that link closely with curriculum, and includes relevant responsibilities for school staff, students and parents/carers.
- *Schools in action* provides real life examples of school communities putting evidence-based approaches from the *Strategies map* into practice to address local issues.
- *What we have to say* allows visitors an 'inside view' into the world of a real school community as different groups talk about what they've achieved and what makes their school effective in addressing bullying and harassment. These conversations link directly to topics in *Schools in action*, and illustrate aspects of the site's *Strategies map*.
- The *Talk out Forums* enable all school community members to network to make a difference.
- *Write it. Paint it* encourages young people to reflect on the issues and ideas in the *Chill out space*, and contribute messages about

the importance of school communities where everyone is safe and valued – and how to achieve these goals.

The focus of the website promotes actions that address underlying issues in order to achieve long-term safer and more supportive school and community environments, not just temporarily get rid of the outward signs of bullying and harassment. To achieve this, the project is firmly grounded in current educative understandings about the issues underlying bullying, harassment and other forms of discrimination, and the major role of education in successfully addressing these issues.

3. Investigate how technology and hypertext links could maximise accessibility for teachers and schools

Outcome:

Investigation into the use of technology and hypertext to maximise accessibility for schools and teachers resulted in a proposal that included projected costs for the technical aspects of establishing a website.

The website format offers all schools and communities quick access to information and materials available from all education systems.

4. Translate the framework into a website format with the necessary human and financial resources

Outcome:

The website was launched on 16 June 2002. Participating jurisdictions provided the agreed budget for the project, according to the MCEETYA formula. As chair of the project's working group, Education Queensland funded a project officer to research and categorise materials and manage the development and promotion of the website resource.

5. Disseminate the knowledge to schools and their communities once the website was created

Outcome:

A total of 15 000 posters, 30 000 brochures and 264 000 stickers were provided to jurisdictions to distribute to every Australian school, in conjunction with local systemic promotional and awareness raising activities to promote the website's launch.

In response to requests and feedback about the usefulness of the promotional materials, downloadable versions of the promotional materials, including a black and white copy of the brochure for inclusion in school newsletters, were added to the website in late January 2003. These have been popular and a supplementary print run of colour materials was undertaken in June 2003 in response to requests from participating authorities.

Bullying. No way! banner and icon files were also added to the site in January for visitors who wished to add a 'favourite' link to their computer desktops or advertise the site through their own websites.

The site's 162 000 visits² recorded in the 17 months of the reporting period indicates the promotional campaign was effective. The majority (68 per cent) of visitors reached the website directly (ie not through a search engine or another site), so they probably knew the site's URL. This is supported by survey feedback that schools provided the largest single source from which visitors first heard about the site. The poster/brochure was the second most common source.

Website traffic statistics

Website use data is collected and analysed using a web server log file analysis program. During the 17 months, there were 3.1 million successful hits³, 630 000 page views⁴ and 162 000 visits to the site.

General usage trends

Figures 1 and 2 illustrate breadth and depth usage trends for the reporting period.

²Visits – The number of times a user came to the site and showed some evidence of activity.

³Successful hits – The total number of files requested and successfully downloaded in a given period of time provides an indication of web server traffic. A single page may register as more than one hit if it consists of a number of files, eg graphics or downloadable documents.

⁴Page views - Hits to dynamic (eg database result) pages, html files or other documents. Supporting graphics and other non-page files are not counted.

Figure 1. Number of visits per month June 2002–April 2003

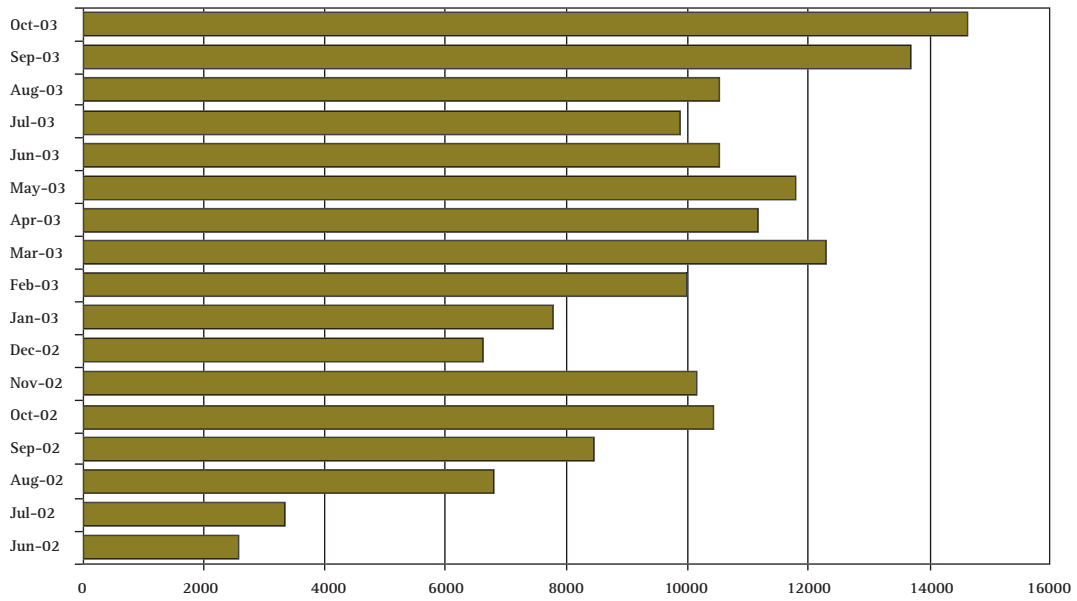
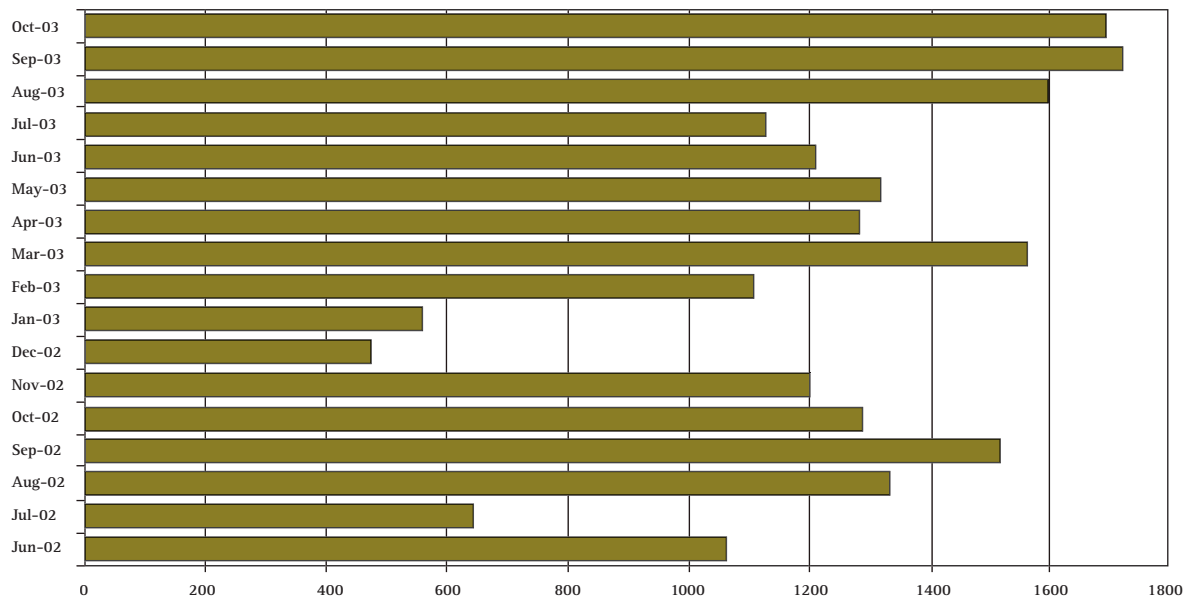


Figure 1 indicates the breadth of the site's usage since the 16 June 2002 launch. Increases in the number of visits during August–October 2002, February–March 2003 and September 2003 may be linked to local promotion of the website within educational jurisdictions during those times. During March, information about the website appeared in a student careers and lifestyle e-zine circulated to subscribing students

across the country; and during October 2003 it was recommended by a national teenage magazine.

Note: June 2002 figures represent only the second half of the month. July 2002, September 2002, December–January 2002, April 2003, June–July 2003 and September 2003 figures include school holidays.

Figure 2: Number of pages visited per day June 2002–April 2003



The number of pages viewed per day (Figure 2) shows the depth to which the site was explored, and thus how relevant the site is as a resource. During Term 1 2003, the average number of page views per day increased slightly to approximately 1370, and by August–October 2003 had climbed to an average of 1670 pages per day despite September school holidays.

The average visitor viewed 16 pages, mostly entered through the homepage. Most users typed in the URL or used a bookmark to go to the site. This suggests that visitors had already heard about the site and were deliberately choosing it rather than arriving randomly or via a search engine. It may also indicate the effectiveness of the project’s national promotion campaign in jurisdictions and schools.

The content’s relevance can be gauged from the use of particular pages and sections. Most (77 per cent) focused on standard html information pages across all areas of the website with no significant preference for particular sections or subsections.

The remaining views (323 per cent) looked at individualised or dynamic database pages, primarily in the *Resources* and *Forums* sections. The *Resources* search facility was the single most active section. The most identifiable *Resources* search preference was teaching materials. The *Student Talkout* section of the *Forums* was also popular.

In addition, 4166 printable pdf-format information files were downloaded, with the *Strategies map* the most popular (2515 downloads), and 3800 graphic promotional poster and/or brochure files were downloaded since their addition to the site in January 2003.

Day of week and time of day usage

Bullying. No way! was designed to be accessed both inside and outside of school hours. Figures 3 and 4 below provide a basis for projections.

Figure 3. Activity level by hour of day (total visits over reporting period)

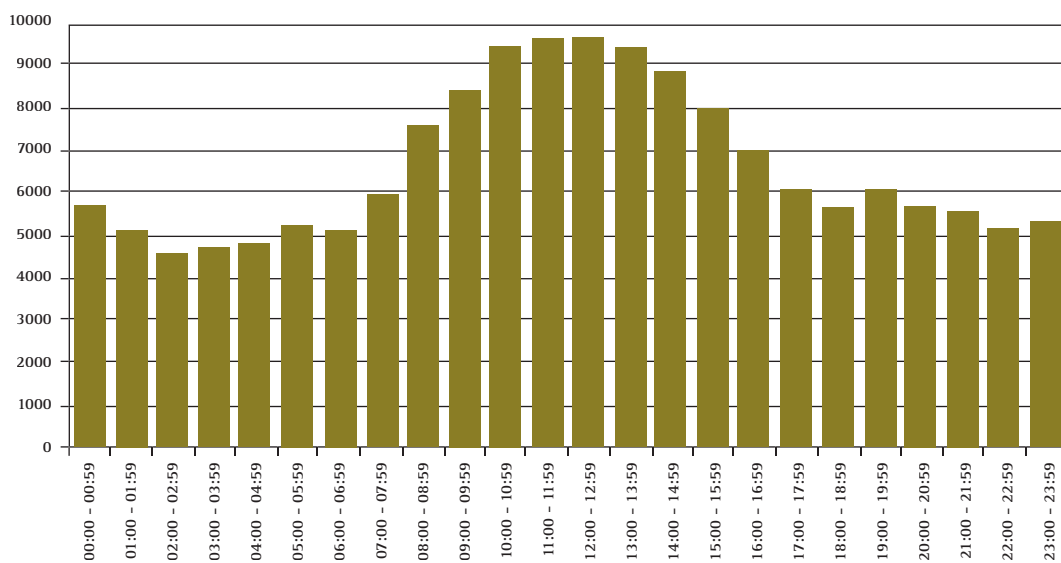
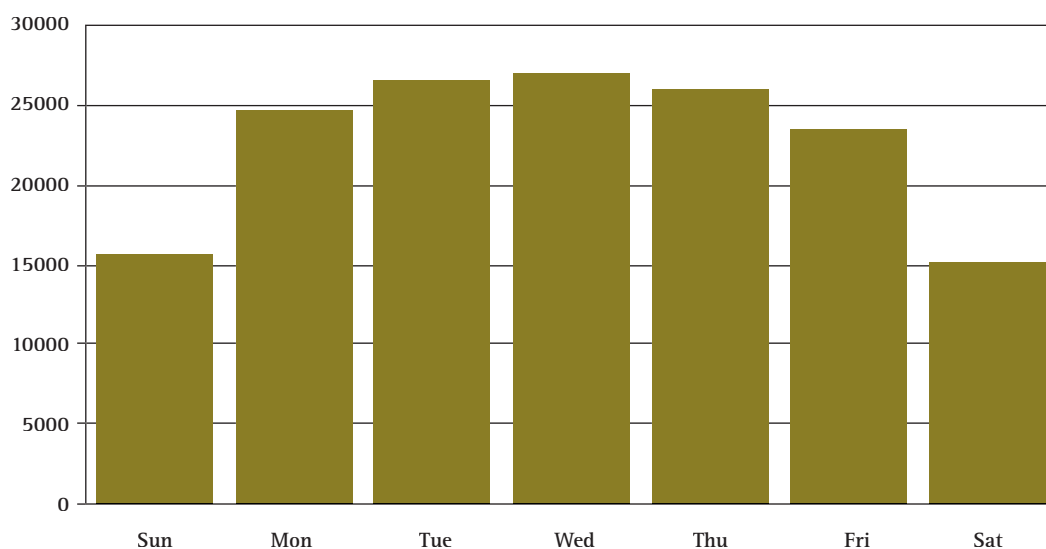


Figure 4: Activity level by day of week (total visits over reporting period)



While it is not possible to gauge exactly who's sitting in front of the computers, patterns of usage including time of day, time of week and variations over the reporting period suggest the following:

- Peak use from 9am–3pm is likely to be associated with classroom and lunchtime library/computer room use.
- Activity from 7–9am and 3–5pm is when school computers are more readily accessible to classroom teachers.
- Outside school hours, students would be most likely to use the Internet at home from 6–10pm, which could help to account for the 47 per cent of activity occurring 5pm–7am.
- The 30 700 weekend visits are likely to include students, parents, teachers and others.
- Approximately 8000 users appear to have visited the site from locations such as Western Europe, Asia, Pacific Islands, Middle East, Africa and Northern Europe (these figures do not include the USA – see note below).

Note. Further information about the location of users is incomplete and potentially misleading, and therefore hasn't been included in the report. For example, 56 per cent of the website's users are recorded as based in the USA, however many Australian users visit the website using a US-based Internet company, and are therefore listed as originating from the USA.

User feedback

Feedback from visitors to the *Bullying. No way!* website has been overwhelmingly positive.

Online survey form

Since an online survey was added to the site in September 2002, 205 responses have been completed with sufficient data for evaluation. Respondent profile information is given below.

- Identified role: 79 students consisting of one Year 3–4 student, 13 Year 5–6 students, 38 Year 7–8 students, 14 Year 9–10 students and 13 Year 11–12 students; 10 parents/carers; 24 teachers (early childhood to senior school); 16 support staff, three ancillary staff; 32 school leaders (25 kindergarten to primary and seven secondary school leaders/administrators), 19 others including public servants, university students and anti-violence consultants, and seven not identified. (Respondents were able to identify more than one year level to accommodate teachers, school leaders and parents/carers who were involved with students of different ages).
- Sex: 137 females and 61 males, with nine responses not recorded. Among student respondents, females outweighed males 2:1 with the main disparity evident in Year 5–6 and Year 7–8. For Years 9–12, females and males were represented approximately equally.

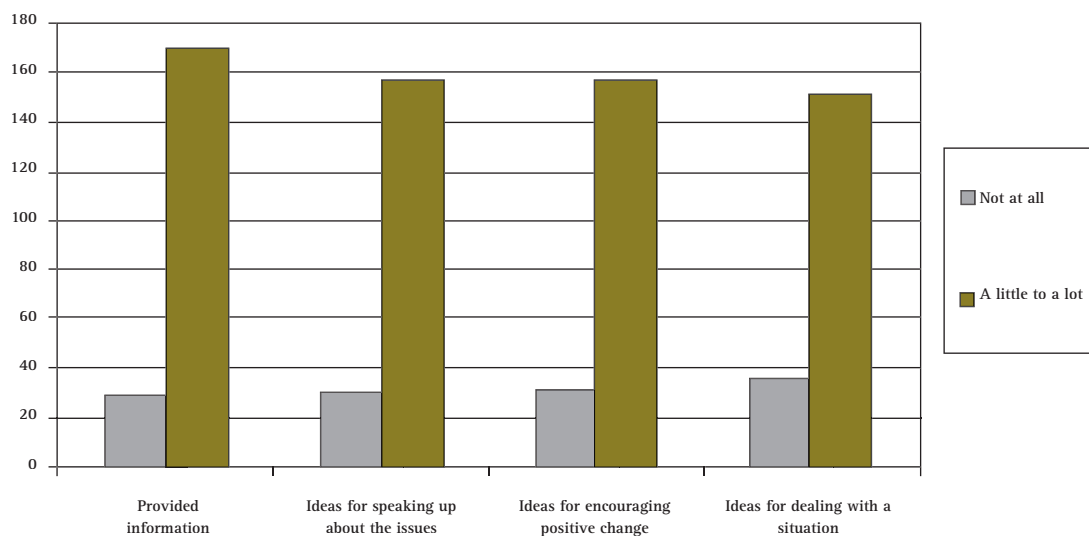
The resulting data provides early but strong signs of the website's reception and usefulness for all school community groups.

In accordance with the project's brief, visitors were asked first about the usefulness of the website in terms of its basic provision of information. In addition, the survey sought to establish any potential contribution beyond the project's brief by asking about the website's usefulness for personal action:

- for speaking up about the issues
- for encouraging positive change
- for dealing with a situation.

As Figure 5 indicates, the feedback indicates usefulness on all four questions, with some variation evident according to role, though not sex or location. The website was identified as useful (a little to a lot) by 84 per cent of all respondents: 76 per cent of students, 92 per cent of school leaders, 95 per cent of teachers, 100 per cent of support services and 74 per cent of parents/carers. While websites are generally considered to be more useful as quick-grab information portals than as change agents, the survey feedback suggests that the website's information and approach may be also be successful in challenging thinking and supporting positive action in school communities.

Figure 5: How useful has the website been for you?



With regards to ease of navigation, 89 per cent of all respondents found the website fairly easy or very easy to navigate; 77 per cent of students gave a similar response.

Many respondents provided additional written feedback. Typical comments included:

Has the website been useful in any other ways?

You have taught me to speak up about it
[student/young person]

Providing a wide variety of viewpoints to use in different situations. Quite empowering for users
[school administrator/leader]

The case studies are very user friendly – great to have the voices of the students, parents and staff. I read them all.
[parent and health promoting schools advocate]

... its immense value is in the comprehensive

nature of the site, the well structured presentation, the sense of audience for each of the groups
[school administrator]

It has been a terrific resource for staff – in particular staff new to teaching. Parents who have had the opportunity to look at the site have commented favourably
[school leader/administrator]

Brings the issue of bullying to the attention of the school community. Explicit message about dealing with bullying
[school leader/administrator]

Yes, given me further ideas on how to counteract situations in my own home
[parent]

I think your website is fantastic. Congratulations, you are aiding us to make a difference
[Ancillary staff]

What ideas do you intend to use?

i just want to tell others about your site for help if they need it [student]

Talking to people about my problems and discussing ways to overcome them [student]

Dealing with gender/homophobia, physical appearance [school leader/administrator]

Incorporate the website as part of social skilling in 2003 for middle and upper primary [school leader/administrator]

I can use this site as a discussion starter for issues that arise in the classroom and playground. The students may be more interested in addressing the issues and reading some of the suggestions if they can do so at their own pace rather than beginning with a whole class discussion where students may deny that there are problems [teacher]

Any and all!!!!!! [school leader/administrator]

Suggestions for improvement included:

- links to other research available, including websites on specific issues such as lesbian and gay support groups, support if you're experiencing violence etc;
- procedures that parents can take to approach bullying by teachers;
- examples of Eva Cox's ideas in practice;
- more stories and more in-depth case studies with implementation or contact details
- more information about teaching resources and activities, and resource ordering details.

In addition, a number of respondents requested more graphics, less text on some of the webpages and some interactive activities for younger students.

Emails to the website

Direct emails to the website have consisted of supportive statements and information about how the site is used; a large number of requests for additional *Bullying. No way!* promotional materials; a small number of school case studies and student stories, poems and graphics to be included on the website; information about personal experiences; requests to include information about commercial resources in the website's database; requests to reproduce materials contained on the site (including requests from French and Australian educational publishers); requests for further anti-bullying information; requests for personal advice; and requests for permission to link to the site.

Emails received were primarily from school staff, students and commercial organisations. Very few negative emails were received.

Interactive area

The *Talk out Forums* provide a moderated free information exchange facility for individuals and school communities to (anonymously) raise and respond to personal issues and wider events related to supportive school environments and the elimination of abuses of power.

The *Student Talkout* forum in particular has developed into a lively discussion and support area, with topics and replies gradually moving from an initial focus on condemning 'bullies' as a group, to thoughtful and at times challenging comments about discrimination on the basis of race, religion, language, sexuality, gender, and socio-economic status. The tone is predominantly positive, reflective and youth-oriented, with students offering each other quick support and strategies and regularly seeking information for assignments. The high number of contributions to the student forum area (163 topics and over 500 replies) indicates the value of such a safe space for sharing experiences and ideas. This area has considerable potential for development as a vehicle for encouraging discussion of issues that will enable young people and their communities to recognise popular perceptions, engage with the issues and develop greater understanding and more effective practices.

In contrast, the *Classroom* and *School Community* forums have shown relatively little activity, with topics generating few replies. This may be an indicator that young people are more comfortable about communicating in cyberspace than other people.

Interpretation and projections

While bullying, harassment and violence remain issues for schools and the wider community throughout Australia, the *Bullying. No way!* website offers a positive, comprehensive and topical resource.

The site's usefulness is indicated by:

- the large number of visitors reaching what is still a relatively new resource

- the extent to which they explore individual pages and the site as a whole
- visitor confirmation of the usefulness of the site's information for supporting action.

An average of 1500 page views per day (ie. 547 500 pages per year as opposed to the current total of 391,000) is a substantial contribution by educational and social websites. Based on current data, *Bullying. No way!* should exceed this level during 2003–04 with continuing awareness raising among educational systems and ongoing site maintenance and content additions.

The use of technology and hypertext links to present the framework has already maximised accessibility for schools and their communities to successful practices and strategies. Long term, the site shows potential for significantly greater use, given the number of schools in Australia and the encouraging signs so far regarding the relevance of the website's content for all school community groups.

Future directions

Site enhancement

In contrast to the *Student Talkout* forum, the site's other networking areas – the teacher and school community *Forums* areas, *Schools in action* and the *Write it Paint it* gallery – have received few original contributions, even though these sections of the website have all been well frequented and highly valued by visitors. Promotional strategies will encourage contributions that further the goals of the project and reflect the anti-discriminatory approaches of all educational systems.

School staff, parents and young people have identified strategies to improve the site and encourage more users. These include a more informative homepage that highlights new content additions, an increased use of graphic elements and short sections of text to convey website content for younger users, more detailed school case studies with contact details, the inclusion of classroom teaching materials, links to more in-depth studies of issues, and the addition of interactive activities to encourage visitors to engage more meaningfully with the site's information, resources and ideas.

Promotion

The rates of the use of the site increase when there is more promotion of the site. To enhance the project's use and value, awareness raising will continue nationally and within individual jurisdictions. Examples of new initiatives may include joint projects across jurisdictions, national competitions to encourage school and teacher contributions, a youth marketing strategy, entry of the website into national violence prevention and community capacity building awards, inviting appropriate high profile people to champion the website's messages, and coordinating the project's approach to support the implementation of the National Safe Schools Framework and other national and local initiatives.

For educators, ongoing awareness raising about the *Bullying. No way!* website's resources may involve disseminating ideas about ways that the site's information and resources can support curriculum objectives, classroom practice and development programs for all school community groups.

Promotional activity on the website itself will probably increase its use and potential benefits for users. Examples include incorporating additional enrichment materials on all pages along with links to relevant resources and information on other sites; and links to relevant material in other sections of the site that will encourage visitors to high traffic areas such as the *Forums* area to dig deeper into the site and engage with content relevant to their discussions.

Ongoing funding and maintenance

June 2003 concluded the development and initial implementation phase of the *Bullying. No way!* project.

Informed by an evaluation report and recommendations, the June 2003 meeting of the Australian Education Senior Officials Committee (AESOC) approved the continuation of the project for five years (2003–04 to 2007–08) subject to annual review by the MCEETYA Student Learning and Support Services Taskforce.

The federal government, States and Territories provide funds for the project (approximately

\$77,000 per annum encompassing non-labour costs and a part-time project management position); and all participating jurisdictions collaborate in action to ensure the usefulness and relevance of the website for all Australian communities.

The project is chaired by Education Queensland and guided by representatives of the participating educational authorities.

Glossary

AESOC	Australian Education Systems Officials Committee (the forum of Australian and New Zealand Chief Executive Officers with responsibility for education and training. AESOC is directly responsible to the Ministerial Council for the execution of Ministerial Council decisions)
CESCEO	Conference of Education Systems Chief Executive Officers (This was the national body of chief executive officers of education departments until July 2001)
dynamic pages	Pages customised and created when the site's databases construct information in response to user requests.
homepage	The title page of a website. The top of the hierarchy of pages.
inclusivity	The recognition, valuing and inclusion of the perspectives, contributions and experiences of all individuals and all social and cultural groups by acknowledging diversity both within and among these groups and using this diversity as a basis for developing positive relationships and learning environments.
learnings	Relevant experiences, skills, values and knowledge that will contribute to the development of more productive and inclusive relationships and responsible actions by all people with regard to others.
MCEETYA	Ministerial Council for Education, Employment, Training and Youth Affairs (the national body of ministers of education departments).
page views	The hits to dynamic (eg database result) pages and html files or other documents. Supporting graphics and other non-page files are not counted.
participating jurisdictions	The Australian federal, and State and Territory government education departments, and the representatives of Catholic and independent schools who together have developed and are responsible for the website.

Student Learning and Support Services Taskforce	The MCEETYA Taskforce on Student Learning and Support Services which reports to MCEETYA on approaches to enhance teaching practices and learning and improve student outcomes.
successful hits	The total number of files requested and successfully downloaded in a given period of time provides an indication of web server traffic. A single page may register as more than one hit if it consists of a number of files, eg graphics or downloadable documents.
systemic	Relating to, distributed across or affecting an entire system. (eg. guidelines, policies support services or other forms of organised and uniform resources that pertain to the whole of the organisation).
visits	The number of times a user came to the site and showed some evidence of activity.

Project Representatives

Australian Government

Giancarlo Savaris
Director, Quality Outcomes Section
Department of Education, Science and Training
GPO Box 9880
CANBERRA ACT 2601
Tel. (02) 6240 7258
Fax. (02) 6240 7100
mailto: giancarlo.savari@dest.gov.au

Ryl Fardell
Assistant Director
Quality Outcomes Section, Schools Division
Department of Education, Science and Training
GPO Box 9880
CANBERRA ACT 2601
Tel. (02) 6240 7857
Fax. (02) 6240 7100
mailto: ryl.fardell@dest.gov.au

Australian Capital Territory

Sue Roche
Assistant Manager
Student Participation
ACT DECS
PO Box 1584
TUGGERANONG ACT 2901
Tel. (02) 6207 2331
Fax. (02) 6205 5447
mailto: Sue.Roche@act.gov.au

New South Wales

Iain Hay
Senior Education Officer
Student Welfare & Student Support
NSW Dept of Education and Training
Private Bag 3
RYDE NSW 2112
Tel. (02) 9246 5506
Fax. (02) 9246 5501
mailto: iain.hay@det.nsw.edu.au

Northern Territory

Anita Davidson
Assistant Director
Student Services
NT Department of Education
DARWIN NT 8000
Tel. (08) 8999 8750
Fax. (08) 8922 0898
mailto: Anita.Davidson@nt.gov.au

Queensland

Clare Grant
Acting Manager
Curriculum Strategy Branch
Office of Curriculum, Learning and Development
PO Box 33
BRISBANE ALBERT STREET QLD 4002
Tel. (07) 3237 1038
Fax. (07) 3237 0101
mailto: Claire.Grant@qed.qld.gov.au

Kendall Yates
Senior Guidance Officer
Curriculum Strategy Branch
Office of Curriculum, Learning and Development
PO Box 33
BRISBANE ALBERT STREET QLD 4002
Tel. (07) 3237 0314
Fax. (07) 3237 0101
mailto: Kendall.Yates@qed.qld.gov.au

South Australia

Greg Cox
Policy Advisor, Student Behaviour Management
Special Services, Student and Professional
Services
Department of Education and Children's Services
GPO Box 1152
ADELAIDE SA 5001
Ph 08 8226 1029
Fax 8212 0454
mailto: Cox.Greg2@saugov.sa.gov.au

Tasmania

Felicity Gifford
Principal Education Officer (Equity)
Department of Education, Tasmania
GPO Box 169, HOBART TAS 7001
Tel. (03) 6233 7328
Fax. (03) 6233 6980
mailto: felicity.gifford@education.tas.gov.au

Victoria

Byron Crawford
Assistant General Manager
Student Wellbeing
School Resources Division
Office of School Education
33 St Andrews Place,
EAST MELBOURNE VIC 3002
Ph: 03 9637 2276
mailto: crawford.byron.t@edumail.vic.gov.au

Western Australia

Coosje Griffiths
Student Services Manager
Education Department of WA
18 Blackboy Way, BEECHBORO WA 6063
Tel. (08) 9442 6637
Fax. (08) 9442 6633
mailto: coosje.griffiths@eddept.wa.edu.au

National Catholic Education Commission

Michael Traynor
Coordinator, Special Needs Education
National Catholic Education Commission
PO Box 3317
MANUKA ACT 2630
Tel. (02) 623 4 5485 / 6201 9830
Fax. (02) 6234 5496
mailto: michael.traynor@ceo.cangoul.catholic.edu.au

Independent Schools Council of Australia

Deidre Thian
Research Officer
Association of Independent Schools Queensland
PO Box 957
SPRING HILL QLD 4004
Tel. (07) 3228 1515
Fax. (07) 3228 1575
mailto: research@aisq.qld.gov.au

National project officer

Chris Henderson
Senior Project Officer
Curriculum Strategy Branch
Office of Curriculum, Learning and Development
PO Box 33, BRISBANE ALBERT ST QLD 4002
Tel. (07) 3237 1366
Fax. (07) 3237 0101
mailto: chris.henderson@qed.qld.gov.au