

Student voice survey Secondary

Educator Notes

eSafety Toolkit for Schools

Creating safer online environments

This survey is a resource for teachers and schools to include the voices of their students through collecting information about student online safety knowledge and learning experiences.

The survey results will provide a student perspective when you evaluate your online safety programs, policies and practices. The results will help you identify possible gaps in the online safety knowledge and skills of students 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.

It is expected that you will adapt the surveys to best suit the needs of your students and the terminology they use when talking about digital technology. There are [alternative versions of this survey](#) available for Lower Primary and Upper Primary students, which you could use for students who need simpler language.



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Student voice

The survey is comprised of a set of 15 statements about online safety that prompt students to consider aspects of their online experiences.

For each statement, students choose one of the following:

- **Always:** the student chooses this when they agree with the statement and they are confident this happens all the time.
- **Often:** the student chooses this when they agree with the statement and feels this happens most of the time.
- **Sometimes:** the student chooses this when they agree with the statement but feel it only happens sometimes.
- **Not at all:** the student chooses this when they are unsure of what the statement means or they have never done or felt what it describes.

It is important to ensure students know there are no right or wrong answers in the survey – it is not a quiz or a test. All their answers will help build a safer online environment and a better online safety program for the school.

Content

The survey is organised into three sections:

1. Online safety and me: I know my rights and responsibilities. These statements relate to the students' understanding of their rights and responsibilities online. They ask students 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 lessons: At school we learn about online safety. These statements relate to the online safety lessons students have had at school. They ask them to think critically about those online safety learning experiences.

3. Online safety at my school: What my school does to keep me safe online. These statements relate to the school's policies and procedures. They ask the students to think about whole school practices and processes for managing online safety.

Administering the survey

Parental approval should be obtained before collecting any data from students, in line with your school policies and procedures.

The survey is an editable document, so you can adapt the terminology and language to suit your students. The sections and statements are based on online safety principles and the sections are the same throughout all the surveys, so you can copy and paste text from the other surveys if you feel the language better suits your students.

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 should be completed regularly to obtain an ongoing assessment of your online safety program from the students' perspective. For example, you could use it at the beginning of a unit of work about online safety and then again at the end, or at the beginning or end of the school term or year.

Prior to sharing the survey with students, you may like to use the eSafety [Young People](#) webpages to contextualise the process and familiarise students with some of the online safety language and concepts.

The survey is designed to be completed anonymously and confidentially so students feel comfortable to express their own thoughts. Teachers are encouraged to support students in their understanding of the statements where needed.

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

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

Schools are encouraged to have processes and support services in place for managing student 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 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 snapshot of your students' perspectives about the online safety education they receive. To assist you in analysing the surveys, in the table below we have explained what the scores show. We have also provided a list of suggested resources to help you learn more about online safety issues and how to tailor online safety lessons and practices to the needs of your students.

Section 1 - Online safety and me: I know my rights and responsibilities

| Statements and additional notes | Average scores of A or B | Average score of C or D |
|--|---|---|
| <p>1. I think about what I share online because my digital reputation is important to me.</p> <p>Additional information: Students may need help clarifying the term 'digital reputation'. They may better understand 'digital identity' and they might need to talk about what they do to protect their digital identity, for example choosing privacy settings and thinking before they post online.</p> | <p>The survey results show your students may not regularly think about what they share online and how it may impact on their digital reputation.</p> <p>Consider reviewing or introducing students to the eSafety Young People webpages on <u>protecting their identity</u> and <u>digital reputation</u>.</p> <p>eSafety's <u>What's your brand?</u> lesson also provides helpful information about how our online behaviour contributes to our digital brand and how we are perceived online.</p> | <p>The survey results show your students often think about what they share online and how it impacts on their digital reputation.</p> <p>To build on this knowledge, check out the eSafety Young People webpage <u>Keeping your online accounts secure</u>. The page explores a range of tips students can use to help stay in control of their privacy settings.</p> |

| Statements and additional notes | Average scores of A or B | Average score of C or D |
|--|---|--|
| <p>2. I am confident I can help my peers if something goes wrong online (for example, I could show them how to report abuse, block contact or get support).</p> <p>Additional information: Students may need examples of when things go wrong online such as cyberbullying, image-based abuse (sharing intimate images or videos without consent) and unwanted or unsafe contact.</p> | <p>The survey results show your students may not feel confident supporting a friend online.</p> <p>Consider reviewing or introducing students to the eSafety Young People webpages. The pages provide helpful information for young people including how they can respond to cyberbullying, online drama, pressure to send nudes, sharing nudes without consent and unsafe or unwanted contact online.</p> | <p>The survey results show your students have a good understanding of how to support a friend online.</p> <p>Consolidate this knowledge by checking out the The YeS Project. Workshop 9 Mentoring and Supporting explores how students can turn to ‘quieter’ ways of making change by mentoring others and safely supporting their peers.</p> |
| <p>3. I think about how I can help make online platforms like TikTok respectful and safe when I interact with others.</p> <p>Additional information: Students may need examples of other online spaces and platforms, such as Instagram and in-game chat.</p> | <p>The survey results show that your students may not feel they are regularly encouraged to think about how they can help make the online world a more respectful and safer place.</p> <p>Consider reviewing or introducing students to the eSafety Young People pages on being an upstander, online drama, cyberbullying and trolling. The pages provide helpful information and tips on how students can make their online environment a more respectful and safer place.</p> | <p>The survey results show your students are regularly encouraged to think about how they can help make the online world a more respectful and safer place.</p> <p>To build on these skills, check out The YeS Project. Workshop 5 Difference and Diversity explores the challenges people from diverse backgrounds can face online, including negative experiences on social media.</p> |

| Statements and additional notes | Average scores of A or B | Average score of C or D |
|---|--|--|
| <p>4. I assess the balance of digital technology in my life and use various strategies to manage my wellbeing (for example, getting regular sleep and turning off notifications before I go to bed).</p> <p>Additional information: This statement is about whether or not the student regularly assesses their technology use, it is not a judgement on how well they balance online and offline time. Other examples that can be used in the statement include having correct posture, getting exercise and using screen time tools.</p> | <p>The survey results show that your students may not often assess the balance of technology in their lives to help manage their wellbeing.</p> <p>Consider reviewing or introducing students to the eSafety Young People webpages on <u>balancing time online</u> and <u>spending too much time online</u>. The pages provide helpful information and tips for students to assess the balance of technology in their lives.</p> | <p>The survey results show that your students often assess the balance of technology in their lives to help manage their wellbeing.</p> <p>While it's positive to know that your students recognise the importance of balancing technology in their lives, sometimes the pressure to stay connected can be overbearing. eSafety has helpful advice that you can share with your students if they are feeling the <u>pressures from social media</u>.</p> |
| <p>5. I understand the possible legal and social consequences of what I say and do online.</p> <p>Additional information: This statement asks students to think about the possible consequences of their online actions.</p> | <p>The survey results show that your students may not understand the possible legal and social consequences of their actions online.</p> <p>eSafety's presentation <u>The internet and the law</u> may assist students to understand online behaviours that can have possible legal consequences.</p> <p>You may also want to review or introduce students to the eSafety Young People webpages which cover a range of social issues including <u>cyberbullying</u>, <u>trolling</u>, <u>image-based abuse</u>, <u>unsafe or unwanted contact</u>, <u>catfishing</u> and <u>what to do if your nudes are shared</u>.</p> | <p>The survey results show that your students understand the possible legal and social consequences of their actions online.</p> <p>To build on this knowledge, check out <u>The Yes Project</u>. Workshop 3 Laws, Tech and Media encourages students to think critically about laws governing technology use and their impact on different age groups.</p> |

| Statements and additional notes | Average scores of A or B | Average score of C or D |
|--|---|--|
| <p>6. I think about the safety of others when I create online tools (for example, by protecting their identity in surveys).</p> <p>Additional information: To better understand this statement, students may need examples such as building reporting functions for inappropriate comments into online platforms they set up to use with classmates, allowing anonymity in online surveys they create and requiring screen names or avatars in STEM online games they create.</p> | <p>The survey results show that your students may not be aware of how they can consider the safety of users when creating digital tools, games or platforms.</p> <p>You may want to review our Safety by Design resource Our vision: Young People with your students to help them understand the importance of embedding online safety features when using digital tools to create games and platforms for its users.</p> | <p>The survey results show that your students often consider the safety of users when creating digital tools, games or platforms.</p> <p>To build on this knowledge, discuss the constant development of digital technologies with your students. Consider how important it is for designers and developers of digital tools, games and platforms to help protect their users from online harms.</p> <p>You can look at various case studies of Safety by Design principles being used by industry. eSafety's blogpost on the Safety by Design principles being used by LEGO is a great starting point. You can also check out our Safety by Design pages to reflect on eSafety's principles and vision.</p> |

Section 2 - Online safety lessons: At school we learn about online safety

| Statements and additional notes | Average scores of A or B | Average score of C or D |
|--|---|---|
| <p>7. The online safety education I have had so far has been relevant to what actually happens when I go online.</p> <p>Additional information: This statement asks students to think about how relevant their online safety lessons are to what they do online, such as using group chats, working with digital tools and socialising on social media.</p> | <p>The survey results show that your students may not feel that the online safety education they have received is relevant to the experiences they have online.</p> <p>You may want to check out eSafety’s Activities for students to take the lead in online safety (Years 9-12). The resource helps identify opportunities for students to be involved in the school’s approach to online safety education. This gives students confidence that their views are respected and their voices are being heard.</p> | <p>The survey results show that the online safety education your students have received is often relevant to the experiences they have online.</p> <p>Online platforms, tools and experiences are constantly changing so it is important that your school is prepared to respond to new social and digital challenges. Check out The YeS Project. Workshop 7 Resources explores how students can identify and evaluate school, eSafety and community resources to respond to new challenges online.</p> |
| <p>8. In class, we talk about how differences between people, communities, cultures and groups can influence experiences online.</p> <p>Additional information: Students might need help understanding why diverse communities and individuals may have negative experiences online, such as being targeted by racial or gendered abuse.</p> | <p>The survey results show that your students may not be aware of the different experiences people from diverse communities can have online.</p> <p>eSafety’s Young and eSafe lessons on respect can provide your students with an opportunity to understand the value of cultural difference and respectful online communication.</p> <p>eSafety’s Be Deadly Online resources can provide your students with an opportunity to explore cyberbullying, digital reputation and respect for others from the perspective of Aboriginal and Torres Strait Islander peoples and their communities.</p> | <p>The survey results show that your students are aware of the different experiences people from diverse communities can have online.</p> <p>To build on this understanding, consider exploring eSafety’s reports on Protecting voices at risk online, Online hate speech, Young people’s experiences with online hate, bullying and violence and Online safety for young people with intellectual disabilities. These can help students understand in greater depth the negative experiences young people from diverse communities face online, and spark thought-provoking conversations.</p> |

| Statements and additional notes | Average scores of A or B | Average score of C or D |
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| | <p><u>The YeS Project</u> Workshop 5 Difference and Diversity can provide your students with an opportunity to explore the challenges people from diverse backgrounds can face online, including negative experiences on social media.</p> <p>You may also like to review or introduce students to the eSafety Young People webpage on <u>online hate</u> and <u>being out, trans or gender diverse</u> which include helpful information about some of the challenges young people from diverse backgrounds experience online.</p> | |
| <p>9. I know how to identify fake news and misinformation online and I question what I see.</p> <p>Additional information: Students may need clarification of the term ‘fake news’ and how they question, analyse and interpret content online.</p> | <p>The survey results show that your students may need more support to critique content they see and hear online.</p> <p>Consider reviewing or introducing students to the eSafety Young People webpage on <u>fake news</u>, which includes information that helps young people question what they see, read and watch online.</p> <p>eSafety’s <u>Young and eSafe</u> lessons on critical thinking also provide an opportunity to explore the trustworthiness of online content and how digital imagery can be misleading or manipulated.</p> | <p>The survey results show that your students are confident in being able to critique the content they see and hear online.</p> <p>To build on these skills, check out <u>The YeS Project</u>. Workshop 8 Influencers and Connectors provides students with opportunities to identify what influences them and how, including mass marketing, bias and echo chambers.</p> |

| Statements and additional notes | Average scores of A or B | Average score of C or D |
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| <p>10. I feel comfortable having conversations with my teachers about good and bad aspects of my online experiences.</p> <p>Additional information: This statement is about how comfortable students feel to share with teachers the things they do or see online.</p> | <p>The survey results show that your students may not be comfortable having conversations about various aspects of their online life with you. While this may be their personal preference, it is important that students know they can come to you about any challenges they may face online.</p> <p>The eSafety Young People webpages cover age-appropriate topics that can be used as conversation starters with students, to help them open up about various aspects of their lives online.</p> <p>Participating in regular professional learning may also help you have sensitive conversations with your students about online safety issues. eSafety's professional learning program covers the latest online safety research, case studies and teaching strategies to help educators integrate online safety into their programs and student wellbeing planning.</p> | <p>The survey results show that your students often feel comfortable talking with you about various aspects of their online lives.</p> <p>Check out our Toolkit for Schools Engage resources to identify how you can build on the positive relationships with students so they can continue to take the lead in online safety within the community.</p> |
| <p>11. At school we are taught how to handle unwanted contact online, including sexual pressure from friends and strangers.</p> <p>Additional information: Students may need examples of the types of sexual pressure experienced online so they understand it can come from a variety of people, including people they don't know, older</p> | <p>The survey results show that your students may not have the skills to respond to unwanted contact online.</p> <p>Consider reviewing or introducing students to the eSafety Young People webpages. The pages provides helpful information for young people including how they can respond to pressure to send nudes, someone threatening to share nudes, receiving unwanted nudes, violent or inappropriate content and unsafe or unwanted contact online.</p> | <p>The survey results show that your students are often taught how to handle unwanted contact online.</p> <p>To build on this knowledge, check out eSafety's Unwanted contact and grooming scenarios which can be used with your students to develop their critical thinking skills by unpacking potentially dangerous online situations.</p> |

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| <p>students or even their friends.</p> | <p>eSafety's <u>Tips for supporting students involved in an online incident</u> provides practical advice for supporting the safety and wellbeing of students involved in an online safety incident.</p> <p>eSafety's <u>Unwanted contact and grooming factsheet</u> provides educators with helpful information and links to help young people deal with unwanted contact online.</p> | |

Section 3 - Online safety at my school: What my school does to keep me safe online

| Statements and additional notes | Average scores of A or B | Average score of C or D |
|--|--|---|
| <p>12. I feel that my school considers my online safety is as important as my physical safety.</p> <p>Additional information: Students may need to talk about school policy regarding online safety.</p> | <p>The survey results show that your students may not feel that the school considers their online safety is as important as their physical safety.</p> <p><u>Activities for students to take the lead in online safety Years 9-12</u> is a helpful resource that can create opportunities for students to participate in your school's approach to online safety education. This gives students confidence that their views are respected and their voices are being heard.</p> | <p>The survey results show that your students often feel their school considers their online safety is as important as their physical safety at school.</p> <p>Online platforms, tools and experiences are constantly changing so it is important that your school is prepared to respond to new social and digital challenges. Check out <u>The YeS Project</u>. Workshop 7 Resources explores how students can identify and evaluate school, eSafety and community resources to respond to new challenges online.</p> |
| <p>13. Conversations about trust, respect and consent happen at my school (for example, we discuss rules about taking and sharing photos).</p> <p>Additional information: It may help to ask students to recall lessons they have had about respectful relationships and share examples (such as discussing how to be a good friend online, how to support someone who has been bullied and following rules about taking and sharing photos).</p> | <p>The survey results show that conversations about respectful relationships may not happen regularly at your school.</p> <p>eSafety's award-winning <u>Tagged</u> film and teaching resources explore the impacts of cyberbullying and sharing intimate images online. Students are encouraged to analyse different ways they can exercise self-control and responsibility in managing relationships online.</p> <p>eSafety's <u>Young and eSafe</u> lessons on respect provide an opportunity to understand respectful online communication and the value of cultural difference.</p> <p>eSafety's <u>Respect Matters</u> resource may also assist students to promote respect for people with diverse perspectives and experiences.</p> | <p>The survey results show that conversations about respectful relationships often happen at your school.</p> <p>To build on this knowledge check out <u>The YeS Project</u>. Workshop 4 Online Images – the good, the bad and the ugly helps students understand consent and how different people take, use and make meanings from images.</p> |

| Statements and additional notes | Average scores of A or B | Average score of C or D |
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| <p>14. My school has steps in place in case something negative happens online (for example, if a friend is racially abused by another student).</p> <p>Additional information: It may help to talk about the school's processes for responding to negative behaviour online, such as intimate images being shared without consent or someone being racially abused or bullied online.</p> | <p>The survey results show that your students may not be confident to call out negative behaviour online and are unaware of the school's processes to address these issues.</p> <p>Consider discussing the school's processes for online safety incidents with your students and asking them to share their thoughts and feedback.</p> <p>You may also like to review or introduce your students to the eSafety Young People webpages on <u>being an upstander</u>, <u>sharing nudes</u>, <u>unsafe or unwanted contact online</u> and <u>cyberbullying</u>. The pages provide helpful information and tips to help students respond to negative online behaviour.</p> | <p>The survey results show that your students are encouraged to call out negative behaviour online and are aware of the school's processes to address these issues.</p> <p>To build on these skills, check out <u>The YeS Project</u>. Workshop 9 Mentoring and Supporting explores how students can turn to 'quieter' ways of making change by mentoring others and safely supporting their peers.</p> |
| <p>15. I am given opportunities to contribute to the shaping, updating and changing of online safety policies and procedures at my school. My school values my opinion.</p> <p>Additional information: It may help to ask students about the last time they were asked what they think about online safety at school.</p> | <p>The survey results show that students may not feel they are given opportunities to have a say in your school's online safety policies and procedures.</p> <p><u>Activities for students to take the lead in online safety Years 9-12</u> will help identify how you can incorporate the student voice to help shape your school's approach to online safety.</p> <p>It may also be helpful to check the Toolkit for Schools <u>Prepare</u> resources to help assess your school's current online safety practices.</p> | <p>The survey results show that students feel they are often given opportunities to have a say in the school's online safety policies and procedures.</p> <p>While each school will be at a different stage in its online safety journey, re-assessing and reviewing your practices is an important part of maintaining a safe and supportive environment. eSafety's <u>Online safety self-assessment tool</u> can provide tailored suggestions to help your school improve its practices.</p> |