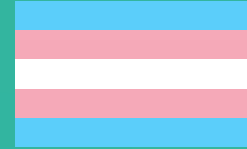
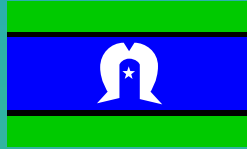




*PROJECT
ROKIT*

IMPACT REPORT 2022



We acknowledge the Traditional Owners of this land.

We pay our respect to all Aboriginal and Torres Strait Islander people and their continuing connection to the land, waters and community.

PROJECT ROCKIT proudly creates spaces where every young person can be welcomed and celebrated, including those of diverse gender identities and sexualities.

Who you are is so fine by us.



**BUILDING A WORLD WHERE KINDNESS AND RESPECT THRIVE OVER
BULLYING, HATE AND PREJUDICE AND EVERY YOUNG PERSON IS FREE
TO REALISE THEIR POTENTIAL.**

WHO WE ARE

PROJECT ROCKIT is Australia's youth-driven movement against (cyber) bullying, hate, and prejudice. Our mission is to create a world where kindness and respect thrive and where every young person is free to realise their potential. We achieve this by providing students with tools to challenge bullying, cultivate compassion, and develop resilience, creating inclusive and respectful school communities.

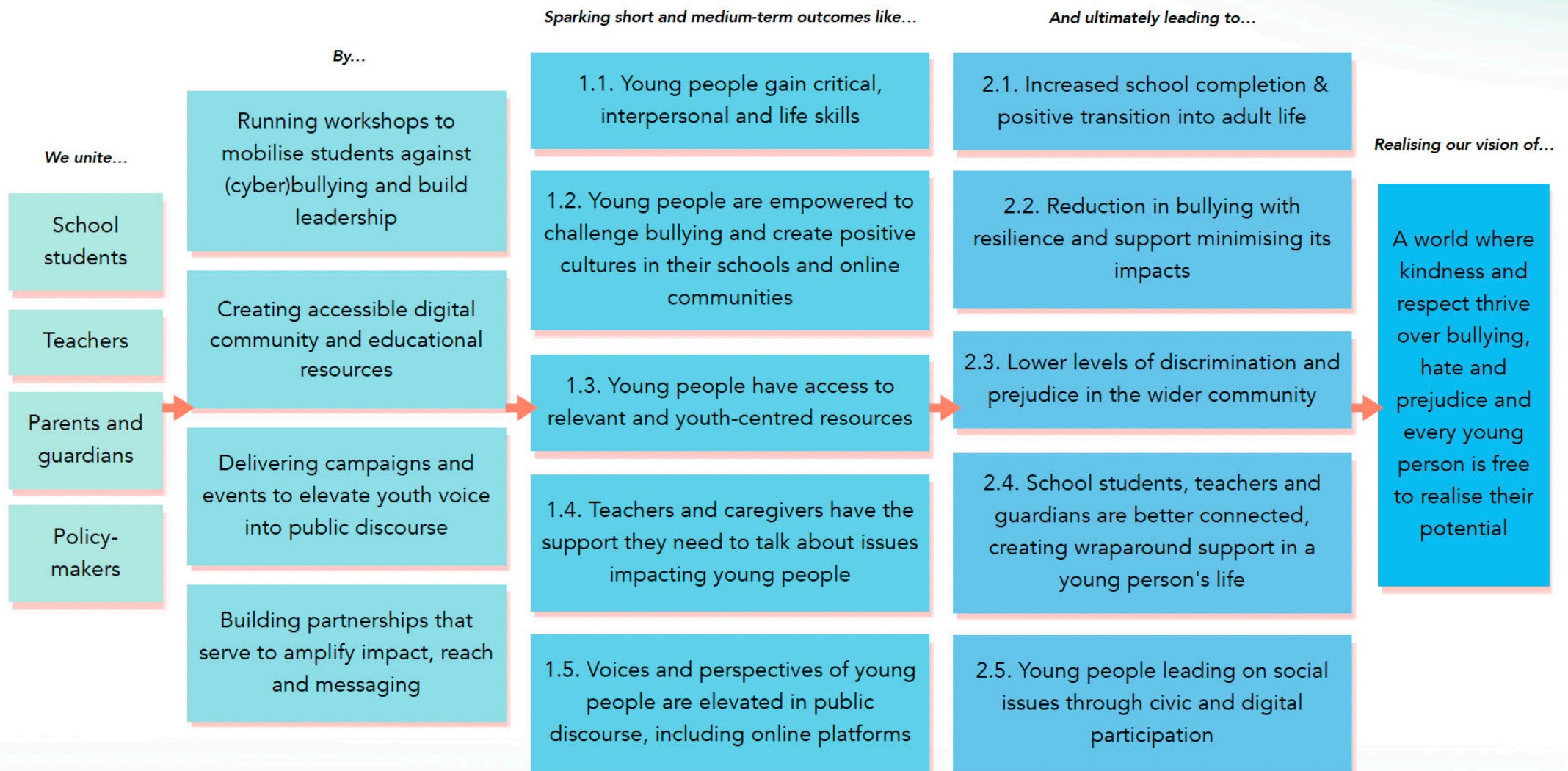
For over 15 years, we have been working with young Aussies and have positively impacted over 600,000 students across 2,500 schools through both face-to-face and online workshops. Our youth-led workshops, delivered nationwide, unite students to challenge hate and build a kinder world. Our content is curriculum-aligned and evidence-based, but realised through the lived experiences of young people.

We approach every student as valuable, complex, and capable of creating change, avoiding labels such as 'bully' or 'victim.' Our workshops follow a tightly woven arc of high-energy challenges, facilitated discussions, and real-life stories, with over 99% of students agreeing that PROJECT ROCKIT is more impactful than other (cyber) bullying education provided by their school.

When we visit a school for the first time, it's common to see students from other year levels spying through the window to see where all the cheers, laughter, and music are coming from.



OUR THEORY OF CHANGE



Our logic in a nutshell: **If we** mobilise young people to be agents of positive change in their schools and communities, **by** delivering youth-led workshops, online resources and social media content in support of young people, their teachers and caregivers, **we can** build a world where kindness and respect thrive over bullying, hate and prejudice and every young person is free to realise their potential.

2022 OVERVIEW

The year 2022 marked a significant milestone for students across the country.

For the first time since the COVID-19 pandemic hit, they experienced a full year of schooling. But while this was a cause for celebration, it was also a reminder of the challenges they had faced over the past couple of years.

Through the delivery of our programs, alongside conversations with young people and educators, we have seen the effects of interrupted schooling and social isolation. Most notably, are the increased mental health challenges faced by young people in navigating this time, alongside a decreased relational and social literacy.

A survey of students prior to our workshops revealed concerning results. Only 37% disagreed with the statement that people at their school who get picked on usually deserve it. Even more worrying was the fact that only 52% said they had someone at their school who they could turn to for support. When we spoke to teachers, their responses reflected a consensus on the challenges they were encountering, including disrupted engagement levels, reports of anxiety, higher rates of school refusal and increased behavioral issues within schools. It was clear that the pandemic had taken a toll on the mental health of students, and that they needed more support and resources than ever before.





This is of great concern and highlights the absolute need for youth driven, high impact programs in schools that tackle (cyber)bullying, increase social literacy and drive genuine peer connection.

Programs such as these are critical for the wellbeing of young people and their engagement with school. But amidst all the difficulties, we also witnessed the incredible resilience of young people.

Our team of presenters noted that the students they worked with throughout 2022 had developed a deep literacy around their mental health. They were better equipped to navigate the digital world and had a greater sense of inclusion and celebration of diversity. Young people continue to demonstrate to us their capacity to be agents of change in the world around them.

What remains clear, is that school communities need more relevant and adaptive support, targeting the development of positive student cultures at school, online, and beyond. This report demonstrates the impact of doing just that through the programs that we have delivered all across the country.

**“YOUNG PEOPLE CONTINUE
TO DEMONSTRATE TO US
THEIR CAPACITY TO BE
AGENTS OF CHANGE IN THE
WORLD AROUND THEM.”**



"PROJECT ROCKIT changed the environment of our class and school society. It really made a big difference and helped our school become a better place."

- 14 year-old workshop participant



OUR REACH

95,265

TOTAL STUDENTS POSITIVELY IMPACTED IN 2022

17,800
PRIMARY
STUDENTS

77,465
SECONDARY
STUDENTS

130

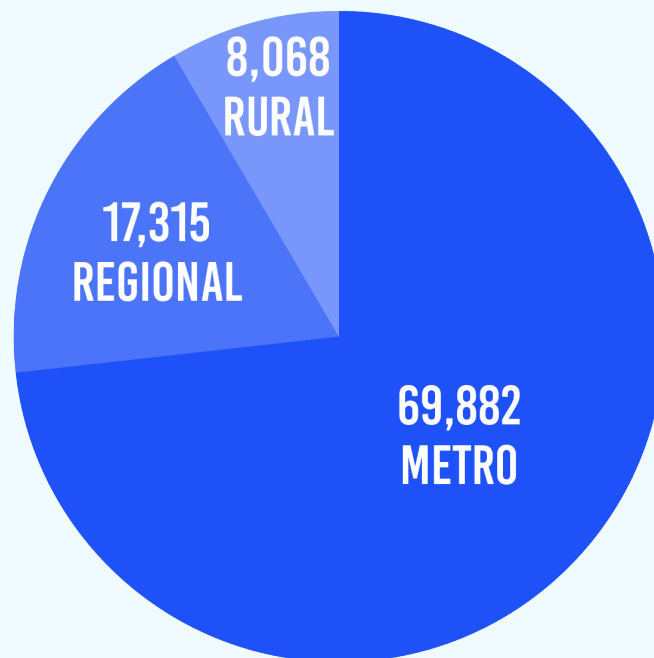
GOVERNMENT SCHOOLS

52

INDEPENDENT SCHOOLS

24

CATHOLIC SCHOOLS



77,305

STUDENTS IN
FACE-TO-FACE WORKSHOPS

17,960

STUDENTS IN ONLINE PROGRAMS

81,551
VIC

7,815
NSW

1,833
QLD

240
TAS

1,914
SA

452
NT

1,460
ACT

OUR PROGRAMS

In 2022, we actively engaged with students through our face-to-face and online programs, effectively reaching young people all across the country. Both mediums, face-to-face and digital delivery, played a vital role in our efforts.

Our face-to-face workshops were specifically designed for Primary and Secondary school students, with age-appropriate focuses on topics such as (cyber)bullying, the online world, social action, and inclusion & diversity. During these workshops, our Presenters aimed to inspire and connect entire groups of students while also prioritizing young people's insights and perspectives. The workshops themselves were dynamic, fun, and highly impactful, incorporating activities, stories, reflection, and practical tips. We successfully delivered these workshops nationwide in 2022, including metro, regional, and rural areas.

Our online programs further expanded our reach, allowing us to engage with larger groups of students across various schools who may have otherwise missed out. In addition to reaching more remote areas, our online programs proved to be an excellent complement to our face-to-face workshops, reinforcing the impact and solidifying the messaging. Throughout 2022, we engaged with young people through a range of digital projects and programs.





DIGITAL AMBASSADORS

Digital Ambassadors, supported and powered by Meta is an online event series focused on empowering young individuals to shape the online world into a positive space for themselves and others. What began as a face-to-face event series has now been converted online and brings together students from different schools across the country. It is an incredible event that is moderated by PROJECT ROCKIT Presenters that allows young people from varying demographics to connect and share their experiences. It has now achieved an all-time total reach of 23,765 students with more events to come in 2023.

Moreover, we organised online sessions for parents and educators, providing them with valuable knowledge and tools to better understand the online world and support students in making it a positive space for themselves and others. These sessions were tailored specifically to those involved in raising or educating young people.



IN REAL LIFE

In Real Life (IRL), funded by the eSafety Commissioner Online Safety Grants Program is a resource that captures the perspectives and experiences of young people through short vlogs. Its innovative participatory creative methodology has provided the resource with an incredible authenticity and relevance for where young people are at right now.



OUR METAVERSE

We also worked with Meta to conduct a series of round table discussions with young people centred on safety, accessibility, and inclusion in the creation and design of the Metaverse. These findings have been developed into a report (*Our Metaverse: Young People and the Digital Future*) that is playing a significant role in shaping the online world of tomorrow. These online programs allowed us to employ participatory approaches that engaged various demographics and groups of young people.



"PROJECT ROCKIT students build better relationships, foster empathy and reinvent themselves in new and wonderful ways... this is why working with them makes a difference."

- Adam Somes, Kingswood College





YOUNG PEOPLE CREATING A KINDER WORLD



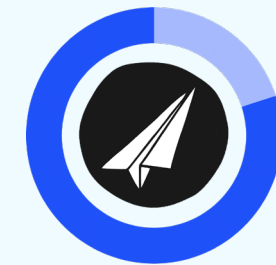
TACKLING BULLYING

Our strength-based workshops have a strong focus on equipping young people with the empathy and tools required to tackle bullying, discrimination and hate. In recent years, the complexity and nuance of bullying have escalated, primarily driven by the rise of digital communication, the ability to access targets around the clock, and a shift towards covert methods of harm instead of overt aggression. Compared to previous generations, the impacts for gen z are more far reaching due to an ever-present digital audience and collapse of online-offline facilitated by social media. It's clear that solutions to this problem are not as straightforward as previously thought. We have consistently found that centering the perspectives and experiences of young people in identifying how bullying occurs and determining the most effective ways to tackle it is crucial. During our workshops, we've listened to students speak about the difficulties they encounter when navigating bullying in both online and in-person school environments particularly as the social spaces are becoming increasingly intertwined.

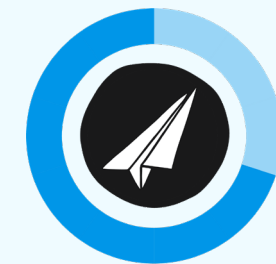
Throughout 2022 young people have reported a high level of impact and tangible change as a result of engaging in our workshops focused on equipping them to tackle (cyber)bullying. 72% of young people reported that since their PROJECT ROCKIT workshop, they have an increased knowledge of how to deal with (cyber)bullying if it happens to them. Our programs are focused on providing authentic and practical tools that enable young people to protect themselves and also be an ally for others. Following participation in a PROJECT ROCKIT workshop, 82% of young people reported greater levels of preparedness to challenge bullying (online and offline) if they witness it.

After completing a 60 minute PROJECT ROCKIT workshop designed to empower leadership and positive social action, 86% of students reported an increase in their self efficacy to make a difference in the way that other people at school are treated. We are finding that young people are continuing to respond to the call to action, that even in small and simple ways, that they can be a part of the solution in tackling bullying.

After completing PROJECT ROCKIT workshops:



8 IN 10
young people reported an improvement in their preparedness to challenge bullying (online and offline) if they witness it



7 IN 10
young people reported an improvement in their ability to deal with bullying (online and offline) if it happens to them

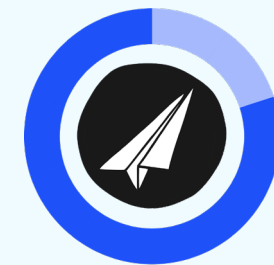
DIGITAL LITERACY (THE ONLINE WORLD AS A TOOL FOR GOOD)

As digital natives, young people possess an inherent depth of knowledge about the online world giving them a unique advantage in navigating and leveraging the power of technology. At PROJECT ROCKIT we have a genuine belief in not only the capacity for good that the online world provides us, but also young people's ability to be able to continue to shape it into a positive, kind and inclusive space. We have found that the majority of digital education and cyberbullying programs focus on the smaller likelihood extreme risks and scenarios that can occur online (ref Dans report), while far and away the majority of the issues that young people face online are social and relational.

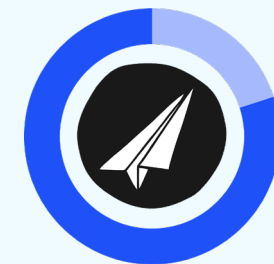
Our workshops are centred on having authentic conversations around both the rewards and challenges of students' experiences online with a focus on equipping them with the self efficacy and social tools to make a positive digital impact. Over 76% of students said that following their workshop, they now have the skills to make sure that most of their experiences online are positive. While our workshops do focus on equipping students with the understanding on how to positively navigate relationships online, we also provide practical insights and tools on platforms relevant to young people. Following the workshops, 81% of students reported that they now know how to protect their privacy and safety online and over 74% noted that they now have the critical literacy to find reliable information online.

We are consistently finding that young people have a deep desire for their online experiences to be positive and that our workshops provide them with the tools they need to make them just that for themselves and others. The online world is a space that young people are not just experiencing but also shaping. Because of that, it can be a tool for incredible good and young people are central to that.

After completing PROJECT ROCKIT workshops:



8 IN 10
students reported that they now know how to protect their privacy and safety online



8 IN 10
students said they now have the skills to make sure that most of their experiences online are positive

INCLUSION & BELONGING

At PROJECT ROCKIT, our workshops aim to increase inclusion and belonging across Australian schools by promoting unity within student cohorts and fostering empathy in their interactions with one another. We celebrate the distinct identities and experiences of each student, unite them through shared passions, and provide opportunities for them to reflect on the nature of privilege and prejudice in their own lives.

These approaches are crucial because a sense of belonging is essential for the well-being of school-aged students. Studies spanning the last 25 years have shown that students who feel they belong in their school community are more likely to complete school (Zaff et al 2016). This is of immediate importance due to missing two formative years of socialisation through COVID, students have a far lower ability to have respectful interactions. Through our workshops, we create spaces for students to grow in empathy, respect, and emotional literacy, leading to an overall sense of belonging that is foundational to their well-being in school.

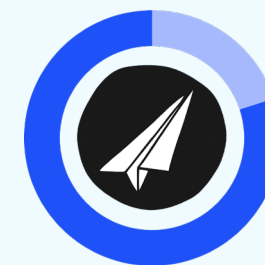
Following one of our workshops, 90% of students reported that they now think the things that make them different can be their strengths and 83% said that being different should be celebrated. Although this is demonstrative of a greater sense of belonging in of itself, it is not just the celebration of difference that has grown, but also a greater want to connect with and learn from one another as 84% of workshop attendees noted an increased care for other people's opinions even if they are different from their own. These improvements following our workshops highlight the impact of education on positive social norms in shifting the individual and broader cultures of inclusion and belonging in schools.

Alongside inclusion, this critical sense of student belonging relies on a subjective experience of 'safety,' which is nurtured through support from peers and teachers. Our workshops provide not only the means to deepen relational and social connection resulting in that support, but also point students towards the tools and resources available to them to receive further practical support and safety. Following our workshops, 82% of students said that they now know where to access support if they go through tough times

After completing PROJECT ROCKIT workshops:



9 IN 10
students now believe that the things that make them different can be their strengths



8 IN 10
students said they know where to access support if they go through tough times

LEADERSHIP & SOCIAL ACTION

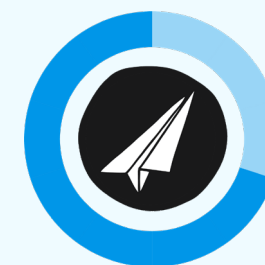
PROJECT ROCKIT's workshop approach is youth-centred and youth-led. By employing young Program Presenters, we create a peer-to-peer dynamic that allows us to effectively gather and elevate the perspectives and values of young people, enabling them to play a significant role in shaping our workshops. Our Presenters are trained to facilitate and draw out the rich expertise found in the lived experiences of students across Australia. We consistently find that young people have a depth of literacy on the current critical issues facing their demographic today, and a passion to take positive social action. Promoting strengths-based programs and education that not only prioritise the perspectives of young people but also empower them to actively contribute to tackling issues is essential. This approach is crucial for enhancing the effectiveness of such programs and fostering long-term civic engagement (Keating and Kanmaat 2016).

We are passionate about empowering young people to know that they can make a difference on the issues that they care about not just in the future, but now. Our aim is to build a foundation of self-efficacy in young people, and central to this is our encouragement of youth leadership. After attending a PROJECT ROCKIT leadership workshop, 72% of primary school students reported an increase in self-belief that they can be a strong leader.

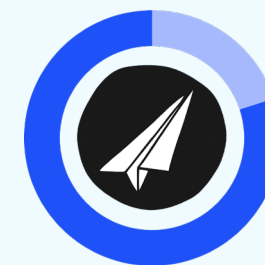
One of the fundamental elements to our workshops is creating space for young people to self-identify their strengths and values. Our leadership workshops facilitate reflective exercises guiding each student to discover their passions and empowering them to make a positive impact on the world through meaningful social action. Since their leadership workshop, we have found that 80% of secondary school students now know which causes matter to them and believe that they can contribute to making a difference. We also emphasise building resilience by sharing our own moments of failure and mistakes with Students. In fact, after attending our workshops 75% of Primary Students reported feeling more confident in trying again, even after experiencing setbacks.

To create impactful and lasting change, it's crucial that young people not only have their perspectives centred on the issues that their demographic faces, but also are empowered to participate in tackling them.

After completing PROJECT ROCKIT workshops:



7 IN 10
primary-aged students reported that they more strongly believe that they can be a strong leader



8 IN 10
secondary-aged students reported that they now know which causes matter to them and believe they can contribute to making a difference

WHERE TO NEXT?

In the next 12 - 18 months our drive is to scale and deepen our proven youth-led impact in schools right across the country. Alongside the continued reach of the programs already mentioned in this report, we will be:

1. **Introducing PROJECT ROCKIT Digital**, an innovative digital platform that offers comprehensive support to school communities, encompassing valuable resources for students, educators, and parents/carers.
2. **Extending our reach to schools** facing geographical and socioeconomic barriers through our non-profit organization, The PROJECT ROCKIT Foundation.
3. **Collaborating with partners** to explore and leverage new and emerging technologies, empowering young people to actively shape the digital future they rightfully deserve.

We aim to make a profound and lasting impact. We wholeheartedly believe in the immense potential of young people to create a world which is kind, inclusive and compassionate. In this moment of challenges and opportunities we stand with and support this next generation of students to be a part of the solution in tackling bullying, hate and discrimination.



DATA INPUTS

INTERNAL

- PROJECT ROCKIT Student Impact Evaluation Survey
- Educator feedback survey
- Program Presenter debrief survey and feedback conversations

EXTERNAL

Keating, A., & Janmaat, J. G. (2016). *Education through citizenship at school: Do school activities have a lasting impact on youth political engagement?*. Parliamentary Affairs, 69(2), 409-429

Zaff, J. F., Donlan, A., Gunning, A., Anderson, S. E., McDermott, E., & Sedaca, M. (2017). *Factors that promote high school graduation: A review of the literature*. Educational Psychology Review, 29(3), 447-476.

'Reimagining online safety education through the eyes of young people' Research Report was undertaken by the Young & Resilient Research Centre as part of the In Real Life project.



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