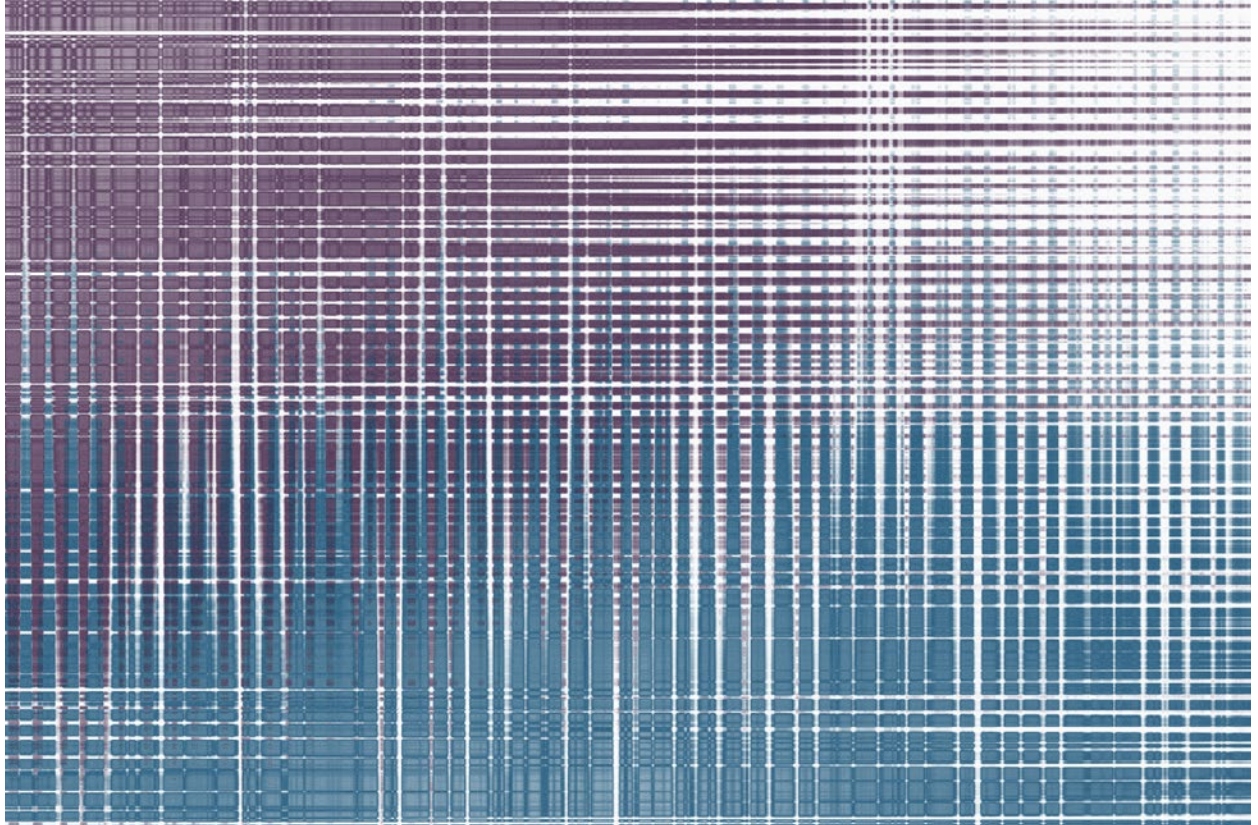




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Findings from the 2017 Speak Out Against Racism (SOAR) student and staff surveys

**N Priest, S Chong, M Truong, M Sharif, K Dunn, Y Paradies,
J Nelson, O Alam, A Ward and A Kavanagh**

CSRM WORKING PAPER

NO. 3/2019

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ANU Centre for Social Research & Methods

Research School of Social Sciences
The Australian National University

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N Priest, S Chong, M Truong, M Sharif, K Dunn, Y Paradies, J Nelson, O Alam, A Ward and A Kavanagh

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The findings and views reported in this material are those of the authors, and cannot be attributed to any Australian state or territory government department.

Acknowledgment of country

We acknowledge the Traditional Owners of the lands on which we work, and pay our respect to Elders past and present.

Acronyms

ANU	Australian National University
CSRМ	ANU Centre for Social Research & Methods
LBOTE	language background other than English
NSW	New South Wales
SOAR	Speak Out Against Racism

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Executive summary

The Speak Out Against Racism (SOAR) project is the first large-scale population-representative study on experiences and attitudes to racism and racial bullying, and on bystander responses to racism and racial discrimination among Australian students in government schools in New South Wales (NSW) and Victoria.

SOAR consists of two components:

- a population-representative survey on the experiences, attitudes and intended behaviours of year 5–9 students in NSW and Victorian schools, and their teachers, in relation to racism and racial bullying, prosocial behaviour, bystander responses, health and wellbeing, and school connectedness
- piloting and evaluation of a school-based bystander intervention program to encourage students and teachers to act when they witness racism and racial bullying.

This report presents findings of SOAR's first component.

SOAR was funded by an Australian Research Council Linkage grant. It is led by the Australian National University, together with Western Sydney University, the University of Melbourne, the University of Technology Sydney and Deakin University, in partnership with the NSW Department of Education, the Victorian Department of Education and Training, and the Australian Human Rights Commission.

Methods

Government schools in NSW and Victoria were randomly selected to participate. Schools with higher proportions of Aboriginal and Torres Strait Islander students were oversampled. Data collection for the baseline student survey was completed between 23 May and 7 August 2017. Staff (teaching and nonteaching) from participating schools completed the SOAR staff survey by the end of October 2017.

To ensure that results from the SOAR data are as representative as possible of NSW and Victorian students in years 5–9, a weighting approach was used to overcome oversampling and undersampling of some groups.

Sample

Student participants

The SOAR survey was completed by 4664 primary and secondary students: 2081 in NSW and 2583 in Victoria. This was across 6 primary and 5 high schools in NSW, and 9 primary and 3 high schools in Victoria, a total of 23 schools. Just over half the student participants and their parents were born in Australia. About half (55%) of the sample comprised students identifying as either Anglo-Celtic or European. The second biggest group (almost 22%) comprised students from South, East or Southeast Asia backgrounds. Of the sample, 5% identified as Aboriginal and Torres Strait Islander, 5% as Middle Eastern, 4% as Pacific Islander/Maori and 3% as African; 5% did not report an ethnic background.

About 46% of the students reported having no religion, 35% Christian faith, 5% Islamic faith, 6% Buddhist faith, 2% Hindu faith and 2% other religion; 4% of responses were missing or unknown.

School staff participants

The SOAR staff survey was completed by 202 participants ($n = 88$ in NSW, $n = 114$ in Victoria). Of these, 138 (68%) were from secondary schools and 64 (32%) were from primary schools across 10 NSW and 6 Victorian schools.

The participating staff mostly identified as Anglo-Celtic (62%). Of the remainder, 26% identified as European, 2% as Aboriginal and Torres Strait Islander, and 6% as other background (e.g. East Asian, South Asian, Middle Eastern). The majority were classroom teachers – 58% of NSW participants and 61% of Victorian participants.

About half (51%) of staff participants had been working in schools for more than 10 years.

Overall student survey findings

Experiences of discrimination

Students from all backgrounds reported some experiences of racial discrimination by peers, by teachers and in society. The proportions of students who had experienced racial discrimination varied across ethnic groups. Students from Aboriginal and Torres Strait Islander and Pacific Islander/Maori backgrounds, and from stigmatised ethnic backgrounds (e.g. South Asian, African, Middle Eastern) reported higher levels of experience of racial discrimination than those from Anglo-Celtic and European groups.

Compared with students from Anglo-Celtic backgrounds, students from all other backgrounds (except European) were at least 2 times more likely to experience racial discrimination. Students from European backgrounds were 1.5 times more likely to experience racial discrimination than students from Anglo-Celtic backgrounds.

More than half (60%) of the student participants reported seeing incidents of racial discrimination (e.g. being left out, teased or treated with less respect by other students; physical violence) by peers against other students.

Overall, students who reported their religion as Hinduism (57%), Islam (53%) or 'other' (56%) reported the highest prevalence of religious discrimination. This compares with students who identified as Buddhist (33%), not knowing their religion (30%), Christian (31%) and having 'no religion' (15%).

Overall, the prevalence of gender discrimination against males and females was 41% and 53%, respectively. Compared with Anglo-Celtic students, South Asian and Southeast Asian students reported a lower prevalence of gender discrimination.

Bystander responses

Overall, participants reported a higher likelihood of identifying with a 'defender' role (proactive role in supporting the victim and trying to stop the bullying) and were least likely to report being an 'assistant' (indicating that they did not join in the bullying).

Racial/ethnic climate of the school setting

Overall, student participants reported positive sentiments of their schools' racial climate. Students' attitudes (across all ethnic groups) about different racial, ethnic and cultural backgrounds were warm. They also reported positive sentiments towards engaging with students from other backgrounds.

Across all groups, students reported low levels of loneliness, high levels of social connectedness and positive perceptions of their peers. Students also reported positive perceptions of empathy among teachers.

Overall, students across all groups reported high levels of self-efficacy to intervene in racial bullying incidents.

Socioemotional development and sleep

Overall, about 23% of student participants were identified as being at risk of a clinically significant socioemotional difficulty. Students from an Aboriginal and Torres Strait Islander background had the highest prevalence (38%) of being at risk of socioemotional difficulties.

Overall, about 30% of student participants did not meet the Sleep Health Foundation recommendation for sleep hours on school days, and 25% did not meet the Sleep Health Foundation recommendation for sleep hours on nonschool days.

Overall staff survey findings

School environment

Overall, staff reported positive accounts of their school climate. Staff participants' attitudes towards different racial, ethnic and cultural backgrounds indicated high levels of warmth.

Overall, staff indicated that they felt skilled and confident in managing racial bullying involving students. Approximately one-quarter of all staff participants agreed or strongly agreed that bullying was a serious problem in their school, and about one-fifth agreed or strongly agreed that racial discrimination was a serious problem in their school. There were differences between NSW and Victoria in staff participants' perception of discrimination in their schools. A lower proportion of NSW staff participants (13%) than Victorian staff participants (35%) reported that staff at their school were treated unfairly by students because of their race, ethnicity, culture or language.

Training and resources

Staff reported mixed perceptions of their education departments' provision of training and resources. A majority (60%) of staff participants in NSW and a minority (32%) in Victoria thought that their education department provided sufficient professional antiracism education. More than one-quarter (28%) of staff participants in NSW and about one-third (34%) in Victoria thought that their education department provided sufficient professional education on intercultural understanding.

Implicit bias

Overall, staff participants showed a slightly stronger association of Middle Eastern names with unpleasant words (compared with pleasant words), and a slightly stronger association of Aboriginal names with unpleasant words (compared with pleasant words).

NSW-only questions relating to awareness of multicultural education and antiracism policies

The majority of staff participants had read the NSW Department of Education's Multicultural Education Policy (63%), and a larger proportion (70%) had read the department's Anti-Racism Policy (70%). A majority (66%) of staff were aware that the Anti-Racism Policy was being implemented in their school, and slightly more than half (51%) were aware that the Multicultural Education Policy was being implemented.

Recommendations

- Attention to reducing experiences of racial discrimination and racism among Australian primary and secondary school students should be a major priority, particularly among Aboriginal and Torres Strait Islander students, students from stigmatised ethnic backgrounds, and students born overseas or with parents born overseas.
- Data should be routinely collected at a population level from students about their experiences of racial discrimination across contexts to monitor change over time, and to inform and evaluate antiracism strategies.
- Data collections should include students' self-reported Aboriginal and Torres Strait Islander background, ethnicity, religion and migration history to allow detailed disaggregation of data to inform action and track progress with regard to experiences of discrimination and school connectedness, as well as for health, wellbeing and academic outcomes.
- This study collected data on students' perceptions of experiences of racial discrimination. Data should also be collected and monitored at systemic and institutional levels, such as through policy and organisational audits.
- High-quality, evidence-based, rigorously tested whole-of-school approaches to addressing racism are a critical priority for Australian education. The second component of SOAR directly addresses this need, and findings will be available in a subsequent report.



Summary of findings

Student survey findings

Profile of participating students

- About half (55%)¹ of the survey sample comprised students identifying as either Anglo-Celtic or European. The second biggest group (almost 22%) comprised students from South, East and Southeast Asia backgrounds. Of the sample, 5% identified as Aboriginal and Torres Strait Islander, 5% as Middle Eastern, 4% as Pacific Islander/Maori,² 3% as African and 1% as Latin American; 5% did not report an ethnic background.
- About 46% of the students reported having no religion, 35% reported being of Christian faith, 5% Islamic faith, 6% Buddhist faith, 2% Hindu faith and 2% other religion; 4% of responses were missing or unknown.
- Overall, just over half the student participants and their parents were born in Australia.

Student experiences of discrimination

Students were asked whether they had experienced direct racial discrimination due to their race, ethnicity or cultural background in three contexts: by peers/other students at their school, by teachers at their school, and in the community/society.

- About one-third of all students reported experiences of racial discrimination by peers (31%) and in society (27%), and just over one-tenth (12%) by teachers.
- Compared with students from Anglo-Celtic backgrounds, students from all other backgrounds (except European) were 2 times more likely to experience some form of discrimination at least once.

- Students who were born overseas were 2.6 times more likely to experience some form of discrimination at least once as students who were born in Australia, and who had both parents born in Australia.
- Students who were born overseas reported 2 times more experiences of racial discrimination than students born in Australia.
- Students from Aboriginal and Torres Strait Islander backgrounds reported less racial discrimination than students from stigmatised migrant backgrounds. This may reflect greater habituation, desensitisation and normalisation of experiences of racial discrimination, rather than a lower overall burden of racism.

Vicarious racial discrimination

Vicarious discrimination is defined as indirect exposure to racial discrimination, such as seeing racism directed at friends, family and strangers. Students were asked whether they had witnessed other students being treated unfairly, by either their peers or teachers, because of their racial, ethnic or cultural background.

- More than half (60%) of the participants reported seeing other students being racially discriminated against by their peers. This included being left out, teased or treated with less respect by other students. Students from South Asian backgrounds (74%) and African backgrounds (68%) reported witnessing the highest levels of racial discrimination being directed towards students by other students.
- Nearly half (43%) of students reported seeing incidents of racial discrimination directed towards other students by teachers. The highest levels of vicarious racism were reported by students from Pacific Islander/Maori backgrounds (71%).

Religious discrimination

Students were asked whether they had experienced discrimination on the grounds of their religion across three contexts: by peers/other students at their school, by teachers at their school, and in the community/society.

- Overall, students who reported their religion as Hinduism, Islam or 'other' reported the highest prevalence of religious discrimination.
- Students who were born overseas and students born in Australia with at least one parent born overseas reported higher levels of experience of religious discrimination (37% and 30%, respectively) than students born in Australia and with both parents born in Australia.

Bystander responses

Students were asked about how they behaved in racial bullying situations according to three roles: as 'assistant' of the bully (actively reinforcing), 'defender' of the victim (supporting and consoling the victim, and/or actively trying to stop the bullying) and 'outsider' (staying outside the bullying situation).

- Overall, students scored highly on the defender role, indicating that they were proactive in supporting the victim and trying to stop the racial bullying. Students scored very low on the assistant role, indicating that they did not join in the racial bullying. Students had a medium score on the outsider role, indicating that they tried to stay away from the racial bullying.
- Student participants indicated that they had taken action to support the victim in a racial bullying situation. Of students reporting defender action, 60% stated that they tried to make others stop the bullying most of the time or always.
- A small proportion (about 7–8%) of the students said that they laughed or joined in the racial bullying most of the time or always. About 12% of student participants said that they did not do anything in racial bullying situations most of the time or always.

Attitudes about different racial, ethnic and cultural backgrounds

Students were asked their opinions about six different racial, ethnic and cultural groups (Anglo-Celtic, East/Southeast Asian, South Asian, Aboriginal/Indigenous, African, Middle Eastern/North African).

- Overall, students' attitudes (across all ethnic groups) about different racial, ethnic and cultural backgrounds were warm. On a scale from 4 (least warm) to 16 (warmest), all groups reported an average level of at least 11.

Self-efficacy to intervene

Students were asked how confident they would be to intervene in a situation in which another student was being treated unfairly. Overall, students across all ethnic groups reported high levels of self-efficacy to intervene in racial bullying incidents. On a scale from 3 (lowest self-efficacy) to 15 (highest self-efficacy), all groups reported an average level of more than 10.

Loneliness and social connectedness at school

Students were asked questions relating to their feelings of loneliness and social connectedness. Across all ethnic groups, students reported low levels of loneliness (7% of the students said that they had nobody to talk to) and high levels of social connectedness (78% of the students reported that they had lots of friends).

Teacher empathy

Students were asked about their perceptions of the extent to which teachers listened and understood their needs and assisted with student learning. Students reported positive perceptions of empathy among teachers. A large proportion (63%) of students responded that they strongly agreed or agreed with the statement 'My teachers are good at dealing with racism when it happens'.

Peer prosocial norms

This section asked students about perceptions of their peers' behaviour towards other students. Students reported positive perceptions of their peers: about 58% of the student participants said that most or almost all of the students at their school cared about other people's feelings.

Interracial climate

This section assessed students' perceptions of whether the school environment is welcoming to students of different racial, ethnic and cultural backgrounds. Overall, students reported positive sentiments of their schools' racial climate: 78% reported that 'Students are able to make friends with students from different racial/ethnic/cultural backgrounds'. However, 11% of students agreed or strongly agreed that their friends would think badly of them if they ate lunch with a student of a different racial, ethnic or cultural background.

Engagement and valuing contact with people from other racial, ethnic and cultural backgrounds

Overall, students reported positive sentiments towards engaging with students from other backgrounds. The majority (77%) of the student participants agreed or strongly agreed that they learnt new things when they were with people from other racial, ethnic and cultural backgrounds. A large proportion (75%) indicated that they liked meeting and getting to know people from other racial, ethnic and cultural backgrounds.

Socioemotional development and sleep

Overall, about 23% of student participants were identified as being at risk of a clinically significant socioemotional difficulty. Students from an Aboriginal and Torres Strait Islander background had the highest prevalence (38%) of being at risk of socioemotional difficulties.

Overall, about 30% of the students did not meet the Sleep Health Foundation recommendation for sleep hours on school days, and 25% did not meet the Sleep Health Foundation recommendation for sleep hours on nonschool

days. Frequency of waking during sleep time varied by ethnicity. For example, students from Aboriginal and Torres Strait Islander backgrounds (35%) and students from Pacific Islander/Maori backgrounds (46%) had higher proportions of waking during sleep time; students from South Asian backgrounds (11%) had the lowest proportion of waking during sleep time.

Staff survey findings

Profile of participating staff

The participating staff mostly identified as Anglo-Celtic (62%). Of the remainder, 26% identified as European, 2% as Aboriginal and Torres Strait Islander, and 6% as other background (e.g. East Asian, South Asian, Middle Eastern). The majority were classroom teachers – 58% of NSW participants and 61% of Victorian participants. About half (51%) of staff participants had been working in schools for more than 10 years.

Staff perceptions of their training and available resources

Staff reported mixed perceptions of their education departments' provision of training and resources. A large proportion (60%) of staff participants in NSW and 32% in Victoria thought that their education department provided sufficient professional antiracism education. Approximately one-quarter (28%) of staff participants in NSW and one-third (34%) in Victoria thought that their education department provided sufficient professional education on intercultural understanding.

Staff perceptions of school climate

Overall, staff reported positive accounts of their school climate. A majority (91%) reported that teachers at their school build strong relationships with students, and 85% reported that staff get along well with parents from different racial, ethnic or cultural backgrounds. Just over half (56%) reported that teachers' cultural backgrounds are valued and recognised within the school (72% of staff participants in NSW and 45% of staff participants in Victoria).

Bullying and harassment at school

One-quarter (25%) of all staff participants agreed or strongly agreed that bullying was a serious problem in their school, and 19% agreed or strongly agreed that racial discrimination was a serious problem in their school. Moreover, almost one-quarter (21%) of staff participants agreed or strongly agreed that there were inadequate policies, practices and processes in place to address race-based discrimination in their school (15% of NSW staff participants and 21% of Victorian staff participants).

Discrimination at school

Staff in NSW and Victoria differed in their perception of discrimination in their schools – about 13% of NSW participants and 35% of Victorian participants reported that staff at their school were treated unfairly by students because of their race, ethnicity, culture or language. About 39% of staff participants from NSW and 41% of staff participants from Victoria reported that students at their school were treated unfairly by other students because of their race, ethnicity, culture or language.

Personal self-efficacy in behavioural management

Overall, staff indicated that they felt skilled and confident in managing racial bullying involving students. A large proportion (about 77%) reported that they can successfully handle situations of racial bullying among students.

Diversity beliefs

Staff participants were asked to rate their feelings towards nine different racial, ethnic or cultural groups using a 'Warmth Thermometer Scale' for each group. The possible range was 1 ('Very cold') to 7 ('Very warm'). Scores for all groups were more than 6, indicating high levels of warmth towards all nine groups.

Implicit Association Test

In this measure of the strength of a person's automatic association between concepts (e.g. categorise 'white' and 'black' with an attribute 'good' or 'bad'), staff participants showed a slightly stronger association of Middle Eastern names with unpleasant words (compared with pleasant words), and a slightly stronger association of Aboriginal names with unpleasant words (compared with pleasant words).

NSW only – Anti-Racism Contact Officers

The following points relate to questions provided to NSW school staff only, because they relate to a specific program that involves the employment of Anti-Racism Contact Officers (ARCOs) in schools in that state.

- The majority of staff participants had read the NSW Department of Education's Multicultural Education Policy (63%) and NSW Anti-Racism Policy (70%). A majority (66%) of staff were aware that the Anti-Racism Policy was being implemented in their school, and slightly more than half (51%) were aware that the Multicultural Education Policy was being implemented.
- Nearly one-third (33%) of staff agreed or strongly agreed that their school's ARCO is active in promoting awareness and understanding about antiracism, compared with 20% who disagreed or strongly disagreed. However, 46% of respondents neither agreed nor disagreed, or did not answer the question.



1 Background

Racism and racial bullying are pressing issues in the lives of many Australian children and young people, especially at school. Since childhood and adolescence are formative periods for future attitudes and behaviour, reducing racism and promoting diversity at this critical time through school-based programs can have lasting impacts.

The Speak Out Against Racism (SOAR) project, for the first time, provides a large-scale population-representative study on experiences and attitudes to racism and racial bullying, and on bystander responses to racism and racial bullying, among Australian school students.

This project aims to reduce racism by encouraging bystander action within schools. Bystander antiracism is defined as action that someone takes in response to witnessing racism, such as reporting the incident to an authority figure, seeking the help of others, comforting or supporting the target, or interrupting or distracting the perpetrator. Bystander antiracism action and education aim to minimise the physical, psychological and social harms that result from racism and potentially prevent or reduce racism.

SOAR consists of two components:

- a population-representative survey on the opinions, experiences and behaviour of year 5–9 students in New South Wales (NSW) and Victorian schools, and their teachers, in relation to racism and racial bullying, prosocial behaviour, bystander responses, health and wellbeing, and school connectedness
- piloting and evaluation of a school-based bystander intervention program to encourage students and teachers to act when they witness racism or racial bullying.

This report presents findings of SOAR's first component.

SOAR is funded by the Australian Research Council, the NSW Department of Education, and the Victorian Department of Education and Training. Project partners are the NSW and Victorian education departments, and the Australian Human Rights Commission. SOAR was conducted by a team of researchers from the Australian National University, Western Sydney University, Deakin University, the University of Technology Sydney and the University of Melbourne.

2 Methods

2.1 Student survey

2.1.1 Sample selection

The SOAR project is a collaborative study on racism and racial bullying in Australian schools. The study required the random selection of government schools in NSW and Victoria, with an oversampling of schools with higher proportions of Aboriginal and Torres Strait Islander students. The respective jurisdictions provided a list of government schools ($n = 1956$ in NSW, $n = 1520$ in Victoria) to choose from, along with a range of demographic and school profile data summarising school characteristics, including the following:

- school type (e.g. kindergarten to year 6, year 7 to year 12, primary, secondary)
- school region and remoteness
- total number of students
- estimated numbers of students with an Aboriginal and Torres Strait Islander background or language background other than English (LBOTE) students
- student family Occupation and Education Index category.

Schools were classified into tertiles (low, medium or high) based on their number of Aboriginal and Torres Strait Islander and LBOTE students, and then assigned to one of nine selection strata:

- low Aboriginal and Torres Strait Islander, low LBOTE
- low Aboriginal and Torres Strait Islander, medium LBOTE
- low Aboriginal and Torres Strait Islander, high LBOTE
- medium Aboriginal and Torres Strait Islander, low LBOTE
- medium Aboriginal and Torres Strait Islander, medium LBOTE
- medium Aboriginal and Torres Strait Islander, high LBOTE

- high Aboriginal and Torres Strait Islander, low LBOTE
- high Aboriginal and Torres Strait Islander, medium LBOTE
- high Aboriginal and Torres Strait Islander, high LBOTE.

Published counts of students by year level (CESE 2015, DET 2016) were then used to estimate the number of in-scope students at each school. A selection probability was assigned to each school based on the assumption that 10% of selected schools in each state would consent to take part in the study and that 50% of in-scope students at participating schools would complete a survey. The selection probabilities of high-Aboriginal and Torres Strait Islander schools were then boosted by a factor of 4, given the particular focus of the study.

The method for sampling was ‘balanced stratification’ (Tillé 2016, Tillé & Matei 2016), based on the derived strata and balanced on the available school characteristics. Incorporating ‘balance’ variables in the selection process ensures that the final selected sample is representative of the overall school population without having to stratify explicitly by a large number of variables.

A lower than anticipated consent rate among schools meant that the selection process was repeated twice for each state. The final sample consisted of 234 NSW schools and 232 Victorian schools to be approached for the study. The sample selection was carried out using the statistical computing program R (R Core Team 2016).

2.1.2 Weighting

Ideally, a selected sample should be a representative subset of the population it came from. However, this is not the case in many surveys. One of the problems is oversampling and undersampling of certain groups at a higher rate

than others. This may be due to the study design or self-selection problems (e.g. some people may be more or less likely to participate in surveys). For this reason, weights are commonly used to ensure that estimates from survey data are as representative as possible of the population of interest.

To ensure that estimates made from the SOAR data are as representative as possible of NSW and Victorian school students in years 5–9, we used a weighting approach to overcome the oversampling and undersampling of some groups in our sample. Those in an undersampled group were assigned a weight larger than 1, and those in an oversampled group were assigned a weight smaller than 1. Weights were calculated for each responding student using the raking weighting method (Lumley 2017) implemented in statistical program R (R Core Team 2016).

The approach to deriving weights consisted of the following steps:

1. A design weight was assigned for each respondent as the inverse of their chance of being selected to take part in the survey. The inclusion probabilities from each round of selections were accumulated so that a final selection probability could be assigned to each responding student, and the inverse served as their design weight.

2. The base weights were adjusted so that the relative frequencies of selected key characteristics among respondents matched the population frequencies. The characteristics for which the adjustments were carried out were those involved in the selection process – Aboriginal and Torres Strait Islander tercile, LBOTE tercile, Occupation and Education Index category, and part of state (metropolitan, versus rest of state). The population relative frequencies are shown in Table 1.

For more details on weighting of sample surveys, refer to Valliant et al. (2013).

2.1.3 Data collection

Data were collected in May–August 2017 among school students in years 5–9 and their school staff in NSW and Victoria. In total, 4664 primary and secondary school students completed the SOAR survey: 2081 in NSW and 2583 in Victoria. This was across 6 primary and 5 high schools in NSW, and 9 primary and 3 high schools in Victoria, a total of 23 schools.

Student surveys asked participants about:

- personal characteristics (e.g. age, gender, school year, ethnicity)
- direct experiences of racism at school and in the community

Table 1 Population benchmarks used for weighting, by state

Weighting variable	Characteristic	NSW population, 2015 (%)	Victorian population, 2016 (%)
Aboriginal and Torres Strait Islander	No	93.3	98.0
	Yes	6.7	2.0
Language background other than English	No	66.9	72.1
	Yes	33.1	27.9
Metropolitan	No	23.4	25.5
	Yes	76.6	74.5
Occupation and Education Index category	1	33.7	31.2
	2	24.0	25.5
	3	23.7	22.1
	4	18.5	21.2
Total students		738 038	563 027

- vicarious experiences of racism at school (witnessing experiences of racism among other students)
- experiences of religious and gender discrimination
- racial/ethnic attitudes
- bystander responses to racism
- self-efficacy to intervene in racial bullying situations
- school connectedness and school climate
- teacher empathy
- peer prosocial norms
- interracial climate
- social and emotional wellbeing
- sleep.

School-level reports on student survey data results were sent to participating Victorian schools in December 2017 and to NSW schools in 2019.

2.2 Staff survey

2.2.1 Sample selection

Following collection of the SOAR student survey data, staff (both teaching and nonteaching) from the schools involved (except from one school from Victoria that declined) were invited to participate in the SOAR staff survey.

2.2.2 Data collection

Staff from participating schools were sent an online survey link and asked to complete the SOAR staff survey by 24 October 2017. The survey took approximately 20 minutes. In total, 202 staff participants ($n = 88$ in NSW, $n = 114$ in Victoria) across 10 NSW and 6 Victorian schools completed the survey. Of the 202 staff participants who completed the survey, 138 (68%) were from secondary schools and 64 (32%) were from primary schools.

The SOAR survey documented staff observations in relation to bullying and discrimination, as well as their school climate. The survey asked school staff about:

- their role in the school, and their teaching background, qualifications and experience (where relevant)
- personal characteristics (e.g. age, gender, ethnicity)
- awareness of multicultural education policies
- school climate in general
- school climate with regard to bullying and harassment
- experiences of discrimination
- personal self-efficacy in behavioural management
- diversity beliefs
- unconscious bias with terms relating to ethnicity (Implicit Association Test).³

This report provides an overview of descriptive data on student and staff experiences and attitudes regarding racism and racial bullying at school, social and emotional wellbeing, and the school environment.

Student survey findings are presented in Section 3, followed by staff survey findings (Section 4).

3 Student survey results

3.1 Demographic characteristics of study sample (weighted)

Since population weights were applied to the data collected, estimates are provided with a 95% confidence interval – this provides a range of values that has a 95% probability of containing the actual value. The 95% refers to how often the confidence interval computed from very many studies would contain the true value if all the assumptions used to compute the intervals were correct (Greenland et al. 2016). The width of the confidence interval relates to the differing sample sizes for each indicator. In general, a wider confidence interval reflects less certainty in the estimate for that indicator. If the confidence intervals of the groups do not overlap, this suggests that there is evidence of a difference in the measure between the groups. If the 95% confidence interval for a prevalence relative risk includes 1, there is insufficient evidence to conclude that there is a difference between the groups. All student survey data in this report are weighted. Unweighted demographic data are presented in Appendix A.

3.1.1 Demographics

Students were asked questions relating to their age, gender, school year level, religion, language spoken at home and physical condition (see Appendix B for full details of the questions used in the survey). Table 2 presents a summary of the student sample.

- About 52% of the total student sample were female and 48% were male.
- More participants were from primary schools (60%) than secondary schools (40%).
- About 35% of the students reported having a Christian faith, 5% Islamic faith, 6% Buddhist faith, 2% Hindu faith, 46% no religion and 2% other religion; 4% of responses were missing or unknown.

- About 69% of the student participants only spoke English at home.

3.1.2 Ethnicity

Students were asked to self-report their own racial/ethnic background, with the option of selecting multiple categories (see Appendix B for wording of the question used in the survey). Following international approaches (Mays et al. 2003, IOM 2009, Cormack & Robson 2010), these self-reported ethnicity data were coded in two ways – total response and prioritisation – to capture greater nuance than is possible with only one coding approach. The two methods are described below.

Total response

This approach counts individuals in each of their reported ethnic groups. For example, an individual who selects Anglo-Celtic, Southeast Asian and Indigenous is counted once in the Anglo-Celtic category, once in the Southeast Asian category and once in the Indigenous category. Using total response methods, the number of grouped total responses will be greater than the total population, because individuals can provide more than one response.

A limitation of the total response approach to classifying ethnicity is that ethnic groups are not mutually exclusive. This makes some types of statistical analyses and direct comparisons of health outcomes between ethnic groups more difficult. To address this issue, a prioritisation approach is used.

Prioritisation

This approach counts individuals in mutually exclusive categories. As a result, the total number of responses equals the total number of individuals who stated their ethnicity. When an individual identifies as having multiple ethnicities, they are assigned a prioritised ethnicity based

Table 2 Characteristics of student sample

Category	Characteristic	New South Wales, % (95% CI)	Victoria, % (95% CI)	Total, % (95% CI)
Age	Primary school (8–13 years)	84.63 (65.96, 93.99)	83.66 (61.71, 94.21)	84.21 (71.02, 92.07)
	Secondary school (14–17 years)	15.37 (6.01, 34.04)	16.33 (5.79, 38.29)	15.79 (7.93, 28.98)
Gender	Female	51.60 (46.61, 56.55)	51.74 (47.85, 55.60)	51.66 (48.38, 54.93)
	Male	48.40 (43.45, 53.39)	48.26 (44.40, 52.15)	48.34 (45.07, 51.62)
School grade/ year level	Year 5	28.39 (13.25, 50.71)	36.70 (20.45, 56.65)	31.98 (20.04, 46.86)
	Year 6	28.03 (12.27, 52.03)	28.72 (14.89, 48.14)	28.33 (16.66, 43.87)
	Year 7	14.54 (5.79, 32.01)	11.01 (4.00, 26.87)	13.01 (6.60, 24.04)
	Year 8	15.70 (5.95, 35.40)	12.09 (4.34, 29.43)	14.14 (6.97, 26.55)
	Year 9	13.35 (13.34, 30.92)	11.49 (4.17, 27.92)	12.54 (6.21, 23.69)
Religion	Christianity	40.50 (31.08, 50.68)	28.58 (24.04, 33.59)	35.34 (28.71, 42.59)
	Islam	5.60 (2.87, 10.64)	4.05 (1.87, 8.53)	4.93 (2.95, 8.12)
	Buddhism	8.97 (1.64, 36.85)	2.60 (1.51, 4.44)	6.21 (1.49, 22.49)
	Hinduism	2.32 (0.57, 8.90)	2.64 (1.06, 6.45)	2.46 (1.05, 5.65)
	No religion	36.84 (21.71, 55.09)	56.91 (46.96, 66.34)	45.53 (33.29, 58.33)
	Other religion ^a	1.43 (0.76, 2.66)	2.11 (0.95, 4.66)	1.73 (1.03, 2.87)
	Don't know/missing	4.33 (3.18, 5.87)	3.10 (2.11, 4.55)	3.80 (2.91, 4.94)
Language spoken at home	English only	66.95 (46.41, 82.57)	72.12 (60.25, 81.53)	69.18 (56.14, 79.75)
	Language other than English ^b	33.05 (17.43, 53.59)	27.88 (18.47, 39.75)	30.82 (20.25, 43.86)
Physical health condition (e.g. physical disability, long- term illness)	No	84.69 (82.24, 86.86)	83.42 (80.85, 85.71)	84.14 (82.28, 85.84)
	Yes	15.31 (13.14, 17.76)	16.58 (14.29, 19.15)	15.85 (14.16, 17.72)
School location	Major cities	76.60 (34.98, 95.22)	80.12 (42.65, 95.62)	78.12 (50.03, 92.72)
	Inner regional	23.40 (4.78, 65.02)	19.88 (4.38, 57.35)	21.88 (7.28, 49.97)

CI = confidence interval

a Full details are available in Appendix C.

b Full details are available in Appendix D.

on the level of stigmatisation and inequality these groups experience. The prioritisation approach is commonly used in international research on ethnic inequalities and for national data collections (e.g. censuses). The method allows comparison of ethnic groups over time and between different sources. In social inequality research, a particular ethnic group is often the

reference group for the analyses, generating meaningful statistics (Cormack & Robson 2010).

In this study, the order of prioritisation was based on previously published Australian studies (Markus 2016, Priest et al. 2016, Harnois & Bastos 2018), as well as analysis of the current data. Prioritisation was assigned in the following order: Indigenous, Pacific/Maori, Middle Eastern,

African, South Asian, East Asian, Southeast Asian, European and Anglo-Celtic. For example, a participant who reported their ethnicities as Anglo-Celtic, Southeast Asian and Indigenous is counted as Indigenous. Indigenous people were given first priority to recognise their place as First Nations people and to take into account undercounts of Indigenous people in data collections. We conducted sensitivity analysis by prioritising different groups to ensure that results did not differ meaningfully (e.g. Middle Eastern before African, African before Middle Eastern). Northwestern and southwestern European groups were combined because there were no meaningful differences in prevalence of key variables (e.g. socioemotional wellbeing, loneliness, sleep) between these groups.

In this report, the prioritisation ethnicity variable is used to compare students' discrimination experience, and outcome measures such as loneliness, socioemotional development and sleep. The proportions of students in each ethnic group were very similar using the two methods of ethnicity classification, except for the Anglo-Celtic group. This is to be expected because the Anglo-Celtic group, being the dominant ethnic group in Australia, includes a number of respondents who also identify as being from another background using the total response method. This means that using this Anglo-Celtic group classification to estimate ethnic inequalities can underestimate differences, since the group will also include those identifying with stigmatised ethnic backgrounds.

The results are in Table 3. (Note that students also reported their perception of how their peers identified their racial/ethnic background – that is, their socially ascribed ethnicity – using the same categories for self-reported ethnicity. Results are provided in Table A.3 in Appendix A).

- When prioritised, approximately 55% of the total sample comprised students identifying as either Anglo-Celtic or European. The second biggest group was South/East/Southeast Asian, comprising almost 22% of the total sample. Other ethnic minority groups include Aboriginal and Torres Strait Islander (5%), Middle Eastern (5%), Pacific Islander/Maori (4%), African (3%) and Latin American (1%); 5% did not report an ethnic background.

- Overall, about 10% of the total student sample who self-identified as Anglo-Celtic also self-identified with other ethnic groups.

Note that the ethnic group category 'Latin American' has a very small number of students; therefore, it has been removed from the analyses, where appropriate (as a result of unstable estimates), in the following sections. However, the findings for Latin American participants are provided in Appendix E.

3.1.3 Mother, father and student country of birth

Students were asked about their parents' country of birth, as well as their own country of birth (Table 4). We categorised country of birth as 'born in Australia' or 'born overseas'. A composite variable of parents' and child's country of birth was created. More details on student and parents' country of birth are available in Appendix F.

- Overall, just over half of the student participants and their parents were born in Australia.
- About one-third of the student participants were born in Australia and had one or both parents born overseas.
- Approximately half (49%) of the student participants were either born overseas or had one or both parents born overseas. This is consistent with Australian Bureau of Statistics data for the general population (ABS 2017).
- The proportion of student participants who were born overseas was higher in Victoria (21%) than in NSW (14%).

3.1.4 Cross-tabulation of self-reported ethnicity, by country of birth

Table 5 shows the proportion of students (NSW and Victoria combined) and their parents who were born overseas or in Australia for each self-reported ethnicity category determined using the prioritisation approach.

- The highest proportion of participants born overseas in any one self-reported ethnicity category is South Asian (56%), followed by African (52%).

Table 3 Self-reported ethnicity of student sample: total response and prioritisation approaches

Ethnicity	New South Wales, % (95% CI)	Victoria, % (95% CI)	Total, % (95% CI)
Total response			
Aboriginal and Torres Strait Islander	6.70 (3.14, 13.72)	2.01 (1.01, 3.96)	4.67 (2.45, 8.71)
Pacific Islander	3.81 (1.92, 7.42)	3.27 (1.33, 7.82)	3.58 (2.06, 6.14)
Maori	0.40 (0.10, 1.65)	0.27 (0.08, 0.90)	0.35 (0.12, 0.97)
Middle Eastern	7.49 (3.88, 13.95)	3.21 (1.89, 5.40)	5.63 (3.23, 9.64)
African	3.10 (2.01, 4.74)	3.77 (2.32, 6.07)	3.39 (2.43, 4.71)
Latin American	1.20 (0.50, 3.18)	0.60 (0.25, 1.47)	0.98 (0.45, 2.12)
South Asian	4.43 (1.89, 10.01)	7.77 (3.74, 15.42)	5.87 (3.41, 9.93)
East Asian	10.44 (5.07, 20.26)	5.55 (2.21, 13.26)	8.32 (4.44, 15.08)
Southeast Asian	12.55 (2.83, 41.39)	6.45 (3.87, 10.57)	9.91 (3.35, 25.86)
Northern/Western/Eastern European	9.56 (7.07, 12.80)	10.20 (8.08, 12.8)	9.84 (8.08, 11.92)
Southern European	6.99 (4.05, 11.78)	11.71 (9.07, 14.99)	9.03 (6.62, 12.21)
Anglo-Celtic	45.35 (25.82, 66.43)	54.46 (43.84, 64.68)	49.29 (36.00, 62.69)
Missing/unknown	4.68 (3.84, 5.68)	5.58 (4.10, 7.55)	5.07 (4.18, 6.13)
Prioritisation			
Aboriginal and Torres Strait Islander	6.70 (3.14, 13.72)	2.01 (1.01, 3.96)	4.67 (2.45, 8.71)
Pacific Islander/Maori	3.95 (1.75, 8.69)	3.35 (1.35, 8.07)	3.69 (1.99, 6.74)
Middle Eastern	7.33 (3.82, 13.64)	3.14 (1.85, 5.29)	5.52 (3.17, 9.43)
African	2.88 (1.75, 4.71)	3.60 (2.12, 6.05)	3.19 (2.20, 4.61)
Latin American	1.27 (0.51, 3.14)	0.84 (0.39, 1.81)	1.09 (0.55, 2.15)
South Asian	4.25 (1.73, 10.09)	7.10 (3.44, 14.08)	5.48 (3.15, 9.39)
East Asian	9.55 (4.73, 18.32)	5.32 (2.06, 13.06)	7.72 (4.17, 13.84)
Southeast Asian	10.90 (2.54, 36.43)	5.80 (3.45, 9.59)	8.69 (3.03, 22.50)
European	12.42 (8.49, 17.81)	19.21 (15.36, 23.76)	15.36 (11.95, 19.51)
Anglo-Celtic	36.08 (19.38, 56.99)	44.07 (35.43, 53.09)	39.54 (28.05, 52.31)
Missing	4.68 (3.84, 5.68)	5.56 (4.09, 7.51)	5.06 (4.17, 6.12)

CI = confidence interval

Table 4 Students' and parents' country of birth

Response	New South Wales, % (95% CI)	Victoria, % (95% CI)	Total, % (95% CI)
Student and both parents born in Australia	46.74 (24.86, 69.95)	57.02 (43.53, 69.55)	51.17 (35.85, 66.28)
Student born in Australia and at least one parent born overseas	39.25 (22.33, 59.21)	21.61 (16.57, 27.68)	31.65 (20.24, 45.79)
Student born overseas (parents born in Australia or overseas)	14.01 (8.75, 21.68)	21.37 (13.44, 32.23)	17.18 (12.30, 23.48)

CI = confidence interval

Note: Students with unknown or missing parent country of birth were not included.

Table 5 Student and parental place of birth, by students' self-reported ethnicity

Ethnicity (prioritisation approach)	Student and both parents born in Australia, % (95% CI)	Student born in Australia and at least one parent born overseas, % (95% CI)	Student born overseas (parents born in Australia or overseas), % (95% CI)
Aboriginal and Torres Strait Islander	78.73 (62.30, 89.24)	15.93 (8.95, 26.76)	5.34 (1.65, 15.90)
Pacific Islander/Maori	5.04 (1.52, 15.45)	63.67 (32.07, 86.68)	31.29 (11.09, 62.45)
Middle Eastern	11.94 (5.45, 24.21)	51.94 (40.24, 63.44)	36.11 (24.17, 50.07)
African	15.67 (6.92, 31.74)	32.94 (19.92, 48.44)	51.76 (37.62, 65.58)
Latin American	12.27 (3.32, 36.32)	71.91 (35.34, 92.30)	15.82 (4.95, 40.41)
South Asian	4.21 (1.65, 10.31)	40.26 (26.37, 55.90)	55.53 (41.75, 68.51)
East Asian	7.52 (4.01, 13.68)	56.87 (37.64, 74.22)	35.61 (20.24, 54.66)
Southeast Asian	4.39 (2.60, 7.33)	65.37 (41.79, 83.23)	30.23 (13.52, 54.57)
European	61.05 (53.22, 68.34)	29.30 (24.19, 34.99)	9.65 (6.63, 13.85)
Anglo-Celtic	77.59 (71.05, 83.01)	18.48 (13.84, 24.22)	3.93 (2.66, 5.78)
Missing	61.02 (39.76, 78.78)	24.65 (16.88, 34.52)	14.33 (4.84, 35.49)

CI = confidence interval

- About 5% of student participants self-identifying as Aboriginal and Torres Strait Islander were born overseas. The majority of these students were born in New Zealand.

3.1.5 Cross-tabulation of self-reported ethnicity, by language spoken at home

Table 6 shows the proportion of students (NSW and Victoria combined) who speak a language other than English for each self-reported ethnicity category determined using the prioritisation approach.

- The category with the highest proportion of participants who speak a language other than English was South Asian (82%), followed by East Asian (79%) and Middle Eastern (77%).
- Only 2% of the student participants who identified as Anglo-Celtic spoke a language other than English (Spanish, Vietnamese or Samoan).
- The most commonly used languages other than English were Mandarin (3%), Arabic (3%) and Vietnamese (3%) (see Appendix D).

Table 6 Proportion of students who speak a language other than English at home, by self-reported ethnicity

Ethnicity (prioritisation approach)	English only, % (95% CI)	Language other than English, % (95% CI)
Aboriginal and Torres Strait Islander	84.48 (67.73, 93.39)	15.52 (6.61, 32.27)
Pacific Islander/Maori	58.28 (39.59, 74.86)	41.72 (25.14, 60.41)
Middle Eastern	23.20 (14.02, 35.89)	76.80 (64.11, 85.98)
African	60.39 (44.63, 74.25)	39.61 (25.75, 55.37)
Latin American	37.11 (25.58, 50.33)	62.89 (49.67, 74.42)
South Asian	17.83 (8.76, 32.90)	82.17 (67.10, 74.42)
East Asian	21.15 (15.34, 28.42)	78.85 (71.58, 84.66)
Southeast Asian	35.43 (29.44, 41.91)	64.57 (58.09, 70.56)
European	70.18 (62.30, 77.03)	29.82 (22.97, 37.70)
Anglo-Celtic	97.98 (96.76, 98.75)	2.02 (1.25, 3.24)
Missing	84.55 (76.43, 90.15)	15.50 (9.85, 23.57)

CI = confidence interval

3.1.6 Cross-tabulation of self-reported ethnicity, by religion

Student's religious affiliations or identities by self-reported ethnicity, determined using the prioritisation approach, are shown in Table 7.

- More than half of Anglo-Celtic (65%) and Aboriginal and Torres Strait Islander (55%) students reported no religious affiliation. Almost half of European students also reported no religion (48%).
- More than half of Pacific Islander/Maori (60%) and African (57%) students reported Christianity as their religion. Almost half of European students reported Christianity as their religion (48%).
- More than half of the student participants who identified as Middle Eastern reported Islam as their religion (53%).

Table 7 Students' religious affiliation/identity, by self-reported ethnicity

Ethnicity (prioritisation approach)	Christianity, % (95% CI)	Islam, % (95% CI)	Buddhism, % (95% CI)	Hinduism, % (95% CI)	No religion, % (95% CI)	Other religion, % (95% CI)	Missing, % (95% CI)	Total, %
Aboriginal and Torres Strait Islander	36.46 (26.07, 48.29)	0.25 (0.00, 0.96)	1.99 (0.39, 9.47)	0.10 (0.01, 0.90)	54.83 (40.77, 68.16)	1.15 (0.26, 5.00)	5.22 (2.79, 9.56)	100.00
Pacific Islander/Maori	59.96 (47.16, 71.53)	3.45 (0.74, 14.62)	1.28 (0.23, 6.76)	1.32 (0.31, 5.44)	24.29 (16.82, 33.73)	8.41 (2.51, 24.63)	1.29 (0.31, 5.16)	100.00
Middle Eastern	30.72 (10.82, 61.83)	53.08 (28.73, 76.04)	0.25 (0.04, 1.36)	0.00 (0.00, 0.00)	5.63 (2.78, 11.05)	4.75 (2.19, 10.02)	5.58 (1.91, 15.2)	100.00
African	57.11 (46.33, 67.26)	11.25 (4.25, 26.59)	1.09 (0.12, 8.93)	2.44 (0.27, 18.56)	25.91 (17.32, 36.87)	1.41 (0.53, 3.71)	0.78 (0.25, 2.44)	100.00
South Asian	17.29 (12.24, 23.87)	18.29 (9.41, 32.54)	6.32 (2.20, 16.83)	37.85 (22.30, 56.37)	8.27 (3.90, 16.70)	9.06 (4.80, 16.44)	2.93 (0.6, 13.02)	100.00
East Asian	35.21 (21.20, 52.33)	0.34 (0.00, 2.84)	20.14 (7.06, 45.56)	0.00 (0.00, 0.00)	37.89 (27.08, 50.06)	0.27 (0.06, 1.24)	6.12 (1.81, 18.76)	100.00
Southeast Asian	34.46 (13.33, 64.26)	2.28 (1.23, 4.18)	44.77 (19.58, 72.96)	0.22 (0.04, 1.28)	16.23 (12.20, 21.25)	0.85 (0.31, 2.27)	1.20 (0.66, 2.18)	100.00
European	48.16 (33.19, 40.01)	0.41 (0.13, 1.31)	0.35 (0.00, 1.99)	0.08 (0.01, 0.45)	47.72 (34.02, 61.77)	0.06 (0.01, 0.45)	3.22 (2.04, 5.04)	100.00
Anglo-Celtic	31.49 (24.06, 40.01)	0.11 (0.00, 0.74)	0.34 (0.12, 0.97)	0.53 (0.08, 3.37)	64.79 (55.53, 73.06)	0.64 (0.34, 5.91)	2.10 (1.11, 3.91)	100.00
Missing	20.90 (15.23, 27.99)	2.71 (0.43, 15.33)	0.88 (1.49, 22.49)	0.19 (0.02, 1.52)	51.78 (35.71, 67.48)	1.46 (1.03, 2.88)	22.07 (13.10, 34.73)	100.00

CI = confidence interval

3.2 Racial discrimination

3.2.1 Direct racial discrimination

Students were asked about their experiences of discrimination across three potential sources: peers/other students (four items), school/teachers (three items) and community/society (five items). Students were asked whether they had experienced particular situations of discrimination due to their race, ethnicity or cultural background. Responses for each item were: 'This did not happen to me', 'Once or twice', 'Every few weeks', 'About once a week' or 'Several times a week or more'. A binary response ('This happened to me' and 'This did not happen to me') was created for each item. Students who answered 'This happened to me' to any of the four items related to peer discrimination were considered as 'having ever experienced peer discrimination'.

The results in Tables 8 and 9 indicate the proportion of students who have ever experienced discrimination of the type described in each item.

Sources and items of direct racial discrimination, by state (Table 8)

- Overall, about 31% of students had experienced racial discrimination by peers, 12% by teachers and 27% in society.
- It is important to note that 69% of students had never experienced racial discrimination by peers, 88% had never experienced racial discrimination by teachers and 73% had never experienced racial discrimination in society.

Sources and items of racial discrimination, by self-reported ethnicity (prioritisation approach) (Table 9)

- Overall, students from all backgrounds reported some experiences of racial discrimination by peers, teachers and in society. However, the proportions of students who had experienced racial discrimination varied across ethnic groups.
- Overall, a higher percentage of students from Aboriginal and Torres Strait Islander and Pacific Islander/Maori backgrounds, and from stigmatised ethnic backgrounds (e.g. South Asian, African, Middle Eastern), reported discrimination than those from Anglo-Celtic and European groups.

- More than 40% of student participants in each ethnic group, except European and Anglo-Celtic (which were at 30% and 20%, respectively), reported at least one experience of racial discrimination by peers.
- The proportion of students who reported at least one experience of racial discrimination by teachers was highest among African student participants (30%), followed by Middle Eastern and South Asian (22%) students. The proportion of students who reported at least one experience of racial discrimination in the societal context was highest among East Asian student participants (53%), followed by African (45%) and Middle Eastern (44%) students.

Total weighted prevalence and prevalence rate ratio of 'any' experience of direct racial discrimination

We calculated the prevalence rate ratio (PRR) of experiencing racial discrimination associated with school state, ethnicity, gender, year level, religion, country of birth and language spoken at home (Table 10). The PRR is the ratio of the prevalence of racial discrimination in a particular subgroup to that in a reference subgroup. For example, the PRR of racial discrimination among students from Aboriginal and Torres Strait Islander backgrounds was calculated as the prevalence of racial discrimination among students from Aboriginal and Torres Strait Islander backgrounds divided by the prevalence of racial discrimination among students from Anglo-Celtic backgrounds (reference group) – that is, $49.18/24.40 = 2.02$.

- Compared with students from Anglo-Celtic backgrounds, students from all other backgrounds (except European) were 2 times more likely to experience some form of discrimination at least once. Students from European backgrounds were 1.5 times more likely to experience some form of discrimination at least one or more times than students from Anglo-Celtic backgrounds.
- There was no difference in prevalence of racial discrimination between NSW and Victoria.
- Students who were born overseas were 2.6 times more likely to experience some form of discrimination at least one or more times than students who were born in Australia, and who had both parents born in Australia.

Table 8 Proportion of students who experienced racial discrimination, by state

Source of racial discrimination	Item	New South Wales, % (95% CI)	Victoria, % (95% CI)	Total, % (95% CI)
Peer	1. You were called insulting names by other students			
	This happened to me	25.94 (20.20, 32.64)	25.39 (19.29, 32.65)	25.70 (21.39, 30.55)
	This did not happen to me	69.27 (62.52, 75.28)	71.38 (63.48, 78.16)	70.18 (65.04, 74.86)
	Missing	4.79 (3.49, 6.54)	3.23 (1.85, 5.58)	4.12 (3.03, 5.56)
	2. Other students left you out of their activities			
	This happened to me	13.46 (11.38, 15.85)	12.19 (10.01, 14.75)	12.91 (11.28, 14.72)
	This did not happen to me	81.67 (79.85, 83.36)	84.32 (80.33, 87.62)	82.82 (80.61, 84.82)
	Missing	4.87 (3.44, 6.85)	3.50 (1.96, 6.15)	4.27 (3.11, 5.85)
	3. Other students spit on you, push you or hit you			
	This happened to me	10.22 (8.19, 12.69)	9.08 (6.68, 12.23)	9.73 (8.07, 11.68)
	This did not happen to me	84.32 (82.16, 86.26)	87.29 (82.31, 91.01)	85.61 (82.98, 87.89)
	Missing	5.46 (4.08, 7.27)	3.63 (1.85, 7.00)	4.67 (3.36, 6.44)
	4. Threatened by other students			
	This happened to me	12.61 (9.62, 16.38)	9.56 (6.98, 12.97)	11.30 (8.96, 14.14)
	This did not happen to me	81.90 (78.52, 84.84)	86.65 (81.70, 90.42)	83.96 (80.57, 86.85)
	Missing	5.49 (4.08, 7.33)	3.78 (2.00, 7.06)	4.75 (3.45, 6.50)
	At least one discrimination by peer			
	Yes	32.33 (25.8, 39.64)	29.63 (23.84, 36.15)	31.16 (26.49, 36.26)
	No	67.67 (60.36, 74.20)	63.85 (63.85, 76.16)	68.84 (63.74, 73.51)
Teacher	1. You were put in a lower ability class or group			
	This happened to me	8.12 (6.10, 10.73)	6.43 (4.63, 8.87)	7.39 (5.84, 9.30)
	This did not happen to me	86.15 (82.48, 89.14)	88.58 (83.85, 92.06)	87.20 (84.17, 89.72)
	Missing	5.73 (4.04, 8.07)	4.99 (2.85, 8.56)	5.41 (3.96, 7.35)
	2. You were disciplined unfairly or given school detention			
	This happened to me	8.86 (6.39, 12.15)	5.46 (3.56, 8.29)	7.39 (5.45, 9.92)
	This did not happen to me	85.14 (80.70, 88.69)	89.74 (84.40, 93.39)	87.13 (83.35, 90.15)
	Missing	6.01 (4.33, 8.28)	4.80 (2.67, 8.48)	5.49 (4.01, 7.47)
	3. You were given a lower grade or mark than you deserved			
	This happened to me	7.23 (5.33, 9.73)	6.32 (4.51, 8.79)	6.84 (5.44, 8.56)
	This did not happen to me	86.51 (82.84, 89.50)	89.02 (84.15, 92.53)	87.60 (84.59, 90.08)
	Missing	6.26 (4.56, 8.54)	4.65 (2.57, 8.30)	5.57 (4.06, 7.58)
	At least one discrimination by teacher			
	Yes	13.19 (10.21, 16.88)	11.10 (7.90, 15.38)	12.29 (9.91, 15.15)
	No	86.81 (83.12, 89.79)	88.90 (84.62, 92.10)	87.71 (84.85, 90.09)

continued

Table 8 *continued*

Source of racial discrimination	Item	New South Wales, % (95% CI)	Victoria, % (95% CI)	Total, % (95% CI)
Society	1. People think you didn't speak English well			
	This happened to me	15.61 (11.74, 20.47)	13.86 (10.54, 18.02)	14.86 (12.04, 18.20)
	This did not happen to me	79.43 (73.86, 84.06)	82.26 (76.88, 86.76)	80.69 (76.58, 84.23)
	Missing	4.96 (3.46, 7.07)	3.78 (2.12, 6.63)	4.45 (3.21, 6.12)
	2. People tell you that you don't belong in Australia			
	This happened to me	10.30 (7.62, 13.76)	11.79 (8.93, 15.43)	10.94 (8.86, 13.44)
	This did not happen to me	84.37 (79.91, 87.98)	84.45 (79.41, 88.44)	84.40 (81.16, 97.17)
	Missing	5.33 (3.90, 7.15)	3.76 (2.08, 6.69)	4.65 (3.39, 6.34)
	3. People act like they did not trust you			
	This happened to me	13.84 (10.56, 17.95)	12.17 (8.90, 16.43)	13.12 (10.59, 16.15)
	This did not happen to me	80.46 (76.45, 83.94)	83.60 (77.70, 88.17)	81.82 (78.15, 84.99)
	Missing	5.70 (4.08, 7.91)	4.22 (2.30, 7.65)	5.06 (3.65, 6.98)
	4. You got poor service at a restaurant or fast food place			
	This happened to me	9.27 (7.50, 11.40)	8.51 (6.23, 11.51)	8.94 (7.46, 10.68)
	This did not happen to me	85.00 (82.34, 87.31)	87.34 (82.79, 90.82)	86.01 (83.43, 88.24)
	Missing	5.73 (4.15, 7.79)	4.15 (2.21, 7.67)	5.04 (3.64, 6.96)
	5. Treated unfairly by a shop assistant or security guard			
	This happened to me	9.00 (6.29, 12.73)	6.94 (4.98, 9.61)	8.11 (6.18, 10.58)
	This did not happen to me	85.33 (80.76, 88.96)	88.63 (83.96, 92.07)	86.75 (83.28, 89.60)
	Missing	5.67 (4.03, 7.93)	4.42 (2.36, 8.15)	5.13 (3.69, 7.11)
	6. Hassled by the police			
	This happened to me	1.91 (0.50, 5.09)	1.35 (0.04, 0.40)	1.67 (0.78, 3.52)
	This did not happen to me	38.89 (12.76, 71.80)	31.21 (98.01, 65.46)	35.00 (16.30, 59.83)
	Missing	60.19 (25.65, 86.89)	67.43 (32.66, 89.84)	63.33 (37.78, 83.08)
	At least one discrimination by society			
	Yes	27.71 (21.17, 35.35)	24.92 (19.01, 31.95)	26.50 (21.73, 31.9)
	No	72.29 (64.65, 78.83)	75.08 (68.05, 80.99)	73.50 (68.10, 78.27)

CI = confidence interval

Table 9 Proportion of students who experienced racial discrimination, by self-reported ethnicity

Source of racial discrimination	Item	Aboriginal and Torres Strait Islander % (95% CI)	Pacific Islander/Maori % (95% CI)	Middle Eastern, African, % (95% CI)	South Asian, % (95% CI)	East Asian, % (95% CI)	Southeast Asian, % (95% CI)	European, % (95% CI)	Anglo-Celtic, % (95% CI)	
Peer	You were called insulting names by other students	36.97 (33.59, 40.49)	41.28 (34.66, 48.24)	37.98 (28.11, 48.96)	38.46 (26.36, 52.17)	40.81 (32.70, 49.45)	44.55 (35.69, 53.77)	38.92 (28.21, 50.82)	23.66 (17.68, 30.91)	15.22 (12.68, 18.16)
		22.00 (17.07, 27.86)	12.82 (8.24, 19.41)	18.23 (13.80, 23.70)	21.61 (12.59, 34.54)	19.76 (12.42, 29.95)	24.96 (15.03, 38.48)	15.75 (10.49, 22.96)	10.23 (7.34, 14.10)	9.25 (7.75, 11.01)
	Other students spit on you, push you or hit you	20.80 (16.43, 25.96)	9.02 (4.08, 18.78)	12.33 (5.46, 25.48)	13.10 (7.38, 22.18)	14.98 (11.00, 20.08)	14.95 (10.48, 20.89)	15.37 (9.15, 24.67)	8.35 (5.14, 13.27)	6.70 (4.72, 9.43)
		20.21 (15.25, 26.30)	9.80 (4.61, 19.64)	12.05 (6.17, 22.21)	21.70 (11.51, 37.11)	19.31 (13.46, 26.91)	20.71 (15.63, 26.90)	16.02 (10.78, 23.15)	9.06 (6.27, 12.92)	7.65 (5.22, 11.08)
	At least one discrimination by peer									
Yes		41.82 (37.94, 45.79)	41.94 (34.87, 49.35)	41.99 (35.51, 48.76)	47.44 (34.28, 60.96)	44.5 (35.84, 53.51)	46.13 (37.77, 54.72)	42.96 (31.86, 54.81)	30.34 (22.24, 39.89)	19.70 (16.57, 23.25)
		58.18 (54.21, 62.10)	58.06 (50.65, 65.10)	58.01 (51.24, 64.50)	52.56 (39.04, 65.70)	55.5 (46.49, 64.20)	53.87 (45.28, 62.20)	57.04 (45.19, 68.10)	69.66 (60.11, 77.80)	80.3 (76.75, 83.40)
No		15.05 (11.41, 19.58)	9.18 (3.97, 19.83)	9.17 (6.58, 12.65)	16.60 (8.69, 29.38)	10.51 (5.16, 20.23)	13.82 (10.22, 18.41)	13.12 (8.35, 20.03)	5.50 (2.52, 11.59)	3.83 (2.82, 5.19)
		13.52 (10.53, 17.18)	11.19 (4.18, 26.65)	20.69 (12.54, 32.17)	18.85 (11.61, 29.14)	13.04 (8.79, 18.91)	9.03 (6.25, 12.89)	10.53 (8.11, 13.57)	3.87 (2.13, 6.95)	4.22 (2.81, 6.29)
Teacher	You were put in a lower ability class or group	15.86 (13.00, 19.21)	9.61 (4.07, 21.02)	9.19 (5.17, 15.80)	16.24 (8.25, 29.50)	8.60 (4.16, 16.95)	8.42 (4.73, 14.57)	13.33 (9.14, 19.03)	4.78 (3.13, 7.22)	4.08 (2.71, 6.09)
		13.52 (10.53, 17.18)	11.19 (4.18, 26.65)	20.69 (12.54, 32.17)	18.85 (11.61, 29.14)	13.04 (8.79, 18.91)	9.03 (6.25, 12.89)	10.53 (8.11, 13.57)	3.87 (2.13, 6.95)	4.22 (2.81, 6.29)
Teacher	You were disciplined unfairly or given school detention	15.86 (13.00, 19.21)	9.61 (4.07, 21.02)	9.19 (5.17, 15.80)	16.24 (8.25, 29.50)	8.60 (4.16, 16.95)	8.42 (4.73, 14.57)	13.33 (9.14, 19.03)	4.78 (3.13, 7.22)	4.08 (2.71, 6.09)
		13.52 (10.53, 17.18)	11.19 (4.18, 26.65)	20.69 (12.54, 32.17)	18.85 (11.61, 29.14)	13.04 (8.79, 18.91)	9.03 (6.25, 12.89)	10.53 (8.11, 13.57)	3.87 (2.13, 6.95)	4.22 (2.81, 6.29)
Teacher	You were given a lower grade or mark than you deserved	15.86 (13.00, 19.21)	9.61 (4.07, 21.02)	9.19 (5.17, 15.80)	16.24 (8.25, 29.50)	8.60 (4.16, 16.95)	8.42 (4.73, 14.57)	13.33 (9.14, 19.03)	4.78 (3.13, 7.22)	4.08 (2.71, 6.09)
		13.52 (10.53, 17.18)	11.19 (4.18, 26.65)	20.69 (12.54, 32.17)	18.85 (11.61, 29.14)	13.04 (8.79, 18.91)	9.03 (6.25, 12.89)	10.53 (8.11, 13.57)	3.87 (2.13, 6.95)	4.22 (2.81, 6.29)

continued

Table 9 continued

Source of racial discrimination	Item	Aboriginal and Torres Strait Islander % (95% CI)	Pacific Islander/Maori, % (95% CI)	Middle Eastern, % (95% CI)	African, % (95% CI)	South Asian, % (95% CI)	East Asian, % (95% CI)	Southeast Asian, % (95% CI)	European, % (95% CI)	Anglo-Celtic, % (95% CI)
Teacher continued										
At least one discrimination by teacher										
Yes	Yes	19.65 (16.07, 23.80)	15.6 (6.10, 34.49)	23.08 (16.32, 31.59)	29.99 (20.73, 41.23)	21.61 (16.89, 27.22)	18.22 (13.38, 24.32)	18.42 (13.99, 23.88)	7.73 (4.79, 12.25)	6.11 (4.62, 8.05)
	No	80.35 (76.20, 83.90)	84.4 (65.51, 93.90)	76.92 (68.41, 83.70)	70.01 (58.77, 79.30)	78.39 (72.78, 83.1)	81.78 (75.68, 86.60)	81.58 (76.12, 86.00)	92.27 (87.75, 95.20)	93.89 (91.95, 95.40)
Society	People think you didn't speak English well	23.32 (16.94, 31.19)	15.25 (6.50, 31.79)	24.65 (15.90, 36.14)	19.7 (10.66, 33.52)	24.75 (19.20, 31.30)	40.98 (32.20, 50.38)	29.78 (19.25, 43.01)	10.09 (6.42, 15.51)	5.98 (4.85, 7.37)
	People tell you that you don't belong in Australia	15.24 (11.55, 19.85)	12.54 (4.96, 28.27)	21.86 (17.33, 27.17)	28.01 (15.21, 45.78)	22.00 (17.37, 27.45)	18.23 (11.31, 28.04)	17.42 (12.80, 23.26)	6.46 (3.94, 10.40)	6.33 (5.30, 7.56)
Yes	People act like they did not trust you	21.58 (17.3, 26.58)	10.69 (4.43, 23.58)	26.86 (16.72, 40.18)	28.22 (20.40, 37.63)	24.67 (18.26, 32.45)	23.09 (19.79, 26.76)	21.09 (15.11, 28.64)	11.99 (7.05, 19.66)	6.26 (4.40, 8.82)
	No	78.42 (73.42, 82.70)	89.31 (86.47, 91.57)	73.14 (66.82, 79.82)	71.78 (62.37, 79.57)	75.33 (70.75, 79.55)	76.91 (73.29, 80.61)	78.91 (75.36, 82.64)	88.01 (86.95, 89.05)	93.74 (92.58, 94.60)
Yes	You got poor service at a restaurant or fast food place	17.69 (14.25, 21.74)	10.13 (4.42, 21.55)	9.32 (4.97, 16.81)	12.77 (6.52, 23.49)	14.3 (9.88, 20.26)	17.91 (13.52, 23.35)	12.28 (8.99, 16.55)	5.85 (3.89, 8.73)	6.57 (4.17, 10.19)
	No	82.31 (78.25, 85.75)	89.87 (88.43, 91.57)	90.68 (83.19, 95.03)	87.23 (80.51, 91.51)	85.70 (80.12, 89.74)	82.09 (76.65, 87.41)	87.72 (83.45, 91.91)	94.15 (93.21, 95.01)	93.43 (92.40, 94.30)
Yes	Treated unfairly by a shop assistant or security guard	13.85 (9.70, 19.38)	15.89 (10.70, 22.94)	11.36 (6.27, 19.70)	20.75 (12.65, 32.14)	11.71 (5.80, 22.22)	16.41 (11.31, 23.20)	16.79 (13.29, 20.99)	5.92 (2.90, 11.69)	3.33 (2.29, 4.82)
	No	86.15 (80.62, 90.30)	84.11 (81.06, 87.10)	88.64 (80.30, 93.73)	79.25 (70.86, 87.35)	88.29 (83.78, 92.22)	83.59 (76.80, 89.70)	83.21 (78.70, 87.71)	94.08 (93.01, 95.09)	96.67 (95.18, 98.18)
Yes	Hassled by the police	11.78 (7.53, 17.96)	11.50 (5.42, 22.75)	6.07 (3.95, 9.20)	21.35 (12.06, 34.94)	3.56 (0.78, 14.74)	4.54 (2.46, 8.23)	4.40 (3.07, 6.27)	1.55 (0.90, 2.67)	1.94 (0.80, 4.59)
	No	88.22 (82.07, 94.67)	88.50 (87.25, 89.58)	93.93 (86.77, 96.03)	78.65 (70.06, 86.66)	96.44 (91.26, 99.22)	95.46 (91.79, 99.21)	95.56 (92.79, 98.54)	98.45 (97.33, 99.09)	98.06 (96.51, 99.19)
At least one discrimination by society										
Yes	Yes	36.16 (32.25, 40.27)	30.38 (18.15, 46.20)	43.59 (30.31, 57.86)	44.60 (32.00, 57.94)	45.17 (38.48, 52.04)	53.09 (41.59, 64.27)	40.84 (31.71, 50.65)	20.56 (14.12, 28.93)	13.19 (10.73, 16.12)
	No	63.84 (59.73, 67.80)	69.62 (53.8, 81.90)	56.41 (42.14, 69.70)	55.4 (42.06, 68.00)	54.83 (47.96, 61.50)	46.91 (35.73, 58.40)	59.16 (49.35, 68.30)	79.44 (71.07, 85.90)	86.81 (83.88, 89.30)

CI = confidence interval

Table 10 Student’s reported experiences of ‘any’ racial discrimination among total sample and across sociodemographic characteristics

Category	Characteristic	Weighted prevalence, % (95% CI)	PRR (95% CI)
School state	New South Wales	41.48 (31.95, 51.69)	Ref
	Victoria	38.26 (31.10, 45.97)	0.92 (0.68, 1.26)
Self-reported ethnicity (prioritisation approach)	Anglo-Celtic	24.40 (20.89, 28.29)	Ref
	Aboriginal and Torres Strait Islander	49.18 (42.30, 56.09)	2.02 (1.77, 2.29)
	Pacific Islander/Maori	57.28 (48.74, 65.40)	2.34 (1.89, 2.92)
	Middle Eastern	58.03 (49.01, 66.54)	2.38 (1.91, 2.96)
	African	56.06 (38.89, 71.90)	2.30 (1.56, 3.38)
	South Asian	60.97 (53.89, 67.62)	2.50 (2.13, 2.92)
	East Asian	64.68 (53.10, 74.76)	2.65 (2.18, 3.22)
	Southeast Asian	55.52 (42.48, 67.84)	2.28 (1.73, 3.00)
	European	37.12 (27.26, 48.19)	1.52 (1.18, 1.96)
	Missing	29.71 (22.96, 37.47)	1.22 (0.91, 1.62)
	Gender	Female	37.69 (30.40, 45.58)
Male		42.47 (36.26, 48.92)	1.13 (1.02, 1.25)
School grade/year level	Year 5	40.78 (30.79, 51.59)	Ref
	Year 6	37.54 (28.43, 47.62)	0.92 (0.80, 1.05)
	Year 7	35.78 (28.67, 43.58)	0.88 (0.63, 1.22)
	Year 8	41.70 (33.24, 50.67)	1.02 (0.73, 1.43)
	Year 9	46.72 (36.85, 56.86)	1.15 (0.82, 1.61)
Religion	No religion	29.43 (25.05, 34.22)	Ref
	Christianity	44.18 (37.90, 50.66)	1.50 (1.26, 1.78)
	Islam	69.22 (57.93, 78.60)	2.35 (1.86, 2.93)
	Buddhism	50.58 (36.74, 64.34)	1.72 (1.21, 2.45)
	Hinduism	70.94 (60.49, 79.55)	2.41 (1.95, 2.98)
	Other religion	71.32 (52.91, 84.62)	2.42 (1.80, 3.26)
	Don’t know/missing	40.61 (30.40, 51.71)	1.38 (1.08, 1.77)
Student’s and parents’ country of birth	Student and both parents born in Australia	26.06 (21.56, 31.14)	Ref
	Student born in Australia and at least one parent born overseas	46.57 (39.49, 53.78)	1.79 (1.49, 2.14)
	Student born overseas (parents born in Australia or overseas)	68.54 (63.04, 73.57)	2.63 (2.19, 3.16)
Language spoken at home	English only	29.75 (25.72, 34.13)	Ref
	Language other than English	63.28 (52.93, 72.54)	2.12 (1.74, 2.60)

CI = confidence interval; PRR = prevalence rate ratio; Ref = reference group

Note: ‘Any’ means that the student answered ‘This happened to me’ on one or more items of racial discrimination.

3.2.2 Vicarious racial discrimination

Vicarious racism refers to indirect exposure to racism and discrimination experienced by friends, family and strangers (Heard-Garris et al. 2017). This can cause racism-related stress and may also affect health, particularly for children as they develop within the contexts of their families and broader social environments.

This section asked questions about whether students had witnessed other students being treated unfairly by either their peers or their teachers because of their racial, ethnic or cultural background. The results in Tables 11–13 indicate the proportion of students who have ever experienced vicarious discrimination of the type described in each item.

Sources and items of vicarious racial discrimination, by state (Table 11)

- About 60% of the student participants reported seeing incidents of racial discrimination against other students, by peers. Much of this discrimination involved students being left out, teased or treated with less respect by other students. However, students also reported witnessing physical violence against other students.
- About 43% of students reported seeing incidents of racial discrimination directed towards other students by teachers.

Sources and items of racial discrimination, by self-reported ethnicity (prioritisation approach) (Table 12)

- The prevalence of vicarious discrimination by peers and teachers was high across all ethnic groups.
- More than half of all student participants in each ethnic group had witnessed racial discrimination directed towards other students by peers. The highest proportions of students who reported seeing racial discrimination directed towards other students by their peers were South Asian students (74%) and African students (68%). The lowest proportion of students witnessing racism directed towards other students by their peers were students from Middle Eastern backgrounds (52%).

- Students from all backgrounds also reported seeing racial discrimination directed towards students by teachers. Of students from Pacific Islander or Maori backgrounds, 71% had seen racism directed towards other students by teachers. This is considerably higher than for other groups. The lowest proportion of students witnessing racism directed towards other students by teachers were students from Anglo-Celtic backgrounds (36%)

Total prevalence ('any' vicarious discrimination) and prevalence rate ratio (Table 13)

- Compared with Anglo-Celtic students (as the reference group), South Asian students were more likely to report vicarious racial discrimination. Compared with Anglo-Celtic students, there was no evidence of differences in reports of vicarious racial discrimination for students from Pacific Islander/Maori, Middle Eastern, African, East Asian, Southeast Asian and European backgrounds.
- Students from all religious backgrounds, except for Buddhists, were more likely to experience vicarious racial discrimination than students with no religion; the largest proportion of students experiencing vicarious racial discrimination were from a Hindu faith background.
- There was no statistically significant difference in the prevalence of vicarious racial discrimination by gender, country of birth or language spoken at home.

Table 11 Proportion of students that have ever experienced vicarious discrimination, by state

Source of racial discrimination	Item	New South Wales, % (95% CI)	Victoria, % (95% CI)	Total, % (95% CI)	
Peer	You have seen students being picked on or treated with less respect by other students	54.73 (45.95, 63.22)	55.59 (46.50, 64.33)	55.10 (48.77, 61.28)	
	You have seen students being left out by other students	47.22 (39.37, 55.22)	49.02 (41.16, 56.93)	48.00 (42.38, 53.68)	
	You have seen students being called names or teased by other students	51.95 (47.21, 56.64)	54.99 (45.28, 64.34)	53.26 (48.22, 58.23)	
	You have seen students spat on, pushed or hit by other students	35.94 (29.83, 42.54)	32.60 (26.49, 39.37)	34.50 (29.87, 39.44)	
	At least one discrimination by peer				
	Yes	59.67 (49.55, 69.03)	61.72 (53.61, 69.22)	60.56 (53.85, 66.89)	
	No	40.33 (30.97, 50.45)	38.28 (30.78, 46.39)	39.44 (33.11, 46.15)	
Teacher	You have seen other students being picked on or treated with less respect by teachers	44.64 (38.33, 51.12)	39.94 (32.9, 47.41)	42.61 (37.54, 47.83)	

CI = confidence interval

Table 12 Proportion of students that have ever experienced vicarious discrimination, by self-reported ethnicity

Source of racial discrimination	Item	Aboriginal and Torres Strait Islander % (95% CI)	Pacific Islander/ Maori, % (95% CI)	Middle Eastern, % (95% CI)	African, % (95% CI)	South Asian, % (95% CI)	East Asian, % (95% CI)	Southeast Asian, % (95% CI)	European, % (95% CI)	Anglo-Celtic, % (95% CI)	Missing, % (95% CI)
Peer	You have seen students being picked on or treated with less respect by other students	55.21 (48.62, 61.63)	62.09 (45.19, 76.49)	48.85 (36.68, 61.16)	60.88 (49.40, 71.27)	67.15 (56.77, 76.08)	58.28 (50.95, 65.26)	49.48 (35.96, 63.07)	58.21 (47.26, 68.41)	53.79 (47.52, 59.94)	39.06 (27.82, 51.59)
	You have seen students being left out by other students	48.53 (40.66, 56.47)	57.06 (45.04, 68.30)	42.03 (29.82, 55.29)	45.74 (36.38, 55.42)	53.43 (46.80, 59.94)	52.77 (44.19, 61.19)	41.12 (31.81, 51.12)	49.54 (37.83, 61.30)	48.57 (40.83, 56.37)	38.09 (28.60, 48.58)
	You have seen students being called names or teased by other students	54.30 (45.52, 62.82)	64.78 (46.39, 79.63)	50.13 (39.72, 60.52)	54.19 (39.58, 68.10)	60.58 (55.25, 65.67)	57.56 (48.25, 66.36)	52.54 (40.38, 64.40)	55.43 (44.44, 65.92)	51.49 (45.93, 57.01)	41.68 (31.35, 52.80)
Teacher	You have seen students spat on, pushed or hit by other students	41.76 (35.19, 48.65)	53.23 (33.76, 71.77)	29.69 (22.56, 37.97)	35.1 (25.44, 46.14)	37.1 (29.67, 45.20)	36.29 (29.97, 43.13)	33.28 (26.77, 40.49)	34.10 (23.54, 46.53)	33.42 (27.93, 39.40)	26.60 (21.55, 32.35)
	You have seen other students being picked on or treated with less respect by teachers	59.47 (50.07, 68.23)	66.33 (49.64, 79.74)	51.71 (39.87, 63.36)	67.53 (50.82, 80.71)	74.40 (62.10, 83.75)	62.93 (54.69, 70.48)	56.07 (39.35, 71.52)	63.08 (53.57, 71.67)	59.90 (53.32, 66.14)	44.61 (35.38, 54.23)
At least one discrimination by peer											
Peer	Yes	59.47 (50.07, 68.23)	66.33 (49.64, 79.74)	51.71 (39.87, 63.36)	67.53 (50.82, 80.71)	74.40 (62.10, 83.75)	62.93 (54.69, 70.48)	56.07 (39.35, 71.52)	63.08 (53.57, 71.67)	59.90 (53.32, 66.14)	44.61 (35.38, 54.23)
	No	40.53 (31.77, 49.90)	33.67 (20.26, 50.40)	48.29 (36.64, 60.10)	32.47 (19.29, 49.20)	25.60 (16.25, 37.90)	37.07 (29.52, 45.30)	43.93 (28.48, 60.70)	36.92 (28.33, 46.40)	40.10 (33.86, 46.70)	55.39 (45.77, 64.60)
Teacher	Yes	51.38 (46.28, 56.44)	71.05 (48.44, 86.51)	43.67 (33.32, 54.61)	53.51 (44.09, 62.68)	44.04 (35.19, 53.29)	46.03 (42.05, 50.06)	47.65 (40.04, 55.38)	39.61 (31.09, 48.80)	36.37 (31.86, 41.13)	43.29 (31.88, 55.45)
	No	48.62 (41.77, 55.56)	28.95 (18.49, 40.11)	56.33 (45.39, 67.23)	46.49 (35.91, 57.02)	55.96 (46.71, 65.09)	62.93 (54.69, 70.48)	56.07 (39.35, 71.52)	60.39 (53.57, 66.14)	63.63 (57.04, 70.22)	55.39 (45.77, 64.60)

CI = confidence interval

Table 13 Proportion of students who have ever experienced ‘any’ vicarious discrimination among total sample and across sociodemographic characteristics

Category	Characteristic	Weighted prevalence, % (95% CI)	PRR (95% CI)
School state	New South Wales	59.67 (49.55, 69.03)	Ref
	Victoria	61.72 (53.61, 69.22)	1.03 (0.84, 1.27)
Ethnicity (prioritisation approach)	Anglo-Celtic	59.90 (53.32, 66.14)	Ref
	Aboriginal and Torres Strait Islander	59.47 (50.07, 68.23)	0.99 (0.87, 1.13)
	Pacific Islander/Maori	66.33 (49.64, 79.74)	1.11 (0.89, 1.38)
	Middle Eastern	51.71 (39.87, 63.36)	0.86 (0.68, 1.10)
	African	67.53 (50.82, 80.71)	1.13 (0.93, 1.36)
	South Asian	74.40 (62.10, 83.75)	1.24 (1.06, 1.45)
	East Asian	62.93 (54.69, 70.48)	1.05 (0.90, 1.23)
	Southeast Asian	56.07 (39.35, 71.52)	0.94 (0.69, 1.27)
	European	63.08 (53.57, 71.67)	1.05 (0.94, 1.18)
	Missing	44.61 (35.38, 54.23)	0.74 (0.60, 0.92)
	School grade/year level	Year 5	67.09 (54.24, 77.80)
Year 6		58.32 (51.41, 64.90)	0.86 (0.73, 1.04)
Year 7		48.66 (38.94, 58.48)	0.73 (0.55, 0.95)
Year 8		55.78 (42.76, 68.05)	0.83 (0.62, 1.11)
Year 9		66.69 (59.01, 73.57)	0.99 (0.81, 1.23)
Religion	No religion	57.20 (51.30, 62.90)	Ref
	Christianity	64.30 (55.20, 72.47)	1.12 (0.98, 1.28)
	Islam	62.67 (51.51, 72.63)	1.10 (0.91, 1.32)
	Buddhism	56.22 (42.21, 69.30)	0.98 (0.76, 1.28)
	Hinduism	79.58 (68.09, 87.68)	1.39 (1.19, 1.63)
	Other religion	77.95 (59.11, 89.63)	1.36 (1.11, 1.68)
	Don't know/missing	50.10 (37.19, 62.99)	0.88 (0.67, 1.14)
Gender	Female	62.95 (58.14, 67.51)	Ref
	Male	57.94 (47.43, 67.77)	0.92 (0.79, 1.07)
Student's and parents' country of birth	Student and both parents born in Australia	59.38 (52.56, 65.87)	Ref
	Student born in Australia and at least one parent born overseas	62.91 (53.35, 71.55)	1.06 (0.90, 1.24)
	Student born overseas (parents born in Australia or overseas)	63.45 (55.86, 70.43)	1.07 (0.94, 1.21)
Language spoken at home	English only	58.96 (52.59, 65.04)	Ref
	Language other than English	64.15 (54.01, 73.16)	1.09 (0.96, 1.23)

CI = confidence interval; PRR = prevalence rate ratio; Ref = reference group

Note: ‘Any’ means that the student answered ‘This happened to me’ on one or more items.

3.3 Religious discrimination

Students were asked whether they had experienced particular situations of discrimination on the grounds of their religion across three potential sources: peers/other students (four items), school/teachers (three items) and community/society (five items). Responses for each item were 'This did not happen to me', 'Once or twice', 'Every few weeks', 'About once a week' and 'Several times a week or more'.

The results in Table 14 indicate the proportion of students who have ever experienced discrimination, across demographic characteristics: religion, ethnicity, gender, school grade, country of birth and language spoken at home.

- Overall, students who reported their religion as Hinduism, Islam or 'other' reported the highest prevalence of religious discrimination.
- Compared with Anglo-Celtic students, all other ethnic groups except European – that is, Aboriginal and Torres Straits Islander, Pacific Islander/Maori, Middle Eastern, African, South Asian, East Asian and Southeast Asian – had a higher prevalence of religious discrimination.
- Students who spoke a language other than English had a higher prevalence of religious discrimination than students who spoke English only.
- Students who were classified as 'born in Australia and had at least one parent born overseas' and 'born overseas' had a higher prevalence of religious discrimination than students who were classified as 'student and both parents born in Australia'.
- About 27% of the male student participants reported experiencing religious discrimination, compared with about 24% of the female students. However, the confidence intervals were wide and overlapped, so that there was insufficient evidence to suggest a difference between males and females.

3.4 Gender discrimination

Students were asked whether they had experienced particular situations of discrimination due to their gender (i.e. being a boy or a girl) across three potential sources: peers/other students (four items), school/teachers (three items) and community/society (four items).

Table 15 shows the proportion of students who have ever experienced discrimination, across demographic characteristics: gender, religion, ethnicity, school grade, country of birth and language spoken at home.

- Overall, the prevalence of gender discrimination in males and females was 41% and 53%, respectively.
- Compared with Anglo-Celtic students, South Asian and Southeast Asian students reported a lower prevalence of gender discrimination.
- There were varying levels of reported gender discrimination across the religious groups. For example, Christian students reported a higher prevalence of gender discrimination (50.4%) than Hindu (38.4%) and Muslim (37.8%) students.

3.5 Bystander responses

This section asked students about their behaviour in bullying situations according to three roles: 'assistant' of the bully (actively joining in), 'defender' of the victim (supporting and consoling the victim, and actively trying to stop the bullying) and 'outsider' (staying outside the bullying situation).

There are two items for the assistant role, six items for the defender role and two items for the outsider role. Students responded to each item as 1 'Never', 2 'Hardly ever', 3 'Sometimes', 4 'Most of the time' or 5 'Always'.

Table 14 Proportion of students who have ever experienced religious discrimination

Category	Characteristic	New South Wales, % (95% CI)	Victoria, % (95% CI)	Total, % (95% CI)
Religion	No religion	16.71 (11.50, 23.65)	13.24 (10.42, 16.69)	14.84 (11.68, 18.66)
	Christianity	31.33 (27.59, 35.34)	29.57 (25.14, 34.42)	30.72 (27.69, 33.92)
	Islam	49.46 (29.22, 69.87)	60.51 (52.59, 67.93)	53.39 (39.28, 66.98)
	Buddhism	33.92 (24.25, 45.14)	30.75 (21.76, 41.49)	33.34 (25.65, 42.04)
	Hinduism	61.39 (53.23, 68.96)	51.06 (36.57, 65.38)	56.59 (44.74, 67.74)
	Other religion ^a	61.44 (19.99, 91.04)	51.14 (40.59, 61.60)	55.98 (33.07, 76.60)
	Don't know/missing	30.35 (21.37, 41.13)	29.93 (19.51, 42.95)	30.20 (23.08, 38.43)
Ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	37.89 (33.22, 42.80)	33.82 (26.00, 42.64)	37.13 (32.79, 41.69)
	Pacific Islander/Maori	29.36 (19.46, 41.70)	30.67 (19.73, 44.33)	29.88 (22.27, 38.78)
	Middle Eastern	40.43 (31.36, 50.21)	53.54 (41.87, 64.85)	43.66 (35.58, 52.09)
	African	36.72 (22.90, 53.13)	43.01 (36.71, 49.55)	39.79 (31.03, 49.27)
	South Asian	51.86 (34.20, 69.07)	48.64 (38.13, 59.27)	50.06 (39.58, 60.53)
	East Asian	37.49 (25.50, 51.24)	24.60 (16.90, 34.37)	33.65 (23.21, 45.97)
	Southeast Asian	30.87 (27.64, 34.29)	26.26 (18.25, 36.23)	29.54 (25.91, 33.45)
	European	23.55 (17.48, 30.94)	15.87 (11.80, 21.01)	19.39 (15.21, 24.40)
	Anglo-Celtic	19.55 (15.71, 24.07)	15.14 (11.98, 18.97)	17.43 (14.75, 20.47)
	Missing	24.28 (15.61, 35.72)	24.56 (17.15, 33.86)	24.41 (18.40, 31.63)
Gender	Female	26.81 (21.12, 33.38)	20.30 (17.98, 22.85)	23.98 (19.84, 28.67)
	Male	29.60 (22.93, 37.28)	24.63 (18.75, 31.65)	27.45 (22.43, 33.11)
School grade/year level	Year 5	35.89 (22.25, 52.28)	22.51 (17.03, 29.15)	29.25 (20.18, 40.34)
	Year 6	27.24 (22.11, 33.06)	19.63 (13.61, 27.48)	23.90 (19.17, 29.38)
	Year 7	20.64 (15.94, 26.29)	24.68 (23.69, 25.70)	22.12 (18.79, 25.85)
	Year 8	25.13 (16.39, 36.49)	23.79 (17.49, 31.49)	24.63 (18.30, 32.29)
	Year 9	26.31 (19.46, 34.53)	27.02 (25.70, 28.37)	26.59 (22.29, 31.37)
Student's and parents' country of birth	Student and both parents born in Australia	22.30 (19.23, 25.69)	15.11 (11.68, 19.32)	18.85 (15.95, 22.14)
	Student born in Australia and at least one parent born overseas	32.69 (24.51, 42.07)	25.30 (20.54, 30.74)	30.37 (23.82, 37.82)
	Student born overseas (parents born in Australia or overseas)	35.05 (26.66, 44.47)	37.83 (32.65, 43.31)	36.53 (31.74, 41.61)
Language spoken at home	English only	22.91 (19.39, 26.84)	15.78 (13.31, 18.60)	19.69 (16.78, 22.97)
	Language other than English	39.16 (28.80, 50.61)	40.23 (34.45, 46.30)	39.58 (32.73, 46.88)
Total		28.28 (22.32, 35.11)	22.60 (18.76, 26.96)	25.82 (21.50, 30.67)

CI = confidence interval

a See Appendix C for further details.

Table 15 Proportion of students who have ever experienced gender discrimination

Category	Characteristic	New South Wales, % (95% CI)	Victoria, % (95% CI)	Total, % (95% CI)
Gender	Female	52.67 (47.55, 57.74)	53.60 (47.76, 59.34)	53.07 (49.22, 56.89)
	Male	39.80 (31.09, 49.21)	42.49 (37.38, 47.77)	40.97 (35.48, 46.68)
	Total	46.37 (39.62, 53.25)	48.21 (43.89, 52.56)	47.17 (42.90, 51.48)
Religion	Christianity	51.56 (42.17, 60.84)	48.26 (43.48, 53.07)	50.41 (43.75, 57.05)
	Islam	37.07 (26.79, 48.68)	39.22 (31.20, 47.86)	37.84 (30.50, 45.77)
	Buddhism	40.56 (31.67, 50.12)	44.36 (29.72, 60.05)	41.25 (32.74, 50.31)
	Hinduism	29.55 (25.23, 34.27)	48.04 (35.86, 60.46)	38.14 (27.59, 49.94)
	No religion	45.37 (40.78, 50.05)	49.36 (44.11, 54.61)	47.53 (43.63, 51.45)
	Other religion	61.97 (21.10, 90.85)	50.02 (38.09, 61.94)	55.64 (32.75, 76.36)
	Don't know/missing	34.16 (25.28, 44.30)	40.75 (29.52, 53.04)	36.49 (29.51, 44.09)
Ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	55.15 (48.53, 61.60)	52.08 (40.68, 63.27)	54.58 (48.69, 60.35)
	Pacific Islander/Maori	53.03 (43.86, 62.00)	46.27 (34.85, 58.10)	50.38 (42.73, 58.00)
	Middle Eastern	46.09 (33.90, 58.76)	37.79 (30.86, 45.26)	44.04 (34.02, 54.57)
	African	58.83 (27.57, 84.29)	41.22 (31.54, 51.63)	50.23 (31.72, 68.67)
	South Asian	23.08 (15.66, 32.66)	38.42 (32.53, 44.66)	31.68 (23.93, 40.59)
	East Asian	45.78 (35.06, 56.91)	47.30 (39.81, 54.90)	46.23 (38.43, 54.23)
	Southeast Asian	36.71 (34.30, 39.20)	46.86 (38.73, 55.16)	39.65 (34.80, 44.71)
	European	51.79 (42.75, 60.72)	53.67 (47.83, 59.41)	52.81 (47.71, 57.85)
	Anglo-Celtic	45.87 (36.85, 55.17)	51.00 (45.45, 56.52)	48.34 (42.40, 54.33)
	Missing	50.64 (32.45, 68.67)	30.98 (25.47, 37.09)	41.29 (30.31, 53.22)
School grade/year level	Year 5	48.71 (37.32, 60.23)	50.29 (42.19, 58.37)	49.49 (42.49, 56.51)
	Year 6	49.07 (41.01, 57.17)	47.57 (37.66, 57.68)	48.41 (41.98, 54.89)
	Year 7	41.37 (35.38, 47.62)	44.68 (35.79, 53.91)	42.58 (37.23, 48.11)
	Year 8	42.52 (38.51, 46.63)	44.50 (41.18, 47.87)	43.25 (40.19, 46.36)
	Year 9	45.70 (41.05, 50.44)	50.50 (41.70, 59.27)	47.61 (42.34, 52.92)
Student's and parents' country of birth	Student and both parents born in Australia	47.76 (41.70, 53.90)	50.03 (43.58, 56.48)	48.85 (44.22, 53.50)
	Student born in Australia and at least one parent born overseas	46.94 (36.24, 57.92)	48.14 (43.23, 53.08)	47.31 (39.76, 54.99)
	Student born overseas (parents born in Australia or overseas)	43.60 (34.01, 53.70)	43.34 (40.27, 46.45)	43.46 (38.58, 48.47)
Language spoken at home	English only	47.67 (39.56, 55.90)	48.56 (43.07, 54.09)	48.07 (42.94, 53.25)
	Language other than English	43.74 (38.40, 49.23)	47.31 (43.40, 51.25)	45.14 (41.53, 48.79)

CI = confidence interval

3.5.1 Individual items

Figure 1 shows the proportion of students reporting each of the bystander behaviours.

- Overall, student participants indicated that they had taken action to support the victim in a bullying situation; 60% of students reported defender action, by stating that they tried to make others stop the bullying most of the time or always.
- About 7–8% of the student participants said that they laughed or joined in the bullying most of the time or always.
- About 12% of the student participants said they did not do anything most of the time or always.

Australian children reported a higher likelihood of identifying with the defender role (taking a proactive role in supporting the victim and trying to stop the bullying) and were least likely to report being the assistant (indicating that they did not join in the bullying). When compared with other studies examining these behaviours among children of comparable ages, we found that these results among NSW and Victorian children were promising. For example, in a study among school-aged children in Brisbane, students reported

being the defender 43% of the time (Rigby & Johnson 2006), whereas 60% of the students in our sample identified with this role. Further, a study conducted among school-aged children in Finland reported that children were most likely to report being the outsider (trying to stay away from the bullying), followed by being an assistant/reinforcer, and were least likely to be the defender (Salmivalli et al. 1996).

3.5.2 Bystander responses score

A total score was created for each assistant, defender and outsider role, summing the score from all items in that particular role (Table 16). This allows us to compare differences in assistant, defender and outsider roles across school states, ethnicity, gender and school grades.

For the assistant and outsider subscales, a lower score indicates a more positive bystander response, and a higher score indicates a more negative bystander response. In comparison, for the defender subscale, a lower score indicates a more negative bystander response, and a higher score indicates a more positive bystander response. The mean total score and standard deviation are reported.

Figure 1 Proportion of students reporting bystander behaviours

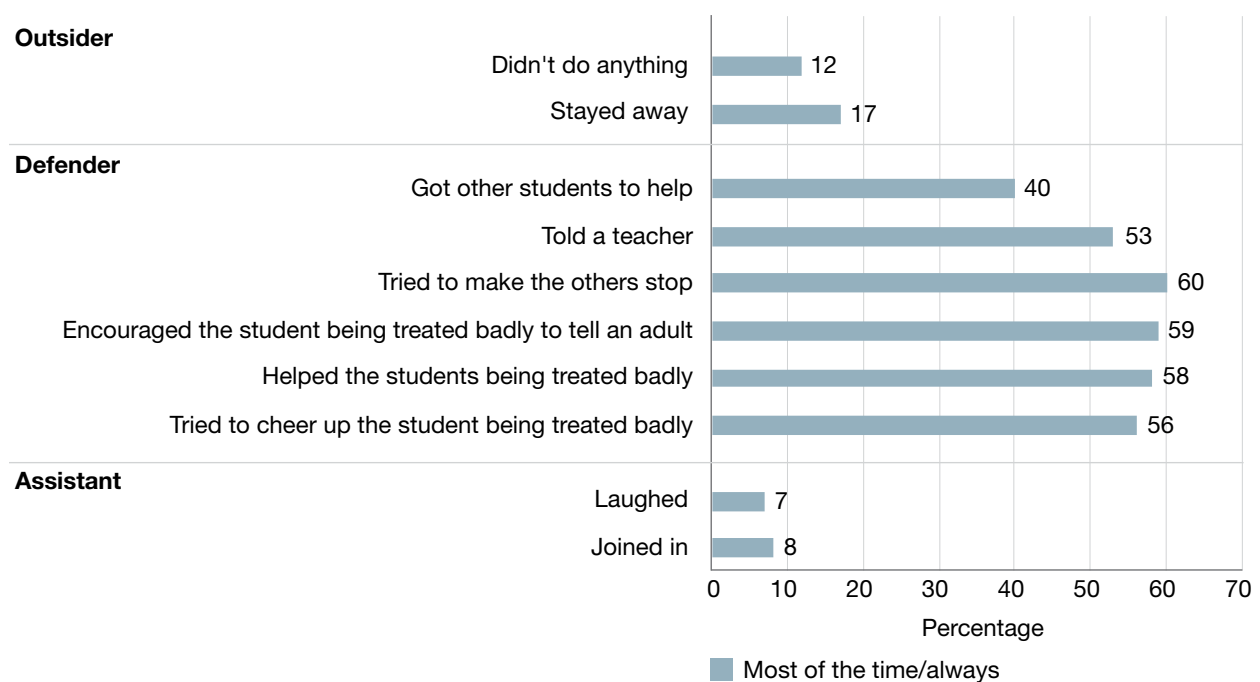


Table 16 Bystander response scores

Category	Characteristic	Bystander response score, mean (SD)		
		Assistant (range 2–10)	Defender (range 6–30)	Outsider (range 6–30)
School state	New South Wales	3.18 (1.85)	21.34 (5.34)	5.70 (1.36)
	Victoria	2.78 (1.90)	20.75 (6.95)	5.57 (1.83)
	<i>Total</i>	<i>3.01 (1.96)</i>	<i>21.08 (6.14)</i>	<i>5.64 (1.59)</i>
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	3.73 (3.48)	22.05 (8.03)	5.74 (2.49)
	Pacific Islander/Maori	3.35 (2.07)	21.36 (5.57)	5.70 (1.58)
	Middle Eastern	3.19 (2.11)	21.05 (6.92)	5.69 (1.76)
	African	2.84 (1.75)	21.24 (5.29)	5.31 (1.57)
	South Asian	3.03 (2.24)	20.84 (5.75)	5.49 (1.48)
	East Asian	3.05 (1.66)	19.55 (6.11)	5.60 (1.32)
	Southeast Asian	3.20 (2.20)	20.05 (6.23)	5.96 (1.72)
	European	2.77 (1.79)	21.89 (6.23)	5.70 (1.38)
	Anglo-Celtic	2.91 (1.76)	21.24 (5.79)	5.60 (1.57)
	Missing	3.46 (2.47)	19.34 (6.80)	5.73 (1.77)
	Gender	Female	2.74 (1.66)	21.49 (5.80)
Male		3.29 (2.21)	20.67 (6.47)	5.62 (1.64)
School grade/year level	Year 5	3.25 (1.63)	22.34 (4.07)	5.80 (1.14)
	Year 6	2.76 (1.26)	22.52 (4.16)	5.59 (1.13)
	Year 7	2.97 (2.74)	20.62 (8.22)	5.69 (2.15)
	Year 8	3.04 (2.45)	18.52 (8.53)	5.53 (2.20)
	Year 9	2.86 (2.07)	17.69 (8.05)	5.43 (2.16)

SD = standard deviation

- Overall, students scored highly on the defender role (taking a proactive role in supporting the victim and trying to stop the bullying). This declined across the school years: year 5 and 6 students were most likely to adopt the defender role, and year 9 students least likely.
- Students had a medium score on the outsider role (trying to stay away from the bullying).
- There was no evidence of statistical difference in assistant, defender and outsider scores between states, or across ethnicities, school years or gender.

3.6 Attitudes about different racial, ethnic and cultural backgrounds

This section asked students their opinions about six different racial, ethnic and cultural groups. Students were shown photos of children from a particular racial, ethnic or cultural group (e.g. Anglo-Celtic) and asked the following question: ‘How many children of X racial/ethnic/cultural background are: a) good, b) kind, c) smart and d) honest?’ Students responded as 1 ‘None’, 2 ‘Some’, 3 ‘Most’ or 4 ‘All’ for each group (Table 17).

- Overall, students’ attitudes about different racial, ethnic and cultural backgrounds were moderately warm towards all ethnic groups and similar for all ethnic groups.

Table 17 Student scores on attitudes about racial, ethnic and cultural backgrounds

Ethnic/cultural group	New South Wales, mean (SD)	Victoria, mean (SD)	Total, mean (SD)
Anglo-Celtic	11.40 (2.30)	11.72 (2.65)	11.54 (2.49)
East/Southeast Asian	12.19 (2.22)	12.42 (2.80)	12.29 (2.49)
South Asian	11.65 (2.33)	11.87 (2.87)	11.75 (2.59)
Aboriginal/Indigenous	11.67 (2.46)	12.22 (2.99)	11.91 (2.73)
African	11.85 (2.39)	12.26 (2.91)	12.03 (2.65)
Middle Eastern/North African	11.17 (2.34)	11.67 (2.91)	11.39 (2.62)

SD = standard deviation

Note: Scores ranged from 4 (least warm) to 16 (warmest).

3.7 Self-efficacy to intervene

This section asked students three questions about their personal self-efficacy to intervene in racial bullying incidents. The question asked how confident the student would be to intervene in a situation in which another student was being treated unfairly (e.g. being picked on, called names or teased) because of their racial, ethnic or cultural background. Students responded to each item as 1 'Not at all confident', 2 'Not very confident', 3 'Neither confident nor unconfident', 4 'Confident' or 5 'Very confident'. A total score (range 3–15) was created using the three items (Table 18).

- Overall, students' self-efficacy was high across ethnicities, genders and school grades.
- Students in years 7, 8 and 9 had lower self-efficacy than students in years 5 and 6.
- Compared with Anglo-Celtic students, East and Southeast Asian students had a slightly lower score on self-efficacy to intervene. There was no difference in scores on self-efficacy to intervene between Anglo-Celtic and Aboriginal and Torres Strait Islander, Pacific Islander/ Maori, African, Middle Eastern, South Asian or European students.
- On average, male and female students had similar self-efficacy scores.

3.8 Loneliness and social connectedness at school

This section asked five questions relating to students' feelings of loneliness (two items) and social connectedness (three items). Students responded to each item as 1 'Not true at all', 2 'Hardly ever true', 3 'Sometimes true', 4 'True most of the time' or 5 'True all of the time'. The social connectedness items were reverse-coded so that the higher score indicates greater loneliness. A total score (range 5–25) was created using the five items.

3.8.1 Individual items

Figure 2 shows the proportion of students reporting loneliness and social connectedness.

- Social connectedness was high among all student participants, with 78% of the students reporting that they had lots of friends.
- However, 7% of the students said they had nobody to talk to.

3.8.2 Loneliness score

Table 19 shows student loneliness scores.

- Overall, loneliness level was low across ethnicities, genders and year levels.
- There was no difference in loneliness level for students across school states, ethnicities, genders and year levels.

Table 18 Student self-efficacy to intervene scores

Category	Characteristic	New South Wales, mean (SD)	Victoria, mean (SD)	Total, mean (SD)
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	12.03 (3.55)	11.35 (7.02)	11.92 (4.34)
	Pacific Islander/Maori	12.22 (2.39)	11.62 (4.24)	11.98 (3.32)
	Middle Eastern	11.92 (2.27)	12.65 (2.94)	12.10 (2.53)
	African	12.50 (2.20)	12.12 (3.69)	12.32 (2.90)
	South Asian	12.25 (1.33)	11.94 (2.99)	12.07 (2.28)
	East Asian	11.03 (2.58)	11.26 (3.34)	11.10 (3.01)
	Southeast Asian	11.04 (2.27)	11.31 (3.22)	11.11 (2.69)
	European	12.01 (2.80)	11.91 (2.72)	11.96 (2.76)
	Anglo-Celtic	12.12 (2.37)	11.96 (2.85)	12.04 (2.60)
	Missing	10.65 (3.35)	11.33 (3.44)	10.96 (3.42)
Gender	Female	11.89 (2.45)	12.07 (2.88)	11.96 (2.68)
	Male	11.83 (2.61)	11.61 (3.38)	11.73 (2.98)
School grade/year level	Year 5	12.37 (1.70)	12.32 (2.26)	12.35 (1.98)
	Year 6	12.45 (1.70)	12.36 (2.08)	12.41 (1.88)
	Year 7	11.85 (3.39)	11.66 (4.15)	11.78 (3.73)
	Year 8	10.63 (3.47)	10.64 (4.41)	10.63 (3.92)
	Year 9	10.72 (3.31)	10.55 (4.17)	10.65 (3.76)
Total		11.83 (2.57)	11.85 (3.11)	11.84 (2.83)

SD = standard deviation

Note: Scores ranged from 3 (lowest self-efficacy) to 15 (highest self-efficacy).

Figure 2 Proportion of students reporting loneliness and social connectedness

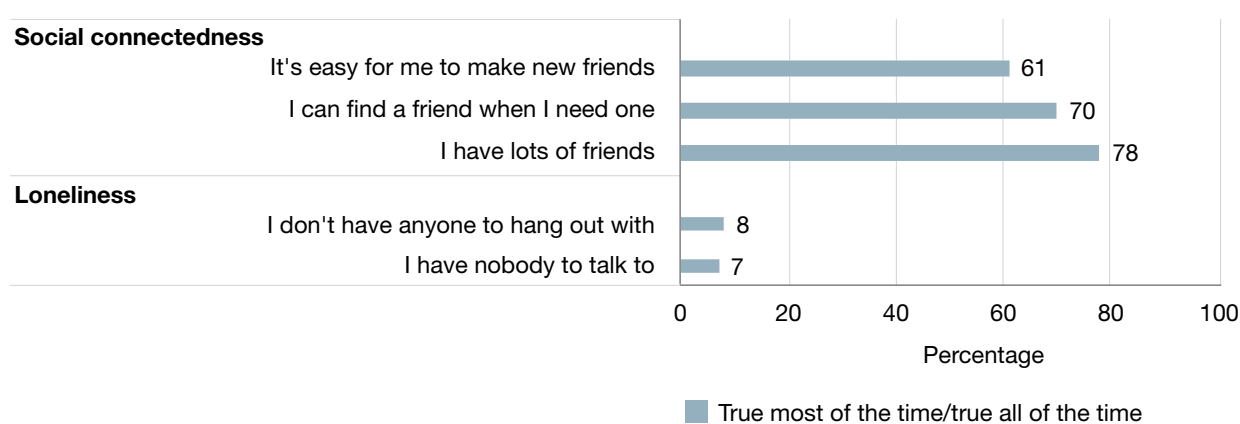


Table 19 Student loneliness scores

Category	Characteristic	Total loneliness score, mean (SD)
State	New South Wales	9.43 (3.40)
	Victoria	9.56 (4.29)
	<i>Total</i>	<i>9.49 (3.81)</i>
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	9.67 (5.84)
	Pacific Islander/Maori	9.44 (4.42)
	Middle Eastern	8.90 (3.10)
	African	9.75 (4.38)
	South Asian	9.09 (3.36)
	East Asian	9.51 (3.37)
	Southeast Asian	10.00 (3.40)
	European	9.56 (3.95)
	Anglo-Celtic	9.32 (3.68)
	Missing	10.73 (4.12)
Gender	Female	9.63 (3.76)
	Male	9.30 (3.83)
School grade/year level	Year 5	9.53 (2.92)
	Year 6	9.26 (2.80)
	Year 7	9.46 (4.83)
	Year 8	9.54 (4.75)
	Year 9	9.89 (4.88)

SD = standard deviation

Note: Scores ranged from 5 (least loneliness) to 25 (most loneliness).

3.9 Teacher empathy

This section asked four questions about students' perceptions of the extent to which teachers listened, understood their needs and assisted with student learning.

3.9.1 Individual items

Figure 3 shows the proportion of students reporting empathy behaviours from teachers.

- Overall, the majority of student participants agreed or strongly agreed that their teachers demonstrated empathetic behaviours to assist with their learning.

3.9.2 Teacher empathy score

Students responded to each item in the teacher empathy measure as 1 'Strongly disagree', 2 'Disagree', 3 'Neither agree nor disagree', 4 'Agree' or 5 'Strongly agree'. A total score (range 4–20) was calculated using the four items (Table 20).

- Overall, students' perceptions of teacher empathy were high; however, this declines with age.
- Year 5 and 6 students perceived slightly higher teacher empathy than students in years 7, 8 and 9.
- There was no difference in perceptions of teacher empathy between states or genders.

Figure 3 Proportion of students reporting empathy behaviours from teachers

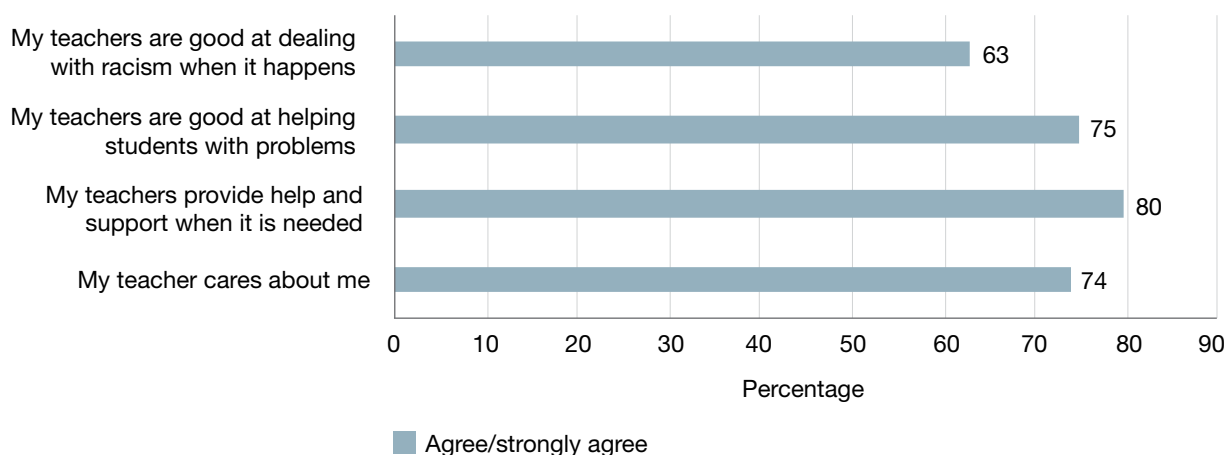


Table 20 Teacher empathy scores

Category	Characteristic	Teacher empathy score, mean (SD)
State	New South Wales	15.83 (3.01)
	Victoria	16.02 (3.69)
	<i>Total</i>	<i>15.91 (3.34)</i>
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	16.36 (5.34)
	Pacific Islander/Maori	16.07 (3.30)
	Middle Eastern	16.20 (3.26)
	African	15.68 (3.77)
	South Asian	16.23 (3.09)
	East Asian	15.72 (3.07)
	Southeast Asian	15.06 (2.73)
	European	15.94 (3.31)
	Anglo-Celtic	16.12 (3.19)
	Missing	15.11 (3.82)
Gender	Female	15.91 (3.24)
	Male	16.01 (3.36)
School grade/year level	Year 5	17.01 (2.22)
	Year 6	16.78 (2.07)
	Year 7	15.36 (4.41)
	Year 8	14.02 (4.35)
	Year 9	13.92 (4.25)

SD = standard deviation

Note: Scores ranged from 4 (lowest teacher empathy) to 20 (highest teacher empathy).

3.10 Peer prosocial norms

This section asked students about their perceptions of their peers' behaviour towards other students. They were asked how many students at their school engaged in five prosocial behaviours – that is, voluntary acts intended to help or benefit others.

3.10.1 Individual items

Figure 4 shows the proportion of students reporting peer prosocial behaviours.

- About 58% of the student participants said that most or almost all of the students at their school cared about other people's feelings.

3.10.2 Peer prosocial score

Responses to each item in the peer prosocial measure ranged from 1 'Hardly any' to 5 'Almost all'. A total score was calculated using the five items (Table 21).

- African students had a lower peer prosocial behaviour score than students from other ethnic groups.
- There was no difference in reported peer prosocial behaviour score between genders or states.
- Peer prosocial scores were slightly lower for high-school students than for primary school students.

This score is based on a measure developed by Spivak and colleagues (2015) for a study in a large, diverse sample of school-aged children in a metropolitan school district in the United States.

3.11 Interracial climate

Students were asked about the interracial climate of their school – that is, their perceptions of whether the school environment is welcoming to students of different racial, ethnic and cultural backgrounds. There were seven interracial climate items, with the responses to each item 1 'Strongly disagree', 2 'Disagree', 3 'Neither agree nor disagree', 4 'Agree' or 5 'Strongly agree'.

Three items relating to 'negative' interracial climate were reverse-coded. A total score (range 7–35) was calculated from the seven items.

3.11.1 Individual items

Figure 5 shows the proportion of students reporting various behaviours relating to interracial climate.

- About 78% of the student participants agreed or strongly agreed that students were able to make friends with students from different racial, ethnic or cultural backgrounds.
- About 11% of the student participants agreed or strongly agreed that their friends would think badly of them if they ate lunch with a student of a different racial, ethnic or cultural background. And 38% of participants reported that they only talk to students of different racial, ethnic or cultural backgrounds when they have to.

Figure 4 Proportion of students reporting peer prosocial behaviours

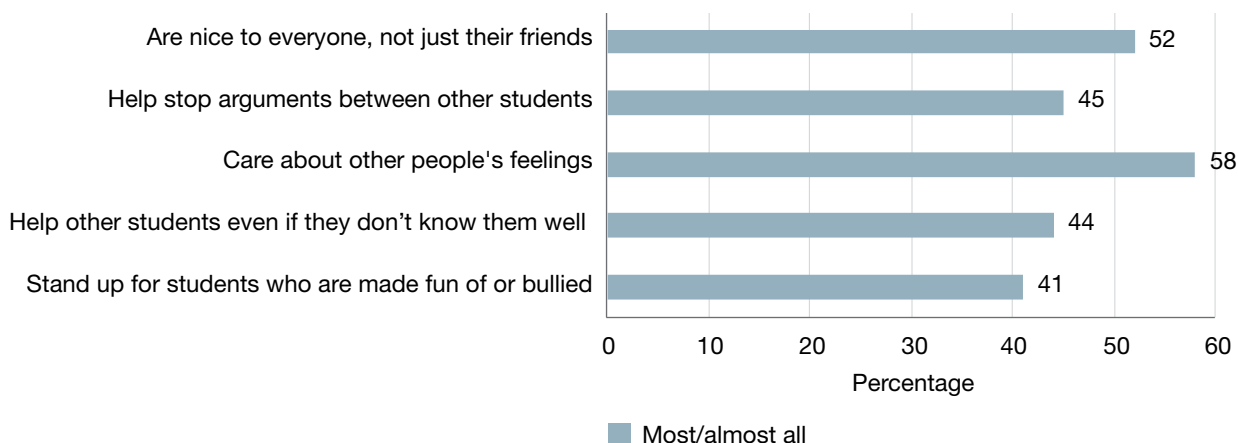


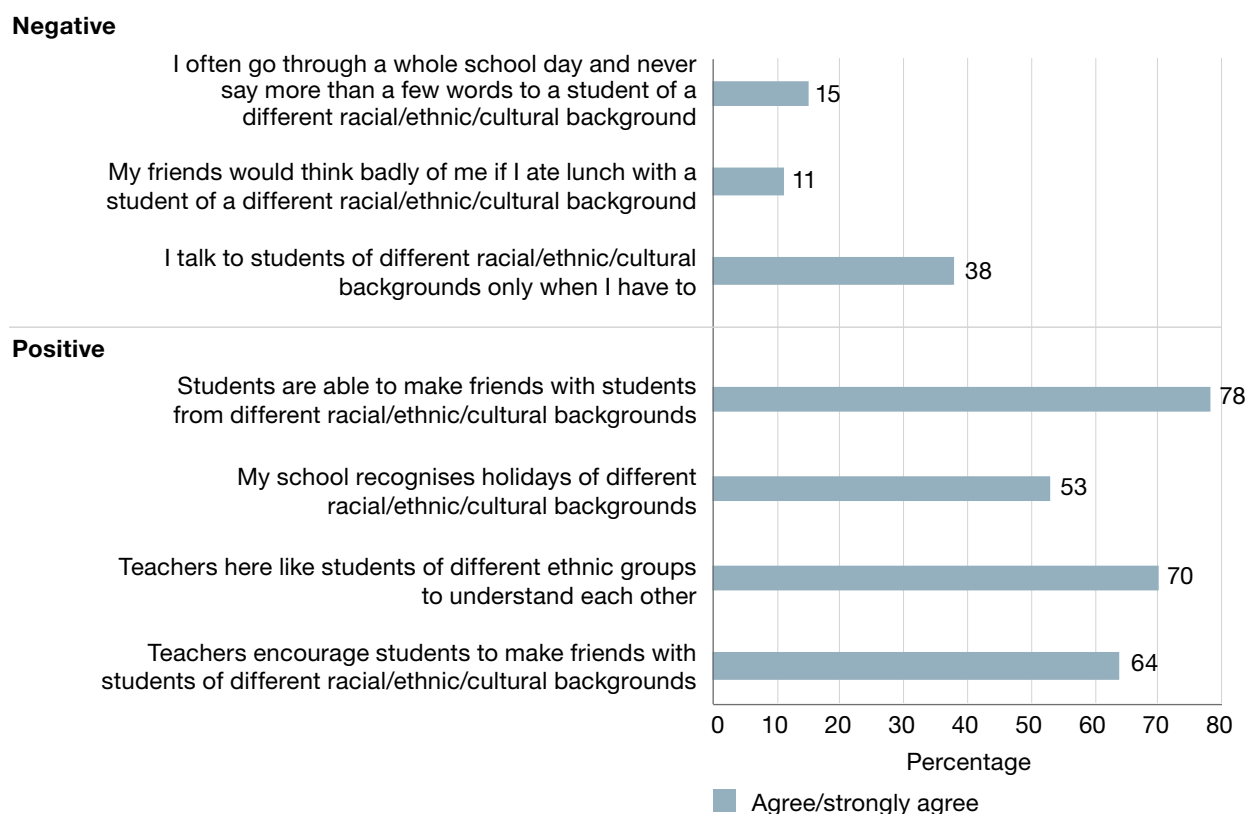
Table 21 Peer prosocial scores

Category	Characteristic	Peer prosocial score, mean (SD)
State	New South Wales	16.51 (4.21)
	Victoria	16.95 (5.37)
	<i>Total</i>	<i>16.70 (4.75)</i>
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	17.75 (7.09)
	Pacific Islander/Maori	17.53 (6.09)
	Middle Eastern	16.76 (4.27)
	African	15.39 (5.28)
	South Asian	17.21 (5.06)
	East Asian	16.39 (4.56)
	Southeast Asian	16.20 (4.19)
	European	16.83 (4.71)
	Anglo-Celtic	16.79 (4.39)
	Missing	15.60 (5.38)
Gender	Female	16.97 (4.58)
	Male	16.52 (4.89)
School grade/year level	Year 5	17.89 (3.46)
	Year 6	17.75 (3.11)
	Year 7	15.85 (6.56)
	Year 8	14.77 (5.91)
	Year 9	14.13 (5.76)

SD = standard deviation

Note: Scores ranged from 5 (lowest peer prosocial behaviour) to 25 (highest peer prosocial behaviour).

Figure 5 Proportion of students reporting various behaviours relating to interracial climate



3.11.2 Interracial climate score

Table 22 shows the interracial climate scores.

- Overall, student participants' perceptions of their school's interracial climate was moderately positive.
- There was no difference in reported interracial climate across states, school year levels, ethnic groups or genders.

3.12 Engagement and valuing contact with people from other racial, ethnic and cultural backgrounds

This section asked students about their perceptions of the extent to which students engaged with, and valued experiences with, people from other racial, ethnic and cultural groups. There are five items in this section. Responses to each item ranged from 1 'Strongly disagree' to 5 'Strongly agree'. A total score was calculated from the five items.

3.12.1 Individual items

Figure 6 shows the proportion of students reporting engaging with, and valuing contact with, people from other racial, ethnic and cultural backgrounds.

- About 58% of students agreed or strongly agreed that they had participated in cultural events with people from other racial, ethnic or cultural backgrounds.
- About 77% of students agreed or strongly agreed that they learnt new things when they were with people from other racial, ethnic and cultural backgrounds, and 75% indicated that they liked meeting and getting to know people from other racial, ethnic and cultural backgrounds.

3.12.2 Engagement score

Table 23 shows the engagement scores.

- Overall, students' perceptions of the extent to which students in the school are engaged with, and value experiences with, people from other racial, ethnic and cultural groups is moderate to high.

Table 22 Interracial climate scores

Category	Characteristic	Interracial climate score, mean (SD)
State	New South Wales	26.15 (3.50)
	Victoria	26.67 (4.45)
	<i>Total</i>	26.37 (3.96)
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	25.68 (5.73)
	Pacific Islander/Maori	25.77 (4.09)
	Middle Eastern	26.39 (4.06)
	African	25.82 (4.58)
	South Asian	26.93 (3.62)
	East Asian	26.47 (3.70)
	Southeast Asian	25.95 (3.60)
	European	26.85 (3.94)
	Anglo-Celtic	26.51 (3.82)
	Missing	25.07 (3.42)
	Gender	Female
Male		25.91 (4.10)
School grade/year level	Year 5	26.73 (2.97)
	Year 6	26.69 (2.90)
	Year 7	26.33 (5.25)
	Year 8	25.48 (4.92)
	Year 9	25.80 (4.97)

SD = standard deviation

Note: Scores ranged from 7 (negative climate) to 35 (positive climate).

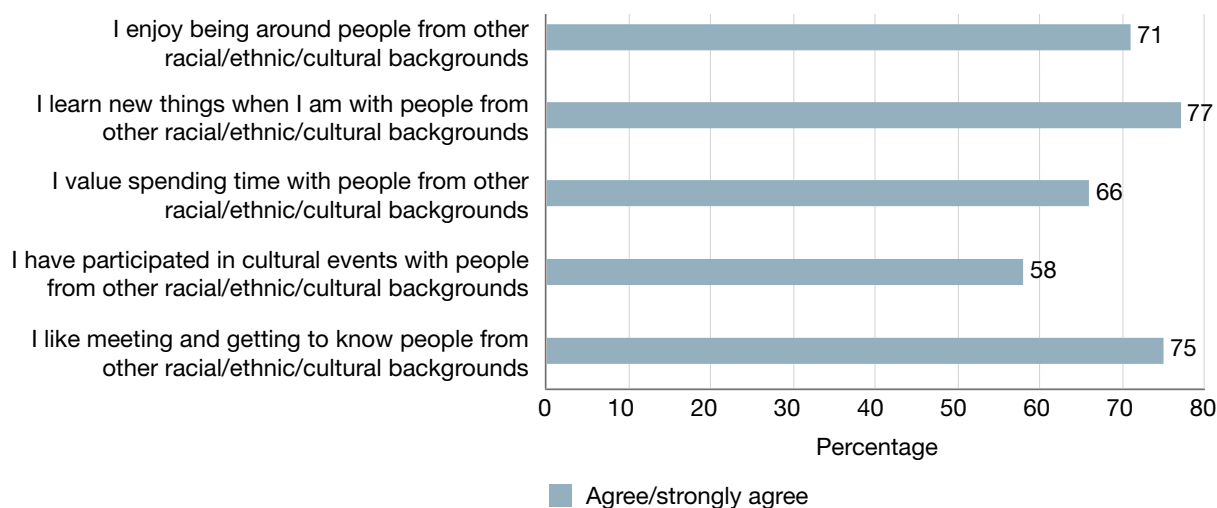
Figure 6 Proportion of students reporting engaging with, and valuing contact with, people from other racial, ethnic and cultural backgrounds

Table 23 Engagement scores

Category	Characteristic	Total engagement score, mean (SD)
State	New South Wales	19.44 (3.35)
	Victoria	19.72 (4.25)
	<i>Total</i>	<i>19.57 (3.78)</i>
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	19.01 (6.07)
	Pacific Islander/Maori	20.28 (4.16)
	Middle Eastern	19.87 (3.56)
	African	20.01 (4.24)
	South Asian	20.48 (3.56)
	East Asian	19.89 (3.22)
	Southeast Asian	19.61 (3.29)
	European	19.96 (3.75)
	Anglo-Celtic	19.32 (3.49)
	Missing	17.72 (4.42)
	Gender	Female
Male		18.99 (4.16)
School grade/year level	Year 5	19.77 (2.79)
	Year 6	19.76 (2.78)
	Year 7	19.62 (4.90)
	Year 8	19.00 (4.62)
	Year 9	19.19 (5.23)

SD = standard deviation

Note: Scores ranged from 5 (lowest engagement) to 25 (highest engagement).

- There was no significant difference in engagement and valuing experiences between states, gender ethnic groups or year levels.

3.13 Socioemotional development

The Strengths and Difficulties Questionnaire is a brief behavioural screening questionnaire that was used to measure socioemotional difficulties in the student participants.

A total difficulty score was created by summing the scores from four scales: emotional problems, conduct problems, hyperactivity and peer problems (Table 24). A child with a total difficulty score of 17 or above is considered at risk of developing a clinically significant socioemotional problem (AMHOCN 2005).

- Overall, about 23% of student participants were identified as being at risk of a clinically significant socioemotional difficulty.
- There was no difference in the prevalence of socioemotional difficulties across school year levels, states or gender.
- Students from an Aboriginal and Torres Strait Islander background had the highest prevalence (38%) of being at risk for socioemotional difficulties.

3.14 Sleep

Students were asked about their time falling asleep on usual school and nonschool days, and the time they woke up in the morning on these days.

Table 24 Total socioemotional difficulty scores

Category	Characteristic	At risk of socioemotional difficulties, % (95% CI)
State	New South Wales	22.91 (20.41, 25.62)
	Victoria	22.69 (18.16, 27.96)
	<i>Total</i>	<i>22.81 (20.33, 25.50)</i>
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	37.64 (34.10, 41.33)
	Pacific Islander/Maori	23.91 (18.58, 30.21)
	Middle Eastern	17.19 (12.03, 23.97)
	African	18.77 (12.46, 27.28)
	South Asian	11.01 (8.56, 14.05)
	East Asian	16.30 (12.37, 21.17)
	Southeast Asian	18.56 (14.62, 23.28)
	European	23.45 (17.77, 30.27)
	Anglo-Celtic	24.55 (21.04, 28.44)
	Missing	30.26 (20.34, 42.45)
	Gender	Female
Male		22.75 (19.22, 26.72)
School grade/year level	Year 5	23.02 (19.06, 27.52)
	Year 6	21.47 (15.85, 28.40)
	Year 7	21.25 (17.61, 25.40)
	Year 8	24.28 (19.89, 29.28)
	Year 9	25.28 (21.84, 29.06)

CI = confidence interval

3.14.1 Sleep duration

The Sleep Health Foundation (2015) recommendation for hours of sleep per day is 9–11 hours for children aged 6–13 years and 8–10 hours for children aged 14–17 years.

Table 25 shows the proportions of students who did not meet these recommendations.

- Overall, about 30% of the students did not meet the Sleep Health Foundation recommendation for sleep hours on school days, and 25% did not meet the recommendation for sleep hours on nonschool days.
- A higher proportion of male students than female students did not meet the recommended sleep hours, especially on nonschool days (32% for males, 19% for females).
- On school days, the proportion of students who did not meet the recommended sleep hours was higher in older students (years 7, 8 and 9) than younger students (years 5 and 6). On nonschool days, a lower proportion of students in year 9 did not meet the recommended sleep hours than those in years 5, 6, 7 or 8.
- The proportions of students who did not meet the recommended sleep hours were highest among students from Southeast Asian backgrounds (47% on school days) and African backgrounds (32% on nonschool days).

Table 25 Proportion of students who did not have recommended hours of sleep

Category	Characteristic	School day, % (95% CI)	Nonschool day, % (95% CI)
State	New South Wales	32.77 (21.61, 46.30)	27.67 (24.92, 30.60)
	Victoria	25.41 (17.94, 34.70)	22.24 (18.26, 26.80)
	<i>Total</i>	<i>29.54 (22.19, 38.13)</i>	<i>25.29 (22.62, 28.17)</i>
Gender	Female	27.59 (18.78, 38.60)	19.04 (15.87, 22.70)
	Male	31.21 (24.07, 39.40)	32.15 (27.65, 37.00)
School grade/year level	Year 5	16.58 (12.55, 21.60)	25.51 (20.96, 30.70)
	Year 6	22.95 (18.51, 28.10)	26.69 (22.21, 31.70)
	Year 7	44.07 (41.04, 47.10)	27.1 (23.18, 31.40)
	Year 8	52.95 (39.41, 66.10)	28.69 (23.6, 34.40)
	Year 9	39.05 (34.66, 43.60)	16.27 (13.68, 19.20)
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	28.59 (21.96, 36.30)	33.51 (27.9, 39.60)
	Pacific Islander/Maori	25.47 (11.39, 47.60)	21.37 (10.33, 39.10)
	Middle Eastern	43.36 (33.13, 54.20)	31.12 (21.07, 43.30)
	African	27.81 (15.83, 44.10)	32.29 (17.11, 52.40)
	South Asian	22.81 (14.22, 34.50)	18.17 (14.21, 22.90)
	East Asian	39.57 (23.45, 58.30)	24.74 (19.96, 30.20)
	Southeast Asian	47.49 (34.58, 60.80)	24.81 (19.61, 30.90)
	European	26.08 (19.72, 33.60)	26.13 (19.03, 34.80)
	Anglo-Celtic	25.08 (19.00, 32.30)	24.32 (19.08, 30.50)
Missing	32.23 (21.16, 45.70)	24.94 (17.97, 33.50)	

CI = confidence interval

3.14.2 Time taken to fall asleep

Figure 7 shows the times reported for students to fall asleep.

A previous study showed that children who took more than 60 minutes to fall asleep were more likely to develop socioemotional problems (Biggs et al. 2011). Therefore, we collapsed the categories into 'Take more than 60 minutes to fall asleep' and 'Take less than 60 minutes to fall asleep' (Table 26).

- About 14% of the total sample took more than 60 minutes to fall asleep.
- The time taken to fall asleep was fairly similar across school states, genders and school grades, but varied by ethnicity. For example, only 6% of South Asian students took more than 60 minutes to fall asleep, compared with 20% of Aboriginal and Torres Strait Islander students.

Figure 7 Students' responses to the question 'During the last 4 weeks, how long did it usually take you to fall asleep?'

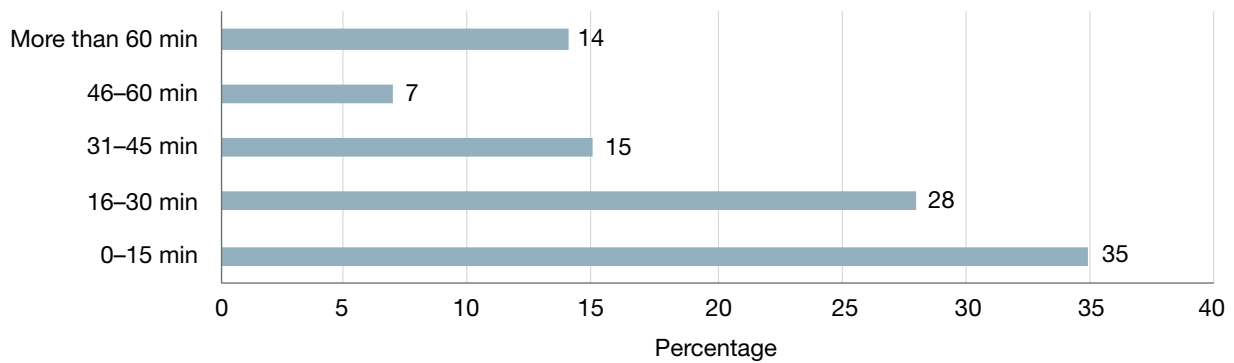


Table 26 Proportion of students who took more than 60 minutes to fall asleep

Category	Characteristic	More than 60 minutes to fall asleep, % (95% CI)
State	New South Wales	14.05 (12.43, 15.84)
	Victoria	14.97 (12.58, 17.72)
	<i>Total</i>	<i>14.45 (12.97, 16.07)</i>
Gender	Female	14.27 (12.05, 16.82)
	Male	14.09 (12.38, 15.98)
School grade/year level	Year 5	15.10 (12.35, 18.32)
	Year 6	13.59 (10.42, 17.53)
	Year 7	15.18 (11.93, 19.12)
	Year 8	14.47 (11.33, 18.31)
	Year 9	14.09 (11.06, 17.79)
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	20.17 (16.90, 23.88)
	Pacific Islander/Maori	19.64 (10.62, 33.45)
	Middle Eastern	11.08 (6.94, 17.22)
	African	16.01 (10.42, 23.82)
	South Asian	6.40 (2.63, 14.77)
	East Asian	9.23 (5.46, 15.18)
	Southeast Asian	16.53 (10.98, 24.12)
	European	18.01 (15.43, 20.90)
	Anglo-Celtic	14.26 (10.97, 18.33)
Missing	13.37 (8.24, 20.96)	

CI = confidence interval

3.14.3 Frequency of waking during sleep time

Figure 8 and Table 27 show student reports of waking during sleep time.

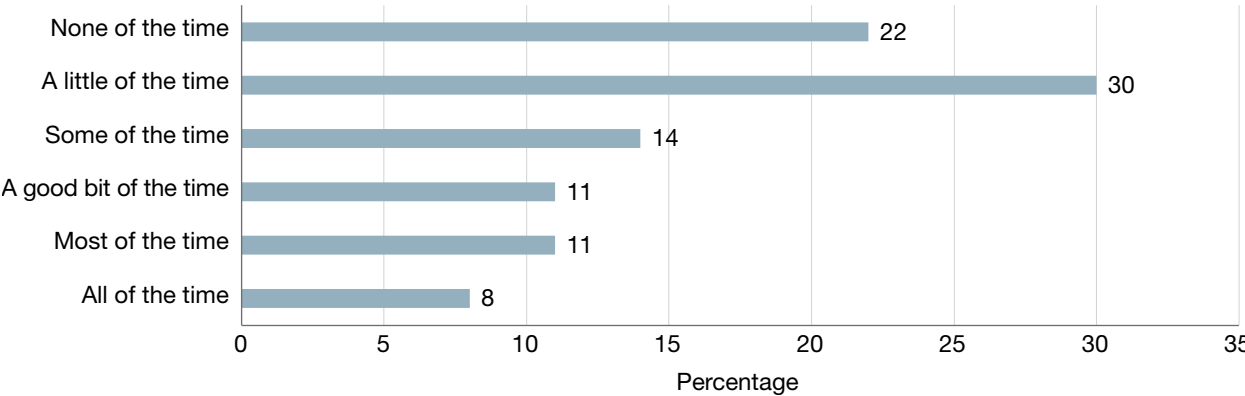
- About 20% of the total sample reported that they woke during sleep time all of the time or most of the time.
- The proportion of student participants who woke during sleep time was highest among year 5 students.
- The frequency of waking during sleep time varied by ethnicity. For example, students from Aboriginal and Torres Strait Islander backgrounds (35%) and students from Pacific Islander/Maori backgrounds (46%) had higher proportions of waking during sleep time, whereas students from South Asian backgrounds (11%) had the lowest proportion of waking during sleep time.

Table 27 Proportion of students who awake during sleep time all of the time or most of the time

Category	Characteristic	Waking during sleep time, % (95% CI)
State	New South Wales	21.11 (18.22, 24.33)
	Victoria	18.06 (13.68, 23.46)
	<i>Total</i>	<i>19.78 (17.12, 22.75)</i>
Gender	Female	21.20 (18.40, 24.30)
	Male	17.99 (14.50, 21.90)
School grade/year level	Year 5	24.70 (19.80, 30.40)
	Year 6	17.10 (11.60, 24.50)
	Year 7	16.40 (13.70, 19.40)
	Year 8	18.70 (14.40, 23.90)
	Year 9	17.60 (14.30, 21.50)
Self-reported ethnicity (prioritisation approach)	Aboriginal and Torres Strait Islander	34.70 (27.30, 43.00)
	Pacific Islander/Maori	45.60 (24.40, 68.50)
	Middle Eastern	15.30 (9.50, 23.80)
	African	22.00 (14.80, 31.50)
	South Asian	11.30 (8.70, 14.70)
	East Asian	16.00 (9.20, 26.30)
	Southeast Asian	18.30 (12.90, 25.40)
	European	19.50 (14.10, 26.30)
	Anglo-Celtic	17.90 (14.30, 22.10)
Missing	25.60 (15.50, 39.20)	

CI = confidence interval

Figure 8 Students' responses to the question 'How often did you awake during your sleep time and have trouble falling back to sleep again?'



4 Staff survey results

4.1 Teaching background

Staff were asked to specify:

- the number of years since they completed their qualification
- the number of years they had worked in their current school
- whether they had ever been a classroom teacher.

Responses were categorised into '<10 years' and '10 or more years' (Table 28).

- A majority of the staff participants were classroom teachers: 58% in NSW and 61% in Victoria.
- A majority (63%) of the staff participants had been working in the school for less than 10 years, and most (60%) were classroom teachers.

Table 28 School staff participants' teaching background

Category	Characteristic	New South Wales		Victoria		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Years since most recent qualification completed	<10	31	35.23	54	47.37	85	42.08
	10 or more	57	64.77	60	52.63	117	57.92
Years working in current school	<10	56	63.28	71	62.28	127	62.87
	10 or more	32	37.72	43	37.72	75	37.13
Years teaching in this school	<10	42	47.73	51	44.74	93	46.04
	10 or more	46	53.27	63	55.26	109	53.96
Total years in teaching (not just in this school)	<10	26	29.55	39	34.21	65	32.18
	10 or more	52	59.09	52	45.61	104	51.49
	Have not ever been a teacher	9	10.23	22	19.30	31	15.35
	Missing	1	1.14	1	0.88	2	0.99
Current role	Executive staff	25	28.41	21	18.42	46	22.77
	Classroom teacher	51	57.95	70	61.40	121	59.90
	Nonteaching staff	11	12.50	23	20.18	34	16.83
	Other	1	1.14	0	0.00	1	0.50
Previous experience as a classroom teacher	Yes	19	52.78	17	38.64	36	45.00
	No	17	47.22	27	61.36	44	55.00

4.2 Demographic profile

Staff were asked about their gender; age group; mother's and father's country of birth, and their own country of birth; highest level of education; and race/ethnicity/cultural background (Table 29; see Appendix B (questions 3–12) for details of the questions used in the survey). Participants could select multiple ethnicities.

- Most of the staff participants were female (69% in NSW and 73% in Victoria).
- Overall, more than 60% of staff participants self-identified as Anglo-Celtic, 26% as European, 2% as Aboriginal and Torres Strait Islander, and 6% as other ethnic minority (e.g. East Asian, South Asian, Middle Eastern).
- About 90% of staff participants in NSW and 71% of staff participants in Victoria had a university qualification.

4.3 Multicultural education policies and professional learning

In this section, staff participants were asked questions relating to their level of awareness of their respective education department's multicultural education policies, and the degree to which these policies were implemented in their school and addressed in professional learning opportunities. School staff were also asked whether they had been provided with sufficient professional learning by their education department on a range of topics, as specified in Table 30.

- About 60% of staff participants in NSW and 32% in Victoria thought that their education department provided sufficient professional antiracism education.
- About 28% of staff participants in NSW and 34% in Victoria thought that their education department provided sufficient professional education on intercultural understanding.
- About 76% of staff participants in NSW and 21% in Victoria thought that their education department provided sufficient professional education on Aboriginal issues.

School staff were asked whether they had completed training and/or professional learning by providers other than their education department on a range of topics (Table 31).

- About 44% of staff participants in NSW and 25% in Victoria had completed antiracism education training or professional learning delivered by providers other than the education department.
- About 60% of staff participants in NSW and 20% in Victoria had completed Aboriginal education training or professional learning delivered by providers other than the education department.

The following section relates to questions provided to NSW school staff only, because it relates to a specific NSW program involving the employment of Anti-Racism Contact Officers in NSW schools.

Staff participants were asked about their awareness of multicultural education and antiracism policies, and whether they could identify their Anti-Racism Contact Officer (Tables 32–33).

- About 63% of all the staff participants in NSW had read the Department of Education's Multicultural Education Policy, and 70% had read the department's Anti-Racism Policy.
- About 66% of staff participants were aware that the Anti-Racism Policy was implemented in their school, and 51% were aware that the Multicultural Education Policy was implemented.
- Almost 60% of staff participants knew who the Anti-Racism Contact Officer was in their school.

Table 29 Characteristics of staff sample

Category	Characteristic	NSW		Victoria		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender	Male	15	17.05	27	27.00	42	20.79
	Female	61	69.32	73	73.00	134	66.34
	Missing	12	13.64	14	12.20	26	12.87
Age group (years)	Under 25	1	1.14	5	4.39	6	2.97
	25–34	18	20.45	27	23.68	45	22.28
	35–44	17	19.32	31	27.19	48	23.76
	45–54	26	29.55	23	20.18	49	24.26
	55–64	13	14.77	17	14.91	30	14.85
	65 and over	1	1.14	0	0.00	1	0.50
	Missing	12	13.64	11	9.65	23	13.86
Ethnicity (total response)	Aboriginal and Torres Strait Islander	3	3.41	2	1.75	5	2.48
	Anglo-Celtic	56	63.64	70	61.40	126	62.38
	European	19	9.09	32	28.07	51	25.87
	Other ethnic minority	3	3.41	10	8.77	13	6.44
	Missing	1	1.14	2	1.75	3	1.49
Staff member's country of birth	Australia	67	87.01	85	74.56	152	75.25
	Overseas	10	12.99	17	14.91	27	13.37
	Missing	11	12.50	12	10.53	23	11.39
Mother's country of birth	Australia	55	72.37	69	60.53	124	61.39
	Overseas	21	27.63	34	29.82	55	27.23
	Missing	12	13.64	11	9.65	23	11.39
Father's country of birth	Australia	56	73.68	67	58.77	123	68.72
	Overseas	20	26.32	36	31.58	56	31.28
	Missing	12	13.64	11	9.65	23	11.39
Years lived in Australia	<10	0	0.00	4	23.53	4	16.00
	10–19	3	37.50	4	23.53	7	28.00
	20–51	5	62.50	9	52.94	14	56.00
Highest level of education completed	University degree or higher	69	90.79	81	71.05	150	88.76
	Below university degree	7	9.21	12	10.53	19	11.24
	Missing	12	13.64	21	18.42	33	16.34

Table 30 Staff participants' level of awareness of multicultural education policies

Category	Characteristic	NSW		Vic		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Antiracism education	Yes	53	60.23	36	31.58	89	44.06
	No	25	28.41	53	46.49	78	38.61
	Missing	10	11.36	25	21.93	35	17.33
Bystander intervention	Yes	18	20.45	30	26.32	48	23.76
	No	43	48.86	56	49.12	99	49.01
	Missing	27	30.68	28	24.56	55	27.23
Intercultural understanding	Yes	25	28.41	39	34.21	64	31.68
	No	28	43.18	51	44.74	89	44.06
	Missing	25	28.41	24	21.05	49	24.26
Supporting students learning English as an additional language or dialect	Yes	49	55.68	55	48.25	104	51.49
	No	26	29.55	41	35.96	67	33.17
	Missing	13	14.77	18	15.79	31	15.35
Supporting students from refugee backgrounds	Yes	30	34.09	37	32.46	67	33.17
	No	29	44.32	52	45.61	91	45.05
	Missing	19	21.59	25	21.93	44	21.78
Multicultural education in general	Yes	39	44.32	34	29.82	73	36.14
	No	26	29.55	53	46.49	79	39.11
	Missing	23	26.14	27	23.68	50	24.75
Aboriginal education	Yes	67	76.14	24	21.05	91	45.05
	No	14	15.91	68	59.65	82	40.59
	Missing	7	7.95	22	19.30	29	14.36

4.4 School climate: general

Staff participants were asked about the extent to which they agreed or disagreed with statements relating to their school's climate/environment (Table 34).

- A majority (90%) of staff participants agreed or strongly agreed that teachers in their school typically work well with one another.
- About half (45%) of the staff participants agreed or strongly agreed that parents from different racial, ethnic or cultural backgrounds were actively involved with the school.
- About 72% of staff participants in NSW and 45% in Victoria agreed or strongly agreed that teachers' cultural backgrounds are valued and recognised within the school.
- About 86% of staff participants in NSW and 83% in Victoria agreed or strongly agreed that school staff get along well with parents from different racial, ethnic or cultural backgrounds.

Table 31 Staff participants' level of training and professional learning

Category	Characteristic	NSW		Vic		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Antiracism education	Yes	39	44.32	29	25.44	68	33.66
	No	43	48.86	74	64.91	117	57.92
	Missing	6	6.82	11	9.65	17	8.42
Bystander intervention	Yes	11	12.50	24	21.05	35	17.33
	No	62	70.45	70	61.40	132	65.35
	Missing	15	17.05	20	17.54	35	17.33
Intercultural understanding	Yes	22	25.00	33	28.95	55	27.23
	No	56	63.64	65	57.02	121	59.90
	Missing	10	11.36	16	14.04	26	12.87
Supporting students learning English as an additional language or dialect	Yes	39	44.32	45	39.47	84	41.58
	No	45	51.14	58	50.88	103	50.99
	Missing	4	4.55	11	9.65	15	7.43
Supporting students from refugee backgrounds	Yes	19	21.59	36	31.58	55	27.23
	No	66	75.00	64	56.14	130	64.36
	Missing	3	3.41	14	12.28	17	8.42
Multicultural education in general	Yes	36	40.91	38	33.33	74	36.63
	No	46	52.27	61	53.51	107	52.97
	Missing	6	6.82	15	13.16	21	10.40
Aboriginal education	Yes	53	60.23	23	20.18	76	37.62
	No	30	34.09	78	68.42	108	53.47
	Missing	5	5.68	13	11.40	18	8.91

Table 32 Awareness of multicultural education policies

Category	Characteristic	NSW	
		<i>n</i>	%
Read the Department of Education's Multicultural Education Policy	Yes	55	62.50
	No	26	29.55
	Missing	7	7.95
Read the Department of Education's Anti-Racism Policy	Yes	62	70.45
	No	19	21.59
	Missing	7	7.95
Multicultural education policy is implemented	Yes	45	51.14
	No	16	18.18
	Missing	27	30.68
Antiracism policy is implemented	Yes	58	65.91
	No	15	17.05
	Missing	15	17.05

Table 33 Knowledge of Anti-Racism Contact Officer

Knowledge of Anti-Racism Contact Officer	NSW	
	<i>n</i>	%
Yes	52	59.09
No	24	27.27
Missing	12	13.64

Table 34 Staff participants' perceptions of their school's general climate

Item	Characteristic	NSW		Vic		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Teachers who work in this school typically work well with one another	Agree/strongly agree	79	89.77	100	87.72	179	88.61
	Neither agree nor disagree	8	9.09	8	7.02	16	7.92
	Strongly disagree/disagree	1	1.14	4	3.51	5	2.48
	Missing	0	0.00	2	1.75	2	0.99
Teachers at this school build strong relationships with students	Agree/strongly agree	84	95.45	99	86.84	183	90.56
	Neither agree nor disagree	4	4.55	11	9.65	15	7.43
	Strongly disagree/disagree	0	0.00	1	0.88	1	0.50
	Missing	0	0.00	3	2.63	3	1.49
Teachers' cultural backgrounds are valued and recognised within the school	Agree/strongly agree	63	71.59	51	44.74	114	56.44
	Neither agree nor disagree	17	19.32	39	34.21	56	28.87
	Strongly disagree/disagree	6	6.82	18	15.79	24	12.37
	Missing	2	2.27	6	5.26	8	3.96
Parents from different racial, ethnic or cultural backgrounds are actively involved with the school	Agree/strongly agree	39	44.32	53	46.49	92	45.54
	Neither agree nor disagree	22	25.00	25	21.93	47	23.27
	Strongly disagree/disagree	20	22.73	23	20.18	43	21.29
	Missing	7	7.95	13	11.40	20	9.90
Parents are made to feel welcome in this school	Agree/strongly agree	83	95.40	99	86.84	182	90.10
	Neither agree nor disagree	4	4.55	9	7.89	13	6.44
	Strongly disagree/disagree	0	0.00	1	0.88	1	0.50
	Missing	1	1.14	5	4.39	6	2.97

continued

Table 34 *continued*

Item	Characteristic	NSW		Vic		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Parents are aware of what is expected of their child at this school	Agree/strongly agree	72	81.82	85	74.56	157	77.72
	Neither agree nor disagree	9	10.23	11	9.65	20	9.90
	Strongly disagree/disagree	4	4.55	10	8.77	14	6.93
	Missing	3	3.41	8	7.02	11	5.45
Parents from different racial, ethnic or cultural backgrounds get along well with each other	Agree/strongly agree	45	51.14	45	39.47	90	44.55
	Neither agree nor disagree	26	29.55	31	27.19	57	28.22
	Strongly disagree/disagree	2	2.27	3	2.63	5	2.48
	Missing	15	17.05	35	30.70	50	24.75
School staff get along well with parents from different racial, ethnic or cultural backgrounds	Agree/strongly agree	76	86.36	95	83.33	171	84.65
	Neither agree nor disagree	5	5.68	9	7.89	14	6.93
	Strongly disagree/disagree	1	1.14	1	0.88	2	0.99
	Missing	6	6.82	9	7.89	15	7.43
Parents respect their children's teachers	Agree/strongly agree	49	55.68	60	52.63	109	53.96
	Neither agree nor disagree	22	25.00	34	29.82	56	27.72
	Strongly disagree/disagree	10	11.36	13	11.40	23	11.39
	Missing	7	7.95	7	6.14	14	6.93
Students respect their teachers	Agree/strongly agree	50	56.82	63	55.26	113	55.94
	Neither agree nor disagree	24	27.27	30	26.32	54	26.73
	Strongly disagree/disagree	11	12.50	16	14.04	27	13.37
	Missing	3	3.41	5	4.39	8	3.96

4.5 School climate: bullying and harassment

Staff participants were asked the extent to which they agreed or disagreed with statements relating to bullying and harassment in their school (Table 35). About 25% of all staff participants agreed or strongly agreed that bullying was a serious problem in their school, and 19% agreed or strongly agreed that racial discrimination was a serious problem.

- About 41% of staff participants agreed or strongly agreed that the amount of time and resources they committed to anti-bullying/

harassment initiatives was sufficient to effectively deal with problems of bullying, racial discrimination and sexual harassment at their school.

- In addition, 21% of staff participants agreed or strongly agreed that there were inadequate policies, practices and processes in place to address race-based discrimination in their school.

The following section relates to questions provided to NSW school staff only. Staff participants were asked questions relating to the activities of Anti-Racism Contact Officers in NSW Department of Education schools (Table 36).

Table 35 Staff participants' perceptions of bullying and harassment

Item	Characteristic	NSW		Vic		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bullying is a serious problem among students at our school	Agree/strongly agree	26	29.55	25	21.93	51	25.25
	Neither agree nor disagree	20	22.73	29	25.44	49	24.26
	Strongly disagree/disagree	38	43.18	52	45.1	90	44.55
	Missing	4	4.55	8	7.02	12	5.94
Racial discrimination is a serious problem among students at our school	Agree/strongly agree	17	19.32	22	19.30	39	19.31
	Neither agree nor disagree	11	12.50	22	19.30	33	16.34
	Strongly disagree/disagree	56	63.64	58	50.88	114	56.44
	Missing	4	4.55	12	10.53	16	7.92
Sexual harassment is a serious problem among students at our school	Agree/strongly agree	8	9.09	16	14.04	24	11.88
	Neither agree nor disagree	20	22.73	27	23.68	47	23.27
	Strongly disagree/disagree	54	61.36	60	52.63	114	56.44
	Missing	6	6.82	11	9.65	17	8.42
The degree of bullying/harassment at our school is greater than the average level in Australian schools	Agree/strongly agree	4	4.55	8	7.02	12	5.94
	Neither agree nor disagree	13	14.77	12	10.53	25	12.38
	Strongly disagree/disagree	62	70.45	79	69.30	141	69.80
	Missing	9	10.23	15	13.16	24	11.88
Dedicating time and resources to solving the problem of bullying/harassment is one of our highest priorities	Agree/strongly agree	14	15.91	43	37.72	93	46.04
	Neither agree nor disagree	18	20.45	28	24.56	46	22.77
	Strongly disagree/disagree	50	56.82	30	26.32	44	21.78
	Missing	6	6.82	13	11.40	19	9.41
Relative to other priorities, we commit a substantial amount of time and resources to solving the problem of bullying/harassment	Agree/strongly agree	48	54.55	47	41.23	95	47.03
	Neither agree nor disagree	16	18.18	33	28.95	49	24.26
	Strongly disagree/disagree	20	22.73	25	21.93	45	22.28
	Missing	4	4.55	9	7.89	13	6.44
The amount of time and resources we commit to anti-bullying/harassment initiatives is sufficient to effectively deal with these problems at our school	Agree/strongly agree	38	43.18	45	39.47	83	41.09
	Neither agree nor disagree	26	29.55	31	27.19	57	28.22
	Strongly disagree/disagree	16	18.18	26	22.81	42	20.79
	Missing	8	9.09	12	10.53	20	9.90

continued

Table 35 *continued*

Item	Characteristic	NSW		Vic		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My school is committed to providing an environment that is welcoming, safe and inclusive for students from varied racial, ethnic or cultural backgrounds	Agree/strongly agree	83	94.32	95	83.33	178	88.12
	Neither agree nor disagree	3	3.41	10	8.77	13	6.44
	Strongly disagree/disagree	2	2.27	5	4.39	7	3.47
	Missing	0	0.00	4	3.51	4	1.98
Within my school, there are inadequate policies, practices and processes in place to address race-based discrimination	Agree/strongly agree	13	14.77	29	25.44	42	20.79
	Neither agree nor disagree	13	14.77	19	16.67	32	15.84
	Strongly disagree/disagree	54	61.36	55	48.25	109	53.96
	Missing	8	9.09	11	9.65	19	9.41
Our school is supported by the NSW Department of Education or the Victorian Department of Education and Training to address racial discrimination	Agree/strongly agree	53	60.23	46	40.35	99	49.01
	Neither agree nor disagree	21	23.86	26	22.81	47	23.27
	Strongly disagree/disagree	4	4.55	10	8.77	14	6.93
	Missing	10	11.36	32	28.07	42	20.79

Table 36 Promotion of antiracism by Anti-Racism Contact Officers

Response to 'The Anti-Racism Contact Officer in my school is active in promoting awareness and understanding about anti-racism'	NSW	
	<i>n</i>	%
Agree/strongly agree	29	32.95
Neither agree nor disagree	24	27.27
Strongly disagree/disagree	18	20.45
Missing	17	19.32

- Responses to this question indicate that 33% of staff participants in NSW public schools agreed or strongly agreed that their school's Anti-Racism Contact Officer is active in promoting awareness and understanding about antiracism, compared with 20% who disagreed or strongly disagreed. A considerable proportion of respondents neither agreed nor disagreed, or did not answer the question.

4.6 Experiences of discrimination

Staff participants were asked about situations of discrimination in the past 12 months that were experienced by staff, students and parents at their school. Response options were 'Very often', 'Often', 'Sometimes', 'Rarely' and 'Never'. Table 37 indicates the proportion of staff participants who answered either 'Sometimes', 'Often' or 'Very often', or 'Rarely' or 'Never'.

- About 13% of staff participants from NSW and 35% of staff participants from Victoria reported that staff at their school were treated unfairly by students because of their race, ethnicity, culture or language.
- Overall, 40% of staff participants reported that students at their school were treated unfairly by other students because of their race, ethnicity, culture or language.
- About 13% of staff participants from NSW and 18% of staff participants from Victoria reported that parents at their school were treated unfairly by other parents because of their race, ethnicity, culture or language.

Table 37 Staff participants' perceptions of experiences of discrimination

Item	Response	New South Wales		Victoria		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff at my school were treated unfairly by other school staff members because of their race ethnicity, culture or language	Rarely/never	66	75.00	89	78.07	155	76.73
	Sometimes/often/very often	7	7.95	9	7.89	16	9.36
	Missing	15	17.05	16	14.04	31	15.35
Staff at my school were treated unfairly by students because of their race, ethnicity, culture or language	Rarely/never	64	72.73	53	46.49	117	57.92
	Sometimes/often/very often	11	12.50	40	35.09	51	30.36
	Missing	13	14.77	21	18.42	34	16.83
Students at my school were treated unfairly by school staff members because of their race, ethnicity, culture or language	Rarely/never	76	86.36	92	80.70	168	83.17
	Sometimes/often/very often	4	4.55	9	7.89	13	6.44
	Missing	8	9.09	13	11.40	21	10.40
Students at my school were treated unfairly by other school students because of their race, ethnicity, culture or language	Rarely/never	41	46.59	55	48.25	96	47.52
	Sometimes/often/very often	34	38.64	47	41.23	81	40.10
	Missing	13	14.77	12	10.53	25	12.30
Parents at my school were treated unfairly by school staff members because of their race, ethnicity, culture or language	Rarely/never	72	81.82	88	77.19	160	79.21
	Sometimes/often/very often	2	2.27	5	4.39	7	3.47
	Missing	14	15.91	21	18.42	35	17.33
Parents at my school were treated unfairly by other parents because of their race, ethnicity, culture or language	Rarely/never	43	48.86	46	40.35	89	44.06
	Sometimes/often/very often	11	12.50	10	17.86	21	10.40
	Missing	34	38.64	58	50.88	92	45.54

4.7 Personal self-efficacy in behavioural management

Staff participants were asked about their ability to manage racial bullying in the school environment. Response options were 'Not true at all', 'Somewhat untrue', 'A little untrue', 'Neither true nor untrue', 'A little true', 'Somewhat true' and 'Very true' (Table 38).

- Overall, staff responses to these questions indicated that they felt skilled and confident in managing racial bullying involving students. About 77% of staff participants reported that they can successfully handle situations of racial bullying among students.
- Overall, about 70% of staff participants reported that they have the skills to teach their students how to address racial bullying.

Table 38 Staff participants' perceptions of personal self-efficacy in behavioural management

Item	Response	New South Wales		Victoria		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I can successfully handle the situation when another student is racially bullying	A little untrue/somewhat untrue/not true at all	5	5.68	5	4.39	10	4.95
	Neither true nor untrue	3	3.41	10	8.77	13	6.44
	Very true/somewhat true/a little true	69	78.41	87	76.32	156	77.23
	Missing	11	12.50	12	10.53	23	11.39
I have the skills to resolve incidents of racial bullying with students	A little untrue/somewhat untrue/not true at all	7	7.95	7	6.14	14	6.93
	Neither true nor untrue	3	3.41	7	6.14	10	4.95
	Very true/somewhat true/a little true	67	76.14	84	73.68	151	74.75
	Missing	11	12.50	16	14.04	27	13.37
I feel competent to handle a student who is racially bullying in my classroom	A little untrue/somewhat untrue/not true at all	6	6.82	5	4.39	11	5.45
	Neither true nor untrue	3	3.41	6	5.26	9	4.46
	Very true/somewhat true/a little true	71	80.68	91	79.82	162	80.20
	Missing	8	9.09	12	10.53	20	9.90
I feel helpless when I attempt to manage students' racial bullying behaviours	A little untrue/somewhat untrue/not true at all	58	65.91	69	60.53	127	62.87
	Neither true nor untrue	8	9.09	15	13.16	23	11.39
	Very true/somewhat true/a little true	14	15.91	18	15.79	32	15.84
	Missing	8	9.09	12	10.53	20	9.90

continued

Table 38 *continued*

Item	Response	New South Wales		Victoria		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that I can de-escalate racial bullying conflict situations between students	A little untrue/somewhat untrue/not true at all	5	5.68	6	5.26	11	6.15
	Neither true nor untrue	4	4.55	7	6.14	11	5.45
	Very true/somewhat true/a little true	70	79.55	87	76.32	157	77.72
	Missing	9	10.23	14	12.28	23	11.39
I think that in racial bullying conflict situations between students I can act in such a manner that would not lead to a crisis	A little untrue/somewhat untrue/not true at all	3	3.41	4	3.51	7	3.47
	Neither true nor untrue	2	2.27	6	5.26	8	3.96
	Very true/somewhat true/a little true	73	82.95	87	76.32	160	79.21
	Missing	10	11.36	17	14.91	27	13.37
I have the skills to teach my students how to address racial bullying themselves	A little untrue/somewhat untrue/not true at all	6	6.82	10	8.77	16	7.92
	Neither true nor untrue	6	6.82	11	9.65	17	8.42
	Very true/somewhat true/a little true	63	71.59	78	68.42	141	69.80
	Missing	13	14.77	15	13.16	28	13.86
I feel helpless when I attempt to teach my students how to address racial bullying themselves	A little untrue/somewhat untrue/not true at all	54	61.36	58	50.88	112	55.45
	Neither true nor untrue	13	14.77	19	16.67	32	15.84
	Very true/somewhat true/a little true	11	12.50	19	16.67	30	14.85
	Missing	10	11.36	18	15.79	28	13.86

4.8 Diversity beliefs

Staff participants were asked to rate their feelings toward the following nine racial, ethnic and cultural groups using a 'warmth thermometer scale' for each group. Response options ranged from 1 'Very cold' to 7 'Very warm' (Table 39).

- Overall, staff participants reported very warm feelings towards all groups.

This is in contrast to a study conducted by VicHealth (2014) assessing sentiments towards adults across different racial/ethnic groups, which found a more cold (or negative) sentiment towards Middle Eastern ethnic groups. A study by Skinner and colleagues (2013) found that almost half (47%) of the sample reported a negative or prejudicial attitude towards Aboriginal and Torres Strait Islander Australians.

4.9 Implicit Association Test score

The Implicit Association Test (IAT) is a measure of the strength of a person's automatic association between concepts in memory. It is a computer-based measure that requires participants to rapidly categorise two target concepts (e.g. 'white' and 'black') with an attribute (e.g. good or bad). Easier pairings (faster responses) are interpreted as being more strongly associated in memory than more difficult (slower) pairings.

In the SOAR teacher survey, staff participants were randomised to complete one of two IATs: Middle-Eastern – White and Aboriginal – White, either at the beginning or at the end of the survey (Table 40).

The IAT effect (a D score) shows the extent to which an individual's response indicates a positive or negative prejudicial attitude. The IAT D score has a possible range of -2 to +2.

A positive score indicates a stronger association of Middle Eastern names (e.g. Yasmin, Muhammed) or Aboriginal names (e.g. Lowanna, Galarrwuy) with unpleasant words (e.g. awful, nasty), whereas a negative score indicates a stronger association of Middle Eastern or Aboriginal names with pleasant words (e.g. joy, friend). White names used included Peter and Sarah.

In other words, a negative D score indicates an association inconsistent with the stereotype (in this case, a positive prejudicial attitude towards Aboriginal people or Middle Eastern people), and a positive D score indicates an association consistent with the stereotype (a negative prejudicial attitude towards Aboriginal or Middle Eastern people).

- Overall, staff participants showed a slightly stronger association of Middle Eastern names with unpleasant words (compared with pleasant words), and a slightly stronger association of Aboriginal names with unpleasant words (compared with pleasant words). This is reflected in the scores being positive (greater than zero) rather than negative (less than zero).

Table 39 Teachers' scores on the Warm Thermometer Scale

Racial/ethnic/cultural group	New South Wales		Victoria		Total	
	Mean	SD	Mean	SD	Mean	SD
Asian	6.30	1.25	6.40	1.05	6.36	1.13
Aboriginal and Torres Strait Islander	6.35	1.24	6.35	1.18	6.35	1.20
African	6.27	1.34	6.36	1.10	6.32	1.20
Anglo-Celtic Australian	6.34	1.26	6.39	1.00	6.37	1.11
Mediterranean	6.37	1.23	6.40	1.05	6.39	1.12
Middle Eastern	6.13	1.40	6.34	1.21	6.25	1.29
Refugee	6.38	1.33	6.42	1.11	6.39	1.20
Muslim	6.17	1.35	6.31	1.24	6.26	1.28
Jewish	6.30	1.28	6.43	1.01	6.38	1.12

SD = standard deviation

Table 40 Implicit Association Test D scores

Association	New South Wales, mean (SD)	Victoria, mean (SD)	Total, mean (SD)
Middle Eastern – White	0.50 (0.42)	0.45 (0.39)	0.47 (0.40)
Aboriginal – White	0.47 (0.41)	0.34 (0.46)	0.38 (0.44)

SD = standard deviation

Appendix A Sample characteristics (unweighted)

Table A.1 Age, gender, school level, religion, language spoken at home and physical health condition

Category	Characteristic	New South Wales		Victoria		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	Primary school (8–13 years)	1501	74.98	1769	69.67	3270	72.01
	Secondary school (14–17 years)	501	25.02	770	30.33	1271	27.99
Gender	Female	984	49.37	1243	49.25	2227	49.30
	Male	1009	50.63	1281	50.75	2290	50.70
School grade/year level	Year 5	329	15.81	528	20.44	857	18.37
	Year 6	314	15.09	384	14.87	698	14.97
	Year 7	514	24.70	535	20.71	1049	22.49
	Year 8	497	23.88	589	22.80	1086	23.28
	Year 9	427	20.52	547	21.18	974	20.88
Religion	Christianity	786	37.77	827	32.02	1613	34.58
	Islam	99	4.76	126	4.88	225	4.82
	Buddhism	136	6.54	88	3.41	224	4.80
	Hinduism	26	1.25	83	3.21	109	2.34
	No religion	919	44.16	1278	49.48	2197	47.11
	Other religion	25	1.20	89	3.45	114	2.44
	Don't know/missing	90	4.32	92	3.56	182	3.90
Language spoken at home	English only	1408	67.66	1669	64.61	3077	65.97
	Language other than English	673	32.34	914	35.39	1587	34.03
Physical health condition (e.g. physical disability, long-term illness)	No	1733	83.28	2167	83.89	4635	99.38
	Yes	348	16.72	416	16.11	29	0.62

Table A.2 Self-reported ethnicity

Ethnicity	New South Wales		Victoria		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Total response^a						
Aboriginal and Torres Strait Islander	230	11.05	179	6.93	409	8.77
Pacific Islander	68	3.27	157	6.08	225	4.82
Maori	4	0.19	13	0.50	17	0.36
Middle Eastern	146	7.02	104	4.03	250	5.36
African	63	3.03	116	4.49	179	3.84
Latin American	21	1.01	10	0.39	31	0.66
South Asian	61	2.93	257	9.95	318	6.82
East Asian	165	7.93	186	7.20	351	7.53
Southeast Asian	195	9.37	228	8.83	423	9.07
Northern/western/eastern European	227	10.91	2340	90.59	470	10.08
Southern European	172	8.27	256	9.91	428	9.18
Anglo-Celtic	1005	48.29	1169	45.26	2174	46.61
Missing/unknown	121	5.81	127	4.92	248	5.32
Prioritisation^a						
Aboriginal and Torres Strait Islander	230	11.05	179	6.93	409	8.77
Pacific Islander/Maori	61	2.93	145	5.61	206	4.42
Middle Eastern	138	6.63	97	3.76	235	5.04
African	55	2.64	104	4.03	159	3.41
Latin American	20	0.96	15	0.58	35	0.75
South Asian	55	2.64	224	8.67	279	5.98
East Asian	152	7.30	173	6.70	325	6.97
Southeast Asian	164	7.88	196	7.59	360	7.72
European	310	14.90	416	16.11	726	15.57
Anglo-Celtic	775	37.24	908	35.15	1683	36.08
Missing	121	5.81	126	4.88	247	5.30

a See Section 3.1.2 for explanation.

Table A.3 Socially ascribed ethnicity

Ethnicity	New South Wales		Victoria		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Total response^a						
Aboriginal and Torres Strait Islander	144	7.05	76	2.99	220	4.79
Pacific Islander	86	4.13	159	6.16	245	5.25
Maori	3	0.14	5	0.19	8	0.17
Middle Eastern	135	6.49	86	3.33	221	4.74
African	60	2.88	108	4.18	168	3.60
Latin American	8	0.38	8	0.31	16	0.34
South Asian	75	3.60	247	9.56	322	6.90
Southeast Asian	171	8.22	171	6.62	342	7.33
East Asian	196	9.42	241	9.33	437	9.37
Northern/western/ eastern European	143	6.87	157	6.08	300	6.43
Southern European	159	7.64	210	8.13	369	7.91
Anglo-Celtic	968	46.52	1152	44.60	2120	45.45
Missing/unknown	178	8.55	203	7.86	381	8.17
Prioritisation^a						
Aboriginal and Torres Strait Islander	144	7.05	77	3.02	221	4.81
Pacific Islander/Maori	82	4.01	154	6.05	236	5.14
Middle Eastern	120	5.87	80	3.14	200	4.36
African	43	2.10	96	3.77	139	3.03
Latin American	11	0.54	15	0.59	26	0.57
South Asian	63	3.08	229	8.99	292	6.36
East Asian	173	8.46	225	8.84	398	8.67
Southeast Asian	128	6.26	126	4.95	254	5.53
European	247	12.08	317	12.45	564	12.29
Anglo-Celtic	835	40.85	1004	39.43	1839	40.07
Missing	198	9.69	223	8.76	421	9.17

a See Section 3.1.2 for explanation.

Table A.4 Composite child's and parents' country of birth

Country of birth	New South Wales		Victoria		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student and both parents born in Australia	1034	51.80	1129	45.21	2163	48.14
Student born in Australia and at least one parent born overseas	692	34.67	658	26.35	1350	30.05
Student born overseas (parents born in Australia or overseas)	270	13.53	710	28.43	980	21.81

Table A.5 Cross-tabulation of self-reported ethnicity versus country of birth

Self-reported ethnicity	Student and both parents born in Australia (%)	Student born in Australia and at least one parent born overseas (%)	Student born overseas (parents born in Australia or overseas) (%)
Aboriginal and Torres Strait Islander	69.07	9.54	13.40
Pacific Islander/Maori	5.03	17.59	49.25
Middle Eastern	10.67	20.44	32.44
African	12.75	13.42	51.01
Latin American	14.29	28.57	20.00
South Asian	5.43	5.80	62.68
East Asian	7.23	5.97	49.69
Southeast Asian	3.43	10.57	46.29
European	60.71	19.57	10.07
Anglo-Celtic	75.18	13.84	5.18
Missing	60.58	13.46	12.02

Table A.6 Cross-tabulation of self-reported ethnicity versus language spoken at home

Self-reported ethnicity	English only (%)	Language other than English (%)
Aboriginal and Torres Strait Islander	77.26	22.74
Pacific Islander/Maori	42.72	57.28
Middle Eastern	20.00	80.00
African	53.46	46.54
Latin American	34.29	65.71
South Asian	21.51	78.49
East Asian	19.69	80.31
Southeast Asian	26.11	73.89
European	67.77	32.23
Anglo-Celtic	96.14	3.86
Missing	81.38	18.62

Table A.7 Cross-tabulation of self-reported ethnicity versus religion

Self-reported ethnicity	Christianity (%)	Islam (%)	Buddhism (%)	Hinduism (%)	No religion (%)	Other religion (%)	Missing (%)
Aboriginal and Torres Strait Islander	34.72	0.98	2.20	0.49	51.59	2.69	16.48
Pacific Islander/Maori	56.31	0.49	1.46	2.43	23.79	13.59	1.94
Middle Eastern	29.36	55.32	0.85	0.00	8.09	3.40	2.98
African	55.97	13.84	0.63	1.89	22.01	3.77	1.89
Latin American	57.14	2.86	0.00	0.00	37.14	2.86	0.00
South Asian	18.28	17.20	6.81	32.26	10.04	12.54	2.87
East Asian	32.31	0.31	16.92	0.31	47.08	0.92	2.15
Southeast Asian	43.61	1.94	34.72	0.56	16.39	1.39	1.39
European	42.84	0.96	0.28	0.28	51.65	0.14	15.38
Anglo-Celtic	29.35	0.12	0.36	0.18	67.02	0.77	2.20
Missing	23.89	0.81	0.81	0.40	51.42	1.21	21.46

Appendix B Demographic questions in the SOAR student survey

1. Are you a boy or a girl? (Circle one)

Boy Girl Other

2. What is your date of birth? _____

3. What year/grade are you in? _____

Please tell us a little bit about your background

4. In what country were you born?

- Australia New Zealand Malaysia
- India United Kingdom (including England, Scotland, Wales, Northern Ireland)
- Vietnam China (excludes Hong Kong, Macau and Taiwan) Philippines
- Italy Lebanon Greece Germany
- South Africa United States of America
- Other (Please tell us which country)

Don't know

5. In what country was your mother born?

- Australia New Zealand Malaysia
- India United Kingdom (including England, Scotland, Wales, Northern Ireland)
- Vietnam China (excludes Hong Kong, Macau and Taiwan) Philippines
- Italy Lebanon Greece Germany
- South Africa United States of America
- Other (Please tell us which country)

Don't know

6. In what country was your father born?

- Australia New Zealand Malaysia
- India United Kingdom (including England, Scotland, Wales, Northern Ireland)

- Vietnam China (excludes Hong Kong, Macau and Taiwan) Philippines
- Italy Lebanon Greece Germany
- South Africa United States of America
- Other (Please tell us which country)

Don't know

7. Are you Aboriginal or Torres Strait Islander?

- Yes – Aboriginal
- Yes – Torres Strait Islander
- Yes – Both
- No

8. Which language(s) do you speak at home? (You can tick more than one if you need to)

- Aboriginal language (Please tell us which one) _____
- English Mandarin Italian Arabic
- Cantonese Greek Vietnamese
- Filipino/Tagalog Hindi Korean
- Samoan Spanish
- Other (Please tell us which language(s))

9. What is your religion, even if you are not currently practising?

- Catholic
- Anglican (Church of England)
- Uniting Church
- Presbyterian
- Greek Orthodox
- Baptist
- Lutheran
- Islam
- Buddhist
- Judaism

- Hinduism
 - Christianity
 - No religion
 - Other (Please tell us)
-

10. Which of the following best describes your race/ethnicity/cultural background?

- Aboriginal and/or Torres Strait Islander
 - Anglo-Celtic–Celtic (e.g. British, Scottish, English, Irish)
 - European – southern (e.g. Greek, Italian)
 - European – northern/western/eastern (e.g. French, Polish, Swedish)
 - East Asian (e.g. Chinese, Korean, Japanese)
 - Southeast Asian (e.g. Vietnamese, Thai, Filipino)
 - South Asian (e.g. Indian, Pakistani, Bangladeshi, Nepali)
 - Middle Eastern (e.g. Lebanese, Iraqi, Turkish)
 - Pacific Islander (e.g. Fijian, Samoan)
 - Northern African (e.g. Egyptian, Sudanese, Moroccan)
 - Southern African (e.g. Zimbabwean, South African)
 - Other (Please tell us)
-

11. What do OTHER STUDENTS in your school think your race, ethnicity or cultural background is?

- Aboriginal and/or Torres Strait Islander
- Anglo-Celtic–Celtic (e.g. British, Scottish, English, Irish)
- European – southern (e.g. Greek, Italian)
- European – northern/western/eastern (e.g. French, Polish, Swedish)
- East Asian (e.g. Chinese, Korean, Japanese)
- Southeast Asian (e.g. Vietnamese, Thai, Filipino)
- South Asian (e.g. Indian, Pakistani, Bangladeshi, Nepali)
- Middle Eastern (e.g. Lebanese, Iraqi, Turkish)
- Pacific Islander (e.g. Fijian, Samoan)

- Northern African (e.g. Egyptian, Sudanese, Moroccan)
 - Southern African (e.g. Zimbabwean, South African)
 - Other (Please tell us)
-

12. Do you have a physical or health condition that keeps you from doing some things other kids your age do? (For example, school activities, sports, getting together with friends) (You can select more than one option)

- No
 - Yes, a physical disability (for example, hearing impairment, cerebral palsy, wheelchair, something else)
 - Yes, a long-term illness (for example, diabetes, asthma, something else)
 - Yes, something else (Please describe)
-

Appendix C Other religions

Religions	<i>n</i>	Prevalence (%)
Judaism	7	0.15
Baha'i	5	0.11
Church of Scientology	3	0.06
Druze	3	0.06
Hare Krishna	2	0.04
Jehovah's Witnesses	10	0.21
Mandaeen	2	0.04
Pagan	3	0.06
Sikhism	35	0.75
Mormon/Church of Jesus Christ	36	0.77
Do believe in God but don't have a religion	1	0.02
Mixed spiritual	1	0.02
Pastorian	1	0.02
Taorism/Daorism	1	0.02
Zorostrian	1	0.02
Aboriginal Rainbow Serpent	1	0.02
Ratana	1	0.02
Some New Zealand religion	1	0.02

Appendix D Languages other than English

Language	<i>n</i>	Prevalence (%)
Afrikaans	7	0.15
Albanian	9	0.19
Amharic	5	0.11
Arabic	143	3.07
Armenian	4	0.09
Assyrian	26	0.56
Australian Indigenous languages	2	0.04
Other Australian Indigenous languages	10	0.21
Bengali	11	0.24
Burmese	4	0.09
Cantonese	91	1.95
Chinese	18	0.39
Chinese Hakka	3	0.06
Creole	2	0.04
Croatian	12	0.26
Czech	3	0.06
Danish	4	0.09
Dari	29	0.62
Dinka	6	0.13
Dutch	9	0.19
Falam Chin	2	0.04
Fijian	12	0.26
Filipino/Tagalog	64	1.37
French	33	0.71
German	34	0.73
Greek	59	1.27
Gujarati	10	0.21
Hakka	2	0.04
Hazaraghi	3	0.06
Hindi	86	1.84

Language	<i>n</i>	Prevalence (%)
Hokkien	6	0.13
Hungarian	8	0.17
Indonesian	15	0.32
Irish	3	0.06
Italian	75	1.61
Japanese	20	0.43
Kanada	3	0.06
Karen	59	1.27
Khmer	27	0.58
Korean	64	1.37
Lao	7	0.15
Macedonian	8	0.17
Malay	10	0.21
Malayalam	29	0.62
Maltese	9	0.19
Mandarin	165	3.54
Maori (Cook Island)	13	0.28
Maori (New Zealand)	21	0.45
Marathi	2	0.04
Nepali	6	0.13
Norwegian	2	0.04
Nuer	2	0.04
Oromo	3	0.06
Pashto	9	0.19
Persian (including Farsi)	32	0.69
Polish	8	0.17
Portuguese	10	0.21
Punjabi	41	0.88
Romanian	5	0.11
Russian	18	0.39
Samoan	81	1.74

continued

Language	<i>n</i>	Prevalence (%)
Serbian	12	0.26
Shona	3	0.06
Sign languages	2	0.04
Sinhalese	10	0.21
Slovak	4	0.09
Somali	2	0.04
Spanish	87	1.87
Sri Lankan	3	0.06
Swahili	4	0.09
Swedish	4	0.09
Tamil	20	0.43
Telugu	10	0.21
Thai	14	0.30
Tokelauan	2	0.04
Tongan	26	0.56
Turkish	16	0.34
Urdu	17	0.36
Vietnamese	126	2.70
Warlpiri	3	0.06
Yorta Yorta	2	0.04

Appendix E Results for Latin American student survey participants (Victoria and New South Wales combined)

Characteristic	Mean, % (95% CI or SD)
Racial discrimination, %	
Peer	54.64 (37.92, 70.38)
Teacher	23.23 (12.77, 38.47)
Society	34.55 (24.30, 46.47)
'Any'	61.86 (47.98, 74.04)
Vicarious discrimination, %	
Peer	81.63 (56.59, 93.81)
Teacher	75.50 (40.98, 93.18)
'Any'	81.63 (56.59, 93.81)
Religious discrimination, %	26.88 (20.56, 34.29)
Gender discrimination, %	61.07 (47.80, 72.88)
Bystander response score, mean (SD)	5.61 (0.78)
Self-efficacy to intervene score, mean (SD)	12.70 (1.73)
Loneliness score, mean (SD)	8.46 (2.74)
Teacher empathy score, mean (SD)	15.33 (2.73)
Peer prosocial score, mean (SD)	16.04 (3.09)
Interracial climate score, mean (SD)	26.30 (2.78)
Engagement and valuing contact with people from other racial/ethnic/cultural backgrounds, mean (SD)	20.80 (3.970)
At risk of socioemotional difficulties, %	28.93 (14.69, 49.05)
Sleep duration – did not meet Sleep Health Foundation recommended hours of sleep, %	
School day	18.61 (6.59, 42.60)
Nonschool day	27.50 (13.21, 48.60)
Need more than 60 minutes to fall asleep, %	9.53 (2.41, 31.05)
Frequency of waking during sleep time – all of the time/most of the time, %	26.20 (8.30, 58.10)

CI = confidence interval; SD = standard deviation

Appendix F Country of birth

Category	Characteristic	New South Wales		Victoria		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Child's country of birth	Australia	1784	86.48	1842	71.78	3626	78.33
	Overseas						
	UK/NZ/North America	62	3.01	190	7.40	252	5.44
	Europe	24	1.16	32	1.25	56	1.21
	Asia	94	4.56	348	13.56	442	9.55
	Africa	6	0.29	43	1.68	49	1.06
	Middle East	40	1.94	29	1.13	69	1.49
	Pacific	6	0.29	21	0.82	27	0.58
	South America	4	0.19	4	0.16	8	0.17
Don't know	43	2.08	57	2.22	100	2.16	
Mother's country of birth	Australia	1272	61.90	1379	53.93	2651	57.48
	Overseas						
	UK/NZ/North America	169	8.22	215	8.41	384	8.33
	Europe	56	2.73	83	3.25	139	3.01
	Asia	359	17.47	620	24.25	979	21.23
	Africa	12	0.58	50	1.96	62	1.34
	Middle East	78	3.80	36	1.41	114	2.47
	Pacific	27	1.31	91	3.56	118	2.56
	South America	23	1.12	16	0.63	39	0.85
Don't know	59	2.87	67	2.62	126	2.73	
Father's country of birth	Australia	1208	58.96	1287	50.37	2495	54.19
	Overseas						
	UK/NZ/North America	172	8.39	243	9.51	415	9.01
	Europe	59	2.88	83	3.25	142	3.08
	Asia	273	13.32	527	20.63	800	17.38
	Africa	11	0.54	56	2.19	67	1.46
	Middle East	108	5.27	43	1.68	151	3.28
	Pacific	38	1.85	100	3.91	138	3.00
	South America	23	1.12	12	0.47	35	0.76
Don't know	157	7.66	204	7.98	361	7.84	



Notes

1. Percentage calculated using prioritisation, which counts individuals in mutually exclusive categories to account for respondents selecting more than one category. See Section 3.1.2 for further details.
2. Pacific Islander and Maori backgrounds were grouped together for analytic purposes because of small numbers in each group. In doing so, we do not wish to confuse or conflate these identities.
3. The Implicit Association Test is a measure of the strength of a person's automatic association between concepts (e.g. black people, women) and evaluations (e.g. athletic, clumsy) in memory. For further information, see <https://implicit.harvard.edu/implicit/iatdetails.html>.

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