C. Jurisdictional comparison

This appendix details some of the approaches undertaken by other similar jurisdictions in aspects of bullying management.

Key elements of selected jurisdictional approaches

New Zealand

Overarching system-wide strategy

New Zealand's overarching strategy to improve attendance and engagement includes a specific focus on bullying. The first of the 4 priorities in the strategy is to ensure places of learning are safe; inclusive; and free from racism, discrimination, and bullying. The Ministry of Education supports schools to focus on reducing bullying through a dedicated anti-bullying framework.

The Bullying Free NZ School Framework supports schools to take a holistic approach. The detailed guidelines enable schools to visualise and map their progress as they address bullying. It allows them to clearly map out the steps they have taken and what more they need to do.

The framework recognises that school staff may not have the required training to manage bullying. Because of this, it offers 10 workshops that schools can use to increase staff knowledge of bullying. The materials cover what bullying is, its different forms, and how teachers can prevent it.

Anti-bullying resources and guidance

The New Zealand framework provides schools with detailed resources on how to develop and implement an effective anti-bullying approach. These resources include:

- roadmaps for tracking school progress
- guiding documents and templates for anti-bullying policies
- a bullying assessment matrix.

The roadmaps guide schools in the process of building robust and informed policies. They enable schools to see what stage of the procedure they are at, and what more needs to be done. This allows them to react to bullying rapidly and directly.

The framework also contains a bullying assessment matrix. This is a small questionnaire that school staff can fill out to help assess the severity, impact, and frequency of bullying incidents. It serves as a guide for schools in selecting an appropriate response to specific incidents.
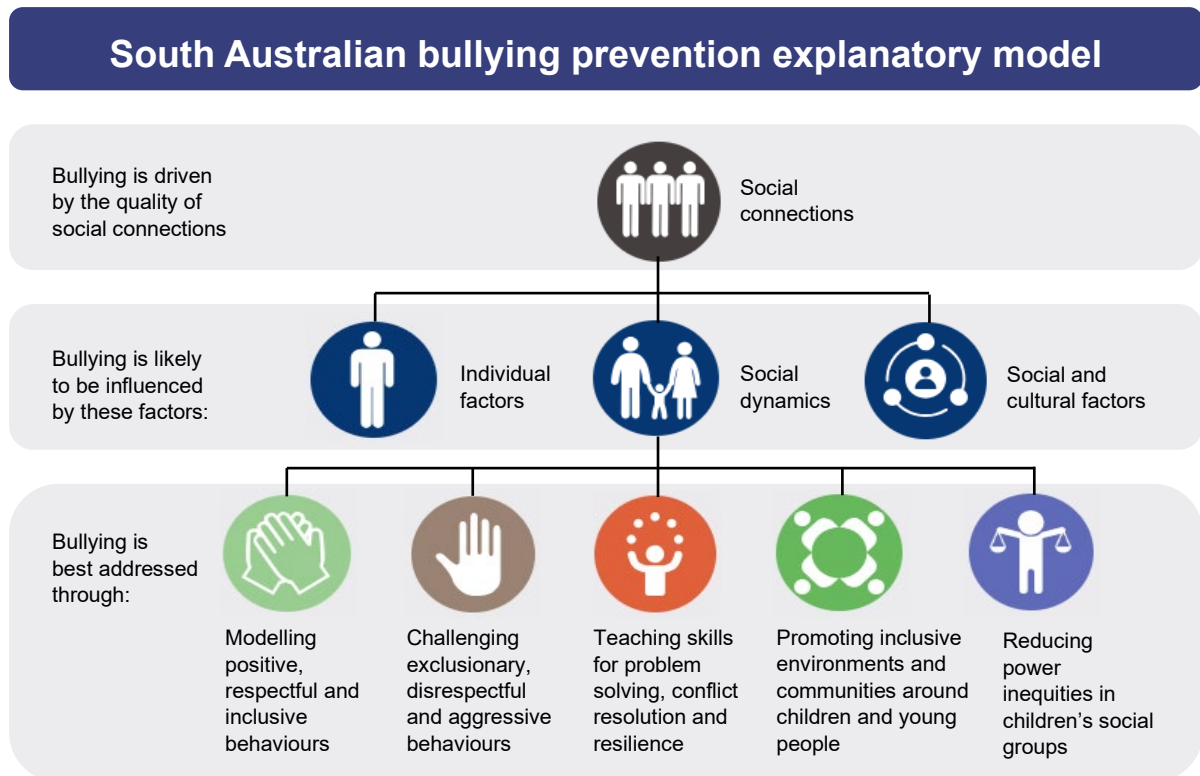
South Australia

Overarching system-wide strategy

South Australia has a stand-alone strategy called *Connected – A Community Approach to Bullying Prevention Within the School Gates and Beyond* to reduce student bullying. It aims to strengthen the social connections between a child or young person and their community. The strategy gives South Australian schools 5 consistent actions to deal with bullying, as described in Figure C1.

Figure C1
South Australian prevention of bullying strategy

South Australian bullying prevention explanatory model

Bullying is driven by the quality of social connections — Social connections

Bullying is likely to be influenced by these factors: — Individual factors, Social dynamics, Social and cultural factors

Bullying is best addressed through:
- Modelling positive, respectful and inclusive behaviours
- Challenging exclusionary, disrespectful and aggressive behaviours
- Teaching skills for problem solving, conflict resolution and resilience
- Promoting inclusive environments and communities around children and young people
- Reducing power inequities in children's social groups

Source: South Australian Department of Education, Connected – A Community Approach to Bullying Prevention Within the School Gates and Beyond.

This approach helps to create coordinated and consistent responses across government and non-government organisations.

Measuring bullying in schools

South Australia conducts a wellbeing and engagement survey, which asks students about their experiences both inside and outside of school. The South Australian Department for Education publishes statewide results and sends individualised reports to participating schools, but it does not identify individual students. The survey covers students' emotional wellbeing, engagement with school and learning, and health and wellbeing out of school. In 2023, 105,159 students (60 per cent) from 525 schools participated in the survey.

The survey has a chapter focused on bullying. The South Australian Department for Education deepened its understanding of bullying by surveying:

- the total number of students who reported they were bullied every week, every month, or very rarely

- whether or not the frequency of reported bullying is decreasing over time

- how rates of the types of bullying (physical, verbal, social, and cyber) compare

- whether or not there are differences in the levels of bullying reported across year levels

- to what extent the frequency of bullying aligns to students' broader emotional wellbeing

- how many students report resiliency to being bullied.

New South Wales

Support for professional development

The New South Wales Department of Education has a whole-school approach to bullying. It notes that a key element of successful anti-bullying interventions is to provide support and professional development to teachers on maintaining a positive school climate.

To achieve this, it offers a course for educators on anti-bullying interventions in schools and how to apply them. It also offers a course on improving classroom management by applying educational theory and practices, and another focused on understanding student wellbeing.

The New South Wales Department of Education offers these courses alongside other resources that support teachers. For example, it hosts conferences and workshops about its anti-bullying strategy. It also has a suite of anti-bullying resources on its website. This includes:

- educational posters and videos

- lessons and activities about bullying

- strategies teachers can use in the classroom to address bullying.

The New South Wales Department of Education has manuals to help guide teachers on how to effectively use these resources.

Examples of successful strategies

The New South Wales *Anti-bullying interventions in schools – what works?* report identifies evidence-based approaches to bullying. It provides examples of different strategies that can be used to address bullying and in what contexts they were successful. It also notes what strategies may require professional learning before use. These examples show schools what successful initiatives look like and in what situations they may be applicable. This is useful in informing targeted approaches in different local contexts.