Educators and school support staff survey

eSafety Toolkit for Schools

Creating safer online environments

This survey is a resource for school leaders to include the voices of all school staff and collect information about their knowledge and understanding of online safety. The results will provide a staff perspective when you evaluate your online safety programs, policies and practices.

It will also help identify possible gaps in the online safety knowledge, professional learning and practices of teachers and school leaders. This valuable information can be used to strengthen the capabilities and confidence of all school community members to help create a safe online environment.

Educators and school support staff

The survey is comprised of 13 statements about online safety. Staff are asked to consider aspects of their online experiences.

For each statement, they can choose one of the following:

- **Always**: indicates they agree with the statement, and they are confident this happens all the time.

- **Often**: indicates they agree with the statement and think this happens most of the time.

- **Sometimes**: indicates they agree with the statement but feel it only happens sometimes.

- **Not at all**: indicates they either don't understand what the statement means, or they have never done or felt what it describes.

Content

The survey is organised into three sections:

1. Online safety and me: these statements relate to the general understanding of staff about online safety, including their rights and responsibilities as a member of the school community. They ask staff to think about how they keep themselves safe online, how they interact with others and how much they consider online safety when using digital devices.

2. Online safety education: these statements relate to the online safety learning experiences staff members have had at school. They ask them to think about what they have taught and how they teach it.

3. Online safety at our school: these statements relate to the school's policies and procedures. They ask staff to think about whole school practices and processes for managing online safety.

Administering the survey

To help with collecting and analysing the responses, you may prefer to enter the survey into a spreadsheet or use online survey tools.

The survey can be completed regularly to obtain an ongoing assessment of your online safety program from a staff perspective. For example, you could use it at the beginning or end of the school term or year.

The survey is designed to be completed anonymously and confidentially, so staff feel comfortable expressing their own thoughts.

Some ways you might administer the survey include:

- completing the survey on a staff professional development day
- completing the survey in team meetings
- completing the survey individually in a staffroom by providing printed copies on a desk and a survey box to put it in.

Survey instructions

Ask participants to:

- remain anonymous and not write their name on the survey sheets, unless they want to
- respond on their own without checking with others
- tell the truth and remember there are no right or wrong answers.

All of the responses will help to improve the school's approach to online safety.

The Resource suggestions table below provides additional information about each statement which may be helpful in explaining and discussing the different points.

Analysing and using the results

Collated results should reveal a trend to either end of the scale, indicating areas where the school community is currently supporting a safe online environment as well as the areas where improvements could be made. To assist in the planning and implementation of continuous improvement, the table below provides a list of suggested resources (categorised by trend) that will help build online safety knowledge and skills within the school community.

> ## Important note
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> Schools are encouraged to have processes and support services in place for managing staff disclosures. Prior to using the survey, it's important to think about how the responses will be handled by the school and ensure this process aligns with your school's policies. Always consider the wellbeing, confidentiality, privacy and disclosure of personal information, and ensure appropriate safeguards are in place.

Resource suggestions

Once the survey has been completed, the results will provide you with a staff perspective about the school's approach to online safety. To assist you in analysing the surveys, we have explained what the scores indicate in this table. We have also provided a list of suggested resources to help you learn more about online safety issues, including how to tailor online safety practices to meet the needs of your staff and school community.

Section 1: Online safety and me

Statements	Average scores of A or B	Average score of C or D
1. **I keep up-to-date with new and emerging technologies and think about how they impact me both professionally and socially.**	**These results show that staff may not be up-to-date with new technology and may not recognise how it can impact them both professionally and socially.** Consider offering staff opportunities to engage in eSafety's <u>professional learning program</u> or <u>parent webinars</u> to learn more about online technologies. <u>Sign up</u> for our educator newsletters for information about upcoming webinars throughout the year. <u>The eSafety Guide</u> provides information about the latest games, apps and social media that students may be using. The Guide is also a helpful tool to learn how to protect your information and report inappropriate content. Our Toolkit for Schools <u>Educate 6 - Tips for staff using social media</u> provides guidance about how to use social media for professional purposes and social activities. Encourage staff to sign up to eSafety's <u>newsletter</u> to keep up-to-date with the latest news.	**These results show that staff are often up-to-date with new and emerging technologies and think about how they can impact their professional and social lives.** To build on this, staff who are proficient in new technologies could provide tutorials or workshops on popular apps or social media for colleagues who would like to learn more. This could be done on staff development days as part of professional learning. Encourage staff to sign up to eSafety's <u>newsletter</u> to keep up-to-date with the latest news, including eSafety's <u>Tech trends and challenges</u> position statements on new and emerging technology.

Statements	Average scores of A or B	Average score of C or D
2. **I think about how I use technology in the classroom to ensure the safety of my students.**	**These results show that staff may not often think about how their use of technology in the classroom could impact the safety of students.** Consider using our Toolkit for Schools <u>Prepare</u> and <u>Engage</u> resources to help staff understand how to consider the safety and wellbeing of students when using technology inside or outside the classroom.	**These results show that staff often think about how they use technology in the classroom and the online safety of students.** To build on this, encourage staff to regularly use eSafety's Toolkit for Schools <u>Prepare 3 - New technologies risk-assessment tool</u> whenever a platform or technology is updated or is considered being used in the classroom.
3. **I am confident that I can give students informed and supportive information if something goes wrong online, either in or outside of school.**	**These results show that staff may not feel comfortable providing advice to students if something goes wrong online.** Consider offering staff opportunities to engage in eSafety's <u>professional learning program</u>. This program includes webinar-based professional development as well as factsheets and scenarios that schools can use to address topics like cyberbullying, inappropriate content and unwanted contact and grooming. Our Toolkit for Schools <u>Educate</u> resources also include presentations that schools can use as part of staff development days to improve capacity.	**These results show that staff feel comfortable providing advice to students if something goes wrong online.** To build on this knowledge, use our Toolkit for Schools <u>Educate 2 - Responding to online safety incidents - Presentation</u> to look at different online safety scenarios that could occur at a school. This will provide an opportunity to discuss and share different ideas on how you could respond if there was an incident at school. The presentation is a great exercise that can be done in teams, within faculties or with all staff.

Statements	Average scores of A or B	Average score of C or D
4. I am confident that I can report an online safety incident involving a member of the school community.	**These results show that staff may not feel knowledgeable or comfortable reporting an online safety incident at school.** Schools should appoint a designated person or team of people responsible for online incidents. All members of staff (including non-teaching) need training to recognise, respond to, or refer serious online safety incidents. This type of training can be covered in professional learning and included in school policy. Our Toolkit for Schools **Respond** resources are designed to help schools to effectively assess and respond to online safety incidents. These resources should be used together with your relevant school or Department policies and procedures. For more information on how to report serious online abuse or illegal and restricted online content, encourage staff to visit eSafety's **reporting pages** to better understand reporting processes.	**These results show that staff are confident reporting an online safety incident involving a member of a school community.** To build on this, schools should provide regular professional learning that covers online safety incidents to improve staff knowledge and proficiency. Our Toolkit for Schools **Educate** and **Respond** resources can be used as part of staff professional learning along with eSafety's **professional learning program**. Staff can be invited to visit eSafety's **reporting pages** for more information about reporting processes.

Section 2 - Online safety education

Statements	Average scores of A or B	Average score of C or D
5. I integrate online safety concepts into my classroom lessons.	**These results show that teachers may not know how to integrate elements of online safety into their classroom lessons.** Consider sharing eSafety's <u>Best Practice Framework for Online Safety Education</u>. The Framework and support materials provide advice about how schools can deliver online safety education in schools. This can be used either individually, in curriculum or faculty meetings, or as part of staff development days. eSafety's classroom resources for <u>primary</u> and <u>secondary</u> students are a good start for educators who need support integrating online safety into their programs.	**These results show that teachers often integrate concepts of online safety into classroom lessons.** To build on these skills, considering reviewing eSafety's <u>Best Practice Framework for Online Safety Education</u> to learn new ways of practice that can be used when teaching online safety. Consider the use of programs such as <u>The YeS Project</u>. This is a digital and social health program encouraging young people to act as positive leaders and supportive friends in social spaces, especially online.
6. I allow students to participate in class discussions about the opportunities and safety challenges they face online.	**These results show that teachers may not feel confident providing students with an opportunity to discuss how they interact online and talk about the challenges they face.** eSafety's <u>Best Practice Framework for Online Safety Education</u> offers advice for teachers about how to provide opportunities for students to discuss how they interact online and the challenges they face. eSafety's <u>professional learning program</u> also provides opportunities to learn new teaching	**These results show that teachers often provide students with opportunities to discuss how they interact online and discuss the challenges they face.** To build on this, use our Toolkit for Schools <u>activities for students to take the lead in online safety</u> which provides opportunities for student-centered learning about online safety from F-12.

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Statements	Average scores of A or B	Average score of C or D
	strategies that can help teachers integrate online safety into their programs. eSafety's classroom resources for <u>primary</u> and <u>secondary</u> students include lessons designed to support discussion about online safety.	
7. I teach my students how to question, analyse and interpret the different types of content they see online and the impact of misinformation.	**These results show that teachers may not feel confident teaching their students about critical thinking online.** eSafety's <u>classroom resources page</u> provides a range of classroom resources from F-12 that can be filtered by topics. Educators can search for information about topics like 'critical thinking'. eSafety's <u>Young people</u> pages also provide guidance on <u>Fake news</u> which can be used to help teach students about misinformation online.	**These survey results show teachers are often confident in teaching their students about critical thinking online.** To build on this, teachers can deliver a presentation on how they teach critical thinking online as part of staff development days. This can give teachers the chance to share good practice and identify new strategies in delivering online safety education.
8. I teach my students how to address unwanted contact online, including sexual pressure from older students or friends and people they don't know.	**These results show that teachers may not feel confident in teaching students how to handle unwanted contact online.** eSafety's <u>professional learning program</u> provides opportunities to learn about topics such as unwanted contact and grooming which can be used to strengthen teacher knowledge and understanding. eSafety's <u>classroom resources page</u> provides a range of classroom resources from F-12 that can	**These results show that teachers often provide opportunities for their students to learn how to handle unwanted contact online.** To build on this, teachers can share how they talk to students about unwanted contact and grooming with others as part of staff development days. This can provide teachers with an opportunity to share good practice and identify new strategies in delivering online safety education.

Statements	Average scores of A or B	Average score of C or D
	be filtered by topics such as 'unwanted contact'. eSafety's young people pages also provide advice on warning signs, how to be protected and deal with <u>unwanted contact</u> online.	
9. I am confident that I can teach a comprehensive online safety education program in the classroom.	**These results show that teachers may not feel confident enough to teach a comprehensive online safety education program.** Consider sharing eSafety's <u>Best Practice Framework for Online Safety Education</u>. The Framework and support materials are a great starting point to provide guidance on how schools can deliver online safety education in schools. The Framework implementation guide provides links to existing eSafety classrooms resources, the Australian curriculum and the Toolkit for Schools. This Framework can be used either individually, in curriculum or faculty meetings or as part of staff development days.	**These results show that teachers are confident in being able to deliver a comprehensive online safety education program in the classroom.** To build on this, use our Toolkit for Schools <u>Educate 1 - Education action plan</u>. The action plan can help map the school's current approaches to online safety education, as well as offer suggestions to improve online safety teaching practices.

Section 3 - Online safety at our school

Statements	Average scores of A or B	Average score of C or D
10. I take part in online safety professional learning to keep up-to-date with emerging issues and learn new teaching strategies.	**These results show that staff may not participate in regular professional learning about online safety.** Consider offering staff opportunities to engage in eSafety's <u>professional learning program</u>. This covers the latest online safety research, case studies and teaching strategies to help educators integrate online safety into their programs and student wellbeing planning. <u>Sign up</u> for our educator newsletters for news about upcoming webinars. Our Toolkit for Schools <u>Educate</u> resources also include presentations that schools can use as part of staff development days to improve capacity.	**These results show that staff often participate in professional learning about online safety.** To build on this, eSafety's <u>professional learning program</u> provides a range of online safety scenarios that can be used as part of professional learning on staff development days. The scenarios cover topics such as cyberbullying, inappropriate content and unwanted contact and grooming.
11. I am given opportunities to learn about our school policies and procedures that relate to online safety.	**These results show that staff may have not had opportunities to engage in professional learning about the school's online safety policies and procedures.** Consider organising professional learning with all school staff to build awareness about the school's current policies and procedures relating to online safety. This can be supported by using eSafety's <u>professional learning scenarios</u> and Toolkit for Schools <u>Educate</u> and <u>Respond</u> resources.	**These results show that staff are often given opportunities to engage in professional learning about the school's online safety policies and procedures.** To build on this, you may like to provide opportunities for staff to role-play as a school leader who is responding to an online safety incident. This can be part of your ongoing professional learning about policies and procedures. It can be a fun way for staff to test their knowledge and understanding of policies and procedures.

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Statements	Average scores of A or B	Average score of C or D
12. I am given opportunities to contribute to the shaping, updating and changing of online safety policies and procedures at my school. I get to have my say.	These results show that staff may not have had a chance to contribute towards the development of the school's policies and procedures related to online safety. Our Toolkit for Schools <u>Prepare 2 - Checklist for developing effective online safety policies and procedures</u> provides advice about how to involve school staff when developing policies.	These results show that staff are often given opportunities to contribute their voice and help shape the school's policies and procedures. To build on this, review policies and procedures regularly — at least annually — as technologies evolve rapidly.
13. Our school reviews and assesses our approaches to online safety including education, policies and procedures, professional learning and communication to parents and carers.	These results show that staff may not feel that the school's approach to online safety is regularly reviewed. They may not be aware of current reviews and assessments. Our Toolkit for Schools <u>Prepare</u>, <u>Engage</u> and <u>Educate</u> resources can be used as part of an annual review of your whole school approach to online safety. Our <u>Best Practice Framework for Online Safety Education</u> also provides guidance on how schools can review and evaluate their procedures. See Element 5 of the implementation guide.	These results show that staff feel that the school often reviews its approach to online safety. Well done. To build on this, continue to use eSafety's resources such as our Toolkit for Schools, Best Practice Framework and professional learning programs to help keep your programs up-to-date and evidence-based. You can also subscribe to our <u>educator newsletter</u> to stay up-to-date with online safety. It includes new eSafety resources, online issues, events, blogs and the latest research.

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