

Gambling harm prevention in schools



The Office of Responsible Gambling commissioned a literature review and teacher survey to see how gambling harm prevention could be implemented in NSW schools.

Literature review

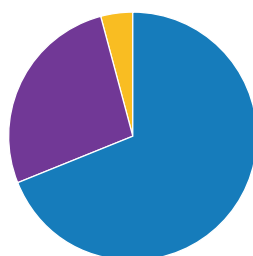
Literature was sourced internationally and from Australia from 2000–2020. It found:

- Teachers are important for any school based prevention program.
- School programs which include a parent element are more likely to be successful.
- School based programs are more likely to lead to knowledge, awareness and attitude change than behaviour change.
- Any program should look at the convergence of gaming and gambling.

Teacher survey

The teacher survey was open to all NSW teachers in July and August 2020. We had 1,084 responses from 432 schools:

- 79% were teachers or teachers' aides and 15% were principals.
- 64% of teachers or teachers' aides had 10 or more years teaching experience
- 42% of teachers or teachers aides were from primary schools and 58% from secondary schools.



Respondents

- Public schools 69%
- Independent schools 27%
- Private schools 4%

59%

from schools in metropolitan areas

41%

from schools in regional areas

The survey found that awareness of youth gambling issues is low, with 45% of teachers reporting they knew nothing or very little about it. However, 65% of teachers were aware of the convergence between gaming and gambling.



51%

of teachers think gambling is a serious health issue, compared to mental health issues at 98%, bullying 96% and excessive gaming 88%.



56%

of teachers believe that schools should be involved in conducting gambling harm prevention for their students and 94% believe it is a parental responsibility.



8%

Only 8% of schools are currently addressing youth gambling harm.

The recommendations arising from the survey were that:

- Specialists be used in schools to deliver programs.
- Resources be developed to align with existing curriculums, with PDHPE most highly recommended.
- Parents be educated on how gambling harm affects young people.
- Secondary rather than primary school students should be the target of any resources or education.