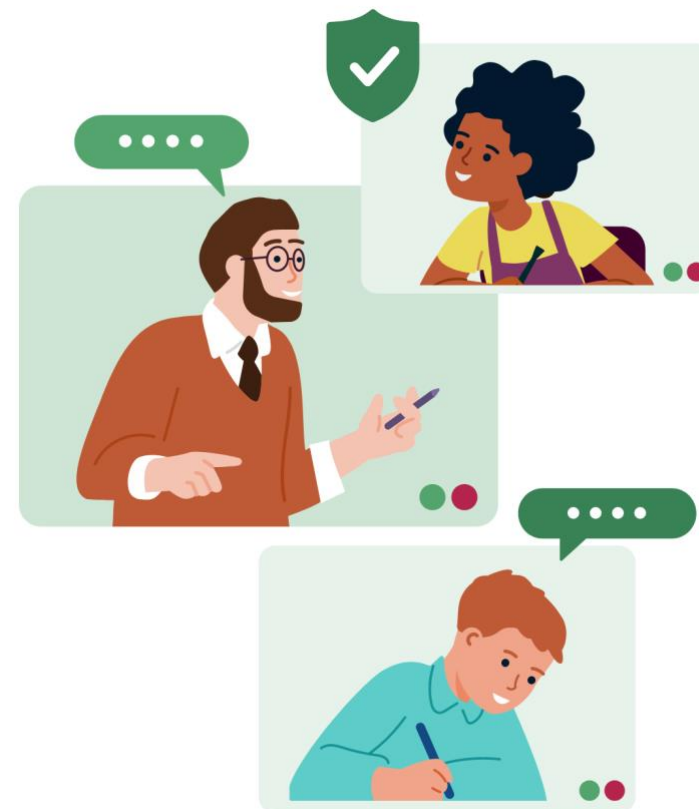




# Student voice survey Educator notes (Year 7 to 12)



**Disclaimer:** This material is general in nature. It is made available on the understanding that the Commonwealth is not engaged in rendering professional advice. Before relying on the material in any matter, you should carefully evaluate its accuracy, currency, completeness and relevance for your purposes and should obtain any appropriate professional advice relevant to your circumstances. The Commonwealth does not guarantee and accepts no legal liability whatsoever arising from or connected to, the accuracy, reliability, currency or completeness of any material contained in this resource or on any linked site. References to other organisations or websites are inserted for convenience and do not constitute endorsement.

### 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 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 you 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 available for Foundation to Year 3 and Year 4 to 6 students.

### Student voice

The survey comprises of a set of 15 statements about online safety that prompt students to consider aspects of 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 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

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 any data 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.

The survey is designed to be completed anonymously so students feel comfortable to express their thoughts. Explain to students that they do not need to use any identifying details on their copy (unless they want to). Teachers are encouraged to support students in their understanding of the statements where needed.

The **Resource suggestions** in the table below provide additional information to help analyse and interpret the results and take action 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 are 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 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 meet 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><b>1. I think about what I share online because my digital reputation is important to me.</b></p> <p>Additional information: Students may need help clarifying the term 'digital reputation' and they might need to talk about what they do to protect their identity online, for example using privacy settings and thinking about consequences before they post online.</p>	<p>The survey results show your students may not consistently think about what they share online and how it may impact on their digital reputation.</p> <p>Consider reviewing or introducing students to the eSafety Young People webpages on <a href="#">protecting their personal information</a> and <a href="#">digital footprint</a>.</p>	<p>The survey results show your students often think about what they share online and how it impacts on their digital reputation.</p> <p>To build on this knowledge, check out the eSafety Young People webpage <a href="#">Protecting your personally identifiable information</a>. The page explores a range of tips students can use to help stay in control of their privacy settings.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p><b>2. I know how to help my peers if something goes wrong online (for example, I can show them how to report abuse, block contact and get support).</b></p> <p>Additional information: Students may need examples of when things go wrong online such as cyberbullying, image-based abuse (sharing intimate images or videos without consent), technology-facilitated abuse, and exposure to harmful online content.</p>	<p>The survey results show your students may not know ways to help a friend online.</p> <p>Consider reviewing or introducing students to the <a href="#">eSafety Young People</a> webpages. The pages provide helpful information for young people and are continually updated to reflect common, new and emerging online issues.</p>	<p>The survey results show your students have a good understanding of how to support a friend online.</p> <p>Consolidate this knowledge by checking out <a href="#">The YeS Project</a>. Workshop 9 Mentoring and Supporting explores how students can turn to ‘quieter’ ways of making change by mentoring others and safely supporting their peers.</p>
<p><b>3. I think about how I can help make online spaces respectful and safe when I interact with others.</b></p> <p>Additional information: Students may need to share examples of online spaces and corresponding strategies that are relevant to use in those spaces.</p>	<p>The survey results show that your students may not always be considering how they can help make the online world a more respectful and safer place.</p> <p>Consider reviewing or introducing students to the eSafety Young People pages on <a href="#">Creating positive change</a> and the <a href="#">eSafety Youth Council</a> to see the positive influence young people, like them, can have.</p>	<p>The survey results show your students are already thinking about how they can help make the online world a more respectful and safer place.</p> <p>To build on these skills, check out <a href="#">The YeS Project</a>. Workshop 5 Difference and Diversity explores the challenges people from diverse backgrounds can face online, including negative experiences on social media.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p><b>4. I use various strategies to manage my wellbeing and the balance of online and offline activities in my life (for example, I have quality uninterrupted sleep at night and turn off notifications before I go to bed).</b></p> <p>Additional information: This statement is about whether the student monitors their own technology use. It is not a judgement on how well they balance online and offline time. Other examples that can be used in the statement include having correct posture, getting exercise and using screen time tools.</p>	<p>The survey results show that some students may not balance their time online. Here it is also important to consider not only how much time students spend online, but the type and nature of the content and activities they are engaging with online.</p> <p>Consider reviewing or introducing students to the eSafety Young People webpages on <a href="#">balancing time online</a> and eSafety's general advice on <a href="#">How to manage your screen time</a>. The pages provide helpful information and tips for students to assess the balance of time online in their lives.</p>	<p>The survey results show that your students are actively monitoring the balance of technology in their lives to help manage their wellbeing.</p> <p>While it's positive to know that your students recognise the importance of balancing technology in their lives, sometimes the pressure to stay connected can be overbearing.</p> <p>eSafety has helpful advice that you can share with your students if they are feeling the <a href="#">pressures from social media</a> as they approach the age of 16 when they will be able to have social media accounts.</p>
<p><b>5. I understand the legal, social, and personal consequences of what I say and do online.</b></p> <p>Additional information: This statement asks students to think about the possible consequences of their online actions.</p>	<p>The survey results show that your students may not fully understand the consequences of their actions online.</p> <p>eSafety's presentation <a href="#">The internet and the law</a> may assist students to understand online behaviours that can have possible legal consequences.</p> <p>You may also want to review or introduce students to the eSafety Young People webpages which cover a range of online issues.</p>	<p>The survey results show that your students understand the possible legal social and personal consequences of their actions online.</p> <p>To build on this knowledge, check out <a href="#">The YeS Project</a>. Workshop 3, Laws, Tech and Media, encourages students to think critically about laws governing technology use and their impact on different age groups.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p><b>6. I think about the safety of others when I create online tools (for example, by protecting their identities in surveys, or ensuring a game they are building is accessible to young people with disability).</b></p> <p>Additional information: To better understand this statement, students may need more practical examples such as building reporting functions for inappropriate comments into online platforms they set up to use with classmates, and requiring screen names or avatars in STEM online games they create.</p>	<p>The survey results show that your students may not be aware of how they can consider the safety of users when creating digital tools, games or platforms.</p> <p>You may want to review our Safety by Design resource <a href="#">Our vision: Young People</a> with your students to help them understand the importance of embedding online safety features when using digital tools to create games and platforms for its users.</p> <p>You may also wish to explore the Australian Curriculum and Reporting Authority (ACARA)'s <a href="#">V9 Curriculum connections</a>. Look for Online safety and Media consumers and creators.</p>	<p>The survey results show that your students often consider the safety of users when creating digital tools, games or platforms.</p> <p>To build on this knowledge, discuss the continual development of digital technologies with your students. Consider how important it is for designers and developers of digital tools, games and platforms to help protect their users from online harms.</p> <p>You can look at various case studies of Safety by Design principles being used by industry. eSafety's blogpost on the Safety by Design principles being used by <a href="#">LEGO</a> is a great starting point. You can also check out our <a href="#">Safety by Design pages</a> to reflect on eSafety's principles and vision. AI tools including AI companions provide an interesting case study, however educators may wish to read up on this via eSafety's <a href="#">AI companions information sheet</a>.</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><b>7. The online safety education I have had so far has been relevant to me and what happens when young people go online.</b></p> <p>Additional information: This statement asks students to think about how relevant their online safety lessons are to what they experience online, such as using group chats, working with digital tools and gaming with friends.</p>	<p>The survey results show that your students may not feel that the online safety education they have received is relevant to the experiences they have online.</p> <p>You may want to check out other eSafety Engage activities to help identify opportunities for students to be involved in the 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 the online safety education your students have received is perceived by them to be relevant to their experiences online.</p> <p>Online platforms, tools and experiences are changing so it is important that your school is prepared to respond to new and emerging risks. Check out <a href="#">The YeS Project</a>. Workshop 7 Resources explores how students can identify and evaluate school, eSafety and community resources to respond to new challenges online.</p>
<p><b>8. In class, we talk about how differences between people, communities, cultures and groups can influence experiences online.</b></p> <p>Additional information: Students might need help understanding why diverse communities and individuals may have negative experiences online, such as being targeted by online hate or gendered abuse.</p>	<p>The survey results show that your students may not be aware of the online experiences of people from diverse groups.</p> <p>You may also like to review or introduce students to the eSafety Young People webpage on <a href="#">online hate</a> and being out, trans or gender diverse which include helpful information about some of the challenges young people from diverse backgrounds experience online.</p>	<p>The survey results show that your students are aware of the online experiences of people from diverse groups.</p> <p>To build on this understanding, consider exploring eSafety's reports on <a href="#">Protecting voices at risk online</a>, <a href="#">Online hate speech</a>, <a href="#">Young people's experiences with online hate, bullying and violence</a>, <a href="#">Online safety for young people with intellectual disabilities</a>, and the <a href="#">gaming experiences of young people with disability</a>.</p> <p>These can help students understand in greater depth the negative experiences young people from diverse communities face online and spark thought-provoking conversations.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p><b>9. I know how to identify fake news, misinformation and disinformation online and I question what I see and hear.</b></p> <p>Additional information: Students may need clarification of the term 'fake news' and how they question, analyse and interpret content online.</p>	<p>The survey results show that your students may need more support to apply critical thinking skills to content they see and hear online.</p> <p>Consider reviewing or introducing students to the eSafety Young People webpage on <a href="#">fake news</a>, which includes information that helps young people question what they see, read and watch online.</p>	<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 these skills, check out <a href="#">The YeS Project</a>. Workshop 8 Influencers and Connectors provides students with opportunities to identify what influences them and how, including mass marketing, bias and echo chambers.</p>
<p><b>10. I am comfortable having conversations with my teachers about positive and negative aspects of my online experiences.</b></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 having conversations about various aspects of their online life with you. While this may be their personal preference, it is important that students know that they can come to you about any challenges they may face online.</p> <p>The <a href="#">eSafety Young People</a> webpages cover age-appropriate topics that can be used as conversation starters with students, to help them open up about various aspects of their lives online.</p> <p>Participating in teacher professional learning may also help you with strategies for having sensitive conversations with your students about online safety issues. <a href="#">eSafety's professional learning program</a> covers the latest online safety research, case studies and teaching strategies to help educators integrate online safety into their programs and student wellbeing planning.</p>	<p>The survey results show that your students are comfortable talking with you about various aspects of their online lives.</p> <p>Check out our <a href="#">Engage</a> 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 their school community.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p><b>11. At school we are taught how to handle unwanted contact online, including grooming and sexual pressure from friends and strangers.</b></p> <p>Additional information: Students may need examples of the types of sexual pressure experienced online so they understand it can come from a variety of people, including people they don't know, older students or even their friends.</p>	<p>The survey results show that your students may not have the skills to respond to unwanted contact online. Consider reviewing or introducing students to the eSafety <a href="#">Young People</a> webpages. The pages provide helpful information for young people on a range of online issues.</p> <p>eSafety's <a href="#">Respond – Tips for supporting students involved in an online incident</a> provides practical advice for supporting the safety and wellbeing of students involved in an online safety incident.</p> <p>eSafety's <a href="#">Unwanted contact and grooming factsheet</a> provides educators with helpful information and links to help young people deal with unwanted contact online.</p>	<p>The survey results show that your students acknowledge they have been taught how to handle unwanted contact online.</p> <p>To build on this knowledge, check out eSafety's <a href="#">Unwanted contact and grooming resource</a> which can be used with your students to develop their critical thinking skills by unpacking potentially dangerous online situations.</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><b>12. My school considers my online safety to be as important as my physical safety.</b></p> <p>Additional information: Students may need to talk about school policy regarding online safety.</p>	<p>The survey results show that your students may feel that the school does not consider their online safety to be as important as their physical safety.</p> <p><a href="#">Engage</a> 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 do feel their school considers their online safety is as important as their physical safety at school.</p> <p>Online platforms, tools and experiences are continually changing so it is important that your school is prepared to respond to new social and digital challenges. Check out <a href="#">The YeS Project</a>. Workshop 7 Resources explores how students can identify and evaluate school, eSafety and community resources to respond to new challenges online.</p>
<p><b>13. Conversations about trust, respect and consent happen at my school (for example, we discuss the importance of consent when taking and sharing photos).</b></p> <p>Additional information: It may help to ask students to recall lessons they have had about respectful relationships and share examples (such as discussing how to be a good friend online, how to support someone who has been bullied and asking for consent before taking and sharing photos).</p>	<p>The survey results show that conversations about respectful relationships may not happen regularly at your school.</p> <p>eSafety's award-winning <a href="#">Tagged</a> film and teaching resources explore the impacts of cyberbullying and sharing intimate images online. Students are encouraged to analyse different ways they can exercise self-control and responsibility in managing relationships online.</p>	<p>The survey results show that conversations about respectful relationships often happen at your school.</p> <p>To build on this knowledge check out <a href="#">The YeS Project</a>. Workshop 4 Online Images – the good, the bad and the ugly helps students understand consent and how different people take, use and make meanings from images.</p>

Statements and additional notes	Average scores of A or B	Average score of C or D
<p><b>14. My school has steps in place in case something negative happens online (for example, if a student is targeted with hate speech by another student).</b></p> <p>Additional information: It may help to talk about the school's policies and processes for responding to negative behaviour online.</p>	<p>The survey results show that your students may not be confident to call out negative behaviour online and are unaware of how the school will address these issues.</p> <p>Consider discussing the school's processes for online safety incidents with your students and asking them to share their thoughts and feedback.</p> <p>You may also like to review or introduce your students to the eSafety Young People webpages <a href="#">on being an upstander</a>, <a href="#">sharing nudes</a>, <a href="#">unsafe or unwanted contact online</a> and <a href="#">cyberbullying</a>. The pages provide helpful information and tips to help students respond to negative online behaviour.</p>	<p>The survey results show that your students are encouraged to call out negative behaviour online and are aware of the steps the school will take to address these issues.</p> <p>To build on these skills, check out <a href="#">The YeS Project</a>. Workshop 9 Mentoring and Supporting explores how students can turn to 'quieter' ways of making change by mentoring others and safely supporting their peers.</p>
<p><b>15. My school values my opinion, and I am given opportunities to contribute to the shaping, updating and changing of online safety policies and procedures at my school.</b></p> <p>Additional information: It may help to ask students about the last time they were asked for their ideas about online safety at school.</p>	<p>The survey results show that students may not feel they are given opportunities to have a say in your school's online safety policies and procedures.</p> <p><a href="#">Engage – Activities for students to take the lead in online safety Year 9 to 12</a> 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 Toolkit for Schools <a href="#">Prepare</a> 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.</p> <p><a href="#">Prepare – Online safety self-assessment tool</a> can provide tailored suggestions to help your school improve its practices.</p>