

# ***Report***

***Gingin District High School students have the right to feel safe, all of the time.***

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## ***Executive Summary***

Gingin District High School students have the right to feel safe, all of the time. A survey was distributed to the students attending Gingin District High School in regards to whether they felt safe at school and their thoughts in regards to bullying. The survey incorporated definitions into the various types of bullying and explores a wide variety of concepts including how safe students feel in various parts of the school grounds as well as within relationships either with peers or staff. The students were asked to give feedback and insight into what they perceive goes on within the school grounds according to their own understanding and experiences at Gingin DHS.

Students from Grade 1-10 were asked to participate in the confidential survey. No names were recorded or identification of students revealed, only the grade level, gender of the student and classroom. This allowed for analysis and interpretation into how the various grade levels perceived the issues addressed in the survey.

Results showed that Junior Primary students feel safe and cared for both within and outside the classroom. Junior Primary students gave an average of 9.9/10 for feeling safe and being cared for by their teachers. Having a caring and supportive environment enables children to reach their full potential and helps to nurture individual student progress. There were no reports of frequent bullying, in fact, some students noted that bullying had been received from outside of the school.

The Upper Primary consisted of grades 4-6. The surveys were more in depth and areas within the school could be analysed as "safe, very safe or unsafe" according to the students. Safest places in the school included Library, Classrooms and Chaplains office. According to statistics 1 in 4 children experience frequent bullying (Bullying No way!). In grades 4-6 at Gingin District High School a lower rate of 15 percent say they experience frequent bullying. This is a significant lower ratio of 1 in 6.4 children are frequently bullied that attend Gingin DHS, according to the response of the students. As noted on some surveys, not all frequent bullying is from inside the school, there were reported cases of outside of school (people that do not attend Gingin DHS) that were bullying or harassing students.

According to the survey, 27 students out of a possible 132 had reported bullying more than once. The 1 in 4.8 student ratio was still lower than the National average of 1 in 4 for the same age group. There was noted bullying from outside of school. From analysing comments and suggestions from the students, it would appear the majority of the students were happy and thought Gingin DHS was a great school. Some students suggested there could be some improvements to help lower the ratio of bullying through making students aware of how to respond to antisocial behaviour and the consequences that follow.

Overall, the survey reflected that the vast majority of the Primary school students feel they belong to a happy, safe and friendly place to go to learn and grow. The majority of high school students also feel Gingin DHS is a great place to go to and with a few "brush ups" on behalf of both the students and staff, they feel it will be even better.

## **Introduction**

This report will investigate how safe students feel at Gingin District High School. We will explore what it means to feel safe and in particular look at students perceptions in regards to bullying.

### **What is bullying you may ask?**

Bullying can be done by one person or more than one person. Three points to remember with bullying:

- **Deliberate**- A bully's intention is to hurt someone. (It is not an accident.)
- **Repeated**- A bully often targets the same victim again and again.
- **Power imbalanced**- A bully chooses victims he or she perceives as vulnerable. (The bully makes you feel like you have no power and you may feel scared/upset)  
([http:// preventingbullying.promoteprevent.org](http://preventingbullying.promoteprevent.org))

There are three different types of bullying that include overt bullying, covert bullying and Cyber bullying. Overt bullying is (face to face or direct bullying) involves physical actions such as punching, kicking or overt verbal actions such as name calling and insulting. Covert bullying (indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and is therefore often unacknowledged by teachers. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can include repeatedly:

- Using hand gestures and weird or threatening looks.
- Whispering, excluding, turning your back on a person
- Blackmailing, spreading rumours, threatening, stealing friends
- Breaking secrets, gossiping, criticising clothes and personalities.

Cyber bullying is social media

- Sending of abusive texts or emails
- Taking and sharing unflattering or private images
- Posting unkind messages or inappropriate images on social networking sties
- Excluding individuals from online chats or other communication
- Assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- Repeatedly, and for no strategic reason, attacking players in online gaming.

Like other forms of bullying such as verbal abuse social exclusion and physical aggression, online bullying has the potential to result in the target of bullying developing social, psychological and educational issues similar to bullying in real life also differs as it can be:

- It can be difficult to escape and invasive as it can occur 24/7 and a person can be targeted while at home.
- It can involve harmful material being widely and rapidly disseminate to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once.

- It can provide the bully with a sense of relative anonymity and distance from the victim, so there is a lack of immediate feedback or consequences.  
([www.bullyingnoway.com](http://www.bullyingnoway.com))

### **Definition for victim**

Bystander means a person present but not involved; chance spectator; onlooker  
([www.dictionary.com](http://www.dictionary.com))

### **Methodology**

This report will seek to unveil any bullying issues in relation to the students that attend Gingin District High School. A whole school survey that is year level appropriate will be given to the students to anonymously complete and from these responses a report will be constructed based on the findings. We are to assume that students are honest in their responses given in the survey and were present (no absentees). This report will investigate any related bullying issues and where these issues are thought to be experienced by the students. This report will explore the findings based on year levels, classroom and playground environments, bullying management and programs implemented within the school.

### **Gingin District High School**

Gingin District High School is situated approximately 90km from Perth CBD and nurtures students from Kindergarten to Year 10. Gingin District High School has a total of 367 students. There are 132 students attending High School and another 235 Primary School students.

Gingin District High School currently has programs and policies implemented in the school that include but are not limited to the following; Protective Behaviours Program which instils a teaching that we all have the right to feel safe all of the time; Restorative Practice; Rewards for positive behaviour and students are rewarded with 'pinkies' and 'greenies' that are counted towards badges and certificates provided at each assembly that recognise positive behaviour. Expected behaviour Matrix posters are displayed around the school grounds with the CRTR role models that the students designed and voted on to represent CRTR values. C is for Zooma Care, R is for Rupert Respect, T is for Trevor Try and R is for Responsible Rex. The Matrix categorises expected behaviour in various school areas such as canteen, classrooms, and play grounds. The school adopts a NO Blame approach when dealing with bullying incidents. Gingin District High school has a system in place that enables an intervention record to be created. The school tries to build empathy in the "bully" and resilience in the victim whilst providing strategies and equipping students to deal with the problem. The school also takes action against any necessary inappropriate behaviour as per the school's behaviour management process. The school works towards changing behaviour and parents, students and staff are encouraged to work together to make the school a positive experience for all. Gingin DHS has a Student Services Team, School Psychologist, Chaplain, Community Nurse, Year Coordinators that work in with the school to provide any assistance to the staff and students.

## **Results**

The survey findings have shown...

At Gingin District High School there is a significant lower amount of students experiencing bullying compared to the National statistics of children experiencing bullying. National statistics state that 1 in 4 children are bullied frequently. (Bullying no way!)

### **JUNIOR PRIMARY (Grades 1 -3)**

83 Junior Primary students were surveyed during the week from the 15<sup>th</sup> September to 21<sup>st</sup> September 2016. The surveys were filled out during class time and were not to be sent home. The results show the majority of Junior Primary students to be settled and happy in their school environment. A large number of students, in fact, 41 students noted they travel to and from school via the school buses and felt safe whilst travelling. The remainder of students noted they travelled to and from school via car (23), and by walking/riding (19). The vast majority of the students felt safe on their travels.

The students were asked if they felt safe at school. The survey reflected that the vast majority of Junior Primary students felt safe whilst they were at school.

Students were then asked if they have been bullied at school. It was noted that 51 students reported they had never been bullied at school. 32 students had either seen or been bullied at school (not particularly at Gingin District High School). As the survey did not indicate being bullied at your current school, it was interesting to see some of these young students put a side note, not at this school. This was written by a few year 2/3 students. I have however included them into the results of being bullied but have later in the survey explored how students fared within their current school through asking of particular questions in relation to Gingin District High School. The results showed that although these students had reported having been bullied, they were happy and felt safe whilst at school. The grade one students in particular were reported to feel safe, happy and not experiencing issues of bullying. The vast majority of Junior Primary students, scored the school high marks for being a great place to learn, make friends, and feel cared for by other staff and students.

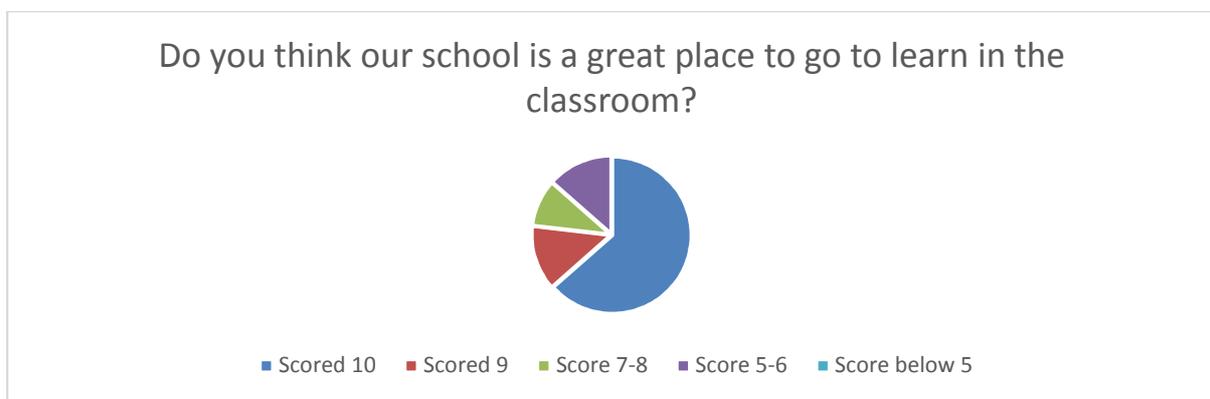
When completing the surveys students were given a set of examples of scenarios that were either a definition of bullying or were not an example of bullying. Students were asked to say whether the example was an example of bullying or not. The results showed that majority of students understood the definition of bullying and what were the correct and incorrect examples. There was also a link with the few that thought a minor one off situation was bullying when in fact it was not a form of bullying, these students were more likely to say they had been bullied. One student wrote a side note that they had been bullied but it was not at Gingin District High School but was at the student's last school they had attended.

Students were asked who they would go to if they were to be bullied at school. The majority said they would seek help from their teacher, duty teacher and school Chaplain, Principal, Front Office and parents.

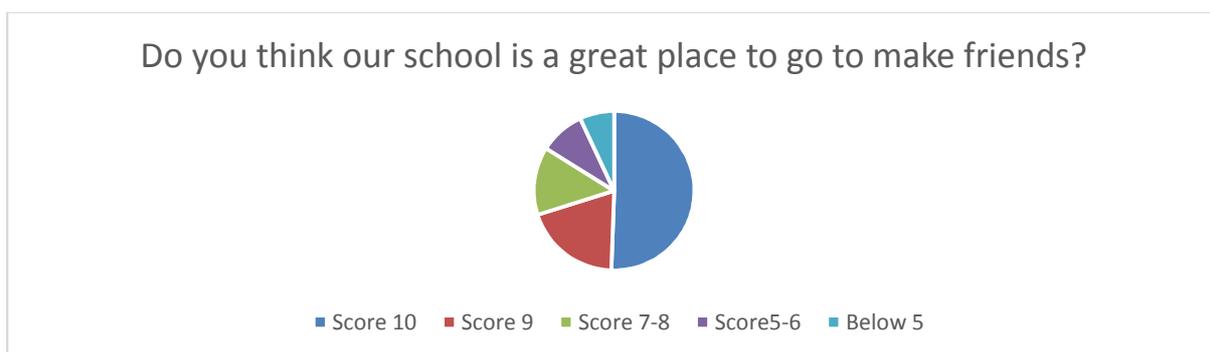
It was interesting that only two students said they had been a bully themselves at some stage. If students see a bully at school they are reported to most likely try and stop the bully; tell a teacher and/or tell their parents. Two students admitted that they would do nothing.

The Junior Primary students were then asked to score the school on a scale of 1 to 10; with 1 being not good and 10 being very good. Here are the following outcomes below.

The first question asked students, do you think our school is a great place to go to learn in the classroom? 52 students gave the classroom environment a perfect score of ten. 11 students gave the classroom environment a score of 9. Eight students scored the classroom 7-8. The remainder scored the classroom as a great place to learn 5-6. According to the Junior Primary students, Gingin District High School provides a great learning and educational experiences within their classrooms. Children feel their classroom is a safe place to learn and grow.

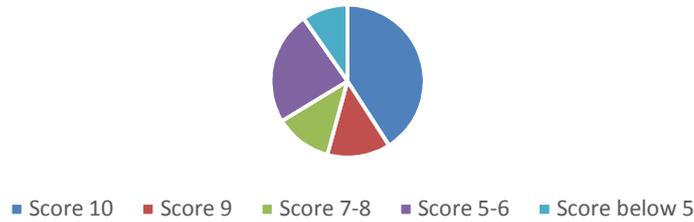


Question number two asked if the students thought Gingin District High School is a great place to make friends. 44 students gave a perfect score of ten. 17 students scored the school a nine out of ten. The remainder of students scored the school 4-8. Through interpreting the surveys, it was evident that students think the school is a great place to go to make friends. Learning to make friends and to get along with others, is all part of the learning experiences.



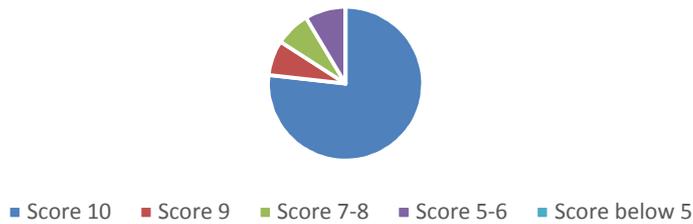
The third question asked, do you feel like you are cared for at our school by other students? 45 students ranked the school 9-10. 10 students ranked the school 7-8. 20 students ranked the school 5-6. There was 8 students that gave a score of 4. Overall the students felt like they were being cared for at the school by other students.

Do you feel like you are being cared for at our school by other students?



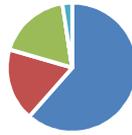
Fourth question asked students, do you feel like you are cared for at our school by your class teacher? 63 students gave a perfect school of ten. 6 students scored the school a nine. 6 students scored their teacher a 7-8 and the remainder all scored the school above 5-6. The Junior Primary students all felt like they are cared for at Gingin District High School by their current class teacher. Feeling cared for by your class teachers adds self-worth and enables students to feel settled in class and can focus on their learning experiences.

Do you feel like you are cared for at our school by your class teacher?



The fifth question asked the Junior Primary students, do you feel like you are cared for at our school by other teachers? 51 students gave a perfect score of ten. 15 gave a nine. The remainder scored 6-7. With only 2 students below a five. The Students at Gingin District High School feel cared for by other staff members and not just their own class teacher. This is great to see as Junior Primary students at Gingin District High School are exposed to a lot more teachers than if they were attending just a Primary school. There are a lot of teachers that walk around the school grounds (including high school teachers that they may not interact with on a daily basis, if at all).

Do you feel like you are cared for at our school by other teachers?



■ Score 10 ■ Score 9 ■ Score 7-8 ■ Score 5-6 ■ Score below 5

Overall the Junior Primary students are reported to feel safe, happy and feel that Gingin District High school is a great place to go to learn, make friends and feel cared for.

### Upper Primary School Grades 4-6.

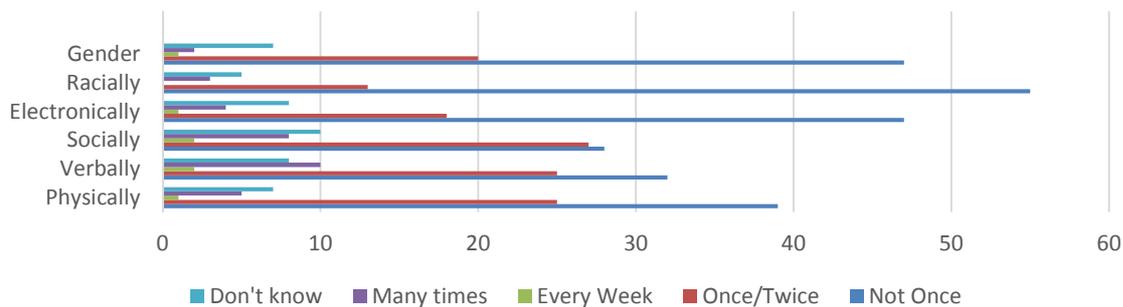
It was noted that 41 students travelled via bus to and from school. 11 went via car and 21 either rode a bike or walked to and from school. 74 students reported they felt safe whilst travelling to and from school every day.

72 students reported feeling safe within the school.

36 students reported that they had never been bullied ever whilst at school. With 37 stating that had seen or been bullied during their school life. Not particularly at Gingin but during their school years.

72 students showed a clear understanding of the concept of bullying and five students were unable to identify between a one of situation and the definition of bullying. There was a link between these students saying they had been bullied even though they had identified a one off scenario that was not bullying as being bullying.

How often students have been bullied/harrassed in the past six months.

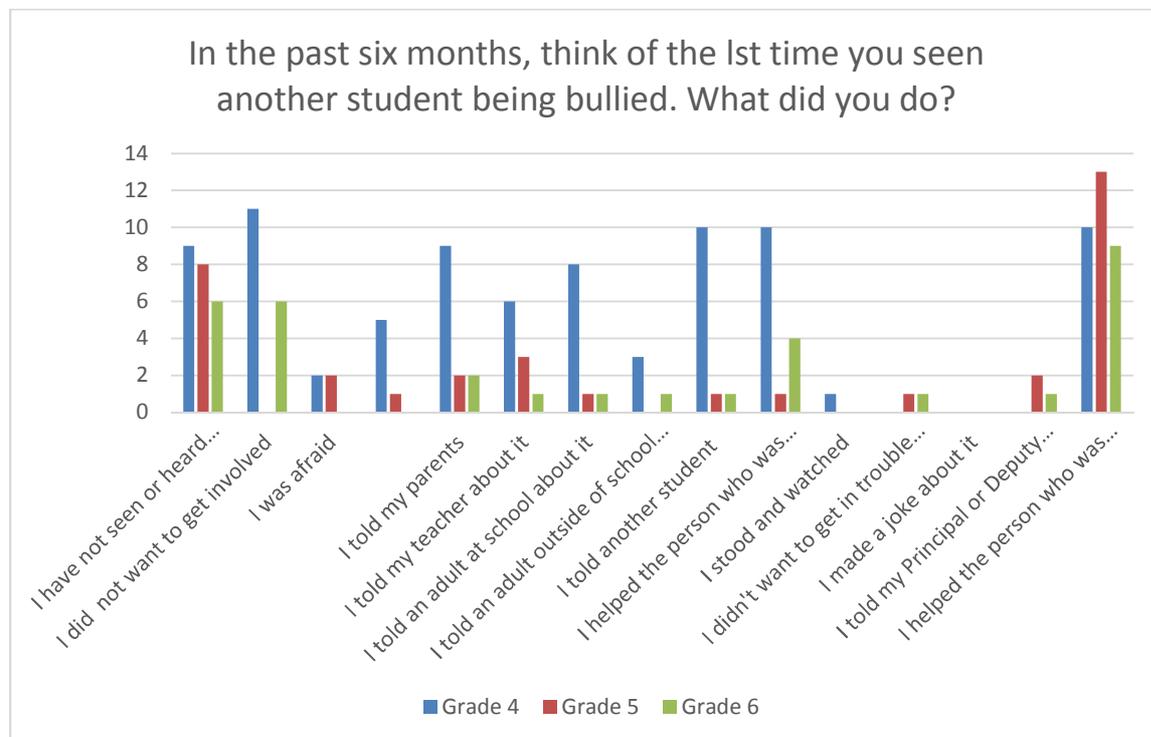


The Australian national statistics states that 1 in 4 children are victims to bullying in grades 4-9, every few weeks or more often (frequently bullied). In comparison to the national statistics, Gingin District High School has significantly less students encountering that experience. Bullying was further categorised into specific forms of bullying that included Gender, Racially, Electronically, Socially,

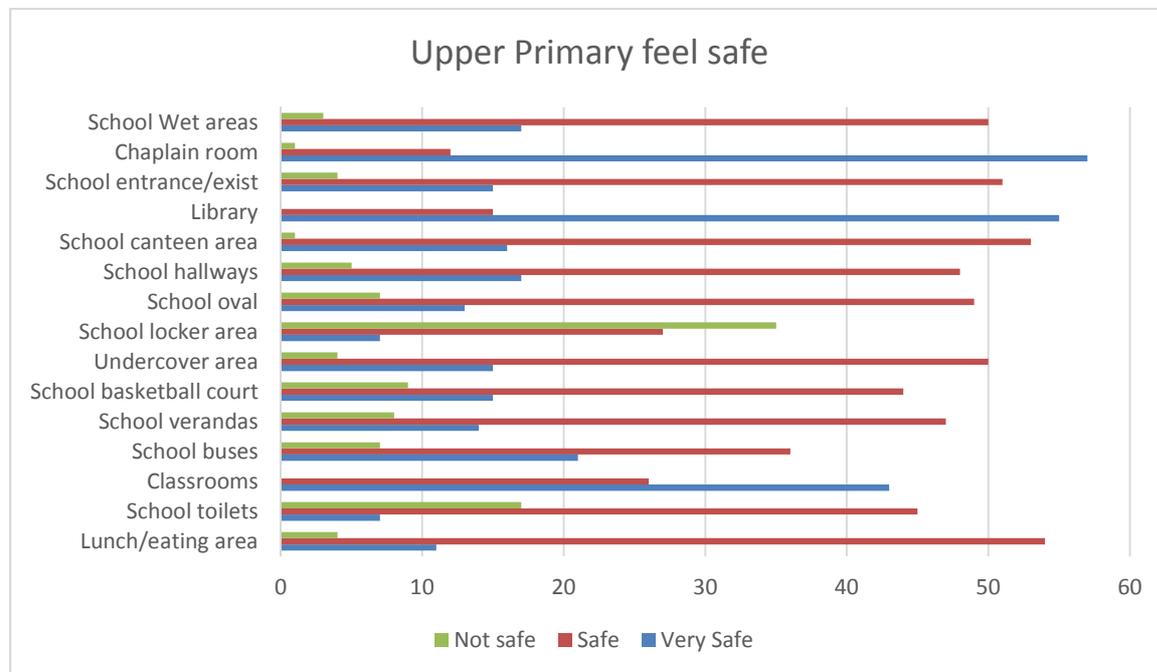
Verbally and Physically. Out of 77 students that participated in the survey at Gingin DHS only 3 reported gender related bullying, 3 racially, 5 electronically, 10 socially, 12 verbally, 6 physically that reported being bullied every week, many times or more frequently. These numbers are significantly lower than the national statistics of 1 in 4 students. It is also noted that it was the same students that ticked many times or frequently in one area that also had the same ranking in another area. Therefore, there was a maximum of 12 students that were frequently bullied and not all the numbers added together. That is a low rate of 12 in 77 students that had reported being frequently experiencing bullying compared to National statistics of 1 in 4 children. This gives a lower ratio of 1 in 6.4 students compared to the National Statistic of 1 in 4 children being bullied frequently.

Students were asked if they had been bullied, whether the bully (or bullies) is; in your class, year level, another year level at school or from outside of the school. It was noted the bullies evenly came from all the fields including outside of the school.

51 students reported they had not been a bystander to bullying. Whilst 18 students said they had been a bystander to bullying, and a few noting that it was not related to students at their school. 8 students admitted to being a bully themselves and when asked if they would be a bully in the future they all responded with no. During the past six months, students that had seen or heard of another student being bullied were asked what they did in response to the bullying. In the following graph students could respond to bullying by: I have not seen or heard another student being bullied; I did not want to get involved; I was afraid; I did not know what to do or who to talk to; I told my parents; I told my teacher about it; I told an adult at school about it; I told an adult outside of school about it; I told another student; I helped the person who was being bullied later on; I stood and watched; I didn't want to get in trouble for telling; I made a joke about it; I told my Principal or Deputy about it; I helped the person being bullied whilst they were being bullied.



Students were asked where bullying happens most. It was reported that if bullying was to take place in the school, it most likely to take place during breaks including recess and lunch breaks. The other students noted they were unsure where bullying took place. To break the school grounds down further, the students were asked to answer with either a very safe, safe or not safe for various areas throughout the school. There was a vast majority (100 percent) said they felt safe within the classroom environments and the school library.



The vast majority of students feel very safe or safe on their way to and from school and in their neighbourhood.

The majority of students in Upper Primary felt that teachers, with an average of 7.4 out of possible 10, and the Principal and Deputy Principals, average score of 7.4, tried to intervene with any bullying issues. In regards to intervention at school, students were asked to rank what they thought would be beneficial to staff, students and the school community. In order from majority of votes, here is the order of intervention as suggested by the students:

- Have group or class discussions; Show films on the topic;
- Invite a guest speaker ; Do a school or class project;
- Provide students with information about how to report bullying; Run programs;
- Hold an assembly;
- Provide training to teachers and school support staff on how to prevent and address bullying;
- Provide students with information about bullying;
- Develop skits on bullying topics;
- Have staff and students read books on the topic;

Students were given the opportunity to add some of their own ideas and suggestions which included Handing out red slip; Teaching students how to stand up to bullies; teaching children to

walk away from situations; Having a Disco and the theme is no bullying; Talk privately to teachers if you've been bullied; Be harder on bullies.

The students were asked some open ended questions to gain feedback into their thoughts and ideas on how they think teachers prevent bullying at school. Student responses included the following: handing out of behaviour slips, talking to students and teaching classes about not bullying. The teachers ring parents and inform them as to what is happening at school. The teachers talk to the bullies and tell them to stop. Teachers are great at telling the bullying how the victim must be feeling and they usually stop because they don't realise what they are doing is hurtful. Teachers are very helpful. Teachers can send the bully to the Chaplain so that they learn about how to treat others nicely and if you are getting picked on you can see the Chaplain too. Teachers can hand out more slips and be harder on the bullies. Teachers provide supervision at all times and we even have duty teachers to monitor the playgrounds.

The students were asked to respond to how they can prevent bullying at school. Here are some of the student responses: Be a good CRTR, Be nice to everyone; Say no to bullying; Stand up to bullies by telling them to stop and telling a teacher; Help other students in need; Ignore bad behaviour; make posters around the school; Seek help from the Duty teacher; Tell the bully to walk away; Don't be a bystander instead intervene; Speak up if we feel unsafe; Be inclusive; Tell a teacher straight away; Treat others how you would want to be treated; make friends and be nice to everyone.

The survey asked students their thoughts on how can teachers, counsellors and administrators prevent cyber-bullying at school. It was suggested by students that the school has a no phone policy at all times. Reporting any incidence as soon as it happens stops it from spreading and becoming worse. It was also suggested that a staff member has a Facebook account and monitors interactions of students; blocking face book and social media was also put forward; Make an anti-bullying video; Only having access to internet through school account and not being able to access it otherwise; talk about cyber bullying and hold meetings about it; report cyber bullying to teachers; Teach students to block bullies and don't text mean things; be a CRTR; educate students on cyber bullying; confiscate gadgets at school; send phones home to parents; inform parents of any cyber bullying; have teacher on our chats to monitor us.

Finally the students were given the opportunity to give feedback and comment on what they think are valuable tools to help make the school a safer environment for everyone. Some of the responses were to stay where they felt safe in the school. Students suggested sticking to allocated areas and not entering High school areas and for High School students to not use the Primary school toilet block closest to the Chaplains office. Creating a bullying program and talking about the different types of bullying and its effects was a suggestion made by many students. If students need phones for emergency reasons to keep them in the front office until the end of the school day. Reporting of bullying to teachers, Admin and parents and be consistent with the consequences. We need to be more responsible for our actions and helping other students in need of help. Security cameras might help teachers to monitor bullying. Delete apps, programs and have coded for internet access during school hours. Other suggestions were to ask other students to join in if they looked like they were left out. If someone gets hurt to offer help; keep your hands and feet to yourself. Reward the students doing the right thing. Also

remember to be fire ready (prepared for fire season) to keep the grounds safe and maybe bring back the cane. The consequences for inappropriate behaviour are enforced straight away. One student wrote “Overall, I think our school is a great place and the teachers do try to keep it as safe as possible” (anonymous).

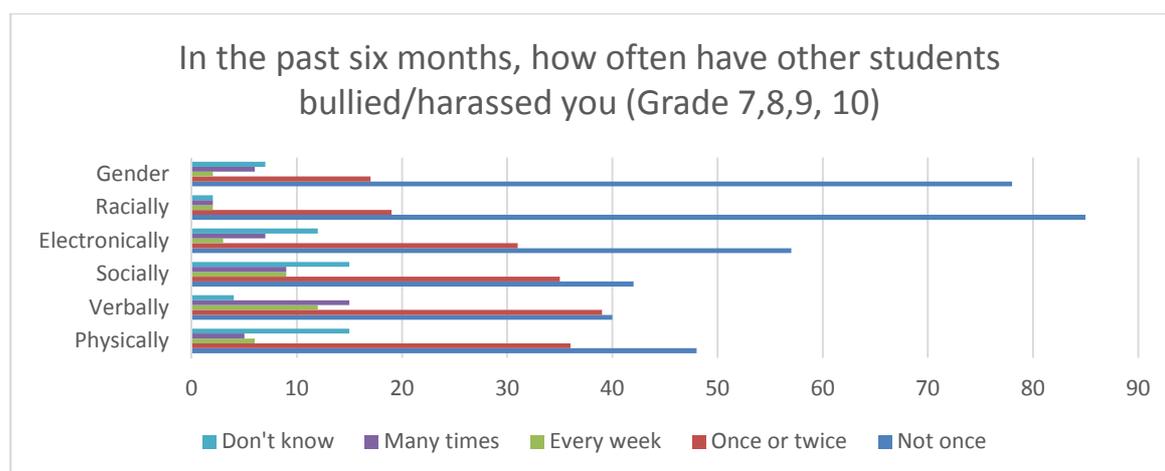
### High School (grades 7 to 10)

The high school students at Gingin District High School were asked to complete a survey that was slightly more informative than the Primary surveys.

Year 7, 8, 9, 10

During daily travels to and from school 90 students are transported via the bus services, 10 students travel via car and 18 reported walking/riding to and from school. 90 students that travelled via bus daily reported they felt safe on these services. The vast majority of students felt safe whilst at school, however, the survey showed that some students had been subject to experiencing bullying at school. It was interesting to note that grade 10 students showed the least amount of students that had reported they had been bullied in high school. All students with the exception of ten students could distinguish between definitions of bullying.

The following graph shows what type of bullying has been experienced by students in the past six months. The students could respond to one or any area that they had experienced. Students that responded to many times or every week were more likely to respond across the different categories of bullying. Therefore, in order to analyse data, cross reference was needed to keep count of same students responding across the categories so a total number of students could be accounted for. There was approximately 27 reported students out of 132 high school that said they had encountered frequent bullying in the past six months.

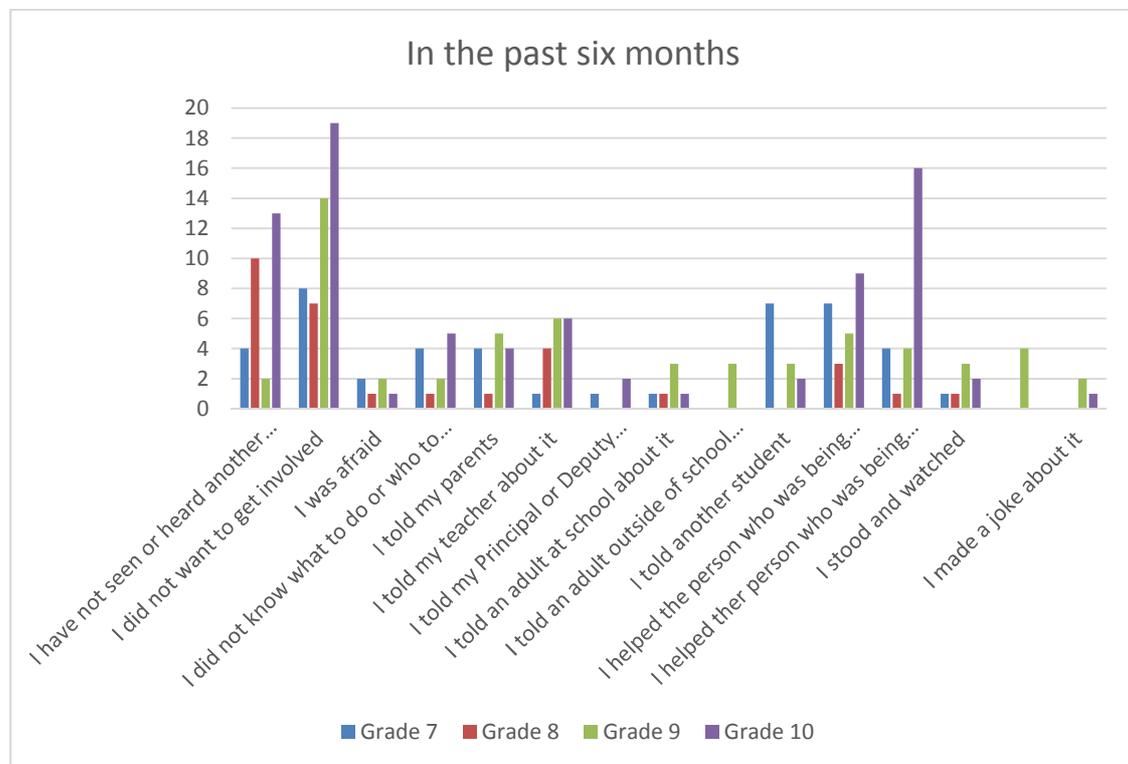


The grade seven, nine and ten students reported the source of bullying came from within their own year group and from outside of the school. Whilst the grade 8 students reported bullying was from another year level as well as outside of school. It was interesting to see that 14 students said they were victims to cyberbullying, but nearly all victims of the cyber bullying

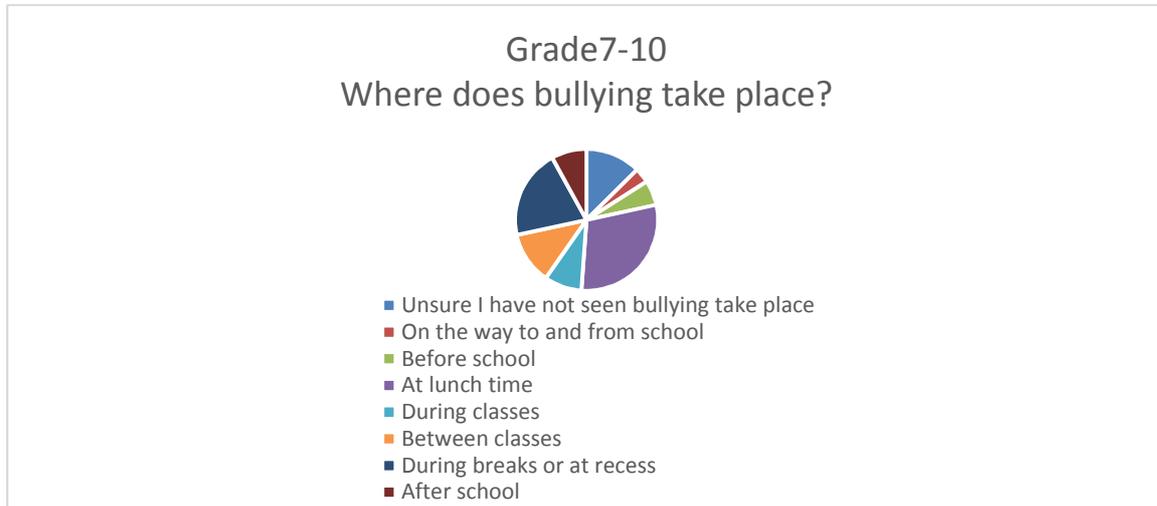
stated it had resulted from people not attending Gingin District High school. Although more than 14 students had ticked yes to being bullied electronically, perhaps a clear definition of what cyber bullying means was misunderstood. It was noted that some students said they had been bystanders to bullying with twenty four students admitting they themselves had been a bully at some stage. The twenty four students reported to not be a bully again in the future.

The following graph reflects student responses to bullying in the past six months. Students could respond to one or more boxes in the survey. The list included:

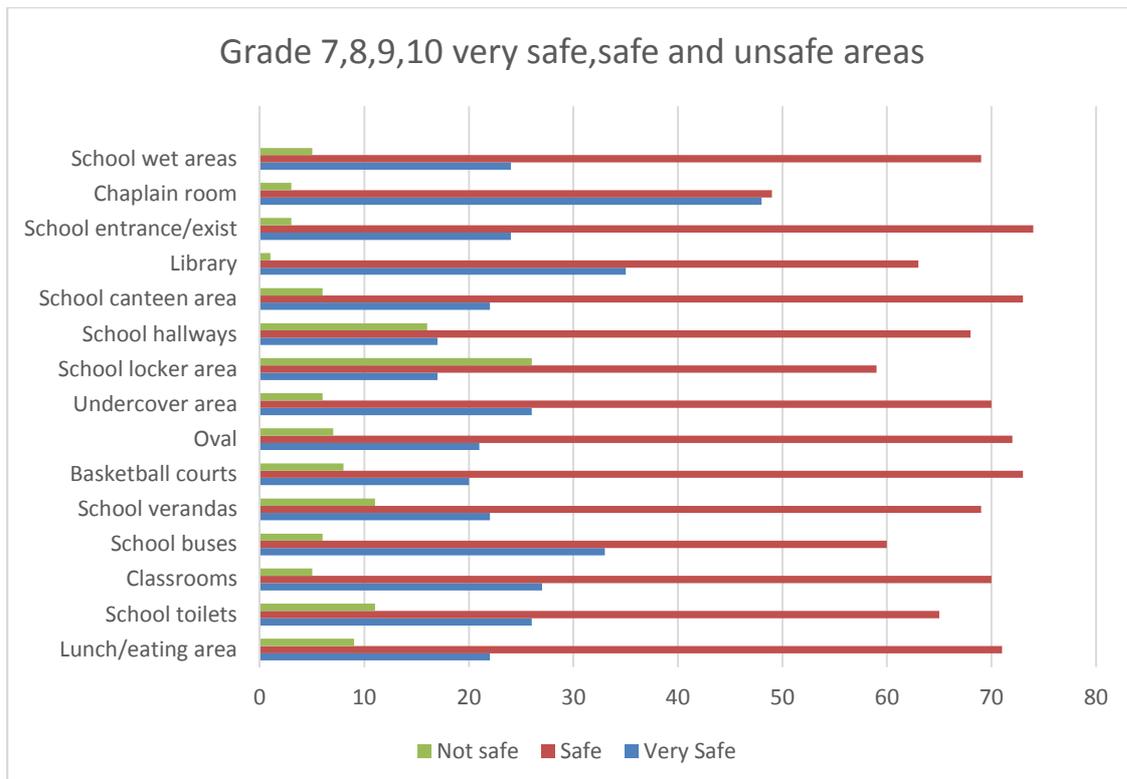
- I have not seen or heard another student being bullied
- I did not want to get involved
- I was afraid
- I did not know what to do or who to talk to
- I told my parents
- I told my teacher about it
- I told my Principal or Deputy Principal about it
- I told adult at school about it
- I told an adult outside of school about it
- I told another student
- I helped the person who was bullied whilst they were being bullied
- I helped the person who was being bullied later on (after the incident had happened)
- I stood and watched
- I didn't want to get in trouble for telling
- I made a joke about it.



Students were asked where and when bullying takes place the most. (7, 8, 9, 10). Students had the ability to tick one or more boxes as to where students thought bullying was likely to take place. Fifty percent of bullying was reported to have taken place during breaks including recess and lunch. With thirty per cent of bullying reported to have occurred outside of school hours, either before, after or unsure in regards to where bullying takes place as they have not seen any forms of bullying in action.

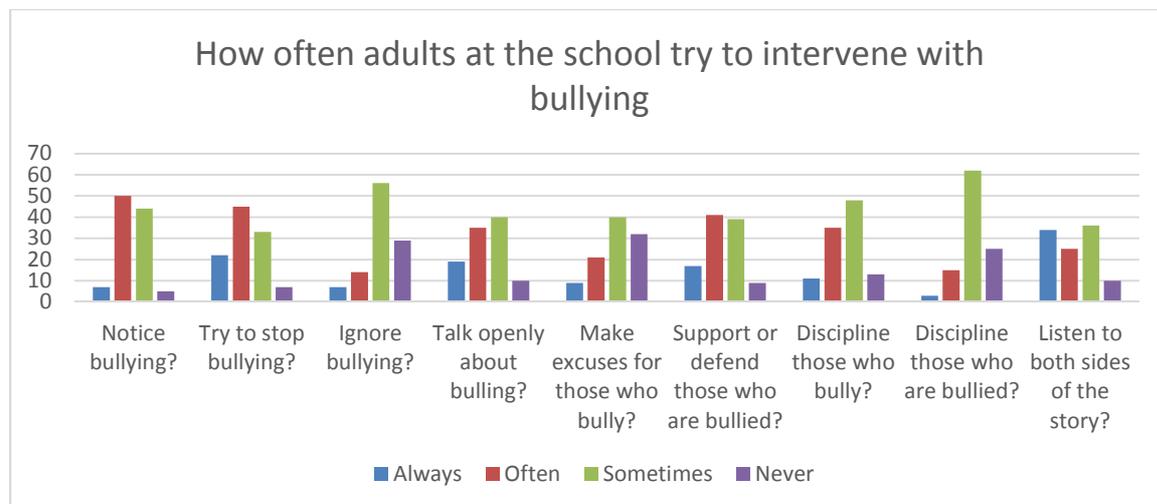


According to the grade seven, eight, nine and ten students the following graph represents very safe, safe and unsafe areas within the school grounds.

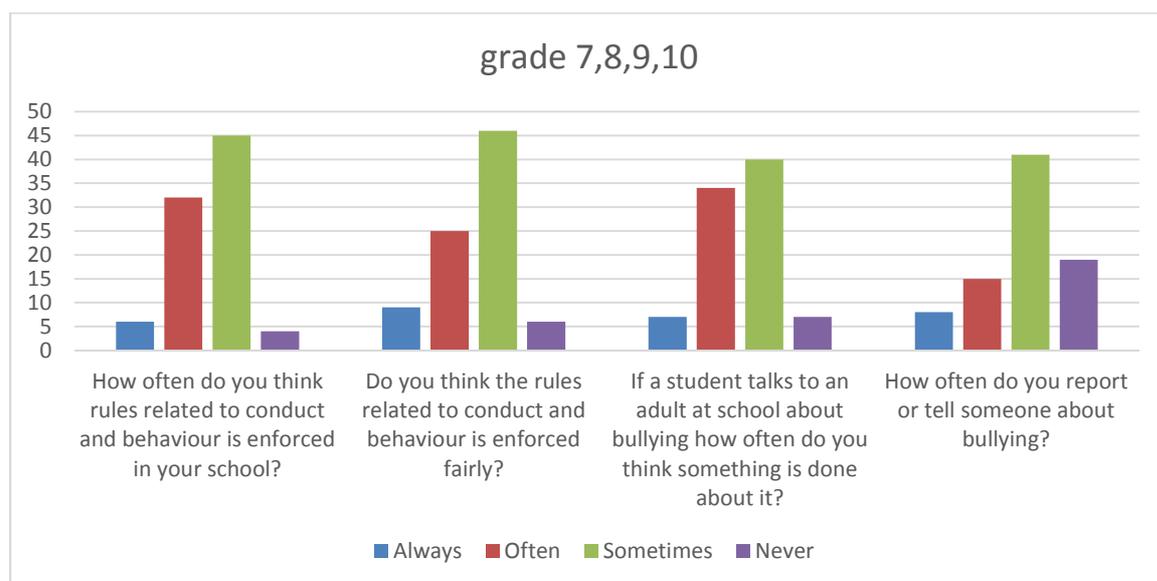


Majority of grade seven, eight, nine and ten students reported feeling very safe and safe on their way to and from school and in their neighbourhood community. The high school students gave the teachers an average of 5.6 and an average of 5.5 for the administration in regards to how often they thought teachers, Principal and deputies try to stop the bullying.

Students were asked to provide an answer (always, often, sometimes, never) on how often they thought adults at the school Intervene with bullying.



Students were asked how often they thought the staff at the school implemented conduct of behaviour and rules were enforced fairly. The following graph demonstrates the student responses.



Students were mostly aware of how to report bullying within the school with only a few exceptions. If students were to report bullying they would usually tell a teacher, Vice-Principal, Principal, Parent/Guardian, Counsellor, Chaplain or a Friend. Students scored the teachers an average of 5.6 in regards to how students perceive the teachers try to stop the bullying. The students gave the Principal and Deputies a score of 5.5 in trying to stop the bullying.

High school students voted in order the following interventions to help prevent bullying:

- Show films on the topic; Have a group or class discussion
- Provide training to teachers and school support staff on how to prevent and address bullying
- Provide students with information about how to report bullying; Run programs
- Provide students with information about bullying

- Do a school or class project;
- Invite a guest speaker; Hold an assembly; Involve students in preventing bullying
- Hold information meetings for parents and guardians
- Develop skits on bullying topics
- Have staff and students read books on the topic.

Grade seven, eight, nine and ten students were asked to answer open ended questions in regards to teachers preventing bullying. The question asked how you think teachers prevent bullying at school. Here are some of the student's responses:

Teachers try to stop the bullying and talk sense into students; they talk about bullying and tell the bullies to stop. Teachers help prevent bullying by providing information about bullying to students. They make sure all students are in a safe environment and everyone gets along fairly well. Teachers listen to people and talk about the issues. Teachers are great at helping find strategies to prevent bullying and talk to us about it. Continue CRTR lessons throughout high school and how to have safe communication; Talking politely and nicely; Talk to both bully and victim and come up with a plan; tougher consequences for bullies; Don't add to or talk about drama and lies; Tell someone that is being mean or bullying that what they are saying/doing is not nice. Fairness and being a good example to students. Listen to both sides of the story and try to intervene by talking to the students involved. Power point presentation to the school on bullying and how to be an inclusive; I think the office needs to be stricter in implementing discipline; perhaps teachers could act out scenarios and how we could solve the problem; show fairness to all the students; listen to all witnesses not just the bully and victim; we need to stop defending bullies and let them take the consequences for their actions; Positive peer pressure to do the right thing. I think teachers need to not let people get away with little things like name calling. They discipline bullies well. Teachers set up rules to help prevent bullying. (Student responses, anonymous).

The second question asked how you think students can prevent bullying at school. Here are some of the responses:

Ignore bullies; tell them to stop; Don't get involved when people are doing the wrong thing; learn karate; talk about bullying and how to stop it; ask a teacher for help; don't be a bully yourself; don't have a reaction just say no and ignore the bully; walk away from the situation; try to be friends with everyone; keep up a good attitude and help anyone that has been bullied and be the better person; talk to teachers and the Principal. Keep in touch with what is happening with students, staff and the school and be involved to know what is happening; being aware. I think asking students through the surveys is a good idea; Run more recess and lunch time programs. Be respectful of each other; don't annoy other students and get along with everyone. We should just break up fights and not take sides and then show how to get along with everyone; report all forms of bullying and don't let others bully you; we have a great school and should keep looking out for each other. (Student responses, anonymous).

The third question asked students how can Teachers, counsellors and administrators prevent cyber-bullying at school.

They could block websites and delete social media. Keeping an eye on what is happening on the internet and social media sites. Some students reported that they didn't have suggestions as they

had never experienced it because they don't have phones. Confiscate electrical devices if kids are cyber bullying. Talk more about consequences about cyber bullying. Create fake social media accounts and monitor the students; don't comment on silly things so people don't add to the problem; more talk about cyber safety as it is becoming a big problem everywhere. Don't have a phone and you can't see it or be a part of it. Inform parents as to what is going on; Act on it straight away and turn the computer off and not go on social media; inform students that it is hurtful and things can be taken to the police if reported. I don't have a phone so I don't have any issues plus I wouldn't be friends on social media with people I didn't know. (Student responses, anonymous).

Do you have any suggestions or comments that you think are valuable to help us make our school a safe environment for everyone?

Help the person being bullied more. The school could put more staff members on to supervise around the school; call the police if necessary. All the people who bully should get into trouble. A suggestion is that when students be naughty they could get homework to do; don't ignore the student that is getting bullied; Give students advice about bullying; Let students have their say and listen to their story. Open the Chaplain office at recess and lunch times; Teachers could come into classrooms and make sure everyone is getting along any relevant ideas. Show the documentary "Bulling"; please can the administration be tougher on bullies. We have a lovely school just need a few brush ups. I think we have a great school. (Anonymous student responses at Gingin District High School).

## **Conclusion**

The students attending Gingin District High School have reported they feel safe, cared for and it is a great place to go to learn and grow. The Junior Primary school students have done extremely well in the survey. The students are happy and content and feel safe. There are no major bullying issues to report or cause for any concern. Happy students and happy learning environments create for a warm, engaging learning experience. The Upper Primary also showed the students were happy in the classroom environment and felt safe at school. There was also no major bullying issues or any cause for concern. Once again, a very positive school environment. The high students at Gingin DHS also reported they felt safe at school and it is a great place to go to. There were no major bullying issues to report. In conclusion to these results, Gingin DHS has demonstrated through the student feedback that it is a great place to learn, grow and make friends. Suggestions and comments from the students, may be sourced to incorporate new ideas into the maintaining and continuing of the ongoing development of this wonderful school. To finalise, the survey has reflected a positive school environment both in and out of the classroom and within the relationships between staff and students.

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