IRIS RESEARCH

Insight for
Business & Government

Estimates of cyber-bullying incidents dealt with by Australian schools

Final Report

Prepared for
Department of Communications

Prepared by
IRIS Research

June 2014

Australian Government

Department of Communications

This research has been prepared for the Department of Communications.

Disclaimer

The material in this research paper is of a general nature and should not be regarded as legal advice or relied on for assistance in any particular circumstance. In any important matter, you should seek appropriate independent professional advice in relation to your own circumstances.

The Commonwealth accepts no responsibility or liability for any damage, loss or expense incurred as a result of the reliance on information contained in this research paper.

This research paper has been prepared for research purposes only and does not indicate the Commonwealth's commitment to a particular course of action. Additionally, any third party views or recommendations included in this discussion paper do not reflect the views of the Commonwealth, or indicate its commitment to a particular course of action.

Copyright

Other use

The use of any material from this publication in a way not permitted or otherwise allowed under the *Copyright Act 1968*, may be an infringement of copyright. Where you wish to use the material in a way that is not permitted, you must lodge a request for further authorisation with the Department.

Contact details

This report can be viewed online at www.communications.gov.au/publications

For more information about the Department and to view other publications visit www.communications.gov.au

If you would like additional information on the report, please contact:

Manager, Cyber Safety Programs
Department of Communications
GPO Box 2154
Canberra ACT 2601
Australia
Phone: 1800 254 649 (free call) or 02 6271 1000 (international +61 2 6271 1000)
Email: enquiries@communications.gov.au

Contents

1. Executive Summary

The Department of Communications commissioned IRIS Research to conduct research to estimate the prevalence of cyber-bullying reported in Australian schools and identify methods used by schools to deal with the cyber-bullying behaviours.

A survey was conducted online in February and March 2014. In total, 384 responses were received from principals, or their nominated delegate from Australian primary and secondary schools.

The sample of schools participating in the survey matched the characteristics of the school population in regards to geographic spread, secondary and primary and government and nongovernment schools. However there are a number of limitations that users of this information should consider. These limitations are documented in Section 3 of the report.

Cyber-bullying incidents reported to schools

Schools were asked to provide the number of reports they had received in the 2013 calendar year for a range of cyber-bullying behaviours. For the purposes of the survey, cyber-bullying was defined as any communication using a digital device or medium (e.g. smart phones and social media sites), with the intent to coerce, intimidate, harass or cause substantial emotional distress to a person - this may include posting embarrassing or harmful photographs, videos, or rumours relating to an individual, and can include using social media features to actively promote and spread the harmful content.

The number of reports stated by schools varied considerably. Nine schools in the final sample indicated in an excess of 100 reports, with two secondary schools confirming reports of 621 and 900 respectively. Consequently, to provide a more robust statistic for the average number of reports, a 5% trimmed mean has been used throughout this report. The mean measures account for all schools, including those schools which indicated zero reports of the specific behaviours. A comparison of trimmed and actual means for numbers of reports is provided in Appendix 1.

Seventy-two percent of schools indicated that at least one incident of cyberbullying was reported to their school in the 2013 calendar year. Based on the data provided, schools received on average 8.7 reports (5% trimmed) of cyber-bullying incidents in 2013.

The number of reports made to schools was highest for the behaviours of: students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages (2.4 per school); and cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails and/or other messages from an unknown person) (1.3 per school).

When adjusting for the number of students in each school, a 5% trimmed mean of 2.1 cyberbullying reports per 100 students was determined.

The volume of reporting was higher for the range of cyber-bullying behaviours at secondary schools compared to primary schools. A 5% trimmed mean of 9.1 reports per 100 students was recorded for secondary schools, compared to a 5% trimmed mean of 1.2 reports per 100 students for primary schools.

Schools handling of reported cyber-bullying behaviours

Schools that indicated they had at least one report of a cyber-bullying behaviour were asked how they dealt with the type of reports in general. Schools were provided with a range of possible direct actions and also provided with the opportunity to provide a reason if no action was generally taken.

The majority of schools indicated they undertook a direct response to the range of cyber-bullying behaviours that was reported. Schools largely used multiple methods to deal with the reports with the most popular combination being: providing a general warning, class discussion, contacting parents, discussion with one or both parties, following formal school policy and referring to police. Despite schools noting that referral to outside agencies was part of a combined response for reports, the use of external agencies as the only measure to deal with cyberbullying reports was very low.

The survey found that for the range of cyber-bullying behaviours reported, a proportion of schools indicated they took no action. The behaviour where the highest incidence of no action was taken by the schools receiving at least one report were for: creating hate websites and/or social media pages (10.5%). The main reason why no action was taken given was that the schools indicated the behaviour didn't occur during school hours.

Case examples of cyber-bullying reports

Schools that indicated a cyber-bullying incident had been reported to them in 2013 were asked to provide examples for each behaviour including the age and gender of the main victim and offender (where known), and the social media platform(s) used. The provision of case examples was optional for the school.

The summary of case examples showed that victims across the range of cyber-bullying behaviours were more likely to be female with the main victim and offender attending the same school. The percentages for females ranged from 60% for the behaviour of creating fake internet and/or social networking accounts, to 89.3% for being purposefully exclusive or encouraging exclusion of others using the internet or mobile phones.

The age of victims provided in the case examples indicates that children aged 10 are involved in cyber-bullying incidents reported to schools.

For known offenders, female students were generally more likely to be the offender than male students. However there were exceptions for the behaviours of sexting (resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim); and posting, forwarding and/or sharing of inappropriate and/or harmful content. For these behaviours, males were more likely to be the offender than females.

Of the cases described, Facebook and to a much lesser extent Instagram, were identified as the main networks being used for cyber-bullying behaviours reported to schools.

Cyber-Bullying school policies

83.5% of schools indicated their school had a system, process and/or policy for how cyberbullying reports are managed. Secondary government schools (97.5%), secondary nongovernment schools (100%), and primary non-government schools (92.9%) were more likely to have a system in place compared to government primary schools (79.1%).

Schools without a system for managing cyber-bullying behaviour were more likely to take no action when an incident was reported. This trend was evident across all types of cyber-bullying behaviour included in the survey.

When asked to describe the system, process and/or policy for how cyberbullying reports are managed, schools referred to student behavioural plans, signed student agreements for IT and internet usage, thorough investigations of reports and usage of education preventative measures.

2. Methodology

2.1 Introduction

The estimated prevalence of cyber-bullying incidents dealt with by Australian schools research was commissioned by the Department of Communications.

The objectives of the research were to:

- Estimate the prevalence of cyber-bullying incidents reported to Australian schools broken down by categories of cyber-bullying behaviour; and

- Identify how cyber-bullying incidents reported to schools are currently being dealt with.

The data was collected through a voluntary survey of principals or their delegate conducted in February and March 2014. Survey data was collected via a 10 minute online questionnaire.

The survey covered the following topics:

- School characteristics (level of school, school type, estimated number of students)

- Number and type of cyber-bullying incidents reported to schools in the 2013 calendar year (actual or estimated)

- How schools generally manage the cyber-bullying incidents reported to their school.

Schools were asked to volunteer case examples providing indicative information about age and gender of cyber-bullying victims (and where possible offenders), and the social media/social network(s) for each cyber-bullying behaviour reported to schools.

This report details the results of a principals' survey relating to cyber-bullying reports to Australian schools during 2013.

2.2 Survey definitions

For the purposes of the survey, cyber-bullying was defined as any communication using a digital device or medium (e.g. Smart phones and social media sites), with the intent to coerce, intimidate, harass or cause substantial emotional distress to a person. This may include posting embarrassing or harmful photographs, videos, or rumours relating to an individual and can include using social media features to actively promote and spread the harmful content.

Schools were asked to advise the number of incidents that were reported to them for the various types of cyber-bullying behaviour listed in the survey. The listed behaviours were:

- Cyber-bullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails and/or other messaging from an unknown person);

- Creating hate websites and/or social media pages;

- Blackmail using emails, SMS/instant messaging and/or social networking;

- Receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages;

- Creating fake internet and/or social networking accounts;

- Private and/or personal information being posted on blogs or social networking sites;

- Sexting (sending of revealing images or video) resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim;

- Posting inappropriate images or video and/or inappropriate image tagging (including false tagging);

- Posting, forwarding and/or sharing of inappropriate and/or harmful content; and

- Being purposefully exclusive or encouraging exclusion of others using the internet or mobile phones.

In addition, schools were provided with the opportunity to advise the number of "other" types of reports they considered to be cyber-bullying. Where "other" was selected, schools were asked to describe the reported behaviour.

Schools were advised that if the report could be included in more than one of the types of behaviours listed, they should record the incident under the type of behaviour that caused the most harm or distress to the victim.

2.3 Target Population

The target population for the survey was principals, or their delegates, in Australian primary and secondary schools, or schools which offered both primary and secondary levels of schooling.

All government schools and non-government schools were included in the sample frame. Nongovernment refers to catholic, private and independent schools.

Special schools were invited to participate in the survey but excluded themselves stating that undertaking the survey was not relevant to their school. Special schools have subsequently been excluded from the definition of the target population.

2.4 Sample Frame

A database of schools previously surveyed by IRIS Research in the 2012 teachers' survey on cybersafety in Australian schools was used as the sample frame. The database was provided by the Australian Council of Education Research (ACER). ACER developed it by coordinating information from multiple sources, including the ABS and Commonwealth, State and Territory education department databases. The sample frame consisted of 6,000 schools.

Only schools that received approval to be approached by their respective jurisdiction were selected for inclusion in the sample frame.

2.5 School and principal recruitment

During the initial enquires by the Department of Communication to determine the feasibility of the survey, one state/territory government education department and four catholic dioceses advised they did not want to take part in the survey.

Applications to undertake research were submitted to the remaining seven state/territory government education departments and 20 Catholic education diocese offices. No formal research approval process was required for Independent schools.

When permission to proceed was obtained from the education departments and diocese offices, principals were sent a comprehensive information package about the study via email.

The information package contained a principal letter/information sheet, principal consent form, teacher information sheet, an introductory letter from the Department of Communications and a copy of the research approval letter from the relevant educational authority where applicable (i.e. the Catholic Diocese or state/ territory government education department).

The recruitment of schools involved a process of follow up calls and reminder messages to the schools to encourage a response.

2.6 Survey response

The principals who responded to the voluntary survey came from Australian schools from within the sample frame.

The survey yielded in 384 responses. In addition to the 384 completed responses, 16 individuals commenced the survey and exited the survey prior to answering the questions on the number of cyber-bullying reports reported to their school. These 16 partial responses were excluded from the analysis.

Table 1 compares the distribution of survey responses to the Australian school population.

Table 1: Survey responses

State	Sample	% of total	Population*	% of total
New South Wales	108	28.1%	2926	32.6%
Victoria	79	20.6%	2121	23.7%
Queensland	96	25.0%	1653	18.4%
South Australia	20	5.2%	701	7.8%
Western Australia	59	15.4%	992	11.1%
Tasmania	6	1.6%	258	2.9%
Northern Territory	1	0.3%	186	2.1%
ACT	15	3.9%	125	1.4%
Total	**384**	-	**8962**	-

School Level	Sample	% of total	Population*	% of total
Primary	261	68.0%	6256	69.8%
Secondary	57	14.8%	1385	15.5%
Combined primary and secondary	66	17.2%	1321	14.7%
Total	**384**	-	**8962**	-

School Type	Sample	% of total	Population*	% of total
Government	328	85.4%	6332	70.7%
Non-Government	56	14.6%	2630	29.3%
Total	**384**	-	**8962**	-

Source: ABS 4221.0 Schools Australia 2013. *Excludes special schools

2.7 Data analysis

The data provided in this report has been collated to provide estimates of the number of reports of cyber-bullying received by schools and identifies any differences in the number of reports received

by school level and type. The survey results include all in-scope cyber-bullying behaviours and the "other" types of behaviours reported by schools.

Mean measures are provided in the analysis of the volume of reports to schools. The measures are based on the following definitions:

- Mean number of reports per school - calculated by dividing the total number of reports by the total number of schools.

- Mean number of reports per 100 students - calculated by dividing the total number of reports by the number of students in participating schools.

In all cases where means are stated, schools that reported zero incidents of certain cyber-bullying behaviours are included in the mean number of reports per school and per 100 students.

As there was a wide distribution of the number of reports across participating schools, it was determined that a trimmed mean measure would more accurately reflect the situation in schools. A trimmed mean is where outliers are removed from the distribution.

A sensitivity analysis was undertaken using a 3%, 5% and 10% trimmed mean for the number of reports by behaviour. Based on this analysis, a trimmed mean of 5% was identified to be the most robust statistic for the mean.

A trimmed mean of 5% is calculated by taking the mean of 2.5% to 97.5% range of the distribution. In all cases the bottom 2.5% of outliers would consist of schools indicating zero reports of cyber-bullying behaviour. The top 2.5% of outliers varied depending on the cyberbullying behaviour. For example, for the behaviour: students receiving threatening, abusive and/or bullying emails, social networking messages, telephone calls and/or SMS/instant messaging, the extreme reported values of 200, 100, 80 and 70 were removed to calculate the mean.

Appendix 1 provides a comparison of actual means with the 5% trimmed mean for the range of reported cyber-bullying behaviours.

3. Limitations to the Research

The survey data in this report should be used with some caution. While every effort was made to ensure that the sample would accurately represent the situation of cyber-bullying reported to Australian schools, a number of issues have impacted on those efforts.

3.1 Sample Coverage

A significant challenge for this project was meeting the available timeframe for completion. Only schools that had received approval from their jurisdiction could be surveyed. This resulted in some government and catholic schools having a longer period of time to participate in the survey which has impacted the distribution and number of responses achieved.

One state/territory government education office and four Catholic dioceses declined the invitation to participate in this national study. In addition, a further catholic diocese did not respond to the research application before the field work completion date. Given the partial coverage of the target population, it is difficult to determine the accuracy of the survey results within stated confidence levels.

Over 6,000 schools were approached to participate in the survey during February and March 2014. Every school in the sample was contacted at least once, and some were contacted a second and third time to ensure they had received the survey, and to encourage a response. Although the survey was design to be limited to 10 minutes duration, of those schools who provided a reason for not completing the survey, most cited competing demands and the frequency of invitations to participate in research as the key barriers to participation.

A number of school jurisdictions requested, as a condition of approval, that data is not reported at a level which may identify their jurisdiction. This has impacted on the level of analysis that can be provided in the report.

3.3 Actual and Estimated Data

Schools were also provided with the option to either provide "actual" or "estimated" data on the number of cyber-bullying reports they had received by type of behaviour. It was assumed that actual data was where the respondent referred directly to school records to complete the survey. Estimated data was assumed to be where the respondent estimated, from their best recall, the number of reports they had received by type of behaviour.

It was deemed that actual and estimated data would be treated the same in the survey results.

3.4 Survey Sampling

To maximize the survey response within the available timeframe of the project, all schools in a jurisdiction that had approved the survey were sent an invitation to participate. The completion of the survey was undertaken with a voluntary, opt-in approach. These two factors indicate that the final response obtained for the survey is largely based on a non-probability approach.

3.5 Survey Representativeness

The survey was designed to obtain a representative response from Australian schools. However, the outlined limitations in addition to the low response rate, make it difficult to determine the level of accuracy of the final survey results.

Assuming the 384 responses are representative of cyber-bullying in Australian schools, the level of accuracy is +or- 4.9% at the 95% confidence level. The level of accuracy decreases for results of smaller samples such as school level and type (refer to Table 2).

Table 2: Level of Accuracy

School Level	Sample size	+ or – Error rate at 95% confidence level
Total	384	+or- 4.9%
Primary	261	+or- 5.9%
Secondary	57	+or- 12.7%
Combined	66	+or- 11.8%

School Type	Sample size	+ or – Error rate at 95% confidence level
Total	384	+or- 4.9%
Government	328	+or- 5.3%
Non-Government	56	+or- 13.0%

4. Prevalence of Cyber-bullying incidents reported to schools

4.1 Types of cyber-bullying behaviours reported to schools

Seventy-two percent of schools indicated that in 2013 at least one incident of cyber-bullying was reported to the school. Table 3 shows the percentage of schools nominating at least one reported cyber-bullying behaviour in 2013. The highest percent of schools reporting at least one report of cyber-bullying were for the behaviours of: students receiving threatening, abusive and/or bullying emails, social networking messages, telephone calls and/or SMS/instant messages (54.9%); and cyber-bullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails and/or other messaging from an unknown person) (36.2%).

Almost three percent of schools stated they had received reports of "other" cyberbullying behaviour types; these were for the use of family members' social media accounts.

Table 3: Percentage of Schools reporting at least one report of cyber-bullying behaviour (All schools)

Type of cyber-bullying behaviour	% of schools reporting at least one report of the behaviour
At least one behaviour	71.9
Cyber-bullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails and/or other messaging from an unknown person)	36.2
Creating hate websites and/or social media pages	14.8
Blackmail using emails, SMS instant messaging and/or social networking sites	12.0
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messaging	54.9
Creating fake internet and/or social networking accounts	17.7
Private and/or personal information being posted on blogs or social networking websites	24.0

Type of cyber-bullying behaviour	% of schools reporting at least one report of the behaviour
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images or video without authorisation of the victim	22.7
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	20.6
Posting, forwarding and/or sharing of inappropriate and/or harmful content	26.6
Being purposeful exclusive or encouraging exclusion of using the internet or mobile phones	28.4
Other (eg use of family member social accounts)	2.9

Table 4 shows the 5% trimmed mean number of reports for all schools. The mean calculation includes schools providing nil reports of the behaviour. In all schools surveyed, the number of total reports of cyber-bullying behaviour ranged from 108 schools (28.1%) stating nil reports in 2013, to four schools where the number of reports exceeded 250.

Across all schools, the 5% trimmed mean for reports was determined to be 8.7 per school, with the highest number recorded for the individual behaviours of: students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/IM (2.4 per school); and cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails) (1.3 per school).

A potentially more useable measure is the number of reports per 100 students. This measure takes into account the size of student populations across all schools. When adjusting for school size, a 5% trimmed mean of 2.1 reports per 100 students is determined.

Table 4: Mean Number of Reports by Cyber-bullying behaviours (All schools)

Type of cyber-bullying behaviour	5% trimmed mean Per school	5% trimmed mean Per 100 students
All behaviours	8.7	2.1
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	1.3	0.3
Creating hate websites and/or social media pages	0.1	0.0

Type of cyber-bullying behaviour	5% trimmed mean Per school	5% trimmed mean Per 100 students
Blackmail using emails, SMS instant messaging and/or social networking	0.1	0.0
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	2.4	0.7
Creating fake internet and/ or social networking accounts	0.2	0.1
Private and/or personal information being posted on blogs or social networking sites	0.5	0.1
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	0.3	0.1
Posting inappropriate images or video and false tagging and/or inappropriate image tagging (including false tagging)	0.3	0.1
Posting, forwarding and/or sharing of inappropriate and/or harmful content	0.7	0.2
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	0.7	0.2
Other (eg use of family member social accounts)	0.0	0.0

4.2 Analysis by School Level

A statistical difference was identified in the reporting of cyber-bullying when the analysis is undertaken by school level. Table 5 shows that secondary schools were more likely to encounter reports of cyber-bullying (87%) than primary schools (59.9%).

A difference between secondary and primary schools was found across the range of cyber-bullying behaviours. The difference in the number of reports was highest for secondary schools for the behaviours: sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim; and cyber-bullying where the offender is anonymous (including websites or social networks that allow anonymous posting and emails).

Table 5: Percentage of Schools Reporting Cyber-bullying behaviours by School Level**

Type of cyber-bullying behaviour	% of Primary Schools reporting (n=327)	% of Secondary Schools reporting (n=123)
At least one behaviour	59.9	87.0
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	24.8	58.5
Creating hate websites and/or social media pages	7.0	30.9
Blackmail using emails, SMS instant messaging and/or social networking sites	4.3	27.6
Students receiving threatening, abusive and/or bullying email s, social networking messages, telephone call and/or SMS/instant messages	41.9	70.7
Creating fake internet and/or social networking accounts	10.4	30.9
Private and/or personal information being posted on blogs or social networking sites	15.0	38.2
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images a and video w without authorisation of victim	8.3	51.2
Posting inappropriate images or video and false tagging and/or inappropriate image tagging (including false tagging)	10.1	39.0
Posting, forwarding and/or sharing of inappropriate and/or harmful content	15.6	44.7
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	19.3	42 .3
Other (eg use of family member social accounts)	2.8	2.4

**Primary and secondary school data for combined schools were analysed separately resulting in the number of survey units combined to equal 450 which exceeds the survey response of 384 schools.

The volume of reporting was also higher for the range of cyber-bullying behaviours at secondary schools compared to primary schools. Reports for secondary schools ranged from 16 schools (13%) staging nil reports to nine schools (7.3%) stating reports in excess of 100. Two secondary schools had 621 and 900 reports respectively.

One hundred and thirty-one primary schools (40.1%) stated having 'nil' reports in 2013 and three schools (0.9%) indicated in excess of 50 reports with 62 as the highest number of reports for a primary school.

Overall, a 5% trimmed mean of 22.8 reports was recorded for all secondary schools, compared to 3.2 reports for primary schools (refer to Table 6).

When adjusting for school size, a 5% trimmed mean of 9.1 reports per 100 students was recorded for secondary schools, compared to a 5% trimmed mean of 1.2 reports per 100 students for primary schools.

Table 6: Mean Number of Reports of Cyber-bullying by School Level

Type of cyber-bullying behaviour	Primary Schools 5% trimmed mean Per school	Primary Schools 5% trimmed mean Per 100 students	Secondary Schools 5% trimmed mean Per school	Secondary Schools 5% trimmed mean Per 100 students
All behaviours	3.2	1.2	22.8	9.1
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	0.5	0.1	3.8	1.5
Creating hate websites and/or social media pages	0.0	0.0	0.6	0.1
Blackmail using emails, SMS instant messaging and/or social networking sites	0.0	0.0	0.8	0.2
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	1.0	0.4	6.8	2.7
Creating fake internet and/or social networking accounts	0.1	0.0	0.7	0.2
Private and/or personal information being posted on blogs or social networking sites	0.2	0.1	1.5	0.4
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	0.0	0.0	1.3	0.4
Posting inappropriate images or video and false tagging and/or inappropriate image tagging (including false tagging)	0.1	0.0	1.2	0.3
Posting, forwarding and/or sharing of inappropriate and/or harmful content	0.2	0.1	2.2	0.6
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	0.3	0.1	1.5	0.5

Type of cyber-bullying behaviour	Primary Schools 5% trimmed mean Per school	Primary Schools 5% trimmed mean Per 100 students	Secondary Schools 5% trimmed mean Per school	Secondary Schools 5% trimmed mean Per 100 students
Other (eg use of family member social accounts)	0.0	0.0	0.0	0.0

4.3 Analysis by School Type

Table 7 shows the breakdown of results for primary schools and secondary schools by government and non-government type.

The percentage of schools reporting at least one behaviour of cyber-bullying was higher for nongovernment primary schools (79.5%) compared to government primary schools (56.9%). For secondary schools, the incidence of at least one report was found to be similar amongst government (85.7%) and non-government secondary schools (89.7%).

For primary schools, the largest difference between government and non-government schools in the prevalence of at least one report was for cyber-bullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails). In the case of secondary schools, the largest difference amongst government and non-government schools was for the behaviour of students receiving threatening, abusive and/or bullying emails, social networking messages, telephone calls and/or SMS/instant messages.

Table 7: Percent of Schools reporting cyber-bullying behaviours by School Level and Type

Type of cyber-bullying behaviour	Primary Schools % of Government schools	Primary Schools % of Non-government schools	Secondary Schools % of Government schools	Secondary Schools % of Non-government Schools
At least one behaviour	56.9	79.5	85.7	89.7
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	21.6	45.5	57.1	61.5
Creating hate websites and/or social media pages	6.4	11.4	29.8	33.3
Blackmail using emails, SMS instant messaging and/or social networking sites	3.5	9.1	25.0	33.3

Type of cyber-bullying behaviour	Primary Schools % of Government schools	Primary Schools % of Non-government schools	Secondary Schools % of Government schools	Secondary Schools % of Non-government Schools
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	41.0	47.7	76.2	59.0
Creating fake internet and/ or social networking accounts	10.6	9.1	26.2	41.0
Private and/or personal information being posted on blogs or social networking sites	14.8	15.9	39.3	35.9
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	8.1	9.1	46.4	61.5
Posting inappropriate images or video and false tagging and/or inappropriate image tagging (including false tagging)	9.9	11.4	33.3	51.3
Posting, forwarding and/or sharing of inappropriate and/or harmful content	14.8	20.5	42.9	48.7
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	18.0	27.3	44.0	48.5
Other (eg use of family member social accounts)	2.5	4.5	2.4	2.6

In primary non-government schools, the total number of reports ranged from nine schools (20.5%) stating 'nil' reports to a maximum of 48 reports stated by one school. For primary government schools, the number of reports ranged from 122 schools (43.1%) indicating 'nil' reports to three schools stating in excess of 50, to a maximum of 62 reports.

For secondary level government schools, 12 schools (14.3%) stated they had 'nil' instances of cyber-bullying reports in 2013, with the highest number of reports stated at 621 and 900 by two schools respectively.

Table 8 compares the number of cyber-bullying reports for all primary and secondary government and non-government schools when adjusting for size of school. The 5% trimmed mean for the number of reports for non-government primary schools was 2.9 per 100 students, compared to 1.2 reports per 100 students in government primary schools.

For secondary schools, the number of reports per 100 students was found to be higher amongst government schools. In 2013, government secondary level schools indicated 13.2 reports per 100 students, compared to non-government schools' indicating 3.3 reports per 100 students. A major

difference was identified in the number of reports for cyber-bullying relating to students receiving threatening, abusive and/or bullying emails, social networking messages, telephone class and/or SMS/instant messages.

Table 8: Mean (5% trimmed) number of reports of cyber-bullying by School type per 100 students

Type of cyber-bullying behaviour	Primary Schools Government Per 100 students	Primary Schools Non-government Per 100 students	Secondary Schools Government Per 100 students	Secondary Schools Non-government Per 100 students
At least one behaviour	1.2	2.9	13.2	3.3
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	0.1	0.3	2.2	0.5
Creating hate websites and/or social media pages	0.0	0.0	0.2	0.1
Blackmail using emails, SMS instant messaging and/or social networking sites	0.0	0.0	0.2	0.1
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	0.3	0.5	4.1	0.7
Creating fake internet and/or social networking accounts	0.0	0.0	0.2	0.2
Private and/or personal information being posted on blogs or social networking sites	0.1	0.1	0.5	0.2
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	0.0	0.0	0.4	0.3
Posting inappropriate images or video and false tagging and/or inappropriate image tagging (including false tagging)	0.0	0.1	0.3	0.3
Posting, forwarding and/or sharing of inappropriate and/or harmful content	0.1	0.1	0.9	0.4
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	0.1	0.2	0.8	0.2
Other (eg use of family member social accounts)	0.0	0.0	0.0	0.0

5. School Handling of Incidents

Schools which indicated they had received at least one report of cyber-bullying were asked how they generally dealt with reports of that type. Schools were provided with a range of possible actions and also provided with the opportunity to indicate a reason if no action is generally undertaken. As it was not practical to ask respondents to list the process for every report received, responses were generalised and respondents were allowed to select more than one action.

An overwhelming majority of schools indicated they undertook a direct response to the range of cyber-bullying behaviours that was reported. Table 9 lists the percentage of schools where the school indicated that no action was taken for the cyber-bullying offence reported. The behaviour with the highest incidence of no action undertaken by the schools receiving at least one report of the behaviour was for: creating hate websites and/or social media pages (10.5%). The main reason why no action was taken was that the school indicated the activity didn't occur during school hours. The next highest incidence (7.9%) of no action was stated for: cyber-bullying behaviour where the offender is anonymous (including websites or social network that allow anonymous posting and emails). Schools stated the main reasons for no action was they did not want to inflame the issue, it didn't occur in school hours and it was outside the school's responsibility.

Table 9: No action taken for Cyber-bullying report (Percent of schools reporting at least one instance of the behavior)

Type of cyber-bullying behaviour	No action	No action so is not inflamed	No action didn't occur during school hours	No action outside of the school's responsibility
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	7.9	4.3	4.3	4.3
Creating hate websites and/or social media pages	10.5	3.5	10.5	5.3
Blackmail using emails, SMS instant messaging and/or social networking sites	4.3	0.0	2.2	4.3
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	4.3	0.5	3.3	0.9
Creating fake internet and/or social networking accounts	7.4	2.9	4.4	4.4
Private and/or personal information being posted on blogs or social networking sites	5.4	2.2	4.3	3.3

Type of cyber-bullying behaviour	No action	No action so is not inflamed	No action didn't occur during school hours	No action outside of the school's responsibility
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	3.4	1.1	2.3	1.1
Posting inappropriate images or video and false tagging and/or inappropriate image tagging (including false tagging)	2.6	1.3	1.3	1.3
Posting, forwarding and/or sharing inappropriate and/or harmful content	3.3	1.0	2.0	3.9
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	4.6	0.0	3.7	1.8

Table 10 demonstrates that for the majority of schools that undertook an action used a multiple approach in dealing with the type of report. It should be noted that the response pattern does not relate to every incident of the type of behaviour reported to the school.

For all behaviours, the majority of schools undertook an internal response of contacting parents and provided a general discussion/counselling with one or all involved parties. Other internal school responses frequently mentioned were general warnings and formal punishment.

Referral to outside agencies, and specifically to police, was also found to be evident. In 2013, 47.1% of schools receiving a report of sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim indicated they referred the matter to police as part of their response on at least one occasion. This path was also undertaken on at least one occasion by 45.6% of schools receiving a report on: creating hate websites and/or social media pages; and 43.2% of schools receiving reports on cyber-bullying behaviour where the offender is anonymous (including websites or social network that allow anonymous posting and emails).

A small percentage of schools stated they referred the cyber-bullying report directly to police as the sole approach in dealing with the reported behaviour. These reports were for: sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim (2.3% of schools with at least one report of this behaviour); students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages (1.4% of schools with at least one report of this behaviour); blackmail using emails, SMS/instant messaging and/or social networking sites (2.2% of schools with at least one report of this behavior); and posting inappropriate images or video and/or inappropriate message tagging (including false tagging) (1.3% of schools with at least one report of this behaviour). Across the four behaviours, the schools stating this action were found to be different, with no school appearing more than once.

The use of mediation services was found to be the highest at 14.4% for those schools that had handled at least one report of cyber-bullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails). For this behaviour, the referral to mediation services was part of a combined response as no school indicated they used this outlet as the only method to deal with the report.

The referral of incidents to community legal centres and legal aid services as part of a multiple response to the report across all behaviours was minimal. One school indicated that they had used the method referral to the community legal centre as the only method to deal with creating hate websites and/or social media pages. Another school used a referral to community legal centre as their only response for an incident of creating fake internet and/or social networking accounts.

Other methods for dealing with various cyber-bullying behaviours were described by schools. With regards to sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim, 11.5% of schools handling at least one instance of this behaviour indicated they used other methods. The types of response were: revisiting cyber-bullying education programs, contacting the child well-being unit at Department of Community Services, contacting the school of the offending student, and encouraging the parents of the victim to report it to police. For each of these cases the schools also used a range of internal methods.

The next highest response was for the behaviours Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages (4.7%); Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails) (4.3%); and Blackmail using emails, SMS instant messaging and/or social networking sites (4.3%). The methods outlined were use of a police liaison officer and reporting the incident to Department of Family and Community Services.

The most popular combined approaches used by schools in dealing with reported cyber-bullying behaviours are listed in Table 11. The use of internal school responses in conjunction with the involvement of external agencies such as police was nominated by 23.7% of schools with reports of cyber-bullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails. The same approach was nominated by 21.8% of schools that received reports of sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim, and 21.7% that received reports of blackmail using emails, SMS/instant messaging and/or social networking. Again, this does not indicate that every report the school received for this type of behaviour was dealt in these ways.

Table 10: Specific Methods Used to Handle Cyber-bullying Behaviours by Schools (multiple methods are possible)

Type of cyber-bullying behaviour	Percent of Schools reporting at least one instance of the behaviour General warning /class discussions	Percent of Schools reporting at least one instance of the behaviour Parents contacted	Percent of Schools reporting at least one instance of the behaviour Discussion / counselling	Percent of Schools reporting at least one instance of the behaviour Formal punishment	Percent of Schools reporting at least one instance of the behaviour Refer to mediation service	Percent of Schools reporting at least one instance of the behaviour Refer to community legal centre	Percent of Schools reporting at least one instance of the behaviour Refer to legal aid service	Percent of Schools reporting at least one instance of the behaviour Refer to police	Percent of Schools reporting at least one instance of the behaviour Other
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	69.1	87.8	85.6	57.6	14.4	2.9	0.7	43.2	4.3
Creating hate websites and/or social media pages	61.4	78.9	78.9	63.2	8.8	1.8	0.0	45.6	1.8
Blackmail using emails, SMS instant messaging and/or social networking sites	60.9	80.4	78.3	50.0	6.5	0.0	0.0	30.4	4.3
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	64.0	86.7	80.6	48.3	6.6	0.5	0.0	33.2	4.7
Creating fake internet and/or social networking accounts	54.4	76.5	70.6	52.9	7.4	2.9	0.0	22.1	2.9

Type of cyber-bullying behaviour	Percent of Schools reporting at least one instance of the behaviour General warning /class discussions	Percent of Schools reporting at least one instance of the behaviour Parents contacted	Percent of Schools reporting at least one instance of the behaviour Discussion / counselling	Percent of Schools reporting at least one instance of the behaviour Formal punishment	Percent of Schools reporting at least one instance of the behaviour Refer to mediation service	Percent of Schools reporting at least one instance of the behaviour Refer to community legal centre	Percent of Schools reporting at least one instance of the behaviour Refer to legal aid service	Percent of Schools reporting at least one instance of the behaviour Refer to police	Percent of Schools reporting at least one instance of the behaviour Other
Private and/or personal information being posted on blogs or social networking sites	60.9	72.8	68.5	43.5	6.5	0.0	1.1	21.7	2.2
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	51.7	81.6	72.4	46.0	5.7	0.0	0.0	47.1	11.5
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	53.2	73.4	70.9	51.9	2.5	0.0	0.0	30.4	3.8
Posting, forwarding and/or sharing inappropriate and/or harmful content	57.8	79.4	73.5	49.0	6.9	1.0	0.0	21.6	2.9
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	65.1	64.2	66.1	33.0	5.5	0.0	0.0	12.8	0.9

Table 11: Combined approaches to handle Cyber-bullying by Schools

Type of cyber-bullying behaviour	Percent of Schools reporting at least one instance of the behaviour General warning /class discussion/Parents Contacted/ Discussions with one/both parties/ Formal punishment/school policy/Refer to Polices	Percent of Schools reporting at least one instance of the behaviour General warning /class discussion/Parents Contacted/ Discussions with one/both parties/ Formal punishment/school policy	Percent of Schools reporting at least one instance of the behaviour General warning /class discussion/Parents Contacted/ Discussions with one/both parties	Percent of Schools reporting at least one instance of the behaviour Parents contacted/ Discussions with one/both parties/Formal punishment /school policy/Refer to police	Percent of Schools reporting at least one instance of the behaviour Parents contacted/Discussions with one/ both parties/ Formal punishment	Percent of Schools reporting at least one instance of the behaviour Parents contacted/ Discussions with one/both parties
Cyber-bullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	23.7	15.8	12.9	7.9	5.0	5.0
Creating hate websites and/or social media pages	19.3	19.3	12.3	14	1.8	1.8
Blackmail using emails, SMS/instant messaging and/or social networking sites	21.7	15.2	17.4	4.3	6.5	8.7
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	15.6	16.1	18.5	5.7	0.0	0.0
Creating fake internet and/or social networking accounts	13.2	20.6	7.4	5.9	10.3	5.7

Type of cyber-bullying behaviour	Percent of Schools reporting at least one instance of the behaviour General warning /class discussion/Parents Contacted/ Discussions with one/both parties/ Formal punishment/school policy/Refer to Polices	Percent of Schools reporting at least one instance of the behaviour General warning /class discussion/Parents Contacted/ Discussions with one/both parties/ Formal punishment/school policy	Percent of Schools reporting at least one instance of the behaviour General warning /class discussion/Parents Contacted/ Discussions with one/both parties	Percent of Schools reporting at least one instance of the behaviour Parents contacted/ Discussions with one/both parties/Formal punishment /school policy/Refer to police	Percent of Schools reporting at least one instance of the behaviour Parents contacted/Discussions with one/ both parties/ Formal punishment	Percent of Schools reporting at least one instance of the behaviour Parents contacted/ Discussions with one/both parties
Private and/or personal information being posted on blogs or social networking sites	15.2	19.6	17.4	3.3	1.1	2.9
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	21.8	9.2	10.3	6.9	5.7	6.6
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	16.5	16.5	7.6	5.1	5.1	11.4
Posting, forwarding and/or sharing inappropriate and/or harmful content	12.7	21.6	15.7	3.9	6.9	5.9
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	8.3	18.3	23.9	0.0	1.8	2.8

6. Case examples of cyber-bullying reports

Schools which indicated a cyber-bullying incident had been reported in 2013 were asked to provide at least one case example of the characteristics of the report. The provision of case examples was optional for schools to complete. An option was also provided for schools to provide further examples where possible. Overall, 375 cases were provided. Not all of the 384 schools provided examples. Some schools that had indicated at least one incident did not provide a case example, while others provided more than one.

6.1 Victims

Table 12 provides a summary of the gender and age of the victims of the cyber-bullying cases provided by schools.

Across all types of behaviour, the majority of cases involved a female victim. The cases for male victims were found to be most commonly provided for cyber-bullying behaviours related to creating fake internet and social networking accounts and posting forwarding and sharing harmful content. Females, however, still accounted for the majority of cases described for victims of this behaviour.

The age summary of the case examples indicates that children aged 10 are involved in cyber-bullying reports made to schools. The case data suggests that for the behaviours of: students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages; creating fake internet and/or social networking accounts; private and/or personal information being posted on blogs or social networking sites; being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones were more prevalent for 10-13 year olds.

For the case examples the respondents was asked to indicate whether the victim and offender attended the same school. Apart from the behaviour of sexting, resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim, the overwhelming majority of victims and offenders described in the cases attended the same school.

Table 12: Case examples: Summary of Victim characteristics by type of cyber-bullying behaviour reported (percentage of cases described)

Type of cyber-bullying behaviour	Male	Female	Under 10 yrs.	10 to 13 yrs	14 to 17 yrs	18 + yrs	Attend same school
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	13.7	86.3	1.4	52.1	43.8	2.7	83.6

Type of cyber-bullying behaviour	Male	Female	Under 10 yrs.	10 to 13 yrs	14 to 17 yrs	18 + yrs	Attend same school
Creating hate websites and/or social media pages	16.7	83.3	0.0	44.4	50.0	5.6	83.3
Blackmail using emails, SMS instant messaging and/or social networking sites	27.3	72.7	0.0	54.5	45.5	0.0	90.9
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	18.3	81.7	4.8	66.3	27.9	1.0	90.4
Creating fake internet and/or social networking accounts	40.0	60.0	0.0	65.0	30.0	5.0	75.0
Private and/or personal information being posted on blogs or social networking sites	26.9	73.1	3.8	69.2	26.9	0.0	73.1
Sexting resulting from coercion , intimidation, blackmail or sharing revealing images and video without authorisation of victim	25.0	75.0	2.8	38.9	55.5	0.0	61.1
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	26 .1	73.9	0.0	52.2	43.4	4.3	78.3
Posting, forwarding and/or sharing inappropriate and/or harmful content	35.7	64.3	3.6	53.6	39.2	3.6	100.0
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	10.7	89.3	3.6	67.9	28.6	0.0	92 .9
Other (eg use of family member social accounts)	37.5	62.5	12.5	37.5	25.0	25.0	75.0

6.2 Offenders

Respondents were asked to provide, if known, the main offender for the case examples.

Of the in-scope cyber-bullying behaviours, female students were generally more likely to be the offender than male students. However, there were exceptions for the behaviours of: sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim; and posting inappropriate images or video and/or inappropriate image tagging (including false tagging and) sharing harmful content where males were more likely to be the offender than females.

The age summary of the known main offender supported a similar summary reported for the victims, indicating that the individuals involved in the case examples are generally of similar age.

Table 13: Case examples-summary of known offenders characteristics by type of cyber-bullying behaviour reported (percentage of cases described)

Type of cyber-bullying behaviour	Male	Female	Un Known gender	Under 10 yrs.	10-13 yrs.	14-17 yrs.	18+ yrs.	Un known age
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	31.5	67.1	1.4	2.7	35.6	54.8	2.7	4.1
Creating hate websites and/or social media pages	38.9	61.1	0.0	0.0	38.9	50.0	11.1	0.0
Blackmail using emails, SMS instant messaging and/or social networking sites	45.5	54.5	0.0	0.0	54.5	45.5	0.0	0.0
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	31.7	68.3	0.0	3.8	62.5	29.8	2.9	1.0
Creating fake internet and/or social networking accounts	40.0	60.0	10.0	0.0	55.0	30.0	5.0	10.0
Private and/or personal information being posted on blogs or social networking sites	46.2	53.8	0.0	0.0	53.8	19.2	23.1	3.8
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	63.9	36.1	0.0	0.0	25.0	66.7	2.8	5.6
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	34.8	60.9	4.3	4.3	43.5	47.8	4.3	0.0
Posting, forwarding and/or sharing inappropriate and/or harmful content	64.3	35.7	0.0	3.6	53.6	42.8	0.0	0.0

Type of cyber-bullying behaviour	Male	Female	Un Known gender	Under 10 yrs.	10-13 yrs.	14-17 yrs.	18+ yrs.	Un known age
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	7.1	92.9	0.0	3.6	64.3	32.1	0.0	0.0
Other (use of family member social accounts)	25.0	62.5	12.5	12.5	50.0	25.0	12.5	0.0

6.3 Social media networks used in cyber-bullying incidents

For the case examples, schools were asked to identify the social media networks that were being used for the cyber-bullying behaviours.

Table 14 summarises the networks used in the case studies across the range of cyber-bullying behaviours. For these cases, Facebook was identified as being the network most used in the reported cyber-bullying incident. Facebook was used in 55.6% of the case examples given for creating hate websites and/or social media pages and 58.4% of the case examples of creating fake internet and/or social networking accounts.

Instagram was identified from the case studies as the next most popular network used for cyber-bullying behaviours, with 20.6% of the case examples for private and/or personal information being posted on blogs using this network. This was followed by posting inappropriate images or video and/or inappropriate image tagging (including false tagging) where Instagram was used in 19.4% of the case examples.

Facebook (35.3%) and SMS/instant messaging (11.8%) were identified as the main networks used for the case examples provided for sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim.

After Facebook, SMS/instant messaging was the next most used network for the case examples of: blackmail using emails, SMS instant messaging and/or social networking sites; and students receiving threatening abusive and/or buying emails.

Table 14: Case Examples - Networks used by type of cyber-bullying behaviour reported (percentage of cases described)

Type of cyber-bullying behaviour	Ask.fm	Email	Face book	Inst-agram	Kik Mess	Mine craft	Skype	SMS/ instant mess	Snap chat	Tumblr	Twitter	X box LIVE	Yahoo Mess	You tube	None	Other
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	10.5	4.8	43.8	12.4	6.7	0.0	0.0	7.6	8.6	0.0	0.0	0.0	0.0	1.9	0.0	3.8
Creating hate websites and/or social media pages	7.4	7.4	55.6	7.4	0.0	0.0	0.0	11.1	3.7	0.0	0.0	0.0	0.0	3.7	0.0	3.7
Blackmail using emails, SMS/instant messaging and/or social networking	5.6	5.6	38.9	5.6	5.6	0.0	5.6	16.7	5.6	0.0	0.0	0.0	0.0	5.6	0.0	5.6
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	3.5	7.7	40.1	11.3	9.9	0.7	2.1	13.4	7.0	0.0	0.0	0.0	0.0	0.0	0.0	4.2
Creating fake internet and/or social networking accounts	0.0	0.0	58.3	16.7	12.5	0.0	4.2	4.2	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private and/or personal information being posted on blogs or social networking sites	0.0	5.9	44.1	20.6	8.8	2.9	0.0	5.9	11.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	3.9	7.8	35.3	11.8	7.8	0.0	0.0	21.6	3.9	0.0	0.0	0.0	0.0	5.9	2.0	0.0

Type of cyber-bullying behaviour	Ask.fm	Email	Face book	Inst-agram	Kik Mess	Mine craft	Skype	SMS/ instant mess	Snap chat	Tumblr	Twitter	X box LIVE	Yahoo Mess	You tube	None	Other
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	0.0	9.7	45.2	19.4	3.2	0.0	0.0	9.7	9.7	0.0	0.0	0.0	0.0	0.0	3.2	0.0
Posting, forwarding and/or sharing of inappropriate and/or harmful content	0.0	11.1	27.8	11.1	13.9	0.0	2.8	13.9	11.1	2.8	0.0	0.0	0.0	2.8	0.0	2.8
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	0.0	7.5	40.0	5.0	17.5	0.0	2.5	22.5	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other (use of family member social accounts)	0.0	12.5	75.0	0.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

7. School policies for managing cyber-bullying

Overall, 83.5% of schools that participated in the survey indicated their school had a system or process and/or policy for managing reports of cyber-bullying incidents.

Figure 1 illustrates that secondary government (97.5%), secondary non-government schools (100%) and primary non-government schools (92.9%) were more likely to have a system in place, than government primary schools (79.1%).

An analysis was undertaken to assess whether the existence of a system or process and/or policy for managing reports of cyber-bullying incidents at a school, was linked with a lower or higher number of total reports received by schools. Of those schools that had a system in place, a 5% trimmed mean of 2.3 reports per 100 students was calculated, compared to those that had no system in place, where a 5% trimmed mean of 1.5 reports per 100 students was found.
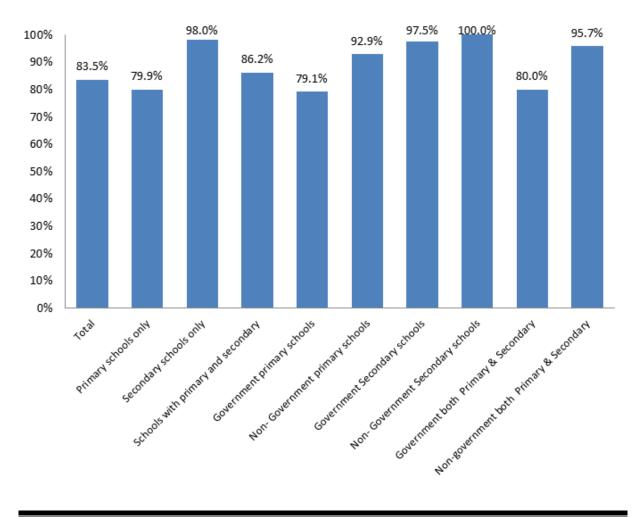
Figure 1: Percentage of Schools with a System for Managing Cyber-bullying Reports

Schools without a system for managing cyber-bullying behaviour were more likely to take no action when an incident was reported than schools that had a cyberbullying system in place to manage reports (refer to Table 15). This trend was evident across all types of cyber-bullying behaviour included in the survey.

Table 15: No action taken for cyber-bullying report by existence of system for managing cyber-bullying (Percent of schools reporting at least one instance of the behaviour)

Type of cyber-bullying behaviour	No action taken System	No action taken No System
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	6.0%	23.1%
Creating hate websites and/or social media pages	8.8%	28.6%
Blackmail using emails, SMS instant messaging and/or social networking	0.0%	50.0%
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	3.0%	13.0%
Creating fake internet and/or social networking accounts	1.9%	44.0%
Private and/or personal information being posted on blogs or social networking sites	3.2%	27.3%
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	1.4%	40.0%
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	0.0%	28.6%
Posting, forwarding and/or sharing of inappropriate and/or harmful content	0.0%	33.3%
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	3.7%	18.2%

Schools that stated they have a system or process and/or policy for how cyber-bullying reports are managed were asked to briefly describe the system, process or policy.

Varying summaries were provided by respondents; however, the key themes that emerged were:

- Reports are managed in accordance of the guidelines of the school's student behavioural plan;

- Parents are contacted;

- Thorough investigations of reports are undertaken;

- Counselling is provided;

- Reported breaches of schools cyber-bullying policies are documented as it part of the school's disciplinary system;

- Students sign agreements of IT usage standards and guidelines;

- Preventive measures are undertaken including education programs in cyber-bullying and general class discussions;

- Cyber-bullying is a component of the schools bullying policy and dealt with in the same way;

- Police are contacted if the incident is deemed to be severe; and

- Usage by schools of the eSmart program.

Appendix 1: Data Tables

Table 16: All schools-comparison 5% trimmed and actual mean number of reports by cyber-bullying behaviour

n=384 Type of cyber-bullying behaviour	5% trimmed mean Per school	5% trimmed mean Per 100 students	Actual mean Per school	Actual mean Per 100 students
All behaviours	8.7	2.1	17.1	4.9
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	1.3	0.3	3.0	0.9
Creating hate websites and/or social media pages	0.1	0.0	0.6	0.2
Blackmail using emails, SMS instant messaging and/or social networking	0.1	0.0	0.5	0.1
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	2.4	0.7	4.8	1.4
Creating fake internet and/or social networking accounts	0.2	0.1	0.7	0.2
Private and/or personal information being posted on blogs or social networking sites	0.5	0.1	2.0	0.5
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	0.3	0.1	0.8	0.2
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	0.3	0.1	1.0	0.2
Posting, forwarding and /or sharing of inappropriate and/or harmful content	0.7	0.2	2.0	0.6

n=384 Type of cyber-bullying behaviour	5% trimmed mean Per school	5% trimmed mean Per 100 students	Actual mean Per school	Actual mean Per 100 students
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	0.7	0.2	1.6	0.5
Other (eg use of family member social accounts)	0.0	0.0	0.2	0.1

Table 17: Per school-comparison 5% trimmed and actual mean number of reports of cyber-bullying

Type of behaviour	Primary schools Government Reported mean Per school	Primary schools Government 95% trimmed mean Per school	Primary schools Non-Government Reported mean Per school	Primary schools Non-Government 95% trimmed mean Per school	Secondary Schools Government Reported mean Per school	Secondary Schools Government 95% trimmed mean Per school	Secondary Schools Non-Government Reported mean Per school	Secondary Schools Non-Government 95% trimmed mean Per school
All behaviours	4.4	2.9	7.5	5.8	50.9	28.3	17.9	16.2
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	0.7	0.4	1.5	1.1	9.0	4.9	3.0	2.6
Creating hate websites and/or social media pages	0.2	0.1	0.1	0.1	1.7	0.8	0.6	0.4
Blackmail using emails, SMS instant messaging and/or social networking	0.1	0	0.2	0.1	1.6	1	0.7	0.5
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	1.3	1	1.8	1.3	14.7	9.7	3.6	2.8

Type of behaviour	Primary schools Government Reported mean Per school	Primary schools Government 95% trimmed mean Per school	Primary schools Non-Government Reported mean Per school	Primary schools Non-Government 95% trimmed mean Per school	Secondary Schools Government Reported mean Per school	Secondary Schools Government 95% trimmed mean Per school	Secondary Schools Non-Government Reported mean Per school	Secondary Schools Non-Government 95% trimmed mean Per school
Creating fake internet and/or social networking accounts	0.3	0.1	0.2	0.1	1.3	0.6	1.2	0.9
Private and/or personal information being posted on blogs or social networking sites	0.4	0.2	0.8	0.4	7.0	2	1.3	1.1
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	0.1	0	0.2	0.1	2.4	1.3	1.9	1.5
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	0.2	0.1	0.3	0.2	2.8	1.1	1.9	1.5
Posting, forwarding and /or sharing of inappropriate and/or harmful content.	0.5	0.2	0.5	0.3	6.3	2.5	2.4	2
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	0.5	0.3	1.0	0.6	4.2	1.7	1.4	1.1

Type of behaviour	Primary schools Government Reported mean Per school	Primary schools Government 95% trimmed mean Per school	Primary schools Non-Government Reported mean Per school	Primary schools Non-Government 95% trimmed mean Per school	Secondary Schools Government Reported mean Per school	Secondary Schools Government 95% trimmed mean Per school	Secondary Schools Non-Government Reported mean Per school	Secondary Schools Non-Government 95% trimmed mean Per school
Other (eg use of family member social accounts)	0.1	0	0.9	0	0.2	0	0.1	0

Table 18: Per 100 students-comparison 5% trimmed and actual mean number of reports by cyber-bully per 100 students

Type of behaviour	Primary Schools 5% trimmed mean Government Per 100 students	Primary Schools 5% trimmed mean Non-government Per 100 students	Primary Schools Actual mean Government Per 100 students	Primary Schools Actual mean Non-government Per 100 students	Secondary Schools 5% trimmed mean Government Per 100 students	Secondary Schools 5% trimmed mean Non-government Per 100 students	Secondary Schools Actual mean Government Per 100 students	Secondary Schools Actual mean Non-government Per 100 students
At least one behaviour	1.2	2.9	2.4	2.9	13.2	3.3	18.8	4.1
Cyberbullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails)	0.1	0.3	0.5	0.5	2.2	0.5	3.8	0.7
Creating hate websites and/or social media pages	0	0	0.2	0	0.2	0.1	0.4	0.1
Blackmail using emails, SMS instant messaging and/or social networking	0	0	0.1	0.1	0.2	0.1	0.6	0.2
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone call and/or SMS/instant messages	0.3	0.5	0.6	0.7	4.1	0.7	6.3	0.9

Type of behaviour	Primary Schools 5% trimmed mean Government Per 100 students	Primary Schools 5% trimmed mean Non-government Per 100 students	Primary Schools Actual mean Government Per 100 students	Primary Schools Actual mean Non-government Per 100 students	Secondary Schools 5% trimmed mean Government Per 100 students	Secondary Schools 5% trimmed mean Non-government Per 100 students	Secondary Schools Actual mean Government Per 100 students	Secondary Schools Actual mean Non-government Per 100 students
Creating fake internet and/or social networking accounts	0	0	0.1	0.1	0.2	0.2	0.6	0.4
Private and/or personal information being posted on blogs or social networking sites	0.1	0.1	0.2	0.3	0.5	0.2	1.8	0.3
Sexting resulting from coercion, intimidation, blackmail or sharing revealing images and video without authorisation of victim	0	0	0.1	0	0.4	0.3	0.7	0.5
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	0	0.1	0.1	0.1	0.3	0.3	1.0	0.4
Posting, forwarding and /or sharing of inappropriate and/or harmful content	0.1	0.1	0.4	0.2	0.9	0.4	1.9	0.5

Type of behaviour	Primary Schools 5% trimmed mean Government Per 100 students	Primary Schools 5% trimmed mean Non-government Per 100 students	Primary Schools Actual mean Government Per 100 students	Primary Schools Actual mean Non-government Per 100 students	Secondary Schools 5% trimmed mean Government Per 100 students	Secondary Schools 5% trimmed mean Non-government Per 100 students	Secondary Schools Actual mean Government Per 100 students	Secondary Schools Actual mean Non-government Per 100 students
Being purposeful exclusive or encouraging exclusion of others using the internet or mobile phones	0.1	0.2	0.3	0.4	0.8	0.2	1.6	0.3
Other (eg use of family member social accounts)	0	0	0.1	0.5	0	0	0.2	0

Appendix 2: The Questionnaire

Introduction

IRIS Research has been engaged by the Australian Government Department of Communications to conduct research on cyber-bullying incidents reported to schools.

This survey will estimate the prevalence of cyber-bullying incidents reported to schools broken down by the type of cyber-bullying behaviour, the age of the victim (and offender where known), and to develop an understanding of how schools manage different types of cyber-bullying incidents.

The aggregate and de-identified data resulting from these surveys will help the Australian Government to determine whether to create a new, simplified cyber-bullying offence, especially when minors (under 18s) are involved.

Approval to undertake the survey has been provided by the Parliamentary Secretary to the Minister for Communications and the relevant Education authorities.

The survey will take approximately 10 minutes to complete and the information you provide will be treated as strictly confidential. No individual participant and no individual school will be identified in the data analysis or results.

To ensure the survey delivers accurate results, you may need to refer to school records to assist in completing the questions. If this is not possible, your recall of incidents would be satisfactory and will still provide useful data.

We are asking you to provide details of up to 10 incidents. However if this not possible the survey can be still completed.

Your response is linked to a unique id that allows us to collect the response you provide. If part way through the survey you decide that you would not like to participate please by return email confirm this. Any school identifier will be removed from the data file once validation has taken place.

As this is social research, you can be assured that this survey is being carried out in full compliance with the Privacy Act and the information you provide will only be used for the purposes of the research.

PLEASE READ THE FOLLOWING AND INDICATE YOUR CONSENT BEFORE PROCEEDING WITH THE SURVEY:

1. I have read and understood the information about the project and had the opportunity to ask researchers any questions I may have.

2. I understand that participation in the project is entirely voluntary.

3. I understand that the data collected from this study will be aggregated to appear in a report by IRIS Research for the Department of Communications and that neither my school or myself will be identified.

I consent to continue.   Yes   No

Information about your school

To ensure that we have a representative sample of schools across Australia, we would like to collect some characteristics about your school.

Q1.   Which of the following best describes your school type?

1.   Government
2.   Catholic
3.   Independent
4.   Other (specify)………………………………………………….

(Please note: final school type data will only be categorised as Government and non-Government schools)

Q2.   Which levels of schooling does your school provide?

1.   Primary
2.   Secondary
3.   Both primary and secondary

Q3   Approximately how many students attended the school in 2013?

Primary _____
Secondary _____

Q4   What State/Territory is your school in?

_____

Q5   Where is the school located (suburb or nearest town)?

_____

Q6   What is the postcode of the school?

_____

Q7   Is the data you will be recording in the survey on the number of cyber-bullying incidents actual or estimated?

      1.   Actual

      2.   Estimated

Questions about the kinds of cyber-bullying incidents reported to your school in 2013

For the purposes of this survey, cyber-bullying refers to any communication using a digital device or medium (e.g. smartphones and social media sites), with the intent to coerce, intimidate, harass or cause substantial emotional distress to a person. This may include posting embarrassing or harmful photos, videos, or rumours relating to an individual and can include using social media features to actively promote and spread the harmful content.

Q8   In the 2013 school year, how many incidents of the following types of cyber-bullying behaviours were reported to your school?

If the incident can be included in more than one of the behaviours listed, please include the incident under the type of behaviour which caused the most harm or distress to the victim.

The presentation of the primary and secondary column will depend on the school level provided in q3

Type of behaviour	Number of incidents (Primary school level)	Number of incidents (Secondary school level)
Cyber-bullying behaviour where the offender is anonymous (including websites or social networks that allow anonymous posting and emails and/or other messaging from an unknown person)	-	-
Creating hate websites and/or social media pages	-	-
Blackmail using emails, SMS/instant messaging and/or social networking sites	-	-
Students receiving threatening, abusive and/or bullying emails, social networking messages, telephone calls and/or SMS/instant messages	-	-
Creating fake internet and/or social networking accounts	-	-
Private and/or personal information being posted on blogs or social networking websites	-	-

Type of behaviour	Number of incidents (Primary school level)	Number of incidents (Secondary school level)
Sexting (sending of revealing images or video) resulting from coercion, intimidation, blackmail or sharing revealing images or video without authorisation of the victim	-	-
Posting inappropriate images or video and/or inappropriate image tagging (including false tagging)	-	-
Posting, forwarding and/or sharing of inappropriate and/or harmful content	-	-
Being purposefully exclusive or encouraging exclusion of others using the internet or mobile phones	-	-
Other (please specify)	-	-
No cyber-bullying incidents reported in 2013	-	-

Q9.   You previously stated that incident(s) of (behaviour) were reported at your school.

Please indicate which of the following describes how the school generally manages reports of this form of behaviour? (If required, more than one response is allowed)

1.   Take no action so the situation is not inflamed
2.   Take no action if the incident didn't occur during school hours
3.   Take no action as managing this behaviour is outside of the school's responsibility
4.   General warning/class discussions
5.   Parents contacted/involved
6.   Discussion/counselling with one or all involved parties
7.   Formal punishment according to school policy
8.   Refer to external mediation service
9.   Refer to community legal centre
10.   Refer to Legal Aid service
11.   Refer to police
12.   Other (please specify)

Details of cyber-bullying incidents reported to your school in 2013 (up to 10 separate incidents).

Q10   We would now like you to provide additional information of cyber-bullying incidents that were reported to your school in 2013.

We would like you to tell us about at least one incident for each type of behaviour that was reported.

If possible, can you please provide details of up to 10 incidents of reported cyber-bullying behaviours.

Thinking about an incident of (behaviour)

Q10a.   What was the gender of the victim?   Male   Female

Q10b   What was the age of the victim? _____

Q10c   What was the gender of the main offender (if known)? Male   Female

Q10d   What was the age of the main offender (if known)? _____

Q10e   Did the victim and main offender both attend your school?   Yes   No

Q10f   Which of the following networks was used in this incident? (optional)

        1.   Ask.fm
        2.   Email
        3.   Facebook
        4.   Instagram
        5.   Kik Messenger
        6.   Minecraft
        7.   Skype
        8.   SMS/instant messaging
        9.   Snapchat
        10.   Tumblr
        11.   Twitter
        12.   Xbox LIVE
        13.   Yahoo Messenger
        14.   YouTube
        15.   Other (please specify)

Would you like to provide details of further incidents of cyber-bullying?

     1.   Yes

     2.   No

About your school's cyber-bullying policies

Q11   Does your school have a system or process and/or policy for how cyber-bullying reports are managed?

     1.   Yes

     2.   No

     3.   (OPTIONAL) IF YES, can you briefly describe the system, process and/or policy?

Q12   Do you have any general feedback about cyber-bullying incidents as managed by your school that you wish to share? If so, please comment below: (Optional)

Survey complete.

Thank you for participating in this important research.