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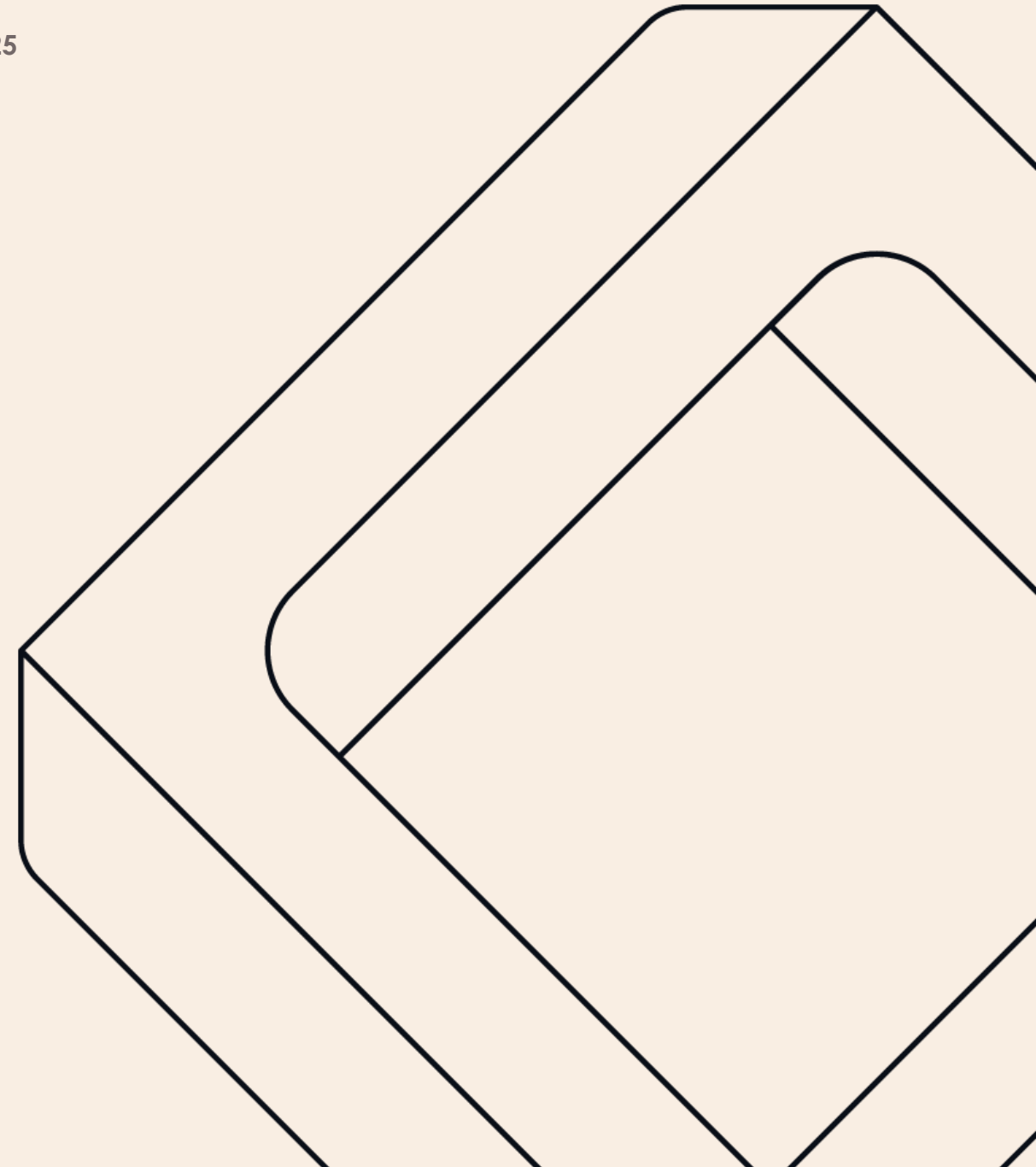
Australian Government | eSafetyCommissioner

Evaluation of the Trusted eSafety Provider Program

Final report

Prepared for the Office of the eSafety Commissioner

8 December 2025



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Glossary of terms used in this report

Throughout this report, 'providers' will refer to Trusted eSafety Providers.

'Education sector representatives' will refer to participants from the Independent, Catholic, and Government sectors and represented various roles and responsibilities within their respective state department or association.

Much of this report is based on qualitative insights from different stakeholders; by its very nature, open-ended enquiries using qualitative approaches do not report statistical or quantitative findings – rather, they provide thematic insights for the reader. To help guide interpretation, the following conventions have been used when describing the qualitative findings, to give an indication of the strength of the theme: 'a few' refers to less than one-quarter of participants; 'some' refers to greater than a few but less than half ; 'many' refers to more than half of participants; and 'most' refers to almost all of participants.

Executive summary

The Trusted eSafety Provider (TeP) program was established to help school communities face the rapidly evolving landscape of online safety, through developing a cohort of endorsed providers that schools could engage to deliver high quality, evidence-informed online safety education.

Verian was commissioned to conduct an evaluation of the TeP program to assess the relevance, effectiveness, efficiency, and impact of the program. The evaluation employed a mixed-method approach, including secondary analysis of administrative data; a provider survey; qualitative interviews and focus groups with program stakeholders, including providers, eSafety staff, education sector representatives; and case studies with schools that have engaged an endorsed provider.

The objectives of this evaluation were to:

- Assess the extent to which the activities and outputs being delivered are consistent with the intended impacts and effects.
- Monitor the implementation of the program and identify strengths, weaknesses, and monitor areas for improvement to support the quality, efficiency, and effectiveness of the program iteratively and into the future.
- Gather evidence to assess the promise of the service against the intended short-term outcomes and identify any unintended outcomes.
- Assess the extent to which the administration of the program was efficient and represented a good use of public funds.

Key findings

KEQ1. Is the Trusted eSafety Provider program fit-for-purpose?

The Trusted eSafety Provider program was largely considered by stakeholders to be fit-for-purpose, meeting the needs of providers, schools, and the broader education sector.

Providers reported significant benefits from participating in the program, including having access to eSafety's research and resources, guidance through the Best Practice Framework, and enhanced credibility through endorsement. The Community of Practice was highly valued for professional development and collaboration, while eSafety's resources were recognised for their relevance and timeliness. Providers also noted being satisfied with the application and re-application process, which were seen as appropriately robust and thorough.

eSafety staff, managers, and executives agreed that the current iteration of the TeP program reflected significant improvements over time. The design and delivery of program have been refined over time, particularly through changes in the endorsement process and improvements within the Community of Practice. However, eSafety staff agreed that there were limitations around the program's promotion, resourcing, and internal prioritisation that may be hindering the impact of the program.

The schools who were interviewed to inform the development of the case studies expressed satisfaction with the services delivered by endorsed providers, noting that these were guided by evidence and best practice. However, the schools that participated in this research selected providers based on their personal connections or prior engagement, rather than knowledge of eSafety's endorsement. While the program theoretically should reduce the burden for schools in selecting a high-quality and trusted provider for online education, further research is required to assess this.

Education sector representatives agreed that the program can positively impact schools, though structural challenges in school environments (such as limited resourcing and competing priorities) can limit the extent and impact of provider engagement.

Overall, the TeP program was seen as being effective in equipping providers and supporting schools, with some gaps related to program and provider promotion as well as internal eSafety constraints.

KEQ2. Has the program been implemented as intended?

The TeP program has largely been implemented as intended, aligning well with its original objectives and delivering positive outcomes. eSafety stakeholders highlighted the successes of the program, such as establishing a collaborative network through the Community of Practice, improving the application process for endorsement, and maintaining quality assurance through reviews and observations. All providers confirmed actively using the Best Practice Framework to guide the design of their materials and ensure alignment with the latest evidence.

Most providers expressed satisfaction with the program's implementation, noting that it supported them to deliver better online safety education. However, awareness of the program among schools and the broader public remains limited, affecting its visibility and uptake.

Key challenges limiting program implementation were identified, including resource constraints within eSafety to promote the program externally; competing priorities within schools preventing deeper engagement with providers; as well as it being challenging for schools to access suitable providers because of their geographic location or the specific educational needs of their students.

Despite these challenges, the uptake of services is apparent, with more students reached each year through provider engagement, and increasing searches for endorsed providers via eSafety's website. The benefits of using endorsed providers were recognised across education sector representatives and the schools interviewed in this research, such as confidence in best-practice education and access to diverse service delivery options.

KEQ3. Is the program an efficient way to support providers of online safety education and develop their professional capacity?

The TeP program was considered to efficiently support providers and build their professional capacity, despite the resource constraints within eSafety. eSafety staff agreed that the day-to-day administration of the program runs smoothly and efficiently, with improved processes over time. Improvements in the application process to become a trusted provider have raised the quality of applicants and streamlined staff workloads, further improving efficiency. Providers reported that the endorsement process is well-structured, transparent, and supported by responsive communication from eSafety.

While the program runs effectively, potential areas for improvement primarily related to addressing resourcing constraints within eSafety and increasing promotion of the program both internally and externally. Among education sector representatives, endorsement from eSafety was seen to add great value by providing confidence in the credibility of providers and reducing the burden of school staff having to assess the suitability and quality of online education providers themselves. Schools interviewed for case studies also acknowledged the high value of an eSafety endorsement and that endorsement would influence their choice of provider.

KEQ4. To what extent has the program built the capacity of providers and client organisations to promote online safety?

The TeP program was seen as making a significant contribution to building the capacity of providers to deliver quality online safety education. Providers reported strong satisfaction with the program, noting that it has enhanced their knowledge of best practice in online safety education and

improved the quality of their content and delivery. The schools participating in case study interviews also expressed satisfaction with their providers and observed increased awareness and knowledge among students and staff, although further research is needed to measure the extent of this impact across all schools engaging the program.

Engagement with providers has improved awareness of safer online interactions among students, teachers, and school communities, consistent with the expected outcomes outlined in the program logic model. However, the schools that participated in this research did not report this translating into formal changes in school policies or practices. Schools remained bound by national, or state-based curriculum guidelines, which may constrain broader adoption of new approaches. It is possible that formal changes in school policies or practices have taken place in other school contexts, but further research is required to assess this.

Community awareness of eSafety's role and resources varied, with some schools and education sector representatives actively using and promoting eSafety materials and resources, while others were largely unfamiliar and relied on their provider for guidance. Overall, the program was seen to have strengthened the knowledge and capacity of providers and schools, but greater visibility of the program and integration between providers and schools are needed to maximise impact.

Summary of considerations:

1. **More effective promotion of endorsed providers and the TeP program.** One of the considerations made in the 2021 evaluation[1] noted that the promotion of the program was seen to be a major issue among endorsed providers and the education sector focus groups. This present evaluation found many stakeholders still indicating that there was a limited awareness of the program among client organisations. It was suggested in the qualitative interviews that more proactive and effective advertising would help schools find and engage endorsed providers more easily. A communications strategy for different stakeholder groups would be beneficial, specifically in promoting the program and endorsed providers to schools. eSafety executives and managers could consider leveraging the media exposure that eSafety already has to promote the program, as well as utilising already-established communication platforms, such as eSafety's homepage to increase program visibility, which has already resulted in increased site visits in the past.

2. **Review the internal prioritisation of the program and its resourcing.** eSafety executives could consider ways that the TeP program could receive greater internal prioritisation within the organisation. Improving the internal awareness of the program can enable more efficient operations and support its growth and development, while advocating for increased resourcing can help to increase the reach and coverage of the program across the education sector.

3. **Encourage providers to improve their accessibility and broaden their capabilities.** Stakeholders identified gaps in service delivery for schools in regional, remote, and lower socio-economic areas. TeP program managers could look at options to encourage providers to offer more accessible service delivery. Additionally, program managers may consider providing further support to help providers build their expertise in working with diverse school communities, including First Nations, culturally and linguistically diverse groups, and people with disability.

[1] Clifton, Jennifer (2021), *Review of the Trusted eSafety Provider Program*, Queensland University of Technology.

4. **Commit to hosting a regular Community of Practice session in-person.** Providers universally supported the Community of Practice and found it to be a collaborative, informative, and collegiate forum to share insights with other providers and experts in the field. Following the 2021 evaluation, one of the considerations raised was the need to improve the Community of Practice, particularly through collective understanding, mutual engagement, and shared resources. The present evaluation found many eSafety stakeholders recognising the significant improvements made within the Community of Practice, with the majority of providers placing high value in and benefitting from attending these sessions. Given the positive outcomes from the Community of Practice, eSafety should consider hosting in-person sessions regularly to continue to foster collaboration and innovation amongst providers.

5. **Enhance and tailor existing eSafety resources.** The majority of providers found eSafety resources to be highly valuable and useful to refer to teachers and students. Based on feedback from schools, providers made several suggestions for eSafety to further improve their current database of resources. Suggestions included providing more video resources; creating less text-heavy resources for younger children; and providing ready-to-use resources for teachers that do not require additional preparation.

6. **Support providers to better engage parents and carers.** A challenge noted by stakeholders was the difficulties in engaging parents to deliver online safety education. While a few providers have developed their own resources and strategies to target parents, more broadly, TeP program managers could consider providing training and support to upskill providers for more effective parent engagement[2]. These learnings could also be shared with schools to support leaders in implementing a whole-school approach to online safety.

7. **Consider how the impact of the program could be better measured.** It is noted that eSafety already collects data from providers related to their activities and reach. However, while these metrics capture the reach of the program, the data is less clear in relation to measuring outcomes and impact. Program managers could continue to support providers to develop their reporting and evaluation process capabilities to better measure the program's impact, including sharing tools and examples of best practice such as the resources shared by the Australian Centre for Evaluation. While some work has already been done to upskill providers in this area through sessions delivered in the Community of Practice, further support is necessary to equip providers in this area. Developing the capacity for evaluation will be important in being able to measure the long-term outcomes of the program as outlined in the program logic model.

[2] It is noted that eSafety is currently implementing a parent strategy that will review the support and resources available for parents and carers.

1. Introduction

1.1. Background

The Trusted eSafety Provider (TeP) program was established to help school communities face the rapidly evolving landscape of online safety, through developing a cohort of endorsed providers that schools could engage to deliver high quality, evidence-informed online safety education.

Verian was commissioned to conduct an evaluation of the TeP program to assess the relevance, effectiveness, efficiency, and impact of the program. The evaluation employed a mixed-methods approach, including secondary analysis of administrative data; a provider survey; as well as qualitative interviews and focus groups with program stakeholders, including providers, eSafety staff, education sector representatives, and schools that have engaged an endorsed provider. This comprehensive approach captured diverse perspectives and provided a robust understanding of how the TeP program functions within schools, the education sector, as well as considering its broader impact.

1.2. Research objectives

The objectives of the evaluation were to:

- Assess the extent to which the activities and outputs being delivered are consistent with the intended impacts and effects.
- Monitor the implementation of the program and identify strengths, weaknesses, and monitor areas for improvement to support the quality, efficiency, and effectiveness of the program iteratively and into the future.
- Gather evidence to assess the promise of the service against the intended short-term outcomes and identify any unintended outcomes.
- Assess the extent to which the administration of the program was efficient and represented a good use of public funds.

The research objectives informed the development of the Program Logic and the Key Evaluation Questions.

1.3. Key evaluation questions

This evaluation began with a collaborative review of the program logic model for the TeP program (see Appendix A). The program logic model provided a framework from which the research themes, questions and instruments were developed, tailored to each stakeholder group. The short- and medium-term outcomes provided guidelines to assess whether the TeP program is leading to the expected outcomes. Given the scope of this research, measuring the long-term outcomes falls outside the remit of this evaluation.

Verian and eSafety co-designed the evaluation framework, including the Key Evaluation Questions (see Appendix B) and the data matrix. The final Key Evaluation Questions (KEQs) are:

- **KEQ1 (relevance)**: Is the Trusted eSafety Providers program fit for purpose?
- **KEQ2 (effectiveness)**: Has the program been implemented as intended?
- **KEQ3 (efficiency)**: Is the program an efficient way to support providers of online safety education and develop their professional capacity?

- **KEQ4 (impact)**: To what extent has the program built the capacity of providers and client organisations to promote online safety?

1.4. Methodology

The methodology covered three approaches: secondary analysis of existing data, online qualitative discussions (in-depth interviews and focus groups), and an online survey of endorsed providers.

1.4.1. Secondary data analysis

The secondary data analysis was conducted between 16 to 23 June 2025. Program data was provided to Verian by the eSafety program team and comprised: eSafety's website data; applicant documents; review and observation outcomes; past provider surveys; Community of Practice documents; and provider processes, guides, and resources. This program data was used to provide additional context for Verian to develop the research instruments, shaping the online survey and discussion guides.

1.4.2. Qualitative consultations

The purpose of the qualitative research was to get an in-depth understanding of the experiences of key stakeholders in their involvement with the TeP program. Qualitative interviews and focus groups took place between 4 August and 8 October. This consisted of interviews with six providers, six eSafety staff, focus groups and interviews with 12 representatives from the education sector (representing a mix of government, Catholic, and independent school sectors), and three case study interviews with schools that engaged providers.

Participating providers were selected by Verian to ensure a representation of factors such as location, duration in the program, organisation size, annual audience size, number of schools engaged, background, topic breadth, delivery mode, and delivery breadth (e.g. state-based vs. national; metro/regional/remote delivery). Where a provider was unable to participate, a substitute provider was selected in collaboration with eSafety to ensure representation among participating providers.

Case study schools were suggested by their provider to be invited to participate in this research. Education sector representatives and eSafety stakeholders (including executives, managers and staff) were invited to participate in focus groups and interviews through correspondence from the Verian research team.

Interviews and focus groups were conducted online through Microsoft Teams. These were facilitated by the Verian research team, using discussion guides tailored to each stakeholder group (see Appendix D for an example). Each guide comprised prompts and discussion topics structured around the Key Evaluation Questions and research topics of relevance to each of the different cohorts. Discussions were recorded (with participant consent) and transcribed for coding and analysis purposes. Qualitative data was thematically mapped using Microsoft Excel against the main discussion themes, Key Evaluation Questions and sub-research questions.

All quotes have been de-identified to maintain participant confidentiality. Participant information is accessible to the Verian team only. Recordings and transcripts of the interviews will be deleted upon the final deliverables of the evaluation.

1.4.3. Online survey of providers

An online survey of providers was in field from 22 September to 10 October, resulting in 20 completed responses (out of 26 total providers). The survey was hosted and distributed via Qualtrics. The purpose

of the survey was to capture a broader understanding of the sentiment and experiences among providers. The survey was informed by the secondary data analysis as well as the insights from the qualitative interviews with providers, education sector representatives, and eSafety stakeholders. The final survey was developed in collaboration with eSafety.

1.5. Reading this report

The evaluation findings have been presented thematically in this report (Sections 2 to 7), aligned with the topics of discussion with the different stakeholder groups, which in turn were informed by the research themes under each Key Evaluation Question (see Appendix B). Each section draws on qualitative data from the in-depth interviews and focus groups, along with quantitative data from the provider online survey and administrative data from eSafety (such as website traffic data).

Section 8 examines emerging outcomes and impacts of the TeP program (noting that longer-term impacts are not within the remit of this evaluation).

The final section of the report synthesises the key findings under each of the four Key Evaluation Questions and provides recommendations for the TeP program.

In this report, direct quotations have been used from participants to illustrate points made. In some cases, quotations have been 'smoothed' (as indicated by ellipses) with superfluous words removed, and some explanatory words have been added in parenthesis to enhance readability.

Three case studies were also prepared to demonstrate how the TeP program has worked in practice in schools, and the impact it has had in school contexts. These illustrative case studies have been included in the report according to its related theme.

1.6. Use of Artificial Intelligence (AI)

Generative AI was not used in the analysis or writing of this report. As part of this evaluation, AI was used solely for the purposes of recording and the generation of transcripts of qualitative discussions with providers, eSafety staff, education sector representatives, and school representatives.

2. Online safety in schools

This section explores some of the online safety challenges participants identified that are being faced by schools and the broader education sector, outlining the context in which the TeP program operates.

2.1. The online safety issues faced by schools and the education sector

Participants reported that school communities face an increasingly complex array of online safety issues. In addition to challenges like having to navigate online friendships and cyberbullying, many educators noted being specifically concerned at the speed at which online issues are evolving. It was acknowledged that rapid developments in the digital space made it difficult for teachers and school leaders to stay up to date, given they were already at capacity with teaching duties and classroom responsibilities. It was also noted that some teachers may have low confidence or experience regarding technology and online safety, making it even more challenging for online safety issues to be addressed effectively within schools.

> *"[The biggest challenge facing the sector is] the rapidly changing environment. As teachers, it's important that they're across that, but it's not necessarily their core business, and so that rapid change can make it really, really tricky for teachers to stay in front of what's happening. And often the kids are teaching us – they know what the next big thing is before we do, so it can be quite tricky."*
> *– Independent sector representative*

> *"[The biggest challenge facing the sector is] staying up to date with some of the challenges facing young people and how best to respond to their needs, and to be able to do that in a way that fits with the needs of busy schools … school leaders need to access the right information quickly and effectively, and be guided as to how best to work with their school community to ensure that the right information reaches the right ears, whether that's for parents, teachers, or students."*
> *– Government sector representative*

2.2. Prioritisation of online safety in schools

Some of the challenges observed to implementing stronger measures related to the varying levels in which online safety was prioritised within schools. It was noted that every school must adhere to the curriculum requirements, frameworks and guidelines as determined nationally, by their respective state or territory government and/or their education sector. However, the extent to which online safety was embedded in their school's wellbeing approach was affected by individual school's leadership priorities, staff capacity, and available resources and funding.

> *"[The provider] has spoken to, as well as myself, to leadership here about a different way of doing online safety, the whole-school approach, where teachers are upskilled … and deliver some of the content and take it a bit further, but that hasn't gained traction at our school." – Teacher*

Across the different stakeholder groups participating in this research, many agreed that schools understood the importance of online safety and would like to prioritise online safety more than they are currently able to do. One provider noted that in their observation of a few schools, staff may not necessarily act until an incident actually occurred.

> *"For a lot of schools, they're dealing with what we call 'digital drama' … Lots of headaches, things that are happening outside of school hours, but blowing up in the classroom. But there's a lot of competing priorities for schools ... [even] when it comes to professional learning…" – Provider*

"I think schools that demonstrate digital maturity definitely have [online safety] embedded within whole-school programs. It's the best way, it's best practice. You want [a situation] where individual teachers don't feel like it all falls upon their shoulders, but that it's a shared focus … They can…add capacity to their students and then pass students on to whichever teachers or learning areas they move on to next." – Government sector representative

3. Awareness and understanding of the TeP program

This section explores awareness and understanding of the TeP program among schools and the broader education sector, as well as the efficacy of eSafety's promotion of the TeP program.

3.1. School and sector awareness of the program

While a few stakeholders noted that the TeP program was making an important contribution to the education sector, awareness of the program was mixed. For example, among the three schools interviewed, engagement with their provider was not attributed to having a prior awareness or understanding of the program – two of the schools had a prior connection to the provider outside of the TeP program, while the other had engaged their provider before the TeP program was even established. Among education sector representatives, awareness of the program also varied. Some were generally aware of the program but had never engaged with it, while a few representatives (particularly in the Queensland Government and the Independent sectors) were strong advocates of the program, regularly recommending the program to schools who needed online safety support.

3.2. School and sector understanding of the program

Among education sector representatives, the understanding of the program and its objectives varied. Generally, this group understood the value of the program and its potential to support schools, particularly through the way it offered schools a "pre-approved" or "pre-vetted" cohort of providers that can deliver quality online safety education to schools, alleviating school staff from the burden of finding appropriate providers.

> *"I think it's really good to have a group of organisations that have that approval, having eSafety go through and apply their criteria to a group of organisations, and deem that they meet that requirement." – Independent sector representative*

A similar sentiment was shared by a school staff member in the case studies, who understood that the program can benefit schools by simplifying the process to find the support needed to navigate a complex digital environment.

> *"Jumping onboard with a Trusted eSafety Provider is actually going to be incredibly beneficial because it takes a lot of the legwork and the guesswork out of something that is constantly shifting and changing. I think that is the most overwhelming thing a lot of teachers find with online safety and digital wellbeing. It's a landscape that is constantly shifting and goal posts are changing." – School staff*

A few education sector representatives identified some potential limitations to the program's impact, specifically in how meaningfully the program could support schools to address online safety where engagement is limited to one-off sessions or instances of crisis management. However, this is not necessarily a limitation of the program design itself, but rather, reflects whether a school is willing and able to engage in a closer partnership with a provider (which, in turn, is dependent on their prioritisation of online safety and their available resources). Notably, a few providers indicated a preference to become more deeply embedded within schools, with some noting this was already the case.

3.3. eSafety's communication of the program

It was noted among eSafety staff that external promotion of the program was limited – both in promoting the existing endorsed providers to schools and promoting the program to potential providers. This was also a reoccurring theme raised in the previous evaluation of the TeP program[3]. A few providers recognised that there had been more promotion of the program by eSafety but felt that this could still be increased. Given resourcing constraints within eSafety, it may be advantageous to continue to leverage intra-governmental and education sector stakeholder networks to promote the program. It was also noted that there were challenges in being able to prioritise the program internally, given the multiple areas of work and strategic priorities within eSafety.

Consequently, this may have a direct impact on the lower awareness of the program among schools and the education sector more broadly. Some providers also shared a perception of insufficient advertising from eSafety and were unclear of the extent to which endorsed providers were promoted to the education sector. A few were concerned that whilst providers had the responsibility to promote eSafety and its resources to schools, eSafety's promotion of providers' services to potential clients was somewhat limited.

> *"Being part of the TeP [program] is very valuable but there seems little to promote the members of it to schools." – Provider*

> *"In our experience a lot of schools are still not aware of the program. There has been more advertising lately from eSafety about the program but it's still not really getting through to schools for some reason. We often find that we are the ones educating the schools about the program." – Provider*

[3] Clifton, Jennifer (2021), *Review of the Trusted eSafety Provider Program*, Queensland University of Technology.

4. Becoming an endorsed provider

This section unpacks the perspectives of providers on joining the TeP program, its value, and their experiences in obtaining endorsement.

4.1. Value and importance of the program for providers

Most providers noted that their primary motivation for joining the TeP program was the proximity to eSafety. There was a very high regard for eSafety as the most trusted voice and authority in the field, and providers were motivated to have access to eSafety subject matter experts. Given the rapid developments in the online landscape, joining the program was seen as equipping providers to stay up to date with emerging trends; supporting providers to address the unique needs of schools; and giving providers the confidence that their knowledge and service delivery aligned with most recent evidence and recommended best practice.

> *"It gives our program some gravitas ... we are getting our information from subject matter experts and for us, it's really important that we base the information that we're sharing with young people on proven fact. It really gives our program rigour, which is important for us." – Provider*

In the provider survey, providers also indicated key benefits of participating in the program, such as the Community of Practice, alignment with best practice, and access to eSafety's research and resources (see Figure 1).

> *"I feel like we wouldn't be able to be in the position we are in if it wasn't for the program … I feel that we would be on the back foot and questioning things … Would our program have continued to run, and probably be fully booked out? Yes, but I think the quality of what we're able to put forward in the online education space is vastly superior to what it would be otherwise." – Provider*

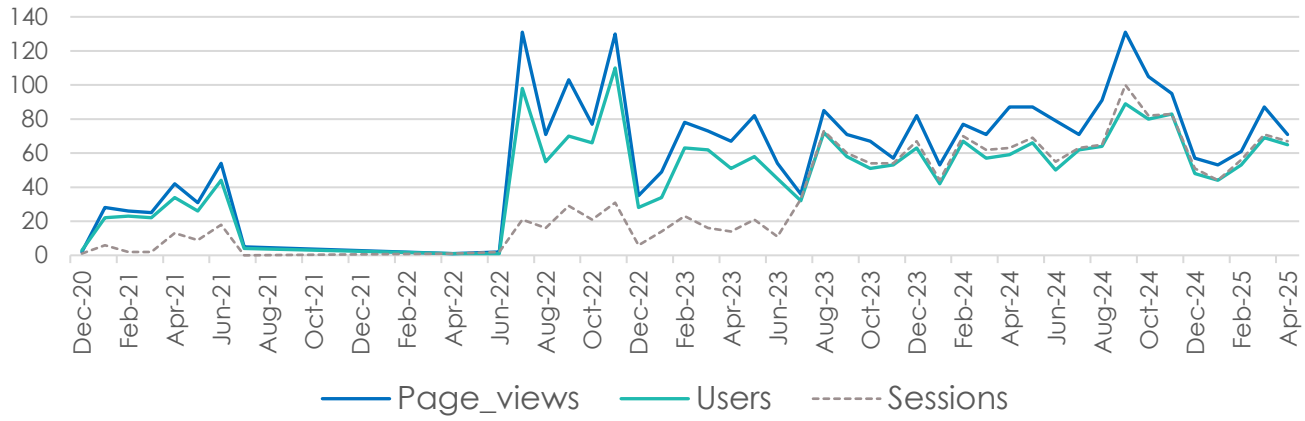
Figure 1. What do you think are the main benefits of being part of the TeP program, if any? Please select all that apply.
Provider survey (n=20)



*The Other response here related to being listed on the TeP website to help schools and organisations connect with the provider.

Findings from eSafety's website traffic data also suggested that awareness of the benefits of participating in the program may be increasing (see Figure 2). Over time, there has been a gradual increase in the monthly visits to the program's 'Become Trusted Provider' page, hinting at a growing awareness and interest in becoming an endorsed provider.

Figure 2. TeP Become Trusted Provider page - Monthly trend
page: https://www.esafety.gov.au/educators/trusted-providers/become-trusted-provider



Note: No data is available for the period between July 2021 to June 2022.

4.2. The initial application process for endorsement

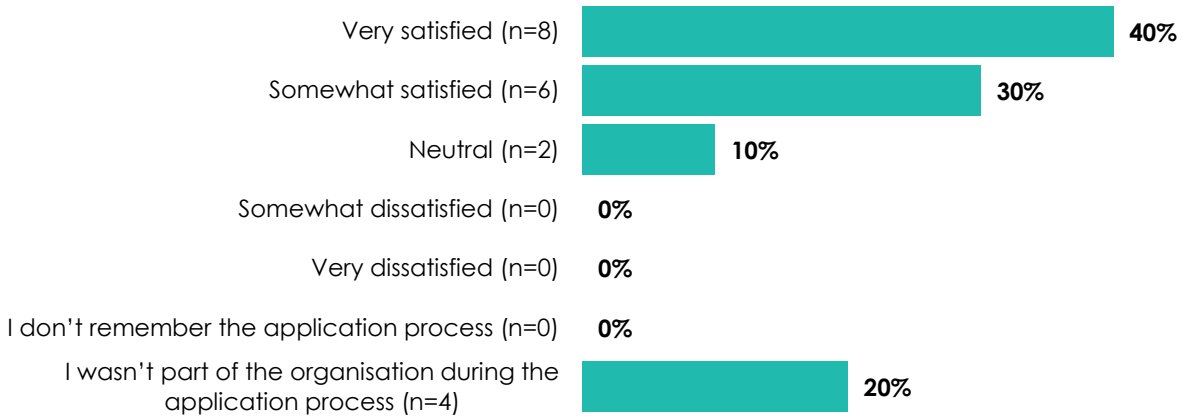
Findings from the provider survey indicated that providers were generally satisfied with the initial application process for endorsement. The majority were very or somewhat satisfied with the process, with no providers indicating dissatisfaction (see Figure 3). This was also reflected in the findings from the qualitative consultations. Some providers agreed that there was a large time commitment required in the application process, with a few requiring a great deal of correspondence with eSafety to work through their application. However, many providers agreed that the high bar for entry was necessary for an endorsement from eSafety. Any sense of dissatisfaction with the application process, though minimal, was limited to an individual basis, including hurdles in the contractual agreement or the nature of the provider's organisation making it more time-consuming to collect all the required data.

[Regarding expectations] "It's really manageable. I'd be worried if it asked [any] less is the way I'd put it, especially with the reapplication." – Provider

"I imagine there's probably quite a process, and rightly so, because not just anyone should be able to be a Trusted eSafety Provider." – Provider

While the feedback on the application process was minimal, providers suggested potential improvements, such as ensuring that all applicants could have a member of the program team support their application to better align expectations; reducing the time and workload needed to complete an application; and offering an induction or onboarding process after endorsement is granted. It is noted, however, that eSafety has refined the application process over time to reduce the administrative burden and clarify expectations earlier in the process.

Figure 3. How satisfied were you with the initial application process for becoming an endorsed provider?
Provider survey (n=20)



Improvements to the endorsement process was also a recommendation following the previous program evaluation, which noted that among eSafety staff and executives, there were concerns about the reputational risks related to endorsement and the need for a higher degree of accountability and suggested more robust charters, codes of conduct and raised standards. Following that evaluation, staff pointed out that a more rigorous endorsement criteria has also contributed to a higher quality of both applicants and applications.

> *"The kind of systems [detailed application process] we have in place now have been a real game changer, and I think that's been reflected in the quality, and even the way TePs work together." - eSafety manager*

> *"Ten percent of people who approach us about the program would end up being successful since we've had more rigorous criteria in place, whereas in the first iteration of the program agreement, everything was a lot more arbitrary, and it was harder to say no." – eSafety staff member*

4.3. Maintaining endorsement

4.3.1. Re-application process

Providers must reapply to maintain their endorsement from eSafety every two years. Like the initial application, providers were generally satisfied with the annual re-application process (see Figure 4). The majority of providers strongly or somewhat agreed that they were satisfied with the reapplication process to become re-endorsed, with only one who disagreed. The majority agreed that the instructions and process to re-apply were clear (Figure 5), and that it was easy to get the support required to complete the re-application (Figure 6). This was also consistent with previous surveys conducted with providers – in the 2024 Annual Provider Survey, 16 out of 22 (73%) noted being well-informed about the re-application process, and over half (12 out of 22) experiencing no challenges in the re-application process.

Figure 4. Think about your experience in reapplying to maintain your endorsement. To what extent do you agree with the following?
Overall, I am satisfied with the reapplication process to become re-endorsed.
Provider survey (n=20)

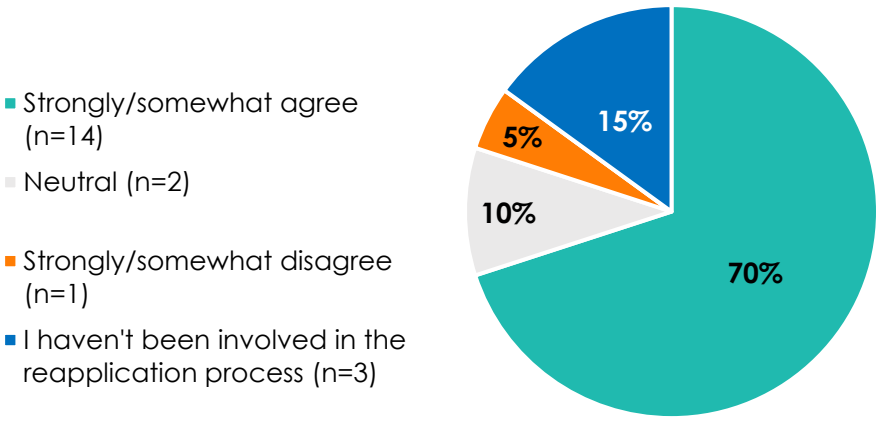


Figure 5. Think about your experience in reapplying to maintain your endorsement. To what extent do you agree with the following?
The instructions and process to reapply are clear.
Provider survey (n=20)

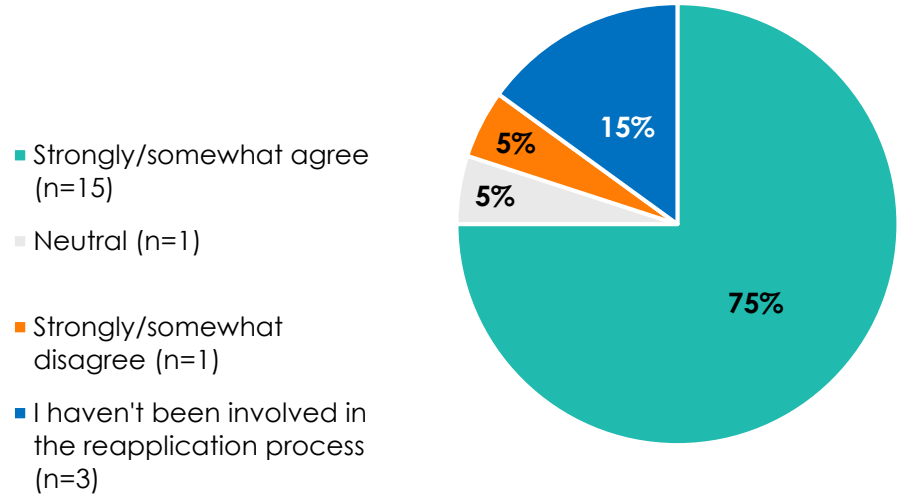
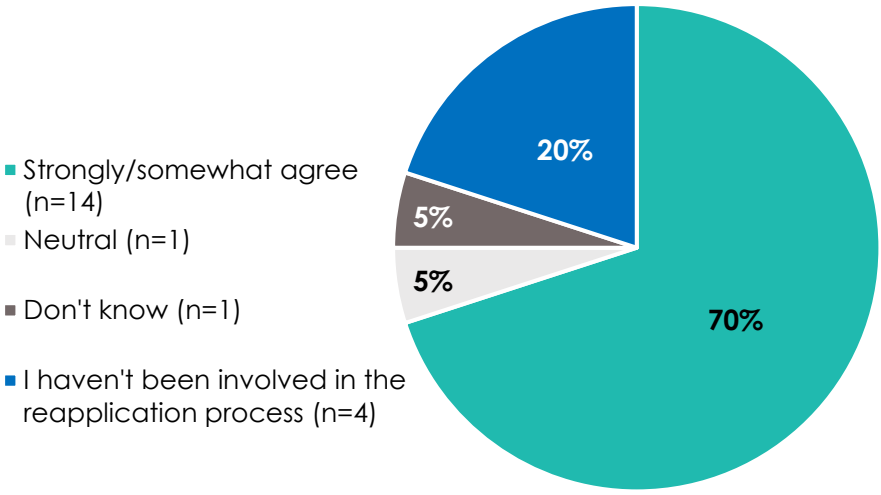


Figure 6. Think about your experience in reapplying to maintain your endorsement. To what extent do you agree with the following?
It's easy to get support from eSafety to help me complete the reapplication process.
Provider survey (n=20)



Similarly, findings from the qualitative discussions reported no significant issues with the re-application process. Almost all providers noted that it was a clear and straightforward process, with many finding the reminders and prompts to be helpful. It was also noted by a few that the consistent reporting structure also made the re-application process simpler to complete.

> *"I have been responsible for the reapplication process of our business and have found it clear, easy to follow and practical. It's even helped us keep track of useful info for our own records. I am also grateful for the gentle reminders – often when you're out at school presenting these things can be challenging to get to so the email reminders are terrific." – Provider*

4.3.2. Reviews and observations

The experience of reviews and observations among providers was also generally positive (Figure 7). The majority also indicated that the process of organising an observation was straightforward, with only one who disagreed (Figure 8). However, any dissatisfaction may have been influenced by the provider's location. In one example, a Queensland-based provider found it difficult to organise a suitable observation session, as they do not frequently present in-person sessions in Canberra, Melbourne or Sydney, and rarely present online sessions. Similarly, a WA provider who submitted a video session for review preferred that an eSafety representative visit in person but understood that this was not always possible.

While the process of organising observations was straightforward, the impact of the feedback shared was more varied. In the provider survey, most providers strongly or somewhat agreed that the feedback provided was relevant and useful to them (Figure 9). To a lesser extent, fewer providers indicated that they have made changes to their service delivery as a result of the feedback provided (Figure 10). This could possibly be because their service delivery was already at an appropriate standard, and any additional feedback could have been minor.

Figure 7. Now, think about the program observation process. To what extent do you agree with the following?
Overall, I am satisfied with the program observation process.
Provider survey (n=20)

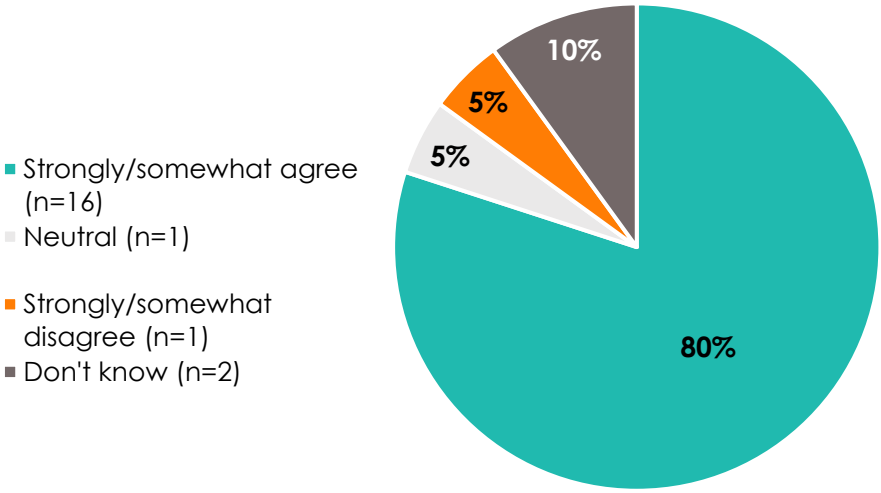


Figure 8. Now, think about the program observation process. To what extent do you agree with the following?
The process of organising an observation was straightforward.
Provider survey (n=20)

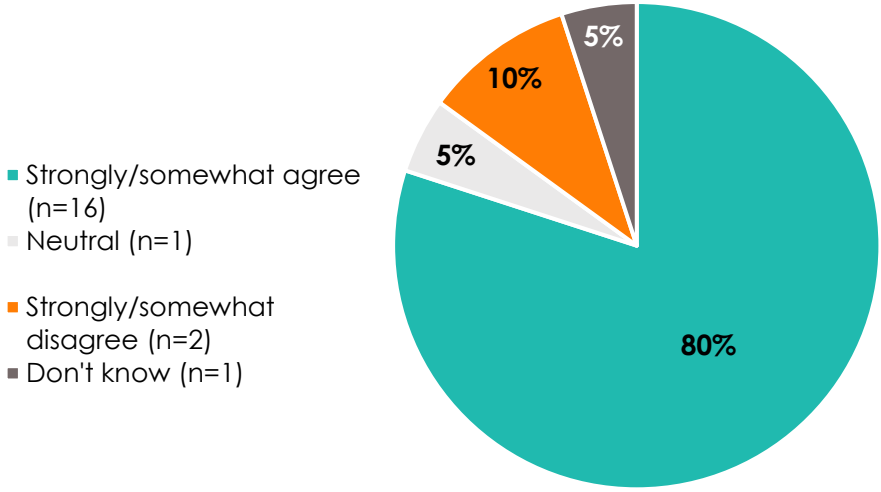


Figure 9. Now, think about the program observation process. To what extent do you agree with the following?
The feedback provided is relevant and useful to me.
Provider survey (n=20)

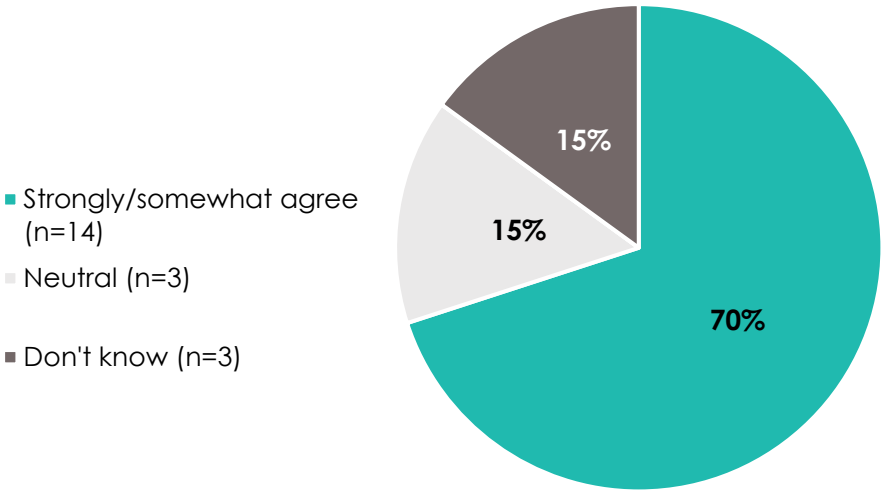
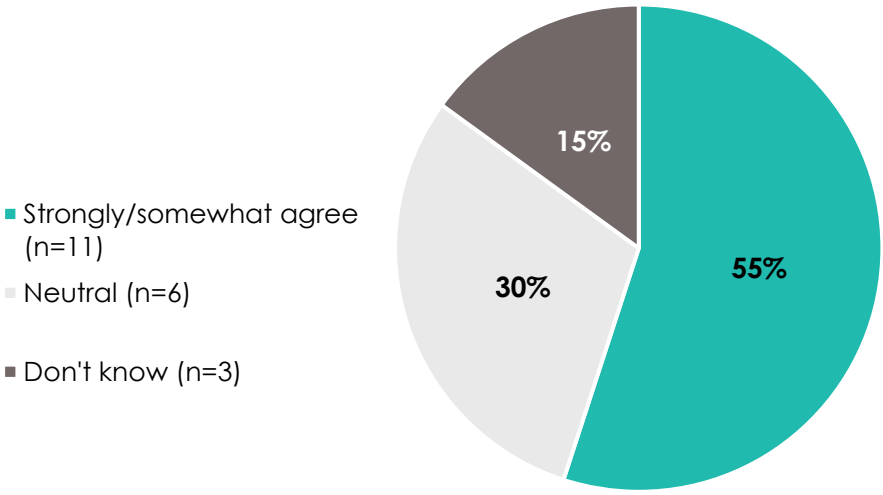


Figure 10. Now, think about the program observation process. To what extent do you agree with the following?
I have made changes to my service delivery as a result of the feedback suggested.
Provider survey (n=20)



4.3.3. Expectations for maintaining endorsement

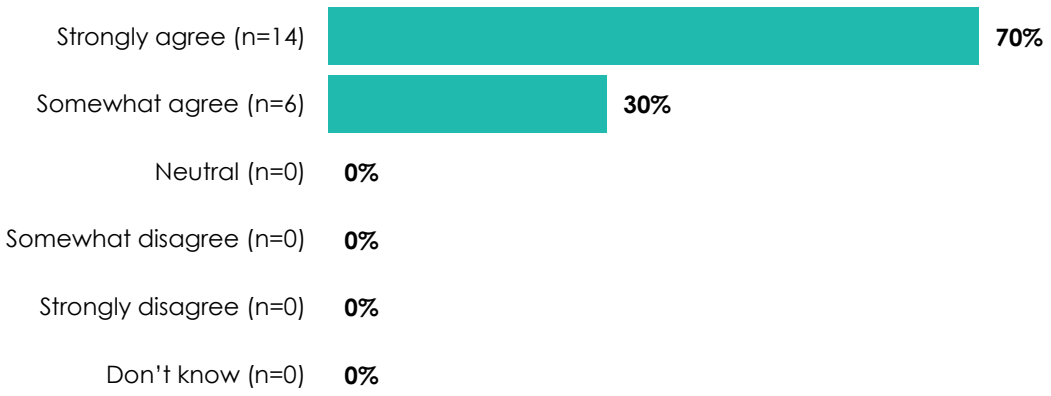
In the provider survey, all respondents agreed that the requirements to maintain their endorsement as a Trusted eSafety Provider were appropriate (Figure 11). In the qualitative consultations, providers noted that the requirements were clear and fair, given the work providers undertake with schools and children. A few providers noted that they would be concerned if the requirements to be endorsed were lowered, given the higher-stakes nature of online safety education.

> *"Being endorsed means you are committed to following the Best Practice Framework and upholding the collegial and supportive nature of the program. When providers don't adhere to best practice, it ultimately harms children and young people. By setting the expectation that providers attend regular Community of Practice [sessions], we ensure key messages are shared consistently and everyone remains on the same page." – Provider*

> *"It's important that these standards continue to support our efforts in promoting a safe and well-informed community." – Provider*

> *"I believe that the information that we are asked to provide is important if we are to be seen as in alignment with such a recognised and trusted brand such as eSafety. I feel that everything is fair and appreciate that it is so thorough." – Provider*

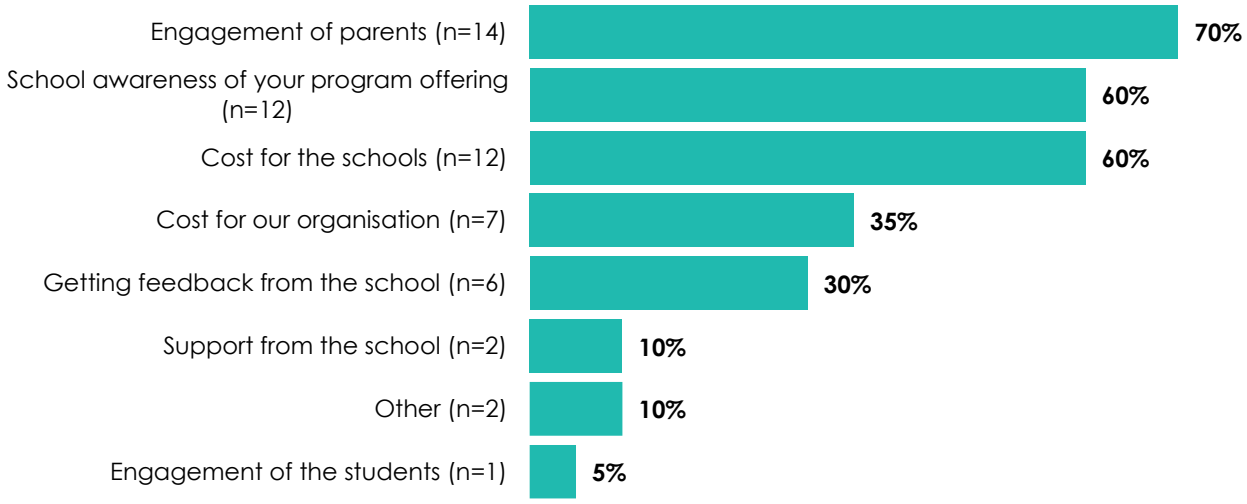
Figure 11. To what extent do you agree or disagree with this statement: The requirements to maintain my endorsement as a Trusted eSafety Provider are appropriate.
Provider survey (n=20)



4.4. Challenges to delivering the program

In the provider survey, several providers indicated facing challenges in delivering online safety education, including engaging parents, a lack of school awareness of the program offering, and affordability for schools (Figure 12). While some of these challenges fall beyond the scope of the TeP program and eSafety's remit, others are possible areas for support.

Figure 12. What challenges, if any, does your organisation face in delivering online safety education programs in schools? Please select all that apply.
Provider survey (n=20)



5. School engagement with providers

This section explores the way schools engage with providers, outlining the initial search process, services delivered, and any perceived gaps in provider engagement.

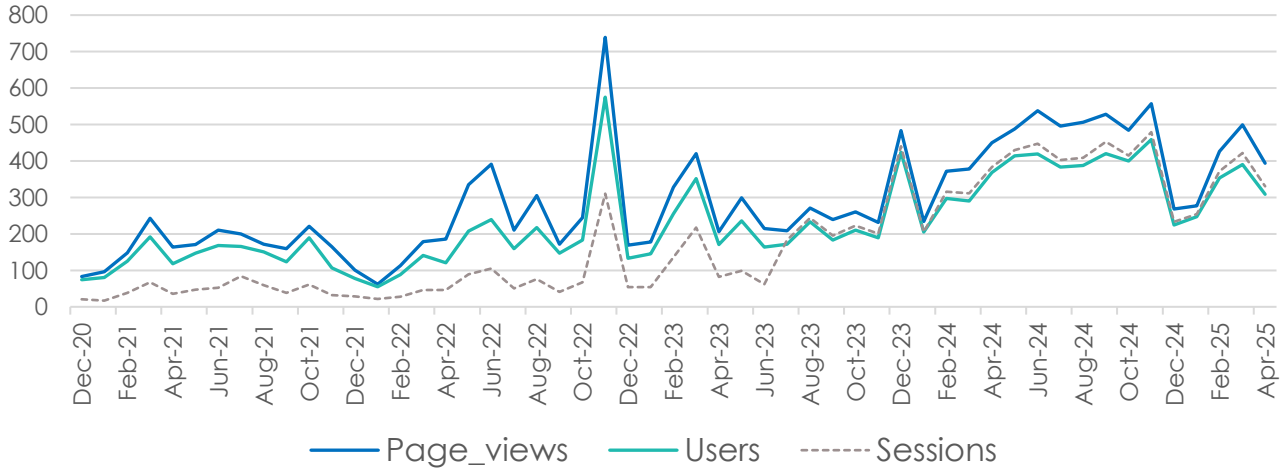
5.1. Finding and selecting providers

Across the three schools interviewed for the case studies in this evaluation, their search for a provider began independently of the TeP program. However, across the data that is available, there was an increasing number of students engaged through the program over time: 1,008,298 in 2021-22; 1,158,897 in 2022-23; and 1,188,455 students in 2023-24, suggesting that the overall demand for online safety education is increasing[4]. This increase was also consistent with gradual increases in website views, which showed that visits to the TeP Find Providers page have slowly increased month on month (see Figure 13). Page views have increased from under 200 in December 2022, through to just under 400 in April 2025, which could indicate that more client organisations are searching for endorsed providers.

Notably, the spike in October to December 2022 is likely correlated with the program being featured on the eSafety homepage carousel. Paid social media advertising campaigns took place across April to May 2023 and May to July 2024, which also correlates with slight increases in page views – this suggests that promotion on eSafety's homepage offers a cost-effective way to increase the visibility of the TeP program.

> *"There are definitely schools that are engaging [with TePs]. The tricky thing again in our sector is that we don't have any kind of reporting mechanisms as to having a way that I can pull data on [to say] 'here's what our schools are involved with'. It's really only a case-by-case basis." – Independent sector representative*

Figure 13. TeP Find Providers page - Monthly trend
https://www.esafety.gov.au/educators/trusted-providers/find-providers



[4] Source: TeP Program Annual Summary. Note that individual school details were not reported, so this number may count some schools more than once.

A few education sector representatives also indicated that they have recommended the program to schools to support their online safety needs. These stakeholders commended the program for making the search process easier schools.

> *"[The program] is just a really nice way for schools to have confidence in third-party providers to be able to come and deliver specific programmes for their school community around eSafety…across a range of different topic areas. And I think that's really important because with so many different providers out there, it's hard for schools to be able to determine quality…and a return on investment. … to have someone like the eSafety Commissioner…go out there and do that heavy lifting for schools, I think that's a fantastic resource." – Government sector representative*

5.2. Services delivered (and delivery mode)

Providers delivered a range of services to schools, including classes, performances, videos, webinars, developing curriculum, as well as offering professional development for school staff. The diversity of services available through the program was seen as a key strength by education sector representatives, who pointed out that schools could benefit by bringing in different voices or delivery methods most suitable for their school's needs. A few eSafety stakeholders, including executives, managers, and staff, also indicated receiving feedback from schools sharing an appreciation of the variety of providers to choose from.

> *"I think the students feel really safe in participating. [The provider] will include animations…videos…have a movement break…questions and answers… having visuals, not just talking…it's very interactive, which our kids need. It takes a lot to keep our kids engaged … 40 percent of our whole school enrolments have a disability." – School staff*

The integration of a provider within a school, however, differed on a case-by-case basis. For one of the schools interviewed in this research, there was a deep integration and collaboration with the provider, including the development of curriculum, professional development for staff, as well as webinars and events for parents. In other schools, it was reported that engagement could be quarterly or annually. While a few providers reported that they would prefer a more embedded and holistic engagement, they acknowledged that this would vary depending on the needs of a school, and less frequent touch points may eventuate into deeper partnerships in the future.

> *"We might work with the school and do student sessions for a few years, and then we end up doing other things … So it swings around." – Provider*

5.3. Gaps in services

The perceived gaps in the services were more evident among education sector representatives. As noted earlier in this report, some believed that one-off sessions were less effective and a whole-school approach was required to make an effective difference within schools. However, this whole-school engagement was reported to depend on the priorities and the capacity of a school. In a few cases, it was reported that some schools already have a dedicated online safety specialist, so engagement with the TeP program remained on a more supplementary basis.

> *"Our preferred option is the whole-school approach, which fits in with eSafety's Best Practice Framework … but in a school like [school name], they've got [staff member] as an expert there as well. So the need for us isn't as substantial, because they've got a fully dedicated teacher to work with their kids and have some of those conversations throughout the year as well." – Provider*

Another gap within the program was related to a provider's ability to deliver programs that meet the unique needs of the school, particularly through inclusivity. For example, one eSafety staff member noted that a few providers may be less experienced or equipped to work with First Nations communities, culturally and linguistically diverse schools, or students with additional needs (a consideration echoed by some of the education stakeholders).

> *"Most of the TePs are very generalist. I suppose it's not like they have a specialisation in working with First Nations communities…non-English speaking communities or disability communities. They are…sort of generalist." – eSafety staff*

It was also noted across eSafety stakeholders that there was a gap in being able to service schools in regional or remote areas. Given that most providers are based in and service metropolitan areas, many schools across the country do not have readily accessible providers to deliver in-person online safety education. Staff also indicated that access to providers could be particularly challenging for schools in lower-socioeconomic areas, with a lack of funding and resources to bring in a provider.

> *"The other big gap … is the regional and remote engagement. Most of these providers are based in metropolitan areas or major population centres." – eSafety executive*

Case study 1: Strong collaboration to meet diverse student needs

For over a decade, a regional Queensland government primary school has cultivated a strong partnership with their Trusted eSafety Provider to deliver impactful online safety education to their students across Pre-Prep to Year 6. This engagement has developed from an in-person session to a structured, term-based program delivered to meet the school's unique needs and student demographics.

Background

The engagement began in 2015 when the school received a general outreach email from the provider promoting their services delivering digital safety lessons online. At the time, limitations in the school's IT infrastructure made virtual delivery unfeasible, leading to the provider offering to deliver the initial session in person. Today, the provider visits the school once every term, delivering tailored sessions to all students.

Delivering online safety education

Every term, the school coordinates one full day for the provider to deliver sessions for each year group, ranging from 30-45 minutes. The frequency of delivery has allowed the school and provider to track what students learn over time, continue to build on the previous term's content, and identify the most effective methods for each year group. The high frequency of engagement has also allowed the opportunity for the provider to pilot new modules and content, where they can receive real-time feedback from students and teachers.

Central to this partnership is effective collaboration. At the start of their engagement, the school would select a topic for the provider to deliver. Over time, the provider has introduced a more structured content framework, offering alternative ways for topics to be explored and delivered, depending on what would work best for students. Prior to each visit, the school and the provider would meet to determine the theme and points of emphasis, as well as align on the agenda and expectations for the day.

Being able to collaborate with the provider was noted to be particularly valuable for the school, given that about 40 percent of their student body lives with a disability, including neurodiverse students, those with a hearing impairment, and experience of trauma. The provider's sessions are carefully adapted to accommodate these diverse learning needs, incorporating strategies like closed captions, movement, scheduled breaks, and the use of videos. Post-session debriefs have also allowed the provider to flag any observations and emerging concerns for the school's attention.

Impact and outcomes

The school has reported high levels of student engagement and satisfaction with the provider. Staff noted that the provider's content was up to date, reflecting emerging trends, evidence, and current best practice in online safety.

The continuity of presenters each term has also allowed trust and rapport to be developed between the students and the provider. Staff have observed an improvement in students' understanding of online safety and best practice. For example, staff noted that in the past, instances of cyberbullying would take place among students, with parents often coming to the school to share screenshots of incidents. Since engaging the provider, over time students were observed to be "less tolerant" of cyberbullying and more proactive in reporting incidents to trusted adults. School staff recalled cases where older students have reported incidents directly to the principal or have even called the provider directly as they remembered their contact details from these sessions.

Engaging an endorsed provider

Given the long-term engagement with their provider, the school reported being unaware that the provider had been endorsed by eSafety. Nevertheless, the school fully supported the TeP program and indicated that an endorsement would be important if they were looking for a different online safety provider in the future.

> *"I can only say positive things about [the provider] and I love how they've developed their content over the years to make it relevant to this day. Our world was a different place ten years ago and they've really kept up with current issues." – School staff*

6. Support from eSafety

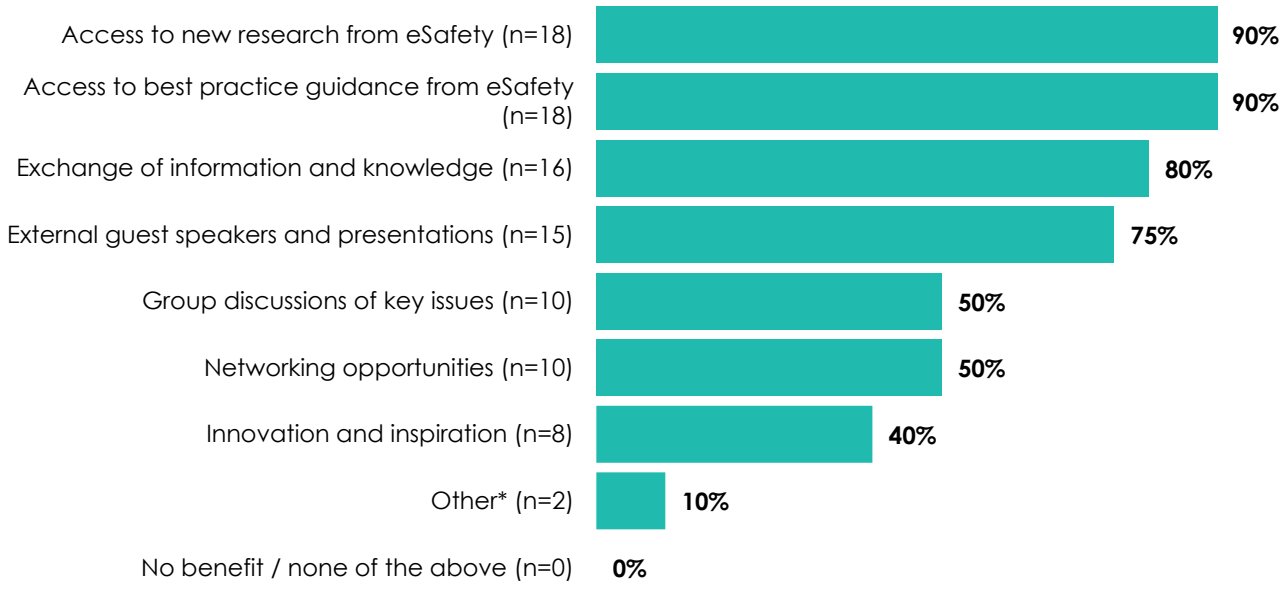
This section explores the different ways eSafety offers support to providers through the Community of Practice, Best Practice Framework, and broader resources, as well as the experience of providers in using this support.

6.1. Community of Practice

The Community of Practice (CoP) sessions are delivered (primarily through live online sessions) throughout the year for providers to attend (there is a requirement of participation in at least two of the three sessions a year), where eSafety's latest research, evidence, and recommendations for best practice are shared. The Community of Practice was seen as one of the most significant benefits of being part of the TeP program. It was recognised by providers as one of main ways eSafety provides support to them and viewed as a highly useful way to stay updated with emerging trends and new research (Figure 14). In the provider survey, almost all providers (except one) agreed that they were satisfied with their experience in the Community of Practice (Figure 15).

"I feel they [the CoP] are valuable in terms of understanding areas of eSafety work and up to date research and upcoming advice." – Provider

Figure 14. What are the main benefits you see as being part of the Community of Practice? Please select all that apply.
Provider survey (n=20)



* The Other responses here related to face-to-face networking opportunities that the Community of Practice enables.

Figure 15. In thinking about your experience with the Community of Practice, to what extent do you agree with the following?
Overall, I am satisfied with the Community of Practice.
Provider survey (n=20)

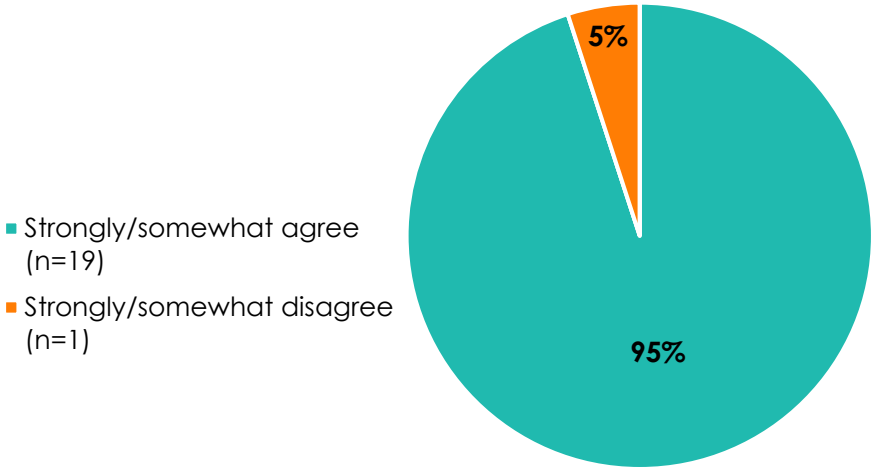


Figure 16. In thinking about your experience with the Community of Practice, to what extent do you agree with the following?
eSafety's expectations for attendance at meetings are fair.
Provider survey (n=20)

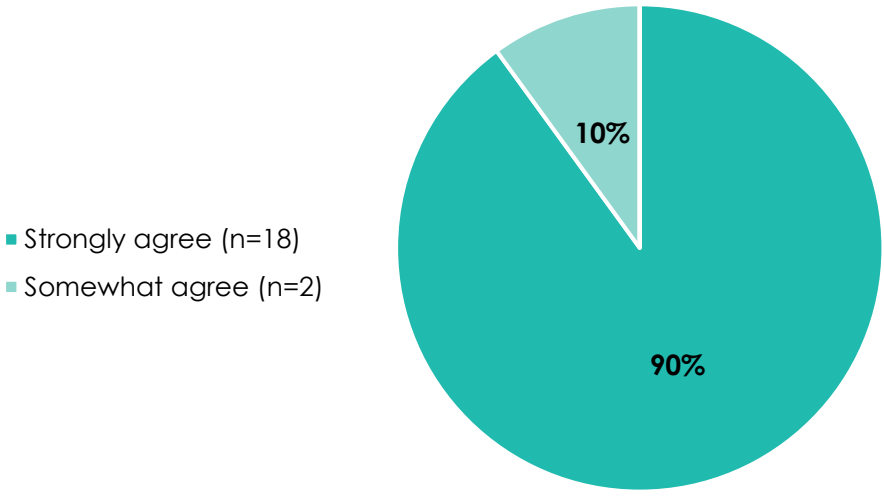


Figure 17. In thinking about your experience with the Community of Practice, to what extent do you agree with the following?
The content shared through the Community of Practice is relevant and useful.
Provider survey (n=20)

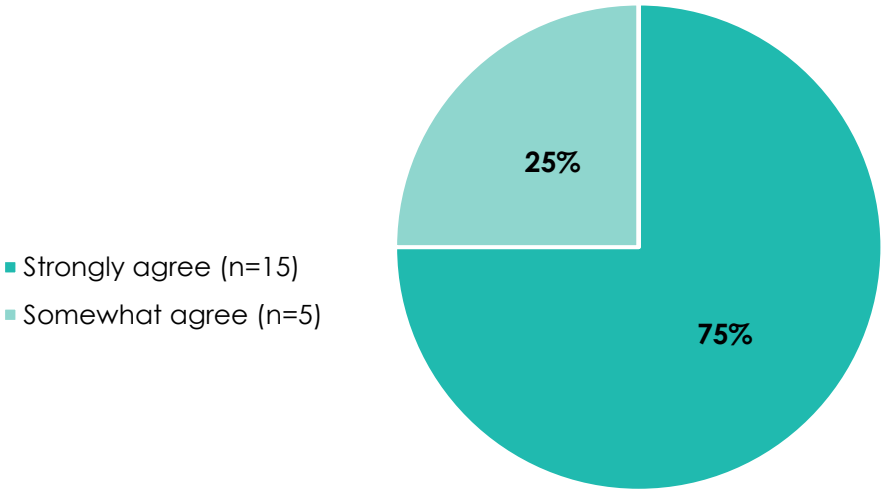


Figure 18. In thinking about your experience with the Community of Practice, to what extent do you agree with the following?
The meetings are relevant and engaging.
Provider survey (n=20)

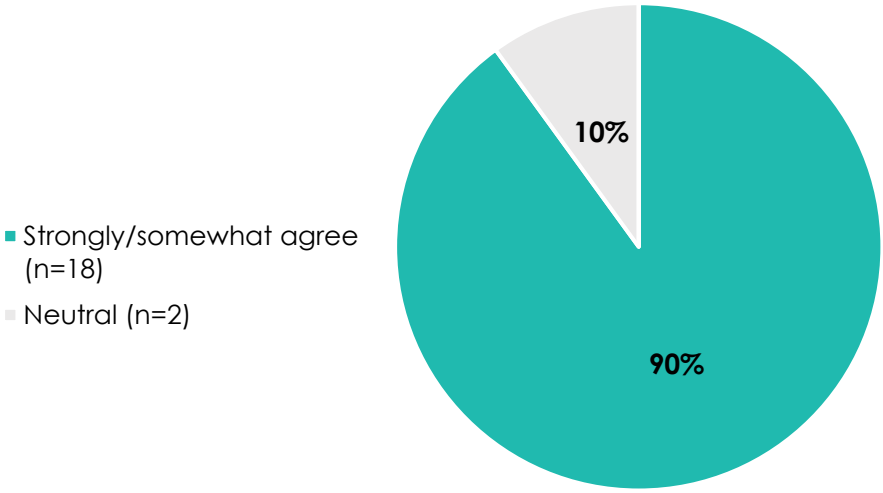
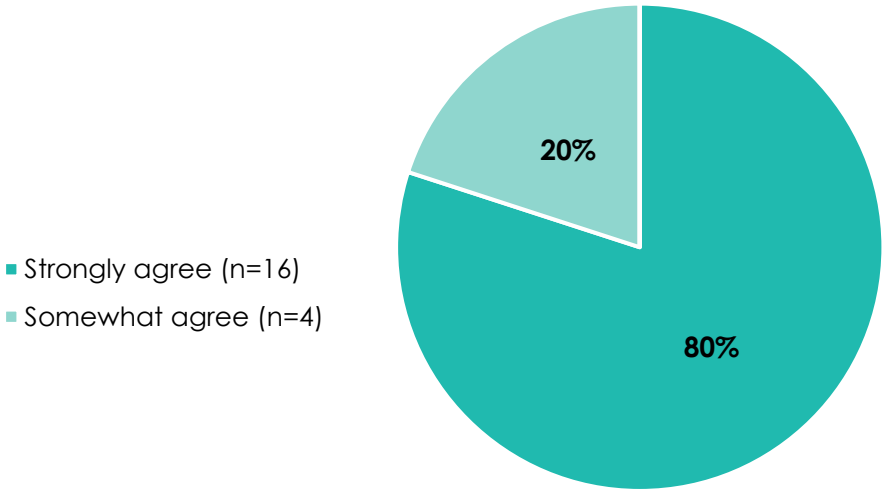


Figure 19. In thinking about your experience with the Community of Practice, to what extent do you agree with the following?
Meeting papers, including summary documents, are relevant and useful.
Provider survey (n=20)



Providers valued the sessions as a great source of professional development, and for some, an important space for connection and collaboration with other providers. For more established providers, group discussions and networking opportunities were less of a benefit, but for newer, smaller, or less-established providers, these opportunities were highly beneficial.

> *"It's great to be speaking to people in the same space. We've all got different challenges, but sometimes the challenges are the same, so it's really great to be listening to what those people are experiencing." – Provider*

> *"I have yet to personally go to a breakout and go, excellent, that's something as a program we will take on, but I know that other people have. But I think that's because we're in a very privileged position of being in a very big organisation that's been around for a long time." – Provider*

In the survey, all providers indicated that the expectations for attendance were appropriate, with the majority of providers meeting the minimum attendance requirements in FY24-25 (20 out of 26) and FY23-24 (20 out of 25). Across the interviews, there was also an indication of a desire for additional Community of Practice sessions and regular in-person sessions to be offered throughout the year.

> *"We attend all of [the sessions]. I think it's great and they're all worthwhile. If I was to miss a few in a year, I'd struggle to feel like I'm up to date, to be honest." – Provider*

From eSafety's perspective, staff were consistent in their view that the Community of Practice offered a unique space for providers to be inspired and motivated to deliver the best online safety programs they could offer. Managers and staff noted that the Community of Practice, particularly the in-person session, represented a key driver to cultural change within the program, helping to develop a more collaborative and co-operative network that has ultimately produced more positive results for providers and eSafety itself.

> *"It's interesting because the providers have these different lenses that they come to the sessions with. It's really interesting when you bring them together, that they are essentially competing with each other, but there is this sense of community." – eSafety manager*

6.1.1. Provider feedback to improve the Community of Practice

In the survey, providers offered several suggestions to improve the quality of the Community of Practice. This included hearing from other providers and their current practices, challenges, and opportunities; providing more targeted content through provider input; providing more in-person sessions; ensuring presenters turn on their videos during their presentations; and revisiting the structure of the sessions to avoid being rushed.

6.2. Broader eSafety resources

Providers were highly satisfied with the resources provided by eSafety, with most resources being seen as useful to their work (see Figure 10). For many providers, having access to these resources was their primary motivation for joining the TeP program.

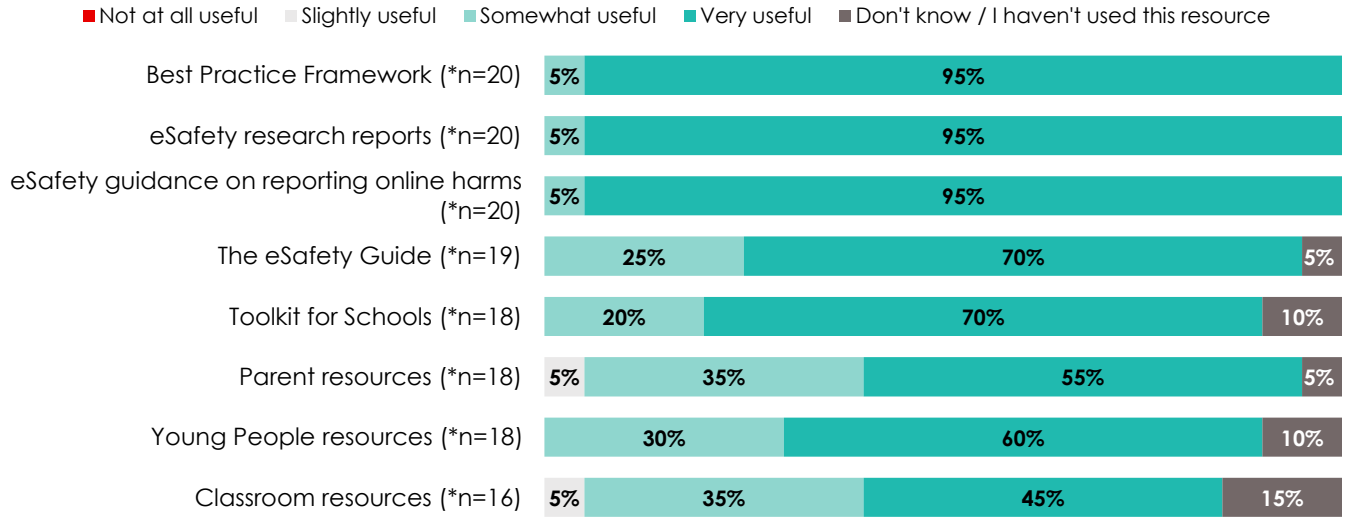
Providers were consistent in their feedback that eSafety resources had a direct impact on their work, specifically using these resources to design their program material; using resources as a means for professional development; and referring these resources to schools, teachers, and parents. Providers indicated being very confident in referring school communities to access these resources.

In addition, a few providers highly appreciated the timeliness at which eSafety is able to provide new research, given the rapid developments that take place in the online space. Providers also welcomed the various formats made available (e.g. articles, videos, webinars, modules).

"Having a bank of amazing bits and pieces just means we can refer people to stuff that we know is true, we know is reliable, we know it's factual."
– Provider

"When used together, the Best Practice Framework and the eSafety Toolkit for Schools provide both a macro and micro approach to improving students' digital safety and wellbeing across the entire school. If the Toolkit represents the skillset, then the Framework is the mindset we need when implementing online safety in schools." – Provider

Figure 20. How useful are the resources provided by eSafety?
Provider survey (n=20)



*Number of respondents that selected very/somewhat useful.

Providers also suggested potential enhancements to the available resources, including:

- More appropriate resources for children that are less text-heavy, more video focused (which can involve using a provider's performers), and more targeted towards different levels of primary school (rather than the existing lower primary, middle, and upper categories which can result in repetition).

- Aligning the content to the needs of teachers, including the ability to track what has or has not been taught (such as Common Sense Media's Digital Citizenship program), and more ready-to-use resources that teachers can use for quick access, including slide decks with embedded questions that do not require further preparation or planning.

- More tailored content for providers, specifically in supporting parents with the social media delays[5], as well as additional expert talks and resources.

6.3. Best Practice Framework

eSafety's Best Practice Framework (BPF) establishes a consistent national approach that supports education sectors across the country to deliver high quality online safety education. Providers held the BPF in very high regard, with 95% noting it to be 'very useful' (Figure 20). Providers reported that the BPF was beneficial because it provided structure for their organisation, content, and delivery, as well as alignment to support schools. The framework was seen as a useful way to establish common ground for providers and schools to operate.

> *"It gives us a structured way to assess current practices, identify gaps, and move beyond compliance to foster a genuine culture of online safety. It provides both clarity and flexibility, which makes it easier to apply in real-world, rapidly changing digital environments." – Provider*

> *"The framework provides a consistent approach that helps both providers and the school community speak the same language making collaboration and communication more effective." – Provider*

The BPF was said to be useful in different ways for different providers. For some, it provided useful guidelines to follow, providing practical and tangible recommendations for providers to use. This was especially helpful for larger, national organisations as it enabled consistency in their program material and delivery. Others used it as a starting point to develop their materials for the year; as a benchmark to ensure that their materials are aligned with best practice; or to align new staff with their approach. It was also noted that using the BPF was a way for providers to demonstrate their alignment with eSafety when engaging schools.

> *"We use the Framework to make sure that all of the information and all of the content in the new module is correct... it becomes a bit of a benchmark." – Provider*

> *"We use it in the day to day of that underpinning of how we teach online safety education. But I guess probably the main space, what's used the most and referred to the most would be when we're creating our topics every year and we do a review of all our topics. And whenever someone's reviewing those topics, we go straight to the eSafety Framework for the online safety modules, and straight to the eSafety website, and then do a deep dive there first to then make sure we're on the right track." – Provider*

[5] It is noted that eSafety has made these resources available after fieldwork has already been completed.

Case study 2: Sparking curiosity and opening conversations to promote online safety

Background

A government primary school based in metropolitan Victoria engaged a Trusted eSafety Provider whose services were adapted to fit within the operational constraints of a school. When the school's 'online safety champion' joined the school over two years ago, the school lacked a formal structure to deliver online safety education. At first, the staff member attempted to incorporate online safety education into their class independently. However, given their limited capacity to develop these sessions, and desire to have robust, evidence-based online safety education delivered, the staff member reached out to an endorsed provider, whom they already knew personally.

"I initially started trying to do a few things myself about being safe online, in my role. It was difficult for me to come up with all that content and definitely not done in the same way that [the provider] does. I wanted to make it a lot better." – School staff

[Motivation to engage TeP] "It was mostly because there wasn't anything at all. I tried to do it, but it was only with one- or two-year levels, and I didn't feel it was good enough from our school's perspective and hence I wanted to go and engage [the provider]." – School staff

Delivering online safety education

While the staff member would have liked the provider to implement a whole-of-school approach to online safety education (targeting students, parents, and staff members), competing school priorities were noted to be a barrier. With this in mind, the provider adapted its services to align with the operational needs and capacity of the school. The provider now delivers 50-100 minute workshops to students from Foundation to Year 12, designed to respond to the specific needs of each year group. Rather than relying on traditional presentation formats, the provider implements a workshop model, promoting interaction and allowing students to ask questions and engage with concepts directly relevant to their personal experiences and challenges.

"The first component of all of our workshops is asking them… 'What do you love to do online?'" - Provider

"[The content] is tailored in the moment. It's a result of what [the students] share." - School staff

Impact and outcomes

To ensure that program delivery is consistent with the specific school context, the provider delivers these workshops within the teacher's regular class schedule. This model has allowed the teacher to appropriately prioritise online safety education in a manageable and sustainable way.

The school's engagement with the provider also demonstrates how the TeP program can equip providers to be flexible and adapt to a school's constraints. The Best Practice Framework was seen as giving guidance to providers to operationalise online safety education in different contexts and for the way it allows for reframing and destigmatising online safety. By encouraging a move away from previous approaches that deterred help-seeking, the provider was able to promote curiosity and discussions around best practice, creating a more inviting environment for students to learn about online safety.

"From the moment I saw how they delivered the workshop…that's what I loved. It's not just [the students] sitting there and [the provider] telling them about being unsafe online. It was really a discussion between all of them, and that's what I really love about them. It means [the students] are fully engaged, they're sharing their experiences and asking questions." – School staff

"One of the positives of the TeP program [is that] it's a real shift away from that shame and judgement that I think has existed in the space in the past. I think a lot of parents don't want to come and feel silly or ashamed for asking for help. I think that's a strength of the Best Practice Framework…moving away from fear mongering." – Provider

7. TeP program administration and resourcing

This section explores the administration and resourcing of the TeP program from the perspective of eSafety staff.

7.1. Servicing the program

To deliver the TeP program, eSafety staff are responsible for delivering three Community of Practice sessions each year, conducting annual program observations and reviews, as well as processing applications for potential and continuing endorsements. In many respects, eSafety staff agreed that the program runs efficiently. The day-to-day administration of the program was seen to operate smoothly, with all commitments to providers being delivered. It was also noted among many eSafety staff that the current iteration of the program reflected a strong, positive improvement over time.

> *"I think the team does a great job. It's a fantastic program. I think it wasn't valued internally for a long time. I think it's now really seen as a key part of our education offerings and … I think part of that has to do with the change in the program [following the previous review]." – eSafety executive*

Staff identified some limitations in the resourcing of the program, which were seen to potentially hinder its impact or its future development. This was partially attributed to restructuring within eSafety itself. Over time, there has been an increase in the remit of eSafety (based on an increase in demand) and an expansion of its responsibilities; however, the resourcing of the TeP program has remained stable.

> *"I think if we had more staff working on it [the program], there'd be a lot more happening in that space." – eSafety staff member*

> *"There were a lot of things that we thought would be nice to have … There were mini projects that started but were abandoned due to limited resources…one was the shared language project that TePs could use in their programs…but then it sort of fizzled out." – eSafety staff member*

> *"[it is] under-resourced and one of my concerns is around the risk factor – if we have people going into schools without adequate supervision." – eSafety executive*

Staff also noted that internal structural factors may also be limiting the program's impact, such as insufficient internal prioritisation and limited program awareness among internal stakeholders, preventing further expansion or development of the program.

A sentiment shared among some staff was that as eSafety's remit and responsibilities have grown in recent years, the relative priority and emphasis of the program has diminished. For example, it was reported that there has been limited progression in implementing the program's communications strategy, and constrained internal resources have limited internal projects designed to enhance the ongoing development of the program.

7.2. Supporting providers

The support given to providers through the Community of Practice and conducting observations was seen to produce the intended outcomes. Providers were highly appreciative of the support provided by eSafety, reflected in the feedback shared in the qualitative consultations and the provider survey, as well as the comments providers have shared directly with eSafety.

"Whether it's just the feeling or whether it's the actual material benefit of being inside the tent and being able to talk to, to hear from our investigations teams or our regulatory teams or to get that inside running, I think that's obviously a clear benefit for them." – eSafety staff

"I think that the Community of Practice is probably one of the best aspects of the program. I think it works really well overall. There could be improvements with some aspects, but overall, the annual surveys that we sent out was highly positive. We would take care to make it relevant to the providers as much as possible. We valued their time, we understood that this was essentially voluntary on their behalf…we would want to make it worth their while." – eSafety staff

"I think the fact that we're doing observations is really critical. I think that in the field, witnessing how and what they're conveying is really an important piece, and not just the content itself because we've got the Toolkit and the resources, but it's really about the trainers and the method of delivery and their approach to delivery." – eSafety executive

8. Impact of the TeP program

This section explores the impact that the TeP program is having on schools, providers, the broader education sector, and eSafety itself.

8.1. Impact on schools

The three schools that participated in case studies recognised that their provider has made a positive impact on their school. School staff identified that their provider included new research and evidence to inform their content and service delivery. Using endorsed providers was noted to be an effective way to have assurance that the online safety education received can be trusted.

> *"My biggest recommendation would be to jump onboard with an eSafety provider…to take that legwork out and to actually support the staff within the school to make sure they're actually getting the support they need so they can be supporting the students…but also know that they themselves can have a greater confidence in what they're teaching." – School staff*

Providers also indicated that the endorsement raised the credibility and professionalism of those working in the online safety education space.

> *"eSafety's research, tools, and framework are central to how we design and deliver our programs. Having seen the harm caused by providers who aren't endorsed or who don't follow best practice (through approaches like fear-mongering or shaming children and young people), schools value that with TePs, they are receiving accurate information from a trusted and reliable source." – Provider*

The program was seen to positively impact schools by providing specialist staff or an external voice for them to engage. Education sector representatives noted the value in having online safety education delivered to students by someone who is not their usual teacher, observing that when education is delivered by an outside voice, especially through a performance or a visual presentation, students were more likely to be engaged. The diversity of providers to choose from and the different delivery methods were seen as allowing schools to choose the most effective delivery of online safety education for their students.

> *"I was on the [location] meeting with a bunch of principals. And they said that bringing in an external speaker means that kids actually listen … It was really good to bring in somebody who was an expert, who had been a cyber cop or who had been a cyber psychologist, people who are good communicators and tell stories" – eSafety executive*

> *"Teachers sometimes feel as they don't have the qualifications to teach some of these topics...It can be a bit confronting for some of them, so to have external providers come in and respond to a specific incident or provide an intervention for a group of students [is positive]." – Independent sector representative*

> *"There's just a diversity in our sector that there's really not a one size fits all … which is where Trusted eSafety Providers is really useful… so schools can go … 'I have a need in this space. Who could be someone who I can trust to help me support that?'" – Independent school sector representative*

> *"'Our performers, being closer in the age to the students and 'cooler' than their teachers, are able to build rapport and respect quickly. This allows them to teach on these important topics and have the students engage." – Provider*

More generally, providers reported observing some positive changes in the schools they engage with (see Figures 21-23). In the provider survey, most providers have observed that students and staff have

grown in their knowledge of online safety and increased awareness of best practice across many or almost all of the schools they work with. To have a better understanding of the impact of their service delivery, a few providers noted plans to implement additional reporting mechanisms in the future.

Providers were less likely to indicate observing changes in online safety actions within schools, such as adopting new policies or whole-school approaches to online safety. However, it may be that providers do not have the visibility of any changes that are taking places among schools. It is beyond the scope of this evaluation to measure the extent to which schools have adopted new policies or whole-school approaches to online safety, but it remains a gap in evidence.

Figure 21. Which, if any, have you observed within schools?
More knowledge of online safety among students and staff (e.g. awareness of eSafety, help-seeking practices)
Provider survey (n=20)

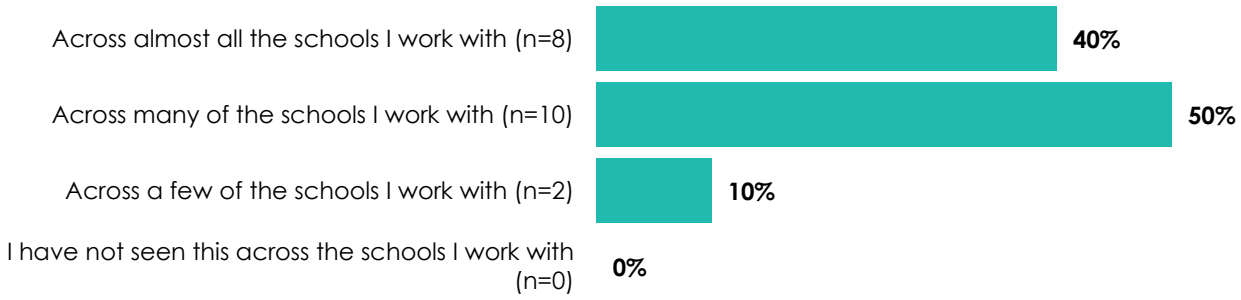


Figure 22. Which, if any, have you observed within schools?
An increased awareness of online safety best practice in schools (e.g. increased discussion, priority in curriculum)
Provider survey (n=20)

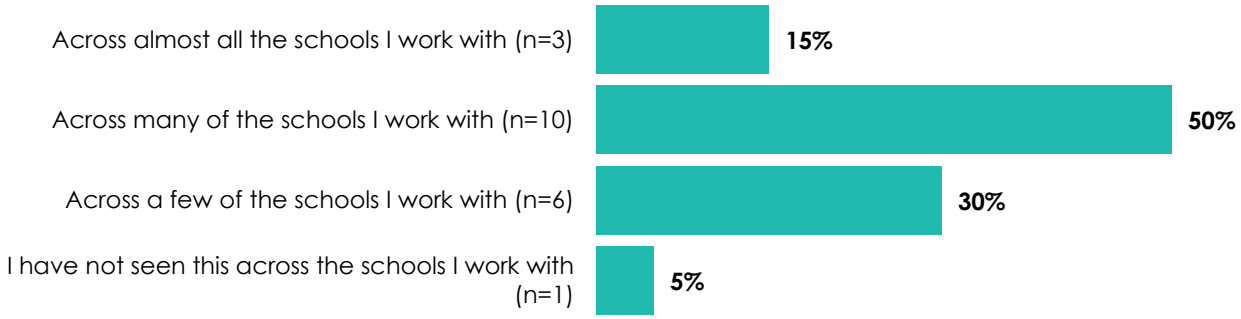
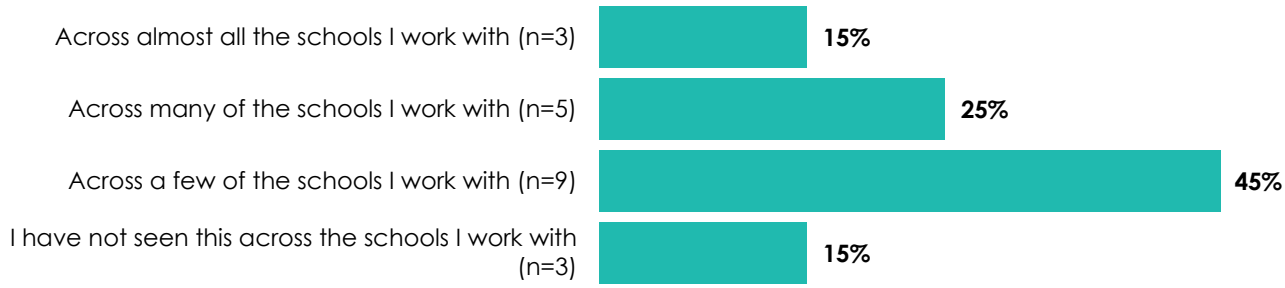


Figure 23. Which, if any, have you observed within schools?
Changes in online safety actions in schools (e.g. new policies, whole-school approaches to online safety)
Provider survey (n=20)



Across various stakeholder groups, provider engagement within schools was seen to be limited in its ability to reach parents. Efforts were made by providers to target parents, including hosting webinars, blog posts, podcasts, social media content, as well as sharing resources through parent newsletters. However, it was noted that there has been limited success in these efforts, and that although engaged parents do benefit, those who would benefit the most are not the parents who routinely engage.

> *"You'll hear from other providers in the space that one of the hardest groups to engage is parents and carers. Schools can spend a lot of money on a parent/carer session, whether that's face to face or online, and not have good turnout … In a lot of cases, the people that really need to be there aren't really there." – Provider*

> *"Parents are really quick to come knocking on that door when things go wrong online at home They might not know how to talk to other parents about it [either]. So they come to teachers…saying, 'Can you sort this out?' But then when you run a parents and carers session, they're not necessarily that keen to come either." – Provider*

> *"We have approached our leadership about holding one of those parent sessions a couple of times [and] there hasn't been a huge push from leadership, but probably also from our community. Maybe whether they're naive or…they think they've got it covered." – School staff*

Case Study 3: Embedding a provider within a school

Background

A metro-Victorian government primary school's partnership with their Trusted eSafety Provider began during the COVID-19 pandemic, at a time when the school rapidly transitioned into daily technology use for both students and staff. As a 1:1 device school, school leadership recognised the urgent need to equip their school community with the knowledge and tools to navigate the digital world safely and responsibly.

The initial engagement was facilitated by a staff member who had previously worked with the provider at another school. The prior professional relationship helped to establish trust and confidence in the provider from the beginning.

Delivering online safety education

The provider's engagement is deeply integrated across all layers of the school. The provider's curriculum, developed with the latest evidence and best practice from eSafety, is embedded into the school's annual teaching and learning program, teaching digital literacy and online safety skills from Foundation to Year 6. Students can also participate in annual incursions, tailored to specific year levels that builds knowledge from the previous calendar year.

In addition to this, teachers receive annual professional development sessions, updated each year to reflect current trends and challenges in the digital landscape, such as online reporting protocols and emerging issues like artificial intelligence. The provider also engages the wider school community, where parents and carers are invited to attend community webinars on topics such as social media, gaming, screen time, and digital balance. These sessions are refreshed annually to ensure continued relevance and engagement.

While coordinating a whole-of-school approach can be difficult, the school credits the provider for being able to provide materials that can be seamlessly implemented.

> *"I think [one] of the brilliant things about [provider] is that it comes ready and tailored to what we need to do, and the curriculum is ready to roll out in our classrooms regardless of teacher capacity or prior knowledge, because there is so much thought that has gone in behind the lesson plans and the resources that are being created for the curriculum." – School staff*

> *"I know that I can hand a project lesson plan to a fresh graduate or to a top of the range teacher, and they're both going to be able to take that lesson and implement it in their classroom." – School staff*

Impact and outcomes

The impact of the provider's engagement on the school is clear. For students, the program has fostered a strong sense of digital citizenship. Staff have observed a noticeable increase in student engagement and enthusiasm for topics related to online safety and digital wellbeing. There has been a shared common language shaped by the provider's curriculum taught from Foundation to Year 6 as it relates to technology.

> *"I think we're starting to see particularly the fruit of that now that we've got students who are graduating this year who have been at the school pretty much the whole time the [provider's] curriculum is being run … It's a consistency for them, and you still hear that language being spoken of in terms of what they're doing when they're using technology. When they're dealing with challenges*

online, that language is there in Foundation, but it's also being still spoken of in Year 6, right through the whole school." – School staff

At the school, teachers have reported that the professional development sessions are timely, relevant, and empowering. These sessions not only update staff on digital trends and risks but also provide strategies and lesson ideas to support student learning, as well as how to engage with eSafety to report online incidents.

"One of the things that makes it really easy for us is that every single year, [the provider]…are always up to date with the current knowledge and are providing fresh information to our staff ... And that makes a huge difference for teacher buy-in. They're always going to be much happier buying into something that is relevant and fresh for them. This is something that I've heard 100 times over." – School staff

While engaging parents has proven to be a difficult task, parents that do engage and access resources have expressed strong appreciation. To engage parents, the provider has sought to make their resources as accessible as possible, providing blogs, podcasts, and webinars for parents.

"Parent engagement for those who do engage [is] always really complimentary and … appreciative of the learning that they do, particularly in the parent webinars, because for a lot of them, they don't have the time to upskill and to teach themselves what is going on in the digital landscape." – School staff

Engaging the program

Though the school expects to maintain this positive partnership with their provider, they agreed to being likely to engage the TeP program if they ever needed a different provider. The staff member noted that schools can benefit by engaging endorsed providers as it allows school communities to be confident that they are receiving high quality online safety education.

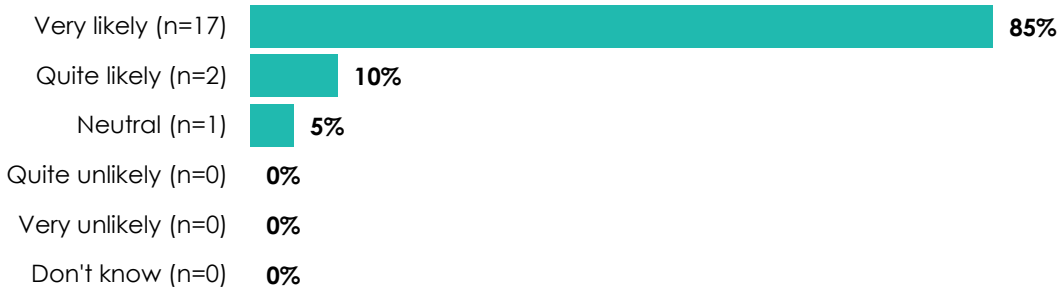
8.2. Impact on providers

Most providers indicated that the most significant change that has taken place as a result of joining the TeP program was related to how the program shaped their approach to delivering online safety education. Because of the support from eSafety, providers have been able to adapt their services to align with latest evidence and recommended best practice. Many providers noted feeling confident that the quality of their material is high. Importantly, in the survey almost all providers agreed that they are likely to remain in the program in the future (see Figure 24), with none indicating that it was unlikely.

"One of the most significant changes has been the increased confidence and consistency in how we approach online safety. The evidence-based resources and clear framework have helped us align our messaging across staff, students, and the wider school community. It's fostered more open conversations with families, especially around topics like social media use and age restrictions, which has strengthened our overall digital wellbeing culture." – Provider

Figure 24. How likely are you to remain being a Trusted eSafety Provider in the future?

Provider survey (n=20)



8.2.1. Credibility and reputation

The perceived impact on a provider's credibility and reputation was mixed. For larger, more established providers, endorsement provided less of a tangible benefit on their credibility and reputation. Larger providers were more likely to note that even without endorsement, their services would still be in high demand by schools. Smaller or newer organisations were more likely to see the benefit of being aligned with eSafety.

> *"As an organisation we function independently of the program. Schools sometimes acknowledge at a parent session that we are a TeP but they don't engage us because we are." – Provider*

> *"We are a very small business. Being affiliated with eSafety has been very significant for us in that it contributed to building trust and credibility." - Provider*

> *"It helps to give credibility to our organisation and is a fantastic resource of knowledge and information at our fingertips!" - Provider*

Since joining the program, most providers have not necessarily seen an increase in a demand for their services, nor did schools have an expectation that providers should be endorsed. A few providers expected some improvement in their credibility or increased demand through endorsement, but this had not necessarily been evident post-endorsement.

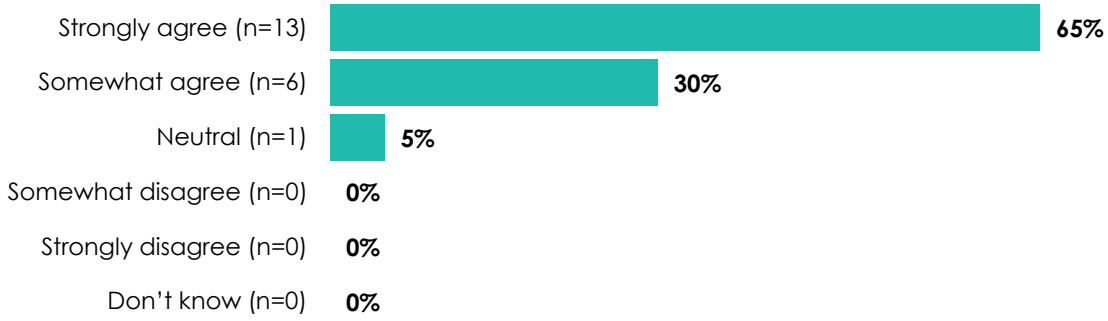
> *"I thought that [endorsement] would be a fantastic marketing opportunity, but I'll be honest, [schools don't] really know about eSafety … they just don't have an incredibly high profile in schools." – Provider*

8.2.2. Awareness and knowledge around best practice

The impact of the program on providers' awareness and knowledge around best practice was more pronounced. Almost all providers agreed that their participation in the program has enabled them to deliver better online safety education programs, with none disagreeing (see Figure 25).

> *"Our understanding of best practice has improved a lot, and also our knowledge of current trends and potential harms to young people." – Provider*

Figure 25. To what extent do you agree with the following statement: Our participation in the Trusted eSafety Providers Program has helped us to deliver better online safety education programs.
Provider survey (n=20)



8.3. Impact on education sector

Education sector representatives were mixed in their assessment of the program's impact on the sector. Some noted that one-off sessions may not necessarily be the most impactful way to support schools in online safety. Education sectors representatives saw more value in focusing on a whole-school approach to online safety education – a closer reflection of the TeP program's Best Practice Framework. Nevertheless, sector representatives recognised the benefit to schools of the provision of a shortlist of endorsed providers for schools to engage with.

Nonetheless, among the cohort of education sector representatives, the value of an eSafety endorsement was held in high regard. Some sector representatives actively used the list of endorsed providers to recommend to schools. For them, the endorsement gave them confidence in directing schools to credible providers, within needing them to assess the quality of each one themselves.

> *"I do like having the program so that when I do need to make a recommendation, I'm not the one trawling the Internet to try and find [a provider], I want to see it as an ongoing thing that we are able to go to this list and see that there are recommended providers, that they are trusted and that we can direct schools to them as needed." – Government sector education stakeholder*

8.4. Impact on eSafety

For eSafety, the TeP program was seen as a particularly useful way to promote its services and resources. Given some of the organisation's constraints, the TeP program can serve as a "conduit" to promote the organisation and the role that it plays nationally, consistent with the commitment in the *eSafety Strategy 2022-2025* to develop partnerships with broader community and industry organisations to amplify reach and impact[6]. In addition, eSafety was also seen to have benefitted from having a range of expertise reflected within the cohort of providers, many of which are experts in their own field, for example, child psychology.

[6] Australia's eSafety Strategy 2022-25, page 22. https://www.esafety.gov.au/sites/default/files/2022-08/eSafety%20Strategy%202022-25.pdf

"TeP offers a really unique space for eSafety to connect with Australians. [The program] is allowed to engage with organisations a bit more closely…work directly [with them] … can be eSafety's voice a bit more … They reach 1.5 million people that eSafety wouldn't have access to otherwise." – eSafety staff

"I think in terms of reaching the people who need our services, [providers] have always been a conduit for raising awareness. So I think despite the fact that I said that there are many people in Australia who don't know about what eSafety offers, the TePs have done their bit in raising awareness and supporting people on the ground." – eSafety staff

Additionally, the program was also seen to support an uptake of eSafety resources, reflective of one of the three aims in the Program Agreement and a requirement of providers. Providers indicated that they regularly promoted eSafety resources to the schools they engaged with, and in turn, schools also shared these resources to students, staff, and parents.

"Being able to share an eSafety resource to parents, carers, students, and staff… we see first-hand the value they get from that." – Provider

9. Summary of findings

This section summarises key results, outlines identified limitations, and highlights areas requiring further research. It also presents considerations aimed at enhancing the TeP program's design and implementation to support the continued achievement of its intended outcomes.

9.1. Summary of findings

This report provides a review of the TeP program's design, efficiency, effectiveness, and impact. A mix of quantitative and qualitative data was collected to inform this evaluation, along with secondary data (including administrative data and website traffic metrics) related to the TeP program.

Through the analysis of these data sources, the following findings were observed related to the four Key Evaluation Questions (KEQs).

KEQ1. The Trusted eSafety Provider program is fit-for-purpose.

The TeP program is widely recognised by stakeholders as effective and fit-for-purpose, delivering clear benefits to providers, schools, and the education sector. Providers valued having access to eSafety's research, resources, and guidance through the Best Practice Framework. The Community of Practice was seen as a key strength for collaboration and professional development. The case study schools expressed strong satisfaction in their engagement with their endorsed provider, noting that their service delivery was evidence-based and informed by best practice.

eSafety staff acknowledged that the program has improved significantly over time, including a suite of changes made in response to the first evaluation of the program. This has included changes to its design, endorsement processes, and the Community of Practice. However, challenges remain around the promotion of the program, as well as requirements for more resourcing and internal prioritisation, which is currently limiting its overall reach and impact.

KEQ2. The program has been implemented as intended, but additional investment may support its reach and impact.

The program has been implemented largely as intended, meeting its original objectives and delivering positive outcomes. Key successes include the development of a collaborative network through the Community of Practice, refinements to the application process for endorsement, and maintaining quality assurance through reviews and observations.

Providers confirmed their use of the Best Practice Framework to ensure that their content aligns with current evidence, and most expressed satisfaction with the program's support in improving their service delivery. This contrasts with the finding of the previous program review that providers had not been supported to build their organisational capacity.[7]

Education sector representatives and school staff highlighted the benefits of the program, such as confidence that best practice online safety education is being delivered. Despite this, awareness of the program among schools and the broader public remains low, thus limiting its uptake.

[7] Finding 8, page 46 in Clifton, Jennifer (2021), *Review of the Trusted eSafety Provider Program*, Queensland University of Technology.

Challenges affecting the implementation of the program include resourcing constraints within eSafety that limit external promotion; competing priorities within the school that can limit engagement with providers; as well as difficulties in accessing suitable providers due to geography, limited resources or specific student needs. Nevertheless, uptake of provider services continues to rise, with more students reached every year, and an increase in web traffic in searches for endorsed providers on eSafety's website. Overall, while the program is effective and valued by service recipients, greater visibility is needed to maximise its impact. This supports the finding of the previous review of the program.[8]

KEQ3. The program represents an efficient way to support providers of online safety education to develop their professional capacity.

The TeP program was considered to efficiently support providers and build their professional capacity, despite the resource constraints within eSafety. eSafety staff agreed that the day-to-day administration of the program runs smoothly and efficiently, with improved processes over time. Improvements in the application process to become a provider have raised the quality of applicants and streamlined staff workloads, further improving efficiency. Providers reported that the endorsement process is well-structured, transparent, and supported by responsive communication from eSafety. This contrasts with the previous program review that found that the bar for becoming a provider may have been set too low.[9]

While the program runs effectively, potential areas for improvement primarily related to addressing resourcing constraints within eSafety and increasing promotion of the program both internally and externally. Among education sector representatives, endorsement from eSafety was seen to add great value by providing confidence in the credibility of providers and reducing the burden of school staff having to assess the suitability and quality of online education providers themselves. Case study schools also acknowledged the high value of an eSafety endorsement and that endorsement would influence any future choice of provider.

KEQ4. The program has built the capacity of providers and client organisations to promote online safety.

The TeP program was seen to substantially strengthened providers' capacity to deliver high-quality online safety education. Providers reported high satisfaction with the program, noting improvements in their knowledge of best practice and the quality of their content and delivery. Schools involved in case study interviews also expressed satisfaction with their providers and observed increased awareness and knowledge among students and staff – consistent with the expected outcomes outlined in the program logic model. However, further research is necessary to measure the extent of this across all schools engaging the program.

Additionally, the three case study schools that participated in this research did not report this increased awareness translating into formal changes in school policies. Schools remained bound by national, or state-based curriculum guidelines, which also potentially constrained broader adoption of new approaches. It is possible that this has taken place in other school contexts, but further research is required to assess this.

[8] Finding 7, page 46 in Clifton, Jennifer (2021), *Review of the Trusted eSafety Provider Program*, Queensland University of Technology.

[9] SWOT table, page 47 in Clifton, Jennifer (2021), *Review of the Trusted eSafety Provider Program*, Queensland University of Technology.

Community awareness of eSafety's role and resources varied, with some schools and education sector representatives actively using and promoting eSafety materials and resources, while others were largely unfamiliar and relied on their provider for guidance. Overall, the program was seen to have strengthened the knowledge and capacity of providers and schools, but greater visibility and integration are needed to maximise its impact.

9.2. Limitations of current research and further research required

Many of the anticipated short and medium-term outcomes outlined in the program logic model appear to have been achieved. However, for some outcomes, this evaluation could not provide definitive findings, and further research is required – particularly related to outcomes for beneficiaries (i.e. school communities). With just three schools included as case studies, the evidence is insufficient to confirm whether outcomes such as ***B2.2 Online safety is embedded in the institutional culture of client organisations***; ***B3.1 Widespread implementation of online safety policies based on best practice***; and ***B3.4 Children and young people have the understanding, behaviours, and skills to mitigate online safety risks and harms***, have been fully realised.

For certain outcomes (e.g. B3.4: *children and young people have the understanding, behaviours and skills to mitigate online safety risks and harms, and are equipped regarding harm minimisation and remediation pathways*), the available evidence was largely observational or anecdotal, while others (e.g. B2.2: *online safety embedded in institutional culture of client organisations*, and B3.1: *widespread implementation by client organisations of online safety policies based on best practice*) were not evident in the three participating case study schools, but may exist in other school contexts where the program was implemented. These gaps indicate the need for broader research to measure the extent to which these outcomes are being achieved, by including more schools in the evaluation.

The purpose of this evaluation was to assess the design, efficiency, effectiveness, and impact of the TeP program. However, there were recognised limitations in being able to conduct primary research in schools including navigating complex reviews and approvals, from obtaining formal approval from a recognised Human Research Ethics Committee (HREC), obtaining state-specific approval through each jurisdiction's education department (or school authorities for non-government schools), and approval from each school's principal – with each of these requirements potentially adding significant time and resources. Given these challenges related to conducting primary research in schools, this evaluation was limited in its scope to measure the impact of the program particularly among its main audience – school communities. In addition, there are also difficulties in measuring impact and attribution (i.e. cause and effect) within education contexts, as there are multiple factors that can affect the impact of an intervention such as TeP engagement (e.g. school contextual factors, staffing changes, parallel or complementary initiatives, curriculum changes, or resource constraints). In light of these challenges, the Verian and eSafety team agreed that the inclusion of schools would need to be limited to interviews with staff members of three case study schools who had engaged the TeP program to offer illustrative evidence to outline the impact of the program.

Future research, such as implementing a short self-completion survey with students or staff before and after sessions with TePs, or annual surveys to measure changes in students' knowledge, awareness, and behaviours over time, could add to the insights from this report.

9.3. Considerations

Based on the evidence from the evaluation, the following considerations are presented to potentially strengthen the program's design, implementation, efficiency, and overall impact. These suggested actions may support the continued achievement of the program's short, medium- and long-term outcomes as outlined in the program logic model. The considerations made may be applicable to

different individuals, levels, and teams within eSafety (and potentially beyond), and where possible, the scope has been outlined below.

1. **More effective promotion of endorsed providers and the TeP program.** This was one of the considerations also presented in the 2021 evaluation, where it was noted that the promotion of the program was seen to be a major issue among endorsed providers and the education sector focus groups. This 2025 evaluation found many stakeholders still indicated that there was a limited awareness of the program among client organisations. It was suggested in the qualitative interviews that more proactive and effective advertising would help schools find and engage endorsed providers more easily. A communications strategy for different stakeholder groups could be advantageous, specifically in promoting the program and endorsed providers to schools, as well as promoting the program to potential, non-endorsed providers. There may also be merit in eSafety executives and managers leveraging the media exposure that eSafety already has to promote the program, as well as utilising already-established communication platforms, such as eSafety's homepage to increase program visibility.

2. **Review the internal prioritisation of the program and its resourcing.** eSafety executives could consider ways that the TeP program could receive greater internal prioritisation within the organisation. Improving the internal awareness of the program could enable more efficient operations and support its growth and development, while advocating for increased resourcing can help to expand the reach and coverage of the program across the education sector.

3. **Encourage providers to improve their accessibility and broaden their capabilities.** Stakeholders identified gaps in service delivery for schools in regional, remote, and lower socio-economic areas. TeP program managers could consider ways to encourage providers to offer more accessible service delivery. Additionally, program managers may consider how to implement additional support to help providers build their expertise in working with diverse school communities, including First Nations, culturally and linguistically diverse groups, and people with disability. Providing additional training and resources may also further strengthen inclusive and equitable service delivery.

4. **Commit to hosting a regular Community of Practice session in-person.** Providers universally supported the Community of Practice (CoP) as a collaborative, informative, and collegiate forum to share insights with other providers and experts in the field. Following the 2021 evaluation, one of the considerations raised was the need to improve the CoP, particularly through collective understanding, mutual engagement, and shared resources. The present evaluation found many eSafety stakeholders recognised the significant improvements made within the Community of Practice, with the majority of providers placing high value and benefitting from attending these sessions. Given the positive outcomes from the Community of Practice, eSafety may consider the possibility of hosting in-person sessions regularly to continue to foster collaboration and innovation amongst providers.

5. **Enhance and tailor existing eSafety resources.** Providers generally found eSafety resources to be highly valuable and useful to refer to teachers and students. Providers made several suggestions for eSafety to further improve their current database of resources, including the provision of more video resources; providing resources more targeted towards younger children that are less text-heavy; and providing more ready-to-use resources for teachers which do not require additional preparation. These refinements may encourage further uptake of eSafety's resources among school communities.

6. **Support providers to better engage parents and carers.** A challenge noted by stakeholders was the difficulty in engaging parents in delivering online safety education. While a few

providers have developed their own resources and strategies to target parents, more broadly, TeP program managers could consider how to support and upskill providers for more effective parent engagement.[10] These learnings could also be shared with schools to support them in implementing a whole-school approach to online safety.

7. **Consider how the impact of the program could be better measured.** It is noted that eSafety already collects data from providers related to their activities and reach. However, while these metrics capture the scope of the program, the data is less clear in relation to measuring outcomes. Program managers could continue to support providers to develop their organisational capabilities in their reporting and evaluation processes to better understand the program's impact. eSafety staff could consider sharing examples of best practice when it comes to conducting evaluation, such as the tools and resources shared by the Australian Centre for Evaluation.

   It is noted that some work has already been done to upskill providers in their evaluative capacity through sessions delivered in the Community of Practice. However, further support is necessary to equip providers in this area. Developing evaluation capabilities will be important in being able to measure the long-term outcomes of the program as outlined in the program logic model, for example, the extent to which best practice and online safety policies are being implemented by schools, and whether young people have grown in their understanding, behaviours, and skills around online safety. Currently, there are no processes to specifically measure this; any assessments are anecdotal and observational.

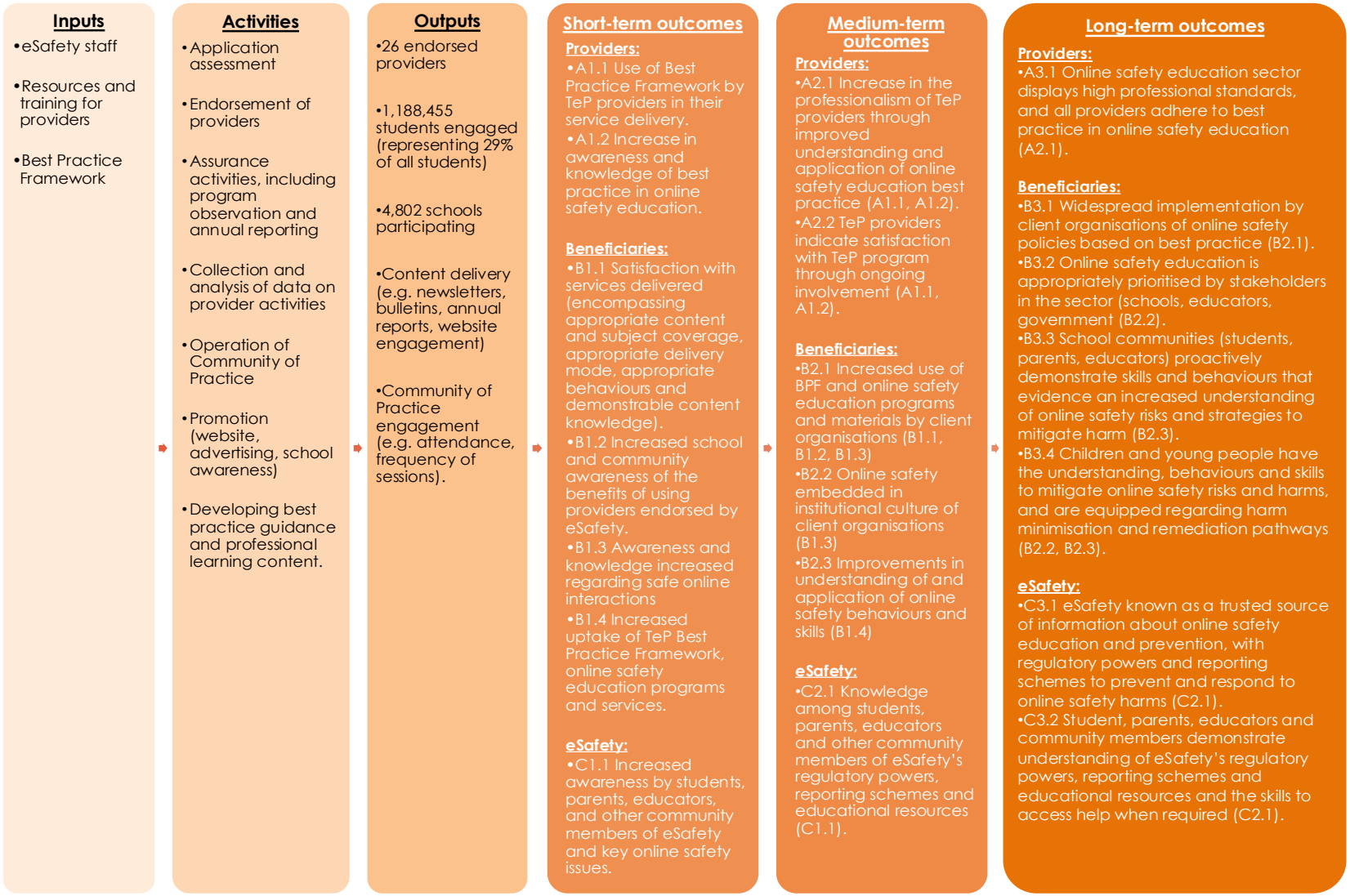
9.4. Concluding statement

The Trusted eSafety Providers program was established to help school communities face the rapidly evolving landscape of online safety, through developing a cohort of endorsed providers to deliver high quality, evidence-informed online safety education in schools. This evaluation was undertaken to assess the relevance, effectiveness, efficiency and impact of the program, through consultations with key stakeholders and a review of existing data. The findings of the evaluation clearly indicate that the program is considered as fit-for-purpose, meeting the needs of providers, schools and the broader education sector. The implementation of the program aligns well with its original objectives and is delivering positive outcomes. Providers feel supported by eSafety through the Community of Practice, Best Practice Framework and broader eSafety resources, giving confidence in knowing that they are using the latest evidence in their program delivery. Furthermore, the TeP program was considered to be run efficiently and professionally.

Nonetheless, it was observed that awareness of the TeP program remains low among schools and the education sector, and that there is a need for more resourcing to be directed towards promoting the program, which in turn will contribute to a greater demand from schools and an increase in the role and reach of providers.

[10] It is noted that eSafety is currently implementing a parent strategy that will review the support and resources available for parents and carers.

Appendix A: TeP Program Logic Model



Problem Statement: The provision of online safety education by external providers is a space with a lack of regulations, no quality assurance, no mandated qualifications, certification or standards, making it difficult for schools/community organisations to make informed decisions when seeking to engage an external provider.

Policy Objective: To support providers and develop their professional capability, including greater understanding of and alignment with eSafety's Best Practice Framework for Online Safety Education; to help client organisations make more informed choices to access best practice online safety education delivered by external providers; to raise community awareness of eSafety regulatory powers, reporting schemes, and education programs and resources.

Assumptions: TeP accreditation seen as a professional industry standard; Providers continue to participate; schools continue to seek external services; TeP program continues to be supported by eSafety.

External factors: Legislative change; technological changes; challenges in schools with competing priorities; funding and issues with the sustainability of online safety initiatives, the quality and actions of providers not participating in the TeP program.

Working definitions for this program logic

Inputs: What is invested by eSafety (staffing, resources, time)

Activities: How the inputs are used, what activities are delivered in the TeP program by eSafety

Outputs: What is/will be achieved as a result of delivering the TeP activities

Short-term outcomes: The initial or immediate effects or outcomes of the outputs - the difference made in the short-term (defined here as within 12 months). Short-term outcomes then contribute to the delivery of medium-term outcomes.

Medium-term outcomes: Assumed here as from 12 months to 3 years (but noting that some evidence of behaviour change may be apparent during this evaluation, for example from consultations with educational stakeholders). May relate to behavioural changes, reduction in risk of harm, greater collaboration between stakeholders and agencies, and so forth. Medium-term outcomes contribute to longer term outcomes and wider impacts.

Long-term outcomes: The difference the intervention makes in the longer term (defined here as 3+ years). Sometimes referred to as (wider) impacts (e.g. over a much longer time period or in a wider context that may not always be directly attributable solely to the TeP intervention). System changes may be evident related to, for example, embedding online safety into educational settings, among community members and through intergenerational knowledge.

Working definitions for the trajectory of learning[11]

Awareness: This relates to a general recognition of the salience and significance of online safety issues, (in contrast to having knowledge or being deeply informed)

Knowledge: This relates to the specific information and concepts beneficiaries acquire about online safety issues. Examples of this are knowing about digital footprints, recognising risk or knowing where and how to report an incident.

Understanding: This indicates a deeper level of comprehension on a topic or issue (such as online safety), which means not just knowing it exists, but understanding the causes and consequences. In other words, to have an understanding, there first needs to be knowledge (e.g. facts, evidence, etc.); knowledge is then interpreted to understand how and why something is important, or why it happens.

Skills: This can be defined as the implementation or the practical application of knowledge – the practical abilities that beneficiaries develop through engagement with the TeP program, and thus emerge from an accumulation of awareness, knowledge and the translation of knowledge into understanding. Such skills could include being able to identify online safety risks, using privacy settings or responding appropriately and correctly to an incident of online harm. These skills are typically both observable and measurable.

[11] Definitions are developed from a rapid review of theories in education and learning, and human decision-making process.

Appendix B: Key Evaluation Questions

Evaluation area	KEQ	Research questions
Relevance	KEQ1. Is the TeP program design fit for purpose?	• Is the program meeting the needs of providers? • Is the program meeting the needs of client organisations? • Is the program meeting the needs of the wider education sector? • What value and benefits do providers see from being a TeP provider? • How satisfied are providers with the application process? • How satisfied are providers with the Community of Practice? • How satisfied are providers with eSafety's resources? • Is there an increase in uptake of eSafety's TeP BPF, online safety education programs and services?
Effectiveness	KEQ2. Has the TeP program been implemented as intended?	• Is the program being implemented as intended? • What are the enabling factors that influence implementation? • What are the challenges that influence implementation? • What are the challenges to becoming endorsed by eSafety as a TEP? • To what extent are the TePs being accessed and used by client organisations? • How confident and informed are client organisations in selecting external providers? Why or why not? • What benefits to client organisations see in using endorsed eSafety TeP providers? • To what extent are TePs using the BPF in their service delivery?
Efficiency	KEQ3. Is the TeP program an efficient way to support providers of online safety education and develop their professional capability?	• Is the administration of the program efficient and does it represent good use of public funds? • How effective and efficient are the processes for the endorsement of TePs? • What value-add does eSafety's endorsement contribute to the work of client organisations and the education sector?
Impact	KEQ4. To what extent has the TeP program built the capacity of the providers and client organisations to promote online safety?	• To what extent are stakeholders satisfied with the services delivered via TePs? • Has awareness and knowledge increased among beneficiaries about safe online interactions? • Has awareness and knowledge increased among providers about best practice in online safety education? • To what extent is any increase in knowledge reflected in the practices and policies of schools, educators, families, and communities? • Has community awareness about eSafety's role and resources (including resources, reporting schemes, regulatory powers) increased? • Are there any unintended consequences of the program? What impact have these unintended or unanticipated consequences had?

Appendix C: Findings related to KEQs

This appendix expands on the overview of findings related to the four Key Evaluation Questions (KEQs), to provide a more detailed synthesis of evidence for each research question under each KEQ.

KEQ1. Is the Trusted eSafety Providers program fit for purpose?	
Research question	**Summary of findings**
1.1 Is the program meeting the needs of the providers?	Most providers agreed that the TeP program was meeting their needs. Providers experienced important benefits by being part of the program, such as access to the latest research and online safety resources, enhanced credibility with clients and schools, as well as a framework to shape their service delivery. For providers, their primary motivation for joining the program was the proximity to eSafety, its resources and its support. Both the Community of Practice and the Best Practice Framework also motivated providers to apply. In this regard, the program was seen to meet the expectations of providers. Though minimal, unmet need was related to a perceived lack of promotion of endorsed providers by eSafety. Some felt that more could be done to promote endorsed providers to ensure that there was a greater awareness among schools and educators.
1.2 Is the program meeting the needs of schools/client organisations?	Among the school representatives interviewed, all expressed satisfaction with the services delivered by their provider – whether it was an annual engagement or an embedded whole-school approach model. The program recognised as equipping providers to deliver quality online safety education informed by evidence and recommended best practice. The schools interviewed indicated that they did not formally go through the search process for a provider, nor was an endorsement from eSafety a determining factor in their decision-making. This suggests that, while in theory, the TeP program can ease the burden on schools by streamlining the provider selection process, in practice, schools appear to be finding providers through other channels (e.g. personal connection to provider; prior engagement; promotional material from the provider). It was noted that the needs of schools differ, such as diverse student demographics or more operational limitations. In the cases explored, it would appear that providers have been well-equipped by the program and the Best Practice Framework to be able to adjust their service offering to meet the unique needs of schools.
1.3 Is the program meeting the needs of the wider education sector?	There was broad agreement among education sector representatives that the TeP program is delivering on its aims – that is, to provide a trusted source of online safety education for schools to choose from. The program was seen as being able to reduce the burden on educators and school staff through the provision of endorsed providers and trusted resources to support schools navigate the evolving digital landscape. The cases where sector representatives expressed unmet needs largely related to systematic and structural gaps within schools and the education sector which fall outside of the scope of the TeP program. For example, while representatives agreed that an embedded, whole-school approach was the ideal approach, this depended on the resourcing, capacity, and priorities of a school.
1.4 What value and benefits do the providers see from being a provider?	Providers benefitted from being part of the program by having proximity to eSafety; access to emerging trends and new research; participation in the Community of Practice; guidance through the Best Practice Framework; the opportunity to align their services with best practice; as well as opportunities to collaborate and learn from other experts and players in the field.

1.5 How satisfied are providers with the application process?	Most participants expressed general satisfaction with their initial application process and subsequent re-applications to maintain endorsement. The initial application was seen as being necessarily robust and thorough, though time-consuming. Providers found that they could access support from eSafety when needed. The annual re-applications were seen to be a straightforward and easy process, with the prompts and reminders helpful. Any dissatisfaction or criticisms of the re-application process seemed to be based on an individual provider's circumstances, rather than a fault of the process.
1.6 How satisfied are providers with the Community of Practice?	Providers expressed strong satisfaction with the Community of Practice. It was consistently described as highly valuable for staying up to date with trends, research, and recommendations; a useful source for professional development; and a space for connection and collaboration with other providers. There were some small comments noted by individual providers, such as networking being less beneficial for large, already-established organisations; or some content being less relevant for certain delivery modes (e.g. one provider is 100% online, with no direct interaction with children).
1.7 How satisfied are providers with eSafety's resources?	All participants expressed high satisfaction with the resources provided by eSafety. For many, access to eSafety's resources was the primary motivator for joining the program. Providers valued the promptness at which eSafety was able to provide new and updated research; the range and relevance of resources for providers to refer to and recommend to schools and parents; as well as the way resources could be integrated into a presentation or service delivery.
1.8 Is there an increase in uptake of eSafety's BPF, online safety education programs and services?	Among providers, there was high engagement with the Best Practice Framework. All providers agreed that there was value in the BPF, and that it was used regularly in their work (though the degree of integration varied). Many providers used the BPF as a benchmark when designing or updating content; as guidance to structure their practices and content; to establish a 'common ground' to engage with schools and teachers; as well as reference to validate existing approaches. Both providers and education sector representatives note actively sharing and recommending eSafety's online safety resources to schools. However, the extent to which schools directly engage with this warrants further investigation.

KEQ2. Has the program been implemented as intended?	
Research question	**Summary of findings**
2.1 Is the program being implemented as intended?	There was a strong agreement among eSafety staff that the TeP program is being implemented as intended, with clear alignment to its original objectives and positive developments over time. eSafety has recognised successes in establishing a collaborative network through the Community of Practice; improving school access to trusted online safety education; and ensuring quality assurance measures through observations. The day-to-day administration of the program was agreed to be efficiently run, particularly given the resources available. While the program has contributed to promoting eSafety in schools, staff acknowledged that broader public awareness of eSafety (including its regulatory powers and resources) was mixed. Providers were largely satisfied with the way the program was being implemented, with their participation having helped them to deliver better online safety education programs. Education sector stakeholders and schools had insufficient knowledge of TePs to provide insights into implementation.
2.2 What are the enabling factors that influence implementation?	eSafety staff noted important factors that support effective implementation. Firstly, the Community of Practice, particularly the first in-person session, was a key driver to promote a positive and collegiate culture among providers. Secondly, improvements in the application and quality assurance processes meant that the program maintained a high level of integrity and quality standards. Thirdly, the removal of a financial incentive of funding assistance for providers has ensured that professionalism of the TeP program has increased.

	For providers, the strongest enablers were the collaborative and supportive environment; the ease of engagement with eSafety; and the provided resources and Community of Practice. For schools, enablers included the provision of prepared and tailored content; up to date research leading to teacher buy in; consistency to establish trust; as well as providers taking on feedback and demonstrating continuous improvement.
2.3 What are the challenges that influence implementation?	eSafety stakeholders identified several implementation challenges that ranged from resource constraints to systemic and organisational barriers. While some have been partially addressed, others remain ongoing. The key challenges identified were resourcing and staffing; competing organisational priorities; a need for an enhanced communication strategy; limited access for some schools due to their geographic location or lack of resourcing; and the need to ensure that there is sufficient oversight of providers in ongoing delivery of high-quality education in schools. These challenges may restrict the program's ability to extend its reach and impact. Providers agreed that their greatest challenges related to engaging parents; schools being unaware of their offering; and the costs of their service to schools. For schools, by far their greatest challenge related to lack of time and conflicting priorities. Relatedly, the research also revealed challenges with implementing a whole-school approach as detailed in the Best Practice Framework. eSafety and its providers were reliant on the willingness of schools to implement a whole-school approach, which was challenging to achieve with time restraints and conflicting priorities.
2.4 What are the challenges to becoming endorsed by eSafety?	Challenges to (re)endorsement were limited. Some providers mentioned the workload was relatively time consuming (particularly for smaller organisations), however, most agreed that a robust application process was appropriate.
2.5 To what extent are the TePs being accessed and used by client organisations?	Across the annual reporting data, an increasing number of students are being reached every year. Similarly, the website data indicated that there are increasing searches for providers. Education sector representatives who were familiar with the program noted that they continue to recommend the program to schools. Further research is needed to identify school awareness and take-up. Notably, the three schools included in the case study component of the evaluation all had existing relationships with their provider.
2.6 How confident and informed are client organisations in selecting external providers? Why or why not?	Stakeholders welcomed the functionality of the website to be able to review and select potential TeP providers according to their location, their delivery mode and their subject matter expertise. Education sector representatives who were aware of the TeP program were confident in recommending the program to the schools that they worked with. However, all stakeholders indicated that as awareness of the TeP program was generally low, client organisations may lack the knowledge of how to select a provider. In addition, it was noted that once a shortlist was presented via the TeP website, considerable additional time was still required to investigate the different providers via their own website to assess suitability for context.
2.7 What benefits do client organisations see in using endorsed eSafety providers?	A perceived benefit for schools is that they can be confident that by engaging a provider, the online education delivered will be reflective of best practice and most recent evidence. Additionally, a school can also benefit by having a diversity of providers to choose from that can best meet the needs of their school – whether this be a workshop or a performance, online or in person.
2.8 To what extent are TePs using the BPF in their service delivery?	All providers involved in the research confirmed that they were actively using the Best Practice Framework in their service delivery, particularly in the design and review of content. Providers used the Best Practice Framework as a benchmark for ensuring that new content is accurate, relevant, and evidence based. The framework was perceived as highly valuable for ensuring consistency across programs; validating approaches to online safety; and supporting alignment with current research and recommendations.

KEQ3. Is the program an efficient way to support providers of online safety education and develop their professional capacity?	
Research question	**Summary of findings**
3.1 Is the administration of the program efficient and does it represent good use of public funds?	There was a general agreement among eSafety staff that the TeP program ran efficiently in many respects, particularly given limitations on resourcing. The day-to-day administration of the program, including facilitating Community of Practice sessions, conducting reviews, and assessing applications, were seen to operate smoothly. However, staff identified several areas that could improve the efficiency of the program, including addressing resourcing concerns, increasing the visibility of and more promotion of the TeP program, streamlining the initial application process, and improving the website and IT infrastructure.
3.2 How effective and efficient are the processes for the endorsement of providers?	All providers involved in the endorsement process felt that the endorsement process runs smoothly and efficiently. The process was described as well-structured, with clear expectations and consistent reporting requirements. Some also noted that eSafety is highly responsive to queries during the process which was appreciated by providers. It was also noted that there have been substantial improvements in the application process, with clearer expectations and standards, resulting in improvements in the quality of applicants and better use of staff time. Perceptions on the efficacy of the endorsement process among eSafety staff is detailed in 3.1.
3.3 What value add-on does eSafety's endorsement contribute to the work of client organisations and the education sector?	Discussions with education stakeholders indicated that the endorsement adds value from their perspective and offers confidence that they are directing schools to credible providers without needing to assess each one themselves, saving time and effort for the wider education sector. From a school's perspective, while eSafety's endorsement should be valuable, there remains a low level of awareness of TeP endorsement. Schools recognised that an endorsement from eSafety was valuable, and if they were going to use a different provider, they would engage the endorsed ones.

KEQ4. To what extent has the program built the capacity of providers and client organisations to promote online safety?	
Research question	**Summary of findings**
4.1 To what extent are stakeholders satisfied with the services delivered via TePs?	Case study schools expressed strong satisfaction with their individual providers and expected to continue their engagement in the future. Providers considered their clients to be satisfied with their content and delivery through immediate feedback and repeat/ongoing engagement. Further research is needed in schools to review their satisfaction.
4.2 Has awareness and knowledge increased among beneficiaries about safe online interactions?	Providers agreed that their involvement in the TeP program has increased their awareness and knowledge around best practice. Similarly, school stakeholders reported increased awareness and knowledge among their students and staff, but further research is needed in schools to substantiate this.
4.3 Has awareness and knowledge increased among providers about best practice in online safety education?	Providers were in strong agreement that their involvement in the TeP program has increased their awareness and knowledge around best practice. Many referred to the Best Practice Framework to ensure that their content and delivery aligned with eSafety's recommended approach and regularly updated their materials following new data and research.
4.4 To what extent is any increase in knowledge reflected in the practices and policies of schools,	Representatives from the case study schools reported an increase in the knowledge and awareness of safe online interactions because of engaging providers. However, whether this engagement resulted in changes in practices and policies was less recognised. It was noted that schools must align with the

educators, families, and communities?	online safety practices as determined by their respective national and/or state/territory government and curriculum authority.
4.5 Has community awareness about eSafety's role and resources (including resources, reporting schemes, regulatory powers) increased?	Providers noted that the schools they worked with had limited awareness of eSafety's role and resources, though for some, this began to increase following their engagement. Awareness and knowledge among case study school representatives varied. One was generally unfamiliar with eSafety; another had limited familiarity (and were reliant on their provider to inform them of best practice); whereas the other actively used eSafety's resources and regularly referred their school community to these resources and eSafety's reporting mechanisms.
4.6 Are there any unintended consequences of the program? What impact have these unintended or unanticipated consequences had?	Neither providers nor school representatives identified any unintended consequences of the TeP program. For eSafety staff, two were identified: fostering deeper community connections between eSafety and school communities and creating a positive feedback loop, whereby providers also inform eSafety's own work.

Appendix D: Discussion guides

Provider interview discussion guide

Application & endorsement (7 mins)

- Why did you join the TeP program? Prompt: Were there specific challenges facing your organisation that you hoped being part of the program would assist with? Was it a requirement from your clients?

- What was your experience like in applying for endorsement? Prompt for specific elements including challenges encountered (e.g. preparing, collecting documentation, providing supporting evidence, observation assessment, etc.)

- What assistance or support did you receive when you were applying? Prompt: Did they ask assistance from TeP program team? What, if any, guidance did they use from eSafety's website? (e.g. Information for Applications, Agreement document, etc.)

- Do you have any suggestions for how the application process could be improved?

Experience as a TeP provider (15 mins)

- To what extent has joining the TeP program met your needs and expectations?

- How so? *Prompt for examples*.

- From your organisation's perspective, what do you see as the biggest benefit or value-add that you gained by being part of the TeP program?

- What has your experience been like with the Community of Practice? *Prompt: Feedback on frequency? Are the delivery methods suitable?*

- Which elements have been most useful and why? *Prompt: resources, presentations, networking opportunities, discussions/breakouts*

- Does the format and delivery of the community of practice sessions meet your needs? *Prompt: timing of meetings, meeting format, online vs face-to-face meetings.*

- How has the CoP impacted your service delivery? *Prompt: learnings, practical insights, research or other information used to inform service delivery.*

- How useful have you found the resources provided by eSafety? *Prompt: Best Practice Framework, educator resources, community of practice resources (eSafety update and Research summary, guest presentations, presentations and workshops form eSafety subject matter experts), and broader eSafety resources*

- Are there any resources you rely on more than others? Why?

- What additional resources or support would be helpful to your work?

- How have you found the review and observation process?

- How has it been useful in improving your service delivery?

- Do you have any feedback or suggestions to how the review process can be improved?

BPF implementation (5 mins)

- How are you currently using the Best Practice Framework in your service delivery?
- How has your involvement in the TeP program impacted your understanding and use of the BPF? *Prompt: during application, feedback received from program observation, participating in BPF professional learning sessions.*
- Is there anything within the BPF you think is missing, or are there any gaps that you see?

Impact (7 mins)

- What difference has being part of the TeP program had on your organisation? How has it changed your organisation? *Prompt: content knowledge, delivery practice, school engagement, etc.*
- How have you seen your clients' understanding of online safety evolve after working with your organisation? *Any examples?*
- *Prompt: New policies or practices implemented; behaviours/knowledge among students and staff*
- What have you specifically observed?
- How this has been measured?
- How influential has the TeP program been in encouraging these changes?
- Since you started participating in the TeP program, have you noticed anything surprising – whether positive or negative – that you didn't expect?

Administrative and resourcing issues (3 mins)

- From your perspective, do you think the TeP program is run efficiently? Why or why not?
- *Prompt: Where are the gaps?*
- Are there sufficient resources directed towards the TeP program? If not, what areas need more resourcing and why?

Education sector representatives focus group discussion guide

Relevance & Reach (30 mins)

- What do you think is the main challenge that the education sector is facing when it comes to online safety?
- *Prompt:* Cyberbullying, deepfakes, etc.
- Regarding the use of external providers of online safety education, to what extent do school in your sector make use of these organisations?
- Are you aware of any challenges that schools in your sector face when using external providers, and if so what/why? *Prompt: what type of program to select, how to verify credentials?*
- How widespread is knowledge of the TeP program among schools in your sector?
- By comparison, how widespread is knowledge of eSafety?
- Is the TeP program helping to address the needs of schools using external providers of online safety education and the education sector?
- Are there specific needs or challenges that the TeP program is addressing well?
- In what ways could the program better meet the needs of schools and the wider education sector?

Perceptions (20 mins)

- What value do you think schools would have in using providers endorsed by eSafety (i.e. over other online safety education providers)?
- Are there any benefits that are particularly important or visible?
- What does eSafety's endorsement mean to the education sector?
- How does it influence trust, credibility, or uptake of online safety services?
- What feedback (if any) have you received from schools or other stakeholders about the services delivered by providers endorsed by eSafety?
- Are there any common themes in feedback?

Impact (25 mins)

- Have you seen any changes among schools and school communities in relation to their awareness and knowledge of online safety issues, as a result of using a provider endorsed by eSafety?
- What kinds of knowledge or behaviours have changed and how?
- Have you seen any changes in school policies or practices related to online safety?
- *Prompt: greater emphasis on online safety, adoption of whole-school approach*
- Have you seen any changes in education sector-level policies or practices?

- *Prompt: greater emphasis on online safety, preference to use providers endorsed by eSafety*
- Have you observed any trends in the uptake of eSafety's resources or programs across the sector?
- *Probe:* Have they accessed these themselves? Are they aware of them?
- What factors are influencing this uptake, either positively or negatively?
- *Prompt: more incidents happening across schools, lack of funding, resources, accessibility, leadership priorities*
- What are the barriers/enablers to implementing best practice in online safety education?
- Have there been any unexpected outcomes from the use of providers endorsed by eSafety, or the use of eSafety education resources?

Administrative and resourcing issues (10 mins)

- Do you think the TeP program is run efficiently?
- How do you monitor the operational efficiency of the program?
- From your perspective, are there sufficient resources directed towards the TeP program? If no, what areas need more resourcing and why?
- What have you observed in relation to levels of provider engagement and satisfaction?
- *Prompt:* Changes in provider type, duration of engagement

eSafety staff discussion guide

Program Design (10 mins)

- The objective of the TeP program is: To support providers and develop their professional capability, including greater understanding of and alignment with eSafety's Best Practice Framework for Online Safety Education; to help TeP client organisations make more informed choices to access best practice online safety education delivered by external providers; and to raise community awareness of eSafety regulatory powers, reporting schemes, and education programs and resources.

- How well do you think the design of the program is working to achieve this purpose?

- How well do you feel the program works in relation to providers meeting the needs of schools?

- *Prompt*: What feedback do you get from schools?

- What about the wider community and education sector – how does the TeP program meet those wider needs, and are there any gaps? How can these be filled in relation to program design?

- *Prompt:* Are some of those needs out of scope for TeP?

- Have any changes to the design been made over time? Why?

Endorsement of providers (5 mins)

- How efficiently does the endorsement of providers work?

- *Prompt*: What steps are involved in endorsement? How long does it typically take? How much time and resourcing from eSafety?

- If a provider does not receive endorsement (or loses endorsement) what sorts of reasons are there for this?

- How much support do providers generally need to become endorsed and in what areas?

- *Prompt:* Was this as expected? More/less support needed?

- How challenging is it to meet those support needs, and why?

Delivery of the program (5 mins)

- Is delivery of the TeP program as you anticipated? If not, why/how? What is different?

- How has the program delivery changed over time?

- *Prompt:* Which parts of the delivery have changed? Why?

- How well do the different aspects of the program work

- *Prompt: the Community of Practice, the use of the Best Practice Framework, resources shared)?*

Administrative and resourcing issues (5 mins)

- How do you monitor the operational efficiency of the program?

- From your perspective, are there sufficient resources directed towards the TeP program? If no, what areas need more resourcing and why?
- What have you observed in relation to levels of provider engagement and satisfaction?
- *Prompt*: Changes in provider type, duration of engagement

Outcomes & Impacts (10 mins)

- In what ways do you think providers have benefitted from being part of the TeP program?
- *Prompt: what evidence do you have to support this?*
- In what ways do you think schools and the wider education sector benefit from using endorsed providers?
- *Prompt*: Is this as you expected? How/why? What evidence do you have to support this?
- In what way/has eSafety benefitted from the TeP program?
- What do you think success looks like for the TeP program? *Prompt: For eSafety? For providers? For schools?*
- What contributes to success in the TeP program and why?
- What might hinder success – how and why?
- Do you have a sense of whether there remain unmet needs in schools or the education sector in relation to online safety education? If so, what?
- *Prompt*: Establishments or communities other than schools? Professional development? Supporting implementation of whole-school policies?
- How, if at all, the TeP program could service these needs, or is impacted by them in routine service delivery?

Future focused (5 mins)

- Reflecting back, what have been the biggest challenges in the running of the TeP program?
- If the program was being designed now, what would you have liked to see change, if anything? Why?
- What are your expectations of the program moving forward?
- *Prompt*: What would you like to see and why?
- Where would you like to see the TeP program in the next 3-5 years?

Appendix E: Online survey questionnaire

Introduction

Thank you for participating in this survey. We value your insights and feedback regarding your experience as a Trusted eSafety Provider.

Your participation in this survey is completely anonymous, and findings will only be reported in aggregate.

The survey will take approximately 10-15 minutes to complete, depending on the length of your responses.

If you need to pause, you can return to complete the survey at a later time using the same link.

For any issues or inquiries related to the survey, please contact gilbert.siahaan@veriangroup.com.

Q1. What do you think are the main benefits of being a part of the TeP Program, if any?

1. Access to research and resources from eSafety
2. Association with the eSafety brand
3. Participation in the Community of Practice
4. Increased school engagement
5. Increased trust from school communities
6. Alignment with best practices
7. Access to professional network
8. Professional development opportunities
9. Stronger community awareness of my organisation

98. None of these

99. Other (please specify)

Q2. Are there needs and expectations that you feel the TeP program is currently not meeting? If so, please write in below.

Q3. To what extent do you agree or disagree that the TeP program has helped you to …

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree	Don't know
Support schools to build awareness of and prioritise online safety						
Support schools to respond to online safety incidents (e.g. cyberbullying)						
Support schools to implement whole-school online safety policies						
Support schools to keep up to date with the rapid change of technology						

Q4. How satisfied were you with the initial application process for becoming an endorsed provider?

1. Very satisfied
2. Somewhat satisfied
3. Neutral
4. Somewhat dissatisfied
5. Very dissatisfied
6. I don't remember the application process
7. I wasn't part of the organisation during the application process

Q5. What would have increased your satisfaction with the initial application process to become an endorsed provider?

Q6. Now we would like to ask you about your experience in reapplying to maintain your endorsement.

To what extent do you agree or disagree with the following?

	Strongly disagree	*Somewhat Disagree*	*Neutral*	*Somewhat agree*	*Strongly agree*	*Don't know*	I haven't been involved in the reapplication process
Overall, I am satisfied with the reapplication process to become re-endorsed.							
The instructions and process to reapply are clear.							
It's easy to get support from eSafety to help me complete the reapplication process.							

Q7. Do you have any feedback on how the re-application process (to remain a TeP) can be improved?

	Strongly disagree	*Somewhat Disagree*	*Neutral*	*Somewhat Agree*	*Strongly agree*	*Don't know*
Overall, I am satisfied with the program observation process.						
The process of organising an observation was straightforward.						
The feedback provided is relevant and useful to me.						
I have made changes to my service delivery as a result of the feedback provided.						

Q9. To what extent do you agree or disagree with this statement: The requirements to maintain my endorsement as a Trusted eSafety Provider are appropriate.

1. Strongly agree
2. Somewhat agree
3. Neutral
4. Somewhat disagree
5. Strongly disagree
6. Don't know

Q10. Why do you think that way?

Q11. In thinking about your experience with the Community of Practice, to what extent do you agree or disagree with the following?

	Strongly disagree	*Somewhat Disagree*	*Neutral*	*Somewhat Agree*	*Strongly agree*	*Don't know*
Overall, I am satisfied with the Community of Practice.						
eSafety's expectations for attendance at meetings are fair (i.e. minimum 2 sessions per year)						

The content shared through the Community of Practice is relevant and useful.						
The meetings are relevant and engaging.						
Meeting papers, including summary documents, are relevant and useful.						

Q12. What are the main benefits you see as being part of the Community of Practice? Select all that apply.

1. Access to new research from eSafety
2. Access to best practice guidance from eSafety
3. Group discussions of key issues
4. Networking opportunities
5. Exchange of information and knowledge
6. Innovation and inspiration
7. External guest speakers and presentations
8. No benefit/none
99. Other (please specify)

Q13. Do you have any feedback on how the Community of Practice can be improved?

Q14. How useful are the resources provided by eSafety?

	Not useful at all	*Slightly useful*	*Somewhat useful*	*Very useful*	*Don't know / I haven't used this resource*
Best Practice Framework					
Toolkit for Schools					
Parent resources					
Classroom resources					
eSafety research reports					
Young People resources					
The eSafety Guide					
eSafety guidance on reporting online harms					

Q15. What do you find most useful about the Best Practice Framework?

Q16. Do you have any feedback on how existing eSafety resources can be improved?

Q17. Are there any other resources that would be helpful to you as a TeP?

Q18. What has been the most significant change in your organisation as a result of being part of the TeP program?

Q19. What challenges, if any, does your organisation face in delivering online safety education programs in schools?

1. School awareness of your program offering
2. Cost for our organisation
3. Cost for the schools
4. Support from the school
5. Engagement of the students
6. Engagement of parents
7. Getting feedback from the school
8. Other (specify)

Q20. To what extent do you agree or disagree with the following statement: Our participation in the Trusted eSafety Provider Program has helped us to deliver better online safety education programs.

1. Strongly agree
2. Somewhat agree
3. Neutral
4. Somewhat disagree
5. Strongly disagree
6. Don't know

Q21. What benefit do you think schools get from having a Trusted eSafety Provider delivering online safety education? If possible, please include any data or evidence sources.

Q22. Which, if any, of the following have you observed within schools?

	Across almost all the schools I work with	Across many of the schools I work with	Across a few of the schools I schools	I have not seen this across the schools I work with
I have seen an increased **awareness** of online safety best practice in schools (e.g., increased discussion, priority in curriculum)				
I have seen **changes** in online safety actions in schools (e.g. new policies, whole-school approaches to online safety)				

I have seen more **knowledge** of online safety among students and staff (e.g., awareness of eSafety, help-seeking practices)				

Q23. How likely are you to remain being a Trusted eSafety Provider in the future?

1. Very likely
2. Quite Likely
3. Neutral
4. Quite Unlikely
5. Very unlikely
6. Don't know

Q24. Why or why not?

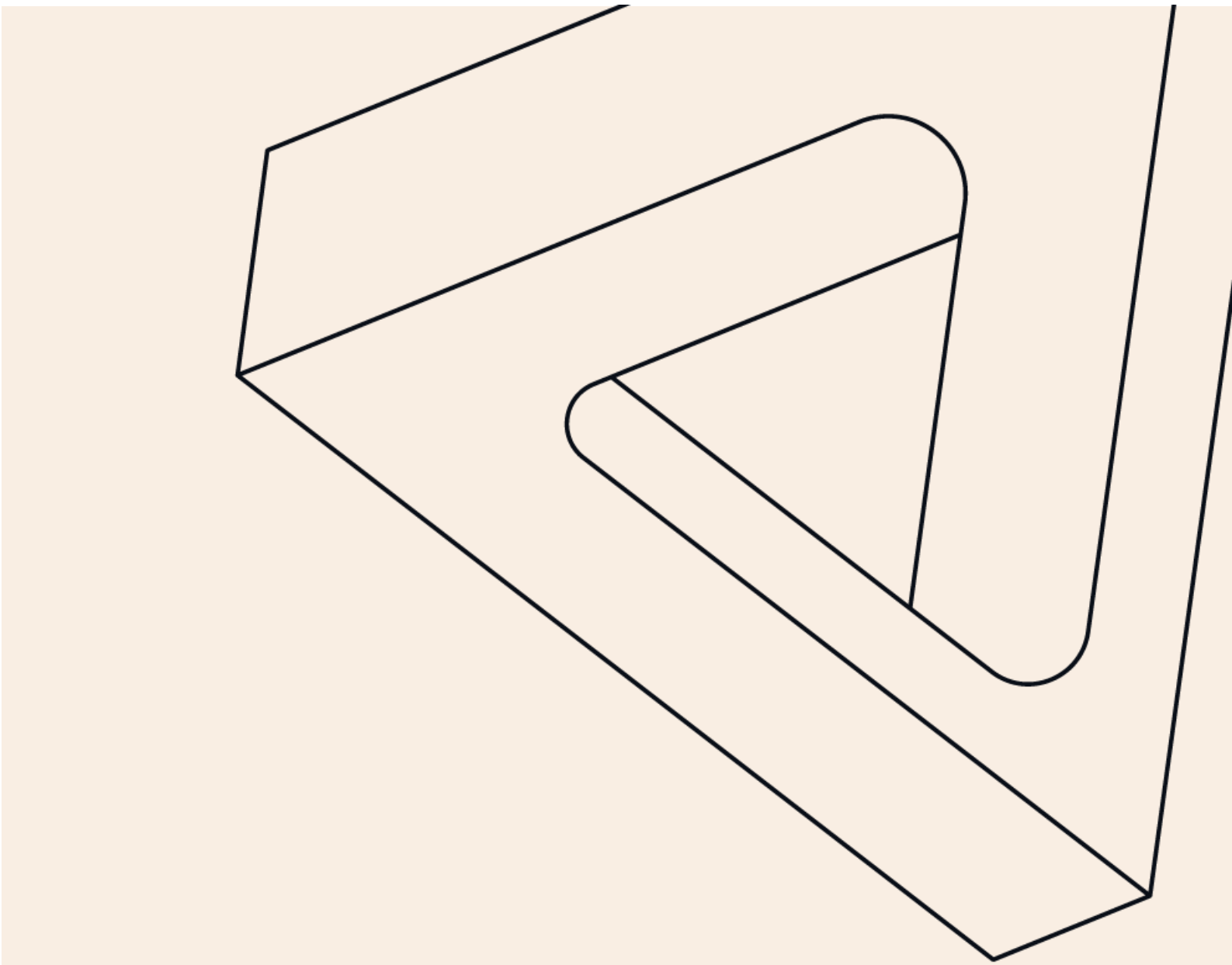
Close

Thank you for completing this survey!

For any further questions about this evaluation, please contact gilbert.siahaan@veriangroup.com

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