Student voice survey Upper Primary
Educator Notes (Years 4-6)

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. At your school, the term 'online' could be better understood by students as 'on your devices', 'using technology' or other terminology used by your students. There are **alternative versions of this survey** available for Lower Primary and Secondary students, which you could use for students who have different learning needs.

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 thinks 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 when playing and working 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 learning experiences students have had at school. They ask them to think about what they learnt.

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 Kids I want help with webpages to contextualise the process and familiarise students with some of the online safety language and concepts. For more mature students, some advanced material from the eSafety Young People webpages may also be useful.

When you are ready to have students complete the survey, it will help to give them the following instructions:

- Don't write your name on the survey sheets.

- Respond on your own – don't check with others.

- Tell the truth – remember there are no right or wrong answers – all your responses will help us to keep our school's online environment safe.

The survey is designed to be completed anonymously and confidentially so students feel comfortable to express their own thoughts. Teachers will know how best to achieve this with their own classes. Some ways you might administer the survey include:

- completing the survey as a whole class with the teacher reading and discussing each statement, giving time for students to choose their response before going on to the next statement

- completing the survey in small groups, providing support as needed

- completing the three survey sections separately, depending on your students' age and stage.

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**
1. I feel comfortable expressing myself online. I make good choices about what I share and who can contact me. Additional information: This statement refers to whether a student feels comfortable about being themselves, not needing to act in ways that are different to their offline persona. Students may also need help clarifying the term 'online' and how they can protect their privacy to make them feel safer online (for example, having a strong password and thinking about what they post before they hit send).	The survey results show your students may need support in thinking about what they share online and the importance of protecting their digital identity. You can learn more about protecting privacy and digital identity in eSafety's information page <u>Your digital reputation</u>. You can use the following eSafety resources to help your students learn about protecting privacy and digital identity: • Activity 3 of the <u>Be Secure</u> education suite explores privacy and personal information. • Involve your students in the Research activities in <u>Engage 3 - Activities for students to take the lead in online safety (Years 4-8)</u>.	The survey results show your students often think about what they share online and the importance of protecting their digital identity. Extend your students' understanding by sharing tips from eSafety's Young People webpage about <u>Keeping your online accounts secure</u>. Continue the discussion at home by sharing a link to the eSafety Parents webpage <u>Privacy and your child</u>.

Statements and additional notes	Average scores of A or B	Average score of C or D
2. I know what to do and who can help if someone is bullying me or one of my friends or family online. Additional information: Students may need help understanding what online bullying looks and feels like.	The survey results show your students may need support to feel confident about helping a friend through an online incident. You can learn how to create a clear plan for your school so your students know what to do when an online incident occurs through the Respond section of <u>eSafety's Toolkit for schools</u>. You can use the following eSafety resources to help your students learn what to do if something negative happens online: • The <u>Keep It Sweet Online</u> slide deck covers identifying and reporting cyberbullying. • <u>Cybersmart Hero</u> looks at cyberbullying and how to be an upstander instead of a bystander.	The survey results show your students are confident to support a friend through an online incident and know what to do. Consolidate this confidence by talking to students about how to <u>report abuse to eSafety</u> and find out about available services and support. You can also explain the role of the police and other services such as <u>Kids Helpline</u>. Continue the discussion at home by sharing a link to the eSafety Parents webpages <u>Online safety basics</u> and <u>Cyberbullying</u>.
3. I am kind and respectful when I talk and share with others online. Additional information: Students may better understand this statement with some examples, such as making sure they don't leave people out in online games and being kind in online chats.	The survey results show your students may need to think about how they can help make the online world a more respectful and safer place. You can learn more about appropriate online behaviours in eSafety's <u>Cyberbullying fact sheet</u>. You can use the following eSafety resources to help your students learn about respectful online behaviour: • The <u>Keep It Sweet Online</u> slide deck covers identifying and reporting cyberbullying. • eSafety's videos <u>Protecting each other online</u> and <u>Good choices and good behaviour</u> explore the impact of bullying and exclusion online and offline.	The survey results show your students regularly think about how they can help make the online world a more respectful and safer place. To build on these skills, involve your students in the Teachers & Mentors activities in <u>Engage 3 - Activities for students to take the lead in online safety (Years 4-8)</u>. Continue the discussion at home by sharing a link to the eSafety Parents webpage <u>Good habits start young</u>.

Statements and additional notes	Average scores of A or B	Average score of C or D
4. I think about how much time I spend online and the types of activities I do. Additional information: Students may need examples of how time online can be managed so they can use their critical thinking skills to evaluate the value of their online activities.	The survey results show that your students may need support to balance their time online and the types of activities they do. You can learn more about managing wellbeing on eSafety's <u>Balance time online</u> page. You can use the following eSafety resources to help your students develop their skills to think critically about their online activities: • The <u>Making good choices online</u> slide deck and lesson plan teaches students to think, evaluate and choose well online. • The eSafety Kids webpage <u>I saw something online I didn't like</u> has tips for what to do if students come across something online that is not nice.	The survey results show that your students often assess their time online and think about the types of activities they do. To build on these skills, involve your students in the Evaluators activities in <u>Engage 3 - Activities for students to take the lead in online safety (Years 4-8)</u>. Continue the discussion at home by sharing a link to the eSafety Parents webpage <u>Time online</u>.
5. I am aware of my rights and responsibilities when I go online. Additional information: This statement asks students to think about the possible consequences of their online actions and understand that rules and guidelines are intended to help keep them safe, for example when they are gaming.	The survey results show that your students may not relate rules to the possible consequences of their actions online. You can learn more about rights and responsibilities online in eSafety's <u>The internet and the law</u> presentation. You can use the following eSafety resources to help your students develop their understanding of their rights and responsibilities in online activities: • Involve your students in the Decision Maker activities in <u>Engage 3 - Activities for students to take the lead in online safety (Years 4-8)</u>. • Use the Online Safety Classroom Agreement to co-write your classroom rules for the use of technology with your students.	The survey results show that your students are aware of their rights and responsibilities and the possible consequences of their actions online. To build on this knowledge, have a look at eSafety's Cybersmart Forever part of <u>Cybersmart Challenge</u> resources. Continue the discussion at home by sharing a link to the eSafety Parents webpage <u>Are they old enough?</u>

Statements and additional notes	Average scores of A or B	Average score of C or D
6. I think about the safety of others when I create online tools (for example, by protecting their identity in a survey). Additional information: This asks students if they consider safety when they create digital tools, for example protecting privacy and security when creating surveys, allowing screen names or avatars in STEM games they create.	The survey results show that your students may need support to consider online safety when creating online activities or games. You can learn more about including online safety in digital creations by exploring eSafety's <u>Safety by Design</u> principles and resources. You can use the following eSafety resources to help your students develop their understanding of their rights and responsibilities in online activities: • <u>The eSafety Guide</u> explores the safety features of many of the games and apps students use.	The survey results show that your students often consider the safety of users when creating online activities or games. To build on this knowledge, reflect on the Safety by Design resource <u>Our Vision: Young People</u> with your students, and maybe create your own vision statement. Continue the discussion at home by sharing a link to <u>The eSafety Guide</u> so parents can explore the safety features of many of the games and apps their children use.

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
7. The online safety lessons I have done make me think about being safe when I go online. Additional information: this statement asks students to think about how relevant their online safety lessons are to what they do online. For example, do they think about online safety when they are playing games?	The survey results show your students do not feel the online safety education they have received is relevant to the experiences they have online. You can review the content of your online safety lessons through using the <u>Educate 8 - STEPS Framework for selecting online safety programs</u>. You can use the following eSafety resources to help ensure your online safety lessons meet your students' needs and online experiences: • Use the <u>Online safety posters and conversation starters</u> to promote safety whenever students are online. • Use the <u>Be Secure</u> quiz to explore topics including: critical thinking, device safety, privacy and personal information, spending money online and getting help. Once they have completed the quiz students can complete an online security plan to help them stay safer online.	The survey results show that your students believe the online safety education they receive is relevant to the experiences they have online. Build on your students' involvement in their own online safety lessons by allowing them to explore <u>eSafety Kids</u> and find topics that interest them. Use this information to plan online safety lessons. Continue the discussion at home by implementing some of the family-related activities in <u>Engage 3 - Activities for students to take the lead in online safety (Years 4-8)</u>.
8. In class, we talk about how our differences can change our online experiences (for example, someone might be cyberbullied because they look different). Additional information: Students	The survey results show that your students need support in developing their awareness of the different experiences people from diverse communities can have online. You can learn more about the online experiences of people from diverse communities by exploring eSafety	The survey results show that your students are aware of the different experiences people from diverse communities can have online. Build on this awareness by discussing our reports <u>Protecting voices at risk online</u>, <u>Online hate speech</u>

Statements and additional notes	Average scores of A or B	Average score of C or D
might need help understanding why people from diverse communities may have bad online experiences (for example, someone might be cyberbullied because they look different or speak with a different accent).	**Diverse groups**, particularly our report **Protecting voices at risk online**. You can also engage with eSafety research about **Online hate speech** and **Young people's experiences with online hate, bullying and violence**. You can use the following eSafety resources to help your students learn about the different experiences people from diverse communities can have online: • **Be Deadly Online** resources 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.	and **Young people's experiences with online hate, bullying and violence**. These will help them understand in greater depth the negative experiences young people from diverse communities face online. Continue the discussion at home by implementing some of the family-related activities in **Engage 3 - Activities for students to take the lead in online safety (Years 4-8)**.
9. My teachers have taught me to think about what I see and hear online and ask questions to find out whether it is true or not. Additional information: Students can think about how they identify fake news and what they can do about it.	The survey results show that your students may need more support to look critically at content they see online. You can learn more about how to question online content by reviewing our page on **Fake news**. You can use the following eSafety resources to help your students question what they see or hear online: • Activity 1 of the **Be Secure** education suite explores critical thinking online. • **Cybersmart Challenge** has opportunities to explore critical thinking. • The eSafety Kids webpage **How do I know if something is fake?** can be used to talk about things students have seen online that seem misleading or worrying.	The survey results show that your students are confident in being able to critique the content they see and hear online. To build on this knowledge, involve your students in the Evaluator activities in eSafety's **Engage 3 - Activities for students to take the lead in online safety (Years 4-8)**. Continue the discussion at home by sharing a link to the eSafety Parents webpage **Taming the technology** so parents can consider the content their child is engaging with at home.

Statements and additional notes	Average scores of A or B	Average score of C or D
10. I talk to my teachers if something good or bad happens online (for example, if I unlock a new level on a Maths game, or if someone I know is being bullied online). Additional information: This statement is about how comfortable students feel to share with teachers the things they do or see online.	The survey results show that your students may not be comfortable talking with you about various aspects of their online experiences. While this may be their personal preference, it is important that students know they can come to you about any challenges they may have online. Participating in regular professional learning may also help you have sensitive conversations with your students about online safety issues. eSafety's <u>professional learning program</u> covers the latest online safety research, case studies and teaching strategies to help educators integrate online safety into their programs and student wellbeing planning.	The survey results show that your students often feel comfortable talking with you about various aspects of their online experiences. Check out our Toolkit for Schools <u>Engage</u> 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.
11. My teachers talk about what I can do if someone online makes me feel uncomfortable or unsafe (for example, if a stranger asks to be my friend online). Additional information: This statement refers to knowing how to respond to unwanted contact. You could also provide other examples, such as being asked to send mean messages to someone, being sent photos you don't like or being asked to meet an online friend in person.	The survey results show that your students may need support so they feel confident about responding to unwanted or unsafe contact online. eSafety's <u>Unwanted contact and grooming factsheet</u> provides educators with helpful information and links to resources to help young people deal with unwanted contact online. eSafety's <u>Respond 6 - Tips for supporting students involved in an online incident</u> provides practical tips to support the safety and wellbeing of students involved in an online safety incident. You can use the following eSafety resource to help	The survey results show that your students have been taught how to respond to unwanted contact online. Continue to strengthen this knowledge through using eSafety's <u>Respond 6 - Tips for supporting students involved in an online incident</u>. Continue the discussion at home by sharing a link to the eSafety Parents webpage <u>Unwanted contact and grooming</u>.

eSafety education

Statements and additional notes	Average scores of A or B	Average score of C or D
	your students feel confident about dealing with unwanted or unsafe contact: • **Cybersmart Detectives** explores strategies students can use in situations where they feel uncomfortable or unsafe online.	

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
12. I feel that my school believes online safety is an important part of my wellbeing. Additional information: Students may need to talk about what they know their school does to support online safety.	The survey results show that your students may not feel that their online safety is as important as their physical safety at school. Engage 3 - Activities for students to take the lead in online safety (Years 4-8) 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.	The survey results show that your students feel confident that their online safety is considered as important as their physical safety at school. Strengthen this confidence through the use of eSafety's Online posters and conversation starters to make your commitment to online safety visible throughout the school.
13. When we have lessons about being safe, we talk about how this looks online as well as offline. Additional information: It may help to ask students to recall lessons they have had about respectful relationships and to clarify the terms 'online' and 'offline'.	The survey results show that students are unable to identify lessons about respectful online relationships at your school. You can review the content of your online safety lessons using the STEPS Framework for selecting online safety programs.	The survey results show that lessons about respectful online relationships often happen at your school. Build on your students' knowledge by using the eSafety Kids section of our website to start conversations linking online and offline behaviours. Continue the discussion at home by sharing a link to the eSafety Parent webpage The hard-to-have conversations.

Statements and additional notes	Average scores of A or B	Average score of C or D
14. My school has steps in place in case something bad happens online (for example, if a student is being cyberbullied). Additional information: It may help to ask students if they can explain what to do if something goes wrong when they are online.	The survey results show your students may need support in understanding what to do if they see or hear about something inappropriate happening online. You can review the content of your online safety lessons through using the <u>STEPS Framework for selecting online safety programs</u>. This could be an opportunity to reflect on your school's policies and procedures for online safety incidents and how they are communicated. eSafety's <u>Checklist for developing policies and procedures</u> can assist with this.	The survey results show your students feel encouraged to speak up when they see or hear about something inappropriate happening online. To build on this, check out the <u>Keep it Sweet Online</u> slide deck about strategies for dealing with online risk. This explores the importance of young people having a handful of helpers they can turn to if something makes them uncomfortable online. Continue the discussion at home by implementing some of the ideas in the Toolkit for Schools <u>Engage</u> resources.
15. I am given opportunities to share my opinion about what our school does to keep us safe online. Additional information: It may help to ask students about the last time they were asked what they think about online safety at school.	The survey results show that students do not often feel they are given opportunities to have a say in your school's online safety policies and procedures. <u>Engage 3 - Activities for students to take the lead in online safety (Years 4-8)</u> will help identify how you can incorporate the student voice to help shape your school's approach to online safety. 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.	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. 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.

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