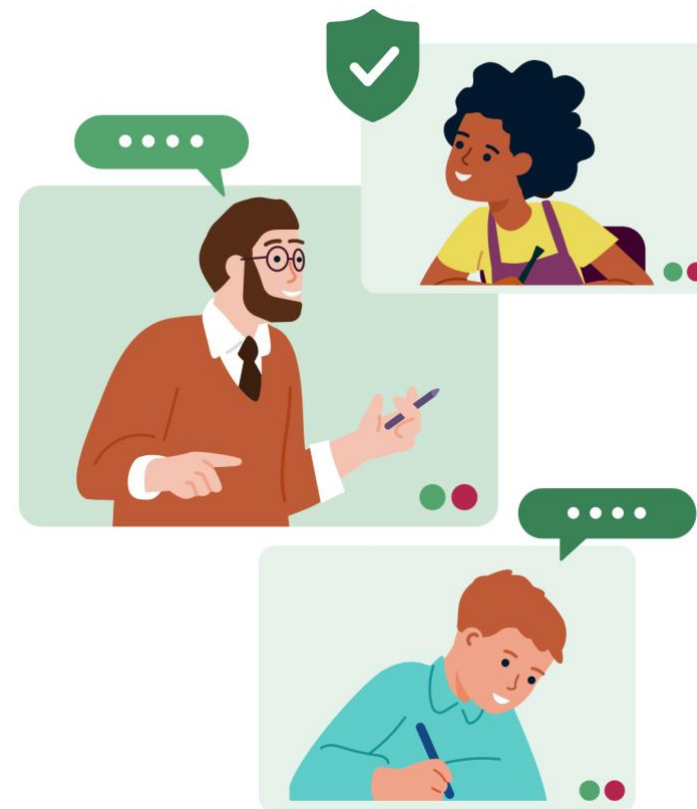




Student voice survey Educator notes (Foundation to Year 3)



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Why was this resource produced?

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

The survey results will provide a student perspective when you evaluate your online safety programs, policies and practices. The results will help you identify possible gaps in students' online safety knowledge and skills, and in staff practices. This valuable information can be used to strengthen online safety education.

It is recommended that schools adapt the surveys to suit the needs of your students and the terminology they use when talking about their online experiences. For example, students at your school may substitute the term 'being online' with 'on your devices', or 'using technology'.

There are other versions of this survey for Year 4 to 6 and Year 7 to 12.

Student voice

The survey comprises of a set of 15 statements about online safety that prompt students to consider their online experiences and behaviours.

For each statement, students choose one of the following:

- **Yes:** the student chooses this when they think this experience or behaviour happens all the time.
- **Sometimes:** the student chooses this when they think this experience or behaviour happens only some of the time.
- **Not sure:** the student chooses this when they think this experience or behaviour happens only some of the time.
- **No:** the student chooses this when they think this experience or behaviour never happens.

Content

The survey is organised into three sections:

1. **Online safety and me: I know my rights and responsibilities.** These statements relate to the students' understanding of their rights and responsibilities when playing online. They ask students to think about how they keep themselves safe online, how they interact with others and how much they consider online safety when playing with digital devices.
2. **Online safety lessons: At school we learn about online safety.** These statements relate to the online safety learning experiences students have had at school. They ask them to think about what they have learnt.
3. **Online safety at my school: What my school does to keep me safe online.** These statements relate to the school's policies and procedures. They ask the students to think about whole school practices and processes for managing online safety.

Administering the survey

Parental approval should be obtained before collecting survey responses from students, in line with your school and/or education sector policies and procedures about data collection with children.

The survey is provided as an editable document, so you can adapt the terminology and language to suit your students. The sections and statements are based on the [Best Practice Framework for Online Safety Education](#). An alternative version of this survey is available for Upper Primary students – you can copy and paste text from that if you feel the language better suits your students.

To help with collecting and analysing student 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 should be completed at regular intervals for ongoing assessment of the school's provision of online safety education from the students' perspectives. For example, you could use it at the beginning and end of a unit of work about online safety, or at the beginning and end of a school term or year in which you teach explicitly about online safety.

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

- You don't need to write your name on the survey sheets.
- Respond individually.
- Tell the truth – we are interested in what you have to say.
- There are no right or wrong answers – all your responses will help us improve online safety education at the school and build a safer online environment.
- If you would like to talk about any of the survey questions, you don't have to stay quiet. You can put your hand up or come and talk to me afterwards. You can also talk to another trusted adult at school if that feels better for you. We're here to help, and it's always OK to ask for support.

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

- completing the survey as a whole class with the teacher reading and explaining each statement, giving time for students to choose their response before going on to the next statement
- completing the survey in small groups, providing support as needed
- completing the survey individually with young children over a few sessions
- completing the three survey sections separately, depending on your students' levels of understanding.

The **Resource suggestions** in the table below provide additional information to help you analyse and interpret the results and act in response.

Analysing and using the results

Collated results should identify areas where the class or 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.

Important note

Before using these activities, it's important to consider how suitable these are for your school and your students. Carefully consider their maturity, wellbeing, online experiences and challenges. For example, avoid activities such as roleplays if there are students experiencing online safety issues in your class. Consider the potential for student disclosures of harm and ensure you are prepared with appropriate safeguards in place. Follow school and/or education sector policies and procedures for responding to student disclosures. Remember your child protection training, it can be helpful here too.

The activities link to a range of eSafety classroom resources for teachers to use. Based on student needs, teachers may also consider using and adapting activities designed for other age ranges in [Engage](#).

Resource suggestions

Once the survey has been completed, the results will provide you with a snapshot of your students' perspectives about the online safety education they receive. To assist you in analysing the surveys, in the table below we have explained what the scores show. We have also provided a list of suggested resources to help you learn more about online safety issues and how to tailor online safety education to the needs of your students.

Section 1 – Online safety and me: I know my rights and responsibilities		
Statements and additional notes	Average scores of A or B	Average score of C or D
<p>1. I listen to clues in my body when something online does not feel right.</p> <p>Additional information: Students may need help understanding the term 'online' and what sorts of things could make them feel uncertain, uncomfortable or unsafe online. They may need to talk about what they should do if something goes wrong when they are playing online.</p>	<p>The survey results show your students may need support to help them identify when someone or something online is unsafe.</p> <p>You can learn more about how to help children recognise unsafe situations in eSafety's Early Years professional learning in the 'We say and share with technology' module or eSafety's self-paced professional learning for lower primary teachers In the module 'Building resilience and help-seeking skills'.</p> <p>Talk with students about their right to be safe and feel safe online, clues that something online is inappropriate or unsafe, and how to seek help. The Keep It Sweet Online slide deck about dealing with unwanted contact uses child-friendly scenarios to explore this topic.</p>	<p>The survey results show your students can identify when someone or something online is unsafe. To build on these skills, help students to identify increasingly complex situations that might be unsafe online.</p> <p>Explore the eSafety Kids webpage Things to watch out for with online friends with students. Discuss what students might do in games or other online situations if someone is making them feel uncomfortable.</p> <p>Continue the discussion at home by sharing the eSafety Parents webpage Privacy and your child.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>2. I know what to do if someone bullies me or my friends online.</p> <p>Additional information: Students may need help understanding online bullying and that it is also called cyberbullying.</p>	<p>The survey results show that your students need support to ensure they know what to do if someone bullies them or their friends online.</p> <p>You can learn how to help children recognise unsafe situations in eSafety's Early Years professional learning in the 'We make and do using technology' module or eSafety's self-paced professional learning for lower primary teachers in the module 'Being respectful online'.</p> <p>Talk with students regularly about strategies for dealing with cyberbullying.</p> <p>Use eSafety's classroom resources including: Mighty Heroes (especially Wanda the echidna and River the sugar glider) videos, lesson plans, posters and conversation starters for parents and carers. Be kind teaching poster. Keep It Sweet Online slide deck about identifying and reporting cyberbullying explores this topic.</p>	<p>The survey results show that your students know what to do if someone bullies them or their friends online.</p> <p>Encourage students to talk about the range of community helpers who are part of keeping the internet safer. Talk to students about how to report abuse to eSafety. You can also explain the role of the police and other helping services such as Kids Helpline.</p>
<p>3. I am kind and include my friends when I play online.</p> <p>Additional information: Students may need to talk about why they should include others in online games and how it feels if they are left out.</p>	<p>The survey results show that your students need support to ensure they feel comfortable being a supportive bystander, which we call an 'upstander'.</p> <p>You can learn more about how to help children support others online in eSafety's Early Years professional learning in the 'We say and share on technology' module or eSafety's self-paced professional learning for lower primary teachers in the module 'Being respectful online'.</p> <p>Talk with students about the importance of including others online and safe actions to take if they notice someone being cyberbullied.</p>	<p>The survey results show that your students try to include others when participating online and are developing strategies for being an upstander.</p> <p>To build on these skills, ask students to explore the eSafety Kids webpage People are being mean to others online and discuss a range of strategies to help support others who are experiencing cyberbullying.</p>

	<p>Use eSafety's classroom resources, including:</p> <p>Mighty Heroes (especially Wanda the echidna and River the sugar glider) videos, lesson plans, posters and conversation starters for parents and carers.</p> <p>Be Kind teaching poster</p> <p>Protecting each other online video</p> <p>Good choices and good behaviour video</p>	
<p>4. I talk about the things I do online and how they make me feel.</p> <p>Additional information: Students may need help understanding why it is important to be able to think critically about what they do online.</p>	<p>The survey results show that your students may have difficulty communicating the range of online and offline activities they value.</p> <p>You can learn more about how to help children think critically about what they do online in eSafety's Early Years professional learning in the 'We watch and explore on technology' module or eSafety's self-paced professional learning for lower primary teachers In the module 'Fostering early critical thinking'.</p> <p>Encourage students to list or brainstorm the things they enjoy online and offline. Create a room display showing the types of activities that are valued by students in the class.</p> <p>Use eSafety's resources including:</p> <p>eSafety's Kids webpage I saw something online I didn't like has tips for what to do if students come across something online that is not nice.</p>	<p>The survey results show that your students can identify and communicate about online and offline activities that they value.</p> <p>To build on this knowledge, ask your students to share how they balance highly engaging online activities like playing games with other important activities in their lives.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>5. I follow the class rules when I play on devices.</p> <p>Additional information: You may want to leave out this statement if your class does not have rules for devices yet and add it in when you do.</p>	<p>The survey results show that your students may be unclear about some of the rules for using digital devices at school.</p> <p>You and your students can learn more about the importance of rules for using devices by cocreating an Online Safety Classroom Agreement.</p> <p>Use eSafety's resources including: the Swoosh, Glide and Rule Number 5 picture book and My Family Rules song by Lah-Lah to help have the conversation about the responsible use of technology with your students.</p>	<p>The survey results show that your students can identify and follow the classroom rules for staying safe when using digital technologies.</p> <p>To build on this knowledge, use the Be Secure quiz to identify knowledge gaps in the areas of online safety and security.</p>
<p>6. I have ideas about how to make online games and tools safe for people to use.</p> <p>Additional information: Making space for learning can be challenging. Consider if it might be possible to have students assess safety in a range of classroom activities and build this into everyday routines when setting up for learning.</p>	<p>The survey results show that your students may need support to understand how digital games and tools can be made safer for users.</p> <p>You can learn more about including online safety in digital creations by exploring eSafety's Safety by Design principles and resources.</p> <p>Together with your students, you may like to explore the safety features of technologies they use. For example, how reporting functions make games safer. Educators can use The eSafety Guide to explore the safety features of common apps, platforms and services. Do this before preparing classroom activities about the safety features of games and apps they are using.</p>	<p>The survey results show that your students think about creating games and apps that are safer for users.</p> <p>To build on this knowledge, reflect on the Safety by Design resource Our Vision: Young People with your students. Ask them to imagine a new technology or feature that would solve an online safety problem they have identified and maybe create your own vision statement.</p>

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

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>7. My teacher talks with us about being safe and kind online.</p> <p>Additional information: This statement is about the regular discussions you have with your students about online safety both in online safety lessons and each time they use internet-connected devices.</p>	<p>The survey results show that your students would benefit from more time to talk about online safety.</p> <p>You can review the content of your online safety lessons using the Best Practice Framework for Online Safety Education Element 4 and Educate - STEPS Framework for selecting online safety programs from eSafety's Toolkit for Schools.</p> <p>Have students complete the Be Secure quiz. The quiz covers topics including critical thinking, device safety, privacy and personal information, spending money online and getting help. Once they have completed the quiz, students can complete an online safety plan to help them stay safer online.</p>	<p>The survey results show that your students feel that they regularly talk about online safety in their learning.</p> <p>To build on this knowledge, you may like to encourage your students to explore eSafety Kids and find topics that interest them. Students can then create a presentation on a topic to help other students understand more about that aspect of online safety.</p>
<p>8. In class we learn about why it is important to include people offline and online.</p> <p>Additional information: Students might need help understanding the term 'offline'.</p>	<p>The survey results show that your students may need support to show empathy online. eSafety's cyberbullying factsheet provides helpful information on the different types of cyberbullying behaviour including exclusion, and its impact on young people.</p> <p>You can learn more about the challenges young people from diverse communities face online by engaging with eSafety's research about online hate, bullying and violence.</p> <p>You can also learn more about the online experiences of people from diverse communities by exploring eSafety Diverse groups, particularly our report Protecting voices at risk online.</p> <p>Use eSafety's classroom resources including: Mighty Heroes especially River the sugar glider who is kind and caring to others.</p>	<p>The survey results show that your students understand the importance of showing empathy in online situations.</p> <p>To build on this, use Engage – Activities for students to take the lead in online safety (Foundation to Year 3) to engage students in meaningful planning to include others in online spaces.</p>

<p>9. I have learned to ask questions about things I see online.</p> <p>Additional information: Help students to understand this statement by providing examples where they question the validity of what they see online.</p>	<p>The survey results show that your students may need more support to question things they see online.</p> <p>You can learn more about how to question online content by reviewing our page on Fake news.</p> <p>Use eSafety's classroom resources including: Mighty Heroes especially Billie the bilby who always questions what they see.</p> <p>Be Secure (Activity 1) encourages students to reflect on the critical thinking skills required to stay safe online.</p>	<p>The survey results show that your students regularly question things they see online.</p> <p>To build on this, ask students to share ideas for spotting misleading information online. Use the eSafety Kids webpage How do I know if something is fake? to help guide the discussion with your students.</p>
<p>10. I like to talk to my teacher about what I do online.</p> <p>Additional information: This statement is about how comfortable students feel to share with teachers the things they do online.</p>	<p>The survey results show that your students may need to feel more comfortable about talking with you about their online activities and experiences.</p> <p>You may like to consider scheduling regular time to talk with your students about their online experiences.</p> <p>Use Engage – Activities for students to take the lead in online safety (Foundation to Year 3) to help you start the discussion.</p>	<p>The survey results show that your students feel they can talk to you about what they do online.</p> <p>To build on this, use The eSafety Guide to explore the safety features of games and apps they are using.</p>
<p>11. My teacher talks with us about the signs that someone online is unsafe to talk to.</p> <p>Additional information: Students may need to talk about how they know someone is safe to talk to online and what they should do if they feel uncomfortable.</p>	<p>The survey results show that your students require further information about identifying people who may want to harm them online, such as sexual predators.</p> <p>You can learn more about how to help students deal with unwanted contact online with eSafety's Unwanted contact and grooming factsheet.</p> <p>Use eSafety's Respond – Tips for supporting students involved in an online incident which has practical tips to support the safety and wellbeing of students involved in an online safety incident.</p> <p>Use eSafety's classroom resources to explore strategies students can use in situations where they feel uncomfortable or unsafe online.</p>	<p>The survey results show that your students are starting to identify safe and unsafe contact online. They may benefit from further exploring the signs that someone may want to harm them online, such as a sexual predator.</p> <p>To build on this, encourage students to explore ways to protect themselves from unsafe or unwanted contact. The eSafety Kids webpage Someone is contacting me and I don't want them to explores the types of contact that are inappropriate and what do about them.</p>

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

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>12. My school believes that online safety is important.</p> <p>Additional information: Students may need to talk about what they know their school does to support online safety.</p>	<p>The survey results show that your students may not feel online safety is important at school.</p> <p>Check out eSafety's Educate – Education action plan which will help your school consider its current approaches to online safety, as well as offer suggestions to improve online safety teaching practices.</p> <p>Use Engage – Activities for students to take the lead in online safety (Foundation to Year 3). The 'Planners' and 'Researchers' activities can create opportunities for students to participate in online safety education.</p>	<p>The survey results show that your students feel that online safety is important at school.</p> <p>To build on this, use Engage – Activities for students to take the lead in online safety (Foundation to Year 3). The 'Evaluators' activities can create opportunities for students to undertake and deliver reflections on learning and behaviour online.</p>
<p>13. We have lessons about being a good friend, online and offline.</p> <p>Additional information: It may help to ask students to recall lessons they have had about how to be kind online and why it is important.</p>	<p>The survey results show that your students may need more support understanding the importance of respectful relationships online. They might need help applying friendship skills to online situations.</p> <p>Use eSafety's classroom resources including: Mighty Heroes especially River the sugar glider who is kind and caring to others.</p>	<p>The survey results show that your students understand the importance of respectful relationships and supporting others online.</p> <p>To build on this, check out the Researchers activities in Engage – Activities for students to take the lead in online safety (Foundation to Year 3). These activities can create opportunities for students to research their school community to understand the experiences of others online.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>14. My school encourages me to tell a teacher if something that makes me feel uncertain, uncomfortable or unsafe happens online.</p> <p>Additional information: It may help to ask students if they can explain what to do if something goes wrong when they are online.</p>	<p>The survey results show that your students may not be aware that they can approach a teacher if they see or hear about something bad happening online. Learn more about policies and procedures for online safety incidents and how they are communicated. eSafety's Prepare – Checklist for developing effective online safety policies and procedures can assist with this.</p> <p>Use eSafety's classroom resources including: Mighty Heroes especially Dusty the frilled neck lizard who always asks for help when something doesn't feel right.</p>	<p>The survey results show that your students are aware that they can speak with a teacher if they see or hear about something bad happening online. To build on these skills, use the Keep It Sweet Online slide deck about strategies for dealing with online risk. This explores the importance of young people having a handful of helpers they can turn to if something makes them uncomfortable online.</p>
<p>15. My teachers ask me what I think our school should do to keep us safe online.</p> <p>Additional information: It may help to ask students about the last time they were asked what they think about online safety at school.</p>	<p>The survey results show that your students may feel they do not have a say in your school's online safety policies and procedures. Learn more about how to involve students in online safety decision making. Use Engage – Activities for students to take the lead in online safety (Foundation to Year 3). These activities can create opportunities for students to partner with school staff to make decisions on a range of issues that can affect them, including classroom online safety activities and school policies.</p>	<p>The survey results show that your students feel they have a say in the school's approach to online safety. While each school will be at a different stage in its online safety journey, re-assessing and reviewing your practices is an important part of maintaining a safe and supportive environment. To build on this, eSafety's Prepare – Online safety self-assessment tool can provide tailored suggestions to help your school improve its practices.</p>