Dear Parents,

Soirees, Class Parties, Graduation, School Disco, Excursions ….. the list of special events is endless at this time of the year.

Staffing 2015

The placement of teachers and students in classrooms is always a significant job at this time of year. Below is the list of teachers and grade levels for 2015. Teachers are currently organising children into class groups. These groups will be announced on Monday, December 15th.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Classes</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>3 classes</td>
<td>Claire Sutherland; Brodee Goldman; Barb MacLarn</td>
</tr>
<tr>
<td>Grade 1</td>
<td>2 classes</td>
<td>Lee Laier / Nathan Gilliland; Shelley Morrison / Kate Van der Jagt</td>
</tr>
<tr>
<td>Grade 2</td>
<td>3 classes</td>
<td>Meagan Cofield; Alex Schifter; Emma Black</td>
</tr>
<tr>
<td>Grade 3</td>
<td>3 classes</td>
<td>Tanya Tomic / Niki Judd; Rebecca Givogue; Mary-Anne Jansen</td>
</tr>
<tr>
<td>Grade 4</td>
<td>3 classes</td>
<td>Lucy Gargano; Emily Burgess; Carrie Butler</td>
</tr>
<tr>
<td>Grade 5/6</td>
<td>4 classes</td>
<td>Meg Neal; Danniel Smith; Amy Kopciewicz; Shanae Hill</td>
</tr>
</tbody>
</table>

Additional Assistance

Reading Recovery: Robyn Challis
Literacy / Numeracy: Shelley Morrison

Specialist Programs

Art: Michele Freeland-Small
PE: Nathan Gilliland
Performing Arts:
  Helga Shaw
  Susies Walton
  Nikki Szwarcbard
French: Laurence Barre
ICT: Susie Walton

At the end of the year, we will farewell the following staff members:

- Christine Hallam has requested 12 months leave to travel. As an ongoing member of the Glen Iris staff, she will return to our school in 2016. Good luck, Christine.
- Both Ian Box and Michelle Vincitorio will finish their contracts at Glen Iris at the end of the year. Personally, I have been delighted with the way Ian and Michelle have fitted into their roles at GIPS so quickly and become such important members of our professional team. We are very sorry not to be able to have them continue in 2015.
- Nili Guneratne, Belinda Hartung and Kristy Tomlinson are three members of our Integration staff who work to support students in the classroom. Both Nili and Belinda will move on to new career opportunities in 2015 and Kristy has been offered a position at Camberwell High School.

Thank you to these staff members who have each done so much to contribute to student learning at Glen Iris Primary School.

ICT @ Glen Iris

Staff and students are eagerly anticipating the huge injection of new computer / ICT hardware at our school from the commencement of 2015. As a community, it is our responsibility to provide a 21st Century learning environment for our students. As children growing up in the digital age, teachers must support students to be effective and efficient 21st Century learners who construct, create, communicate and connect in the classroom as in the real world – anywhere, anytime.

Our classrooms need to reflect modern society and the lives we lead. From the commencement of the 2015 school year, all classrooms will be equipped with a significant increase in computer devices, in particular iPad Minis. Our research, investigations and advice from a range of sources indicate the diversity and versatility of these mobile devices. Those of us used to using our tablets for browsing the web, email, using some basic apps and playing games, will be amazed by the capacity these devices have to construct and communicate knowledge. Over the school holiday period, the school’s network will be developed to support the devices so that documents can be stored, printed and shared. Laptop devices will also feature in the school’s
ICT program providing students with the opportunity to become competent users of both platforms.

This week, families will receive a “mail out” containing detailed information regarding the new Information Technology (ICT) program, Booklists and school levies. Thank you to Peter Holmes for his assistance in producing our ICT brochure.

Resilience and Social Interaction

The last month of the school year is a busy and hectic time for everyone as the year draws to a close. Families and schools become even busier than normal. It is not unusual at this time of year to find that children’s (and adults’) usual good humour and demeanour becomes less predictable. I have noticed an increase in unsettled behaviours amongst students in recent weeks, some of which I suspect may be due to the demands of this time of year. Children are tired; many are wondering about the year to come and perhaps feeling concerned if saying good bye to friends and familiar routines. I would encourage parents to consider their family’s social commitments and the children’s sleep patterns in the coming weeks. I know some parents have chosen to let children have a “sleep in” after a particularly eventful weekend. None of us are at our best if we are overtired and sometimes the effect of trying to do everything leads to unhappiness for the child and others. At school, the staff and I are striving to be patient and to find positive ways of continuing the typically harmonious environment in our school.

Booklists and School Levies 2015

Shortly, you will receive information regarding the ordering of student requisites and payment of levies for 2015. As we did for 2014, families will order their student materials online and arrange delivery to their preferred address. School levies are requested to be paid at the same time, where possible. Booklists submitted after December 31st are not guaranteed delivery prior to the commencement of the school year. Online payment of school levies closes on December 31st. After this date, levy payments need to be made directly at the school office.

Parents are required to provide booklist items and contribute for bulk classroom materials. Teachers have prepared a list of the required items for each grade level. Some items are listed as “optional”. This means, they are required but families may elect to re-use items from home. The school asks families to contribute to the following voluntary funds: Library/ICT Fund; Building Fund and Working Bee Levy. The school has not increased any costs and I request parents carefully consider supporting these initiatives as they enable the school to continue to develop and improve.

Compass

In 2015, the school will implement a new Student Management system, “Compass”. Compass will enable staff, parents and students to communicate easily and effectively. Parents will be provided with a personal log on code to access the Parent Portal. Through this portal, parents will be able to notify the school of student absences; email teachers; make school payments for excursions; give permission for children to participate in various activities; receive the mid and end of year student reports and many other useful features. These processes will be gradually rolled out through 2015 to allow us all to adapt to the new systems. Of course, the office will continue to be able to assist families with these functions, as required.

Whole School Transition

We know that moving on to new grades and classes is a challenging time for many children. In fact, experts liken the experience to starting a new job where you need to adjust to many new people and expectations. At Glen Iris, we anticipate that children will make this transition more smoothly with some opportunities to become familiar with their new grades, teachers and what to expect. Teachers are planning a series of experiences for children when all classes will experience what lies ahead. Children will visit classrooms, meet their teacher and new classmates and have a chance to ask questions of the children in the year ahead. We hope this will assist children to have a smooth introduction to school in 2015.

Working Bee

On November 22nd, a hardworking band of helpers pitched in to tackle the many tasks at the grounds and library working bee. It is always very obvious how much better our school grounds look after a working bee. Thanks to Buildings and Environment Convenor, Gary Bennett, and the families who attended for their contribution: Susan Perry, Aimitra Soulemeza, Lydia Paniagua, Sarah Humphrey, Josanne Joseph, Julie Gray, Rob McGregor, Sue Papavassilou, Russell Chesler, Helen Beggs, Matt Weaver, Andrea Itoyski. The following children also worked hard: Pamela Paniagua, Valeria Paniagua, Piper Curry, Ned Chesler, Orla Weaver and Maude Weaver.

Parent Helpers’ Morning Tea / SRI Christmas Service

Next Monday, December 8th, we would like to invite all GIPS Parents to join the staff for morning tea to thank you for your assistance and support during 2014. Whether you have helped at school or on the home front, your support is appreciated and invaluable. The morning tea will follow the Special Religious Instruction Christmas Service. Check the details in the Newsletter.

Yours Sincerely

Meredith Carracher

20.11.14
One of our teachers, Claire Sutherland, is completing her PhD research in the area of Cyber Safety and has been invited to speak at a conference in Sydney......

4.12.14
PLEASE NOTE: Claire is currently in Sydney and the paper she presented is attached at the end of this newsletter. It makes for interesting reading.

TERM 4 2014
Last day Friday 19th December.
School finishes at 1.30pm.

TERM 1 2015
Students start Friday 30th January.

HOURS OF SUPERVISION
Please note that students are supervised in the yard before school from 8.45am and after school until 3.45pm.
From the Assistant Principal

Concerts & Soirees

On Monday night students who learn instrumental music at GIPS performed for proud parents, friends and grandparents in two Soirees. Students performed on piano, violin and guitar. Our choir sang and at the end of the final soiree our two rock bands played a rock anthem and a song composed by themselves. The students were confident whether playing a simple song, as beginners, or impressively performing their own compositions! In November 1915 the Concert was a little different.

The pupils of the Glen Iris State school gave a concert in the Gardiner Hall on the 18th inst. The Hall was tastefully decorated with the colours of the Allies... Mr. Hemingway occupied the chair, and gave a short introductory address... The programme opened with an action I song -'The Dwarfs.' The participants in this were dressed in grotesque costumes. 'Urchins -We,' by Masters Milgato (2), Costello, Horne, and Punch, dressed in the characters of newsboys, and matchseller, was well rendered. 'Stocking-menders,' by the junior girls dressed as grandmothers, created a very favorable impression on account of its splendid rendition...The programme concluded with a dramatic sketch, written by the head teacher, entitled 'A Back-block Tea Party.' Valuable assistance was rendered at the concert by Messrs Robertson and Dickson, as well as by Mesdames Fisher, Hemingway, and Miss Thornton. On the motion of Mr Hemingway, a hearty vote of thanks was passed to Mr Williams (head teacher).

The 150th Committee will meet in the staffroom on Tuesday 9th at 5.30-6.30.

Please note change of date for this meeting.

To All GIPS Parents,

On behalf of all members of the Parents’ Association, I am pleased to report that we enjoyed another successful year in 2014 and that we are eagerly looking forward to exciting times in 2015.

Equally, I am happy to inform you that Jane Lukins will be taking over as President of the committee next year. Jane has been directly involved in many of our activities in recent times and will be, without doubt, a terrific leader of our committee. I look forward to supporting Jane, and all other members of the committee, as Vice President.

I would also like to thank all of the parents who have volunteered to assist the Parents’ Association in 2015. And while there are far too many to name in this article, we appreciate the support from each of you and look forward to another terrific year ahead. Thanks also to those, particularly Kylie Carnegie, who have assisted us in recruiting new members for the committee.

The focus of 2015 will be the 150th Anniversary of the school and the PA is already working with the school to support plans for celebrating this milestone achievement. Needless to say, we welcome additional volunteers who might like to take part in organising these celebrations. Please contact Robyn Floyd or Jane Lukins through the GIPS office if you would like to be involved.

Our first event for 2015 will be The Family Fiesta, to be held on Friday 20th February. Please mark it on your calendars now! There will be a sausage sizzle, icy poles and drinks for sale. We will need some helpers for the event so please reply to the notice sent home this week if you are available.

Full details of the committee and our planned activities for 2015 will be available in the PA section of the GIPS website prior to the beginning of Term 1.

In the meantime, we hope that you and your families will have a wonderful run-up through the end of the term.

Kind regards,

Alex Goldhagen,
President

LATEST NEWSLETTER
Want to receive an alert when our latest newsletter is online? Go to the GIPS website homepage and click on the orange link:

Subscribe to Newsletter.
The **GIPS Mango Drive** was another big success this year.

The Mangoes arrived this week and are already being enjoyed by everyone.

A profit of $1095 was made which was a fantastic effort.

A huge thank you to Anna Tomlinson for organising this wonderful fundraiser.

Also **THANK YOU** to Anna for her role as school banking coordinator in 2014.

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**Community Noticeboard**

Don’t forget to check the Community Noticeboard on the GIPS website!

**Super Speak**
Weekly Drama and Public Speaking for age 6-17.

**Irabina Bayswater**
January 2015 School Holiday Programs
Register your interest now.

**Stage Left—Performing Arts School**
Ages 4-16 Various locations Enrolments open

**Futures Tennis**
Holiday Programs Dec and Jan
All pupils from 4-16

**Christmas at St. Oswald’s Anglican Church**
Including xmas eve children’s service

**Art’scool for kids**
Enrol now for Term 1, 2015

**Young Engineers**
Programs for Children—including lego challenge

**Run Ready Kids**
Programs for preschool - Grade 6

**Soccerwise**
January Holiday Program
4-12 year old Boys and Girls—Bialik College
HOLIDAY CHICKEN CARE

We would love you to help us to look after Pepper and Muffin, the school chickens, over the Summer Holidays. If you can either take the chickens home over the holidays, or come into the school for a few minutes over a couple of days to look after them on site, then please contact Helen Beggs on h.beggs@bom.gov.au by Friday 5th December. Please give the dates you are available and a phone contact.

PLEASE NOTE:

THE LAST CLASSROOM CUISINE FOR 2014 WILL BE ON MONDAY 15TH DECEMBER.

THERE WILL BE NO CLASSROOM CUISINE ON FRIDAY 19TH DECEMBER.
Would you like to learn a Musical Instrument and join the Glen Iris Primary School Band?

Glen Iris Primary School together with Musicorp are excited to offer a variety of instruments for students to learn. Flute, Trumpet, Saxophone, Trombone, Clarinet and Percussion lessons are available. Lessons are held during school time along with a weekly band rehearsal.

Please call Musicorp on 1300 858 911 or email Amber on amber@musicorp.com.au

Changes to the Education Maintenance Allowance

The final payment for the 2014 EMA was made in August 2014.

From 1 January 2015, the government will provide extra financial support directly to Victoria’s neediest schools instead of providing the Education Maintenance Allowance directly to parents.

Parents will not be able to apply for the Education Maintenance Allowance in 2015.

The money will be allocated to eligible schools through schools’ core operational funding mechanism, with the neediest schools receiving the most funding. Not all schools will be receiving funding in 2015.

This change to how the money is distributed was required by the funding agreement with Commonwealth government to make sure Victorian schools receive increased funding that will benefit all students and, in particular, those from schools with concentrated disadvantage.

The majority of parents who received the EMA payment already elected to provide the money directly to their school.

THE NUTCRACKER

Join the students from Glen Iris School of Dance in their end of year performance of this family favourite.

Featuring Emily T in the lead role of Clara.


Monday December 8th and Tuesday December 9th @ The Alexander Theatre, Monash University.
6:30 - 8:30pm.

A unique junior version that caters for the youngest audience member.

Also featuring a few very naughty rats from Glen Iris Primary………..

Tickets from $20 - $30

www.monash.edu/mapa
Food, music and movies, all in the beautiful surrounds of Boroondara’s leafy parks and gardens PLUS surrounded by your community. Tell all your friends, tell all your family - it is going to be fun!

Make a difference in an older person’s life and be a friend.

Community Visitors Scheme
- Fortnightly visits
- Sharing stories
- Chats and laughter

Join our dedicated team of volunteers and make a difference! Support and training provided.

Contact MS at cvsmfrecruitment@ms.org.au
03 9845 2729
communityvisitorsscheme.org.au
HEAD LICE

They’re back…

Head lice are common in school-aged children and are the most adaptable of creatures. They have survived living solely on human for 10,000 years. You may be reassured to know that they are commonly found in places other than Glen Iris Primary School.

Some of the reasons they have survived for as long as they have are:

- The six legs of a louse end in a claw, allowing them to grip the hair.
- They detect vibration and can hide - (conditioner will help fix this problem)
- Head lice can ‘hold’ their breath for 20 mins – looking like they are dead.
- The eggs are attached to the hair with a ‘glue’ like substance. Studies conducted on 45 different products to dissolve the ‘glue’ showed nothing would dissolve it.

The good news…

We know where they live and we know how to find them.

If you follow these steps, once a week, the control of head lice in your home will be greatly improved.

Step 1  Comb inexpensive hair conditioner on to dry, brushed (detangled) hair. This makes it difficult for lice to grip the hair or run around;

Step 2  Wipe the conditioner from the comb onto a paper towel or tissue;

Step 3  Look on the tissue and on the comb for lice and eggs;

Step 4  If lice or eggs are found, the child should be treated;

Step 5  If the child has been treated recently and only hatched eggs are found, you may not have to treat since the eggs could be from the old infection.

If your child has head lice – tell anyone who has had head to head contact with them and ask them to check their family for head lice.
**PARENTS/GUARDIANS**

If during the day you need to advise the school of your child’s pickup arrangements, please ring the school office at all times.

Please *do not send* this information via email as we cannot guarantee this will always be seen by the office staff or teacher before the afternoon dismissal, and we want the children to be safe and accounted for at all times.

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**WORKING WITH CHILDREN CHECK**

Just a reminder all volunteers who work in our school with our children must have current Working with Children Checks as indicated in the policy approved by School Council.

The policy and further information is located on our website.

We have had some situations of parents turning up without these checks and unfortunately being unable to partake in rostered classroom or playground activities, sporting events or excursions.

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**SCHOOL PICKUP**

Just a reminder to all parents when picking up children after school *please do not park in the school car park.*

The disabled car park is specifically reserved for those who need it and everyone else is asked to please park out in the surrounding streets.

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**2014 TERM DATES**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>28 January to 4 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>22 April to 27 June</td>
</tr>
<tr>
<td>Term 3</td>
<td>14 July to 19 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>6 October to 19 December</td>
</tr>
</tbody>
</table>

**2015 TERM DATES**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>30 January to 27 March</td>
</tr>
<tr>
<td>Term 2</td>
<td>13 April to 26 June</td>
</tr>
<tr>
<td>Term 3</td>
<td>13 July to 18 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>5 October to 18 December</td>
</tr>
</tbody>
</table>
Using Animated Scenarios to Explore Severity of Cyberbullying and Reporting Readiness

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ABSTRACT
Cyberbullying is a growing social problem especially amongst school aged children facilitated by the prevalent use of communication technology. This paper examines
(a) the extent to which cyberbullying incidents are distinguishable by perceived severity and
(b) the role of perpetrator anonymity on such perceptions of severity. Sixty six female school students (age 10-12 years) were shown animated scenarios depicting mobile phone based cyberbullying scenarios. Measures of severity and likelihood to report the incident were taken. The findings show that children were able to distinguish between different levels of severity of cyberbullying and were influenced by the anonymity of the perpetrator, with anonymous perpetrator scenarios being rated as more severe than known perpetrators. Bystanders rated scenarios with the same severity as victims but were less likely to report.

Author Keywords
Cyberbullying, resilience, scenarios, reporting, perceived severity, reporting, bystander

ACM Classification Keywords
K3, Computers and Education.

INTRODUCTION
Cyberbullying can be facilitated through the different forms of communication technology and is defined as “bullying through e-mail, instant messaging, in a chat room, or on a website, or through digital messages or images sent to a cell phone” (Kowalski, 2007). Research suggests that cyberbullying is a growing concern among children especially those aged between 11-14 but there are suggestions that perceptions of cyberbullying, its severity and consequences vary considerably between children, parents and teachers as well as between individuals (Dehue, 2008). Despite a number of high profile extreme cases of cyberbullying in the media children are more likely to encounter low level incidents using less sophisticated or more mundane technology. Indeed mobile phones are now an increasing part of life for primary school children. In this paper we focus on the mobile phone as a facilitator of cyberbullying. We use animated scenarios as a way of increasing the fidelity of the cyberbullying experience presented in order to allow us to explore children’s responses to the severity of incidents and their likelihood to report them to another person. This method of presentation is more representative of real life and may evoke more emotional reactions than a simple textual statement. They are particularly useful to represent the repeated nature of the behaviour.
BACKGROUND

In Australia one in four children under the age of 11 have their own mobile phone (Telstra, 2012) with technology playing an increasingly important role in children’s communication with peers and family (Kowsalski & Limber, 2007). The increased access to technology has proved beneficial across a number of domains including health and education but the story is not entirely positive as the ability to access and be accessed 24/7 often without restriction has also underpinned the rise in the prevalence of cyberbullying. As with traditional forms of bullying definitions vary but there is a general acceptance that it is an unwelcome, repetitive form of communication with potential serious consequences for the victim.

A closer look, however, reveals a great deal of variation in terms of how different stakeholders (children, parents and teachers) view cyberbullying. Earlier qualitative work by the authors suggests there are differences even within cohorts as boys and girls evaluate incidents differently. The perceived severity of an incident is important to the victim as is the way in which other people view the situation, possibly affecting the level of support the victim receives. But how do people make decisions about the severity of cyberbullying incidents? Are certain behaviors always classified as more severe than others? To what extent do contextual factors such as the anonymity of the perpetrator play a role in the severity judgement?

Here the research literature is mixed and typically takes as its starting point comparisons with traditional bullying scenarios. Smith et al. (2006), for example, found that video/picture or phone call harassment was perceived as being worse than traditional bullying, text messages were comparable, while email was seen as less severe. Whilst these findings suggest that participants are able to distinguish between delivery media for cyberbullying on a severity scale, they do not note whether contextual factors specific to cyberbullying (i.e., anonymity) are important to participants’ perceptions of severity or more subtle differences between scenarios, delivered via a single medium compare with each other. From the perpetrator’s perspective anonymity enhances feelings of power and control. Online they may act in ways they would not consider in face to face situations with the invisibility offering a sense of courage. This online disinhibition effect is a softening, or even abandonment, of typical social restrictions and inhibitions that are present in normal face-to-face interaction when communication through technology. However, it is unclear how a victim reacts to an anonymous perpetrator.

It is very important that potential victims are provided with adequate support and intervention. However, victims may not always receive such support. The bystander effect proposes that witnesses are less likely to intervene if there are other people around. An important aspect is that of bystanders, i.e., people who are aware of the cyberbullying incidents, but do not take action to support the victim. From the bystander’s or onlooker’s perspective, research suggests that perpetrator anonymity makes bystanders less likely to intervene. But in terms of the victim far less is known about the effect of anonymity on perceptions of cyberbullying incidents however anonymity may increase victim’s feelings of powerlessness (Vandebosch & Van Cleemput, 2008).

Animated scenarios are a useful way of helping participants visualise an incident and they have been successfully used in a range of settings including traditional bullying interventions as a way of helping children engage with the elements presented (Hall, 2004; Vannini et al 2011) and trialled in cyberbullying research as a potential educational tool (Wright & Burman, 2012). To the best of our knowledge they have not been used before to collect large scale data on reactions to cyberbullying severity and likelihood to report incidents as described in this paper.

To summarise the overall aims of the study was to examine whether contextual factors such as the type of incident and anonymity affect the severity with which cyberbullying incidents are viewed and consequently the likelihood that they would be reported.

To those ends the study had four research questions: i) Do children differentiate between cyberbullying incidents in terms of their level of severity when delivered via a single communication technology? ii) Do children rate anonymous scenarios as more severe than known perpetrator? iii) Does the severity rating of the scenario influence the likelihood to report an incident? iv) Is the likelihood of reporting an incident the same if the report is a victim or a bystander?

METHOD

Design

A 3 (low, medium and high perceived severity) x 2 (known or anonymous perpetrator) within subjects design was employed in this study. Mobile phone scenarios were chosen to reflect the increasing level of ownership within primary school aged children and a pilot study was conducted to ensure each scenario was plausible by young children. Each scenario showed a one-on-one cyberbullying situation with one girl taking the role of a victim, the other being either a known perpetrator or an anonymous perpetrator. The messages (see Table 1) ranged from a simple argument (low severity) to repetitive malicious comments (high severity). The scenarios were developed from previous research findings, anti-bullying campaigns used in schools and news articles (Hinduja & Patchin 2008).
Participants
Participants were recruited using purposeful sampling techniques. Sixty-six girls aged 10-12 years old who were in their final two years of primary school in Melbourne, Australia viewed six scenarios via a secure website (https://www.dropbox.com/sh/ce2f9mvzrercjib51/AACLq768hwx5xFvoj3u796X0a?dl=0). Twenty-eight percent of participants did not complete the study. Girls aged 10-15 years were the focus of this study as they are more likely to be both victims and perpetrators of mobile phone related cyberbullying (Rivers & Noret, 2008).

Procedure
Students were given access to the study during an ICT session at school. Teachers supplied each student with the link to the secure website at the start of the session. Following university procedures, parents were asked for informed consent before children were approached. Children then gave their verbal consent. Parents and children were provided with details of the study and information on where to seek further help and support on the issue. This included access to a school psychologist and links to the Alannah and Madeline Foundation (www.amf.org.au) and KidsHelplines.

Participants viewed six animated scenarios (See table 1 and figs 1 and 2) via a secure online questionnaire using Qualtrics Survey Software. Following each scenario, participants were asked to rate the severity of the incident and their likelihood of reporting each scenario if it happened to them personally (victim), and if it happened to a friend and they were aware of it (bystander). Severity and likelihood to report were measured on a 5-point Likert scale (5 = extremely serious / likely to report).

Figure 1. A one-on-one known perpetrator with low severity (scenario 1).

Figure 2. A one-on-one anonymous perpetrator with high severity (scenario 6).
RESULTS

The data were entered into SPSS and the severity and likelihood to report cyberbullying scenarios were explored with two 3 x 2 ANOVAs, one with participants rating as a victim and the other rating as a bystander.

Severity perceptions: In the scenarios where the participant assumed the role of the victim there was a main effect of severity (F(2,130) = 21.81, p<.05). Specifically post hoc tests reveal that there was a significant difference between scenarios 1 and 3, 2 and 3 but not between 1 and 2 (Means: 2.91, 3.07, 3.61). It is clear that different cyberbullying scenarios are perceived differently. The scenarios involving anonymous perpetrators were also rated as being significantly more severe than those from friends (Mean: 2.91, 3.48). However no interaction between severity and perpetrator type was found. Comments from participants such as “I would be really scared because I wouldn’t know who it was coming from” support this data.

When the participants were asked to assume the role of bystander there was also a main effect of severity (F(2,115) = 13.85, p<.05) and of perpetrator type on severity ratings (F(1.58) = 43.10), p<.05. This suggests that participants did rate different behaviours as more or less severe (Means: 3.02, 3.19, 3.61) but as before, the difference was only significant between scenarios 1 and 3, 2 and 3 and not 1 and 2. Cyberbullying incidents by anonymous perpetrators are perceived as significantly more severe than friends (Means: 2.98, 3.57). No interaction effects were found.

When role was added to the ANOVA, 3 x 2 x 2 (bystander or victim) it highlighted that there was no significant difference in the ratings of severity by role, i.e. if the participant rated as a victim or a bystander.

Reporting: For likelihood to report, there was a main effect of severity however, there was only a significant difference with the highest level of severity (F(2,129)=18.70, p<.05). Participants were significantly more likely to report a level 3 scenario than level 1 or 2 (Means: 3.62, 3.00, 2.92). A main effect of perpetrator type was found (F(1.67) = 20.95, p<.05). Participants were significantly more likely to report a cyberbullying situation if it was from an anonymous rather than known perpetrator (Means: 3.43, 2.93). No interaction effects were found. Participants stated that they would tell their parents first, followed by teachers then friends under all scenarios.
When girls took on the role of bystanders there was a main effect of severity ($F(2,102) = 15.78, p < 0.05$), where participants were more likely to report a more severe cyberbullying scenario than a less severe scenario (means: 3.49, 2.87). There was also a main effect of perpetrator type ($F(1,57) = 44.20, p = 0.05$), thus participants are more likely to report cyberbullying when the perpetrator is anonymous than known (means: 3.42, 2.79). No interaction effects were found.

When role was added to the ANOVA, $3 \times 2 \times 2$ (bystander or victim) highlighted that there was a significant difference in the likelihood to report by role, i.e. if the participant rated as a victim or a bystander.

**DISCUSSION**

Understanding how children differentiate between different kinds of cyberbullying scenarios is important for the design of effective responses and intervention strategies. The findings of this study indicate that children are able to distinguish between different types of incident and assign severity values accordingly. Interestingly the severity of an incident was shown to depend on contextual factors with the anonymity of the perpetrator playing an important role.

**Severity**

In exploring the results we found that different cyberbullying scenarios were perceived differently in terms of severity. A disagreement between two friends was perceived as being far less severe than continuous, malicious messages. As with face to face scenarios children have to make judgements about what constitutes a temporary unpleasant situation versus a prolonged attack on their personhood. In agreement Sticca & Perren (2013) we found that certain forms of cyberbullying, particularly anonymous cyberbullying was rated as more severe than incidents carried out by a known perpetrator. This finding supports existing research that anonymous bullying causes more negative emotions such as frustration, fear and insecurity.

When bystanders witnessed cyberbullying scenarios they also perceived each one differently. Bystanders viewed cyberbullying scenarios as more severe when the perpetrator was unknown to them and the victim reflecting the enhanced uncertainty of such situations.

**Likelihood of Reporting**

In terms of reporting cyberbullying incidents, severity played a greater role in influencing bystanders’ decisions to report than it did for victims themselves. Severe cases of cyberbullying can be more easily differentiated from non-threatening cases providing clearer guidance in terms of reporting. Previous research indicates that only 42% of victims of moderate to severe cyberbullying reported it to an adult (Davis, 2010).

We found that bystanders were also more likely to report cyberbullying situations if the incident was perceived to be moderately or highly severe. However, research suggests that bystanders are less likely to intervene if they are directly involved in the cyberbullying (Huang & Chou, 2013). Where the perpetrator was anonymous the likelihood to report the scenario increased greatly. This reflects the social psychological literature on traditional bystander behaviour in which bystanders are more likely to get involved when there is less risk to their own social standing (Hudson & Bruckman 2004). Bystanders are less likely to intervene when the perpetrator is known to them or the victim due to fear of it crossing over from the virtual to the physical world, resulting in them being the next victim. Our results suggest they are less likely to report the incident than a victim.

**CONCLUSIONS**

In this paper we have shown that participants are able to distinguish between different cyberbullying scenarios in terms of severity. We have also demonstrated the importance of perpetrator anonymity on severity perceptions. This factor influences both the evaluation of the cyberbullying incident and the likelihood that victims and bystanders will intervene and/or report the matter.

We have also demonstrated the effectiveness of using animated scenarios as a way of communicating sensitive issues to children and recognise the potential value in this method for ongoing studies and possibly intervention strategies. Understanding how children differentiate between different cyberbullying scenarios will be useful in developing effective intervention programs based around both victims and bystanders.
Although this study has focussed on a particular sample of children data collection with another older group of girls is ongoing and will prove an interesting comparison with the current data set in terms of important school transition points.

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