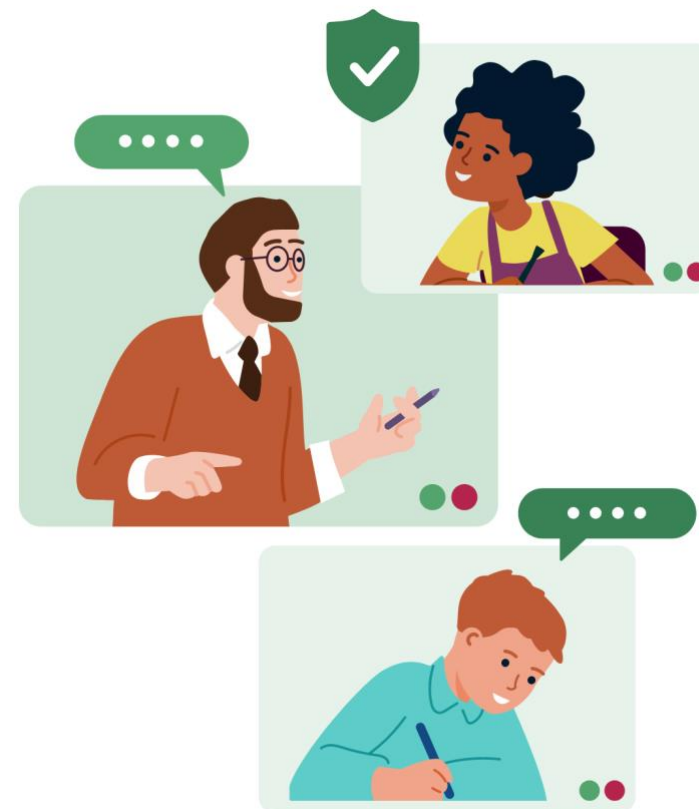




Educators and school support staff survey

Educator notes



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Why was this guide produced?

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

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

Educators and school support staff

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

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

- **Always:** educators think this happens all the time.
- **Often:** educators think this happens most of the time.
- **Sometimes:** educators think this happens only some of the time.
- **Not at all:** educators think this never happens.

Content

The survey is organised into three sections:

- **Online safety and me:** these statements relate to the general understanding of staff about online safety, including their rights and responsibilities as a member of the school community. They ask staff to think about how they keep themselves safe online, how they interact with others and how much they consider online safety when using digital devices.
- **Online safety education:** these statements relate to the online safety learning experiences staff members have had at school. They ask them to think about what they have taught and how they teach it.
- **Online safety at our school:** these statements relate to the school's policies and procedures. They ask staff to think about whole school practices and processes for managing online safety.

Administering the survey

To help with collecting and analysing the responses, you may prefer to enter the survey results into a spreadsheet or use online survey tools available in your school and/or education sector.

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

The survey is designed to be completed anonymously, so staff feel comfortable expressing their views.

Some ways you might administer the survey include:

- completing the survey on a staff professional development day
- completing the survey in team meetings
- placing copies in the staffroom with staff completing the survey by a certain date and submitting to a collection box.

Survey instructions

Ask participants to:

- not provide identifying details on the survey sheets, unless they wish to
- respond with their own thoughts and feedback without checking in with others
- provide the school with honest feedback
- know that their responses are valued and will help to improve the school's approach to online safety.

The **Resource table** below provides additional information about each statement which may help strengthen parents/carers' online safety knowledge and skills.

Analysing and using the results

Important note

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

Collated results should show areas where the school community is currently supporting a safe online environment as well as the areas where improvements could be made. The table below provides a list of suggested resources that will help strengthen online safety knowledge and skills

Resource suggestions

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

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

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

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>4. I know how to report an online safety incident involving a member of the school community.</p>	<p>These results show that staff may not be knowledgeable or comfortable reporting an online safety incident at school.</p> <p>Schools should appoint a designated person or team of people responsible for responding to online incidents. All members of staff (including non-teaching) can be trained to recognise, respond to, and refer serious online safety incidents. This type of training can be covered in professional learning – some education sectors make this a compulsory component within annual child protection training.</p> <p>Respond resources are designed to help schools to effectively assess and respond to online safety incidents. These resources should be used together with your relevant school and/or education sector policies and procedures.</p> <p>For more information on how to report serious online abuse or illegal and restricted online content, encourage staff to visit eSafety's reporting portal to better understand reporting processes.</p>	<p>These results show that staff are confident reporting an online safety incident involving a member of a school community.</p> <p>To build on this, schools should provide regular professional learning that covers online safety incidents to improve staff knowledge and proficiency.</p> <p>Educate and Respond resources can be used as part of staff professional learning along with eSafety's professional learning program.</p> <p>Staff can be invited to visit eSafety's reporting portal for more information about what can be reported and how.</p>

Section 2 - Online safety education

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

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>7. I teach my students how to identify and question the different types of content they see online and to consider the risks and consequences of misleading and harmful information.</p>	<p>These results show that teachers may not be confident teaching their students about critical thinking online.</p> <p>eSafety's classroom resources page provides a range of classroom resources from Foundation to Year 12 that can be filtered by year level grouping and topics. Educators can search for information about topics like 'critical thinking'.</p> <p>eSafety's Young people pages also provide guidance on Fake news which can be used to help teach students about misinformation online.</p>	<p>These survey results show teachers are often confident in teaching their students about critical thinking online.</p> <p>To build on this, teachers can share how they teach critical thinking online as part of staff development days or in a community of practice. This can give teachers the chance to share good practice and learn from colleagues.</p>
<p>8. I teach my students how to address unwanted contact online, including sexual pressure from older students or friends and people they don't know.</p>	<p>These results show that teachers may not be confident in teaching students how to handle unwanted contact online.</p> <p>eSafety's professional learning program provides opportunities to learn about topics such as unwanted contact and grooming which can be used to strengthen teacher knowledge and understanding.</p> <p>eSafety's classroom resources range from Foundation to Year 12 and can be filtered by year level grouping and topics such as 'unwanted contact'. eSafety's young people pages also provide advice on warning signs, how to be protected and deal with unwanted contact online.</p>	<p>These results show that teachers often provide opportunities for their students to learn how to handle unwanted contact online.</p> <p>To build on this, teachers can share how they talk to students about unwanted contact and grooming with others as part of staff development days. Teachers may be interested in eSafety's online safety posters and conversation starters.</p> <p>This can provide teachers with an opportunity to share good practice and identify new strategies in delivering online safety education.</p>

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

Section 3 - Online safety at our school

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

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