

2007

## Reducing the effects of bullying among Aboriginal children living in rural Western Australia: annual report

Child Health Promotion Research Unit, Edith Cowan University

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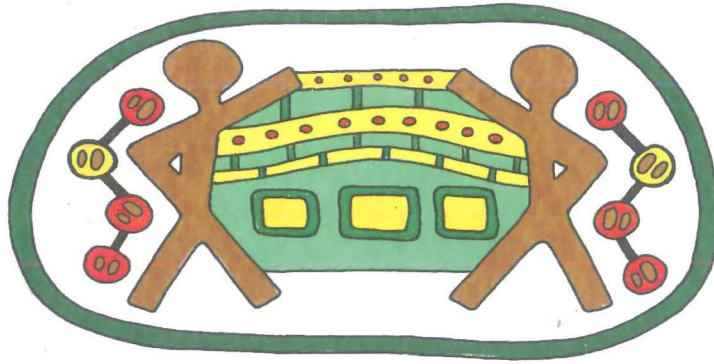
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# Reducing the effects of bullying among Aboriginal children living in rural Western Australia

## Annual Report

Report Presented to

The Western Australian  
Health Promotion Foundation

Prepared by

Child Health Promotion Research Centre  
Edith Cowan University

January 2007

# Annual Healthway Report

**File Number:** 15171

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Ms Juli Coffin  
Professor Steve Zubrick  
Dr Cheryl Kickett-Tucker

**Project Title:** **Reducing the effects of bullying among Aboriginal children living in rural Western Australia.**

**Organisation:** Child Health Promotion Research Centre  
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## 1. SUMMARY

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It is unknown how Aboriginal children and adults conceptualize childhood bullying and what school/community intervention programs are appropriate. The *Solid Kids, Solid Schools* project will use a combination of qualitative and quantitative research methods to develop culturally informed and determined understandings of bullying among Aboriginal children. These understandings can then be used to formatively develop a sustainable school and community-based bullying prevention and reduction program with strategies identified by Aboriginal people for use in schools in the Yamaji region or Midwest, Murchison Education District of Western Australia.

According to the funding proposal a Steering Committee was established to provide project guidance and feedback for the duration of the Project. In depth community consultation highlighted the need for modifications to the Project study design. The recommended methodological changes allow the Project to collect scoping data that will contextualise bullying experiences among Aboriginal children attending primary schools and high schools throughout the Mid West Murchison District, or Yamaji region. Collection of scoping data will be conducted in six schools and three community groups and commenced in November 2006.

## 2. INTRODUCTION

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**Bullying in Aboriginal Communities:** Bullying is a significant public health problem in Western Australia and appears to be of particular concern among Aboriginal children<sup>1-3</sup>. Analysis of calls to the Kids Help Line service over a five year period found calls relating to bullying had doubled, and that 5% of all calls (or 2,655 calls) were made by Aboriginal children, with bullying being the fifth most common reason for Aboriginal children to contact the Kids Help Line, as compared with non-Aboriginal children who reported it to be the tenth most common cause<sup>1-4</sup>.

Data regarding prevalence, nature, geographical variations and severity of bullying among Aboriginal children throughout Western Australia (WA) can be found within the *Western Australian Aboriginal Child Health Survey (WAACHS)*<sup>5</sup>. Preliminary consultation with WA Aboriginal education and health researchers associated with this survey suggest that Aboriginal bullying prevalence is high and that its effects can be severe.

**Cultural security in schools:** Cultural security recognises that differences between Aboriginal and non-Aboriginal people may require specific attitudes and practices in order to respect and maintain cultural differences<sup>6</sup>. The Friendly Schools and Families Bullying Intervention Projects<sup>7</sup> is a whole-of-school program that was empirically evaluated for successful bullying management and reduction in over 50 Perth metropolitan primary schools. Implementing a whole school approach to managing and reducing bullying among Aboriginal children in rural WA requires community consultation to ensure that cultural security is maintained. Often in rural areas, non-Aboriginal teachers and Aboriginal students/families live and socialise in different areas, making the process of developing relationships of trust between the school and the community slow and time demanding<sup>8</sup>. Building a culture for positive schooling experiences among parents and/or carers (siblings/other relatives) requires making school environments more welcoming and culturally secure for Aboriginal families<sup>9, 10</sup>.

Finding appropriate strategies to prevent and ameliorate the effects of bullying among Aboriginal children is paramount, not only to reduce the social and emotional difficulties associated with bullying, but also for dealing with a host of academic



problems related to low retention rates, poor self-esteem<sup>11, 12</sup>, and higher levels of mental and behavioural disorders<sup>13</sup>. There is increasing evidence that promoting both cultural security and celebrating cultural diversity in schools can support positive behaviour outcomes<sup>1, 8</sup>. Where Aboriginal children have been listened to and supported by their teachers, the outcomes of bullying behaviour and its management appear to be more positive resulting in the establishment of more trusting and supportive relationships<sup>8</sup>. It has therefore been suggested that cultural awareness training for teachers be made mandatory to improve understanding of behaviours and its relationship with teaching styles<sup>12, 14, 15</sup>, forms of communication<sup>2, 16, 17</sup>, and teaching approaches<sup>14, 15</sup>, such as emphasis on collaboration rather than competition, and making realistic demands with achievable short-term successes<sup>15</sup>.

Before any attempts can be made to adapt current whole school bullying resources for use in Aboriginal school settings, suitable processes must be determined to enhance the promotion of cultural awareness, improve teacher understanding and appreciation of behaviour of Aboriginal children and its management, and promote a culturally secure whole-of-school approach to address bullying issues, which encourages both family and community participation<sup>8, 18, 19</sup>. Aboriginal views must be listened to and respected and further investigations are needed to determine where bullying issues are managed well and why<sup>18, 20</sup>. Central to this process is the need for consultation and negotiation with Aboriginal and Islander Education Officers (AIEOs), Aboriginal teachers, Aboriginal students and their families, and non-Aboriginal school staff to assess the problematic relationships between school and community that have contributed to bullying behaviours<sup>18</sup>, and to encourage a consultation process that has provided positive results in exemplar schools<sup>9, 18, 21</sup>. Without this process of consultation, any program to reduce bullying behaviours will only serve to reinforce existing barriers.

### 3. OBJECTIVES

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The *Solid Kids, Solid Schools* project is designed to have cultural integrity, validity and sustainability for rural schools with higher proportions of Aboriginal students. The findings of this Project will be assessed for implications on policy and practice.

The specific objectives of the Project are to:

- Create ownership with local Aboriginal education and health experts and other community members of a Yamaji based program aimed at reducing bullying among Aboriginal children attending school in the Midwest, Murchison region of Western Australia;
- Validate methods and content with local communities and the Aboriginal Steering Committee;
- Develop strategies that enhance the capacity of Yamaji communities to reduce bullying by involving Aboriginal people in sustainable and positive ways.
- Develop a resource/program for schools and community groups to reduce bullying which is culturally appropriate and meets the needs of Aboriginal students in the Yamaji region;
- Monitor the resource/program's implementation and potential sustainability in selected schools using inter-method triangulation including some in-depth case studies; and
- Determine in consultation with the community the usefulness and appropriateness of the revised program, following the six-month pilot program, and the implications of its findings.

## 4. PROGRESS

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### 4.1 Project Management

The first year of the *Solid Kids, Solid Schools* project management has seen the establishment of communication channels and extensive consultation with stakeholders, including the local community.

The Project Management team is responsible for day to day project administration and is made up of:

Dr Donna Cross - Child Health Promotion Research Centre (CHPRC)  
 Ms Juli Coffin - Combined Universities Centre for Rural Health (CURCH)  
 Ms Dionne Paki - CHPRC

The Project management is supported by two committees. The Investigator Committee is made up of the Project's Chief, Associate Investigators and Project Contributors:

Prof. Donna Cross - CHPRC  
 Ms Juli Coffin - CUCRH  
 Prof. Steve Zubrick - Telethon Institute for Child Health Research (TICHR)  
 Dr Cheryl Kickett-Tucker - TICHR  
 Ms Gwen Rakabula - CUCRH  
 Dr Peter Shaw - CUCRH  
 Prof. Ann Larson - CUCRH  
 Prof. Sven Silburn - TICHR  
 A/Prof. Colleen Hayward - TICHR  
 Dr Lydia Hearn - CHPRC  
 Dr Kevin Runions - CHPRC  
 Ms Dionne Paki - CHPRC

The Steering Committee is comprised of community members with expertise in working with and teaching Aboriginal school children. The following community members have agreed to be involved in the Project's Steering Committee:

Adrian Bartlett - Department Of Sport and Recreation  
 Amanda Biggs - Department of Education and Training (DET), Mid West  
 Education District

Cheryl Ridgeway -	DET, Mid West Education District
Gai Adams -	Department of Community Development
Kerry Drage -	DET, Mid West Education District
Lauren Bovell -	Catholic Education, Mid West Education District
Leanne Councillor -	Geraldton Regional Aboriginal Medical Service (GRAMS)
Lenny Papertalk -	Bundiyarra Aboriginal Corporation
Louise Dalgety -	DET, Mid West Education District
Makeesha Dalgety -	Salvation Army
Patrick Cameron -	GRAMS
Priscilla Rodd -	Geraldton Streetwork Aboriginal Corporation
Robyn Boddington -	Geraldton Town Council
Ruth Eszes -	DET, Mid West Education District
Shannon McNear -	CUCRH
Simon Forrest -	DET, Mid West Education District
Susan Carr -	DET, Mid West Education District
Tony C -	Midwest Football Academy
Vanessa Cross -	GRAMS

Since the Project received funding in November 2005, the Investigator Committee has met nine times. As this Project is a collaborative effort involving researchers in Geraldton and Perth, all but two of the Investigator Committee meetings were conducted by teleconference. Over the same period the Steering Committee has met three times; on average these meetings have been 7 months apart. The first Project newsletter (Appendix 1) was developed in June to keep Steering Committee members informed on the Project progress; the second newsletter is still in production and has not yet been distributed.

## **4.2 Study Design**

According to the funding proposal and Project timeline (Appendix 2) the Project is being conducted in four phases:

*Phase 1* - Description of the problem, community identification and recruitment (0-8 months);

*Phase 2* - Community consultation and formative data collection (9-17 months);

*Phase 3* - Collaborative planning (18-25 months); and

*Phase 4* – Development, pilot trial of the intervention materials and dissemination: (26-36 months).

### Phase 1

The review of literature, theories and models commenced early in the year and is an ongoing task that continues with the project. Community support and involvement for the Project was formalised with the establishment of a Steering Community.

### Phase 2

Community consultation revealed that in order to maintain the cultural security of the participating communities and to ensure that the Project developed community relevant outcomes, methodological changes were necessary. Healthway approval was sought and obtained to expand and divide Phase Two of the project into three stages:

*Stage 1:* To ensure that all voices are given the opportunity to be heard early in the project, **scoping of a representative sample** would be conducted with schools in the Yamaji region to determine:

- how bullying is experienced and contextualised by Yamaji school children in Years 4-7 and 8-12;
- how school staff, specifically Aboriginal Islander and Education Officers (AIEOs) and Aboriginal Teachers perceive and respond to bullying among Yamaji school children;
- how and local Elders perceive and respond to bullying among Yamaji school children; and
- what has been successful and unsuccessful for Aboriginal kids in their schools and communities to address this issue?

Scoping data would be used to inform which communities were invited to participate in Stage Two.

*Stage 2:* In depth **case studies in 2 or 3 Yamaji communities** would be collected to understand the above objectives in greater detail. Additionally, parents and community workers would also be invited to participate in face-to-face interviews. These additional participant groups would provide a more in depth understanding of bullying within the case study communities.

**Stage 3: Theoretical models and guidelines** would then be developed to assist schools and communities in their efforts to reduce and manage bullying among Yamaji school children.

#### 4.3 Recruitment for scoping

Data collection has commenced for Stage One (scoping) of Phase Two of the Project. Inclusion criteria for schools to be considered for participation in the scoping stage of the *Solid Kids, Solid Schools* project were:

- Location in the Midwest, Murchison Education District;
- Aboriginal and Torres Strait Islander students attending the school;
- Any Education Sector:
  - Government (Department of Education and Training)
  - Non-Government (Catholic Education Office; Association of Independent Schools of Western Australia); and
- Primary school (years 1-7); high school (years 8-12); district high school (years 1-12); or a vocational education program/school ages 8-17 (years 3-12).

Purposive and snowball sampling<sup>22</sup> was used to identify schools and community members that would be suitable to participate in the scoping stage of the Project. Six schools were recommended by community networks with members of the Steering Committee and Aboriginal Islander Education Officers (AIEOs). These schools were nominated because they provide a good representation of Yamaji communities and, in some instances, had existing bullying-related issues that were well known to their community. In addition to meeting the above criteria, consultation regarding the school community's capacity to participate in the Project was also considered prior to recruitment.

Project information letters were sent to the principals and AIEOs of each school explaining the purpose of the project and inviting them to participate. The letters were followed up with phone calls to obtain a commitment for involvement in the Project. All six schools agreed to be involved.

Upon approval from the school principal for access to staff and students, the AIEOs and Aboriginal Teachers from each school were invited to participate in the scoping

stage of data collection. For Elders of the community connected to the school to be considered for participation in the scoping stage of the Project they must be considered to be an Elder within their local community and demonstrate an interest in mental health or education type activities of young people.

The Steering Committee networks throughout the community have also contributed to the recruitment of three additional community groups who have also agreed to participate in the Project. The groups are:

- Geraldton Streetwork Aboriginal Corporation
- Geraldton Netball Academy (a vocational program for Aboriginal girls based at Geraldton Senior High School)
- Geraldton Football Academy (a vocational program for Aboriginal boys based at Geraldton Senior High School)

The inclusion of these community groups in the Project provides an opportunity to recruit participants aged 12-18 years that might not be accessible through formal educational avenues in the Mid West Education District.

#### **4.4 Instruments**

In the scoping stage of the Project data is be collected from four groups: AIEOs and Aboriginal teachers, local Elders, students in Years 4-7, and students in Years 8-12. The purpose of the scoping instruments is to gain an understanding about the factors contributing to Yamaji kids feeling happy and want to be at school.

Four instruments were developed to assist researchers in capturing data from different groups within a school community. These groups are:

- *AIEO and Aboriginal Teachers* scoping instrument (Appendix 3)
- *Local Elders* scoping instrument (Appendix 4)
- *Students in Years 4-7* scoping instrument (Appendix 5)
- *Students in Years 8-12* scoping instrument (Appendix 6)

Questions used in the scoping instruments were modelled around the conceptual framework for the Project and instruments developed for the *Friendly Schools and Families*<sup>7</sup>, which provides an example of successful school-based bullying prevention for which this Project is based. Instruments were pilot tested by the Aboriginal

researchers on family and friends to determine validity. Further reliability and pilot testing was conducted with the first school that agreed to participate in the Project.

It is anticipated that other groups such as parents and community workers will be accessed in Stage Two (case study data collection) of the Project in 2007.

#### **4.5 Piloting of Instruments**

Pilot testing of the scoping instruments was conducted with one Elder and six children. Pilot participants were either known to the Aboriginal researchers or family of Steering Committee members. Participant feedback indicated that some questions were repetitious; these comments will be taken into account in the development of case study instruments for Stage Two of the Project.

Steering Committee members were also given an opportunity to comment on the scoping instrument; feedback was positive with no recommendations for changes.

#### **4.6 Data Collection**

##### Scoping

A scoping phase was introduced to the Project to ensure that Bullying was correctly contextualised for Aboriginal school children in the Yamaji region. Face to face interviews with Aboriginal students from years 4-12; local Elders; and AIEOs were conducted to form a reference point for bullying perceptions, behaviour, and management and reduction practices. The majority of interviews were conducted by two Aboriginal researchers who are also Project investigators.

Interviews took approximately 30-45 minutes to complete and were conducted during at a convenient time for the participant. Student interviews were conducted at their school during class time. Researchers used the instrument and with permission audio recorded the interview to capture more detail.

Due to the time required to carefully recruit and consult with local communities, scoping interviews commenced in Week 4 of Term 4, 2006. This late start meant that data collection will need to continue into Term 1 of 2007 and is expected to be completed by the 5<sup>th</sup> April, 2007.



Data collection from the three community groups will be take place from December 2006-February 2007, during the 2006 end-of-year school break.

### AIEOs

AIEOs have established relationships within a school community. To maximise existing networks, AIEOs from each of the participating schools were asked to assist researchers in obtaining parental consent for student participation in the Project. AIEOs followed up with the student's parents/family to deliver and collect consent forms. In some instances this included going to the child's home and explaining the project letter to a family member to obtain signed consent.

Further to obtaining parental consent, in areas such as Carnarvon (approximately 500km north of Geraldton), AIEOs were asked to assist the Aboriginal researchers in student recruitment and data collection. The Yamaji region spans from Exmouth in the north, Leeman in the south and Meekatharra at the most eastern point (Appendix 7). The Project co-ordinator located in Geraldton recruited and trained four AIEOs for this role. The training consisted of a two hour session on data collection and interview techniques. Upon completion of the first interview, Project researchers followed up with a de-briefing session for each AIEO to review the interview process and instrument and to assess the impact of a male/female interviewer on respondents' answers. The Project co-ordinator also conducted de-briefing sessions with each AIEO following the completion their first student interview.

## **4.7 Ethics**

Ethics approval for this project was submitted to two committees: the Edith Cowan University Human Research Ethics Committee (ECU HREC) and the Western Australian Aboriginal Health Information and Ethics Committee (WAAHIEC). These committees have different procedures, processing requirements and meeting schedules which often caused a lag in project progress. For example, WAAHIEC meet quarterly and requested a listing of Steering Committee members before clearance was approved in April/May 2006. Delays were further compounded in August 2006, after administrative staff changes at WAAHIEC led to the new staff member requiring the Project resubmit the application for ethical clearance for access to WAACHS data and to conduct one-on-one interviews with Aboriginal school

children (without parents present) from the Yamaji region. As a result of these delays, ethics approval to commence data collection for the scoping stage of the project was not received until October 2006.

## 5. RESULTS

### 5.1 Data Collection

Data was collected from four of the six schools in November 2006; three schools were located in the Geraldton area and one school was located in Carnarvon (500km north of Geraldton). The total population for schools ranged from 97-355 students, with an Aboriginal or Torres Strait Islander (ATSI) population ranging from 15-61 per cent. Three schools were from the Government Education Sector and one school was from the Non-Government Education Sector. Data collection from one of the community groups also commenced in December 2006; demographic information for this group is not available until the completion of the program in February 2007.

**Table 1: Demographics for schools/community groups involved in the scoping stage**

Location of School/ Community Group	Education Sector	Total Number of Students	ATSI Population	ATSI Population (%)
Rangeway (Geraldton)	Non-Government	203	30	15
Geraldton	Government	97	59	61
Bluff Point (Geraldton)	Government	355	97	27
Carnarvon	Government	270	121	45
Geraldton	Community Group	-	-	-

The remaining two schools have been scheduled for data collection in Term 1 of 2007. It is expected that these last data collection sessions will be completed no later than Thursday 5<sup>th</sup> April, 2007 (last week of Term 1).

#### Scoping

So far 65 interviews have been conducted. Fifty-seven interviews were conducted with Aboriginal school-aged children from Years 3-10 (see Table 2). Seven interviews were conducted with Aboriginal school staff, all participants were female; four were AIEOs and three were Aboriginal teachers. One interview was conducted with a Yamaji Elder.

**Table 2: Scoping interviews conducted with Aboriginal school-age children**

Student Participants	Boys	Girls
Students in Year 3	0	2
Students in Year 4	7	7
Students in Year 5	4	3
Students in Year 6	5	11
Students in Year 7	5	5
Students in Year 8	3	3
Students in Year 9	0	1
Students in Year 10	0	1
<b>Total</b>	<b>24</b>	<b>33</b>

Two High School students declined the invitation to participate and gave no reason for doing so.

## 5.2 Data Analysis

### Scoping

Raw interview data is currently being transcribed, however the Project researchers collecting the data have identified some emerging themes:

- Students did not use the term 'bullying' until prompted by the interview questions; generally students talked about the behaviour, e.g telling lies.
- For some students violent behaviour has been normalised by their home life experiences.
- Non-Government schools were perceived by students to be 'safer' environments due to quick enforcement of school rules by staff.
- The role of AIEOs is not clearly defined and is generally limited to crisis management (mediators); this may be a likely contributor to the under-utilisation of AIEOs in building positive community-school relationships.

### Western Australian Aboriginal Child Health Survey

Until the release of Volume 1 of the *Western Australian Aboriginal Child Health Survey (WAACHS)*<sup>5</sup> in 2004 there had been little epidemiological evidence to inform the effective planning, coordination and delivery of services to Aboriginal people. *Solid Kids, Solid Schools* is the first formative intervention research project to request permission from the *Aboriginal Steering Committee for the Western Australian Child Health Survey* to use reported bullying data collected as part of the WAACHS. The findings of the WAACHS, Volumes 2<sup>23</sup> and 3<sup>24</sup>, 4<sup>25</sup> were released in 2005 and 2006, respectively, will provide further evidence of the extent of bullying and its nature and effects among Western Australian Aboriginal children.

The Project will analyse WAACHS<sup>5, 23-25</sup> data related to the incidence of bullying and individual, family, school, community, and regional factors relevant to bullying in the Yamaji region. Analyses of the WAACHS<sup>5, 23-25</sup> data will help the Project to have a better understanding of the nature and prevalence of bullying, and the things that might increase or decrease the risk of Aboriginal children being bullied throughout the Yamaji region. Additionally, it is hoped the WAACHS data will enable the project to identify factors that might operate to buffer (protect) or amplify the impact of bullying experiences on children's adjustment.

Permission for the Project to access and analyse WAACHS<sup>5, 23-25</sup> data has been granted and will commence in February 2007.

## 6. EFFECT OF RESEARCH ON PROFESSIONAL DEVELOPMENT

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This project has and will continue to provide development opportunities for Edith Cowan University students.

Juli Coffin (Geraldton Project Coordinator) is enrolled in her PhD at Edith Cowan University (ECU) and continues to develop her PhD candidacy and strengthen leadership skills in Project management by:

- Coordinating Steering Committee meetings, recruiting Aboriginal research assistants, and supervising the commencement of data collection;
- Maximising opportunities to present on Project issues at the recent annual Midwest Education District AIEO and School Psychologist's conferences; and
- Furthering interagency relationships that will strengthen local support for the Project by consolidating local interest in a Year 7 - Year 8 Aboriginal transition programme.

Juli is receiving supervision from Prof. Donna Cross, the Principal Investigator of the *Solid Kids, Solid Schools* project. The distance between Geraldton and Perth has limited the number of face-to-face meetings for Juli's Doctoral studies, this has been overcome by planning weekly and fortnightly telephone-meetings.

Dionne Paki (Perth Project Coordinator) is gaining invaluable experience in Aboriginal Health Research and is developing skills in project and personnel management. Furthermore, Dionne has secured a Healthway scholarship to commence a Masters in Public Health in 2007 at ECU. Dionne's Masters Project will examine how the bullying component of the National Safe Schools Framework responds to the strengths and needs of Yamaji children, their families and communities in the prevention and management of bullying. Networks developed for the *Solid Kids, Solid Schools* project will be accessed for community links at a district and school (principal) level; in return the outcomes of the Masters project will be useful in informing the Project objectives. Supervision for this Masters project will also be provided by Prof. Donna Cross and other members of the Investigators Committee.

## 7. IMPLICATIONS FOR HEALTH PROMOTION / LINKING RESEARCH TO HEALTH OUTCOMES

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To our knowledge there has been no published research in the design and implementation of a culturally determined and informed bullying prevention and reduction program for Aboriginal school children. This study will be the first to formatively investigate and pilot test community and school partnership strategies designed to enable and enhance the communities' (including school staff's) capacity to reduce the prevalence and ameliorate the effects of rural Aboriginal students' experiences with bullying. Hence, the Project has the potential to make an important contribution to our limited understanding of issues around bullying by detailing some culturally informed ways to address bullying for Aboriginal communities, children and their families.

Furthermore, the Project builds on the successful bullying intervention research previously conducted by the Principal Investigator in schools in the Perth metropolitan area<sup>7</sup>. It will help to provide a culturally sensitive intervention by empowering the community to influence the design, delivery and process evaluation of the program. It aims to provide benefits at four levels:

- to local community members and families;
- primary school age Aboriginal children;
- school staff (especially those involved in behaviour management); and
- school health promotion researchers.

It is the aim of the Project that at the conclusion of this study, each school community will have a culturally credible, relevant and informed intervention to address bullying among Aboriginal children, especially those who bully and/or are bullied frequently. The Project has the potential to contribute to positive academic (e.g. improved attendance), social, mental and physical health outcomes for Aboriginal children.

This project will also contribute to an improved understanding of some appropriate community consultation processes, dissemination, implementation and evaluation of school and community-based bullying reduction strategies as well as an understanding of some critical success factors for initiating and conducting formative intervention research with Aboriginal people living in rural communities.

## 8. COMMUNITY BENEFITS FROM THE RESEARCH

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It is anticipated that the community benefits for Aboriginal people living within the Yamaji region will be realised in the following ways:

- Capacity building of local community –
  - The Steering Committee of this Project is made up of ‘strong and soft voices’ that ensure culturally appropriate opportunities for local for Aboriginal community members are provided.
  - It is anticipated that any involvement in the Project, be it as a Steering Committee member or a scoping participant, will contribute to a positive research experience through listening to and respecting the needs of community members.
  - Employ local Aboriginal people to contribute to Project development; in particular Project artwork (i.e. logo) developed locally, and the use of AIEOs as paid Research Assistants for data collection.
  - The Steering Committee will continue to be used to guide the project to identify and deliver culturally secure opportunities to address project themes that are of interest to the community.
  - It is anticipated that the knowledge and information gained from the research will be useful in: supporting participating communities to make strong decisions in the future about their health; will inform non-Aboriginal Australians about direct and associated issues for Aboriginal school children who are bullied; provide justification for further funding of projects that focus on the social and emotional wellbeing of Aboriginal children in that community or region.
- Health and well being –
  - The Project aims to contribute to the advancement of the health and well being of communities by reducing the social and emotional difficulties experienced by Aboriginal school children in Western Australia who are bullied.
  - The Project also aims to address other issues resulting from bullying such as academic problems related to: low retention rates in schools; poor self esteem; and increased levels of mental and emotional disorders.



## 9. PARTNERSHIPS

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The *Solid Kids, Solid Schools* project is a collaborative focus for the following groups:

- Child Health Promotion Centre (CHPRC, Perth)
- Combined Universities Centre for Rural Health (CUCRH, Geraldton)
- Telethon Institute for Child Health Research (TICHR, Perth)

Project management is conducted by Juli Coffin (CUCRH) and Dionne Paki (CHPRC) under the direction of Prof. Donna Cross (CHPRC).

An Investigation Committee was established with representation from each partner group:

Prof. Donna Cross -	CHPRC
Ms Juli Coffin -	CUCRH
Prof. Steve Zubrick -	TICHR
Dr Cheryl Kickett-Tucker -	TICHR
Ms Gwen Rakabula -	CUCRH
Dr Peter Shaw -	CUCRH
Prof. Ann Larson -	CUCRH
Prof. Sven Silburn -	TICHR
A/Prof. Colleen Hayward -	TICHR
Dr Lydia Hearn -	CHPRC
Dr Kevin Runions -	CHPRC
Ms Dionne Paki -	CHPRC

The Investigation Committee supports the Project Management team and works in conjunction with the Steering Committee:

Adrian Bartlett -	Department Of Sport and Recreation
Amanda Biggs -	Department of Education and Training (DET), Mid West Education District
Cheryl Ridgeway -	DET, Mid West Education District
Gai Adams -	Department of Community Development
Kerry Drage -	DET, Mid West Education District
Lauren Bovell -	Catholic Education, Mid West Education District
Leanne Councillor -	Geraldton Regional Aboriginal Medical Service (GRAMS)

Lenny Papertalk -	Bundiyarra Aboriginal Corporation
Louise Dalgety -	DET, Mid West Education District
Makeesha Dalgety -	Salvation Army
Patrick Cameron -	GRAMS
Priscilla Rodd -	Geraldton Streetwork Aboriginal Corporation
Robyn Boddington -	Geraldton Town Council
Ruth Eszes -	DET, Mid West Education District
Shannon McNear -	CUCRH
Simon Forrest -	DET, Mid West Education District
Susan Carr -	DET, Mid West Education District
Tony C -	Midwest Football Academy
Vanessa Cross -	GRAMS

## 10. SEMINARS

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In **2006** the following seminars and presentations were conducted:

Coffin, J. Poster presentation, Pevnet Conference, Montreal, Canada, April, 2006.

Coffin, J. and Shaw, P. Midwest Murchison Education District School Psychologist Conference, Geraldton, September, 2006.

Coffin, J. and Rakabula, G. Midwest Murchison Education District AIEO Conference, Geraldton, October, 2006.

## 11. FURTHER DISSEMINATION

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A systematic plan for dissemination of the Project's findings will be developed in consultation with the communities involved in the research and the Project Steering Committee. Presently, project milestones and progress is reported back to the Steering Committee in newsletters; as more data is collected newsletters will be produced more frequently.

The final report will be discussed with (and a copy of the written report provided to) each community in the study. Consent will be sought from the Steering Committee, the participating communities and participants before information is released. Following their approval, regional presentations (and a summary report) will be offered to all Government departments and interested groups within the communities involved in this research.

The results of the study will be disseminated locally, nationally and internationally via public forums, local media, conference presentations, technical reports and research papers in peer-review journals. Representatives from state organisations with interest in the findings such as the Department of Education and Training (DET), the Department of Health, Department of Family and Children's Services, and the Aboriginal Medical Service will be invited to attend a seminar describing the methodology and results.

Should the pilot intervention/findings be found to be culturally acceptable and useful, it/they will be offered to other schools in rural Western Australia in association with the DET, the Catholic Education Office and the Association of Independent Schools of WA.

The results of this study will be disseminated to all project schools, at a community forum, within local media, conference presentations, project reports and peer-reviewed journals.

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## 13. APPENDICES

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**APPENDIX 1**

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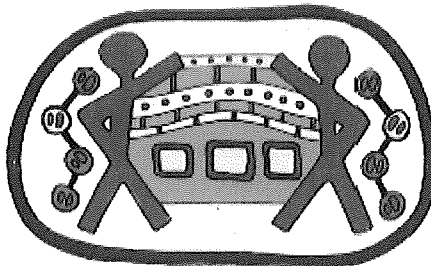
***Solid Kids, Solid Schools Newsletter June 2006***



## “SOLID KIDS = SOLID SCHOOLS”

wangi 1 - June 2006

“Solid kids” are kids who feel good about themselves and get along well with other kids.



“Solid Schools” are helping to make ‘solid kid’s and one day will keep our future communities ‘solid’

### Greetings

*Buranymarda* (Badimaya), *inya ku'arlu* (Nhanda), *nhanha yurnanggu* (Wajarri)

### Our logo

What do you reckon about our great new logo? Fabulous artwork by Allison Bellottie who created the logo – we think it’s a great design. What do you think? We have also about eight other graphics to be used throughout the project which have been again developed by Allison. We are testing different responses by the kids but think they will like the cartoon type approach.

We would really like to hear your feedback on the design and also the name for our project – “Solid kids – Solid schools.” We like “solid” because it’s widely understood!

But you tell us what you think – we really want your thoughts. We want this e-letter to be from the community to the community so call Juli or Gwen on 9956 0200 or email Gwen at

[gmerritt@cucr.uwa.edu.au](mailto:gmerritt@cucr.uwa.edu.au) or Juli  
[julicoff@cucr.uwa.edu.au](mailto:julicoff@cucr.uwa.edu.au)

What are we trying to do in the Aboriginal Bullying Prevention and Reduction Project (“Solid Kids Solid Schools”)?

The project has one big aim to reduce bullying behavior experienced by Aboriginal children attending school in the Midwest and Murchison region of Western Australia.

Then there three other aims that go with the main one.

One is to create ownership of the project with local community members of a Yamaji based program. The second is to create ways to help Yamaji communities to reduce bullying by involving Aboriginal people in positive ways and in ways that will keep the project going.

The third is to develop a resource/program for our schools and our community groups which is right for us and our kids.

These are the aims we have promised to deliver to our funding bodies but we are

## Annual Healthway Report

**File Number:** 15171

**Chief Investigators:** Professor Donna Cross  
Ms Juli Coffin  
Professor Steve Zubrick  
Dr Cheryl Kickett-Tucker

**Project Title:** **Reducing the effects of bullying among Aboriginal children living in rural Western Australia.**

**Organisation:** Child Health Promotion Research Centre  
School of Exercise, Biomedical and Health Sciences  
Edith Cowan University

**Associate Investigators:** Ms Gwen Rakabula  
Dr Peter Shaw  
Professor Ann Larson  
Professor Sven Silburn  
Associate Professor Colleen Hayward

**Contributors:** Dr Lydia Hearn  
Dr Kevin Runions

**Project Personnel:** Ms Juli Coffin (Project Coordinator – Geraldton)  
Ms Dionne Paki (Project Coordinator – Perth)

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## 1. SUMMARY

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It is unknown how Aboriginal children and adults conceptualize childhood bullying and what school/community intervention programs are appropriate. The *Solid Kids, Solid Schools* project will use a combination of qualitative and quantitative research methods to develop culturally informed and determined understandings of bullying among Aboriginal children. These understandings can then be used to formatively develop a sustainable school and community-based bullying prevention and reduction program with strategies identified by Aboriginal people for use in schools in the Yamaji region or Midwest, Murchison Education District of Western Australia.

According to the funding proposal a Steering Committee was established to provide project guidance and feedback for the duration of the Project. In depth community consultation highlighted the need for modifications to the Project study design. The recommended methodological changes allow the Project to collect scoping data that will contextualise bullying experiences among Aboriginal children attending primary schools and high schools throughout the Mid West Murchison District, or Yamaji region. Collection of scoping data will be conducted in six schools and three community groups and commenced in November 2006.

## 2. INTRODUCTION

---

**Bullying in Aboriginal Communities:** Bullying is a significant public health problem in Western Australia and appears to be of particular concern among Aboriginal children<sup>1-3</sup>. Analysis of calls to the Kids Help Line service over a five year period found calls relating to bullying had doubled, and that 5% of all calls (or 2,655 calls) were made by Aboriginal children, with bullying being the fifth most common reason for Aboriginal children to contact the Kids Help Line, as compared with non-Aboriginal children who reported it to be the tenth most common cause<sup>1-4</sup>.

Data regarding prevalence, nature, geographical variations and severity of bullying among Aboriginal children throughout Western Australia (WA) can be found within the *Western Australian Aboriginal Child Health Survey (WAACHS)*<sup>5</sup>. Preliminary consultation with WA Aboriginal education and health researchers associated with this survey suggest that Aboriginal bullying prevalence is high and that its effects can be severe.

**Cultural security in schools:** Cultural security recognises that differences between Aboriginal and non-Aboriginal people may require specific attitudes and practices in order to respect and maintain cultural differences<sup>6</sup>. The Friendly Schools and Families Bullying Intervention Projects<sup>7</sup> is a whole-of-school program that was empirically evaluated for successful bullying management and reduction in over 50 Perth metropolitan primary schools. Implementing a whole school approach to managing and reducing bullying among Aboriginal children in rural WA requires community consultation to ensure that cultural security is maintained. Often in rural areas, non-Aboriginal teachers and Aboriginal students/families live and socialise in different areas, making the process of developing relationships of trust between the school and the community slow and time demanding<sup>8</sup>. Building a culture for positive schooling experiences among parents and/or carers (siblings/other relatives) requires making school environments more welcoming and culturally secure for Aboriginal families<sup>9, 10</sup>.

Finding appropriate strategies to prevent and ameliorate the effects of bullying among Aboriginal children is paramount, not only to reduce the social and emotional difficulties associated with bullying, but also for dealing with a host of academic

problems related to low retention rates, poor self-esteem<sup>11, 12</sup>, and higher levels of mental and behavioural disorders<sup>13</sup>. There is increasing evidence that promoting both cultural security and celebrating cultural diversity in schools can support positive behaviour outcomes<sup>1, 8</sup>. Where Aboriginal children have been listened to and supported by their teachers, the outcomes of bullying behaviour and its management appear to be more positive resulting in the establishment of more trusting and supportive relationships<sup>8</sup>. It has therefore been suggested that cultural awareness training for teachers be made mandatory to improve understanding of behaviours and its relationship with teaching styles<sup>12, 14, 15</sup>, forms of communication<sup>2, 16, 17</sup>, and teaching approaches<sup>14, 15</sup>, such as emphasis on collaboration rather than competition, and making realistic demands with achievable short-term successes<sup>15</sup>.

Before any attempts can be made to adapt current whole school bullying resources for use in Aboriginal school settings, suitable processes must be determined to enhance the promotion of cultural awareness, improve teacher understanding and appreciation of behaviour of Aboriginal children and its management, and promote a culturally secure whole-of-school approach to address bullying issues, which encourages both family and community participation<sup>8, 18, 19</sup>. Aboriginal views must be listened to and respected and further investigations are needed to determine where bullying issues are managed well and why<sup>18, 20</sup>. Central to this process is the need for consultation and negotiation with Aboriginal and Islander Education Officers (AIEOs), Aboriginal teachers, Aboriginal students and their families, and non-Aboriginal school staff to assess the problematic relationships between school and community that have contributed to bullying behaviours<sup>18</sup>, and to encourage a consultation process that has provided positive results in exemplar schools<sup>9, 18, 21</sup>. Without this process of consultation, any program to reduce bullying behaviours will only serve to reinforce existing barriers.

### 3. OBJECTIVES

---

The *Solid Kids, Solid Schools* project is designed to have cultural integrity, validity and sustainability for rural schools with higher proportions of Aboriginal students. The findings of this Project will be assessed for implications on policy and practice.

The specific objectives of the Project are to:

- Create ownership with local Aboriginal education and health experts and other community members of a Yamaji based program aimed at reducing bullying among Aboriginal children attending school in the Midwest, Murchison region of Western Australia;
- Validate methods and content with local communities and the Aboriginal Steering Committee;
- Develop strategies that enhance the capacity of Yamaji communities to reduce bullying by involving Aboriginal people in sustainable and positive ways.
- Develop a resource/program for schools and community groups to reduce bullying which is culturally appropriate and meets the needs of Aboriginal students in the Yamaji region;
- Monitor the resource/program's implementation and potential sustainability in selected schools using inter-method triangulation including some in-depth case studies; and
- Determine in consultation with the community the usefulness and appropriateness of the revised program, following the six-month pilot program, and the implications of its findings.



## 4. PROGRESS

---

### 4.1 Project Management

The first year of the *Solid Kids, Solid Schools* project management has seen the establishment of communication channels and extensive consultation with stakeholders, including the local community.

The Project Management team is responsible for day to day project administration and is made up of:

Dr Donna Cross - Child Health Promotion Research Centre (CHPRC)  
 Ms Juli Coffin - Combined Universities Centre for Rural Health (CURCH)  
 Ms Dionne Paki - CHPRC

The Project management is supported by two committees. The Investigator Committee is made up of the Project's Chief, Associate Investigators and Project Contributors:

Prof. Donna Cross - CHPRC  
 Ms Juli Coffin - CUCRH  
 Prof. Steve Zubrick - Telethon Institute for Child Health Research (TICHR)  
 Dr Cheryl Kickett-Tucker - TICHR  
 Ms Gwen Rakabula - CUCRH  
 Dr Peter Shaw - CUCRH  
 Prof. Ann Larson - CUCRH  
 Prof. Sven Silburn - TICHR  
 A/Prof. Colleen Hayward - TICHR  
 Dr Lydia Hearn - CHPRC  
 Dr Kevin Runions - CHPRC  
 Ms Dionne Paki - CHPRC

The Steering Committee is comprised of community members with expertise in working with and teaching Aboriginal school children. The following community members have agreed to be involved in the Project's Steering Committee:

Adrian Bartlett - Department Of Sport and Recreation  
 Amanda Biggs - Department of Education and Training (DET), Mid West  
 Education District

Cheryl Ridgeway -	DET, Mid West Education District
Gai Adams -	Department of Community Development
Kerry Drage -	DET, Mid West Education District
Lauren Bovell -	Catholic Education, Mid West Education District
Leanne Councillor -	Geraldton Regional Aboriginal Medical Service (GRAMS)
Lenny Papertalk -	Bundiyarra Aboriginal Corporation
Louise Dalgety -	DET, Mid West Education District
Makeesha Dalgety -	Salvation Army
Patrick Cameron -	GRAMS
Priscilla Rodd -	Geraldton Streetwork Aboriginal Corporation
Robyn Boddington -	Geraldton Town Council
Ruth Eszes -	DET, Mid West Education District
Shannon McNear -	CUCRH
Simon Forrest -	DET, Mid West Education District
Susan Carr -	DET, Mid West Education District
Tony C -	Midwest Football Academy
Vanessa Cross -	GRAMS

Since the Project received funding in November 2005, the Investigator Committee has met nine times. As this Project is a collaborative effort involving researchers in Geraldton and Perth, all but two of the Investigator Committee meetings were conducted by teleconference. Over the same period the Steering Committee has met three times; on average these meetings have been 7 months apart. The first Project newsletter (Appendix 1) was developed in June to keep Steering Committee members informed on the Project progress; the second newsletter is still in production and has not yet been distributed.

## **4.2 Study Design**

According to the funding proposal and Project timeline (Appendix 2) the Project is being conducted in four phases:

*Phase 1* - Description of the problem, community identification and recruitment (0-8 months);

*Phase 2* - Community consultation and formative data collection (9-17 months);

*Phase 3* - Collaborative planning (18-25 months); and

*Phase 4* – Development, pilot trial of the intervention materials and dissemination: (26-36 months).

### Phase 1

The review of literature, theories and models commenced early in the year and is an ongoing task that continues with the project. Community support and involvement for the Project was formalised with the establishment of a Steering Community.

### Phase 2

Community consultation revealed that in order to maintain the cultural security of the participating communities and to ensure that the Project developed community relevant outcomes, methodological changes were necessary. Healthway approval was sought and obtained to expand and divide Phase Two of the project into three stages:

*Stage 1:* To ensure that all voices are given the opportunity to be heard early in the project, **scoping of a representative sample** would be conducted with schools in the Yamaji region to determine:

- how bullying is experienced and contextualised by Yamaji school children in Years 4-7 and 8-12;
- how school staff, specifically Aboriginal Islander and Education Officers (AIEOs) and Aboriginal Teachers perceive and respond to bullying among Yamaji school children;
- how and local Elders perceive and respond to bullying among Yamaji school children; and
- what has been successful and unsuccessful for Aboriginal kids in their schools and communities to address this issue?

Scoping data would be used to inform which communities were invited to participate in Stage Two.

*Stage 2:* In depth **case studies in 2 or 3 Yamaji communities** would be collected to understand the above objectives in greater detail. Additionally, parents and community workers would also be invited to participate in face-to-face interviews. These additional participant groups would provide a more in depth understanding of bullying within the case study communities.

**Stage 3: Theoretical models and guidelines** would then be developed to assist schools and communities in their efforts to reduce and manage bullying among Yamaji school children.

#### 4.3 Recruitment for scoping

Data collection has commenced for Stage One (scoping) of Phase Two of the Project. Inclusion criteria for schools to be considered for participation in the scoping stage of the *Solid Kids, Solid Schools* project were:

- Location in the Midwest, Murchison Education District;
- Aboriginal and Torres Strait Islander students attending the school;
- Any Education Sector:
  - Government (Department of Education and Training)
  - Non-Government (Catholic Education Office; Association of Independent Schools of Western Australia); and
- Primary school (years 1-7); high school (years 8-12); district high school (years 1-12); or a vocational education program/school ages 8-17 (years 3-12).

Purposive and snowball sampling<sup>22</sup> was used to identify schools and community members that would be suitable to participate in the scoping stage of the Project. Six schools were recommended by community networks with members of the Steering Committee and Aboriginal Islander Education Officers (AIEOs). These schools were nominated because they provide a good representation of Yamaji communities and, in some instances, had existing bullying-related issues that were well known to their community. In addition to meeting the above criteria, consultation regarding the school community's capacity to participate in the Project was also considered prior to recruitment.

Project information letters were sent to the principals and AIEOs of each school explaining the purpose of the project and inviting them to participate. The letters were followed up with phone calls to obtain a commitment for involvement in the Project. All six schools agreed to be involved.

Upon approval from the school principal for access to staff and students, the AIEOs and Aboriginal Teachers from each school were invited to participate in the scoping

stage of data collection. For Elders of the community connected to the school to be considered for participation in the scoping stage of the Project they must be considered to be an Elder within their local community and demonstrate an interest in mental health or education type activities of young people.

The Steering Committee networks throughout the community have also contributed to the recruitment of three additional community groups who have also agreed to participate in the Project. The groups are:

- Geraldton Streetwork Aboriginal Corporation
- Geraldton Netball Academy (a vocational program for Aboriginal girls based at Geraldton Senior High School)
- Geraldton Football Academy (a vocational program for Aboriginal boys based at Geraldton Senior High School)

The inclusion of these community groups in the Project provides an opportunity to recruit participants aged 12-18 years that might not be accessible through formal educational avenues in the Mid West Education District.

#### **4.4 Instruments**

In the scoping stage of the Project data is to be collected from four groups: AIEOs and Aboriginal teachers, local Elders, students in Years 4-7, and students in Years 8-12. The purpose of the scoping instruments is to gain an understanding about the factors contributing to Yamaji kids feeling happy and want to be at school.

Four instruments were developed to assist researchers in capturing data from different groups within a school community. These groups are:

- *AIEO and Aboriginal Teachers* scoping instrument (Appendix 3)
- *Local Elders* scoping instrument (Appendix 4)
- *Students in Years 4-7* scoping instrument (Appendix 5)
- *Students in Years 8-12* scoping instrument (Appendix 6)

Questions used in the scoping instruments were modelled around the conceptual framework for the Project and instruments developed for the *Friendly Schools and Families*<sup>7</sup>, which provides an example of successful school-based bullying prevention for which this Project is based. Instruments were pilot tested by the Aboriginal

researchers on family and friends to determine validity. Further reliability and pilot testing was conducted with the first school that agreed to participate in the Project.

It is anticipated that other groups such as parents and community workers will be accessed in Stage Two (case study data collection) of the Project in 2007.

#### **4.5 Piloting of Instruments**

Pilot testing of the scoping instruments was conducted with one Elder and six children. Pilot participants were either known to the Aboriginal researchers or family of Steering Committee members. Participant feedback indicated that some questions were repetitious; these comments will be taken into account in the development of case study instruments for Stage Two of the Project.

Steering Committee members were also given an opportunity to comment on the scoping instrument; feedback was positive with no recommendations for changes.

#### **4.6 Data Collection**

##### Scoping

A scoping phase was introduced to the Project to ensure that Bullying was correctly contextualised for Aboriginal school children in the Yamaji region. Face to face interviews with Aboriginal students from years 4-12; local Elders; and AIEOs were conducted to form a reference point for bullying perceptions, behaviour, and management and reduction practices. The majority of interviews were conducted by two Aboriginal researchers who are also Project investigators.

Interviews took approximately 30-45 minutes to complete and were conducted during at a convenient time for the participant. Student interviews were conducted at their school during class time. Researchers used the instrument and with permission audio recorded the interview to capture more detail.

Due to the time required to carefully recruit and consult with local communities, scoping interviews commenced in Week 4 of Term 4, 2006. This late start meant that data collection will need to continue into Term 1 of 2007 and is expected to be completed by the 5<sup>th</sup> April, 2007.

Data collection from the three community groups will be take place from December 2006-February 2007, during the 2006 end-of-year school break.

### AIEOs

AIEOs have established relationships within a school community. To maximise existing networks, AIEOs from each of the participating schools were asked to assist researchers in obtaining parental consent for student participation in the Project. AIEOs followed up with the student's parents/family to deliver and collect consent forms. In some instances this included going to the child's home and explaining the project letter to a family member to obtain signed consent.

Further to obtaining parental consent, in areas such as Carnarvon (approximately 500km north of Geraldton), AIEOs were asked to assist the Aboriginal researchers in student recruitment and data collection. The Yamaji region spans from Exmouth in the north, Leeman in the south and Meekatharra at the most eastern point (Appendix 7). The Project co-ordinator located in Geraldton recruited and trained four AIEOs for this role. The training consisted of a two hour session on data collection and interview techniques. Upon completion of the first interview, Project researchers followed up with a de-briefing session for each AIEO to review the interview process and instrument and to assess the impact of a male/female interviewer on respondents' answers. The Project co-ordinator also conducted de-briefing sessions with each AIEO following the completion their first student interview.

## **4.7 Ethics**

Ethics approval for this project was submitted to two committees: the Edith Cowan University Human Research Ethics Committee (ECU HREC) and the Western Australian Aboriginal Health Information and Ethics Committee (WAAHIEC). These committees have different procedures, processing requirements and meeting schedules which often caused a lag in project progress. For example, WAAHIEC meet quarterly and requested a listing of Steering Committee members before clearance was approved in April/May 2006. Delays were further compounded in August 2006, after administrative staff changes at WAAHIEC led to the new staff member requiring the Project resubmit the application for ethical clearance for access to WAACHS data and to conduct one-on-one interviews with Aboriginal school

children (without parents present) from the Yamaji region. As a result of these delays, ethics approval to commence data collection for the scoping stage of the project was not received until October 2006.



## 5. RESULTS

### 5.1 Data Collection

Data was collected from four of the six schools in November 2006; three schools were located in the Geraldton area and one school was located in Carnarvon (500km north of Geraldton). The total population for schools ranged from 97-355 students, with an Aboriginal or Torres Strait Islander (ATSI) population ranging from 15-61 per cent. Three schools were from the Government Education Sector and one school was from the Non-Government Education Sector. Data collection from one of the community groups also commenced in December 2006; demographic information for this group is not available until the completion of the program in February 2007.

**Table 1: Demographics for schools/community groups involved in the scoping stage**

Location of School/ Community Group	Education Sector	Total Number of Students	ATSI Population	ATSI Population (%)
Rangeway (Geraldton)	Non-Government	203	30	15
Geraldton	Government	97	59	61
Bluff Point (Geraldton)	Government	355	97	27
Carnarvon	Government	270	121	45
Geraldton	Community Group	–	–	–

The remaining two schools have been scheduled for data collection in Term 1 of 2007. It is expected that these last data collection sessions will be completed no later than Thursday 5<sup>th</sup> April, 2007 (last week of Term 1).

#### Scoping

So far 65 interviews have been conducted. Fifty-seven interviews were conducted with Aboriginal school-aged children from Years 3-10 (see Table 2). Seven interviews were conducted with Aboriginal school staff, all participants were female; four were AIEOs and three were Aboriginal teachers. One interview was conducted with a Yamaji Elder.

**Table 2: Scoping interviews conducted with Aboriginal school-age children**

Student Participants	Boys	Girls
Students in Year 3	0	2
Students in Year 4	7	7
Students in Year 5	4	3
Students in Year 6	5	11
Students in Year 7	5	5
Students in Year 8	3	3
Students in Year 9	0	1
Students in Year 10	0	1
Total	24	33

Two High School students declined the invitation to participate and gave no reason for doing so.

## 5.2 Data Analysis

### Scoping

Raw interview data is currently being transcribed, however the Project researchers collecting the data have identified some emerging themes:

- Students did not use the term 'bullying' until prompted by the interview questions; generally students talked about the behaviour, e.g telling lies.
- For some students violent behaviour has been normalised by their home life experiences.
- Non-Government schools were perceived by students to be 'safer' environments due to quick enforcement of school rules by staff.
- The role of AIEOs is not clearly defined and is generally limited to crisis management (mediators); this may be a likely contributor to the under-utilisation of AIEOs in building positive community-school relationships.

### Western Australian Aboriginal Child Health Survey

Until the release of Volume 1 of the *Western Australian Aboriginal Child Health Survey (WAACHS)*<sup>5</sup> in 2004 there had been little epidemiological evidence to inform the effective planning, coordination and delivery of services to Aboriginal people. *Solid Kids, Solid Schools* is the first formative intervention research project to request permission from the *Aboriginal Steering Committee for the Western Australian Child Health Survey* to use reported bullying data collected as part of the WAACHS. The findings of the WAACHS, Volumes 2<sup>23</sup> and 3<sup>24</sup>, 4<sup>25</sup> were released in 2005 and 2006, respectively, will provide further evidence of the extent of bullying and its nature and effects among Western Australian Aboriginal children.

The Project will analyse WAACHS<sup>5, 23-25</sup> data related to the incidence of bullying and individual, family, school, community, and regional factors relevant to bullying in the Yamaji region. Analyses of the WAACHS<sup>5, 23-25</sup> data will help the Project to have a better understanding of the nature and prevalence of bullying, and the things that might increase or decrease the risk of Aboriginal children being bullied throughout the Yamaji region. Additionally, it is hoped the WAACHS data will enable the project to identify factors that might operate to buffer (protect) or amplify the impact of bullying experiences on children's adjustment.

Permission for the Project to access and analyse WAACHS<sup>5, 23-25</sup> data has been granted and will commence in February 2007.

## 6. EFFECT OF RESEARCH ON PROFESSIONAL DEVELOPMENT

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This project has and will continue to provide development opportunities for Edith Cowan University students.

Juli Coffin (Geraldton Project Coordinator) is enrolled in her PhD at Edith Cowan University (ECU) and continues to develop her PhD candidacy and strengthen leadership skills in Project management by:

- Coordinating Steering Committee meetings, recruiting Aboriginal research assistants, and supervising the commencement of data collection;
- Maximising opportunities to present on Project issues at the recent annual Midwest Education District AIEO and School Psychologist's conferences; and
- Furthering interagency relationships that will strengthen local support for the Project by consolidating local interest in a Year 7 - Year 8 Aboriginal transition programme.

Juli is receiving supervision from Prof. Donna Cross, the Principal Investigator of the *Solid Kids, Solid Schools* project. The distance between Geraldton and Perth has limited the number of face-to-face meetings for Juli's Doctoral studies, this has been overcome by planning weekly and fortnightly telephone-meetings.

Dionne Paki (Perth Project Coordinator) is gaining invaluable experience in Aboriginal Health Research and is developing skills in project and personnel management. Furthermore, Dionne has secured a Healthway scholarship to commence a Masters in Public Health in 2007 at ECU. Dionne's Masters Project will examine how the bullying component of the National Safe Schools Framework responds to the strengths and needs of Yamaji children, their families and communities in the prevention and management of bullying. Networks developed for the *Solid Kids, Solid Schools* project will be accessed for community links at a district and school (principal) level; in return the outcomes of the Masters project will be useful in informing the Project objectives. Supervision for this Masters project will also be provided by Prof. Donna Cross and other members of the Investigators Committee.

## 7. IMPLICATIONS FOR HEALTH PROMOTION / LINKING RESEARCH TO HEALTH OUTCOMES

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To our knowledge there has been no published research in the design and implementation of a culturally determined and informed bullying prevention and reduction program for Aboriginal school children. This study will be the first to formatively investigate and pilot test community and school partnership strategies designed to enable and enhance the communities' (including school staff's) capacity to reduce the prevalence and ameliorate the effects of rural Aboriginal students' experiences with bullying. Hence, the Project has the potential to make an important contribution to our limited understanding of issues around bullying by detailing some culturally informed ways to address bullying for Aboriginal communities, children and their families.

Furthermore, the Project builds on the successful bullying intervention research previously conducted by the Principal Investigator in schools in the Perth metropolitan area<sup>7</sup>. It will help to provide a culturally sensitive intervention by empowering the community to influence the design, delivery and process evaluation of the program. It aims to provide benefits at four levels:

- to local community members and families;
- primary school age Aboriginal children;
- school staff (especially those involved in behaviour management); and
- school health promotion researchers.

It is the aim of the Project that at the conclusion of this study, each school community will have a culturally credible, relevant and informed intervention to address bullying among Aboriginal children, especially those who bully and/or are bullied frequently. The Project has the potential to contribute to positive academic (e.g. improved attendance), social, mental and physical health outcomes for Aboriginal children.

This project will also contribute to an improved understanding of some appropriate community consultation processes, dissemination, implementation and evaluation of school and community-based bullying reduction strategies as well as an understanding of some critical success factors for initiating and conducting formative intervention research with Aboriginal people living in rural communities.

## 8. COMMUNITY BENEFITS FROM THE RESEARCH

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It is anticipated that the community benefits for Aboriginal people living within the Yamaji region will be realised in the following ways:

- Capacity building of local community –
  - The Steering Committee of this Project is made up of 'strong and soft voices' that ensure culturally appropriate opportunities for local for Aboriginal community members are provided.
  - It is anticipated that any involvement in the Project, be it as a Steering Committee member or a scoping participant, will contribute to a positive research experience through listening to and respecting the needs of community members.
  - Employ local Aboriginal people to contribute to Project development; in particular Project artwork (i.e. logo) developed locally, and the use of AIEOs as paid Research Assistants for data collection.
  - The Steering Committee will continue to be used to guide the project to identify and deliver culturally secure opportunities to address project themes that are of interest to the community.
  - It is anticipated that the knowledge and information gained from the research will be useful in: supporting participating communities to make strong decisions in the future about their health; will inform non-Aboriginal Australians about direct and associated issues for Aboriginal school children who are bullied; provide justification for further funding of projects that focus on the social and emotional wellbeing of Aboriginal children in that community or region.
- Health and well being –
  - The Project aims to contribute to the advancement of the health and well being of communities by reducing the social and emotional difficulties experienced by Aboriginal school children in Western Australia who are bullied.
  - The Project also aims to address other issues resulting from bullying such as academic problems related to: low retention rates in schools; poor self esteem; and increased levels of mental and emotional disorders.

## 9. PARTNERSHIPS

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The *Solid Kids, Solid Schools* project is a collaborative focus for the following groups:

- Child Health Promotion Centre (CHPRC, Perth)
- Combined Universities Centre for Rural Health (CUCRH, Geraldton)
- Telethon Institute for Child Health Research (TICHR, Perth)

Project management is conducted by Juli Coffin (CUCRH) and Dionne Paki (CHPRC) under the direction of Prof. Donna Cross (CHPRC).

An Investigation Committee was established with representation from each partner group:

Prof. Donna Cross -	CHPRC
Ms Juli Coffin -	CUCRH
Prof. Steve Zubrick -	TICHR
Dr Cheryl Kickett-Tucker -	TICHR
Ms Gwen Rakabula -	CUCRH
Dr Peter Shaw -	CUCRH
Prof. Ann Larson -	CUCRH
Prof. Sven Silburn -	TICHR
A/Prof. Colleen Hayward -	TICHR
Dr Lydia Hearn -	CHPRC
Dr Kevin Runions -	CHPRC
Ms Dionne Paki -	CHPRC

The Investigation Committee supports the Project Management team and works in conjunction with the Steering Committee:

Adrian Bartlett -	Department Of Sport and Recreation
Amanda Biggs -	Department of Education and Training (DET), Mid West Education District
Cheryl Ridgeway -	DET, Mid West Education District
Gai Adams -	Department of Community Development
Kerry Drage -	DET, Mid West Education District
Lauren Bovell -	Catholic Education, Mid West Education District
Leanne Councillor -	Geraldton Regional Aboriginal Medical Service (GRAMS)

Lenny Papertalk -	Bundiyarra Aboriginal Corporation
Louise Dalgety -	DET, Mid West Education District
Makeesha Dalgety -	Salvation Army
Patrick Cameron -	GRAMS
Priscilla Rodd -	Geraldton Streetwork Aboriginal Corporation
Robyn Boddington -	Geraldton Town Council
Ruth Eszes -	DET, Mid West Education District
Shannon McNear -	CUCRH
Simon Forrest -	DET, Mid West Education District
Susan Carr -	DET, Mid West Education District
Tony C -	Midwest Football Academy
Vanessa Cross -	GRAMS



## 10. SEMINARS

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In 2006 the following seminars and presentations were conducted:

Coffin, J. Poster presentation, Prevnet Conference, Montreal, Canada, April, 2006.

Coffin, J. and Shaw, P. Midwest Murchison Education District School Psychologist Conference, Geraldton, September, 2006.

Coffin, J. and Rakabula, G. Midwest Murchison Education District AIEO Conference, Geraldton, October, 2006.

## 11. FURTHER DISSEMINATION

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A systematic plan for dissemination of the Project's findings will be developed in consultation with the communities involved in the research and the Project Steering Committee. Presently, project milestones and progress is reported back to the Steering Committee in newsletters; as more data is collected newsletters will be produced more frequently.

The final report will be discussed with (and a copy of the written report provided to) each community in the study. Consent will be sought from the Steering Committee, the participating communities and participants before information is released. Following their approval, regional presentations (and a summary report) will be offered to all Government departments and interested groups within the communities involved in this research.

The results of the study will be disseminated locally, nationally and internationally via public forums, local media, conference presentations, technical reports and research papers in peer-review journals. Representatives from state organisations with interest in the findings such as the Department of Education and Training (DET), the Department of Health, Department of Family and Children's Services, and the Aboriginal Medical Service will be invited to attend a seminar describing the methodology and results.

Should the pilot intervention/findings be found to be culturally acceptable and useful, it/they will be offered to other schools in rural Western Australia in association with the DET, the Catholic Education Office and the Association of Independent Schools of WA.

The results of this study will be disseminated to all project schools, at a community forum, within local media, conference presentations, project reports and peer-reviewed journals.

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## 13. APPENDICES

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**APPENDIX 1**

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***Solid Kids, Solid Schools Newsletter June 2006***

## "SOLID KIDS = SOLID SCHOOLS"

wangi 1 - June 2006

"Solid kids" are kids who feel good about themselves and get along well with other kids.



"Solid Schools" are helping to make 'solid kid's and one day will keep our future communities 'solid'

### Greetings

*Buranymar da* (Badimaya), *inya ku'arlu* (Nhanda), *nhanha yurnangu* (Wajarri)

### Our logo

What do you reckon about our great new logo? Fabulous artwork by Allison Bellottie who created the logo – we think it's a great design. What do you think? We have also about eight other graphics to be used throughout the project which have been again developed by Allison. We are testing different responses by the kids but think they will like the cartoon type approach.

We would really like to hear your feedback on the design and also the name for our project – "Solid kids – Solid schools." We like "solid" because it's widely understood!

But you tell us what you think – we really want your thoughts. We want this e-letter to be from the community to the community so call Juli or Gwen on 9956 0200 or email Gwen at

[gmerritt@cucrh.uwa.edu.au](mailto:gmerritt@cucrh.uwa.edu.au) or Juli  
[julicoff@cucrh.uwa.edu.au](mailto:julicoff@cucrh.uwa.edu.au)

What are we trying to do in the Aboriginal Bullying Prevention and Reduction Project ("Solid Kids Solid Schools")?

The project has one big aim to reduce bullying behavior experienced by Aboriginal children attending school in the Midwest and Murchison region of Western Australia.

Then there three other aims that go with the main one.

One is to create ownership of the project with local community members of a Yamaji based program. The second is to create ways to help Yamaji communities to reduce bullying by involving Aboriginal people in positive ways and in ways that will keep the project going.

The third is to develop a resource/program for our schools and our community groups which is right for us and our kids.

These are the aims we have promised to deliver to our funding bodies but we are

happy to hear your thoughts on these or other things you think we have missed. Let Juli or Gwen or any of the members of the Solid Kids community group know what you think.

**Solid Kids Solid Schools reference group** is ticking along. And a big **THANK YOU** to the Yamaji community and Donna Cross and her team from ECU. We didn't have as many at the last meeting but understand that people are busy, so if you couldn't make it please feel free to e-mail one of us or stop us in the street for information or to share your thoughts.

Some of the members are in the photo below from our first meeting.



If you are interested in being involved in the community group let Juli or Gwen know. Gwen and myself will be calling on you soon for your participation but if you have any concerns please contact us.

As well as myself (Juli) and Gwen there is Peter Shaw and Ann Larson from Combined Universities Centre for Rural Health in Gero and Donna Cross, Lydia Hearn, Dionne Paki and Kevin Runions from Edith Cowan University and Steve Zubrick, Cheryl Kickett-Tucker, Sven Silburn and Colleen Hayward from the Institute for Child Health Research in Perth.

**CANADA TRIP!**

I (Juli Coffin) have just been in Canada for a Prev-Net meeting which was about healthy relationships and bullying issues around the world. I met some excellent people and listened to amazing programs. The ones that related to Aboriginal kids in Canada were excellent. It was a great opportunity to tell people about what we are all trying to do in Yamaji country. The best conversations were with Canadian Aboriginal people who were amazed at the similarities of our cultures. One very impressive program was about using video and role play, this works really well with elders, parents/caregivers, siblings and the students. I am really hoping we can do something to show the rest of Australia and who knows the world! Below is a copy of the poster which I quickly made to take over and share some information, this is also now displayed at CUCRH so check it out!

**Solid Kids Solid Schools**  
 Reducing "Bullying behaviour" among Aboriginal children in the Yatajaj Region

**PrAGeS:**

1. Strong spiritual, community, kinship and community
2. Learning to Aboriginal children to resist and ACT's separation of roles
3. Healthy guidelines on school or Aboriginal children, values, community members, school staff
4. Participation and ownership
5. Design of outdoor culturally appropriate bullying reduction package

**What does bullying look, feel and sound like in the Aboriginal Community?**

Bullying means to punish! Family fighting  
 Bullying: Swearing, Name calling, Family fighting  
 Running me down, Name calling, Family fighting  
 Dirty looks, Clipping, name calling  
 Wounded, My name mean, Name calling, Bullying

Logos at the bottom include: Health Services, ECU, Child Health Research Institute, and Child Health Research Institute.



**APPENDIX 2**

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***Solid Kids, Solid Schools* Project timeline**

# SOLID KIDS, SOLID SCHOOLS - 2005/2006

Task	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
project months	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Investigator Committee (IC)	10th				2nd		5th			3rd&17th	11th	23rd	30th	
Steering Committee (SC)	16th				28th									8th
ECU Ethics														report
WAAHIEC Ethics				submit	10th		submit	8th		submit	7th		submit	report

## Phase One - Description of the problem, community identification and recruitment (0-8 months)

Literature review											→	→	→	→	→
Review theories and models															
Community support/involvement		→	→	→		→	→			→		→		→	

## Phase Two - Community consultation and formative data collection (9-21 months)

Obtain permission/clearance for WAACHS data analysis															
Develop <b>Stage 1</b> (scoping) instruments															
Circulate instruments among IC and SC															
Scoping data collection															
Scoping data analysis															
Develop <b>Stage 2</b> (case study) instruments															
Circulate instruments among IC and SC															



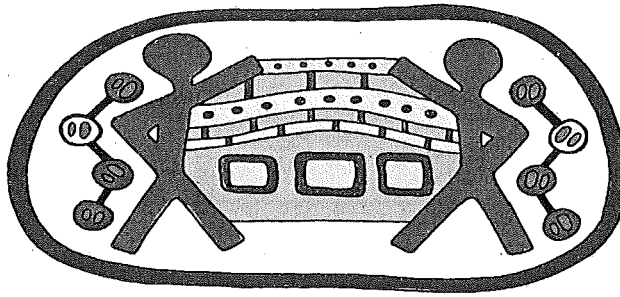


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**APPENDIX 3**

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***AIEOs and Aboriginal Teachers scoping instrument***



*'Solid Kids, Solid Schools'*  
*Aboriginal Bullying Prevention and Reduction Project*

**Scoping questions for  
AIEOs and Aboriginal teachers**

Question themes:

- What have AIEOs and Aboriginal teachers noticed makes Yamaji kids feel happy and want to be at school?
- What is being done by the school; AIEOs; teachers; and the Yamaji community to:
  - Help Yamaji kids feel happy and want to be at school?
  - Help Yamaji kids when things happen to make them feel unhappy and not want to be at school?
- Who helps Yamaji kids feel happy and want to be at school; how is it done? Who should help Yamaji kids feel happy and want to be at school?
- What do AIEOs and Aboriginal teachers think they can do to help Yamaji kids feel happy at school?
- How do AIEOs and Aboriginal teachers define bullying behaviours?
- What do AIEOs and Aboriginal teachers think can be done to reduce and manage bullying at schools and in the community?

**INTERVIEW ID:**

**DATE:**

**START TIME:**

**About you**

1. What school do you work at? \_\_\_\_\_
2. What is your current role in the school? \_\_\_\_\_
3. How many hours per week are you at the school? \_\_\_\_\_
4. How long have you worked at this school? \_\_\_\_\_ **years/months**

5. Do you have children/nieces and nephews/grandchildren attending the school you work at?

---

6. What do you think are the good things that happen for Yamaji kids at this school/place/town?

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7. What things do you think make Yamaji kids feel:

a. Happy and want to be at school?

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---

b. Unhappy and not want to be at school? (use sketches on page 5 to refer to throughout discussion)

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8. What would you call one person or a group of people deliberately hurting another person again and again? (eg. see pictures of being: ignored; hit or kicked; called names/teased; hurt; sending nasty messages by SMS, email or over the internet)

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9. How often do these things happen to Yamaji students?  
(never/daily/weekly/monthly)

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10. Who is likely to be doing it? (eg. other Yamaji kids; relatives; non-Aboriginal kids; older, out-of-school kids)

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---

11. Which groups of Yamaji kids are most affected by things at school that make them feel unhappy and not want to be there? (eg. age groups; males/females etc)

---

12. What things do you have to deal with the most with Yamaji kids? (eg. age groups; males/females; issues etc)

---

13. What do you see Yamaji kids doing when these things happen to them again and again? (see example sheet with pictures)

---

---

14. What do you think causes these things to happen to Yamaji kids:

a. At school?

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b. In the community?

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15. What do you; the school; other teachers; or family members do to help when these things happen again and again to Aboriginal/non-Aboriginal students?

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16. What else do you think can be done by school, AIEOs, families and communities to **help** Yamaji kids who experience these things again and again?

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17. What else do you think can be done by community workers, schools, AIEOs, families and communities to **stop** these things from happening again and again?

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18. What does the word 'bullying' mean to you?

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19. How often do things like family feuding/payback/rivalries happen at school? (never/daily/weekly/monthly)

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20. If feuding issues happen at school who do they most happen to: community members, families, students, or staff?

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21. In what ways do you think that these outside family issues affect Yamaji kids at school/outside of school?

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22. How do these outside family issues affect your job or community/family position?

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23. What support do AIEOs need to help kids in the school without hurting their relationships with their community?

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24. What else can you tell me about bullying at school or in our community?

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**FINISH TIME:**

# Example pictures of behaviours

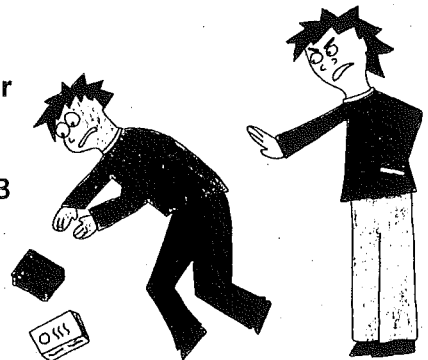
Being ignored, left out on purpose, or not allowed to join in.

A



Being hit, kicked or pushed around.

B



Lies or nasty stories are told about them to make other kids not like them.

C



Being made afraid of getting hurt.

D

Being made fun of and teased in a mean and hurtful way.

E

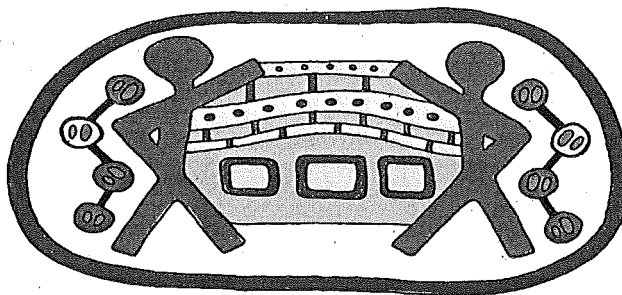


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**APPENDIX 4**

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***Local Elders* scoping instrument**



*'Solid Kids, Solid Schools'*  
*Aboriginal Bullying Prevention and Reduction Project*

**Scoping questions for  
Local Elders**

Question themes:

- What have local Elders noticed makes Yamaji kids feel happy and want to be at school?
- What is being done by the school; teachers; AIEOs; and the Yamaji community to:
  - Help Yamaji kids feel happy and want to be at school?
  - Help Yamaji kids when things happen to make them feel unhappy and not want to be at school?
- Who helps Yamaji kids feel happy at school; how is it done? Who should help Yamaji kids feel happy and want to be at school?
- What do Elders think are the barriers/enablers for schools to help Yamaji kids feel happy and want to be at school?
- What do Elders think AIEOs and other Aboriginal staff can do to help Yamaji kids feel happy and want to be at school?
- How do Elders define bullying behaviours?

**INTERVIEW ID:**

**DATE:**

**START TIME:**

**About you**

1. How many children do you care for that are currently going to school?
2. What school/s do these children go to?

\_\_\_\_\_

\_\_\_\_\_

3. What are your memories of schooling (what did you like/dislike about it)?

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4. Did you ever feel like you were not treated equally/fairly at school by other children or staff? Can you talk about some examples?

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5. What have you heard about kids being hassled at school and not wanting to be at school or go to other out-of-school activities eg. basketball? Why do you think this is happening?

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6. What advice would you give to a child if he/she told you that at school he/she was being:

- Constantly teased and run down?

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- Hurt physically; such as hitting or pushing, again and again?

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7. What do you think parents and the community think about kids getting picked on again and again at certain times in their life? Why do you think parents and the community think that way?

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9. What do you think are the long term effects of being picked on again and again when you are a kid? What do you think about kids who feel sad all the time because of things that happen to them at school?

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10. What kinds of things are schools doing to keep our kids happy and wanting to be at school?

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11. In what ways do you think it is working/not working?

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12. What else do you think can be done by schools? What do you think helps or stops schools from doing more?

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13. Do you have a good relationship/visit with the AIEO or other Aboriginal staff at the local school? What do you think the AIEO or other Aboriginal school staff can do to help our kids feel happy and want to go to school?

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14. What do you think our school/community/town can do to make school and out-of-school activities better for our kids?

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15. What does the word 'bullying' mean to you?

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16. What are your thoughts and feelings about family feuding issues?

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17. How do you think feuding issues affect who our kids hang around with and how they act around other kids?

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18. What do you think about kids who are involved in 'payback' and 'face saving' type conflict in the community?

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19. What else can you tell me about bullying in our community?

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---

**FINISH TIME:**

# Example pictures of behaviours

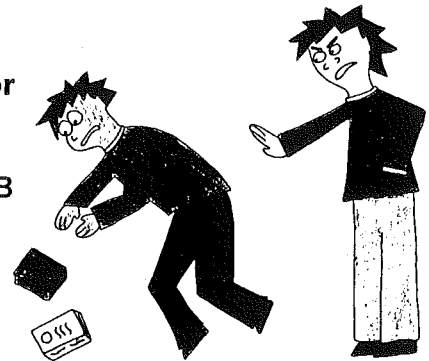
Being ignored, left out on purpose, or not allowed to join in.

A



Being hit, kicked or pushed around.

B



Lies or nasty stories are told about them to make other kids not like them.

C



Being made afraid of getting hurt.

D

Being made fun of and teased in a mean and hurtful way.

E



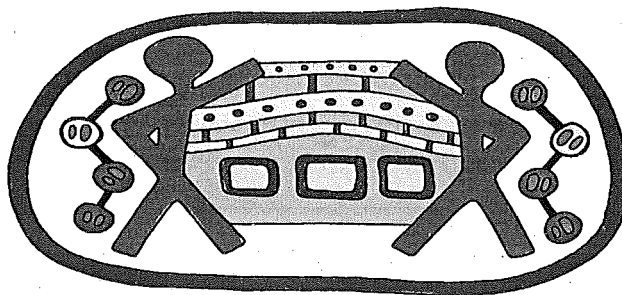


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**APPENDIX 5**

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***Students in Years 4-7 scoping instrument***



*'Solid Kids, Solid Schools'*  
*Aboriginal Bullying Prevention and Reduction Project*

**Scoping questions for  
 Students in years 4-7**

We would like to get stories from Yamaji kids about what makes them feel happy and want to be at school. The aim of this project is to be able to bring all the stories together and make a program for local schools to help Yamaji kids feel happy in their schools and their community.

Question themes:

- What makes Yamaji kids feel happy and want to be at school?
- How does feeling unhappy at school affect Yamaji kids?
- Who helps Yamaji kids feel happy and want to be at school; how is it done? Who should help Yamaji kids feel happy and want to be at school?
- What is being done by the school; teachers; AIEOs; and the community to:
  - Help Yamaji kids feel happy and want to be at school?
  - Help Yamaji kids when things happen to make them feel unhappy and not want to be at school?
- What else can be done to help Yamaji kids feel happy at school?

**INTERVIEW ID:**

**DATE:**

**START TIME:**

**About you**

- |    |  |             |                    |
|----|--|-------------|--------------------|
| 1. | Are you                                | <b>Male</b> | <b>Female</b>      |
| 2. | How old are you?                       |             | _____ years        |
| 3. | What year are you in at school?        |             | Year _____         |
| 4. | What school do you go to?              |             | _____              |
| 5. | How long have you been at this school? |             | _____ months/years |

6. Do you have family (siblings/cousins) at this school?

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7. What things do you like best about this school?

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---

8. How do you feel about being at school today/past week/past term/year?

---

---

9. What things make you/other students feel:

a. Happy and want to be at school?

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---

b. Unhappy and not want to be at school?

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---

10. What would you call one person or a group of people deliberately hurting another person again and again? (eg. see pictures of being: ignored; hit or kicked; called names/teased; hurt; sending nasty messages by SMS, email or over the internet)

---

---

11. Do these things happen to you or others? How often?

(never/daily/weekly/monthly)

---

12. Have you done these things to other people? How often?

(never/daily/weekly/monthly)

---

13. Why did you do these things to someone else?

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13. In what sorts of places do these things happen to you or others again and again?

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14. When is it okay to be the boss of younger: siblings/cousins/kids? Why?

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---

15. How do you feel when these kinds of things happen to you or someone you are close to again and again?

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---

16. How do you think others feel when these kinds of things happen to them again and again?

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17. Who would you talk to about these things happening again and again to you or someone you are close to? Why?

---

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18. How would you want this person to help you or someone you are close to?

---

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---

19. Why do you think these things happen at school?

---

---

---

20. Why do you think these things happen in the community; bus stops; shops; other places?

---

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---

21. What would you do if you saw these things happening to a friend or family member again and again?

---

---

---

22. What does the word 'bullying' mean to you? (describe or draw the behaviours)

---

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---

23. What else can you tell me about bullying at school or in our community?

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**FINISH TIME:**

## Example pictures of behaviours

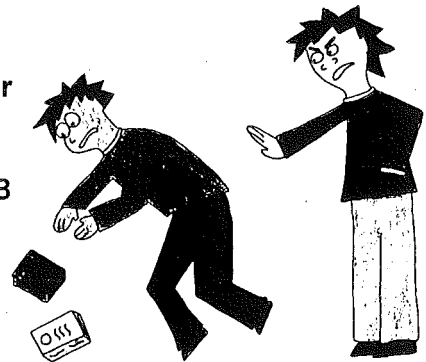
Being ignored, left out on purpose, or not allowed to join in.

A



Being hit, kicked or pushed around.

B



Lies or nasty stories are told about them to make other kids not like them.

C



Being made afraid of getting hurt.

D

Being made fun of and teased in a mean and hurtful way.

E

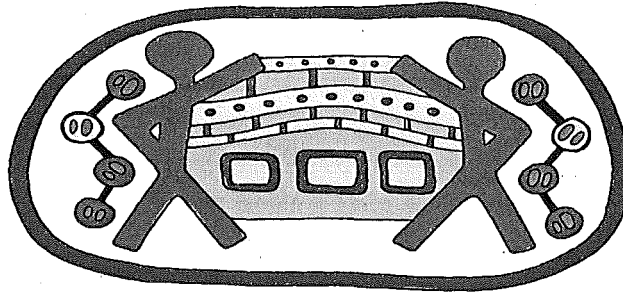


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**APPENDIX 6**

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***Students in Years 8-12 scoping instrument***



*'Solid Kids, Solid Schools'*  
*Aboriginal Bullying Prevention and Reduction Project*

**Scoping questions for  
 Students in years 8-12**

We would like to get stories from Yamaji kids about what makes them feel happy and want to be at school. The aim of this project is to be able to bring all the stories together and make a program for local schools to help Yamaji kids feel happy in their schools and their community.

Question themes:

- What makes Yamaji kids feel happy and want to be at school?
- How does feeling unhappy at school affect Yamaji kids?
- Who helps Yamaji kids feel happy and want to be at school; how is it done? Who should help Yamaji kids feel happy and want to be at school?
- What is being done by the school; teachers; AIEOs; and the Yamaji community to:
  - Help Yamaji kids feel happy and want to be at school?
  - Help Yamaji kids when things happen to make them feel unhappy and not want to be at school?
- What else can be done to help Yamaji kids feel happy at school?

**INTERVIEW ID:**

**DATE:**

**START TIME:**

**About you**

- |    |  |             |                    |
|----|--|-------------|--------------------|
| 1. | Are you                                | <b>Male</b> | <b>Female</b>      |
| 2. | How old are you?                       |             | _____ years        |
| 3. | What year are you in at school?        |             | Year _____         |
| 4. | What school do you go to?              |             | _____              |
| 5. | How long have you been at this school? |             | _____ months/years |



6. Do you have family (siblings/cousins) at this school?

---

7. What things do you like best about this school?

---

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---

8. How do you feel about being at school today/past week/past term/year?

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9. What things make you/other students feel:

a. Happy and want to be at school?

---

---

---

b. Unhappy and not want to be at school?

---

---

---

10. What would you call one person or a group of people deliberately hurting another person again and again? (eg. see pictures of being: ignored; hit or kicked; called names/teased; hurt; sending nasty messages by SMS, email or over the internet)

---

---

---

11. Do these things happen to you or others close to you? How often?  
(never/daily/weekly/monthly)

---

12. Have you done these things to other people? How often?

(never/daily/weekly/monthly)

---

13. Why did you do these things to someone else?

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---

14. Where are you when these things happen again and again? Where does it happen most?

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15. How often does it happen at school? (never/daily/weekly/monthly)

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16. How do you think people feel when these types of things happen to them again and again?

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17. Do you think having these things happen again and again when a person is at school hurts them as they grow up or when they get older? Why?

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18. What do you/others do when these things happen again and again?

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19. Why do you think these things happen at school?

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20. Why do you think these things happen in the community; bus stop; shops; other places?

---

---

---

21. Who would you talk to about these things happening again and again to you or someone you are close to? Why?

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---

22. How would you want this person to help you or someone you are close to?

---

---

---

23. What would you do if you saw these things happening to a friend or a family member again and again?

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---

24. What do you think can be done to stop these things from happening again and again?

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25. What does the word 'bullying' mean to you? (describe or draw the behaviours)

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26. What else can you tell me about bullying at school or in our community?

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**FINISH TIME:**

## Example pictures of behaviours

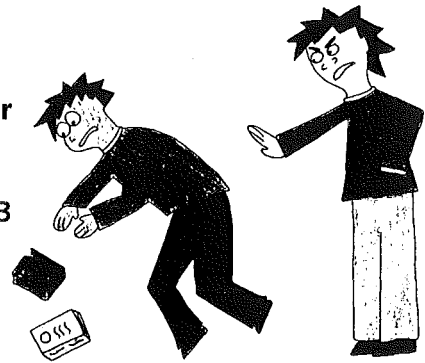
Being ignored, left out on purpose, or not allowed to join in.

A



Being hit, kicked or pushed around.

B



Lies or nasty stories are told about them to make other kids not like them.

C



Being made afraid of getting hurt.

D



Being made fun of and teased in a mean and hurtful way.

E



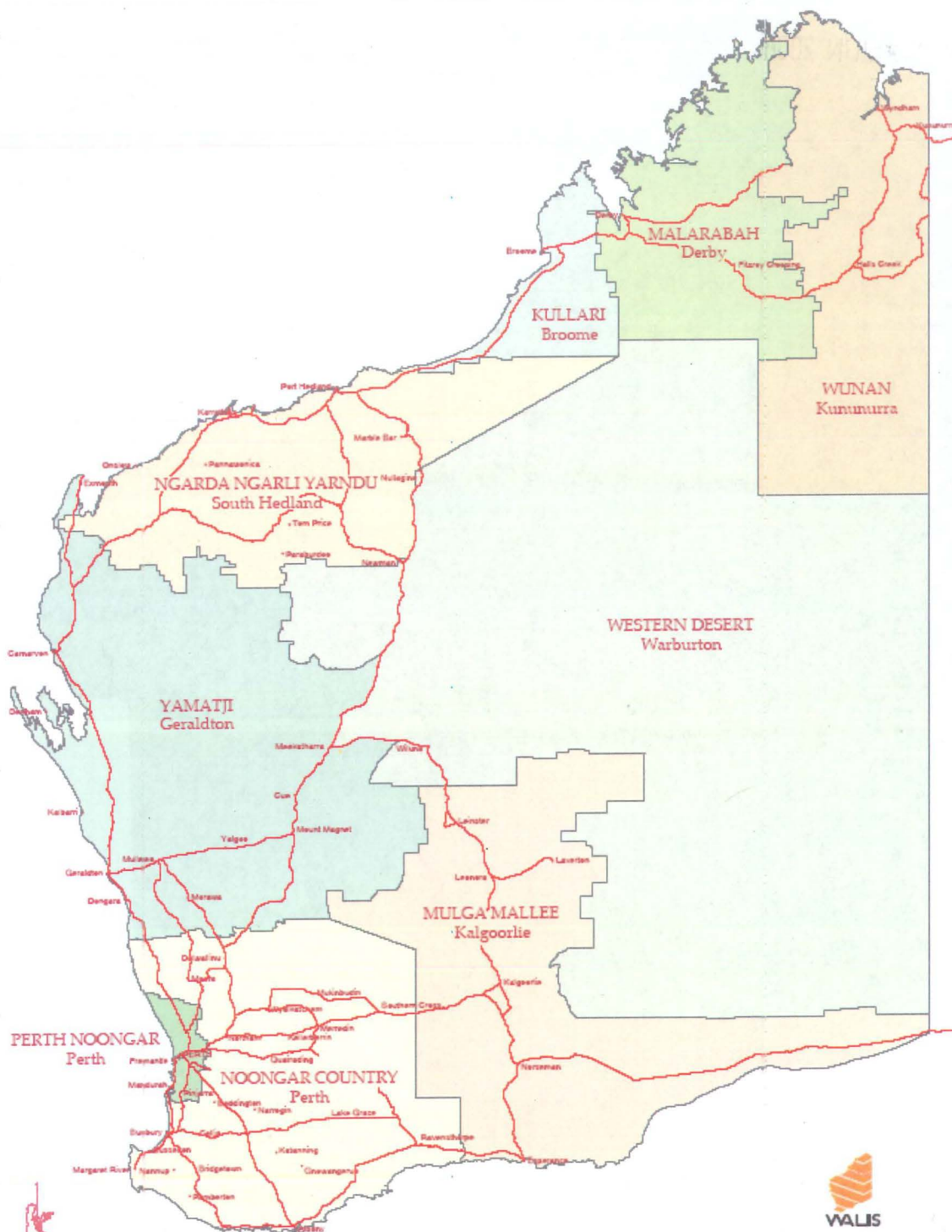
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**APPENDIX 7**

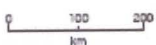
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***Yamaji Regional Map***

# WESTERN AUSTRALIA ATSIC REGIONS



Last update: June 2004  
Data Source - ATSIC Boundaries-AUSLIG  
www.dia.wa.gov.au



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