

**Speech Notes  
for  
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Assistant Commissioner**

**Commission for Children and Young People  
and Child Guardian**

**Speech Title:**  
*A Changing Childhood – trends and issues impacting on  
childhood today*

**Family Planning Queensland Conference  
Celebrating 21 years of sexuality education**

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**Time allowed:** 45 minutes (9:15am to 10am)  
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## **Slide 1 – Introduction**

Good morning everyone.

Thank you very much Des Sandy for that warm welcome to country.

I would like to begin by also respectfully acknowledging the Traditional Owners of the land on which this conference is taking place.

I am delighted to join with you and Family Planning Queensland (FPQ) in celebrating 21 years of sexuality education in Queensland state schools and to speak about the key trends and issues impacting on children and young people today. I think it is great that FPQ has taken the initiative to celebrate this important milestone.

## **Slide 2 – Sexuality Education**

Sexuality education has always been a contentious issue – and to an extent, remains so. For some people, it crosses the boundary between what should be private and what can be public. For others, it is an area to be avoided.

In my view, it should never be avoided and to do so would be a mistake that disadvantages children and young people. However the reality is that sexuality education is an area where many teachers feel unsure and uncomfortable.

In 1988, a ground-breaking step was taken in sexuality education in Queensland. After years of opposition from conservative elements in government and the community, Human Relationships Education was introduced into the Queensland state school curriculum. This was no small feat.

In celebrating 21 years of sexuality education in Queensland state schools, I would like to acknowledge and sincerely thank FPQ for their courage, tenacity, leadership and the wise counsel they have provided to thousands of Queensland children and their families.

Since my earliest associations, I have been impressed with FPQ's knowledge, expertise and professional approach. Their continued advocacy for children's rights to a healthy sexuality is clearly supported in the United Nations Convention on the Rights of the Child and is reflected in the Commission's objectives.

This is an area of enormous complexity because fundamentally it is about the intimacy of human relationships. In schools, it presents particular challenges – personal, professional and political. It can be an area where angels fear to tread. I have great admiration for the teachers and administrators who work with these challenges. I would like to acknowledge their skills and the work they do to normalise the conversations that children and adults need to have.

I am impressed by the exciting program planned for us today and I am looking forward to hearing about the latest research findings, the experiences of educators and most importantly, the views of young people who have joined us today.

By way of introduction to today's program, I would like to reflect on some of the changes that have happened over the last 30 years and in particular why these changes make the right to sexuality education for children and young people more important than ever.

### Slide 3 – A rights based approach

The United Nations Convention on the Rights of the Child says all children have a right to good health, to be free from sexual abuse and exploitation and to get information that is important to their health and well-being.<sup>1</sup> In promoting these rights, the Commission strongly advocates for comprehensive sexuality and relationships education programs. A study by FPQ last year revealed the majority of parents in Queensland continue to support school-based sexuality education too<sup>2</sup>.

This is encouraging but the task remains to convince the broader community of the value of sexuality education. Addressing the myth that sexuality education does **not** encourage early or more frequent sexual activity will be important.

Equally challenging will be the task of convincing the community to start sexuality education when children are very young. The Commission recognises the leadership of FPQ and the development of valuable resources such as FPQ's "*Where do I start?*" The Commission has actively promoted this resource for early childhood educators through our Early Years Strategic Network. Tools like these will help early childhood professionals create a safe environment in which children can learn about their bodies, relationships and being safe.

The research suggests that age-appropriate sexuality education and support is essential, not only so kids develop interpersonal skills and a healthy sexuality, but as a way of protecting them from harm and abuse.

#### **Slide 4 – How well young people are faring**

A quarter of Queensland's population is under the age of 18 – that's approximately one million individuals. A sizable proportion are sexually active. In fact, data from surveys such as La Trobe University's National Survey of Australian Secondary Students tells us young people today are becoming sexually active at an earlier age.<sup>3</sup>

Unfortunately, some young people are inadequately prepared – leaving them vulnerable to abuse, exploitation, unintended pregnancy and sexually transmitted infections.

We know for example that:

- 2007 saw the first increase in teenage fertility rates in more than a decade<sup>4</sup>
- the indigenous teenage pregnancy rate remains three times higher than the Queensland average<sup>5</sup> and
- the rate of chlamydia notifications continue to increase for young people aged 15-24<sup>6</sup>.

The Commission recognises the efforts of governments and support agencies to reduce such trends. Queensland, for example, has taken a whole-of-government approach to reducing HIV, Hepatitis C and sexually transmissible infections.

As an active participant in implementing the government's strategy, the Commission has provided its Community Visitors with training on children's sexuality and STIs. As a result, I believe CVs are now better equipped to help young people in foster care, residential care and youth detention centres to access sexual health services.

In light of the government's efforts, the increasing rate of chlamydia notifications may partly be associated with increased awareness and diagnosis. But I am concerned young people's engagement in unprotected sex with multiple partners may also be a contributing factor.

La Trobe's survey found a significant increase in the number of secondary students reporting three or more sexual partners and a significant increase in young women's experience of unwanted sex<sup>7</sup>. But I won't further pre-empt the next speaker, Pam Blackman from the Australian Research Centre in Sex, Health and Society National Clearinghouse for Sexuality Education Teaching Resources, as Pam will be presenting the results of the survey.

## **Slide 5 – research and engaging with young people**

I do want to acknowledge however, the importance of research and the 4<sup>th</sup> National Survey of Australian Secondary Students Sexual Health in particular. It provides a valuable evidence base for advocacy and decision-making, and identifies areas for policy and practice improvements. It also helps to identify what works and where there are positive trends. There are indeed some encouraging trends and we will hear about some of these today.

The survey also demonstrates the importance of engaging with young people if we want to get programs right. Adults cannot presume to know better than young people what it is they know or need.

It is crucial that we involve young people in developing solutions. This is something governments are getting better at but its needs to be 'real' engagement and not tokenistic. So I look forward to the panel session later this morning when young people are going to tell us directly what they think!

The concluding comments of the survey report refer to the complex nature of change evident in the findings. This brings me to the themes of my talk today: Change and the importance of education in ameliorating any potential for harm.

## **Slide 6 – Change and the need to be responsive**

Human sexuality, as we all know, is influenced by a range of interacting factors, not least being the environment in which we grow up. That environment is changing – at an ever quickening pace.

We all know change is a constant we have to live with. And change is not always a bad thing. Change is often driven by a desire to make our lives better. Change has brought fantastic opportunities like gender equality, better working conditions and greater knowledge. But history has also taught us change can bring unpleasant surprises. And too much change, too quickly, can make people anxious.

If we want to provide effective and meaningful education programs we need to be alert and responsive to the multiple and often unforeseen effects of change. And, more particularly, what those effects mean for children.

Recognising and responding to change can be difficult. Some changes occur incrementally and have a way of creeping up on us – like climate change – while other changes can be dramatic – such as technological change, which brings us something new every day. Birds used to twitter, now its Prime Minister Rudd and President Obhama.

So today I'm going to talk through some changes, which I think highlight the importance of human relationships education – and the need to be alert to what might be around the next corner.

### **Slide 7 – Incremental changes to childhood**

Incremental changes over the last 30 years have resulted in fundamental shifts in family size and type, parental employment, cultural diversity and use of technologies.

When I was growing up, life seemed a whole lot more predictable than it does now. Children usually had fathers who worked, a stay-at-home mother, a couple of siblings and an extended family to call on. Communities were insular. Family, school and church were the primary vehicles for instilling values and the rules for kids were pretty clear.

Data published in the Commission's latest Snapshot Report, just released on Monday, paints a different picture for kids today.

Parents are generally older when they first have children. Families are smaller and more mobile. Children have fewer siblings and less contact with relatives.

While most children are born into families where parents are married, cohabitating is more common and so is family breakdown. Forty percent of marriages end in divorce and 50% of divorces involve children.

The numbers of blended and step families and one-parent families are increasing. One in five of all Queensland children aged under 15 live in single parent families<sup>8</sup>.

Many parents work longer hours. There is less job stability. Increasing numbers of women are in the workforce. More mothers do paid work. In 2006, 65% of children from 'couple families' had both parents in the workforce.

Not surprisingly, more children today attend formal child-care – 35% of 0-4 year olds used formal child-care in 2005, which are the latest survey figures we have.<sup>9</sup>

## **Slide 8 – Incremental changes cont.**

The cultural homogeneity of 30 years ago has given way to a multicultural society, with 29% of dependent Queensland children aged under 18 having at least one parent born overseas.<sup>10</sup>

The influence of the church has declined – in 2006, 19% of people said they had no religious affiliation compared to 8% in 1976<sup>11</sup>.

Electronic media is embedded in our lives and communication technologies have sped up information sharing and narrowed social distance. Ninety-nine percent of households have a TV, 75% have a computer, and 67% are connected to the internet – with over 40% of 12-17 year olds using the internet to chat online<sup>12</sup>. Mobile phones are used by 75% of 12-14 year olds and 90 per cent of 15-17 year olds<sup>13</sup>.

So what is the potential for harm from these changes?

## **Slide 9 – Unforeseen effects**

Firstly, instability is now a fact of life for many children and young people. And while children are resilient, we know frequent or prolonged instability can have a detrimental effect on a child's wellbeing and development.

Smaller families and working parents mean there are potentially fewer opportunities for children to develop intimate family attachments and learn about nurturing relationships; less time for families to talk, and fewer family members to turn to for advice and support.

More time spent in front of TV, or games stations or on the internet, leaves less time for interacting face-to-face with people and the natural world.

A pluralistic society means greater diversity, not only in food and fashion but in values, attitudes and beliefs.

The unimpeded flow of information afforded by television, the internet and mobile phones makes it harder for parents to 'gatekeep' the messages their children are exposed to.

While children have a right to information as I said at the outset – and to participate fully in their community – they must have people in their lives who will help them make sense of it all.

Children and young people need a frame of reference to be able to evaluate and judge their own behaviour and that of others. They need good role models and to be exposed to a higher level of moral reasoning than their own.

For most children their parents are their role models. But in the physical absence of caring adults, I am concerned the peer group and the media are becoming greater influences in terms of passing on values, ideas and acceptable behaviours.

Change has also brought challenges for parents – like balancing work and family – and a raft of risks they must help their kids negotiate – drugs, binge drinking, pedophilia, obesity, depression and so on. In contrast to their own childhood experiences, the world today leaves many parents uncertain and asking for assistance.

Children's exposure to sexualised imagery and messages in the media is one example of the challenges facing parents. It also illustrates the speed with which some change can overtake us.

**Slide 10 – Dramatic change – the pre-sexualisation of children (*slide is photo of The Pussycat Dolls*)**

Adults often question the role of the media (and youth culture) in influencing children's values and ideas. In the 1950s, parents worried about the corrupting influences of radio and rock and roll. So I am very cautious about putting too much of an adult perspective on things.

But in my view, the current debate about the media's influence in prematurely sexualizing children is well-founded. I am sure you can all think of examples of the sexualized imagery and materials being presented to children. The boundaries are continually being pushed.

Simple examples that immediately come to mind are:

- Music videos portraying girls as sexual playthings (*this slide features the Pussycat Dolls, a musical act cited as having video clips too raunchy for Saturday morning TV*)
- Discussions of sex in girls' magazines read by primary schoolers

### **Slide 11 – a billboard ad with sexual overtones (Lee jeans)**

- Billboard images with sexual overtones or ads asking if you want longer lasting sex
- Highly sexualized celebrities being held up as role models
- Toys with sexualised overtones and
- Suggestive clothing such as padded bras for eight year-olds, high heels for babies and T-shirts for toddlers that read 'I'm living proof my mum is easy'.

### **Slide 12 – sexualised messages on T-shirts for babies**

So what? Well many parents and professionals are rightly asking: *What's this doing to our kids?*

Does this continual exposure to material normalising adult sexual themes make them grow up too fast? Are these new liberties taking away their freedom to be a child – to develop at their own pace and in their own ways?

Surveys indicate many parents are worried that girls in particular, are being sexualised before they are emotionally mature enough to cope<sup>14</sup>. But pressure is also being put on boys to act and behave in certain ways – or be judged inadequate by their peers.

Children themselves tell us they are worried. Almost 1 in 5 of the 10-14 year olds surveyed by the Australian Childhood Foundation in 2007 believed they are growing up too fast. And 88% of them believed companies try to sell them things they do not really need<sup>15</sup>.

Now I recognise the capacity of adolescents to discern what advertisers are about. Kids are savvy. But increasingly, its younger and younger children that are being sold messages they are not developmentally prepared for.

What concerns me are the values implicit in these messages. Are we telling our kids their personal value comes only from their sex appeal or sexual behaviour? Are we endorsing narrow stereotypes of gender roles?

### **Slide 13 – Potential effects**

Community concern about this issue is growing. Last year's Senate Committee Inquiry into the Sexualisation of Children in the Contemporary Media Environment received more than 163 submissions. Many referred to research findings in the 2007 Report of the American Psychological Association's (APA) Working Party on the *Sexualisation of Girls* in the media and advertising<sup>16</sup>.

According to the APA report, exposure to sexualising messages can lead girls to think of themselves in objectified terms – which in turn can lead to diminished sexual health, including reduced sexual assertiveness and a decrease in protective behaviours.

The report also linked sexualisation with three of the most common mental health problems of girls and women: eating disorders, low self-esteem and depression.

Body image we know is a major concern for young people and at an ever-younger age. Last year's Mission Australia survey<sup>17</sup> of more than 45,000 young people aged 11 to 24 found body image continues to be at the top of their list of concerns (26.3%) – up there with family conflict (25.9%) and drugs (26%).

Alarming, suicide is also a major concern (24.6%), along with personal safety (22.9%) bullying (22.6%) and physical/sexual abuse (22.6%)<sup>18</sup>.

The Senate Inquiry was also told children's exposure to sexualized material could lead to more general effects including an increase in sexism, increased rates of sexual harassment and sexual violence, and negative impacts of how boys regard girls<sup>19</sup>.

Although empirical evidence is wanting, we can hypothesise. Is there a causal link between the sexualisation of children and the incidence of sexual assault involving young people? Or the worrying trend of girls bashing girls – with peer encouragement? Will it exacerbate the unacceptable levels of domestic violence in our community?

## Slide 14 – How can we respond?

Minimising the potential harm of prematurely sexualizing children will require a range of strategies and much collaborative effort. The Senate Committee's recommendations included regulatory measures, research and education<sup>20</sup>.

While more stringent regulation should be pursued, I believe the critical ingredient is education. The Commission strongly supports the Senate Committee's recommendation that comprehensive sexual health and relationships education programs be implemented into all Australian schools.

Some may say we already have this. After all, we are here today to celebrate 21 years of HRE in state schools. Topics and concepts are embedded across key learning areas from years 1 to 9. But we know there is often a difference between the intended and realised curriculum.

Program delivery can vary. The quality of a program will depend on the availability of resources, access to expertise, a teacher's own level of comfort when talking about sexual themes and relationships – and knowing how to handle children's disclosures. From past experience in school's I know some teachers – and parents – only feel comfortable giving factual information when it comes to sex.

In my view, a good quality sexuality and relationships education program must include:

- skill development (such as sexual decision-making, negotiation and how to manage the emotional aspects of relationships) and
- the exploration of attitudes and values.

Kids need strategies and scripts, and a value-set in their tool-kit, as well as facts. Schools also need to have appropriately skilled staff on the ground for kids to be referred to when teachers notice the onset of certain behaviours or developmental stages – in this way, the education is real to the young person when they most need it.

Some parents too need guidance on how to discuss topics, which their own personal childhood experience may have taught them were taboo. Parents also need scripts and strategies to use when setting boundaries or dealing with difficult situations.

I want to be very clear that I am not suggesting that school-based programs should usurp the role of parents. Educators have to be careful not to stray into moral grounds that are the domain of parents. This is why it is critical to involve parents in program development. It needs to be a collaborative effort.

For the most vulnerable children in our community, school-based programs provide a safe, evidence-based learning process and this is clearly more preferable than learning through unnecessary risk-taking or exploitation.

## Slide 15 – Dramatic technological change and the emergence of cyber bullying

I would like to refer back to young people's concerns about bullying as reported in Mission Australia's national survey. In particular, I want to talk briefly about cyber bullying and sexting. The rapid emergence of cyber bullying has caught many of us unprepared. There is no specific mention of it in the National Safe Schools Framework published only six years ago<sup>21</sup>.

The recent *Australian Covert Bullying Prevalence Study* commissioned by the Federal Government found one in 20 students report being frequently bullied via technology<sup>22</sup>, with the trend increasing. Other studies have put the figure much higher.

While technological change is not to blame – bullying is not new – the technology has allowed bullying to move into a new realm and magnify bullying behaviour. It has blurred the boundaries between home and school, made it easy for bullies to remain anonymous and allows bullying to be 24/7.

The technology has presented parents with a dilemma. How do you protect your child from harm when the vehicle for harm is in your home or worse, in their pocket? We do not want to take the technology away because of the obvious benefits of mobile phones and computers – and because our children are so tied to it for social interaction.

Cyber bullying's emergence also highlights how readily young people adapt new technologies into vehicles for social interaction; and how important it is to them to stay connected. Recent studies suggest that even when young people are cyber bullied, they are hesitant to tell their parents for fear the technology will be taken away from them<sup>23</sup>.

Cyber bullying also presents a dilemma for teachers and counsellors. How do you control it? How do you help the child who has come to you for advice and support?

### **Slide 16 – Potential for harm**

Researchers say the potential for harm from cyber bullying is greater than face-to-face bullying<sup>24</sup>. Harmful consequences can range from embarrassment and humiliation to reduced educational performance and social isolation, or worse – depression; worse still – suicide, as we have heard too many times this year.

What's also frightening about cyber bullying is the 'disinhibition' exhibited by bullies in the virtual world – and the lack of action from bystanders<sup>25</sup>.

To quote from a second study, *Behind the Scenes: Insights into the Human Dimension of Covert Bullying*, cyber bullying has brought a "shift in socially accepted moral codes; a readiness to engage in voyeuristic behaviours; and a need to forge identity through technology to gain infamy and status via the internet"<sup>26</sup>.

I believe an example of this moral shift is sexting. This new 'craze', involves girls – reported by social researcher Maggie Hamilton to be as young as eight – taking explicit pictures of themselves on mobile phones and sending them to other people<sup>27</sup>. All too often these images are forwarded on.

Some girls reportedly don't see a problem with it. They just see it as another type of flirting. They don't realise that once the images are out there, they have no control.

Hamilton and other researchers suggest sexting is symptomatic of the wider sexualisation of children and the numbing effect of inadvertent and intentional exposure to online pornography. It also illustrates another unforeseen effect of change. As change continues its rapid advance, we will need to be alert to the possibilities of new dangers that might arise for our children.

### ***Slide 17 – And how can we respond?***

Governments, both federal and state, have made significant research investment into building our knowledge base of what cyber bullying is and how it works in order to develop effective interventions; and evaluating some existing bullying programs.

Government and researchers have engaged directly with children and young people, parents and teachers – collecting their stories and their views on how to address the problem.

*In Perth late last year for example, 210 year 10 students attended the Cyber Friendly Student Summit as part of a study by Edith Cowan University into the causes and effects of cyber bullying. The summit gathered students' ideas on how to improve cyber safety and reduce bullying harm. The young students signed a declaration and issued a call for action from young people themselves, from parents, schools and governments.*

This type of engagement is heartening.

A review of the many suggestions being made to address cyber bullying echo what we've all been advocating for in relation to managing sexual risks – the key is education.

- Educating the **community** to bring about a change in attitude – in this case that bullying in any form is not a normal part of childhood, it is not 'character building'. Adults need to start taking bullying seriously and show kids they do.
- Educating **parents** about how to keep their child safe online and how to intervene if cyber bullying has occurred. They also need to be made aware of the legal consequences attached to cyber bullying if it is their child who is the perpetrator.
- Educating **kids** on how to make smart choices in cyber space – giving them strategies to deal with bullying if they are the victim; about actions to take if they are a bystander; telling them about the effects of their actions if they are the bully. Researchers suggest the key is creating empathy in students.

*In the words of a young student from Brighton High School in South Australia: “.. if you want to prevent this [sexting], if people, if society as a whole decides, no this isn’t right, then we need to work towards changing the mind frame of young people as opposed to imposing more rules on them because speaking as a teenager rules are not exactly something we work by<sup>28</sup> ...”*

- Educating **school communities** through the development of a whole-of-school ethos that discourages bullying behaviour and the inclusion of programs that incorporate the teaching of **values** education. As with sexuality education there can be considerable disparity across schools in the content and implementation of bullying policies.

There are strong linkages between the strategies being proposed to combat cyber bullying and other programs, especially HRE – and to educational programs proposed for preschoolers, children and adolescents that encourage respectful relationships and protective behaviours – as measures to reduce domestic violence.

Dr Marilyn Campbell, lecturer and psychologist at QUT, describes bullying as “a complex pattern of the social relationships modeled in society” – and argues that if we accept this view then everyone needs to be involved in reducing its occurrence – parents, schools, governments, students.<sup>29</sup> Just as everyone, I would argue, needs to be involved in protecting children from other forms of harm.

It will also take leadership.

## **Slide 18 – managing future changes and unforeseen dangers**

In my view, the key elements in mitigating the negative impacts of change are:

- Listen to kids – they will know the emerging issues in their lives before we do
- Take their views seriously – kids sometimes don't tell adults because they think we won't take any notice
- Research the problem and relate it to our knowledge of child development so responses are evidence based
- Begin early – with early education and early intervention
- Be prepared to speak up for children and take the lead
- Involve everyone – children's issues are ultimately adult issues.

Fortunately, there **is** a growing acceptance that protecting children from harm is everybody's business; that we are all responsible for the way our children and young people develop.

## **Slide 19 – Guided by a set of aspirational goals**

I am reminded that this year also marks another birthday – the 20<sup>th</sup> anniversary of the United Nations Convention of the Rights of the Child.

The Convention reflects a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development.

It underscores the pivotal role parents play in their children's lives, but also imposes a responsibility on governments – and in effect the whole community – to help families create an environment where they can grow to their potential.

While I have focused this morning on the challenges of change, I am optimistic that collectively, we can create a better environment for our children. Children are the key to Australia's future – and improving childhood must continue to be one of our top priorities.

**Slide 20 – Thank you**

## Speech notes

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- <sup>1</sup> Unicef, *United Nations Convention on the Rights of the Child*
- <sup>2</sup> Galaxy Research. (2008). *Sexuality Education Study*. Family Planning Queensland.
- <sup>3</sup> Smith, A., Agius, P., Mitchell, A., Barrett, C., Pitts, M., *Secondary Students and Sexual Health 2008: Results of the 4<sup>th</sup> National Survey of Australian Secondary Students, HIV/AIDS and Sexual Health*. Melbourne: La Trobe University.
- <sup>4</sup> Commission for Children and Young people and Child Guardian. (2009). *Snapshot 2009 Children and Young People in Queensland*. Brisbane: Author.
- <sup>5</sup> Ibid
- <sup>6</sup> Ibid
- <sup>7</sup> Smith, A., Agius, P., Mitchell, A., Barrett, C., Pitts, M. (2009). *Secondary Students and Sexual Health 2008: Results of the 4<sup>th</sup> National Survey of Australian Secondary Students, HIV/AIDS and Sexual Health*. Melbourne: La Trobe University.
- <sup>8</sup> Commission for Children and Young People and Child Guardian. (2009). *Snapshot 2009 Children and Young People in Queensland*. Brisbane: Author
- <sup>9</sup> Ibid
- <sup>10</sup> Ibid
- <sup>11</sup> Australian Bureau of Statistics. (2008). *Year Book Australia: 2008*. Canberra: Author.
- <sup>12</sup> Australian Communications and Media Authority. 2009. *Use of electronic media and communications: Early childhood to teenage years. Findings from Growing Up in Australia; The longitudinal Study of Australian children (3 to 4 and 7 to 8 year olds), and Media and Communications in Australian Families (8 to 17 year olds) 2007*
- <sup>13</sup> Ibid
- <sup>14</sup> Newspoll research commissioned by Hardie Egmont book publishers. (2008). Referenced in article *Young Girls growing up too fast*. Australian women Online. 26 August 2008.
- <sup>15</sup> Tucci, J., Mitchell, J., Goddard, C. (2007). *Children's fears, hopes and heroes*. Australian Childhood Foundation and the National Research Centre for the Prevention of Child Abuse. Melbourne.
- <sup>16</sup> American Psychological Association Working Party. 2007 Report on the *Sexualisation of Girls* in the media and advertising.
- <sup>17</sup> Mission Australia. 2008. *National Survey of Young Australians 2008*
- <sup>18</sup> Ibid
- <sup>19</sup> Australian Psychological Society. (2008). Submission to the Senate Standing Committee on Environment, Communications and the Arts Inquiry into the sexualisation of children in the contemporary media environment.
- <sup>20</sup> Standing Committee on Environment, Communications and the Arts. (2008). *Sexualisation of children in the contemporary media*.
- <sup>21</sup> Student Learning and Support Services Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs. (2003) *National Safe Schools Framework*. Department of Education, Employment and Workplace Relations.
- <sup>22</sup> Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., & Thomas, L., 2009. *Australian Covert Bullying Prevalence Study (ACBPS)*. Child Health Promotion Research Centre, Edith Cowan University, Perth.
- <sup>23</sup> Spears, B., Slee, P., Owens, L., Johnson, B. (2008). *Behind the Scenes: Insights into the Human Dimension of Covert Bullying*, Flinders University, South Australia
- <sup>24</sup> Dixon, N. (2008). *Fighting the School bullies – What needs to be Done?* Queensland Parliamentary Library.
- <sup>25</sup> Spears, B., Slee, P., Owens, L., Johnson, B. (2008). *Behind the Scenes: Insights into the Human Dimension of Covert Bullying*, Flinders University, South Australia
- <sup>26</sup> Ibid
- <sup>27</sup> Hamilton, M. (2008). *What happening to our Girls?*
- <sup>28</sup> ABC Online Stateline South Australia. (2009). *Kids, Porn and Technology 04/09/09*
- <sup>29</sup> Campbell, M. (2009). *ABC Unleashed 2009*.