Student voice survey Lower Primary
Educator Notes (F-Year 3)

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 their 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.

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:

Yes: the student chooses this when they agree with the statement and they are confident this happens all the time.

Sometimes: the student chooses this when they agree with the statement and thinks this happens some of the time.

Not sure: the student chooses this when they are unsure what the statement means.

No: the student chooses this when they do not agree with the statement.

It is important to let students know that 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 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 playing with 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 have 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. An alternative version of this survey is available for Upper Primary students – you can copy and paste text from that 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 <u>Be an eSafe Kid</u> webpages to contextualise the process and familiarise students with some of the online safety language and concepts.

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 survey one-on-one with very young children over a few days

- 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 the school's policies. Always consider wellbeing, confidentiality, privacy and disclosure of personal information, and ensure appropriate safeguards are in place.

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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 safe when I play online. I listen to clues in my body when something online does not feel right. Additional information: Students may need help understanding the term 'online' and what sorts of things could make them feel unsafe online. They may need to talk about what they should do if something goes wrong when they are playing with digital technologies.	The survey results show your students may need support to help them identify when someone or something online is unsafe. You can learn more about how to help children recognise unsafe situations in eSafety's <u>Early Years professional learning</u> in the 'We say and share with technology' module. Talk to students about their right to feel safe online, clues that contact online is inappropriate or unsafe, and how to seek help. The <u>Keep It Sweet Online</u> slide deck about dealing with unwanted contact uses child-friendly scenarios to explore this topic.	The survey results show your students can identify when someone or something online is unsafe. To build on these skills, help students to identify increasingly complex examples of situations that might be unsafe online. Explore the eSafety Kids webpage <u>Things to watch out for with online friends</u> with students and discuss what students might do in games or other online situations if someone is making them feel uncomfortable. Continue the discussion at home by sharing 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 if someone bullies me or my friends online. Additional information: Students may need help understanding online bullying and that it is also called cyberbullying.	The survey results show that your students need support to ensure they know what to do if someone bullies them or their friends online. You can learn how to help children recognise unsafe situations in eSafety's <u>Early Years professional learning</u> in the 'We make and do with technology' module. Talk to students regularly about strategies for dealing with cyberbullying. The <u>Keep It Sweet Online</u> slide deck about identifying and reporting cyberbullying explores this topic.	The survey results show that your students know what to do if someone bullies them or their friends online. Encourage students to talk about the range of community helpers who are part of keeping the internet safer. Talk to students about what eSafety's <u>Report abuse</u> services do for the community, the role of the police and other services such as <u>Kids Helpline</u>.
3. I include my friends when I play online and I can help them if they are upset. Additional information: Students may need to talk about why they should include others in online games and how it feels if they are left out.	The survey results show that your students need support to ensure they feel comfortable being a supportive bystander, which we call an 'upstander'. You can learn more about how to help children support others online in eSafety's <u>Early Years professional learning</u> in the 'We say and share with technology' module. Talk regularly about the importance of including others online. Use the <u>Penguins</u> video to talk to your students about safe actions to take if they notice someone being cyberbullied. Encourage students to explore scenarios from different perspectives and discuss how it feels to be left out. <u>Sticks and stones</u> is a short video that explores the impact of bullying and exclusion online and offline.	The survey results show that your students try to include others when participating online and are developing strategies for being an upstander. To build on these skills, ask students to explore the <u>eSafety Kids</u> webpage <u>People are being mean to others online</u> and discuss a range of strategies to help support others who are experiencing cyberbullying.

Statements and additional notes	Average scores of A or B	Average score of C or D
	Use eSafety's **Be Kind teaching poster** to talk about ways students can be kind and respectful online.	
4. I talk about the things I do online and how they make me feel. Additional information: Students may need help understanding why it is important to be able to think critically about what they do online.	The survey results show that your students may have difficulty communicating the range of online and offline activities they value. You can learn more about how to help children think critically about what they do online in **eSafety's Early Years professional learning** in the 'We watch and explore with technology' module. Encourage students to list or brainstorm the things they enjoy online and offline. Create a room display showing the types of activities that are valued by students in the class. The eSafety Kids webpage **I saw something online I didn't like** has tips for what to do if students come across something online that is not nice.	The survey results show that your students can identify and communicate about online and offline activities that they value. To build on this knowledge, ask your students to share how they balance highly engaging online activities like **playing games** with other important activities in their lives.
5. I follow the class rules when I play on devices. Additional information: You may want to leave out this statement if your class does not have rules for devices yet.	The survey results show that your students may be unclear about some of the rules for using digital technologies at school. You and your students can learn more about the importance of rules for using technology by co-creating an Online Safety Classroom Agreement. Use the **Swoosh, Glide and Rule Number 5** picture book and **My Family Rules** song by Lah-Lah to help have the conversation about the responsible use of technology with your students.	The survey results show that your students can identify and follow the classroom rules for staying safe when using digital technologies. To build on this knowledge, use the **Be Secure** quiz to identify knowledge gaps in the areas of online safety and security.

Statements and additional notes	Average scores of A or B	Average score of C or D
6. I have ideas about how to make online games and tools safe for people to use. Additional information: Students may be creating surveys so considering privacy when creating these is a way to make their online tools safe. They may also require screen names or avatars in the games they create.	The survey results show that your students may need support to understand how digital games and tools can be made safer for users. You can learn more about including online safety in digital creations by exploring eSafety's <u>Safety by Design</u> principles and resources. Together with your students, you may like to explore the safety features of technologies they use. For example, how reporting functions make games safer. Use <u>The eSafety Guide</u> to explore the safety features of games and apps they are using.	The survey results show that your students think about creating games and digital tools that are safe for users. To build on this knowledge, reflect on the Safety by Design resource <u>Our Vision: Young People</u> with your students. Ask them to imagine a new technology or feature that would solve an online safety problem they have identified. 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.

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. My teacher talks with me about being safe and kind online. Additional information: This statement is about the regular discussions you have with your students about online safety both in online safety lessons and each time they use internet-connected devices.	The survey results show that your students would benefit from more time to talk about online safety. You can review the content of your online safety lessons through using the <u>STEPS Framework for selecting online safety programs</u> from eSafety's Toolkit for Schools. Have students complete the <u>Be Secure quiz</u>. The quiz covers 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 feel that they regularly talk about online safety in their learning. To build on this knowledge, you may like to encourage your students to explore <u>eSafety Kids</u> and find topics that interest them. Students can then create a presentation on a topic to help other students understand more about that aspect of online safety.
8. In class we learn about why it is important to include people offline and online. Additional information: Students might need help understanding the term 'offline'.	The survey results show that your students may need support to show empathy in online situations. eSafety's <u>cyberbullying factsheet</u> provides helpful information on the different types of cyberbullying behaviour including exclusion, and its impact on young people. You can learn more about the challenges young people from diverse communities face online by engaging with eSafety's research about <u>online hate, bullying and violence</u>.	The survey results show that your students understand the importance of showing empathy in online situations. Use <u>Activities for students to take the lead in online safety (F-Year 3)</u> to engage students in meaningful planning to include others in online spaces.

Statements and additional notes	Average scores of A or B	Average score of C or D
	You can also learn more about the online experiences of people from diverse communities by exploring eSafety **Diverse Groups**, particularly our report **Protecting voices at risk online**. Include online examples when teaching students about identity, friendships and wellbeing. **Cybersmart Hero** addresses the issue of cyberbullying and supporting others online.	
9. I learn to ask questions about things I see online. Additional information: Help students to understand this statement by providing examples where they question the validity of what they see online.	The survey results show that your students may need more support to question things they see online. You can learn more about how to question online content by reviewing our page on **Fake news**. Activity 1 of the **Be Secure** resources allows students to reflect on the critical thinking skills required to stay safe online, including strategies to guide them as they navigate the online world.	The survey results show that your students regularly question things they see online. To build on these skills, you may like to ask students to share ideas for spotting misleading information online. The eSafety Kids webpage **How do I know if something is fake?** can be used to help guide the discussion with your students.
10. I like to talk to my teacher about what I do online. Additional information: This statement is about how comfortable students feel to share with teachers the things they do online.	The survey results show that your students may need to feel more comfortable about talking with you about their online activities and experiences. You may like to consider scheduling regular time to talk with your students about their online experiences. Use the questions on page two of the **Activities for students to take the lead in online safety (F-Year 3)** to help you start the discussion.	The survey results show that your students feel they can talk to you about what they do online. To build on this, use **The eSafety Guide** together with your students to explore the safety features of games and apps they are using.

Statements and additional notes	Average scores of A or B	Average score of C or D
11. My teacher talks to us about the signs that someone online is unsafe to talk to. Additional information: Students may need to talk about how they know someone is safe to talk to online and what they should do if they feel uncomfortable.	The survey results show that your students require further information about identifying people who may want to harm them online, such as sexual predators. 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>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. Use <u>Cybersmart Detectives</u> to explore strategies students can use in situations where they feel uncomfortable or unsafe online. This resource also explores online friendships and how people online may pretend to be someone else.	The survey results show that your students are starting to identify safe and unsafe contact online. They may benefit from further exploring the signs that someone may want to harm them online, such as a sexual predator. To build on this, encourage students to explore ways to protect themselves from unsafe or unwanted contact. The eSafety Kids webpage <u>Someone is contacting me and I don't want them to</u> explores the types of contact that are inappropriate and what do about them.

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 think my school believes that online safety is important. 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 online safety is important at school. Check out eSafety's <u>Education action plan</u> which will help your school consider its current approaches to online safety, as well as offering suggestions to improve online safety teaching practices. Also check the Planners and Researchers activities in <u>Activities for students to take the lead in online safety (F-Year 3)</u>. These activities can create opportunities for students to participate in your school's approach to online safety education.	The survey results show that your students feel that online safety is important at school. To build on this, check out the Evaluators activities in <u>Activities for students to take the lead in online safety (F-Year 3)</u>. These activities can create opportunities for students to undertake and deliver reflections on learning and behaviour online.
13. We have lessons about being a good friend, online as well as offline. Additional information: It may help to ask students to recall lessons they have had about how to be kind online and why it is important.	The survey results show that your students may need more support understanding the importance of respectful relationships online. They might need help applying friendship skills to online situations. Check out <u>Cybersmart Hero</u>. The lesson looks at cyberbullying and identifies key issues such as respectful online behaviour and how to be an upstander instead of a bystander.	The survey results show that your students understand the importance of respectful relationships and supporting others online. To build on this, check out the Researchers activities in <u>Activities for students to take the lead in online safety (F-Years 3)</u>. These activities can create opportunities for students to research their school community to understand the experiences of others online.

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Statements and additional notes	Average scores of A or B	Average score of C or D
14. My school encourages me to tell a teacher if something bad happens online. 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 that your students may not be aware that they can approach a teacher if they see or hear about something bad happening online. 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 that your students are aware that they can speak with a teacher if they see or hear about something bad happening online. To build on these skills, 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.
15. My teachers ask me what I think our school should do 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 your students may feel they do not have a say in your school's online safety policies and procedures. Check out the Decision Makers activities in <u>Activities for students to take the lead in online safety (F-Year 3)</u>. These activities can create opportunities for students to partner with school staff to make decisions on a range of issues that can affect them, including classroom online safety activities and school policies.	The survey results show that your students feel they have a say in the school's approach to online safety. 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.