



EDUCATION, ARTS AND COMMUNITIES COMMITTEE

Members present:

Mr NG Hutton MP—Chair
Ms W Bourne MP
Mr N Dametto MP
Miss AS Doolan MP
Mr JM Krause MP
Ms CP McMillan MP

Staff present:

Ms L Pretty—Committee Secretary
Ms H Radunz—Assistant Committee Secretary

PUBLIC BRIEFING—CONSIDERATION OF AUDITOR-GENERAL REPORT 6: 2024-25— PROTECTING STUDENTS FROM BULLYING

TRANSCRIPT OF PROCEEDINGS

Monday, 28 April 2025

Brisbane

MONDAY, 28 APRIL 2025

The committee met at 10.44 am.

CHAIR: Good morning. I declare open this public briefing for the committee's consideration of Auditor-General Report 6: 2024-25—*Protecting students from bullying*. My name is Nigel Hutton, and I am the member for Keppel and chair of the committee. I would like to respectfully acknowledge the traditional custodians of the land upon which we meet today and pay our respects to elders past, present and emerging. Here with me today are: Corrine McMillan, member for Mansfield and deputy chair; Wendy Bourne, member for Ipswich West; Nick Dametto, member for Hinchinbrook; Ariana Doolan, member for Pumicestone; and Jon Krause, member for Scenic Rim.

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FLEMMING, Mr Patrick, Deputy Auditor-General, Queensland Audit Office

GODWIN, Mr Joel, Senior Director, Queensland Audit Office

VAGG, Ms Rachel, Auditor-General, Queensland Audit Office

CHAIR: Good morning, Ms Vagg. Would you like to make an opening statement before the committee asks some questions of you?

Ms Vagg: Good morning. I too would like to acknowledge the traditional owners of the land throughout Queensland, including the Turrbal and Yagara people, who are the traditional custodians of the land on which we meet today. Thank you for the opportunity to brief the committee on my report *Protecting students from bullying*, which was tabled in December 2024. With me today are Patrick Flemming, my Deputy Auditor-General, and Joel Godwin, who was responsible for the delivery of the report.

Bullying is a complex social issue that can have both short- and long-term effects on those involved. It can take many forms, including physical, verbal, social or online. It occurs in all aspects of life, including at home, within the community, within workplaces and at schools. Research shows that addressing bullying within schools requires whole-of-community strategies which consider the important roles various stakeholders play. These include schools, families, communities and policymakers.

Our audit focused on the role of the Department of Education, which includes over 1,200 state schools. We assessed the effectiveness of the department's strategies, policies and resources to support schools to protect students from bullying. We found the department had developed strategies and procedures which align to contemporary research and approaches to managing bullying. If implemented as intended, these provide schools with an evidence-based approach to managing bullying. Our report found the department could be more explicit and better communicate how its strategies are intending to address bullying. Currently, this would not be obvious to students, parents and caregivers. It could also better use bullying related data from schools to inform its strategies and responses.

The department provides schools with the autonomy to deliver educational services in line with local needs. However, schools must still comply with departmental policy. We found the department needed to be more effective in how it monitors the activities of schools, given this autonomy. It did

not have the necessary monitoring practices in place to know whether schools were following bullying related policies and effectively managing bullying at a local level. We also found that the department does not consistently capture or monitor information on the number of students who experience bullying. Overall, the department has not identified specific goals or measures of successful bullying approaches and, as such, it did not know whether its approaches were working.

The report made six recommendations to the department. The department agreed to five of the six recommendations and agreed in principle to one of the recommendations. In their response, the department highlighted the need to balance workload and red tape for teachers in addressing our recommendations. We do not see our recommendations as red tape, and we do not see red tape as a reason for not doing the right thing. We raised our recommendations to address risk and capitalise on opportunities. Our recommendations will always be focused on systematising outcomes for departments to create efficiencies, to give strong oversight to manage risks and to make informed decisions.

Overall, this was quite a long audit and this reflected the complexity and sensitivity of the topic. We spent a lot of time engaging with the department and our experts on this matter, which was important for us to get the right result. The committee may benefit in hearing from the department, including about its progress in implementing our recommendations. We are more than happy to take any questions on this report. Thank you.

CHAIR: Thank you for the detail that went into the report that you provided for the committee today. The committee has some questions for you. Firstly, could you outline for the committee the time and the breadth of research that went into the report itself? I know you have acknowledged that it was a substantial report and took a substantial amount of time to complete.

Ms Vagg: It is a complex topic and we wanted to make sure that our approach and what we were focusing on was right. There was extensive jurisdictional analysis—what are other states doing and what is happening internationally—and we engaged a subject matter expert to assist in defining what we were looking at and how we were assessing effectiveness. I might pass over to Joel to give a few more specifics about the time period and the engagement that we undertook.

Mr Godwin: The audit commenced around August-September 2023. It was obviously finalised in December 2024. This included a pause during the caretaker period for the election last year. As Rachel mentioned, this did reflect the ongoing engagement we wanted to make sure we were having with the department, given the sensitivity and complexity of the topic.

Ms McMILLAN: Thank you, Ms Vagg and the team at the Queensland Audit Office. I also acknowledge and thank you for the work that you do in progressing public policy in Queensland. I think the work you do is incredibly important for all Queenslanders. Ms Vagg, given the Queensland Audit Office's findings, do you expect that the minister will set targets and highlight explicit strategies from here?

Ms Vagg: The recommendations really focused on articulating clear strategies to address bullying. It is not that they were not there in the overall approach of the department; it was about making it more explicit. We want schools to be more explicit in terms of their code of conduct so we can get the right information back from schools on bullying incidents—particularly those who have been subject to bullying—and then refine strategies as a result. All our recommendations are there to improve outcomes, so the expectation is that, by doing those things, the outcomes would improve for the state.

Miss DOOLAN: Good morning. I note your report states that the identification of certain behaviours as bullying can be complicated. I was bullied quite badly in high school—I would describe it as more of isolation—but when I reported that to the principal or teachers they did not see it as bullying. What can schools do to navigate that sort of situation?

Ms Vagg: I might hand over to Joel in terms of those specific details.

Mr Godwin: I certainly acknowledge—and all of the literature acknowledges—the complexity involved in managing this. The wideranging literature review we undertook, which scanned global, local and state-based research, highlighted the need to have a multifaceted approach, given those complexities and challenges. Bullying is obviously an area where it is not always easy to come forward and self-report for a number of reasons, so it is important that schools have the right approaches in place to be able to navigate that. The department's strategy is certainly aligned with all of the better practice research areas, particularly in regard to having the options available for responses—both direct sanctions and restorative practices—as well as educational outcomes which align to equipping students and teachers with how to report, how to identify and how to talk about it.

Ms BOURNE: Thanks so much for your time today. I am interested in the patterns and trends of reported bullying, as identified in your report. Have you been able to discover the reasons for the higher rate of bullying among year 7 students and those in remote schools?

Ms Vagg: Again, I will pass over to Joel in terms of those details.

Mr Godwin: In appendix D, we reported a range of data which came from the department's OneSchool system. We were not able to conclude the underlying root cause for that information; however, our literature review and research did support that bullying does occur more often around that early high school age, based on the developmental needs of young people. However, we were not able to conclude on the rationale and reasons for the department's statistics in that year.

Mr DAMETTO: Ms Vagg, thank you very much for coming along with your team this morning to brief us on the findings of the report and, obviously, talk about bullying in Queensland schools. We all love reports, but I love outcomes. What types of measurable outcomes could be possible from monitoring the effectiveness of any strategy that is implemented?

Ms Vagg: Typically, when it comes to defining outcomes, when you have a strategy that you want to implement you need to understand what your base data is at that point—for example, understanding the demographics and number of children who might be perpetrators or the subject of bullying behaviour as well as understanding the local policies and practices as well as departmental policies. Having a good starting point, understanding the actions the department and the schools want to undertake, based on research and appropriate policies, and then monitoring that along the way means that data needs to come from those individual schools and be monitored by the department. Adjustments would be made along the way in terms of policy objectives and actions, and then at some point there would be some revision and appropriate check and challenge of those policies to get the outcomes. It is a process. It is very dependent on having good base data as a policy is being implemented. That is one of our recommendations—to make sure the department has the right data to know whether it is focusing its policies in the right spaces and then to know whether the policies are working.

Mr KRAUSE: Thank you for your presentation. There was a finding in your report that identifying certain behaviours as bullying can be complicated and the threshold for what is considered bullying might be different from school to school. I also note that the report found there were 76,400 incidents of bullying reported in the 2023 school year. Can you unpack a little more the difference between what is and what is not reported by different schools and how that is complicated? I think that is something that we, as MPs, have probably all come across—what is considered bullying on the one hand might not be on the other hand in different scenarios.

Ms Vagg: There are a couple of things there. The audit very much focused on what the department is doing to support schools to take appropriate action and then to make sure its policies are being effectively implemented. We did an audit at the local school level where we did some sampling to understand just how things are being applied but it was mostly focused on the department itself. You are right that, in terms of defining what bullying is versus other behaviours, it is complex. There is significant research, though, in this space and the department can use that research to define aspects of what it thinks bullying behaviour may be. It is just about getting an appropriate definition and then applying it based on appropriate research. The department has refined some of the data collected from the schools, particularly the difference between bullying and harassment. The department just needs an appropriate definition which is within its behavioural management framework, which is what our suggestion is, so it can record appropriate information.

You raised the number of bullying incidents versus overall behavioural actions recorded. You are right: there are many other behaviours within schools that are recorded within the OneSchool system which is quite appropriate. Bullying makes up around three per cent of those overall instances recorded, so it is not insignificant in terms of the behavioural activities within schools.

CHAIR: Referencing the 76,400 incidents, can you outline for the committee some of the barriers that are reducing the capacity for schools to address bullying?

Ms Vagg: I might turn to Joel in relation to some of those barriers for schools.

Mr Godwin: As Rachel mentioned, we did not actually review schools at the local level to determine what those barriers may be. We looked at the central level and how the policies, procedures and supports were made available to schools to be able to approach these incidents. As far as individual barriers are concerned, we would not be able to comment on how they are dealt with on a case-by-case basis.

Obviously the literature highlights the complexities, as other members have highlighted, in identifying and responding to this given that it is ongoing repeated behaviour and it can happen in and outside of school. It is not always overt; it is quite often covert. I think some of the barriers are inherent in the complexity of the topic, but we are not able to conclude on a school level what those individual barriers may have been.

Ms Vagg: We have highlighted in the report, though, that it is a complex societal issue and there are many players within the field of identifying and responding to bullying. If we can think of barriers outside of the school, it is all of those societal expectations. We have highlighted that in the report but then focused on the activities being undertaken by the department in terms of providing appropriate support to schools. We do conclude that their overall strategy is okay. We are just saying that it could be more explicit, and then data on performance of that strategy is the piece which specifically needs improving.

Ms McMILLAN: Ms Vagg, the minister's charter letter states that he must 'work with stakeholders to launch a new anti-bullying campaign'. Are you able to provide an update on the implementation or the development of that new campaign and the rate of implementation?

CHAIR: I apologise. That question is for the minister and there are other pathways for the member to provide that question to the minister. We are here today to hear from the Auditor-General with regard to the report that is before us. That is beyond the scope.

Ms McMILLAN: The Queensland Audit Office has raised a number of issues in relation to bullying. What types of measurable outcomes would be possible in monitoring the effectiveness of the strategies that you have identified?

Mr Godwin: It is a challenging space to get measurable outcomes. As our report highlights, it is important to be able to define objectives, goals, actions and measures of success which can be monitored. Other jurisdictions we looked at had defined some of those, but the literature certainly supports that, whilst it is incredibly important to undertake this, it is not always easy to measure. South Australia, for example, has defined some measurable outcomes and measures of success regarding both positive reporting and reduction in recurring instances. It is a challenging area but it is one for the department to consider in setting their new strategy and measures.

Miss DOOLAN: You mentioned that over the last 10 years the department has not captured a lot of data on the demographics of who is being bullied in schools. Is there any data whatsoever on whether it is young women or young men or people from cultural backgrounds?

Mr Godwin: Our report in appendix D highlights the data we captured from the 2023 year. We were not able to go back further given changes in definitions where bullying and harassment were combined. From that year we do highlight a range of different demographics—inner regional, major cities, outer regional, remote and very remote. We cover off on frequency by year level as well as provide demographics around First Nations, non-Indigenous and not stated for bullying incidents.

Mr Flemming: One of the recommendations in the report does come back to the fact that the department does not capture information on the person being bullied; it captures information on the person exhibiting the behaviour. All of those graphics that we have presented are based on the individuals presenting the behaviour as opposed to receiving. That is one of the recommendations—that they do capture some of that so that there is some information available. I think that ties in with the federal inquiry around disability where one of the recommendations for both Queensland and New South Wales in that area was to start capturing some information on people with disabilities who were the subject of bullying so that they could report back. My understanding is that other states were doing that and they felt that was important.

Ms BOURNE: In our elder abuse inquiry we have discovered that different departments report in different ways so we do not get a true reflection of how many people actually have elder abuse committed against them. Do you find that other agencies, such as perhaps Child Safety or Health, are reporting back to Education to give you the correct numbers?

Ms Vagg: In terms of bullying within schools?

Ms BOURNE: Yes.

Ms Vagg: There are systems and processes for agencies to share information, where necessary, to protect children. Those mechanisms have been reported in some of our other reports. In terms of specifically about bullying, I do not think we identified any specific sharing of information. Joel, I will just confirm that with you.

Mr Godwin: No. That was not within the scope of our review. However, we do note that the policies have thresholds for escalating to Police and Child Safety in certain incidents as well.

Mr KRAUSE: I have one question following on from the discussion around bullying incidents involving children with a disability. I am gathering that there is no specialised approach at the moment in relation to that. Is that the case? Is your report saying that there needs to be a specialised approach in relation to bullying of children with a disability?

Ms Vagg: No. I do not think the report does say that specifically. What we are saying is that the department's strategies and approach talk about the wellbeing of children overall. We are saying that they should call out bullying specifically in that particular strategy to make it very clear that that is what the department is asking the schools to do. When the schools then apply that in their local codes of conduct, we found that out of 50 schools that we looked at none of them had all of the elements for addressing bullying that the department is asking them to put into their codes of conduct. If there is more compliance required at that localised level in terms of codes of conduct about bullying then they need to collect the right information. All of that would include children with disabilities and children in other demographics. It is not just specifically about one type of demographic.

Mr KRAUSE: Taking it back to the reports about protecting students from bullying—and I think this was mentioned a little bit earlier—the idea has been put out there that maybe there should be more of a focus on collecting information about the children being bullied rather than the alleged perpetrator of bullying to help protect that cohort or to see if there are patterns.

Ms Vagg: It is about increasing the information that they have. At the moment, when teachers report an incident of behavioural concern there is the ability to identify someone who may have been demonstrating the behaviour of being a bully but not actually being able to identify those who are the subject of it. It is actually increasing the data collected.

Mr KRAUSE: I would like to ask a further question about bullying in the digital world. This is something I have come across in my experience as a local MP with reports about cyberbullying, which often occurs outside of school time and therefore falls outside of the responsibility of a school on a strict basis but it certainly has impacts within school time and on school grounds. Can you give us any ideas or commentary that you have come across or formulated through the report process about how we can better deal with cyberbullying in the school context?

Ms Vagg: That is one of the reasons we have a broader scope in this particular audit of not just focusing on cyberbullying because it is part of a complex environment of bullying activity. It is one form of bullying. There are others which may be present in the school grounds and outside. It is a complex environment. In terms of specific activities for cyberbullying, Joel, is there anything you want to add?

Mr Godwin: Yes. Our recommendation 3, along with gathering further data on those who have been subject to bullying, includes getting more data on cyberbullying. Our audit was not able to compute the total number of cyberbullying incidents because there is no identifier in an incident report. What we are able to do is look at the free-form text to indicate that cyberbullying may have occurred to identify some patterns and trends over time. That certainly indicated that there was an uplift in cyberbullying incidents in the past 10 years. That is further supported by work from the eSafety Commissioner nationally, who gets reports of cyberbullying incidents, which are seeing the same uptick.

Our recommendation is similarly trying to increase the data capture on cyberbullying which will really give the department greater intelligence and tools to be able to respond to it more effectively both in and out of the schools. As you rightly highlighted, a lot of this happens in the home and outside of school, so it is important that the department is able to work with those external parties. If they have the data and intelligence to do that, they can do a more effective job.

CHAIR: I refer to Figure 4C in your report that shows perceptions around the management of student behaviour declining from 2021 to 2023, but there is reference in the report around comparative data from elsewhere—what data other states may collect around the sense of wellbeing and safety from bullying in schools. What comparative data do we have from other states to compare with Queensland data in this time period?

Mr Godwin: In appendix C we highlight the other jurisdictions which undertake that. We highlight under Figure 4C that South Australia, Victoria and New Zealand capture additional data. Through our subject matter experts, we did that jurisdictional analysis which looked at some of the survey questions which were undertaken. The differentiator here is that department surveys do not ask specific questions relating to bullying. They will ask proxy type questions around feeling safe at

school, whereas the other jurisdictions ask more direct questions regarding the effectiveness of bullying activities to support students. We are trying to highlight there that other jurisdictions are collecting that data and that is a useful tool. Our recommendation in this section is aimed at the department considering how it can expand some of their survey activity to capture that data.

CHAIR: I appreciate the level of consistency that you have gone to around what data others are collecting and how they are using it. What I was hoping to find from reviewing what they are doing in New South Wales or South Australia is what their data is telling us. Is it a Queensland thing that students are feeling less safe in school or that teachers are identifying that bullying is occurring in schools? I could not see that in the report itself. Are you able to expand on that?

Mr Godwin: Our scope did not go into the outcomes of the work in other jurisdictions. We obviously looked at their frameworks, policies and approaches to get some sort of comparative data to how Queensland was doing. We do not have the other data within the report regarding questions such as that which were quite specific to the Queensland education questions.

Ms McMILLAN: Is the data that you have gathered through the medium of the School Opinion Survey or are there other sources? The second part to that question, which is what the chair and I were just discussing, is: how can schools better use OneSchool to gather the information that you require? I am gathering from what you are telling us and from what I have read that the data is not as clean as you would expect in order to provide some definite strategies going forward?

Mr Godwin: The answer to the first part of your question is yes. Figure 4C is drawn from the Department of Education School Opinion Survey directly. Regarding the second component, schools have the OneSchool system, which is used to capture information relating to incidents. Our recommendations relate to how they are using that incident capturing to increase the data they get. The two specific areas we have highlighted are the ability to capture more information on those who have experienced bullying and also the nature of it through cyberbullying.

Ms McMILLAN: Mr Godwin, the challenge for the department, given the size of the department, is how you ensure that data is valid in light of the fact that we have one of up to 65,000 teachers entering that data and other members of the school community. That is the challenge. Do you have any comments in relation to that?

Mr Godwin: Probably no specific comments. It is always going to be a challenge when you are getting data from a very decentralised operation, but that is why it is important centrally to get that information. The department certainly has the ability to set the requirements on what should be captured and how it should be captured so it is as consistent as possible, and then that information should be used to further inform their approaches.

Mr DAMETTO: My question is in relation to data collection and the fact that reporting on bullying has probably increased over, say, a 10-year period, if not longer. Has it been acknowledged in putting the report together that perhaps increased reporting of bullying is not skewing but affecting the data?

Ms Vagg: There is always a challenge with data collection when you do not have a good base to start with. It goes back to my previous comment of good recording over time and defining what you should record. What we are suggesting is that more information is provided now in terms of the data recording. We are not asking for hugely complex extra information to be provided; we are simply asking for some more fields within those OneSchool forms to be updated with information. Some of that will be personal information that needs protection and it needs to be carefully managed, but we are not suggesting a lot more needs to be done.

In terms of trends over time, it is worth looking at something as a trend over time and then analysing why that trend has changed. It could be because of the way and what is collected or it could be because of actual underlying issues. It is understanding and analysing those two things and it is something the department should be doing.

Ms BOURNE: Do you have any concerns in relation to the department's response to your recommendations?

Ms Vagg: We worked very closely with the department in terms of forming the recommendations, and I touched on that in my introductory remarks. It is a complex area, and we are asking for the department to change some of their practices in response to our findings. We did work quite closely with them. As I said, they agreed with five of the six and will implement those changes. In terms of adding more information into the data collection processes, that is something they have agreed with in principle. They have agreed with it; they are just working out, on balance, the value of the recommendation and the cost of implementing it. That is for the department to work through. I would not have made the recommendation if I did not think it was valid and something appropriate for the department to do.

I do follow up departments, as you probably know. All agencies are subject to performance audits quite regularly. Every year I check with those that are subject to performance audits and have recommendations to see if they have implemented the recommendations, and that is after an appropriate period of time. I will go back and check with them. It is a self-reporting process. They will tell us whether they have implemented something or not. That is how we get feedback on whether this particular recommendation is implemented. That follow-up will happen in the coming couple of years.

Miss DOOLAN: Your report found that for every 100 Indigenous students 25.3 incidents are reported. What strategies could be used to manage these issues in a culturally safe and inclusive way?

Ms Vagg: Having appropriate First Nations strategies within all agencies is very important. There are cultural sensitivities and there are different community behaviours that sit within our First Nations communities. Having a specific policy in certain areas is quite appropriate for most agencies to have, particularly in some instances where we see over-representation of Indigenous persons within a particular cohort. We have noted that in health equity outcomes and other reports that we have issued.

In terms of specific activities for First Nations in response to the bullying statistics, it was not within scope of our report. What we were looking at is that the department had overall strategies that communicated well to that local level, and then the local level, being schools and regions, could report back to the department for them to improve their practices. I acknowledge that that was specific to First Nations within those processes. Is there anything you want to add there, Joel?

Mr Godwin: Nothing specific, other than that probably highlights an area where the data is valuable to be able to highlight an area which may need more attention and you can put more resources into training and education for schools on how to manage with those specific incidents and cohorts.

Ms McMILLAN: Ms Vagg, bullying is a really serious issue that could result in significant ill health and possible risk to life for our young people. We have a responsibility, as teachers and as adults in our society, to protect our most vulnerable. You have raised a number of really significant findings, and you mentioned that those findings and the reporting process that would occur 12 months on is really about self-determining how they are travelling and what have you. Do you believe that there should be greater oversight in terms of implementing the recommendations that you and your team have worked so hard to establish?

Ms Vagg: This is a question, I think, for all of our performance audits. We choose topics that have the greatest value and impact across the public sector, so they are all quite significant topics that have been identified. At the moment, the self-reporting collection of information does give valuable insights in terms of the activity of agencies. Where we see in the collection there of a reasonable amount of time that may have elapsed for the implementation, in response to a recommendation, if we see partial implementation or no appropriate action of the department, it means that we may include that particular subject matter as a follow-up audit as well. We can then go and check to see just how effectively a department has responded. The real responsibility rests with the accountable officer or the director-general. They are the ones who have agreed to the recommendation and it is probably a question to the directors-general of how they have responded to those particular recommendations. Through our process of drawing findings, conclusions and recommendations, we work closely with the department. Really, the reports should have recommendations that the department fundamentally and truly agrees with and is able to implement. That should have all come through in terms of the process.

Getting back to the question, yes, at the moment I think the process is appropriate. It gives a reasonable amount of time for an agency to respond to a recommendation. If there is a real sense of urgency with a recommendation—if there is life at risk or there is a significant risk of concern—then the department should act with appropriate speed to respond to a recommendation.

Mr KRAUSE: Ms Vagg, during the report preparation process—the review—did the Auditor-General's office become aware of any litigation that had been launched against the state due to a failure to protect a child from bullying?

Ms Vagg: We are very much focused on processes and activity of the department so, in terms of getting into specific cases, it is not something we have done in this particular audit and I am personally not aware of any litigation at that level.

Mr KRAUSE: I just thought I would ask.

CHAIR: With regard to the data collection, I recognise that your report says that in 2023 OneSchool behaviour codes were updated to reflect new diversification of the terminology. What data did you collect from prior to 2023 that tells us about prior bullying, even if it is not dissected in the same way? What was the trend, looking at prior to that change in methodology for the OneSchool system?

Ms Vagg: I will turn to Joel for that level of detail.

Mr Godwin: It is in the context chapter in chapter 3, information on bullying and harassment incidents. The change was to separate out bullying and harassment which was consistently—

CHAIR: Sorry, can I ask for the reference?

Mr Godwin: Figure 3B, which is titled 'Trends in rates for reported incidents of bullying and harassment'. We did report on the—

CHAIR: My apologies again. Can I ask for a page number for that one? I am struggling to—

Mr Godwin: Page 8 of the report. It highlights the former data that was captured on both bullying and harassment combined. As mentioned, we were not able to report on that for 2023, given the change in code.

Ms BOURNE: Other than what we have already discussed here this morning, do you have any concerns about measures to address bullying that require attention?

Ms Vagg: If there was anything else that we had identified it would have been in the report, so nothing outside of this scope and the reporting within the report.

Mr KRAUSE: I have a further question in relation to any intersection identified in the report or through the data collection process between student behaviour management and the protection of children from bullying in the school context.

Ms Vagg: They sit within the same framework of the department, and that is one of the actions that can be taken in response to reported behavioural incidents in terms of disciplinary action. There are other support mechanisms that can also be put in place. In terms of any other intersection or identified activities, Joel?

Mr Godwin: The department does include all behavioural incidents under one student discipline procedure, and Appendix E of our report on page 41 lists the various categories they collect them against. I have nothing to add outside of that.

CHAIR: There being no further questions from the committee, I thank you for your time today and for providing to our committee a range of information. That concludes this briefing. Thank you to everyone who has participated today. Thank you to our Hansard reporters as well as the committee secretariat for your support. A transcript of these proceedings will be available on the committee's webpage in due course. I now declare this public briefing closed.

The committee adjourned at 11.27 am.