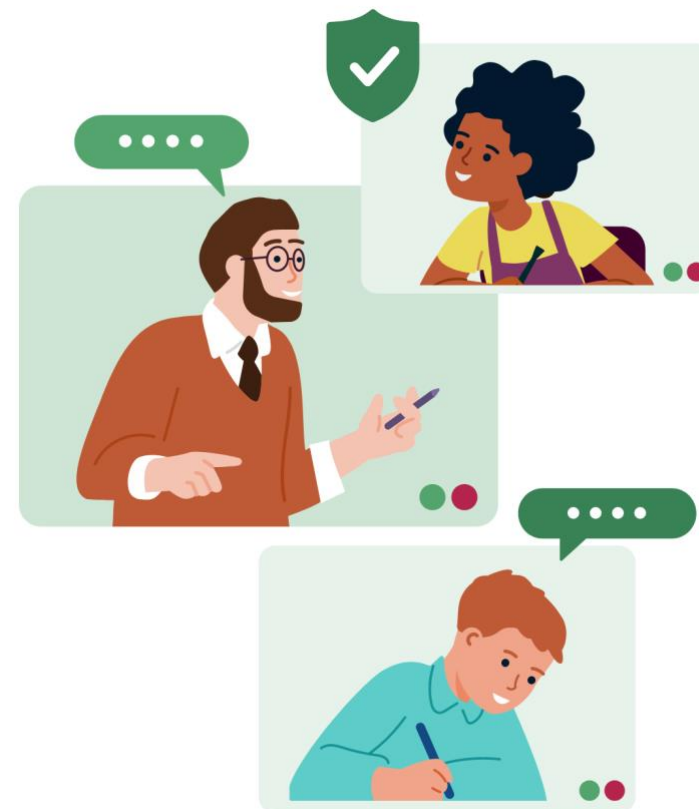




Student voice survey Educator notes (Year 4 to 6)



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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 Foundation to Year 3 and Year 7 to 12 students.

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:

- **Always:** the student chooses this when they think this experience or behaviour happens all the time.
- **Often:** the student chooses this when they think this experience or behaviour happens most of the time.
- **Sometimes:** the student chooses this when they think this experience or behaviour happens only some of the time.
- **Not at all:** the student chooses this when they think this experience or behaviour has never happened.

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 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 of school practices and processes for managing online safety.

Administering the survey

It is important to let students know that there are no right or wrong answers in a survey like this. Explain that a survey is not a test and that their answers will help improve online safety education at the school and build a safer online environment.

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

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 Foundation to Year 3 and Year 7 to 12 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 your 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 some instructions:

- You don't need to write your name on the survey sheets (unless you want to).
- Respond individually.
- Tell the truth – we are interested in what you have to say.
- If you would like to talk to me (the teacher) 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. Here are some ways you might administer the survey:

- Complete the survey as a whole class with the teacher explaining each statement, giving time for students to choose their response before going on to the next statement.
- Complete the survey in small groups, providing support as needed.
- Complete 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 show 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 the [Engage resources](#).

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 make good choices about what I share online and who can contact me.</p> <p>Students may need help clarifying the term 'online' and may need examples to make it real, such as having strong passwords and stopping and thinking about what they post before they send.</p>	<p>The survey results show your students may need support in thinking about what they share online and the importance of protecting their digital identity. You can learn more about protecting privacy and digital identity in eSafety's information page Your digital reputation.</p> <p>You can use the following eSafety resources to help your students learn about protecting privacy and digital identity:</p> <ul style="list-style-type: none"> • Teach the Privacy and security lesson designed to empower students to protect their identity online. There is an accompanying worksheet and suggested follow up activities. • Activity 3 of the Be Secure education suite explores privacy and personal information. • Involve your students in the Research activities in Engage – Activities for students to take the lead in online safety (Year 4 to 8). 	<p>The survey results show your students often think about what they share online and the importance of protecting their digital identity.</p> <p>Extend your students' understanding by sharing tips from eSafety's Young People webpage about Protecting your personally identifiable information.</p> <p>Continue the discussion at home by sharing a link to 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 and who can help if someone is bullying me or one of my friends or family online.</p> <p>Additional information: Students may need help understanding what online bullying looks and feels like.</p>	<p>The survey results show your students may need support to feel confident about helping a friend through an online incident.</p> <p>You can learn about how to prevent and respond to cyberbullying via eSafety's Spotlight on cyberbullying.</p> <p>You can use the following eSafety resources to help your students learn what to do if something negative happens online:</p> <ul style="list-style-type: none"> • The Keep It Sweet Online slide deck covers identifying and reporting cyberbullying. • Online safety posters and conversation starters can be used to encourage online safety at school and at home. 	<p>The survey results show your students are confident to support a friend through an online incident and know what to do.</p> <p>Consolidate this confidence by talking to students about how to report abuse to eSafety and find out about available services and support. You can also explain the role of the police and other services such as Kids Helpline.</p> <p>Students can continue the discussion at home. Share these links to the eSafety Parents webpages Online safety basics and Cyberbullying.</p>
<p>3. I am kind and respectful when I talk and share with others online.</p> <p>Additional information: Students may better understand this statement with some examples, such as making sure they don't leave people out in online games and being kind in online chats.</p>	<p>The survey results show your students may need to think about how they can help make the online world a more respectful and safer place.</p> <p>You can learn more about appropriate online behaviours in eSafety's Spotlight on cyberbullying.</p> <p>You can use the following eSafety resources to help your students learn about respectful online behaviour:</p> <ul style="list-style-type: none"> • The Keep It Sweet Online slide deck covers identifying and reporting cyberbullying. • eSafety's videos Protecting each other online and Good choices and good behaviour explore the impact of bullying and exclusion online and offline. 	<p>The survey results show your students regularly think about how they can help make the online world a more respectful and safer place.</p> <p>To build on these skills, involve your students in the Teachers and Mentors activities in Engage – Activities for students to take the lead in online safety (Year 4 to 8).</p> <p>Students can continue the discussion at home. Share these links to the eSafety Parents webpage Good habits start young.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>4. I think about how much time I spend online and the types of activities I do.</p> <p>Additional information: This statement asks students to consider time spent online as well as the types of activities they do. For example, do they know about screen time recommendations for their age group?</p>	<p>The survey results show that your students may need support to balance their time online and the types of activities they do.</p> <p>You can learn more about managing wellbeing on eSafety's How to manage your screen time page.</p> <p>You can use the following eSafety resources to help your students develop their skills to think critically about their online activities:</p> <ul style="list-style-type: none"> • The Making good choices online slide deck and lesson plan teaches students to think, evaluate and choose well online. • The eSafety Kids webpage I saw something online I didn't like has tips for what to do if students come across something online that is not nice. 	<p>The survey results show that your students often assess their time online and think about the types of activities they do.</p> <p>To build on these skills, involve your students in the Evaluators activities in Engage – Activities for students to take the lead in online safety (Year 4 to 8).</p> <p>Continue the discussion at home by sharing a link to the eSafety Parents webpage Screen time.</p>
<p>5. I am aware of my rights and responsibilities when I go online.</p> <p>Additional information: This statement asks students to think about the possible consequences of their online actions and understand that rules and guidelines are intended to help keep them safe, for example when they are gaming.</p>	<p>The survey results show that your students may not relate rules to the possible consequences of their actions online.</p> <p>You can learn more about rights and responsibilities in online education in eSafety's Best Practice Framework for Online Safety Education, Element 1 professional learning video.</p> <p>You can use the following eSafety resources to help your students develop their understanding of their rights and responsibilities in online activities:</p> <ul style="list-style-type: none"> • Involve your students in the Decision Maker activities in Engage – Activities for students to take the lead in online safety (Year 4 to 8). • Use the Online Safety Classroom Agreement to co-write your classroom rules for the use of technology with your students. 	<p>The survey results show that your students are aware of their rights and responsibilities and the possible consequences of their actions online.</p> <p>Continue the discussion at home by sharing a link to the eSafety Parents webpage Are they old enough?</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>6. I think about the safety of others when I create online tools (for example, by protecting their identity in a survey).</p> <p>Additional information: This asks students if they consider safety when they create digital tools, for example protecting privacy and security when creating surveys, using screen names or avatars in games they create.</p>	<p>The survey results show that your students may need support to consider online safety when creating online activities or games.</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>You can use the following eSafety resources to help your students develop their understanding of their rights and responsibilities in online activities:</p> <ul style="list-style-type: none"> • The eSafety Guide explores the safety features of many of the games and apps students use. Discuss with students the ways in which game and app developers could consider safety when they are developing tools. • Use the Making good choices online as a springboard to exploring the idea of 'choices' in game and app design. Take an example from a commonly used app that students use and have them consider the design choices and their consequences. 	<p>The survey results show that your students often consider the safety of users when creating online activities or games.</p> <p>To build on this knowledge, reflect on the Safety by Design resource Our Vision: Young People with your students, and maybe create your own vision statement.</p> <p>Continue the discussion at home by sharing a link to The eSafety Guide so parents can explore the safety features of many of the games and apps their children use.</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. The online safety lessons I have had make me think about being safe when I go online.</p> <p>Additional information: this statement asks students to think about how relevant their online safety lessons are to what they do online. For example, do they think about what they have learned in class when they are gaming?</p>	<p>The survey results show your students do not feel the online safety education they have received is relevant to the experiences they have online.</p> <p>You can review the content of your online safety lessons using the Best Practice Framework for Online Safety Education, see Element 4, and Educate –STEPS Framework for selecting online safety programs.</p> <p>You can use the following eSafety resources to help ensure your online safety lessons meet your students' needs and online experiences:</p> <ul style="list-style-type: none"> • Use the Online safety posters and conversation starters to promote safety whenever students are online. • Use the Be Secure quiz to explore topics including: critical thinking, device safety, privacy and personal information, spending money online and getting help. Once they have completed the quiz, students can complete an online security plan to help them stay safer online. 	<p>The survey results show that your students believe the online safety education they receive is relevant to the experiences they have online.</p> <p>Build on your students' involvement in their own online safety lessons by allowing them to explore eSafety's Kids pages and find topics that interest them. Use this information to plan online safety lessons.</p> <p>Continue the discussion at home by implementing some of the family-related activities in Let's talk about being safe online and The hard-to-have conversations.</p>
<p>8. In class, we talk about how our differences can change our online experiences (for example, someone might be cyberbullied because of their appearance).</p> <p>Additional information: Students might need help understanding why people from diverse communities may have bad online experiences. For example, someone might be cyberbullied because of their appearance, culture or religion.</p>	<p>The survey results show that your students need support in developing their awareness of the different experiences people from diverse communities can have online.</p> <p>You can learn more about the online experiences of people from diverse communities by exploring eSafety Diverse groups, particularly our report Protecting voices at risk online. You can also engage with eSafety research about Online hate speech and Young people's experiences with online hate, bullying and violence. You can use the following eSafety resources to help your students learn about the different experiences people from diverse communities can have online:</p> <ul style="list-style-type: none"> • Be Deadly Online resources provide your students with an opportunity to explore cyberbullying, digital reputation and respect for others from the perspective of Aboriginal and Torres Strait Islander peoples and their communities. 	<p>The survey results show that your students are aware of the different experiences people from diverse communities can have online.</p> <p>Build on this awareness by having students explore eSafety's Kids pages People are being mean to others online and How do I know if I have been mean to others online or for more mature students in this age range try eSafety's Young People page about Online hate.</p> <p>Continue the discussion at home by implementing some of the family-related activities in Engage – Activities for students to take the lead in online safety (Year 4 to 8).</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>9. My teachers have taught me to think about what I see and hear online and ask questions to find out whether it is true or not.</p> <p>Additional information: Students can think about how they identify fake news and what they can do about it.</p>	<p>The survey results show that your students may need more support to look critically at content they see online.</p> <p>You can learn more about how to question online content by reviewing our page on Fake news.</p> <p>You can use the following eSafety resources to help your students question what they see or hear online:</p> <ul style="list-style-type: none"> • Activity 1 of the Be Secure education suite explores critical thinking online. • The eSafety Kids How do I know if something is fake? can be used to talk about things students have seen online that seem misleading or worrying. 	<p>The survey results show that your students are confident in being able to critique the content they see and hear online.</p> <p>To build on this knowledge, involve your students in the Evaluator activities in eSafety's Engage – Activities for students to take the lead in online safety (Year 4 to 8).</p> <p>Continue the discussion at home by sharing a link to the eSafety Parents webpage Parental controls so parents can consider the content their child is engaging with at home.</p>
<p>10. I talk to my teachers if something good or bad happens online (for example, if I unlock a new level on a Maths game, or if someone I know is being bullied online).</p> <p>Additional information: This statement is about how comfortable students feel to share with teachers the things they do or see online.</p>	<p>The survey results show that your students may not be comfortable talking with you about various aspects of their online experiences. While this may be their personal preference, it is important that students know they can come to you about any challenges they may have online.</p> <p>You can learn about having sensitive conversations with your students about online safety issues by attending eSafety's professional learning webinars which cover the latest online safety research, case studies and teaching strategies to help educators integrate online safety into everyday classroom activities.</p>	<p>The survey results show that your students often feel comfortable talking with you about various aspects of their online experiences.</p> <p>Check out our Engage resources to identify how you can build on the positive relationships with students so they can continue to take the lead in online safety within the community.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p>11. My teachers talk about what I can do if someone online makes me feel uncertain, uncomfortable or unsafe (for example, if a stranger asks to be my friend online).</p> <p>Additional information: This statement refers to knowing how to respond to unwanted contact. You could provide examples, such as being asked to send mean messages to someone, being sent photos you don't like or being asked to meet an online friend in person.</p>	<p>The survey results show that your students may need support so they can feel confident about responding to unwanted or unsafe contact online.</p> <p>You can learn about unwanted contact and grooming via eSafety's Parent's pages. The suite of parent and carer resources about Protecting children from sexual abuse online is also helpful for educators.</p> <p>eSafety's Respond – Tips for supporting students involved in an online incident provides practical tips to support the safety and wellbeing of students involved in an online safety incident.</p> <p>You can use the following eSafety resource to help your students feel confident about dealing with unwanted or unsafe contact:</p> <ul style="list-style-type: none"> • Cybersmart Detectives explores strategies students can use in situations where they feel uncomfortable or unsafe online. 	<p>The survey results show that your students have been taught how to respond to unwanted contact online.</p> <p>Continue to strengthen this knowledge through using eSafety's Respond – Tips for supporting students involved in an online incident.</p> <p>Continue the discussion at home by sharing a link to the eSafety Parents webpage and the Protecting children from sexual abuse online suite of resources.</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 online safety is an important part of my wellbeing.</p> <p>Additional information: Students may need to have a group discussion about what they know their school is doing to support online safety.</p>	<p>The survey results show that your students may not feel that their online safety is as important as their physical safety at school.</p> <p>You can learn strategies for listening to children's voices and enabling their participation in decisions about online safety education by referring to Engage – Activities for students to take the lead in online safety (Years 4-8) is a helpful resource that can create opportunities for students to participate in your school's approach to online safety education. This gives students confidence that their views are respected and their voices are being heard.</p>	<p>The survey results show that your students feel confident that their online safety is considered as important as their physical safety at school.</p> <p>Strengthen this confidence through the use of eSafety's Online posters and conversation starters to make your commitment to online safety visible throughout the school.</p>
<p>13. When we have lessons about being safe, we talk about how this looks online as well as offline.</p> <p>Additional information: It may help to ask students to recall lessons they have had about cyberbullying and respectful relationships and to clarify the terms 'online' and 'offline'.</p>	<p>The survey results show that students are unable to identify lessons about respectful online relationships at your school.</p> <p>You can review the content of your online safety lessons using the Educate – STEPS Framework for selecting online safety programs.</p>	<p>The survey results show that lessons about respectful online relationships often happen at your school.</p> <p>Build on your students' knowledge by using the eSafety Kids webpages to start conversations linking online and offline behaviours.</p> <p>Continue the discussion at home by sharing a link to the eSafety Parent webpage The hard-to-have conversations.</p>

<p>14. My school has steps in place in case something bad happens online (for example, if a student is being cyberbullied).</p> <p>Additional information: It may help to ask students to explain what they should do if something goes wrong when they are online.</p>	<p>The survey results show your students may need support in understanding what to do if they see or hear about something inappropriate happening online. You can review the content of your online safety lessons through using the Best Practice Framework for Online Safety Education Element 4 and Educate – STEPS Framework for selecting online safety programs.</p> <p>This could be an opportunity to reflect on your school’s policies and procedures for online safety incidents and how they are communicated. eSafety’s Prepare – Checklist for developing effective online safety policies and procedures can assist with this.</p>	<p>The survey results show your students feel encouraged to speak up when they see or hear about something inappropriate happening online.</p> <p>To build on this, check out 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 uncertain, uncomfortable or unsafe online.</p> <p>Continue the discussion at home by implementing some of the ideas in the Toolkit for Schools Engage resources.</p>
<p>15. I am given opportunities to share my opinion about what our school does 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 students do not often feel they are given opportunities to have a say in your school’s online safety policies and procedures. You can learn strategies for listening to children’s voices and enabling their participation in decisions about online safety education. Referring to Engage – Activities for students to take the lead in online safety (Year 4 to 8) will help identify how you can incorporate the student voice to help shape your school’s approach to online safety.</p> <p>It may also be helpful to check the Prepare resources to help assess your school’s current online safety practices.</p>	<p>The survey results show that students feel they are often given opportunities to have a say in the school’s online safety policies and procedures.</p> <p>While each school will be at a different stage in its online safety journey, re-assessing and reviewing your practices is an important part of maintaining a safe and supportive environment. eSafety’s Prepare – Online safety self-assessment tool can provide tailored suggestions to help your school improve its practices.</p>