Teacher professional learning program evaluation report

ORIMA Research report on qualitative and quantitative findings from the evaluation of the eSafety Commissioner's teacher professional learning program

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Contents

Key findings snapshot

eSafety provides a professional learning program for teachers which covers the latest online safety research, case studies and training strategies to help integrate online safety into student wellbeing and curriculum planning.

This evaluation report presents evidence that these webinars are highly valued by participating teachers. Almost all participating teachers report that the webinar was useful in enabling them to embed online safety into their teaching.
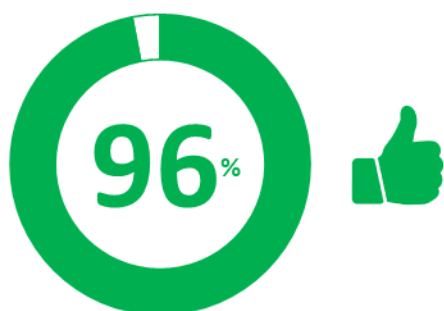
96%
Of attendees were satisfied with the eSafety learning program

(Q19, n=95)

"
[The webinar] is a great benefit for everyone. It educates you on what goes on, what you can do, who to report to and how to deal with it. It's got lots of great things going for it."

Primary school teacher/early childhood educator

Respondents were confident in handling an online safety incident involving a young person after attending the webinar

Slightly confident 4%
Extremely confident 24%
Somewhat confident 38%
Very confident 34%

(Q12a, n=95)
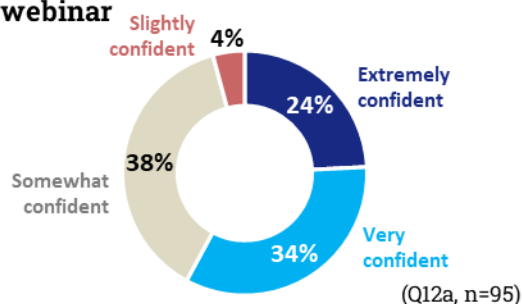
The webinar increased teacher confidence to help young people report online incidents
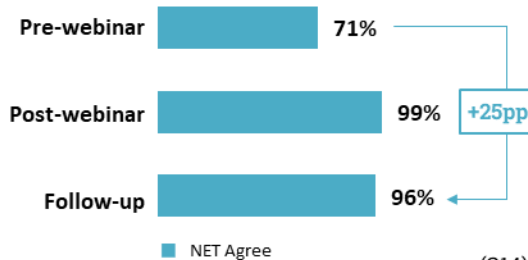
Pre-webinar 71%
Post-webinar 99% +25pp
Follow-up 96%

■ NET Agree

(Q14)

Evaluation results

Evidence of learning:		Exceeds expectations
Evidence of confidence:		Exceeds expectations
Evidence of intent to implement:		Exceeds expectations
Evidence of behaviour change:		Meets expectations
Evidence of reach:		Meets expectations

Executive summary

eSafety provides a webinar-based professional learning program for teachers which covers the latest online safety research, case studies and training strategies to help teachers integrate online safety into student wellbeing and curriculum planning.

ORIMA Research conducted qualitative and quantitative research with webinar participants to evaluate the 2021 professional learning program. The evaluation assessed the impact of the webinars on five criteria: learning among webinar participants, confidence to teach online safety topics, intention to transfer learnings into practice, behaviour change and program reach.

Overall, the evaluation found that the webinar was a highly valued professional learning opportunity due to the quality of the program and the importance of the topic of online safety. Almost all qualitative participants and survey respondents (96%) indicated that they were satisfied with the eSafety professional learning program.

The research found that the webinar program met or exceeded expectations on all five evaluation criteria.

1. Evidence of learning

Exceeds expectations: 90+% of survey respondents answer at least two questions correctly

Overall, participants reported that the webinar content was pitched at a level appropriate for all participants, and most reported learning something new. Almost all teachers (97%) were able to answer at least two of the four 'evidence of learning' questions correctly in the follow-up survey, demonstrating good knowledge retention.

2. Evidence of confidence

Exceeds expectations: 90+% of survey respondents agree that they are confident embedding online safety concepts in their work. All qualitative participants reported that they felt (or would feel) more confident dealing with online safety issues as a result of the webinar

The follow-up survey demonstrated that two months after completing the eSafety webinar all respondents (100%) were confident embedding online safety concepts in their work. These results indicated an improvement in overall confidence in comparison to results from the survey conducted prior to participation in the

webinars (86%). Two in three respondents reported being extremely confident (24%) or very confident (34%) in handling online safety incidents.

This increased confidence was also reported by qualitative research participants, who attributed it to the webinar's success in increasing their knowledge of eSafety and its capabilities; raising their awareness of resources, tips and advice; and increasing their awareness of online safety risks and thresholds for concerning behaviour.

3. Evidence of intent to implement

Exceeds expectations: 90+% of respondents agree that they will implement what they learnt in their professional setting

Almost all respondents to the follow-up survey (95%) indicated that they intended to implement what they had learnt in the webinar in their professional setting, or to continue implementing what they had learnt (for those who had already started).

The qualitative research explored why participants had not yet implemented changes. Reasons included schools having specific plans and timing for coordinating their approach to online safety, and teachers not yet having the opportunity to implement changes.

4. Evidence of behaviour change

Meets expectations: 60+% of respondents perform two actions from the following list: included eSafety in their teaching; shared eSafety knowledge; accessed eSafety website resources

Three in four survey respondents (77%) reported implementing at least two new actions in relation to online safety in their professional setting in the two months since their participation in the webinar. The most common action taken by respondents was sharing resources and knowledge about online safety (80%). Many had also promoted the reporting portal (60%), included online safety in their teaching practice (58%), or accessed eSafety website resources (52%).

Qualitative participants reported that several aspects of the webinar had supported them to implement what they had learnt following the webinar. These included realistic examples for incorporating online safety content into lessons, having specific references to age-appropriate resources, and having access to links and readings after the webinar.

5. Evidence of reach

✓   **Meets expectations:** Within ±20% of average webinar attendance for the full-year period 2017–2020

In 2021, 2,542 people attended the eSafety professional learning webinar, which met expectations based on the average participation level for the previous years the webinars have been running (1,713). Participation numbers were close to the threshold for exceeding expectations (2,570).

1.   Introduction

A. Background

The eSafety Commissioner (eSafety) is Australia's national independent regulator for online safety. eSafety's Education, Prevention and Inclusion team provides a professional learning program for teachers. This webinar-based program covers the latest online safety research, case studies and training strategies to help teachers integrate online safety into student wellbeing and curriculum planning. The webinars have been running since 2017 and cover different topics each year. Some participants return to complete the webinars annually. In 2020, 4,231 participants completed the program. The webinars were initially intended for teachers; however, the target audience has recently expanded to also include counsellors, psychologists, and other teaching and support staff.

The aims of the program are to equip participants to:

- understand the key skills young people need to protect themselves from online risks

- identify resources to support online safety education

- recognise current trends in technology and online safety research.

Once completed, participants are provided with a certificate for 2 hours of professional learning (ACT teachers receive TQI [Teacher Quality Institute] accreditation).

The 2021 webinars ran from April to November and covered the following specific topics:

- online harmful sexual behaviours

- misinformation

- emerging technologies.

In March 2021, ORIMA Research was commissioned by eSafety to provide evaluation services for its 2021 professional learning program.

> ### Description of professional learning webinars
>
> To register for a webinar, attendees complete and submit an electronic registration form which includes a brief **pre-program survey**.
>
> The program is then delivered via:
>
> - 1.5 hours of live **webinar** participation utilising the GoTo Webinar platform
> - 30 minutes of **assigned readings** and an **assessment quiz**.
>
> Attendees are given unlimited opportunities to select the correct answer in the assessment. At the end of the assessment, attendees complete the **post-program survey** questions.

B. Research objectives

The objectives of the evaluation were to:

- provide evidence of the effectiveness of the professional learning being provided as part of the program
- demonstrate to internal and external stakeholders the extent of the program's effectiveness (eSafety's senior executive management group and state and territory education departments)
- assist with the continued improvement of the program's content for future years, including refinement of the evaluation rubric.

Specific evaluation questions were as follows:

- Were learners more confident in their ability to address the issues presented during the program in their own professional settings?
- How likely are participants to implement what they learnt in the program in their own professional settings?
- Did participants demonstrate increased knowledge related to the program content?
- Have participants' practices changed since completing the program?

C. Research methodology

The evaluation research consisted of the following components:

- analysis of pre- and post-webinar survey data collected by eSafety.

- qualitative research with webinar attendees

- an online quantitative follow-up survey with webinar attendees

Quantitative methodology

Quantitative results in this survey comprise data from:

- **pre-webinar** data collected when respondents registered for the eSafety webinar, which measured baseline levels of confidence in embedding online safety in teaching and reporting online safety issues (n=1,466)

- **post-webinar** data collected through eSafety's post-webinar activity, measuring knowledge, confidence and intent to implement immediately after the session (n=1,167)

- a **follow-up survey** sent to participating teachers at least eight weeks after their participation in the webinar to test for longer-term impact of the webinar, including knowledge retention and sharing, behaviour change, and implementation (n=95).

A more detailed description of the research methodology is included In Appendix A.

Qualitative methodology

The qualitative research was conducted via **two online focus groups** of 1.5 hours duration and **five online in-depth interviews** of 1 hour duration. Research participants were relevant professionals who had attended an eSafety webinar for the first time in April 2021. The research sample was recruited via an expression of interest process and included coverage of the following target audiences:

- primary school teachers and early childhood educators

- secondary school teachers

- school leaders

- wellbeing and pastoral care coordinators

- school counsellors and psychologists.

Participants from a range of different states, types of schools (i.e. government, independent and Catholic) and demographics were included in the research design, as shown in Appendix A.

Evaluation rubric

eSafety developed a rubric to inform the program evaluation, which detailed the sources of information and 'standards' to be assessed via the evaluation research. ORIMA Research provided additional input into the rubric, based on our experience in conducting evaluations and our expertise in measuring evaluation standards. The follow-up survey included questions to test knowledge and retention, as well as confidence measures to address the specific evaluation standards. A summary of the evaluation rubric is provided overleaf and the full evaluation rubric is provided in Appendix B. Recommendations for data collection and sources to support future evaluations are included in Section 9.

Criteria	Standard			
	✔✔ **Exceeds expectations**	✔ **Meets expectations**	✖ **Does not meet expectations**	∼ **Insufficient evidence**
Evidence of learning:	90+% of respondents answer at least two out of four questions correctly Almost all participants report that they learnt something new or gained more in-depth knowledge through the webinar	60+% of respondents answer at least two out of four questions correctly Many (more than half) participants report that they learnt something new or gained more in-depth knowledge through the webinar	Less than 60% of respondents answer two out of four questions correctly Few (a quarter or less) participants report that they learnt something new or gained more in-depth knowledge through the webinar	
Evidence of confidence:	90+% of respondents agree that they are confident embedding online safety concepts in their work All participants report that they felt (or would feel) more confident dealing with online safety issues as a result of the webinar	60+% of respondents agree that they are confident embedding online safety concepts in their work Many (more than half) participants report that they felt (or would feel) more confident dealing with online safety issues as a result of the webinar	Less than 60% of respondents agree that they are confident embedding online safety concepts in their work Most (three-quarters or more) participants report that they did not feel (or would not feel) more confident dealing with online safety issues as a result of the webinar)	
Evidence of intent to implement:	Post-webinar survey measure (90% of respondents agree that they will implement what they learnt in their professional setting)	Post-webinar survey measure (60% of respondents agree that they will implement what they learnt in their professional setting)	Post-webinar survey measure (less than 60% of respondents agree that they will implement what they learnt in their professional setting)	
Evidence of behaviour change:	90+% of respondents perform two actions	60+% of respondents perform two actions	Less than 60% of respondents perform two actions	
Evidence of reach:	Above 20% of average webinar attendance for full-year period 2017–2020[1]	Within +/− 20% of average webinar attendance for full-year period 2017–2020	Below 20% of average webinar attendance for full-year period 2017–2020	

D. Presentation of findings

Quantitative findings

The term '**respondents**' is used throughout this report to refer to those who participated in the quantitative research.

Percentages in this report are based on the total number of valid responses made to the question being reported on. Percentage results throughout the report may not sum to 100% due to rounding.

Base sizes may vary for questions asked of the same respondents due to respondents being able to select 'Prefer not to say' (or similar) throughout the survey. (These responses were treated as missing in most cases – that is, they were removed from the valid response base.)

Qualitative findings

The term '**participants**' is used throughout this report to refer to those who participated in the qualitative research.

The following terms used in the report provide a qualitative indication and approximation of the size of the target audience who held particular views:

Most – refers to findings that relate to more than three-quarters of the research participants.

Many – refers to findings that relate to more than half of the research participants.

Some – refers to findings that relate to around a third of the research participants.

A few – refers to findings that relate to less than a quarter of the research participants.

Participant quotes have been provided throughout the report to support the main results or findings under discussion.

Limitations

The opt-in nature of the recruitment process should be considered when interpreting the results, as this approach is likely to select for those who are more engaged with the topic. The achieved sample is, however, broadly comparable to

the overall population of webinar attendees, with similar distributions of state of respondents and education sector.

A more detailed description of the presentation of findings is included in Appendix C.

2. Overall findings about the teacher professional learning program

A. Overall value and quality of webinar

Almost all qualitative participants and survey respondents (96%) indicated that they were satisfied with the eSafety professional learning program.

Figure 1: Overall satisfaction with the eSafety professional learning program
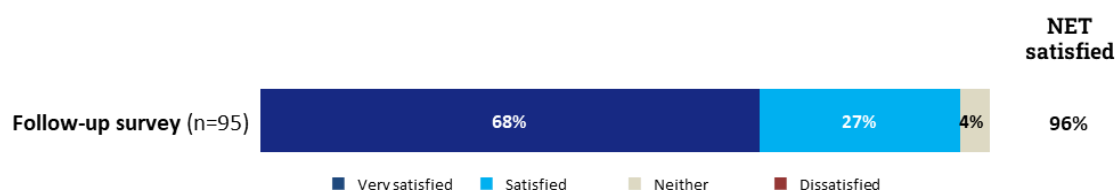
[Follow-up survey] Q19. Overall, how satisfied or dissatisfied are you with the eSafety professional learning program? Base: All (n=95)

Qualitative participants reported the following perceptions of the program:

- **Relevant and interesting content** – most participants reported that the issues covered in the webinar were either relevant to the young people they work with now or were issues they felt may arise in future. A few participants working in the primary school setting reported that it can be challenging to find resources relevant for primary-aged children, so they appreciated that the majority of the content was relevant for this age group and age-appropriate resources were referenced.

> *I liked that the [webinar] was a broad overview of a lot of different things. It was interesting and definitely worthwhile." —**Primary school teacher/early childhood educator participant***

- **Appropriate breadth and depth** – most participants felt the webinar provided an effective overview of the topics, and that the readings and resources enabled them to develop further knowledge in areas of interest and to support follow-up action. However, a couple of participants who had recently graduated reported that they wanted more detailed coverage of some areas, as they already knew the basics from their university training or their own experiences.

- **Appropriate framing and tone** – most participants felt that the webinar achieved an effective balance between presenting online safety risks and acknowledging the positive aspects of technology. Participants felt this was

appropriate given that the technology is a central part of most people's lives now and has many benefits. In addition, participants valued that the webinar promoted a proactive and preventative approach that supported students by sharing positive education opportunities, not just information about how to respond when an incident has occurred.

> " *I liked the tone, too; it wasn't all doom and gloom … There are positive applications as well."* —**Primary school teacher/early childhood educator participant**

- **Reinforced and raised the importance of online safety** – most participants felt that the webinar had been a valuable reminder of the need to consider students' online safety and to continually embed online safety into their education practices. While most were aware that it was an issue, the webinar helped to bring it top of mind in a constructive and useful way. For a couple of participants, it prompted general interest and further engagement with the topic, such as listening to podcasts about online safety and independent research.

B. Key findings about the webinar style and format

Overall, participants reported that the format and style of the webinar was effective, engaging and convenient. They provided the following specific feedback about the webinar:

- **Easy to understand and engage with** – participants reported that this was achieved through the use of simple language and clear visuals, and the conversational style of the presenter. Most participants commented that the assessment had been straightforward and not particularly challenging. Many participants reported engaging with the readings, and a few saved them for future reference.

- **Appropriate duration** – most participants felt that 1.5 hours was an appropriate and reasonable time commitment for a webinar. They felt this duration achieved a balance between allowing for a range of issues to be covered and supporting focus and attention.

> 66 *An hour, hour and a half, is a good amount of time … The way they organised [the webinar] was good, it kept me engaged." —***School psychologist/counsellor participants**

- **Interactive opportunities, including polls and opportunities to use the chat function –** participants reported that these supported reflection, engagement and learning. Many participants commented that they had contributed suggestions or questions, and most had read at least some of the comments. These participants found the suggestions raised by other educators in similar situations to them particularly valuable. However, a few participants reported that they had difficulty keeping up with the chat during the presentation and had wanted the opportunity to read the content more thoroughly. A couple of participants had also had difficulty viewing the chat function in the GoTo platform (i.e. the chat box was cropped or too small). As such, they found it useful when the presenter read out comments.

> 66 *With approximately 100 people [at the webinar], there were some amazing ideas coming up and teachers sharing what they are already sharing in the classroom." —***Secondary school teacher participant**

C. Motivators for participating in the webinar

The research found that most participants were driven to engage in professional learning to meet their required professional development hours. Most participants reported that they were particularly interested in professional development opportunities related to online safety given its prominence as an issue facing young people and the rapidly evolving nature of the online world.

Participants reported the following reasons for participating in this specific webinar:

- They wanted to keep up to date with changes to the online environment and safety risks for their students, including due to recent online safety incidents among the young people they work with.

> 66 *Knowledge is power, and you don't want to be on the back foot." —***Pastoral care coordinator participant**

- They identified online safety as a personal area of weakness or limited knowledge. This included those returning to teaching after time away from the

profession and whose roles were increasingly relying on online learning approaches.

- They were in a role with direct relevance to the subject matter – for example, IT/technology-based or wellbeing roles.

- It was recommended to them by a colleague.

Some participants were highly familiar with eSafety and had previously used its resources or programs. These participants reported that they viewed eSafety as a trusted, credible and valued source of information about online safety. This perception was driven by:

- the government-based nature of eSafety

- the research-based nature of eSafety's programs and resources

- the quality and relevance of resources used.

3. Evidence of learning

Summary

Quantitative standard

✅✅ **Exceeds expectations**: 90+% of respondents answered at least two questions correctly

Answered two out of the four questions correctly	**97%**
Could provide examples of digital harms (Q20)	**96%** (provided at least one example)
Could identify steps to help students with an online safety problem (Q21)	**100%**
Could identify all examples of harmful online sexual behaviours (Q22)	**76%**
Could identify teaching activities (Q23)	**75%** (provided examples of how they would include online safety in their teaching)

Qualitative standard

✔ **Meets expectations:** Many participants reported that they learnt something new or gained more in-depth knowledge through the webinar

Overall, almost all teachers (97%) were able to answer at least two of the four 'evidence of learning' questions correctly in the follow-up survey, demonstrating good knowledge retention. Two in five (38%) were able to answer all questions correctly. These findings could be made more robust by comparing the results with similar questions asked during the post-webinar survey. Currently, this data is not captured.

Based on this, the webinar **exceeded expectations based on the quantitative measures**.

The qualitative research found that the webinar content was pitched to an appropriate level given the participants' differing levels of baseline knowledge about online safety. Most participants reported that they had learnt something new, or gained greater understanding of online safety concepts, from the webinar. However, a few (those who had recently finished their training or were highly involved in online safety) reported that they had not learnt anything new as they were already highly informed about these issues.

Based on this, the webinar **met expectations based on the qualitative measure**.

Awareness and understanding of risks online

Qualitative research participants identified the following as new areas of learning:

- the range and nature of emerging technologies (e.g. haptic suits, virtual reality, deep fakes and end-to-end encryption) and how these may present risks to young people

> *What I learnt was about the virtual reality gaming system ... where does reality stop and start in regards to the gaming and danger ... I never thought about it before."* —***Secondary school teacher participant***

- the range of misinformation that exists online
- the different ways that predators may approach young people online.

Survey respondents were asked to provide three examples of digital harms. Almost all respondents (96%) provided at least one example of a digital harm, while many (77%) could provide three examples. Respondents most commonly cited bullying (54%), grooming (26%) and misinformation (22%) as examples of digital harms. Fewer respondents cited scamming (12%) and pornography (9%) as examples.

When asked to identify examples of harmful online sexual behaviours from a list, three in four respondents (76%) could identify all examples. There were some potential digital harms (such as playing online games with strangers) which were misattributed to harmful online sexual behaviours, but largely respondents demonstrated strong knowledge retention in this area. This shows that respondents had learnt and retained knowledge from the webinar.

Figure 2: Identification of harmful online sexual behaviours

✓	Pressuring others to send intimate images	98%
✓	Accessing pornography	94%
✓	Posting images without consent	91%
✓	Sexist name calling	88%
✗	Playing online games with strangers	28%
✗	Asking for relationship advice from friends on social media	7%
✗	Making posts on social media	6%
✗	Searching for health information on Google	1%

■ Correct   ■ Incorrect
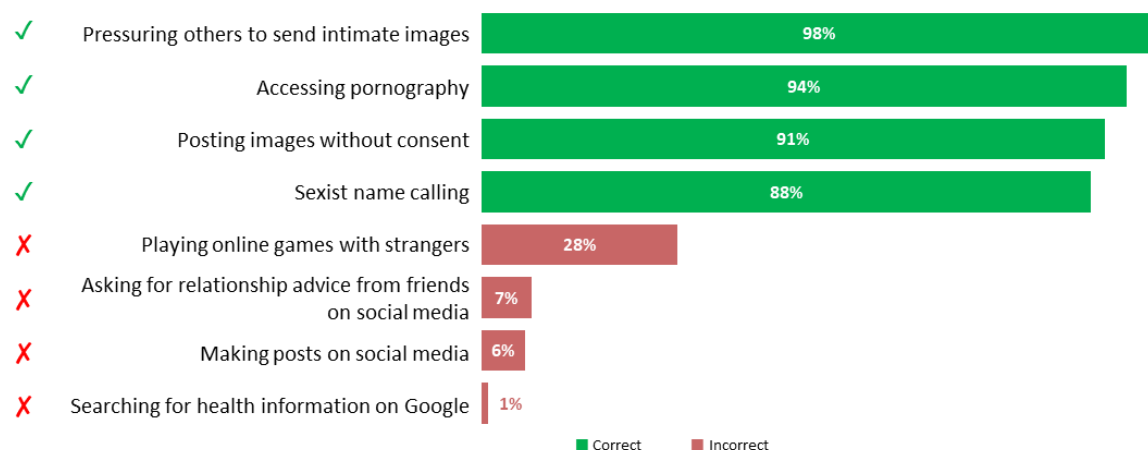
[Follow-up survey] Q22. Which of the following are examples of harmful online sexual behaviours? Base: All (n=95)

Knowledge about how to support young people

Qualitative research participants reported the following areas of learning in relation to how they can support young people online:

- the range of resources and functions provided by eSafety, including the availability of the reporting portal, the ability to have online content removed, and the range of topics covered and audiences catered for in their resources

> " *I hadn't known about eSafety and the website before … In my society and culture class, when we talked about some of those things, I was able to tell the students about the reporting portal."* —**Secondary school teacher participant**

- strategies for teaching student's enquiry skills in relation to navigating misinformation online

- strategies for responding to cyberbullying.

In the follow-up survey, respondents were presented with a scenario of a student experiencing an online abuse issue. (This example was also included in the post-webinar quiz.) In response to this scenario, all respondents (100%) correctly identified at least one of the three possible steps they could take to help. However, some respondents (16%) reported that they would relay specific student experiences as an example for other students, which may not always be appropriate.

Figure 3: Knowledge of steps to take to help students with online safety issues

Ben, aged 12, took photos of himself 'mooning' in the mirror and sent them to his friend Ewen on Snapchat. Ben received a notification that Ewen took a screenshot of the photo before it disappeared. Ben then saw the image on Ewen's Instagram page. Ben is distressed and comes to you for help. He does not want to tell his parents as they do not know he has Snapchat. What steps can you take to help?

✓	Help Ben report to Instagram and eSafety's image-based abuse team, if needed.	91%
✓	Talk to students involved about strategies for seeking help, support networks (including parents), Kids Helpline and online resources.	89%
✓	Talk to Ben and Ewen about the social media terms and conditions, laws and social expectations that govern online behaviour.	88%
✗	Use the example of Ben and Ewen as a lesson to teach their fellow students about the consequences of their actions	16%

■ Correct   ■ Incorrect

[Follow-up survey] Q21 What steps can you take to help? Base: All (n=95)

Respondents were also asked to provide an example of how they would include online safety learning in their future teaching activities. Three in four respondents (75%) provided an example of how they would do so.

Of these respondents, most (65%) provided detailed examples, such as:

- *'Provide de-identified examples of what has happened[;] provide information about how to report safety issues.'*

- *'In a Science term assessment, Y5–6 students are directed to use reliable sources of information. When introducing the task, teacher needs to have discussions on how to identify reliable sources (e.g. websites), clickbait, misinformation, etc.'*

- *'I would design a lesson around how to use different strategies to help students seek help, how our actions have consequences and what to do if they need to report harmful content or unwanted content.'*

Some respondents (10%) only provided more general responses, such as 'use examples', 'with advice' or 'information posters'.

Overall, these results demonstrated that, following the webinar, respondents were able to identify opportunities to support students online.

4. Evidence of confidence

Summary

Quantitative standard

✔✔ **Exceeds expectations:** 90+% of respondents agreed that they are confident embedding online safety concepts in their work

Confidence embedding online safety concepts in work (Q13)	**100% Agree** (40% strongly agree, 60% mainly agree)
Confidence in showing young people how to report online incidents to eSafety (Q14)	**96% Agree** (35% strongly agree, 61% mainly agree)

Qualitative standard

✔✔ **Exceeds expectations:** All participants reported that they felt (or would feel) more confident dealing with online safety issues as a result of the webinar

Confidence educating about online safety

The follow-up survey demonstrated that two months after completing the eSafety webinar, all respondents (100%) were confident in embedding online safety concepts in their work (40% strongly agree, 60% mainly agree). This result is on par with results from the post-webinar survey (99%), although the strength of agreement declined somewhat over the two months. Importantly, however, these results showed an improvement in overall teacher confidence levels in comparison to the pre-webinar survey (86%).

> For this measure, the webinar **exceeded expectations based upon the quantitative standards**.

Figure 4: Teacher confidence in embedding online safety concepts in their work

	NET Agree
Pre-webinar survey (n=1,466) — 26% Strongly agree, 60% Mainly agree, 12% Mainly disagree, 2% Strongly disagree	86%
Post-webinar survey (n=1,165) — 53% Strongly agree, 47% Mainly agree	99%
Follow-up survey (n=94) — 40% Strongly agree, 60% Mainly agree	100%

■ Strongly agree   ■ Mainly agree   ■ Mainly disagree   ■ Strongly disagree
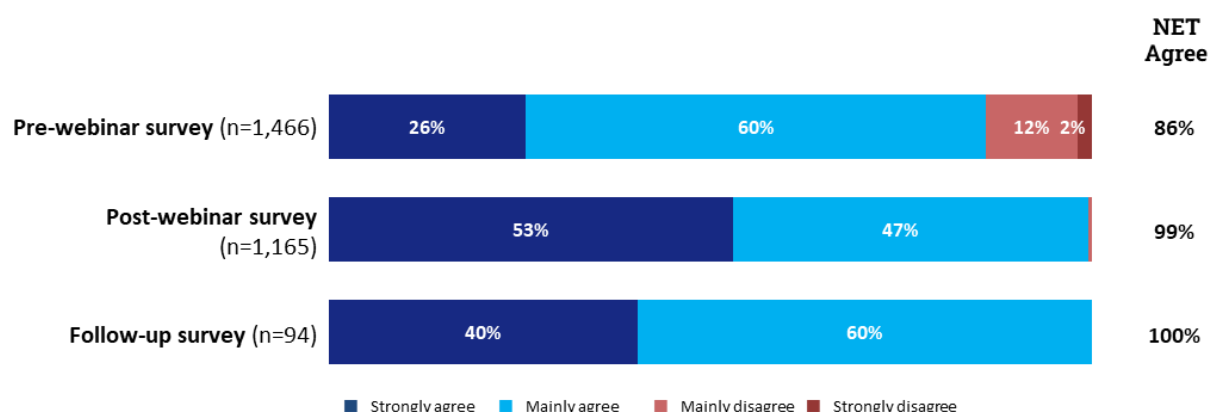
[Pre-webinar survey] Q: I am confident embedding online safety concepts in my work.
[Post-webinar survey] Q11: I am confident embedding online safety concepts in my work.

Consistent with this finding, all qualitative participants reported feeling more confident in educating students about online safety after attending the webinar. Even participants who had felt confident prior to the webinar reported feeling reassured that their knowledge was up to date.

> " *I like to think I had a fair amount of knowledge previously, but … [the webinar] increased my confidence and also gave me confidence to look for more information on the topics as well." —***Primary school teacher/early childhood educator participant**

Qualitative participants reported that their increased confidence in educating students about online safety was due to the following aspects of the webinar:

- **It improved their knowledge and understanding of online safety issues** – participants reported they were more confident in identifying opportunities to educate students about online safety, and in discussing the topic. A few participants also reported that the webinar had given them the 'language' to talk about online safety.

- **It provided a reliable and trusted source of information and evidence** – participants reported they could reference this credible information and evidence when teaching and sharing online safety information.

- **It increased their knowledge and awareness of different teaching strategies and resources** – participants reported gaining this knowledge and awareness through the suggestions shared by other webinar attendees and the age-appropriate resources referenced during the webinar.

Confidence in responding to online safety issues

Follow-up survey respondents were asked how confident they would be in handling an online safety incident. Respondents commonly reported being extremely confident (24%) or very confident (34%) in handling online safety incidents. Few respondents (4%) felt only slight confidence in their ability to handle online safety incidents. Of these respondents, none had experienced an online safety incident following the webinar, which may indicate that they need experience of handling these issues before feeling confident.

Figure 5: Confidence in handling online safety incidents

Legend:
- Extremely confident
- Very confident
- Somewhat confident
- Slightly confident
- Not confident at all
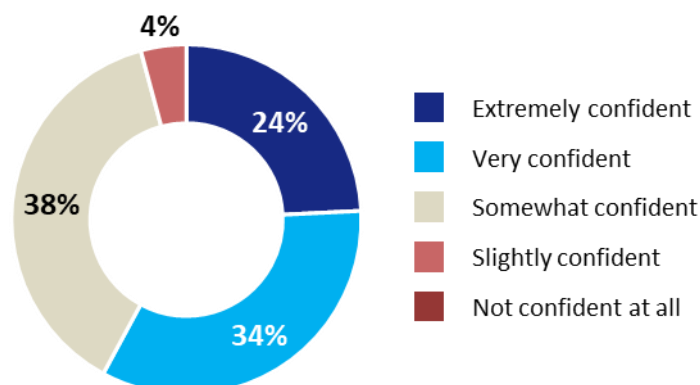
[Follow-up survey] Q12a. How confident were you in knowing how to handle this incident? Base: All (n=95)

Few respondents (18%, n=17) had come across an online safety incident between their participation in the webinar and their completion of the follow-up survey. For those that had, the webinar had been extremely useful (24%) or very useful (65%) in preparing them to deal with the incident.

Figure 6: Experiences with online safety incidents after participating in the webinar

18% Had come across an online safety incident following the webinar

Usefulness of webinar in preparing for this type of incident

Legend:
- Extremely useful
- Very useful
- Somewhat useful
- Not useful at all
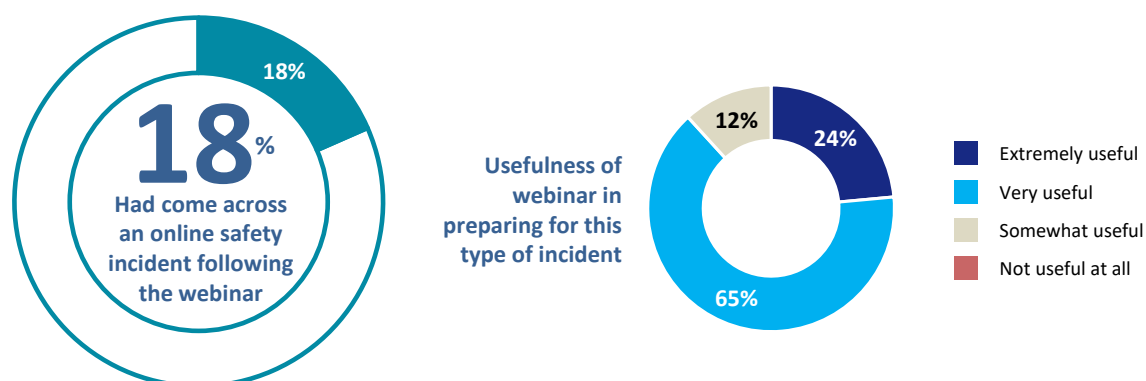
[Follow-up survey] Q12. Since you participated in the eSafety webinar, have you come across an online safety incident involving a young person you work with? Base: All (n=95)
[Follow-up survey] Q12b. How useful was the eSafety webinar in preparing you to handle this type of incident? Base: Experienced an online safety incident (n=17)

Similarly, in the qualitative research only a few participants reported they had dealt directly with an online safety issue since the webinar. Those who had dealt with an incident felt the webinar had made them more confident in managing the situation. Among those participants who had not dealt directly with an issue, almost all felt they would be more confident responding in future.

Based on this, the webinar **exceeded expectations based on the qualitative measures**.

Participants attributed their increased confidence in dealing with online safety issues to the webinar in the following ways:

- **It increased their knowledge of eSafety and the functions it provides** to address online safety incidents – such as the reporting portal and the ability to have online content removed. Many participants reported that this assured them there were tangible steps they could take to support students.

- **It raised awareness of resources and provided tips and advice** for responding to incidents (e.g. they don't need to view offending materials directly). Many participants valued the information provided and felt reassured that they knew where and how to access these resources if an incident occurred.

- **It increased their awareness of the risks and thresholds for concerning behaviour** – a few participants with limited knowledge of online safety reported that the webinar improved their ability to identify issues and respond appropriately. In addition, a few participants who had had multiple teachers from their school attend the webinar reported that it had assisted in developing a common understanding of what online safety risks look like and when to step in.

Evidence of confidence: Case study

Adam[1], a secondary school teacher and wellbeing coordinator, had a student report a cyberbullying incident to him soon after he had attended the webinar. To assist in managing the situation, Adam advised the student to document the incident through screenshots – a strategy he was unaware of before the webinar. He reported that being able to suggest a tangible and useful action to the student made him feel more confident in handling the situation.

The post-webinar survey found that almost all respondents (99%) were confident in showing young people how to report online safety incidents. This confidence was largely maintained through to the follow-up survey two months later (96%). These results demonstrate an overall strong increase in confidence in reporting online safety incidents after participation in the webinar.

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[1] Name changed.

Figure 7: Teacher confidence in showing young people how to report incidents

NET
Agree

Pre-webinar survey (n=1,466)	26% · 60% · 12% 2%	86%
Post-webinar survey (n=1,165)	53% · 47%	99%
Follow-up survey (n=94)	40% · 60%	100%

■ Strongly agree ■ Mainly agree ■ Mainly disagree ■ Strongly disagree
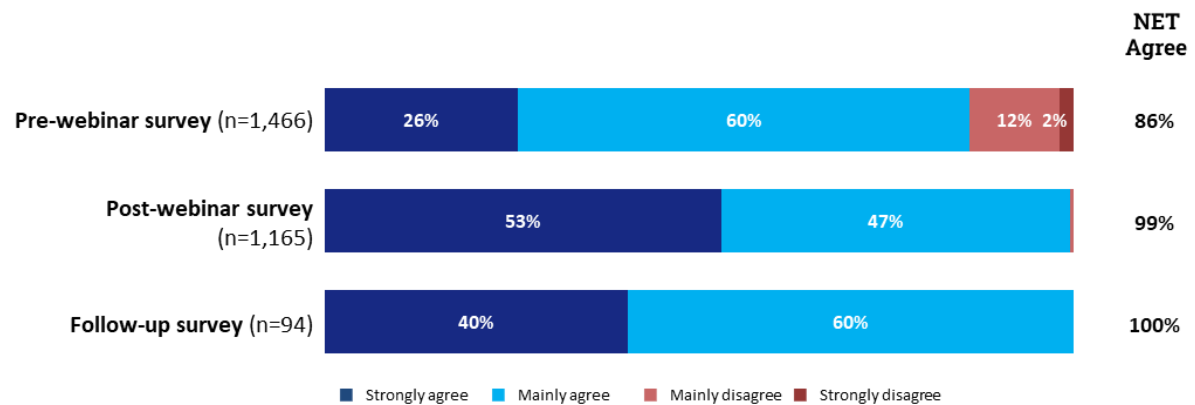
[Pre-webinar survey] Q: I am confident showing young people how to report online incidents to eSafety.
[Post-webinar survey] Q13: I am confident showing young people how to report online incidents to eSafety.
[Follow-up survey] Q14. To what extent do you agree with the following statement? I am confident showing young people how to report online incidents to eSafety. Note: No response (n=1)

26

5. Evinence of intent to implement

⇨ Summary

🗐 **Quantitative standard**	
✓✓ **Exceeds expectations**: 90+% of respondents agreed that they will implement what they learnt in their professional setting	
Plan to implement webinar learning in professional setting in the future (Q5c)	**95% Agree** (48% strongly agree, 46% agree)

Almost all respondents to the follow-up survey (95%) indicated they would start to implement what they had learnt in the webinar in their professional setting or continue implementing what they had learnt (for those who had already started).

> For this measure, the webinar **exceeded expectations based upon the quantitative standards**.

Figure 8: Implementation of webinar learnings into professional setting
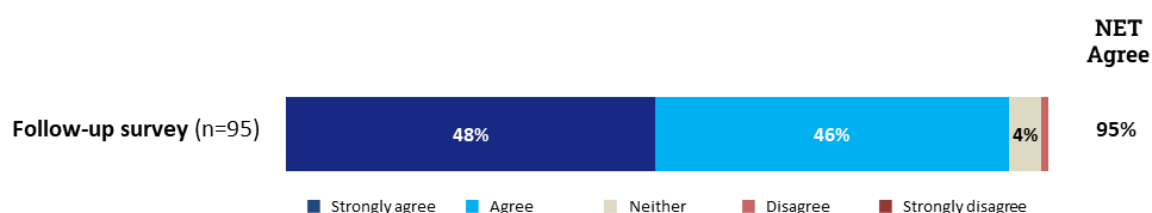
[Follow-up survey] Q5c. To what extent do you agree with the following statement? I will (continue to) implement what I learnt through the webinar in my professional setting in the future. Base: All (n=95)

The qualitative research found that there were a range of reasons why teachers had not yet implemented changes despite an intention to do so. These included:

- waiting for the appropriate timing within the school program (e.g. for the time in the school year where online safety is a primary focus)

- waiting for direction from school leadership or the development of a coordinated school approach

- not currently teaching (e.g. being on leave or looking for work).

6. Evidence of behaviour change

🛡 Summary

🥧 Quantitative standard	
✅ **Meets expectations:** 60+% of respondents performed two actions from the following list: included eSafety in their teaching; shared eSafety knowledge; accessed eSafety website resources	
Proportion who had: **Performed two actions**	**77%**
Shared eSafety knowledge (Q6)	**80%**
Promoted eSafety reporting portal (Q7)	**60%**
Included eSafety webinar learnings in teaching (Q5)	**58%**
Accessed eSafety website resources (Q9)	**52%**

Overall behaviour change

Three in four survey respondents (77%) reported implementing at least two new actions in relation to online safety in their professional setting since their participation in the webinar.

> For this measure, the webinar **met expectations based upon the quantitative standards**.

Qualitative participants reported that the following aspects of the webinar supported them to take actions and implement what they had learnt following the webinar:

- **realistic examples and suggestions** for incorporating online safety content in practice – including from the presenter and suggestions shared by other attendees

- **specific references to age-appropriate resources** in the webinar and readings

> " *[The webinar] is so well resourced ... It was one of the best PDs I've ever gone to. While I was on the webinar I went onto the website and saw all the resources that were there." —Secondary school education participant*

- **access to links and readings after the webinar** – supported participants to locate relevant resources and gain deeper knowledge of the topics covered in the webinar.

Sharing of resources and knowledge

The most common action taken by respondents in the two months after completing the webinar was sharing resources and knowledge about online safety (80%), mostly with students and other teachers (both 55%).

Figure 9: Sharing of eSafety webinar knowledge or resources
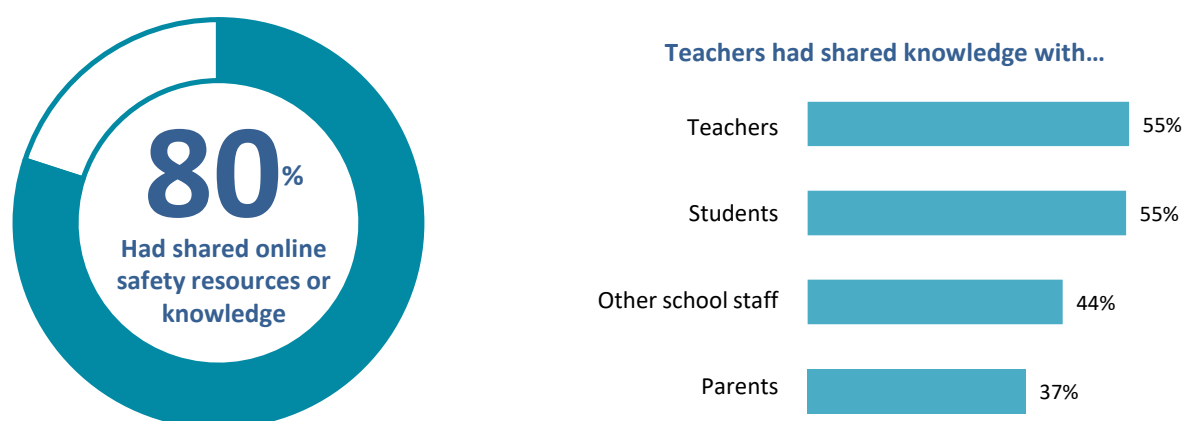
[Follow-up survey] Q6. Since you participated in the eSafety webinar, have you shared online safety resources or knowledge with …? Base: Varies (n=87 to 91)

Promotion of eSafety reporting portal

Three in five respondents (60%) had promoted the eSafety reporting portal following their participation in the webinar, primarily through discussing the portal with other teachers or staff at their school (48%). Some had also discussed it with individual students (30%) or with students in a class setting (20%). Written promotion (on the school intranet, in the school newsletter or via posters) was less common (10–16%).

Figure 10: Teacher promotion of the eSafety reporting portal
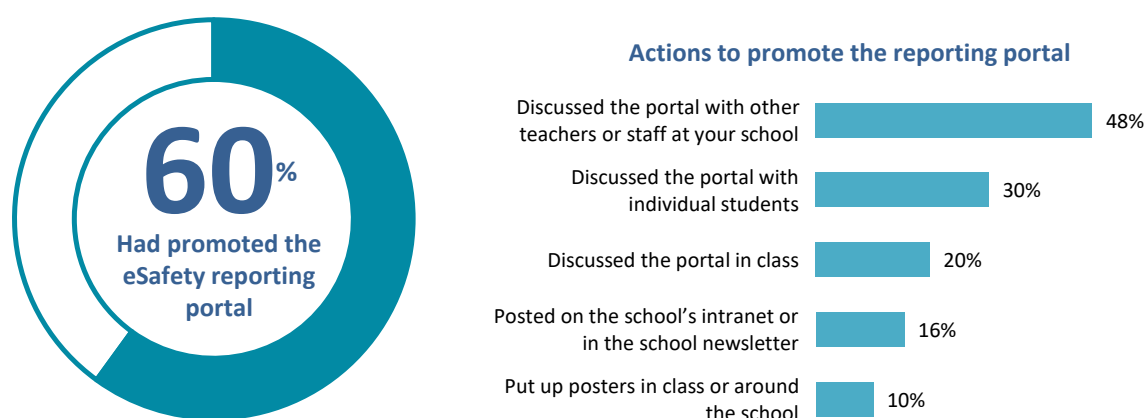
[Follow-up survey] Q6. Since you participated in the eSafety webinar, have you promoted the eSafety reporting portal in any of the following ways? Base: Varies (n=89 to 93)

Qualitative research participants reported that the reporting portal was a valuable tool for their school community; however, a few reported that they were uncertain about their responsibilities in relation to this tool. For example, they were unsure whether they should share the portal with students and encourage them to use it directly should an issue arise, or whether its use should be mediated by a teacher. A couple of participants also wanted to know more about the process once an issue was reported to the portal (e.g. the expected time of a response) to ensure they were sharing accurate information with students.

Inclusion of online safety in teaching practice

In the two months after completing the eSafety webinar, over half of the respondents (58%) had already included learnings from it in their lessons. Those who had done so were slightly more likely to indicate they would include learnings from the webinar in the future compared to those who were yet to include online safety in their teachings (98% vs 90%).

One in eight respondents (13%) had conducted standalone lessons about online safety based on information they had learnt from the webinar, while almost half of respondents (47%) had incorporated information they had learnt into their other lessons. Two in five (40%) had incorporated learnings from the webinar in their lessons through ad hoc discussions with their students.

> I've been embedding the simple conversations into all my lessons … The webinar has made [online safety] top of mind." —***Primary school teacher/early childhood educator participant***

Figure 11: Inclusion of learnings into lessons
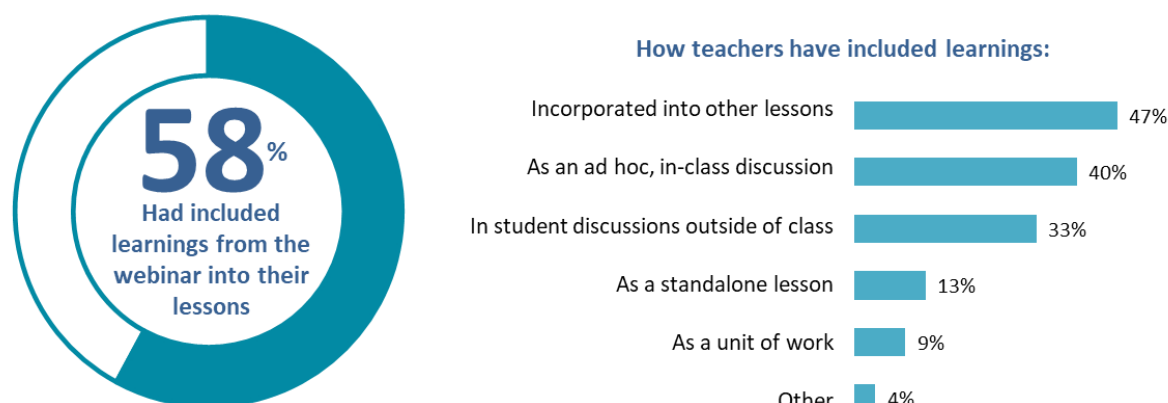
[Follow-up survey] Q5. Have you included any learnings from the webinar into your lessons? Base: All (n=95)
[Follow-up survey] Q5a. How have you included these learnings? Base: Had included learnings from webinar into teaching (n=55)

Accessing eSafety website resources

Half of the survey respondents (52%) had accessed resources from the eSafety website since their participation in the webinar. The most commonly used eSafety website resources were the *eSafety Guide* (38%) and *Young and eSafe* (16%). The Student Wellbeing Hub, an external resource referenced in the webinar, was accessed by 33%.
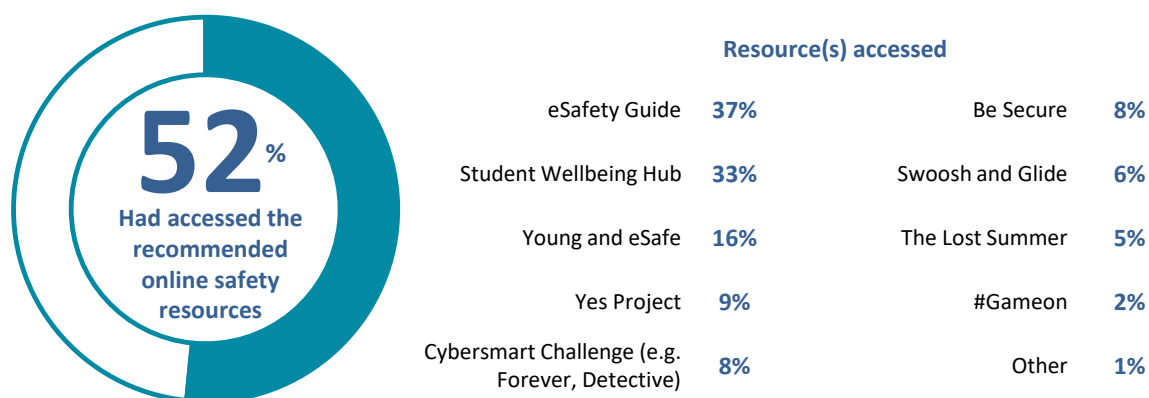
Figure 12: Access of eSafety website and other recommended resources

52% Had accessed the recommended online safety resources

Resource(s) accessed

eSafety Guide	37%	Be Secure	8%
Student Wellbeing Hub	33%	Swoosh and Glide	6%
Young and eSafe	16%	The Lost Summer	5%
Yes Project	9%	#Gameon	2%
Cybersmart Challenge (e.g. Forever, Detective)	8%	Other	1%

[Follow-up survey] Q9. Since you participated in the eSafety webinar, have you accessed any of the recommended online safety classroom or other resources? Base: All (n=95)
[Follow-up survey] Q10. Which online resources have you accessed? Base: All (n=95), Note: 'Don't know' responses not shown (1%)

All those who had accessed the resources indicated they had been either very useful (61%) or somewhat useful (39%).

Evidence of behaviour change: Case study

Katherine[2] is the assistant principal at an independent primary school. She reported that a key benefit of the webinar was its inclusion of information and resources that were relevant to and appropriate for younger students. She felt that online safety programs were often targeted more to older students.

After attending the webinar, Katherine shared the *Cybersmart Forever* and *Swoosh and Glide* resources with the relevant year-level coordinators. These resources were now being incorporated into lesson plans and used with students.

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[2] Name changed.

Barriers to behaviour change

Qualitative participants identified the following barriers and challenges to implementing actions to support online safety following the webinar:

- **Concern about the cultural appropriateness of certain topics** within the school (i.e. for fear of inadvertently encouraging unwanted behaviours). For example, one participant from a faith-based school reported that there was hesitancy and discomfort about proactively raising certain topics, such as online pornography. While many participants felt that the webinar provided them with helpful information to address these concerns (see quote below), a few suggested there could be additional guidance on how to appropriately educate students about more sensitive issues.

> 66 *Being in a Christian school we're sometimes scared of opening Pandora's box, so it was helpful showing you can have these discussions in a way where that won't happen." —Secondary school teacher participant*

- **Difficulty recalling ideas and suggestions after the webinar.** Most participants reported that the suggestions made in the webinar, including by other attendees, had been valuable. However, a few participants commented that, given the amount of information covered in the webinar and their range of competing priorities, they had difficulty recalling the information afterwards and keeping it top of mind. They felt that receiving follow-up materials after completing the webinar and assessment would support recall and act as a prompt to take action. (Examples of specific suggestions for follow-up information are included in Section 8.)

- **Coordination and approval of an approach to online safety across the school.** Some participants reported they were reliant on school leadership to approve certain actions and that it could take time to develop a whole-of-school approach to educating students about the issues raised in the webinar.

7. Evidence of reach

🧑‍🤝‍🧑 Summary

✅ **Meets expectations:** Within +/–20% of average webinar attendance for the full-year period 2017–2020	
Webinar attendance 2021	**2,542**
Average attendance 2017– 2020	**2,141** Participation levels required to meet expectations: 1,713 Participation levels required to exceed expectations: 2,570

To assess the reach of the eSafety professional learning program, administrative data provided by eSafety were used to identify the number of webinar attendees.

For the years 2017–2020, an average of 2,141 people participated in the eSafety professional learning program. In 2021, the number of teachers attending the program was 2,542; as such, participation numbers met expectations and were close to meeting the standard of exceeding expectations, which was set at a minimum of 2,570 webinar attendees (+20% of average webinar attendance). Figure 13 presents attendance numbers for the program from 2017 to 2021, along with the thresholds outlined by the evaluation rubric.

> For the measure of reach, the webinar **met expectations**.

Although there was a drop in attendance from the 2020 webinar program, these numbers indicate that the program has sustained participation despite the challenges confronting teachers and program staff as a result of the COVID-19 pandemic, as well as the changes in teacher accreditation that resulted in NSW teachers no longer receiving accredited professional development hours for attending the webinars.

Figure 13: Average webinar participation and evaluation standards
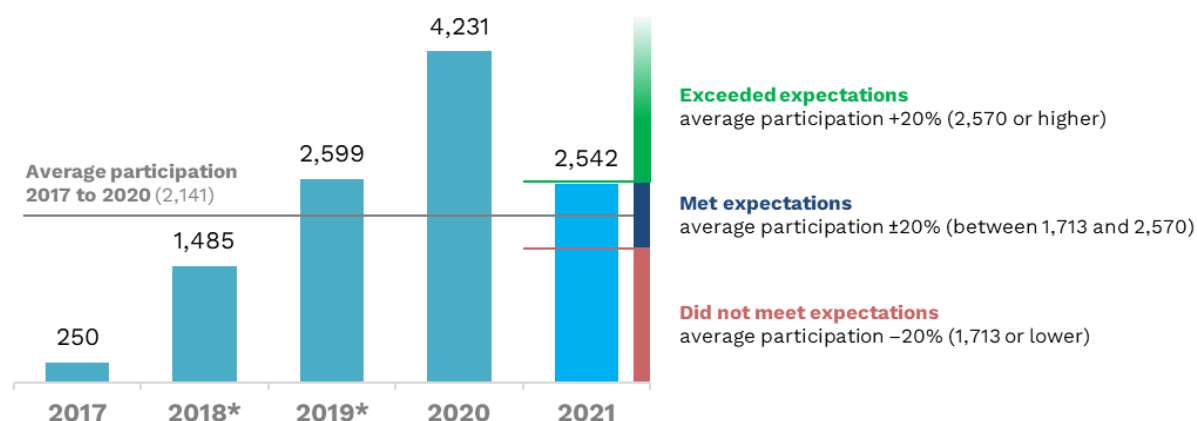
eSafety administration data. Data provided by eSafety.

* Professional learning was delivered as 3 modules in these years; participation numbers were calculated by dividing the total number completing these modules by 3.

Webinar referrals

Almost all the survey respondents (97%) indicated they would be likely to recommend the eSafety professional learning program to other teachers or colleagues working with young people (see Figure 14). This suggests that word-of-mouth may be a key channel for increasing reach for future webinars.

Figure 14: Likelihood to recommend the eSafety professional learning program
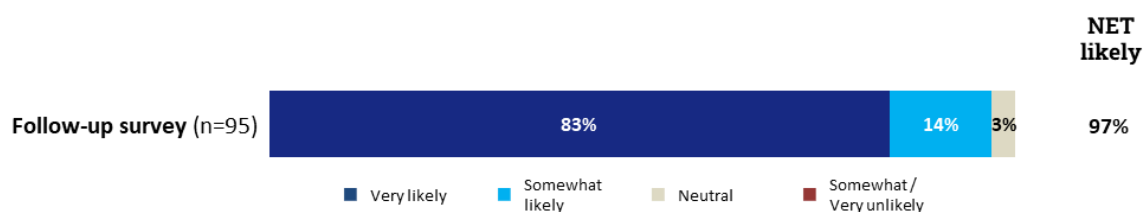
[Follow-up survey] Q18. How likely are you to recommend the eSafety professional learning program to other teachers or colleagues who work with young people? Base: All (n=95)

Finding out about the webinar

eSafety currently uses the following channels to promote its professional learning program:

- email – via *eSafety News*, eSafety educators and email lists of previous professional learning program attendees

- social media – including Facebook, Instagram, LinkedIn and Twitter

- through promotion in other eSafety webinars

- other platforms (e.g. via their newsletters) – including Student Wellbeing Hub, NAPCAN, Bullying No Way!, DART Learning (NSW Department of Education), Cybermarvel, ACT Education and Association of Independent Schools of NSW.

The follow-up survey indicated that teachers found out about the eSafety webinar via the following channels:

- email (30%)

- school/work (28%)

- eSafety website (18%)

- education department/university/peak body (15%)

- Facebook/social media/news (8%).

Preferred channels for finding out about eSafety webinars

Respondents reported that their preferred way to find out about professional learning opportunities from eSafety were:

- email (83%)

- the web (eSafety website or other) (11%)

- school or education department (7%)

- social media/other media (3%) – the qualitative participants suggested using social media posts with education tags to target potential participants.

Qualitative participants suggested the following additional potential channels for finding out about eSafety's professional learning program:

- state-based teaching colleges (e.g. Queensland College of Teachers)

- teaching unions

- school library associations

- teacher registration boards

- Independent Schools Victoria

- Teaching Learning Network.

These channels could be used for future communication about eSafety webinars to increase awareness and participation.

8. Suggestions for improvement and future webinars

While the research found that the webinar was effective and engaging in its current form, the qualitative research identified the following suggestions for further improvements.

- **Share additional information following the webinar** to assist with recall of information and support implementation of action, such as:
    - collated suggestions shared in the chat by webinar attendees or a summarised version of frequently made suggestions
    - a version of the PowerPoint slides used during the webinar
    - a downloadable PDF booklet with a summary of key information and resources.

- **Provide additional information about how to appropriately share and use the reporting portal** with students, as well as what to expect from the reporting process. This may be through sharing a case study example that clearly describes the role and responsibilities of the teacher.

- **Provide additional guidance or access to resources in relation to how and at what age to raise potentially sensitive or uncomfortable topics** (e.g. access to online pornography) to support teachers' confidence and clarity in educating about these topics.

- **Consider running versions of the webinars specifically for primary or secondary educators** to allow increased focus on examples of resources and suggestions from webinar attendees that are relevant to the age group.

Qualitative research participants reported interest in the following topics for future webinars:

- How young people are using online platforms/channels (e.g. Instagram) to **access potentially harmful goods online** (e.g. vapes, drugs).

- What the **laws are in relation to the online safety issues facing young people** and how they could impact students and teachers.

- Exploring the **issue of consent** in the online space.

- Taking a **deeper dive/providing more advanced content on specific topics included in the 2021 webinar** (particularly emerging technology).

- Exploring the **apps, games and meme culture that young people are engaging with** and their potential benefits and risks.

9. Conclusions and recommendations

A. Conclusions

Overall, the research found that the webinar was a highly valued professional learning opportunity on the topic of online safety, an issue that many teachers felt was important. The research found that the webinar program met or exceeded expectations on all evaluation criteria measured, as summarised below.

Evaluation results	
Evidence of learning:	✓✓ Exceeds expectations
Evidence of confidence:	✓✓ Exceeds expectations
Evidence of intent to implement:	✓✓ Exceeds expectations
Evidence of behaviour change:	✓ Meets expectations
Evidence of reach:	✓ Meets expectations

B. Recommendations

While the 2021 eSafety webinar was highly effective in achieving its objectives, the research identified a number of opportunities to improve future programs and future evaluation efforts.

- **Awareness and reach of eSafety webinars** – utilise a broad range of communication channels to share information about professional learning opportunities. The research found that current channels for disseminating information were aligned to attendees' preferences (i.e. via email). However, the research identified other channels that could be used to further promote the program. These are outlined on page 32.

- **Webinar registration** – collect additional data on why participants may sign up to but not attend a webinar. This information may help to identify barriers to participation and improve the reach of the program.

- **Webinar content** – provide more detailed information about topics participants were less confident about (e.g. how to use the reporting portal, or

how to educate about sensitive issues such as pornography) through the use of case studies and worked examples. The research also identified a range of topics that were of interest to participants for future professional learning opportunities. These are outlined on page 33.

- **Webinar structure** – consider running versions of the webinars specifically for primary or secondary educators to further enhance the relevance of the content.

- **Assessment task** – collect additional data from the assessment process to assist with evaluation of attendees' learning. For example, record participants' scores based on their first attempt at the assessment, or the number of attempts participants took for each 'evidence of learning' question.

- **Provision of resources** – provide participants with additional resources following the webinar to assist with recall and implementation of content and teaching strategies (e.g. a collation of the implementation strategies raised by attendees during previous webinars and a version of the webinar PowerPoint slides). This could also be used as an opportunity to promote other eSafety webinars.

- **Continue to evaluate the professional learning program** – evaluate future iterations of the program to monitor its impact on the target audiences and to ensure that it continues to meet participants' expectations of online safety professional learning.

Appendix A: Research methodology

ORIMA
RESEARCH

The evaluation research consisted of the following components:

⬚ analysis of pre- and post-webinar survey data collected by eSafety.

⬚ qualitative research with webinar attendees

⬚ an online quantitative follow-up survey with webinar attendees

Quantitative methodology

Quantitative results in this survey comprise the following data:

- **pre-webinar** data collected when respondents registered for the eSafety webinar, which measured baseline levels of confidence in embedding online safety in teaching and reporting online safety issues

- **post-webinar** data collected through eSafety's post-webinar activity, measuring knowledge, confidence and intent to implement immediately after the session

- a **follow-up survey** sent to participating teachers at least eight weeks after their participation in the webinar to test for longer term impact of the webinar, including knowledge retention and sharing, behaviour change, and implementation.

	Pre-webinar	Post-webinar	Follow-up survey
Sample source	Completed upon registering for eSafety webinar	Completed during post-webinar activity	Email invitations sent at least eight weeks after participation in the survey
Sample size	n=1,466	n=1,167	n=95
Notes	This report only includes results from participants who attended the webinar. To maintain comparability to post-webinar results, this sample includes non-teachers.	This report only includes results from participants who completed the post-webinar activity. This sample includes non-teachers.	Only those who identified as teachers were able to complete the survey, as the quantitative evaluation measures were teacher specific. Respondents who didn't complete up to Question 22 were removed from the analysis.

The online survey was run from June to mid-October 2021. All new webinar attendees were invited on a rolling (monthly) basis to complete the survey at least eight weeks after having attended the webinar.

Response rates were closely monitored, and non-responding attendees were sent three follow-up emails to maximise the number of responses that can be collected.

Qualitative methodology

The qualitative research was conducted between 19 May and 8 June 2021 with a total of 16 participants. It was conducted via two online focus groups of 1.5 hours duration and five online in-depth interviews of 1 hour duration. All research was conducted via Microsoft Teams. An overview of the research methodology is shown in the table below.

Research participants were relevant professionals who had attended an eSafety webinar for the first time in April 2021. The research sample included coverage of the following target audiences:

- primary school teachers and early childhood educators

- secondary school teachers

- school leaders

- wellbeing and pastoral care coordinators

- school counsellors and psychologists.

Audience		Methodology
Online focus group (OFG) n=6–7 participants; In-depth interview (IDI) n=1		
Teachers	**Primary school/early childhood education**	1 x OFG n=5
	Secondary school	1 x OFG n=6
Additional audiences – school leaders, lead teachers/ wellbeing coordinators, counsellors and psychologists		5 x IDI n=5
TOTAL		2 x OFG 5 x IDI n=16

Participants from a range of states, types of schools (i.e. government, independent and Catholic) and demographics were included in the research design, as shown in Figure 1A.

Figure 1A: Characteristics of qualitative research participants

Year levels worked with (multiple response)
- **69%** Secondary
- **50%** Primary
- **13%** Early years (pre-primary)

Type of school
- **44%** Catholic
- **25%** Independent
- **25%** Government
- **6%** Other

Role
- **63%** Teacher
- **13%** Teacher + Head of wellbeing/pastoral care
- **13%** Psychologist/social worker
- **6%** Executive
- **6%** Online safety educator

Gender
- **69%** Female
- **31%** Male

Location
- **38%** Victoria
- **31%** New South Wales
- **25%** Queensland
- **6%** Australian Capital Territory

- **81%** Metropolitan
- **19%** Regional

*Percentages are based on the total number of valid responses to the question reported on and may not sum to 100% due to rounding.

While there was good overall representation of attendees in the sample, the secondary school level and the Catholic school sector were slightly overrepresented when compared to the webinar population (38% and 21% respectively).

The pre-webinar survey enabled participants to opt-in to being contacted about research activities. To recruit participants, all attendees of the April 2021 webinars who opted-in via this process were emailed about the research. Participants who completed this expression of interest and met the relevant criteria were contacted by ORIMA Research and invited to participate in a focus group or interview.

Participants received $100 for participating in an online focus group and $80 for participating in an online interview.

Quality assurance

This project was conducted in accordance with the international quality standard ISO 20252, the international information security standard ISO 27001, and the Australian Privacy Principles contained in the *Privacy Act 1988* (Cth). ORIMA Research also adheres to the Privacy (Market and Social Research) Code 2021 administered by the Australian Data and Insights Association (ADIA).

Appendix B: Evaluation rubric

Criteria	Standard				Suggested data source	Quantitative measures	Qualitative measures
	Exceeds expectations	**Meets expectations**	**Does not meet expectations**	**Insufficient evidence**			
Evidence of learning:	90+% of follow-up survey participants answer at least 2 questions correctly Almost all qualitative participants report that they learnt something new or gained more in-depth knowledge through the webinar	60+% of follow-up survey participants answer at least 2 questions correctly Many (more than half) qualitative participants report that they learnt something new or gained more in-depth knowledge through the webinar	Less than 60% of follow-up survey participants answer 2 questions correctly Few (a quarter of less) qualitative participants report that they learnt something new or gained more in-depth knowledge through the webinar		• Proportion of attendees who display required level of learning the first time they complete the assessment questions (Data not available) • Longer term recall assessed in follow-up survey • Qualitative research to test salience, learning and understanding of concepts post-training	• Can identify digital harms • Can describe eSafety's role • Can identify how to support students • Can identify teaching activities • Can identify examples of harmful online sexual behaviour	• Discussion guide Section C • Did attendee learn anything new • Which topics/information are most commonly recalled
Concepts:	• Identify channels to report incidents of digital harm (e.g. eSafety, ACCCE, Crime Stoppers, social media platforms). • Identify eSafety's role (e.g. the organisation's takedown functions, education, resources or research). • Identify examples of digital harms (e.g. misinformation, porn, sextortion, cyberbullying, unwanted contact, inappropriate content). • Identify ways to support students (e.g. by directing them to counselling, discussing technology with them, building student skills through online safety education, referring them to eSafety resources). • Identify teaching activities (e.g. embedding eSafety across teaching areas, writing a story about keeping safe when using technology, designing or assessing a technology for safety, using a scenario to explore online safety issues or harms, looking at laws about online safety or cyberbullying).						
Evidence of confidence:	90+% of survey respondents agree that they are confident embedding online safety concepts in their work All qualitative participants reported that they felt (or would feel) more confident dealing with online safety issues as a result of the webinar	60+% of survey respondents agree that they are confident embedding online safety concepts in their work Many (more than half) qualitative participants reported that they felt (or would feel) more confident dealing with	Less than 60+% of survey respondents agree that they are confident embedding online safety concepts in their work Most (more than three-quarters) qualitative participants reported that they felt (or would feel) more confident dealing with online		• Attendees reported confidence in the follow-up survey • Comparison of answers to confidence questions in registration form, matched to/analysis of equivalent questions in post-webinar survey (noting that the question scales are different, limiting direct comparability)	• 2 x matched confidence questions (embedding online safety in practice, showing young people how to report) reported separately, combined when evaluating against the criterion • Evaluation expectations measured on embedding online safety question	• Measures of confidence in educating students • Measure of confidence in supporting students/families • Areas of confidence and uncertainty • Reported actual confidence in dealing with an online safety issue (among participants exposed to an incident post-webinar)

Criteria	Standard				Suggested data source	Quantitative measures	Qualitative measures
	Exceeds expectations	**Meets expectations**	**Does not meet expectations**	**Insufficient evidence**			
		online safety issues as a result of the webinar	safety issues as a result of the webinar		• Qualitative research, including to test barriers/enablers of confidence	• Suggest adding a specific question relating to confidence to support students with online safety	
Evidence of intent to implement:	Post-webinar survey measure (90% of respondents agree that they will implement what they learnt in their professional setting)	Post-webinar survey measure (60% of respondents agree that they will implement what they learnt in their professional setting)	Post-webinar survey measure (less than 60% of respondents agree that they will implement what they learnt in their professional setting)		• Post-webinar survey question on implementation intention	• Proportion considering including online safety in teaching	• Identifying intention to implement actions in short and longer term
Evidence of behaviour change:	90+% of survey respondents perform 2 actions	60+% of survey respondents perform 2 actions	Less than 60% of survey respondents perform 2 actions		• Follow-up survey to assess change • Qualitative research, including enablers/barriers that support or hinder behavioural change	• Included in teaching (Y/N) [Q1/Q1a] • Shared knowledge (Y/N) [Q2] • Promoted reporting portal (Y/N) [Q3] • Accessed resources or website (Y/N) [Q4/ Q5]	• Discussion guide Section E • Barriers and enablers to behaviour change • Range of behaviours undertaken (including if there are any important behaviours outside of potential behaviours already identified) • Impacts of behaviours on students/families • What were the common actions
Actions:	• Participants look up/use eSafety website/classroom resources. • Participants consider online safety in lesson planning (e.g. consider online aspects when teaching about respectful behaviours; refer to Australian Curriculum Connection). • Participants share eSafety's reporting portal with students (e.g. put up eSafety posters in class, refer to it on social media, in class, on the school's intranet). • Participants share an aspect of online safety with their students (e.g. at an assembly, in class, in conversation). • Participants recommend eSafety resources to school community (e.g. eSafety information and training to parents and/or other educators).						

Criteria	Standard				Suggested data source	Quantitative measures	Qualitative measures
	Exceeds expectations	**Meets expectations**	**Does not meet expectations**	**Insufficient evidence**			
Evidence of reach:	20+% of average webinar attendance for full-year period 2017–2020	Within +/–20% of average webinar attendance for full-year period 2017–2020	Below 20% of average webinar attendance for full-year period 2017–2020		• eSafety administrative data regarding registration numbers, including analysis of attrition (i.e. registration but not attending, and why) (Data not available to ORIMA Research) • Follow-up survey to test likelihood to recommend webinar to others (will influence reach)	• Informing improvements to reach through measures of satisfaction, effort and likelihood to recommend [Section C]	• Gathering general feedback on the program and best channels to improve reach

Appendix C: Presentation of findings

Qualitative findings

The term '**participants**' is used throughout this report to refer to those who participated in the qualitative research.

The following terms used in the report provide a qualitative indication and approximation of the size of the target audience who held particular views:

Most – refers to findings that relate to more than three-quarters of the research participants.

Many – refers to findings that relate to more than half of the research participants.

Some – refers to findings that relate to around a third of the research participants.

A few – refers to findings that relate to less than a quarter of the research participants.

Generally, only the most common themes raised in the qualitative research are reported. However, issues that have only been raised by a minority are occasionally included where they are considered to be important and to have potentially wide-ranging implications/applications.

Participant quotes have been provided throughout the report to support the main results or findings under discussion.

Quantitative findings

The term '**respondents**' is used throughout this report to refer to those who participated in the quantitative research.

Percentages in this report are based on the total number of valid responses made to the question being reported on. In most cases, results reflect those respondents who had a view and for whom the questions were applicable. 'Don't know/not sure' responses have only been presented where this aids in the interpretation of the results.

Numeric labels in charts for categories that are less than 3% of the total proportion have been removed for readability. Percentage results throughout the report may not sum to 100% due to rounding.

Base sizes may vary for questions asked of the same respondents due to respondents being able to select 'Prefer not to say' (or similar) throughout the

survey. (These responses were treated as missing in most cases – i.e. they were removed from the valid response base.)

The table below provides indicative confidence intervals (at the 95% level of statistical confidence) for different response sizes. As an example, percentage results for questions answered by all respondents have a degree of sampling error at the 95% level of statistical confidence of +/− 9.8 percentage points (pp). That is, there is a 95% probability (abstracting from non-sampling error and subject to the caveat set out below in relation to online panel respondents) that the percentage results will be within +/− 9.8pp of the results that would have been obtained if all members of the target population had responded. Higher degrees of sampling error apply to questions answered by fewer respondents and for target audience sub-groups.

Number of respondents	Statistical precision
1,000	+/− 3.1pp
500	+/− 4.4pp
100	+/− 9.8pp
50	+/− 14pp

Please note: These confidence intervals are upper-bound levels based on percentage results of 50%. For higher or lower percentage results, the confidence intervals will be narrower.

Limitations

The opt-in nature of the recruitment process should be considered when interpreting the results, as this approach is likely to select for those who are more engaged with the topic. The achieved sample is broadly comparable to the overall population of webinar attendees, with similar distributions of state of respondents and education sector.