

Solid school review

The following 10 tables are taken from the *Solid Schools* section and can be used as an assessment tool to review your school's progress in establishing and maintaining culturally secure bullying procedures and practices in the Aboriginal context.

Where possible and appropriate, invite Aboriginal parents and carers, Aboriginal staff and Aboriginal students to be involved in the review. The differences in feedback from community members and school staff will give you an indication of the common understandings and school connectedness.

Most schools use the review in a workshop format where participants are divided into groups so that they may discuss each section and respond to the reflection questions. You can either allocate each group one section to review or you can ask every group to review all of the sections (the latter takes more time but is preferable for maximum input).

Completing the questions will provide a snapshot of how effective your school is at supporting Aboriginal students involved in bullying. Areas that are being done effectively should be celebrated and promoted. Areas that need attention become the basis for a solid bullying prevention and management plan.

Instructions for use

- make sure everyone has a copy to read from
- one person scribes the group discussion
- another person reads out each question
- the group responds with:
 - **No** – we are not doing this effectively in our school
 - **Yes** – we are doing this effectively in our school
 - **Review** – we have addressed this in our school but it needs to be improved

Solid school planning

The schools most successful at reducing bullying have a planning committee to plan and implement the policies that are recommended as successful practice.

	Yes	No	Review
<ul style="list-style-type: none"> Does your school have a behaviour management committee that oversees the whole-school plan to reduce and manage bullying? 			
<ul style="list-style-type: none"> Does the planning committee include Aboriginal representatives to progress Aboriginal worldviews within the school? 			
<ul style="list-style-type: none"> Are Aboriginal staff regularly consulted to ensure that school bullying guidelines and practices are consistent with Aboriginal worldviews? 			
<ul style="list-style-type: none"> Has a committee coordinator been identified? 			
<ul style="list-style-type: none"> Have times been set for the planning committee to meet regularly? 			
<ul style="list-style-type: none"> Has time been allocated for the committee and coordinator to facilitate implementation of the bullying prevention and management guidelines? 			
<ul style="list-style-type: none"> Have areas been identified where committee skill development is required? 			
<ul style="list-style-type: none"> Have multiple communication channels for committee members been established? 			
<ul style="list-style-type: none"> Are Aboriginal staff invited to mediate/assist with managing bullying incidents involving Aboriginal students? 			

Solid school ethos			
An ethos that celebrates the local Aboriginal culture in the school community can strengthen the relationship between Aboriginal students, their families and the school.	Yes	No	Review
• Does the planning committee include Aboriginal representatives to progress Aboriginal worldviews within the school?			
• Are Aboriginal staff regularly consulted to ensure that school bullying guidelines and practices are consistent with Aboriginal worldviews?			
• Has the school community clearly identified its philosophy and purpose relating to bullying and social relationships?			
• Does the school ethos and environment provide safety, security and support for its Aboriginal staff, Aboriginal students and Aboriginal families?			
• Is the school ethos developed in consideration of local Aboriginal worldviews?			
• Is there a strong sense of connectedness to the school that is fostered by positive communication, relationships and values shared by the whole school community?			
• Is there a clear understanding that bullying or violence is not accepted in any form in the school environment?			
• Are Aboriginal students valued as important participants in creating safe and supportive school environments, and are they actively involved in the promotion of the school ethos?			
• Is there a strong ethos that it is always right to ask for help when you can't deal with a situation yourself?			

Solid family links			
Strong family links are essential for the school to support the strengths and needs of their Aboriginal students. Does the school:	Yes	No	Review
• have an Aboriginal representative to assist in incorporating Aboriginal worldviews in curriculum content and school programs?			
• align the timetable with local Aboriginal events?			
• promote local Aboriginal organisations (e.g. advertise these in newsletters)?			
• maintain an open-door policy where Aboriginal parents and carers can drop in?			
• include annual Aboriginal events (e.g. NAIDOC Week and Sorry Day) on the school's calendar?			
• ensure local communities are involved in the teaching of local Aboriginal protocols and respect for Country?			
• develop and disseminate a list of local community organisations?			
• create/dedicate areas that promote community involvement (e.g. allocated rooms for Aboriginal families and children to meet and debrief with privacy)?			
• invite local Aboriginal community members or Elders to offer a 'Welcome to Country' at the commencement of the school year or special school events?			

Solid understandings of cultural security			
	Yes	No	Review
Staff training is crucial to the school's ability to embed Aboriginal worldviews in the development of school bullying prevention and management guidelines.			
Are staff provided with professional development opportunities that:			
<ul style="list-style-type: none"> • enhance their knowledge and ability to build solid relations <ul style="list-style-type: none"> ○ among Aboriginal and non-Aboriginal students ○ between themselves and their Aboriginal students ○ between themselves and the parents and carers of their Aboriginal students 			
<ul style="list-style-type: none"> • enhance their understanding of Aboriginal and Torres Strait Islander worldviews and cultural protocols? 			
<ul style="list-style-type: none"> • help them learn about local and national Aboriginal organisations? 			
<ul style="list-style-type: none"> • explain the social determinants of the health and education outcomes experienced by Aboriginal people in this community? 			
Are Aboriginal students provided with educational opportunities that:			
<ul style="list-style-type: none"> • enhance their knowledge and ability to build solid relations with non-Aboriginal students? 			
<ul style="list-style-type: none"> • develop skills for solid relationships and cooperative behaviour with students from different backgrounds? 			
<ul style="list-style-type: none"> • enable them to celebrate and teach other students about their worldviews and cultural protocols? 			
<ul style="list-style-type: none"> • allow them to identify solid role models in their local community who are strong in their culture and successful in their work (i.e. teacher, nurse, hairdresser) 			
Are Aboriginal parents and carers provided with opportunities:			
<ul style="list-style-type: none"> • to be engaged in the school community? 			
<ul style="list-style-type: none"> • that enable them to teach non-Aboriginal staff about their worldviews and cultural protocols? 			
<ul style="list-style-type: none"> • to obtain culturally relevant information about how their children can develop strong and happy relationships? 			
<ul style="list-style-type: none"> • that enable them to access community-based resources and information to support their role as parents? 			

Solid understandings about bullying			
The development of a shared concern for the safety and wellbeing for one another are key factors in reducing bullying.	Yes	No	Review
Are staff provided with professional development opportunities that will:			
<ul style="list-style-type: none"> enhance their understanding of Aboriginal and Torres Strait Islander worldviews and culture? 			
<ul style="list-style-type: none"> enhance their knowledge and ability to build solid relations <ul style="list-style-type: none"> between Aboriginal and non-Aboriginal students between themselves and their Aboriginal students between themselves and the parents and carers of their Aboriginal students 			
<ul style="list-style-type: none"> help them learn about local and national Aboriginal organisations? 			
<ul style="list-style-type: none"> facilitate their awareness about bullying within the school environment? 			
<ul style="list-style-type: none"> enhance their ability to respond effectively to bullying incidents involving Aboriginal students? 			
<ul style="list-style-type: none"> enhance their knowledge and ability to integrate solid ways to deal with bullying in teaching and learning activities? 			
<ul style="list-style-type: none"> encourage reflection on their own behaviour and interactions and the influence of these on the values and behaviour of their students? 			
Are Aboriginal students provided with:			
<ul style="list-style-type: none"> age-appropriate bullying prevention curriculum content that is culturally relevant? 			
<ul style="list-style-type: none"> opportunities to contribute to the development of school bullying prevention and management guidelines? 			
<ul style="list-style-type: none"> skills for solid relationships and cooperative behaviour? 			
Are Aboriginal parents provided with opportunities:			
<ul style="list-style-type: none"> to learn about bullying and how to respond to it? 			
<ul style="list-style-type: none"> to obtain culturally relevant information about how their children can develop strong and happy relationships? 			
<ul style="list-style-type: none"> to promote and contribute to the development of bullying prevention and management guidelines? 			
<ul style="list-style-type: none"> to access community-based resources and information to support their role as parents and carers? 			

Solid guidelines and agreements			
Establishing whole-school bullying prevention and management guidelines and agreements are essential to reducing and preventing bullying. Do your bullying prevention and management guidelines:	Yes	No	Review
• support the strengths and needs of your Aboriginal students?			
• take into account Aboriginal worldviews?			
• include language that is appropriate to the Aboriginal community?			
• get regularly reviewed?			
• include consultation and collaboration with the whole school community, including Aboriginal staff, parents and students?			
• have the active involvement in of the school AIEO (ATA or AEW)?			
• receive contributions from Aboriginal staff and parents and carers?			
• include whole-school common understandings about the school's response to bullying?			
• include a definition that captures all forms of bullying including verbal, physical, social, psychological and cyber?			
• include statements of the individual and shared rights and responsibilities of students, staff, parents and caregivers in a safe and inclusive school environment?			
• include identification and promotion of solid behaviours?			
• include information for students, staff, parents and caregivers to identify and respond to reports of bullying behaviours?			
• include clear procedures and open communication channels for students, parents, caregivers and staff to report incidents of bullying?			
• include systems and strategies for reporting and monitoring of bullying incidents?			

Solid management of bullying situations

Having an agreed behaviour management system promotes school connectedness.	Yes	No	Review
Do you have a case management team to respond to and manage reports of bullying behaviour according to the behaviour management and bullying reduction policies?			
Does your case management team include your AIEO (ATA or AEW) or other Aboriginal staff members?			
Do you have clear and consistent procedures when bullying is reported involving Aboriginal students?			
Are Aboriginal staff invited to mediate/assist with managing bullying incidents involving Aboriginal students?			

Solid classroom practice			
	Yes	No	Review
The inclusion of curriculum content that celebrates the strengths and contribution of your local Aboriginal community can foster solid student relations.			
Are classroom management procedures consistent within and across classrooms in the school?			
Are classroom rules about bullying developed and maintained according to school guidelines?			
Are cooperative learning methods and activities used to foster pro-social behaviour?			
Do teachers use their knowledge of social relationships to facilitate opportunities for students to experience working within a variety of group arrangements and structures?			
Does the curriculum provide common understandings about bullying behaviour, including clear definitions and key information about: <ul style="list-style-type: none"> • what constitutes bullying? • how to identify bullying? • the effects of bullying on students who bully? • the effects of bullying on students who are bullied? • the effects of bullying on onlookers/bystanders? 			
Does the curriculum provide direction for: <ul style="list-style-type: none"> • understanding the school's bullying prevention and management policy? • responding to being bullied, including reporting bullying, seeking support and responding assertively? • supporting students who are bullied and counter bullying behaviour? • students to talk about bullying with each other and with adults? 			
Do teaching and learning activities give students an opportunity to further their understanding of local Aboriginal worldviews and cultural protocols (e.g. outdoor classrooms about bush tucker)?			
Are significant events (e.g. NAIDOC week and Sorry Day) utilised as opportunities to include local and national Aboriginal history in teaching and learning activities?			
Do teaching and learning activities enhance student social skills and personal development, including: <ul style="list-style-type: none"> • social problem solving? • being assertive (not acting aggressively)? • conflict-resolution techniques to resolve differences constructively? • student responsibilities toward one another? • pro-social and cooperative behaviour? 			
Does the curriculum provide a clear and consistent understanding about how peers (especially bystanders) should respond to bullying behaviour?			
Are peers (especially bystanders) encouraged to take actions to reduce bullying and commended for solid action through bystander training that facilitates:			

<ul style="list-style-type: none"> • positive social norms and expectations to discourage bullying? • peer support for students who are being bullied? • cooperation, empathy and inclusivity? • resistance to negative group pressure? • reporting of bullying? 			
<p>Are students provided with real-life, experiential activities to encourage the development of appropriate skills for dealing with bullying?</p>			
<p>Do teaching and learning activities actively engage students in self-reflection and exploration of developmentally appropriate ways to address bullying (e.g. role playing)?</p>			
<p>Are students provided with opportunities for group-level decision making about solid solutions to bullying problems (e.g. class meetings, circle time, group discussions and activities)?</p>			
<p>Do classroom activities and curriculum content promote solid Aboriginal identity?</p>			

Solid peer support			
	Yes	No	Review
Students are usually aware of who is involved in bullying long before staff and parents do.			
Are Aboriginal students involved and valued in student support activities at school?			
Do Aboriginal students get the opportunity to mix with children from other cultures in the peer support process?			
Is awareness raised to increase students understanding of the roles of the positive and negative bystander?			
Is empathy for students who are bullied encouraged and student's sense of responsibility enhanced regarding the safety of others?			
Are there pathways for Aboriginal student leadership within your school's ethos?			

Solid school environment			
The physical and social environment of a school impacts student (and family) connectedness to the school.	Yes	No	Review
Does the school have a welcoming entrance?			
Does the school have an Aboriginal and/or Torres Strait Island flag?			
Does the school have an open-door policy?			
Are Aboriginal parents and carers encouraged to visit the school?			
Does the school use outdoor classrooms?			
Does the school ensure that the schoolyard and gardens are properly maintained?			
Does the environment enable native gardens to be integrated into the school setting?			
Is there a room/space allocated for AIEOs (ATAs or AEWs) and Aboriginal staff to meet with Aboriginal students and their families?			
Does the school include Aboriginal and Torres Strait Islander artworks and displays throughout the school?			
Are Aboriginal students and parents and carers encouraged to be involved in the development and improvement of the schoolyard?			
Are expectations of social behaviour in the schoolyard clearly outlined?			
Are there incentives for students to behave positively in the schoolyard?			
Are 'hot spots' areas identified in collaboration with students?			