

eSmart Schools Evaluation Report 2015



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Executive Summary:

1. Background

This evaluation

This report presents the findings of an evaluation of the implementation and impact of eSmart Schools, an Australia wide initiative of The Alannah and Madeline Foundation available to schools across Australia. The Foundation for Young Australians led the evaluation, conducted over a two-year period (2013–2014) in Victoria, New South Wales and Queensland. The research and evaluation consortium comprised the Foundation for Young Australians, the Institute for Culture and Society at the University of Western Sydney and the Pitt Group.

The purpose of the evaluation was threefold:

1. to understand the impacts associated with eSmart Schools
2. to discover how eSmart Schools is being implemented
3. to identify key areas for development.

The evaluation design drew from a program logic model¹ and realistic evaluation² to assess the process, impact and outcomes associated with the flexible, ongoing implementation model of eSmart Schools (described in full in Appendix A). This required accommodating complexity and diversity, and using a combination of methods to capture diverse data mapped to key research questions as presented in the eSmart Schools program logic.

The evaluation methodology comprised:

- > **an environmental scan**
- > **surveys of the school community** (526 parents, 2,956 students, 1,792 teachers, 617 eSmart Schools coordinators and 396 principals) in 2013 and 2014 and a survey of 23 non-eSmart comparison school principals in 2014
- > **case studies** (seven diverse longitudinal and nine point-in-time) involving schools in all three states in different types of school settings. Case studies were compiled from interviews with 29 eSmart Schools coordinators, focus groups with 125 staff, workshops with 243 students in Years 5/6 and 7/8 and contextual observations.

What is eSmart Schools?

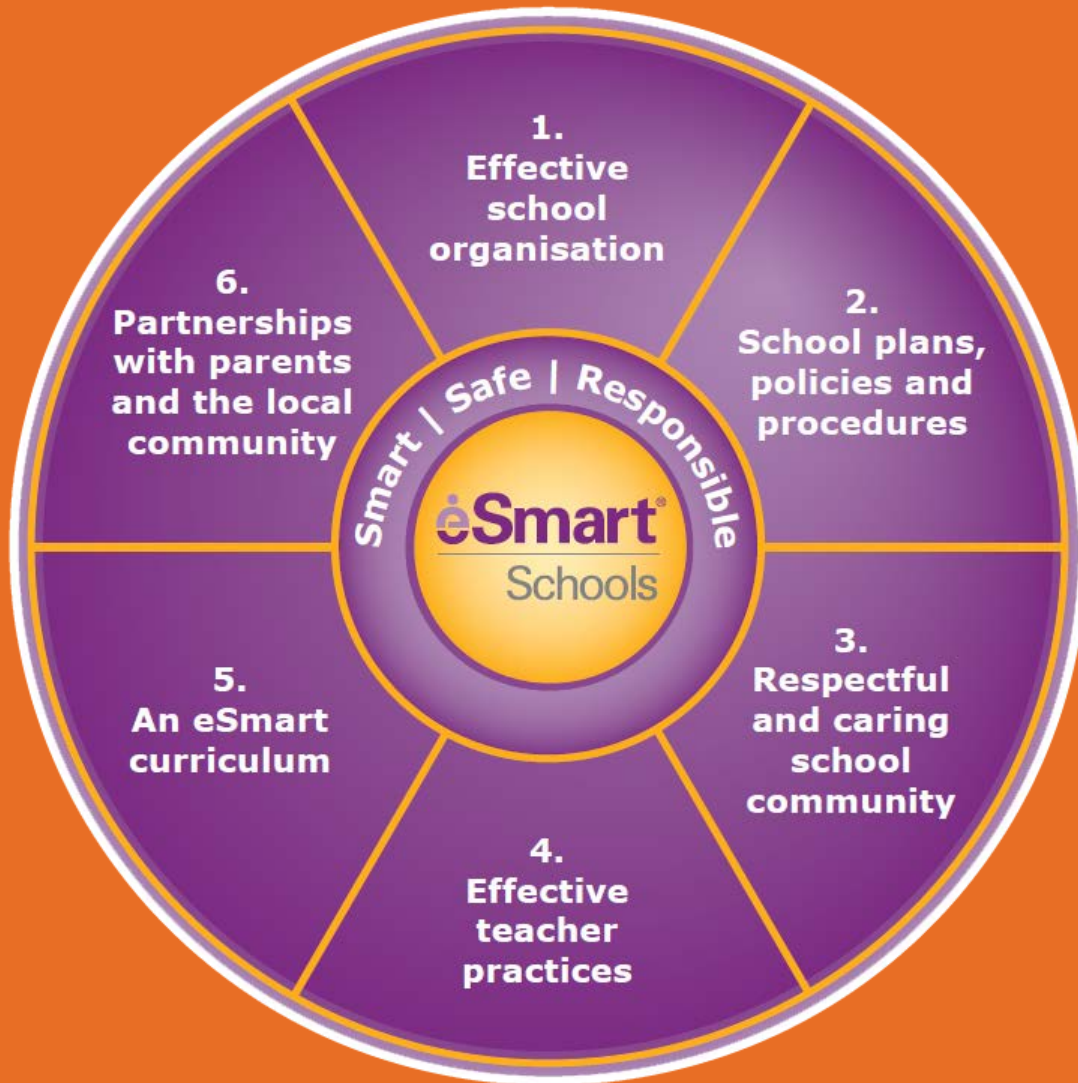
A world-leading initiative, eSmart Schools helps Australian schools manage cybersafety and deal with bullying and cyberbullying. Similar to the SunSmart campaign, eSmart Schools uses a behaviour and social change approach to foster a community of students, teachers and parents to become smart, safe and responsible online. It supports schools to embrace the benefits of technology while reducing their exposure to cyber risks, such as cyberbullying, online sexual predation, sexting, identity theft and fraud.

Technology practices are subject to rapid change, and effective cybersafety strategies must be flexible to keep pace. It is increasingly being recognised that long-term, flexible, holistic approaches to cybersafety offer the best way to empower our children and young people to grow up safe and well in a digital society. New strengths-based approaches are shifting cybersafety strategies towards a 'digital resilience' framework, rather than a singular focus on risk and protection.

These strengths-based approaches recognise the importance of skilling users, not only to engage safely but also to ensure their online engagements maximise the full potential of connectivity. Australian schools are now faced with a plethora of products, resources, applications, tools, software, programs and campaigns that address the issue of online safety from a variety of perspectives. eSmart Schools provides schools with a framework to manage this crowded landscape and to select resources that suit their specific circumstances within a broader resilience approach (Figure 1). Schools appoint a staff member to the role of 'eSmart Coordinator' who then leads implementation of eSmart Schools.

With funding from the Commonwealth Department of Education, Employment and Workplace Relations, The Alannah and Madeline Foundation piloted eSmart Schools in 159 schools across Australia in 2009–2010. It has now been rolled out nationally in almost a quarter of schools nationally, with Victorian schools initially supported with funding from the Victorian Government Department of Education.

Figure 1: eSmart Schools Framework



Executive Summary:

2. Impact

eSmart schools are safer and more respectful

There is strong evidence to suggest that, as schools progress through the framework, eSmart Schools delivers accumulating impacts. More schools reported being cybersafe and having respectful cultures as they moved through the successive eSmart Schools phases (planning, implementing, sustaining). In general, staff in schools acknowledged that eSmart Schools contributed to positive culture change in their schools: changing school-wide culture and behaviour, prompting action that they would not have otherwise taken and improving the management of issues. The case studies show that eSmart Schools results in a shift in the approaches taken by schools from reactive approaches that prioritise technology risk management practices to proactive approaches that more effectively acknowledge the role technology plays in young people's lives and that embed technology in the curriculum and daily life of the school. While eSmart Schools has a positive impact in all types of schools, the evaluation shows greatest success in primary schools and combined (primary and secondary) schools.

School leadership reported a positive perception of eSmart Schools (92%) and almost all would recommend eSmart Schools to others (98%). Principals reported that they chose eSmart Schools because of its whole-of-school approach and because they believed it to be a clear, researched, recognised framework. eSmart Schools assisted schools to navigate the complex field of online safety and the multitude of available resources, products and programs. It assisted schools to develop and implement a strategy to address the complex issue of cybersafety.

No standard recording or reporting system for bullying incidents is in place in any of the three Australian states in this study. However, this evaluation found that eSmart Schools prompted schools to either review their existing recording mechanisms or introduce new mechanisms. Although the number of reported incidents did not change from 2013 to 2014 (with an average of four per school per semester), the number of schools recording information increased from 72.3% in 2013 to 83.8% in 2014. Reporting systems varied widely across schools, however, and data are therefore not comparable. The data from this evaluation suggest that incidence may be a less useful impact measure than resilience, or the ability of a staff and student body to identify, respond to and move on from adverse events.

eSmart schools audit their practice and implement new policies, curriculum and teaching practice

These evaluation findings support a growing body of knowledge, which recognises that flexible solutions offer the greatest potential. Coordinators reported that the framework's major strength was it enabled them to systematically review (or audit) their needs and existing activities and to prioritise actions to build on their existing strengths. eSmart Schools delivers the most pronounced impacts when schools use it to initiate a process of reflection on the school's culture and approach to technology use, as a precursor to developing strategies for improvement. Schools that critically reviewed their policies cited many examples of change and improvement in a range of practices.

There is strong evidence that eSmart Schools helped schools deliver improved policy, curriculum and teaching practices:

- > The majority of coordinators (84%) reported that eSmart Schools helped deliver improved policies and procedures. The number of policy strategies in place increased between 2013 and 2014 and as schools progressed through the framework.
- > The majority of coordinators (82%) reported that eSmart Schools helped embed smart, safe and responsible use of technology across the curriculum and that additions were made to the curriculum in those schools that had progressed through the framework. The few case-study schools that prioritised curriculum in their implementation of eSmart Schools identified creative ways to use technology to strengthen teaching practices and to consolidate a positive school culture.
- > More than 85% of teachers reported incorporating smart, safe and responsible practices into their teaching. This percentage increased between 2013 and 2014, and more teachers incorporated teaching practices in those schools that had progressed through the framework.

Teachers in eSmart schools are more confident using technology and addressing cybersafety and cyberbullying

Other research, described in section 1.4, shows that a teacher's confidence in their own digital skills is an important predictor of their ability to teach and manage cyber-related content and issues. As schools progressed through the eSmart Schools phases and adopted strategies to improve teachers' digital skills, teachers reported increased confidence in their ability to advise students and to incorporate positive use of technology into classroom practices and learning.

The case studies demonstrate that when schools that prioritise teachers' digital literacy as a key pillar of implementation, they achieve positive impacts. Nonetheless, just under a fifth of students reported that teachers never or rarely talked to them about aspects of cybersafety or strategies for positive use of technology. This may be related to the third or so of teachers who reported still feeling not very confident in their digital skills and/or to those schools where technology was restricted, decreasing the opportunities for teaching about it.

More could be done to include student-developed and student-led activities

The inclusion of student developed and led activities is not one of the objectives of eSmart Schools. The latest international research however, is suggesting the best outcomes occur when young people are involved in design and delivery. This evaluation found a growing interest by school leadership in this strategy, with around three quarters reporting that encouraging student presentations was important for generating a school-wide culture and behaviour change (principals 70.0% 2013; 77.4% 2014; coordinators 73.3% 2013, 79.3% 2014). The percentage of schools that included student-developed activities increased by 22% from 2013 to 2014; however, only half the coordinators reported their inclusion. Coordinators in those schools that had progressed through the eSmart Schools phases were more likely to report incorporating student-developed activities. In the small number of case-study schools where students played an active role in the implementation of eSmart Schools, there was a strong alignment between student behaviour, knowledge and attitudes and the kinds of values, policies and practices the school was promoting.



Schools that had progressed through the eSmart Schools framework: Summary

Schools that had progressed through the eSmart Schools framework were more likely to report (sustaining schools):

- > their culture was respectful (principals, coordinators and teachers)
- > their students:
 - felt safer than a year ago in terms of bullying and cybersafety (students)
 - had good ICT skills (coordinators and teachers)
 - were aware of cyber risks (coordinators)
 - knew what to do if an incident occurred (coordinators and teachers)
 - used strong passwords (students)
- > their teachers:
 - felt confident advising students (teachers)
 - had good ICT skills (coordinators and teachers)
 - knew the behaviours expected of them (coordinators and teachers)
 - knew what to do if an incident occurred (implementing and sustaining schools) (teachers)
- > their parents:
 - were involved on committees (coordinators)
 - had good cybersafety knowledge (coordinators and teachers)
 - knew what to do if an incident occurred (coordinators).

Schools that progressed through the eSmart Schools framework were more likely to have in place (implementing and sustaining schools):

- > Policies:
 - systems to report incidents
 - regular collection of information about issues
 - induction for new members of the school community
 - training options for teachers
 - student-developed activities (coordinators)
- > Curriculum:
 - the use of technology for learning
 - cyber risks and the smart, safe and responsible use of technology
 - rights and responsibilities, digital citizenship, awareness of bullying, social and emotional skills
 - discussion of values (e.g. respect, inclusion, valuing difference)
 - activities encouraging students to be proud of the school community
 - ICT to enhance learning
 - activities promoting student connectedness in school
 - mixed-age or mixed-class group activities (coordinators)
- > Teaching on topics:
 - copyright, plagiarism, smart searching, evaluating website content, Netiquette, identity protection, privacy, legal issues, bystander behaviour, gaming and social media.

Executive Summary:

3. Implementation

The effectiveness of eSmart Schools implementation depends on context

The capacity of the eSmart Schools framework to have a positive impact on schools depends on the quality of implementation, which in turn depends on the school context: school culture, attitudes of teaching staff and students, leadership support, coordinator's role and levels of resourcing. Where support for the coordinator was inadequate, there was low visibility of values. Where there was a culture of negative attitudes to technology or punitive responses to cybersafety issues prevailed, the impacts were not as great. In addition, for a small minority of schools with particular characteristics, the framework was challenging to implement. Schools with a high proportion of vulnerable or marginalised young people and/or students with disability or schools with a history of violent or cyber incidents experienced challenges in tailoring the framework to meet their needs. This is an issue because these groups of young people have been shown to be more at risk online. Coordinators in schools with complex or special circumstances expressed a need for greater support to identify and apply strategies and resources to meet their school's unique needs.

Successful eSmart schools are characterised by five factors

The evaluation identified five factors that are critical to the successful implementation of eSmart Schools (see Figure 2):

Factor 1: An eSmart school involves the whole school community

Successful eSmart schools had leadership and teaching staff who were enthusiastic about eSmart Schools, a strong coordinator, an eSmart Schools committee, leadership support, and student involvement in solutions.

Factor 2: An eSmart school has strong values and a positive culture

Successful eSmart schools had strong values regarding wellbeing and respect and a positive and open culture around the use of technology.

Factor 3: An eSmart school is supported by eSmart Schools resources

Successful eSmart schools made good use of the eSmart Schools resources: the framework and online tool, the training, the help desk, the newsletter and the resources accessible via the online tool. Most coordinators reported that the framework and online tool were of very high quality and easy to use (satisfied with the framework 82.8% 2013, 82.3% 2014 and online system 81.7% 2013, 73.3% 2014).

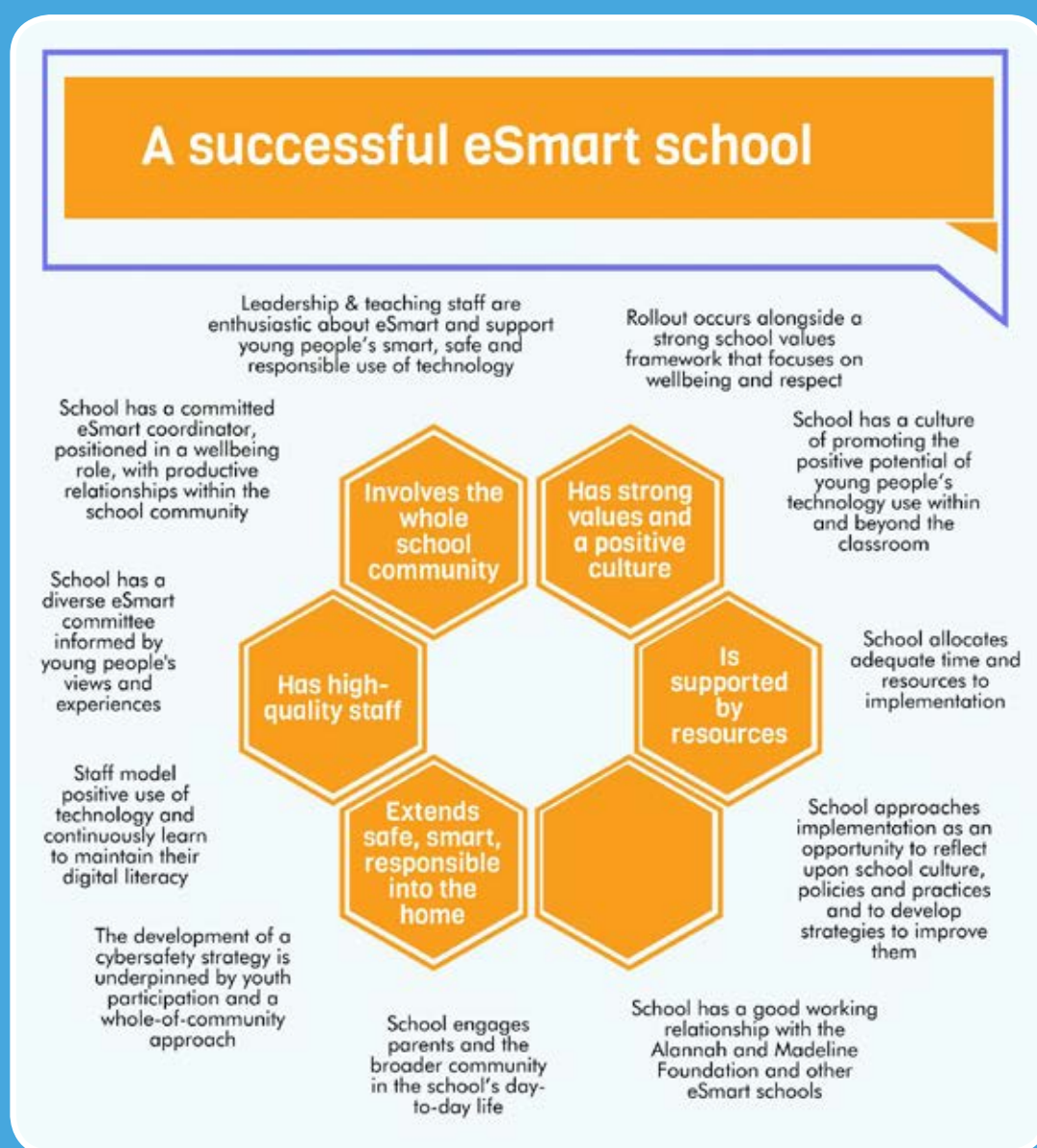
Factor 4: An eSmart school has high-quality tech-positive staff

Successful e-Smart schools had high-quality staff who encouraged and modelled positive use of technology and ensured their digital skills were up to date.

Factor 5: An eSmart school extends strategies for smart, safe and responsible use of technology into the home

Successful eSmart schools engaged with parents to ensure that school and home were correlated in terms of smart, safe and responsible technology use.

Figure 2: Successful eSmart schools are characterised by five factors



Five steps that could improve the reach and impact of eSmart Schools

The evaluation identified five steps that could help more schools become eSmart schools (see Figure 3):

Next step 1: Help schools to better manage the process

Lack of time for staff to administer and implement eSmart Schools and limited funds for training were the biggest barriers to participation reported by principals and coordinators. Around a fifth (21.2%) of coordinators also reported that the complexity of the task and navigating the vast and rich body of resources to which the framework connects were challenges that hindered progress through the framework.

Next step 2: Enhance the opportunities for schools to learn from each other

Coordinators and staff are generally excited to learn about and share innovative practice. Around half the coordinators (49.4%) reported that eSmart Schools encouraged schools to interact and/or share their cybersafety and student-wellbeing practices with other schools (17.4% said it did not). More could be done for those schools that find it difficult.

Next step 3: Promote an explicit focus on wellbeing and digital literacy

There was a perception that the framework deals primarily with cyberbullying. This perception limited the impact of the eSmart Schools framework because it resulted in schools underestimating the scope of what they could do and failing to focus on the digital literacy of teachers, which lies at the heart of success. Although for some schools digital literacy of teachers improved as they progressed through the eSmart Schools framework, enhancing teachers' skills and literacy continues to be a significant challenge.

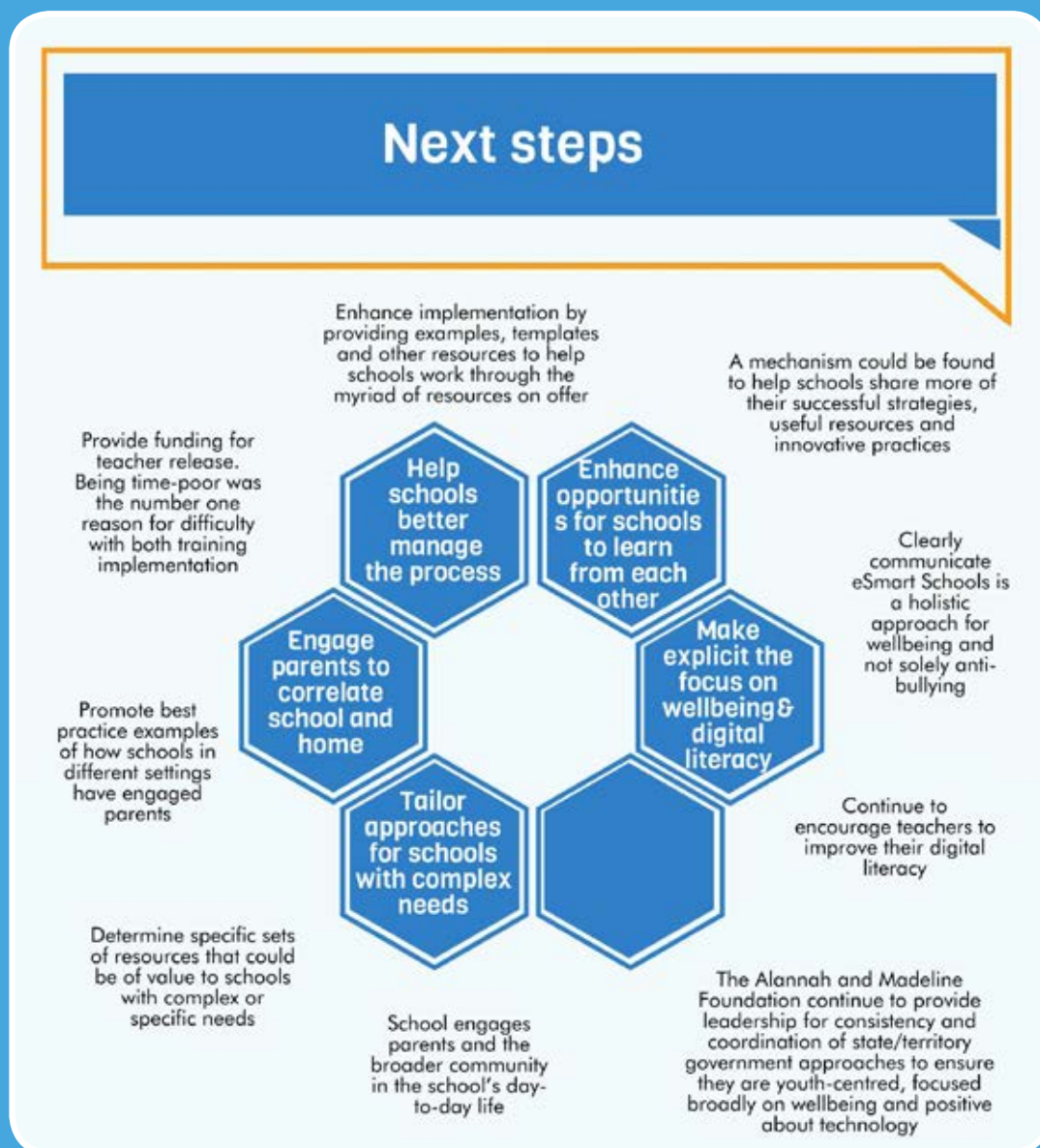
Next step 4: Engage parents to correlate the home world with the school world

The domain that schools found most difficult to implement was 'parent and community partnership'. Coordinators reported it was a challenge to engage parents, and only a third reported that their school had built effective partnerships with local organisations (26.7%).

Next step 5: Consider how to tailor approaches and resources for schools with specific or complex needs

The surveys and the case studies show that schools with complex challenges and diverse needs find the online tool less useful, and there do not appear to be comparable resources that target and support specific groups or needs.

Figure 3: Five factors that could improve the reach and impact of eSmart Schools



Executive Summary:

4. Recommendations

Effective implementation and enhanced impact in the promotion of safe, smart and responsible use of technology may be achieved by further development of the following aspects of the eSmart Schools framework:

Strengthen eSmart Schools' focus on wellbeing and promote this to schools

- > Emphasise and extend the promotion and prevention approach that underpins eSmart Schools' holistic approach to promoting young people's safety and wellbeing in a digital society by reviewing program elements to ensure eSmart Schools aligns with the latest research on success factors in whole-of-school cybersafety programs.
- > Actively promote the alignment of eSmart Schools with wellbeing and resilience frameworks to ensure schools do not see it as simply an anti-bullying checklist.
- > Provide leadership to encourage consistency and coordination between state and territory education departments in their approaches to cybersafety policy to ensure they are youth-centred, focused broadly on wellbeing and positive about technology.

Adopt a resilience framework to evaluate success

- > Identify resilience indicators, and promote them as an evaluation measure for schools to use in addition to incident reporting to reinforce positive concepts and provide better information on impact (e.g. online participation, knowledge of risks and safety strategies, problem-solving and seeking help).

Promote the importance of teachers' digital literacy as part of the broader focus on wellbeing (including a positive view of technology)

- > Encourage schools to improve teachers' digital literacy and confidence early in their eSmart Schools journey, as this is key to delivering enduring impacts.
- > Ensure teacher education and training incorporates evidence from youth-centred research and uses intergenerational strategies.
- > Encourage teachers to have more values-based discussions with students about their online engagements rather than simply focusing on instrumental aspects of engagement (e.g. privacy settings). Young people do not distinguish between the online and offline worlds and translate their moral, social and emotional values to the online space.

Examine and promote ways to involve students

- > Explore resources and partnerships that emphasise and support schools to take a student-centred approach to eSmart Schools implementation and student-developed activities.
- > Collate and promote case studies of examples of best-practice student involvement

Examine ways to engage parents to correlate the home world with the school world

- > Recognise and support the role of parents as key allies in the uptake of eSmart Schools. Explore strategies, such as online social networking, to shape parental attitudes and behaviours and empower them as advocates of eSmart Schools.
- > Ensure education for parents includes evidence from youth-centred research and uses intergenerational strategies.
- > Review the extent to which the expectations for broader community engagement in the 'parents and community' domain is realistic and useful.

Enhance implementation

with funding

- > Maintain—and where possible increase—the grant that accompanies the eSmart Schools framework to ensure that schools can take up eSmart Schools regardless of context or circumstance, particularly those primary and government schools with low ISCEA rankings.

with opportunities for schools to learn from each other

- > Model ideal implementation scenarios and contexts to schools by providing them with case studies of successful implementation.
- > Create mechanisms to help schools share more of their successful strategies, useful resources and innovative practices. This should include the promotion of inter-school exchanges and activities that model and promote positive cultures of technology use.
- > Develop school-to-school mentoring schemes and/or collaborative implementation planning processes that enable schools to learn from and support each other.

with more assistance

- > Enhance the planning and implementing phases by providing additional concrete strategies, templates and one-on-one assistance and advice.

Develop tailored solutions for schools that face complex challenges or have students with special needs

- > Provide additional support to assist schools with particular challenges to develop implementation plans that are responsive to their specific school context.

- > Ensure eSmart Schools addresses the needs of vulnerable young people and makes specific provisions for young people experiencing marginalisation. This could be achieved in a variety of ways, such as needs-based targeted support and resources, marketing and communication strategies, and a redesign of the online tool to include a school self-assessment feature with tailored recommendations for specific strategies or resources.
- > Develop strategies to foster the framework's successful adoption in secondary schools.

Enhance sustainability

- > Develop ways to identify ongoing achievements and to promote the value of eSmart Schools over the long term to schools in the sustaining phase. Examples include:
 - A **system of staged achievement** over a long-term period similar to a frequent flyer program whereby schools would achieve, for example, eSmart Bronze (two years of successful implementation), Silver (four years), Gold (six years) and Platinum (ten years). The achievement of each status would be tied to reaching particular goals, developing best-practice initiatives trialled in their school setting, mentoring schools that are in the planning and implementing phases and becoming a regional 'champion' of the eSmart Schools framework (as opposed to simply marking time passed in sustaining the framework).
 - **inter-school knowledge exchange** that provides opportunities to engage with other schools in the sustaining phase to share insights and experiences, to workshop challenges and to showcase interventions via , for example, a series of workshops or a biennial conference.
 - **eSmart Schools champions program** in which experienced schools work with schools that are in the early stages of the eSmart Schools journey to promote the eSmart Schools framework and provide guidance in the crucial implementing phase.
 - A **small-grants scheme**, which would make small grants available to schools to trial new e-Smart-affiliated interventions that would draw on existing resources to target particular issues or contexts.

SECTION 1:

Background

This report presents the findings of an evaluation of the implementation and impact of eSmart Schools, an Australia wide initiative of The Alannah and Madeline Foundation available to schools across Australia. The Foundation for Young Australians led the evaluation, conducted over a two-year period (2013–2014) in Victoria, New South Wales and Queensland. The research and evaluation consortium comprised the Foundation for Young Australians, the Institute for Culture and Society at the University of Western Sydney and the Pitt Group.

A world-leading initiative, eSmart Schools aims to help Australian schools manage cybersafety and deal with bullying and cyberbullying. Using a promotion and prevention approach focused on behaviour change, eSmart Schools aims to foster a community of students, teachers and parents to become smart, safe and responsible with technology. It supports students to embrace the benefits of technology while reducing their exposure to and improving their ability to respond appropriately to cyber risks, such as cyberbullying, online sexual predation, sexting, identity theft and fraud.

This first section provides background information about eSmart Schools, the evaluation and the current cybersafety context in Australia. The second section examines the evaluation findings on the impact of eSmart Schools, while the final section describes its implementation, the characteristics of a successful eSmart school and the conditions that would help more schools become eSmart.

1.1 Overview: eSmart Schools

A world-leading initiative, eSmart Schools aims to help Australian schools manage cybersafety and deal with bullying and cyberbullying. It supports schools to foster children and young people to embrace the benefits of technology and reduce their exposure to cyber risks, such as cyberbullying, online sexual predation, sexting, identity theft and fraud. An evidence-based flexible system, eSmart Schools guides schools in developing a sustainable whole-of-school approach that can be tailored to suit their specific needs.

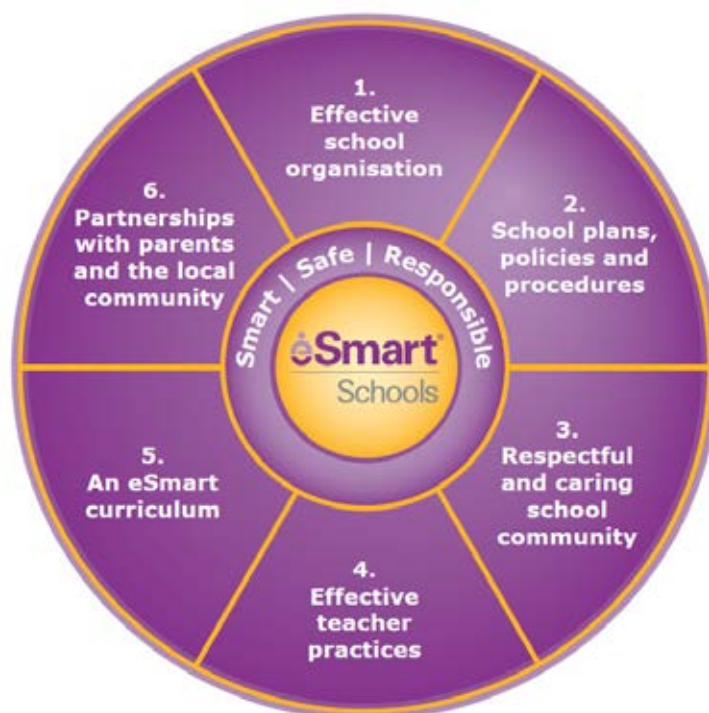
Similar to the SunSmart campaign, eSmart Schools uses a behaviour change approach to foster a community of students, teachers and parents to become smart, safe and responsible with technology. Being an eSmart school means knowing how to guard against security and privacy risks online, how to download content in a legal and ethical way, how to research and reference information, and how to manage reputation and relationships in cyberspace.

Once registered with eSmart Schools, schools are supported:

- > to create their own best-practice policies, practices and procedures
- > to gain access to the best evidence-informed resources and information
- > to record, track and report on their progress in becoming eSmart.

To develop eSmart Schools, The Alannah and Madeline Foundation worked over a three-year period with RMIT School of Education and consulted widely with experts in education, academia and industry across Australia.

Figure 4: eSmart Schools Framework



1.2 The eSmart Schools approach

Once enrolled in eSmart Schools, schools work through a framework of six areas of activity called 'domains' shown in the figure above (Figure 4).

The framework is designed to:

- > integrate cybersafety with schools' current knowledge and practices about wellbeing (including policies such as the National Safe Schools Framework)
- > assist schools to develop a more effective curriculum around cybersafety and wellbeing and the smart use of technology
- > help up-skill teachers in smart, safe and responsible use of technology
- > help school communities develop safe and supportive schools where bullying and violence are minimised and where values of responsibility, resourcefulness, relationships and respect are fostered in cyberspace
- > help schools develop policies and practices (with input from students, parents/carers and other stakeholders) that encourage students to use technology responsibly and respectfully
- > direct schools to evidence-based, high-quality teaching resources on cybersafety, which help create a safe, respectful and caring environment

- > encourage schools to embrace the positive aspects of the communications technology and the internet within their teaching practice to enhance learning
- > establish a system for schools to provide evidence of their active implementation of these policies and practices
- > help reduce the digital divide between adults and young people so that adults can become a credible source of advice on avoiding the risks of cyberspace.

The framework is supported by the following resources:

- > a website with strategies, resources, tools and an online tracking tool
- > an eSmart Schools help desk operating from 8am to 5pm, Monday to Friday (AEDT)
- > an eSmart Schools starter kit
- > e-newsletters produced monthly throughout the school term
- > eSmart Schools training, both face-to-face and online
- > regular webinars
- > promotional material to help schools communicate about eSmart Schools within their school community.

Schools working through the framework are classified as being in one of three phases:

1. Planning phase

- > Schools establish an eSmart Schools committee, attend training, undertake a gap analysis and start planning activities in each domain.

2. Implementing phase

- > Schools implement the activities across the domains in line with planning.

3. Sustaining phase

- > Schools continue to apply and practice eSmart Schools activities, checking off criteria on the eSmart Schools system tool to retain status.

The three phases were used in the evaluation to analyse improvements in schools overall, over time.

1.3 The evaluation

Evaluation objectives

The evaluation had four objectives. These were to ascertain:

1. whether adoption of the eSmart Schools framework and approach assists schools to be cybersafe and to reduce bullying
2. whether eSmart Schools is achieving its original objectives, to:
 - a) provide schools with a useful model of culture and behavioural change around cybersafety, cyberbullying and bullying
 - b) integrate cybersafety with schools' current knowledge of and practices in student wellbeing
 - c) assist schools to develop a more effective curriculum around cybersafety, wellbeing and the smart use of technology
 - d) increase teachers' skills in the smart, safe and responsible use of technology and behaviour management
 - e) support schools to work effectively with parents and the community to keep young people safe and become effective digital citizens
 - f) make eSmart Schools accessible to all Australian schools
 - g) achieve recognition of eSmart Schools as an appropriate, effective and efficient model of delivering change
3. whether the current rollout of eSmart Schools is effective
4. whether eSmart Schools will continue to evolve.

Evaluation activities

The evaluation design used a program logic model³ and realistic evaluation⁴ to assess the process, impacts and outcomes associated with the flexible, ongoing implementation model of eSmart Schools. This required accommodating complexity and diversity, and using a combination of methods to capture a variety of data mapped to key research questions as presented in the eSmart Schools program logic. The evaluation of eSmart Schools comprised:

- > **an environmental scan** of the current context, including media, policy, practice, research and trends associated with young people's technology use
- > **assessment and analysis of program monitoring data**
- > **collection of quantitative data from surveys** of:
 - the school community (526 parents, 2,956 students, 1,792 teachers, 617 eSmart Schools coordinators and 396 principals) in 2013 and 2014
 - 23 non-eSmart Schools comparison school principals in 2014
- > **seven highly diverse longitudinal and nine point-in-time case studies** involving:
 - schools in:
 - o urban, peri-urban and regional settings
 - o areas of low, medium and high ranking on the Index of Community Socio-Educational Advantage (ISCEA)
 - primary, combined and secondary Catholic, independent and government schools
 - co-educational and single-sex schools
 - interviews with 29 eSmart Schools coordinators, focus groups with 125 school staff and workshops with 243 students in Years 5/6 and 7/8.

All evaluation activities had the required ethical clearances from education and research institutions, and all researchers had a current Working with Children Check. The method for the evaluation is described in full in Appendix A.

1.4 The cybersafety context in Australia

An environmental scan was undertaken to provide context regarding current practice, research and policy around cybersafety (see accompanying document). Key insights from the environmental scan provide a setting for the analysis and findings presented in this report.

Current context

Technology practices are subject to rapid change. Effective cybersafety strategies must be flexible enough to keep pace with trends as they arise. In the current landscape, these include user-generated content and content-sharing platforms (particularly photographs and videos), uptake of internet-enabled mobile technologies, rapid development of mobile applications, cloud computing, platform integration and single sign-on mechanisms, and the rise of GPS and location-based services.

The social practices associated with these technologies are not altogether new; in many respects, they are merely extensions of existing offline practices and social relations.⁵ However, the pace, scale and at times the implications of digitally mediated social practices pose new challenges to individuals, communities and institutions. Furthermore, although communication technologies are now thoroughly embedded in daily life for children and young people, the opportunities and risks associated with going online are not evenly distributed.⁶

These factors render it challenging for adults, schools and communities to support young people to manage the opportunities and risks of communication technologies.

It is increasingly being recognised that long-term, flexible solutions that take a holistic approach to cybersafety offer the greatest opportunity for children and young people to grow up safe and well in a digital society. This requires moving beyond strategies that focus on single issues or specific platforms or which isolate children and young people from the contexts and social settings in which they are embedded.

Risks

Experience of risk does not necessarily lead to harm. In fact, some evidence shows that exposure to risk can contribute to the positive development of digital literacy, which in turn can enhance online safety.⁷ In line with new strengths-based approaches, cybersafety strategies are moving towards a 'digital resilience' framework, rather than a singular focus on risk and protection.

However, there is one caveat to the strengths-based approach. Evidence shows that those who are more at risk offline are also those who are more likely to experience harm due to online risks. This means socially marginalised young people may be more vulnerable online.⁸ The key factor that determines whether marginalised young people experience harm from exposure to online risks is the type of support structures available to them.⁹ Understanding how to tailor approaches to support vulnerable populations to develop resilience is an area requiring attention.

Crowded landscape

An overwhelming and increasing range of products, resources, applications, tools, software, programs and campaigns address the issue of online safety from a variety of perspectives and approaches. However, reviews have found that few currently available interventions are evidence-based or well evaluated.¹⁰ In addition, there is a dearth of evidence and tailored methodologies for attitudinal and behaviour changes that result in cybersafety.

Although the sector is characterised by good levels of collaboration, it is also burdened by duplication and thus wasted resources. Greater sector coordination is required to better focus efforts and resources and maximise benefits for children and young people.

Current approaches

Australian cybersafety strategies have traditionally focused on personal risks and the necessary protective measures to prevent harm associated with the use of new-media technologies. This focus was important for establishing cybersafety as a key issue affecting the Australian public and raising awareness within the community. However, in recent years, there has been a shift in policy and practice towards holistic and strengths-based solutions, which recognise the importance of skilling users not only to engage online safely but also to engage using the full potential of connectivity. Yet, this shift has been unevenly adopted across the sector, with many cybersafety programs continuing to focus on risk and safety.



Mainstream media constructions of the cybersafety issue

Mainstream media commentary often inflates the prevalence of or potential for significant harm arising from children's and young people's technology practices. The digital space is frequently constructed as a space of danger and risk, and children and young people are generally portrayed as vulnerable and sometimes careless with little understanding of the responsibilities and legal ramifications of engaging online. Sensationalist accounts are rarely balanced by stories about how children and young people who have encountered these risks have managed them effectively.

Tragic events and major policy or legislative changes are often the focus of media reportage, where technology is often posited as a root cause of harm (e.g. media coverage of youth suicide). The emphasis on extreme cases in the mainstream media's coverage of young people's technology practices can fuel the fears of parents and other community members. Indeed, mainstream media reportage serves as a backdrop against which public attitudes towards and debates about cybersafety unfold. Parents report that the mainstream media is a key source of information about cybersafety for them.¹¹ Many organisations anecdotally report that the mainstream media often reproduces fear-based messages uncritically and that this represents a key challenge for implementing effective interventions.

Youth-centred approaches

The latest research shows that the best outcomes occur when research, design and delivery of cybersafety programs, policies and products involves young people through participatory research and design methods.¹² Cybersafety programs that target behaviour change and are 'delivered developmentally, over long time frames (i.e. months, even years) in authentic child focused ICT environments'¹³ have been shown to yield the greatest impact.

Vulnerable groups

While it is generally accepted that vulnerable groups of young people are more likely to be at risk online,¹⁴ our knowledge about these groups and the services that meet their needs is lacking. These groups include, for example, young people who identify as Aboriginal and Torres Strait Islander, young people living with disability, young people from culturally and linguistically diverse backgrounds, young people who are sexuality and gender diverse, young people who are homeless, those from low-income families and those using alternative pathways to transition from school to work (such as early school leavers). When approaching online safety, it is important to be wary of universal assumptions about young people's technology practices and to develop tailored strategies to enhance broad-based digital participation and literacy.

Research

Internationally, there is now substantial cross-country comparative data on children and young people's digital practices, risk and safety.¹⁵ In a 35-country study of children's online risk and safety, Livingstone and Brake (2010) identified five critical issues:

1. Opportunities and risks are linked, and the more skills that young people possess, the more they experience both opportunities and risks online.
2. The media and digital literacy requirements of users will continue to evolve, and not all young people will be equally supported to expand their knowledge and skills.
3. Children and parents should not bear sole responsibility for managing online risk and safety; rather, some regulation in design could improve overall safety by maximising participation and minimising risks.
4. Some young people are more vulnerable than are others, and increased risk mostly relates to the misuse of personal information resulting in fraud or in harm to young people's reputations.
5. The framing of policy should not impinge on young people's rights by, for example, increasing technologies of surveillance and control, particularly by parents and other adult authorities.



Research internationally is affirming the value of strengths-based approaches. Research is also demonstrating that except for a minority of children and young people, risks are generally not experienced as inherently bad or harmful. Furthermore, greater use of internet and mobile technologies results in increased digital literacy and online safety.¹⁶ However, there is a need for more long-term studies that keep pace with rapid changes in the use and development of technologies, and despite the increase in research studies, the data is lacking or limited in particular areas. These areas include:¹⁷

- > younger children's use and experience of navigating the online world
- > mobile and convergent technologies (as opposed to the fixed internet)
- > children's online activities and how children can and do reap benefits
- > children's experiences of and responses to online risk, and which groups are vulnerable to harm
- > the role of parents and teachers in promoting children's and young people's safety online.

These research gaps, particularly in our understanding of the activities of children, and views about being online, pose a challenge for effective program design and delivery. If little is known about children's changing use of technology, programs may not address key issues in supporting 'digital resilience'. The eSmart Schools framework could lead the field in addressing these knowledge gaps by engaging with the views of children and young people, providing content on emergent technologies and creating a tool for measuring the effectiveness of strategies used by parents and teachers in eSmart schools.



Policy

The absence of a comprehensive cybersafety policy framework across Australian states and territories presents challenges. Policy responses are varied, often focusing on a limited number of issues and targeting specific groups or a single context (e.g. schools). The evidence base highlights that the most effective way to build cybersafety and digital citizenship is to create across-the-board culture change—in government policy, business, the community and individuals.¹⁸ In turn, this culture change must be underpinned by a combination of information, resources, programs and campaigns that are responsive and keep abreast with changes in technology.

Each Australian state and territory has its own policies and laws in relation to cybersafety. This inconsistency across Australia impedes national coordination and makes it difficult for schools and parents, as they attempt to navigate the diverse approaches and access the evidence base on best practice in this field. Additionally, it is important that the views and voices of young people are included in research, development and implementation of government cybersafety policy.

Previous efforts to involve a variety of stakeholders in policymaking have recognised the role of young people alongside industry, service professionals and advocates (e.g. Youth Advisory Group on Cybersafety to the Federal Minister for Communications). However, more needs to be done to ensure that youth-centred, preventative approaches are widely endorsed.

The current policy approach of the Australian Government focuses on the use of technological ‘products’, such as mobile phone filters to support parents to monitor children’s cybersafety, rather than on a resilience framework.

Greater coordination and a robust broad strategy—driven by the non-government sector—to provide an overarching framework to support and link current services and products will ultimately reduce double-up and support greater online safety among the Australian population.

Practice

Across Australia, a great deal of duplication occurs when it comes to cybersafety responses. There is an opportunity and a need not only for greater coordination across the country but also for transformation and brokerage of current evidence into effective practice. Gaps or shortfalls in practice exist in the following areas:

- > genuine youth engagement and youth-led program delivery.
- > holistic whole-of-school / whole-of-community approaches; the evidence suggests this yields best results but The Alannah and Madeline Foundation is one of the few organisations to take a holistic view.
- > moving away from a risk-and-fear approach to a resilience approach; for example, ACMA’s Cybersmart policy makes mention of the resilience approach, but not all government resources are consistent with this.
- > positioning children and young people as resilient digital citizens rather than as vulnerable to risks and predators online.



Parents, schools and young people experience challenges when attempting to assess the legitimacy and effectiveness of cybersafety programs, initiatives and resources that come up in online searches. Although tools, applications, programs, services and software proliferate, little is evidence-based and even less is rigorously evaluated. This is where eSmart Schools can play a crucial role, helping schools and the community assess the various resources, software and programs on offer. Given that digital literacy is on average lower among parents and teachers than it is among young people, there is a need to improve information evaluation and to guide parents and educators on how to assess the resources, programs and products on offer. Parents often go to government websites as a starting point; influencing this space would therefore be beneficial.

The role of schools in cybersafety

Children and young people interact with technology in a variety of contexts, yet until now schools have shouldered the majority of the responsibility for educating them about cybersafety issues and responses. Although increasing resources are being allocated to embedding technology within educational settings globally, uptake at school level has been slow. One of the reasons cited by education providers for this slow uptake is the lack of clarity around the boundaries of liability when schools promote and encourage the use of technology among students.

The plethora of cybersafety products and resources, coupled with fear and the complexity surrounding the navigation of issues and risks for children and young people, is a key challenge for schools, teachers and parents. Schools are already resource-poor in terms of time and training among their staff. Some schools have been slow to adopt technologies in classroom-based teaching; as a result, technology is often perceived as a distraction from learning rather than a potentially positive influence on students' learning outcomes. In addition, cybersafety must compete for attention alongside the myriad of other non-core teaching areas for which schools are charged with responsibility, such as sex education, physical health and so on.

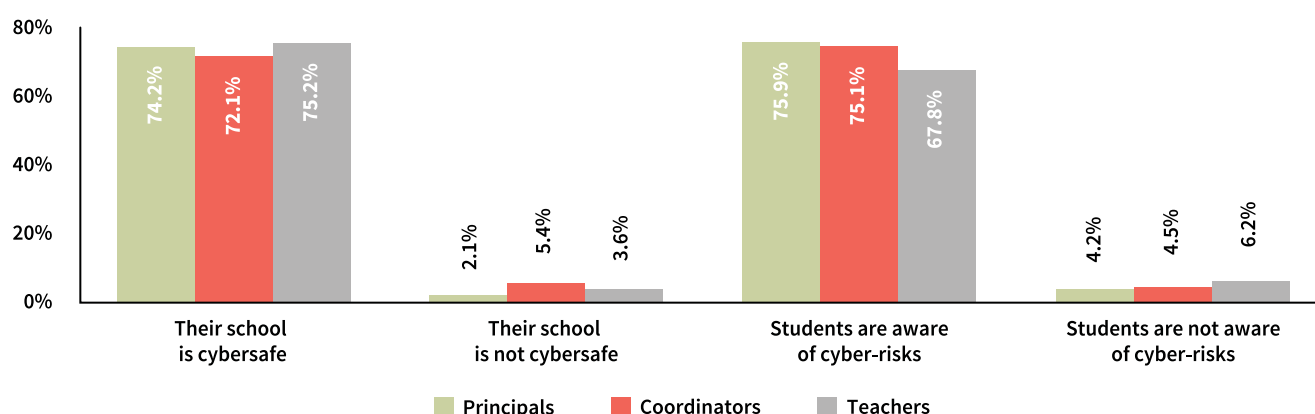
The funding uncertainties revealed in the Federal Budget 2014–15 will not take effect until 2018. However, we can expect they may have more-immediate effects in terms of school planning, particularly given that the final two years of the Better Schools funding (Gonski) were to deliver two-thirds of the funding allocation. The uncertainty in this climate, combined with lack of clarity about how schools can effectively tackle the issue of cybersafety, poses a potential threat to eSmart Schools because schools faced with funding shortfalls may not be able to prioritise cybersafety among a range of competing demands.

SECTION 2:

Impact

The previous section provided background information about eSmart Schools, the evaluation and the current cybersafety context in Australia. This section examines the evaluation findings on the impact of eSmart Schools and describes the characteristics of a successful eSmart school.

Figure 5: Responses to 'my school is cybersafe' and 'students in my school are cybersafe', 2014



2.1 eSmart schools are safer and more respectful

In general, those schools that had progressed through the eSmart Schools framework were more likely to report they had safer and more-respectful school cultures than were those schools that had not. School staff attributed some positive culture change to eSmart Schools. Principals, coordinators and teachers reported the main benefit of eSmart Schools was increased awareness and understanding throughout the school of appropriate behaviour online and cybersafety issues. They also reported that eSmart Schools had prompted them to take action they would not have otherwise taken. This was seen to support and improve students' safety and wellbeing. School leadership reported eSmart Schools was a valued resource, which they would recommend to others.

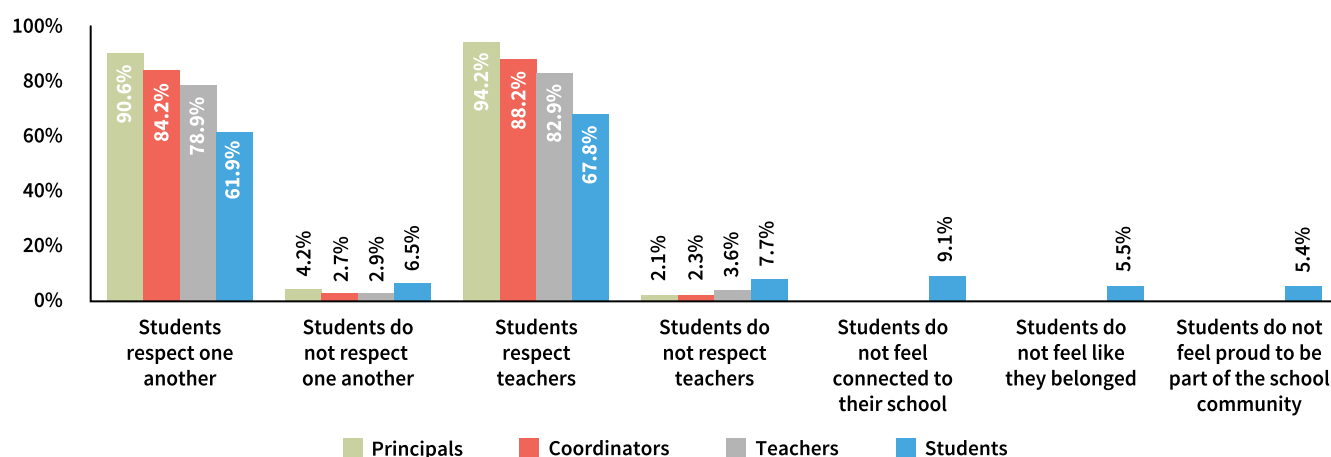
More schools that had progressed through the eSmart Schools framework reported being cybersafe and having respectful cultures than did schools that had not progressed through the framework.

Around three-quarters of the principals, coordinators and teachers in eSmart schools reported their school was cybersafe in 2014 (see Figure 5). In those schools that had progressed through the eSmart Schools phases, the principals, coordinators and teachers were more likely to report their school was cybersafe. This reportage increased in line with the school's progression through the three phases: planning, implementing and sustaining (see Table 1).

Table 1. The percentage of respondents strongly agreeing that their school was cybersafe by eSmart Schools phase (2014)

Respondents	Planning %	Implementation %	Sustaining %
Principals	0.0	20.0	33.3
Coordinators	15.1	20.4	52.0
Teachers	18.5	28.1	51.1

Figure 6: Respondents who agree or strongly agree that ..., 2014



Note: Schools with a higher socio-economic ranking (according to the Index of Community Socio-Educational Advantage) were more likely to report that students respect each other and students respect teachers.

In general, principals, coordinators, teachers and students in eSmart schools reported their schools had a respectful culture (see Figure 6). Most students also reported feeling connected to their school, feeling they belonged and feeling proud to be part of the school community. As schools progressed through the phases of eSmart Schools, they were more likely to report their culture was respectful (coordinator responses: planning 23.3% strongly agreed in 2014, implementing 30.9%, sustaining 48.0%). While it is not possible to measure the extent to which schools became more respectful as a result of eSmart Schools, or whether more-respectful schools were able to implement the framework quicker, the case studies do show that schools with a strong values framework in place are generally better able to effectively implement eSmart Schools.

Principals, coordinators and teachers reported that eSmart Schools:

- > **was effective for changing school-wide culture and behaviour** with regard to cybersafety, technology use and bullying (principals 79.9% 2013, 80.1% 2014; coordinators 76.4% 2013, 68.2% 2014)
- > **prompted their school to take action on cyberbullying and student wellbeing**, action that it might not have otherwise taken (principals 62.1% 2013, 71.6% 2014; coordinators 72.1% 2013, 68.9% 2014), with one in ten disagreeing (principals 11.4% 2014; coordinators 13.0% 2014)

- > **contributed to the improvement in cybersafety awareness and practices** at the school (principals 89.1% 2013, 85.5% 2014; coordinators 82.9% 2013, 79.1% 2014), with only a small proportion disagreeing (principals 2.4% 2013, 2.3% 2014).

The case studies demonstrate that eSmart Schools assists schools to work towards a respectful culture and an **improved practice by shifting from a reactive to a proactive paradigm**.

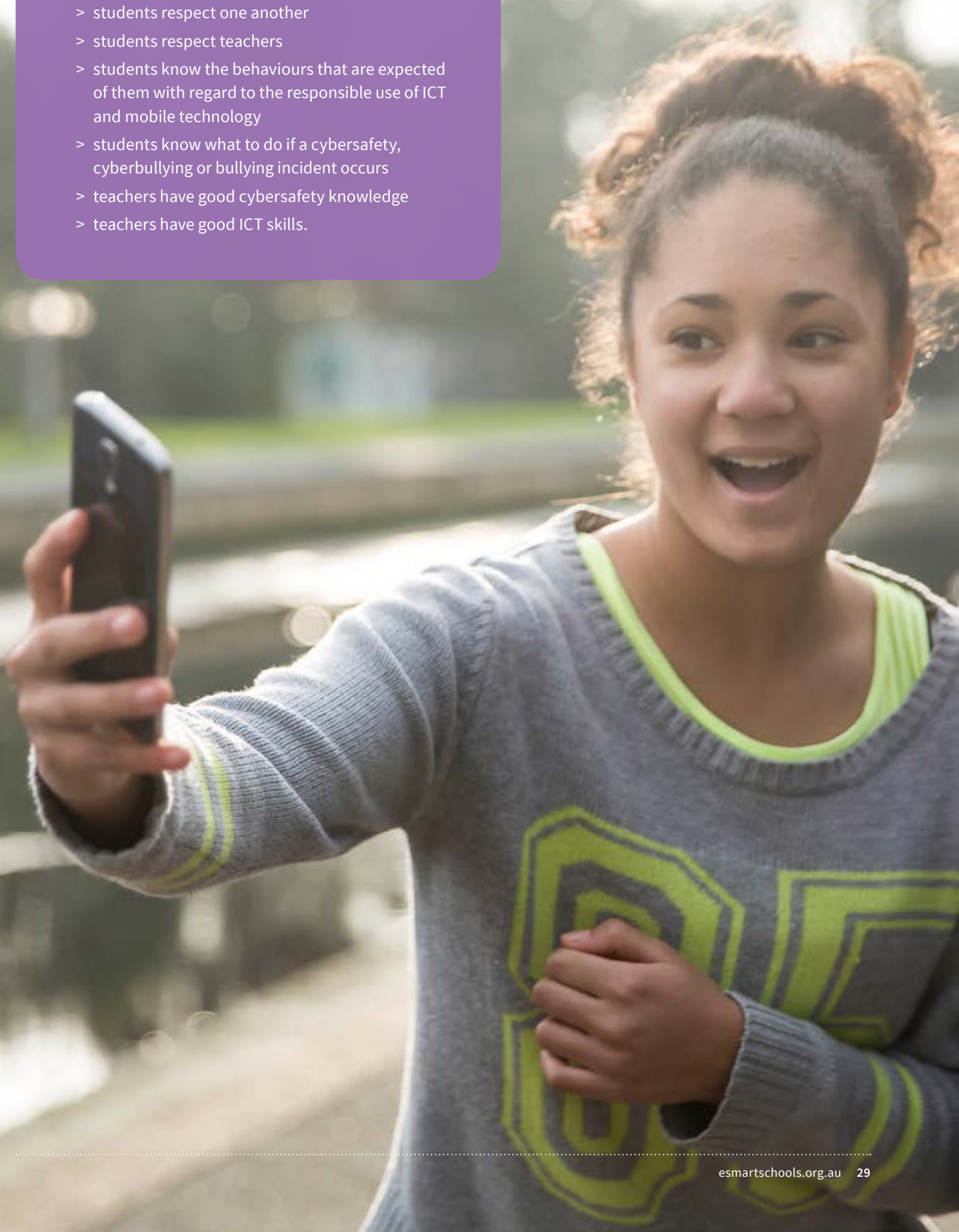
The majority of teachers reported eSmart Schools had made a difference to the management of cybersafety, cyberbullying and bullying in their school (62.5% 2013, 69.9% 2014—not statistically significant over time). Only a small proportion thought it was making no difference at all (4.4% 2013, 2.1% 2014).

Just over half the principals and 40 per cent of coordinators thought the number of incidents of bullying, cyberbullying and inappropriate or unsafe use of technology had reduced since implementing eSmart Schools (principals: 41.2% 2013, 55.9% 2014—not statistically significant; coordinators: 27.6% 2013, 40.1% 2014). Around one in ten thought they had not (principals 14.4% 2013, 10.1% 2014; coordinators 21.5% 2013, 17.0% 2014). The remainder were unsure. Due to issues with the reporting of incidents (see the next section on Incidence) it is not clear whether the number of incidents decreased or whether improved confidence in dealing with incidents resulted in a perception of decrease.

Safe behaviours and practice: distinctions between school types

Primary and combined school coordinators were more likely than secondary school coordinators to report:

- > their school was cybersafe
- > students respect one another
- > students respect teachers
- > students know the behaviours that are expected of them with regard to the responsible use of ICT and mobile technology
- > students know what to do if a cybersafety, cyberbullying or bullying incident occurs
- > teachers have good cybersafety knowledge
- > teachers have good ICT skills.



The case studies demonstrate that, when effectively implemented, eSmart Schools is a key resource for fostering safe and supportive cultures and practices. Many schools used the eSmart Schools framework to conduct a whole-of-school audit and to then plan steps to improve school capacity and culture and to prevent incidents and manage risks:

“We use the framework to make sure that we are covering all of the bases. A lot of it is common sense, but it’s good to know that we’re on the right track.”
(eSmart Schools coordinator, government primary school, metropolitan Victoria, sustaining)

CASE STUDY 1:

A Proactive and Positive Holistic Approach

School D, government primary school, high ISCEA ranking, urban Victoria, sustaining.

School D signed up to eSmart Schools to establish a proactive and positive approach to technology, which would build on its whole-of-school approach to social and emotional learning. The school leadership team, which was already dedicated to wellbeing, appointed the wellbeing coordinator to the role of eSmart Schools coordinator because they believe the two areas are intertwined. The school found that the audit was key to identifying existing strengths (e.g. cross-age learning initiatives) and areas for immediate attention (increasing teacher capacity, embedding positive use of technology in the curriculum, systematising policies and processes). The audit process also helped establish a common understanding and commitment to positive use of technology in teaching and life at the school.

Over 2013–2014, the school prioritised resources in order to review the school’s policies and clarify incident response processes, to bring in an ‘iPad specialist’ to support teachers as they moved to a one-to-one device policy in senior classes, to develop strategies to engage parents including online and to circulate the eSmart Schools newsletter. Although the teachers’ skills and confidence levels varied, and the occasional cyber incident did occur, at the repeat visit there was a clear common understanding among the staff and students of the expectations and policies for technology use: ‘The kids here are completely great. They’ll let me know [if there is an incident] or they’ll own up to something’ (eSmart Schools co-ordinator). While the school’s commitment to wellbeing played an important role—a commitment to ‘fostering happiness online and offline’—eSmart Schools was perceived to have prevented cyber incidents from becoming a problem. The high levels of accountability among the students can also be partly attributed to the role that students played in informing school cybersafety policies and resources. It also reflects the knowledge, skills and positive attitudes towards the use of technology that students already possessed and which they reinforced with their peers. In workshops, students reported they were able to address low-level issues themselves without teacher involvement. According to the eSmart Schools coordinator, ‘This year we’re seeing the fruits of our labour, we’re seeing the culture change.’ School D demonstrated how eSmart Schools can complement an existing holistic wellbeing framework to establish a proactive approach to the role of technology.

Table 2: Average number of incidents reported over Semester 1 in 2014 across eSmart schools, coordinators' survey 2014 (n = 137)

Number of Incidents	Bullying		Inappropriate use	
	On Record	Reported to coordinator	On record	Reported to coordinator
Mean	4.1	2.5	2.1	1.6
Median	2.0	1.0	0.0	0.0
Truncated mean	3.6	2.1	1.7	1.3

Note: The truncated mean removes observations that may be outliers (any number of incidents greater than 50). One school reported 77 cyberbullying incidents; one reported 60 technology-use incidents. The next highest figure in any category was 34.

School leadership likes eSmart Schools and would recommend it to others

School leadership was overwhelmingly positive about eSmart Schools, felt the framework was good value and would recommend it to others. They liked that it took a whole-of-school approach. Almost all principals and coordinators would recommend eSmart Schools to other schools (principals n/a 2013, 97.7% 2014; coordinators n/a 2013, 96.6% 2014). The majority of principals reported their perception of eSmart Schools as positive (91.9% 2014) and their school becoming eSmart accredited as achievable (88.5% 2014). More principals and coordinators in those schools that had progressed through the framework (sustaining phase) had a positive perception of, and were satisfied with, eSmart Schools (positive perception—principals strongly agreeing 2014: planning 76.9%, implementing 56.5%, sustaining 91.7%; satisfied with—principals strongly agreeing 2014: planning 69.2%, implementing 56.5%, sustaining 91.7%; coordinators strongly agreeing 2014: planning 21.6%, implementing 35.4%, sustaining 51.2%).

The main reason given by principals and coordinators for their decision to sign up to eSmart Schools was its whole-of-school approach (principals 96.5% 2013, 91.3% 2014; coordinators 91.4% 2013, 90.3% 2014). Principals reported that they chose eSmart Schools because they believed it to be a clear, researched, recognised framework and checklist (2013 survey—analysis of an open-ended question).

[eSmart Schools provides] a recognised approach to a developing issue and a credible reference for the school to use with parents and students (principal, 2013 survey)

[It helps us] keep up to date with the best strategies and approaches in such a continually and rapidly changing area (principal, 2013 survey)

We liked the positive framing of eSmart rather than some of the deficit models we had seen (principal, 2013 survey)

Incidence is not measured consistently across schools and cannot be used as an outcome measure

No standard recording or reporting system that could guide schools on consistent reporting of bullying incidents is in place in any of the three states in this study. However, many schools have instigated internal reporting systems, and this evaluation found that eSmart Schools prompted schools to either review their existing recording mechanisms or introduce new mechanisms. The 2014 school coordinator survey found that although the number of reported incidents did not change from 2013 to 2014, the number of schools recording information increased from 72.3% in 2013 to 83.8% in 2014 (significant >0.05). Information was recorded in a variety of ways including via online databases (56.5% 2014), hand-written registers (54.7% 2014), email (30.0% 2014) and other means (15.9% 2014). The case studies show that eSmart Schools prompts schools that have systems in place to review them.

Due to the lack of consistency in reporting, in particular the absence of standard definitions of incidents, the data collected for this evaluation is not robust enough for examining outcomes and must therefore be viewed with caution. In addition, two years of data collection is inadequate for the purposes of accurately determining time trends. Nonetheless, in Term 1 of 2014, the average of incidents reported by coordinators across eSmart schools was four, although incidence was highly variable with the majority of coordinators reporting no incidents and a small number reporting a great many. For example, one school reported 77 cyberbullying incidents (see Table 2).



The case-study data suggest that schools with a higher number of incidents are dealing with significant internal and external challenges (e.g. history of significant events such as student suicides and a culture of mistrust, disrespect and aggression). In the survey, cyberbullying incidents were more likely to be reported in secondary and combined schools than in primary schools, and in government and independent schools than in Catholic schools. More technology incidents were reported in schools with low rankings on the Index of Community Socio-Educational Advantage.

While incidence data cannot be reliably used to measure impact, there was some evidence from the case studies that increases and decreases in incidence were related to practice and could indicate that a school was becoming more eSmart.

In case-study schools where there was a reported decrease in incidents, schools had established a strategy to look holistically at student and school-community wellbeing, safety and technology use. The eSmart Schools framework had been integrated with wellbeing frameworks across the school and embedded in the curriculum and complementary programs. Students reported a clear understanding of the strategy. This was particularly apparent in primary schools that started from a strong base of clear values, a positive school culture, existing behaviour-management policies and a cohesive school climate. In these schools, eSmart Schools can support the development and implementation of improved policies and processes that schools associate with a reduction in cyber incidents.

In case-study schools where there was a reported increase in incidents, this was attributed to the establishment of better protocols for handling incidents, better record-keeping practices and improved student awareness of when and how to seek assistance in resolving incidents. Schools also associated a rise in incidents with increased access to mobile technologies and social media, and this will likely be an ongoing challenge that eSmart Schools is well designed to help schools address long term.

The evaluation found that in the absence of consistent reporting systems collecting information over a longer period, incidence is a less useful impact measure than resilience. Resilience is evidenced by a staff and student body capable of identifying, responding to and moving on from adverse events. Schools that effectively applied eSmart Schools, including those still in the implementing phase, were able to identify issues early and manage them appropriately, including in a way that enabled improved future technology use by students, staff and the school community. This suggests that eSmart Schools might be contributing to a more resilient school community. Tracking how schools foster resilience would be useful adjuncts to incident reporting (e.g. online participation, knowledge of risks and safety strategies, problem-solving and seeking help).



2.2 eSmart schools audit their practice and implement new policies, curriculum and teaching practices

Coordinators reported that the major strength of the eSmart Schools framework was that it enabled them to systematically review (or audit) their needs and existing activities and to prioritise action that would build on their existing strengths. eSmart Schools delivers the most pronounced impacts when schools use the framework to first initiate a process of broad reflection on the school's culture and approach to technology use and to then develop and implement targeted strategies for improvement. Schools that critically reviewed their policies cited many examples of change and improvement in a range of practices. There is strong evidence to suggest that eSmart Schools helps deliver changes in policy, curriculum and teaching practices in eSmart schools.

eSmart Schools helps schools audit their existing needs and activities

Coordinators identified the design of the eSmart Schools framework as a major strength, in that it enabled them to systematically review or audit their needs and existing activities and to prioritise action to dedicate resources and build on strengths. These audits instigated school-based conversations that helped raise awareness of the issues and generated examinations of current practices and procedures. Schools that critically reviewed their policies cited many examples of change and improvement in a range of practices (see case study 2 below). As schools progressed through the framework, staff and eSmart Schools coordinators reported feeling more confident with the systems and processes in place.

'We use the framework to make sure that we are covering all of the bases. A lot of it is common sense, but it's good to know that we're on the right track.'
(eSmart Schools coordinator, government primary school, metropolitan Victoria, sustaining)

'You feel pretty good as you work through all the steps. We were already doing a lot of them before we signed up to eSmart, but this way we could see what we were missing and it was easy to fill those gaps once we had identified them.'

However, some case-study coordinators were concerned that their eSmart Schools committee viewed the framework solely as a compliance checklist.

'The committee goes through checking off policies but I'm not sure that we are doing the job as well as we could be doing it.' (eSmart Schools coordinator, government secondary school, regional Victoria, implementing phase)

When used to identify strengths and gaps and to evaluate whether the processes and procedures currently in place could be improved (as opposed to a simple checklist), the audit led to notable improvements through significant changes to schools' approaches to technology and cybersafety.



CASE STUDY 2:

Local-level Tailoring Supported by Systematic and Flexible Framework

School E, government primary school, low ISCEA ranking,
peri-urban Victoria, sustaining.

The eSmart Schools coordinator at School E was enthusiastic, tech-savvy and well-liked by staff. He had the strong support of his principal, who made a particular point of introducing herself between meetings to emphasise the value of this 'outstanding and creative' staff member. Despite limited resources and a number of external barriers to using the eSmart Schools framework, the coordinator guided the school through the phases starting with a full audit of policies, processes and practices. This led to a curriculum review, after which the coordinator supported staff to map cybersafety content to the curriculum and identified opportunities for technology to be used across subject areas. For example, after one year, previously blocked social-media sites were being used in some classes to deliver content and provide experiential learning opportunities, prompting students to model good social-media practices. The coordinator guided staff to identify and enact new strategies to improve knowledge and skills in technology use, including appointing student and staff IT champions, designing and delivering IT information sessions for parents, and holding 'techi-brekkies' to encourage learning and a positive approach to ICT. The coordinator also encouraged the uptake of new strategies for nurturing a respectful school culture, such as mixed-year-level rotations and student-led initiatives to promote positive students mixing across year levels in the playground.



eSmart Schools leads to changes in policy, curriculum and teaching practices

There is evidence to suggest that eSmart Schools helps deliver change in policy, curriculum and teaching practices in eSmart schools.

Policies and procedures

Coordinators reported that eSmart Schools helped them deliver policies and procedures on bullying, cyberbullying and cybersafety (85.5% 2013, 83.6% 2014). Less than four per cent of co-ordinators reported that eSmart Schools did not contribute (3.3% 2013, 1.7% 2014). More than 90 per cent of principals and coordinators reported that development of explicit policies and guidelines was important for generating a school-wide change in culture and behaviour (policies: principals 95.3% 2013, 94.1% 2014; coordinators 93.7% 2013, 97.4% 2014). The majority of eSmart schools had policies in place (see Table 3), but significantly more schools had policies and procedures that had moved from the planning to implementing phase and more still had moved on to the sustaining phase (e.g. reporting systems: coordinators 2014, planning 55.2%, implementing 67.6%, sustaining 91.1%; induction for new members of the school community, planning 35.6%, implementing 47.7%, sustaining 82.1%; training options for teachers, planning 35.6%, implementing 55.9%, sustaining 80.4%). These policies and procedures included reporting/collection systems for incidents and issues, induction for new members of the school community, and training options for teachers. In 2014, most coordinators (92%) had at least six strategies in place, and the average increased between 2013 and 2014 (mean 9.7 in 2013 and 10.7 in 2014, out of 12 possible activities).

Teachers reported that the most effective policies and practices put in place through eSmart Schools were:

- > an agreed set of values to guide behaviour (80.4% 2013, n/a 2014)
- > behaviour-management plans and procedures (77.8% 2013, n/a 2014)
- > agreed and documented approaches to classroom management (73.9% 2013, n/a 2014)
- > Acceptable Use Agreements (73.7% 2013, n/a 2014)
- > involving teachers from across subjects and year levels in the development of policies and procedures (54.7% 2013, n/a 2014).

Case studies show that it is common for schools to invest in the policy domain early in the implementation process because it is foundational and produces concrete actions that will have quantifiable outcomes. Much of this policymaking has been top-down and does not yet embed a whole-of-community approach. A small number of schools conduct an initial participatory review before new policy is designed and implemented (i.e. while staff might not be directly involved in designing policy, they can contribute to the process by providing feedback on existing policy).

‘We stop and ask ourselves firstly do we have a policy that covers that? And then we say, “Is it the best policy we can have?”’ (eSmart Schools coordinator, government primary school, regional Victoria, sustaining phase)

Table 3: Practices reported to be happening at their school (agree or strongly agree), 2014 survey

Practice	Principals %	Coordinators %	Teachers %
Policies and guidelines that promote student wellbeing and freedom from bullying, cyberbullying and other forms of negative behaviour	98.4	92.7	94.6
Acceptable Use Agreements covering responsible use of ICT and mobile technology	96.9	96.5	93.5
Student supervision when using ICT	94.2	92.7	96.4
An agreed set of values (e.g. respect, inclusion and valuing difference) to guide behaviour	92.1	90.1	86.3
A system to report incidents of bullying, cyberbullying and other cybersafety concerns	86.4	75.0	79.9
An agreed and documented approach to classroom management	84.3	81.0	84.2
Relationship-based pedagogies in class	80.6	70.3	71.6
Have (or developing) written protocols about how teachers are to model respectful behaviour	72.2	73.7	75.9
Training options for teachers to acquire skills related to the issues of bullying, cyberbullying and cybersafety	69.1	59.5	59.0
Teachers from across subjects and year levels involved in the development of policies and procedures	64.9	64.7	70.9
New members of the school community receive induction into policies and incident-reporting procedures	62.8	56.0	52.5
Regular collection of information about these issues	58.1	58.2	54.3

Curriculum

Most coordinators also agreed or strongly agreed that eSmart Schools assists the school to embed smart, safe and responsible use of technology across the curriculum (86.1% 2013, 81.9% 2014). Less than four per cent of coordinators reported that eSmart Schools had not contributed (2.9% 2013, 3.4% 2014). The majority of coordinators reported that eSmart Schools assisted in auditing their school's curriculum for opportunities to include the development of ICT skills, cybersafety and social and emotional learning (85.2% 2013, 79.5% 2014). Two per cent reported that eSmart Schools had not contributed (2.2% 2013, 2.3% 2014). The most common inclusions in the curriculum were (in order):

- > the use of technology for learning (89.8% 2013, 86.7% 2014)
- > cyber risks and the smart, safe and responsible uses of technology (82.8% 2013, 84.8% 2014)
- > rights and responsibilities, digital citizenship, awareness of bullying, and social and emotional skills (72.3% 2013, 75.2% 2014).

Coordinators in those schools that had progressed from the planning phase to the implementing or sustaining phase were more likely to report that the curriculum included:

- > the use of technology for learning
 - cyber risks and the smart, safe and responsible uses of technology
 - rights and responsibilities, digital citizenship, awareness of bullying, and social and emotional skills.

Notably, where schools embedded smart, safe and responsible activities in the curriculum, this focused on the more instrumental aspects of online engagement (e.g. using privacy settings, appropriate language). Although these instrumental aspects are important, it is recommended that teachers be encouraged to have more values-based discussions with students about their online engagements. Both extant research²⁰ and the case studies indicate that young people do not distinguish between the online and the offline environments and that most young people transfer their moral, social and emotional values across online and offline spaces.

School practices: distinctions between school and sector types

Primary and combined school coordinators were more likely than secondary school coordinators to report:

- > mixed-age or mixed-class group activities
- > activities that discuss values
- > activities that promote student connectedness in school
- > cooperative/ inquiry-based learning activities.

Combined school coordinators were more likely than primary or secondary to report:

- > activities that encourage students to be proud of being part of the school community.

Independent school coordinators were more likely than Catholic school or government school coordinators to report:

- > use of ICT to enhance learning.

Catholic school coordinators were more likely than government or independent to report:

- > cooperative/inquiry-based learning activities.

Teaching practices

More teachers have been incorporating smart, safe and responsible practices into their teaching over time, and more practices are in place in schools that have progressed through the framework to the sustaining phase. The case studies show, however, that teachers have conflicting views about the role of technology in young people's lives and some feel it is beyond their capacity to deal with the complexity of digital practices.

The majority of teachers reported that they are embedding learning activities into their teaching practice, including (in descending order from most included):

- > discussion of values (e.g. respect, inclusion, valuing difference) (82.8% 2013, 85.8% 2014)
- > smart, safe and responsible concepts (n/a 2013, 84.7% 2014)
- > cooperative/inquiry-based learning activities (69.7% 2013, 81.9% 2014)
- > activities that encourage students to be proud of the school community (68.9% 2013, 76.4% 2014)
- > ICT to enhance student learning (71.2% 2013, 75.5% 2014)
- > activities that promote student connectedness in school (66.7% 2013, 71.3% 2014)
- > mixed-age or mixed-class group activities (51.4% 2013, 56.2% 2014).

Table 4: Topics teachers reported including in teacher practice, 2013 and 2014

Topics	2013 %	2014 %
Smart searching (e.g. how to use search engines effectively)	68.2	73.8
Privacy	68.3	73.8
Appropriate language and protocols	70.8	73.2
Identity protection	61.0	67.8
Netiquette (respectful online behaviour and conduct)	65.0	65.8
Plagiarism (including illegal downloading)	63.9	63.2
Evaluating content on websites	60.0	63.0
Social media	–	61.8
Bystander behaviour	46.8	59.2
Blocking and reporting inappropriate posts	44.7	51.7
Image/reputation protection	49.3	51.4
Copyright	49.7	50.7
Legal issues relating to online behaviour (e.g. harassment, stalking, illegal downloading)	47.3	49.4
Digital footprint	32.5	43.5
Virus protection	30.5	43.0
Computer and software management/maintenance	35.3	42.5
Gaming	–	37.7
Geolocation tagging	–	17.2
Trolling	–	17.1

Note: Highlighted percentages represent significant increases from 2013 to 2014.

These activities were more likely to be in place in those schools that had progressed through the eSmart Schools framework (i.e. sustaining schools), except for smart, safe and responsible concepts and cooperative/inquiry-based learning activities (coordinators survey 2014). Schools with a high ISCEA ranking were more likely to have incorporated activities that promote student connectedness in school and activities involving discussion of values (e.g. respect, inclusion, valuing difference).

Across the two survey points of the evaluation, teachers reported that their teaching practice increased across all activities (11.4% 2013, 13.4% 2014 on average) (see Table 4).

Coordinators in those schools that had progressed through the eSmart Schools framework to the implementing phase or sustaining phase were also more likely to report that their teaching practice included the topics of copyright, plagiarism, smart searching, evaluating website content, Netiquette, identity protection, privacy, legal issues, bystander behaviour, gaming and social media. Although uneven across the case-study sites, between 2013 and 2014, teachers reported that they had increased their strategies for actively embedding smart, safe and responsible online behaviour in learning activities. Although not always employing a systematic or holistic approach, many schools had reviewed and updated their curriculum in light of their eSmart Schools work and/or trialled innovative teaching and learning practices.

CASE STUDY 3:

Partnering with Students for Increased Impact

School N, government primary school,
mid ISCEA ranking, urban Victoria, sustaining.

School N is a mid-sized government primary school on the urban fringe of a major Australian city. It is a welcoming and creative environment with strong student involvement ranging from responsibility for establishing and nurturing the vegetable gardens to holding cybersafety leadership roles. The school had been on their eSmart Schools journey for over three years and was in the sustaining phase in 2014. The eSmart Schools coordinator, staff and students used a common language, indicating a shared understanding across the school of expected behaviours in relation to ICT.

Implementation of eSmart Schools was supported by a core eSmart Schools committee, involving the coordinator, staff members, parents and students ('cybersafety leaders'), which met three to five times each term. Student-led activities informed school strategies, including surveys of students (on their social-media use) and parents 'to see how many parents know what their kids get up to online' (cybersafety leader, Year 5). The eSmart Schools committee found the results extremely useful. 'We found there was a percentage of kids who were online using social media and their parents had no idea what they were doing,' the coordinator explained, noting that students would not have responded as openly if the survey had been administered by the staff. In addition to conducting surveys, students collaborated to create cybersafety videos and presentations. They also participated in peer-to-peer teaching and the Better Buddies program, where the older buddy taught the young one about responsible technology use.

The common staff perception that the students value cybersafety was reflected in student workshops. When asked what 'eSmart' meant to them, one student responded, 'eSmart has got to do with cybersafety. We really take it seriously at our school. ... We have eight cybersafety leaders. We all use the internet safely—like the rest of our school.' The teachers noted that sometimes the students knew more than they did, and in each class at least one student could support their peers on minor technology issues. As a result, teachers reported that they sometimes asked students for assistance when the teachers themselves needed a hand.. This approach was supported by the coordinator: 'Teachers need to change the notion that they are the keepers of knowledge. They need to be able to say to a kid, "I don't know that, why don't you go look it up?"' At School N, students were encouraged to be partners in creating a whole-of-school understanding and approach to respectful and positive use of technology.

Given the historical focus on ‘hard skills’ and knowledge of technology use, privacy settings and safety strategies, it is not surprising that schools focus on these aspects in the classroom. As mentioned in the previous section, inclusion of content on respectful online behaviour, critical digital-media literacy and bystander behaviour indicate that there is opportunity to support schools to focus on higher-order knowledge and skills in social and emotional learning for increased resilience.

More could be done to include student-developed and student-led activities

The inclusion of student developed and led activities is not one of the objectives of eSmart Schools. The surveys showed that the proportion of schools including student-developed activities increased by 22 per cent from 2013 to 2014. However, across the total set of schools surveyed, the involvement of students in the delivery of eSmart Schools is relatively low. Only half the coordinators reported the inclusion of:

- > students demonstrating the positive use of information and communications technologies to a variety of audiences (51.8% 2013, 52.4% 2014)
- > students developing and presenting information on bullying, cyberbullying and cybersafety (51.2% 2013, 47.6% 2014).

Coordinators in those schools that had progressed from the planning phase to the implementing or sustaining phase were more likely to report student-developed activities (2014: planning: 17.8% in 2014, implementing: 49.5%, sustaining: 78.0%).

Comparison of three of the dissimilar case-study schools²¹ found that across all three schools teachers felt a school-directed approach to cybersafety was the most effective and that student participation was best incorporated after policies, systems and teacher skills had been addressed. Case studies also showed that schools often viewed student participation as an outcome of eSmart Schools implementation, rather than as a key part of the process:

‘We don’t feel ready to have students sitting on the committee yet. Once things are a bit more settled, then we’ll bring in some students’ (eSmart Schools coordinator, government primary school, Victoria, implementing phase)

Nonetheless, teachers reported that they valued the contributions of students in promoting positive use of technology in the school. When asked what they considered were the most important changes they had seen from eSmart Schools implementation (2013), teachers’ top answers were:

- > student-produced materials (blogs, videos, posters, etc.)
- > students teaching other students (forums, advisory groups, presentations at assemblies, etc.)
- > newsletters, booklets and other materials for parents.

As case study 3 demonstrates, where students were viewed as partners in implementing eSmart Schools (not just as the beneficiaries) schools showed an improved understanding of student knowledge and use of technology, alignment between school values and expected behaviours, student buy-in and improved school culture. Youth-centred approaches can ensure that schools are best positioned to meet the eSmart Schools objectives.



Topics included in safe, smart and responsible use of technology: distinctions between school and sector types

Primary and combined school coordinators were more likely than secondary school coordinators to report the inclusion of the topics 'gaming' and 'geolocation tagging'.

Secondary school coordinators were most likely to report the inclusion of the topic 'trolling'.

Catholic school coordinators were more likely than independent school coordinators or government school coordinators to report the inclusion of the topics 'social media', 'copyright', 'digital footprint' and 'identity protection'.

Independent sector teachers were more likely than were teachers in Catholic or government schools to report that they were including the topic 'digital footprint' in their teaching.

Government and Catholic school teachers were most likely to report that they were including the topic 'evaluating content on websites' in their teaching.

Combined school teachers were more likely than primary or secondary school teachers to report that they were including the topic 'digital footprint' in their teaching.

Primary and combined school teachers were most likely to report that they were including the topic 'plagiarism' in their teaching.

Primary and secondary school teachers were most likely to report that they were including the topic 'evaluating content on websites' in their teaching.

2.3 Teachers in eSmart schools are more confident using technology and addressing cybersafety and cyberbullying

Other research described in section 1.4, shows that a teacher's confidence in their own digital skills is an important predictor of their ability to teach and manage cyber-related content and issues. As schools progressed through the eSmart Schools framework and adopted strategies to improve teachers' digital skills, teachers reported increased confidence in their ability to advise students and to incorporate positive use of technology into classroom practices and learning. The case studies demonstrate that when schools prioritise teachers' digital literacy as a key pillar of implementation, they achieve positive impacts in this area. Nonetheless, just under a fifth of students reported that teachers never or rarely talked to them about aspects of cybersafety or strategies for positive use of technology. This may be related to the third or so of teachers who reported still feeling not very confident in their digital skills and/or to those schools where technology was restricted, decreasing the opportunities for teaching about it. The case studies demonstrate examples of schools that are effectively implementing the eSmart Schools framework and improving staff skills and confidence.

More teachers are confident in their ability to advise students on cybersafety

Teacher confidence in dealing with cybersafety increased in those schools that had progressed through the eSmart Schools framework, and most students reported teachers would respond to incidents and help.

Around two-thirds of teachers reported they felt confident in:

- > their ability to advise students (n/a 2013, 63.5% 2014)
- > their knowledge of what to do if an incident occurs (n/a 2013, 65.0% 2014)
- > ability to manage incidents of bullying (51.2% 2013, 57.7% 2014)
- > ability to manage incidents of inappropriate use of ICT and mobile technology (55.5% 2013, 66.0% 2014).

More teachers felt confident in those schools that had progressed through the framework, in both their ability to advise students (2014: planning 58.2% in 2014, implementing 63.3%, sustaining 80.4%) and to incorporate positive use of technology into classroom practices and learning (planning 32.9% in 2014, implementing 53.6%, sustaining 68.0%).

Around 70 per cent of principals and coordinators were also confident that their teachers had good cybersafety knowledge (principals 79.6% 2013, 70.7% 2014; coordinators 68.6% 2013, 65.5% 2014), and again, more students reported this in those schools that had progressed through the framework (2013 students: planning 58.2% in 2014, implementing 63.3%, sustaining 80.4%).

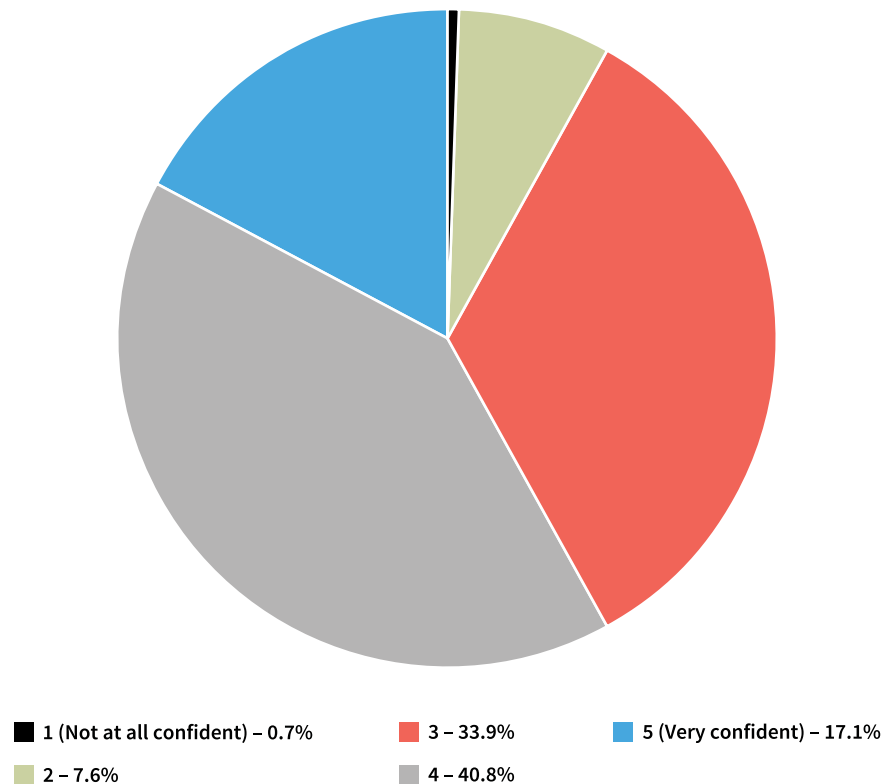
Overall, the students surveyed believed that teachers would respond to bullying. The majority of students agreed or strongly agreed that if a student were being bullied, teachers would:

- > help (87.0% 2013, 85.5% 2014)
- > respond quickly (n/a 2013, 83.9% 2014)
- > respond appropriately (n/a 2013, 85.1% 2014)
- > care (n/a 2013, 85.3% 2014).

Primary school students were significantly more likely to 'strongly agree' than were secondary school students. In most of the primary schools, students were generally positive about the role that teachers played, while the attitudes of secondary school students were more varied, with some expressing negative views about how teachers respond to incidents.

Students in sustaining eSmart schools were less likely to agree that teachers would help if a student were being bullied. Case studies show that student attitudes are influenced by multiple factors, including peer perceptions, past experience and age. Students in sustaining eSmart schools also indicated greater confidence in their own ability to deal with bullying, and some noted that telling a teacher could sometimes exacerbate a situation when the best approach is to ignore the bullying behaviour (see Section 3.4).

Figure 7: Teachers' self-reported competency in their own digital skills, 2014 survey



Teachers' confidence in their digital skills varies

Digital literacy is linked to confidence in promoting positive use of ICT and dealing with cyber incidents. Teachers' confidence in their own digital skills varied across eSmart schools, with less than a fifth (17.1%) reporting being 'very confident' in their digital competency (see Figure 5). Teachers were more confident in those schools that had progressed through the eSmart Schools framework. In the case studies, sustaining schools also demonstrated greater consistency, with better staff knowledge and positive attitudes towards school processes. Teachers reported needing further professional development to keep up with the changing environment.

The case studies also demonstrated a range of levels of comfort among teaching staff. On one end of the spectrum were those who felt confident and could identify ways to convert problematic issues (such as YouTube) into resources, and where the quality of their staff-student relationships were good enough to use students as a resource in staying up to date:

'They're always on something new—I just ask "what's this Snapchat thing" and they're happy to tell me about it.' (teacher, government secondary school, regional Victoria, implementing phase)

Others reported being personally challenged keeping up with the pace of change and felt it was beyond their capacity to deal with the complexity of digital practices. They were mainly concerned about what they perceived to be very serious risks associated with the behaviour of a small minority of students—which often dominated discussions of the role of technology for youth experience and learning. Some of these teachers preferred schools to have significant restrictions (e.g. on mobile phone usage), online monitoring and 'net-nannies', along with punitive policies for students who break the rules. This view was most common in secondary schools, particularly those with a recent history of significant incidents. In these schools, eSmart Schools coordinators played an important role in encouraging improved responses and enabling positive views of technology.

At all case-study schools, there was a range of levels of teacher confidence and comfort around technology, but some used eSmart Schools as a springboard for changing teacher attitudes towards technology and encouraging creative approaches to continuous improvements in their digital literacy.

CASE STUDY 4:

Supporting Teacher Digital Literacy Through Value-based and Experiential Approaches

School F, government primary school,
low ISCEA ranking, regional Victoria, sustaining.

The eSmart Schools coordinator at School F developed the social and emotional learning framework over ten years. 'It is never finished,' she said. 'We never sit back and think we've got it right. Things change and we need to tweak things each year as it goes along.' The school's seven core values—fairness, honesty, cooperation, responsibility, respect, care and support, persistence—were evident across the school, in teacher practices and in the way that students behaved. These values 'permeate everything that we do in the school, all our social and emotional learning. They're the core learning across the lot.' Even casual teachers who come into the school for the day were expected to know and teach to these values. Staff members felt that the values had also helped to change staff attitudes towards their own digital literacy and integrate eSmart Schools with the curriculum. The school put significant effort into developing and retaining excellent staff by improving digital literacy and confidence. The school held weekly 'techie brekkies', which were run by younger staff members who continually worked to up-skill both themselves and the older staff members. Each staff member was expected to have a particular level of digital awareness, which was signed off by the principal each year. Teachers were also required to maintain a class blog. 'There is an expectation that you will have a professional level of understanding, and there is an expectation of what you will incorporate into your e-learning in the classroom. Which is why techie brekkies are so popular because everyone is in the same boat, in step-by-step procedure, and each week you have a bit of a primer,' said the coordinator. Many learning and teaching practices and the delivery of content related to technology took place alongside the broader wellbeing framework, and there was clear evidence of reinforcement and integration of both. Although School F had limited funding, it had clearly prioritised technology and wellbeing. The commitment of the eSmart Schools coordinator and the support she had received from school management had enabled eSmart Schools to make a high impact at this school. Not only did the school review areas for improvement but also the eSmart Schools committee and teachers were encouraged to think outside the box. With cybersafety embedded across the curriculum, students were aware of what it means to be smart, safe and responsible when they are using technology.

Most students think teachers assist with learning about internet interactivity but a proportion do not

A proportion of students in eSmart schools reported that teachers do not help them with their internet interactivity (see Table 5). The case studies suggest several possible reasons for this, including a lack of skills and knowledge on the part of some teachers, inconsistent approaches within schools, persistence with restrictive models of technology use in schools and punitive responses to cyber incidents.

Table 5: Student reports of teacher safe, smart, responsible practice, 2014 survey

Students reported that teachers never or rarely	%
Talked to them about what to do if something on the internet ever bothered them	18.9
Helped when something bothered them on the internet	18.9
Explained why they shouldn't post photos of others without permission	17.7
Talked to them about what they do on the internet	17.3
Suggested ways to behave towards other people online	15.5
Explained why some websites are good or bad	12.6
Suggested ways to use the internet safely	11.1
Explained why they shouldn't copy material off the internet for school assignments and pretend it is their work	9.7

Note: Secondary school students were more likely than were primary or combined school students to report the above on all measures.

Student views are affected by staff knowledge, skills and behaviour. This finding may be related to the proportion of teachers with low skills and confidence (described in the previous section). In some schools, it may also have been associated with school policies that restrict the use of technology, which decrease the opportunities to incorporate teaching about positive technology use. In schools that prohibited personal technology use, students were dismissive of the role of teachers in learning about positive use of technology, and students expressed ambivalence towards teachers and school rules and were more inclined to take risks online.

'[Teachers] don't know anything, I would never talk to them.' (female, Year 8 student, government secondary school, regional Victoria, sustaining)

However, the longitudinal case-study data found evidence that, over time, eSmart Schools helped address even these challenges. As schools advanced through the eSmart Schools framework, teacher confidence increased, and after only one year, there were many examples of increased integration of ICT learning in classes. Exceptional cases demonstrate how this was achieved and highlight that for some schools a longer period may be required to fully realise the positive impacts of eSmart Schools. It also suggests that some schools will require targeted tailoring, support or products in order to leverage the benefits of an eSmart school.

Student reports of teacher practice, 2014: distinctions between school and sector types

Government school students were more likely than Catholic or Independent school students to report that teachers never explained why students should not:

- > post photos of others without their permission
- > copy material off the internet for school assignments and pretend it is their work.

Government and Catholic school students were most likely to report that teachers:

- > rarely talked to students about what they do on the internet
- > never helped students when they found something difficult to do or find on the internet
- > never suggested ways to behave towards other people online
- > never talked to students about what they could do if something on the internet ever bothered them.

Catholic school students were most likely to report that teachers:

- > never showed students how to find useful information on the internet
- > sometimes made rules about what students can do on the internet at school.

Secondary school students were more likely than primary or combined school students to report that teachers:

- > never talked to students about what they do on the internet
- > never showed students how to find useful information on the internet
- > never suggested ways to use the internet safely.

Primary and combined students were most likely to report that teachers:

- > very often explained why some websites are good or bad
- > always helped students when something had bothered them on the internet
- > always talked to students about what they could do if something on the internet ever bothered them.

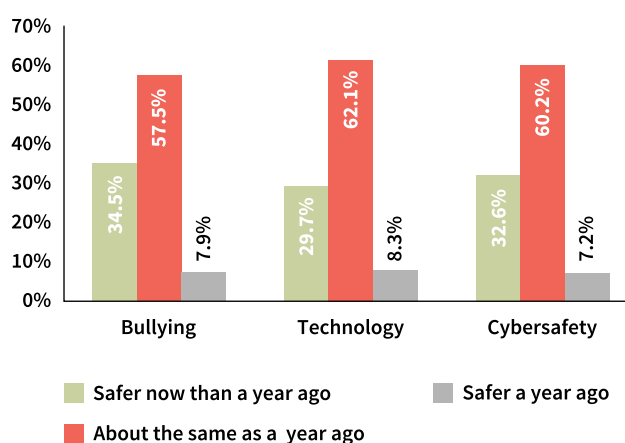
2.4 Students in eSmart schools feel safer and engage in smart, safe and responsible behaviour online

Around a third of students in eSmart schools in 2014 reported feeling safer at school than they did a year ago, and more students felt safer than a year ago in those schools that had progressed through the framework both in terms of bullying (sustaining schools) and cybersafety (sustaining and implementing schools). Students reported high levels of safe online practices. Around 10 per cent of students reported bullying occurred ‘a lot’ at their school, and around 25 per cent reported they, or someone they knew, had been bullied (face-to-face, over the phone or via the internet), which appears consistent with limited population data on the topic. Most students reported that they had been taught what to do if they, or someone they knew, were bullied or cyberbullied. Most coordinators and teachers felt confident that students knew what to do if an incident occurred, and more teachers were confident in those schools that had progressed through the eSmart Schools framework (sustaining schools). Two-thirds of students indicated that they were still reticent to report incidents; reasons included that someone else will report it, they do not see the incidents as serious enough, it amounts to ‘dobbing’ or that they didn’t want to make things worse. The case studies demonstrate that many students are aware of help options, and in schools where eSmart Schools has been successfully implemented are proactive about managing low-level risks themselves.

Students in eSmart schools feel safer

Around a third of students in eSmart schools in 2014 reported feeling safer at school than they did a year ago (see Figure 8). More students reported feeling safer than a year ago in those eSmart schools that had progressed through the framework, both in terms of bullying (sustaining schools) and cybersafety (sustaining and implementing schools).

Fig. 8: Student responses to how safe they feel with regard to bullying, technology and cybersafety, 2014



In the case-study schools where eSmart Schools had been successfully implemented, students were positive about the school climate and were confident that they would be supported by school personnel if an issue arose. In many schools, the eSmart Schools coordinator was named as a key person contributing to students’ sense of safety. Longitudinally, students were likely to say that they did not feel worried about going online, that they felt safe because the school had policies in place, that the teachers would help and that students knew what to do if an issue came up. In most cases, when it came to being online, students were proactive and identified low-level issues they had tackled early (e.g. people being mean, protecting personal information) to prevent a more serious challenge arising.

In most repeat case-study visits to primary schools, students felt safer than in the previous year. Key reasons were that they felt school policies and their parents, teachers and friends helped them make good choices and negotiate online challenges. They believed that their parents and teachers ‘just want us to be safe’ (female, Year 5, government school, regional Victoria, sustaining phase) and so they were more likely to follow the rules.

The word clouds of all student responses reveal the diversity of the factors that young people feel contribute to feeling safe online (see Figure 9). These responses can be grouped into particular practices, locations/sites, strategies and people. Words such as ‘hack’, ‘trouble’ and ‘inappropriate’ appear in the word cloud when young people have said that either they know what to do if these things occur or they do not think these things would occur due to school policies and systems (including monitoring and blocking software). Particular sites and people were mentioned in association with capacities that young people felt they possessed (e.g. ‘I know how to delete content / block someone on Facebook’) and with people whom they trusted to support them to be safe online (friends, chaplain, teachers).

The case studies show that even at an eSmart school, students may accept online harassment and bullying as common or standard behaviour. Where this was the case, students assumed that being online brings considerable risks and is an inherently unsafe space they have to negotiate.



Students at eSmart schools report safe online behaviours

Students in eSmart schools reported high levels of safe online behaviours (see Table 6). More than three-quarters of students 'always' or 'very often' practiced (in order):

- > care with what they posted online (85.0% 2013, 88.0% 2014)
- > not giving out their contact details to people they don't know (81.0% 2013, 83.1% 2014)
- > blocking people who sent nasty or bad posts/comments (81.6% 2013, 82.2% 2014)
- > remembering people aren't always who they say they are (76.1% 2013, 80.5% 2014)
- > using strong passwords (72.9% 2013, 75.6% 2014)
- > not clicking on pop-ups or links in emails (70.5% 2013, 74.7% 2014) (see Table 6).

The behaviour practiced least was regularly changing passwords, with less than a fifth of students 'always' or 'very often' practicing the behaviour (18.6% 2013, 14.4% 2014) (see Table 6).

Despite almost all schools reporting that they used Acceptable Use Agreements, just over only half the students surveyed reported that they had been asked, or their parents had been asked, to sign an agreement (57.1% 2013, 63.1% 2014). Half had been asked to share information with their parents (55.3% 2014).

The majority of students knew how to behave when online. One in ten reported that they rarely or never knew how to behave when using:

- > the internet (11.0% 2013, 12.2% 2014)
- > mobile phones (16.3% 2013, 15.5% 2014).

The majority of principals, coordinators and teachers also reported that they thought students:

- > knew the behaviours that are expected of them with regard to the responsible use of ICT and mobile technology (principals 89.0% 2013, 90.6% 2014; coordinators 88.3% 2013, 82.8% 2014; teachers 76.4% 2013, 82.8% 2014). More coordinators and teachers reported students knew what behaviours were expected of them in those schools that had progressed through the eSmart Schools framework (strongly agreeing coordinators 2014, planning 15.3%, implementing 19.6%, sustaining 54.0%).
- > were aware of cyber risks (principals 79.1% 2013, coordinators 73.4% 2013, 67.8% 2014; teachers 82.8% 2014). More coordinators and teachers in those schools that had progressed through the eSmart Schools framework (sustaining schools) reported students were aware of cyber risks.



Table 6: Student reports of their online behaviour, 2014 survey

Online behaviour	Always %	Very often %	Sometimes %	Rarely %	Never %	Don't know %
Don't give out your address and phone number to people you don't know	78.2	4.9	1.9	1.8	11.2	1.9
Be careful with what you post online	70.2	17.8	4.4	2.8	2.9	1.8
Block people who send nasty or bad posts and comments	69.6	12.6	5.9	4.1	3.8	3.9
Don't click on pop-ups or links in emails from people you don't know	68.6	6.1	2.1	2.8	18.0	2.3
Remember people may not be who they say they are	67.9	12.6	4.7	2.6	7.4	4.7
Use strong passwords	42.1	33.5	14.8	5.2	2.1	2.3
Regular 'log off' times at night	41.7	19.4	16.8	8.1	10.4	3.6
Keep your virus protection and software up to date	40.3	20.7	15.2	6.8	7.2	9.8
Regularly check online privacy settings	28.0	22.6	22.3	12.5	9.2	5.4
Use different passwords for all your online accounts	22.8	15.4	25.2	19.2	14.7	2.6
Keep your computer in a public room	22.4	14.2	21.8	11.8	25.4	4.4
Communal charge areas	20.4	12.2	10.8	6.0	25.2	25.5
Change passwords regularly	5.1	9.3	26.7	34.1	22.8	2.0

Student online behaviour: distinctions between school and sector types

Government school students were more likely than Independent or Catholic school students to report that they:

- > used different passwords for all online accounts
- > didn't click on pop-ups or links in emails from people they didn't know
- > didn't give out contact details to people they didn't know
- > had been asked to sign an Acceptable Use Agreement (along with Independent school students).

Independent school students were more likely than those in government or catholic students to report that they:

- > kept computer in a public room
- > used communal charge areas
- > remembered people may not be who they say they are (along with Catholic school students)
- > were careful with what they posted online (along with Catholic school students)
- > had been asked to sign an Acceptable Use Agreement (along with government school students).

Catholic school students were more likely than government or independent students to report that they:

- > had regular 'log off' times at night
- > remembered people may not be who they say they are (along with Independent school students)
- > were careful with what they posted online (along with Independent school students).

Primary school students were more likely than secondary or combined school students to report that they:

- > always use different passwords for all online accounts.

Secondary school students were more likely than primary or combined students to report that they:

- > never change passwords regularly
- > never keep their virus protection and software up to date
- > follow the rule of remembering that people may not be who they say they are.

Combined school students were more likely than primary or secondary students to report that they:

- > always follow the rule of using communal charge areas
- > often follow the rule of keeping their computer in a public room
- > very often follow the rule of regularly checking online privacy settings.



The case studies demonstrated that school context and characteristics affected the success of implementation. This in turn affected the behaviours of students and therefore outcomes. This issue is explored in more detail in Section 3.

CASE STUDY 5:

Clear and Consistent Expectations Promote Positive Student Attitudes and Behaviour

School D, government primary school, high ISCEA ranking, urban Victoria, sustaining.

As described above, School D built on a positive school culture with policies and processes that established a transparent and clear common understanding and commitment to expectations of positive use of technology. As such, staff and students were encouraged to use technology often in their teaching and learning. Students at this eSmart-sustaining primary school mainly use their iPads, smartphones, iPods and laptops. In 2013, the majority used either FaceTime or Skype to talk to family and friends because they were not allowed to use social media. One student (male, Year 5) spoke to other gamers and was not concerned with concealing his identity. This student also stated that he accessed sites he knew he was not allowed to access because his older brother did. When speaking to this same student one year later, he expressed different views and practices. He no longer gave out personal information and said he followed the rules set by the school—a shift in attitude also noticeable in his peers' awareness and knowledge of managing risk online. While the majority of students in 2014 said they felt safe at school, some still had concerns; sometimes they came across sites on Google that they felt should be blocked, or they saw an older sibling on a site they felt was unsafe. They were also worried that they may click on the wrong thing and get a virus. If being cyberbullied, these students would 'name it' and go to a teacher, parent, family member or friend for advice. They were not willing to be bystanders and said that they would support others who were being bullied. They would flag and report any inappropriate videos they found online. They would advise victims of cyberbullying to 'not take it personally' and to 'stand up for yourself'.

At School D—a primary school that had successfully implemented the eSmart Schools framework—students had the knowledge and skills to keep themselves safe online. They reported making smart and responsible decisions, particularly with regard to the information they share about their identity online. Students had consistent views on what constituted safe, smart and responsible use of technology and on how students, staff and the school should and would respond to incidents.

They identified friends, parents and teachers as people from whom they would most likely seek help. They identified doing something about an issue as most important when faced with a challenge online.

Comparatively, students at a secondary school that had also achieved eSmart accreditation gave a diverse range of responses to what they consider safe technology use and displayed high levels of risk-taking as well as aggressive online behaviour.

CASE STUDY 6:

Challenging Student Attitudes and Behaviours Reflect Challenging Contexts

School B. government high school, low ISCEA ranking, regional Victoria, sustaining.

School B is a secondary school with eSmart accreditation with a history of ongoing and serious issues within the school community. While use of eSmart Schools had supported progress, there was less evidence of a whole-of-school approach, consistent and effective policies or a respectful culture. The staff had poor understandings of policies and strategies, and they were divided on how technology should be used within the school. While some were very confident, others were very uncertain and felt unsupported to manage the frequent (and often serious) incidents. Students at School B used iPads and family computers in 2013, but by 2014 were more likely to use smartphones, reportedly because they thought mobile phones made adult monitoring of internet use more difficult. Student attitudes towards acceptable behaviour and appropriate responses did not change between site visits. Half the students participating in the workshop said that if they were being cyberbullied they would respond to the bully. Some would also talk to a parent or a friend for advice and support, but only one student considered speaking to a teacher. Students became increasingly likely to take part in risky behaviour as they progressed from Year 7 to Year 8. Students in the workshop reported that they would consider going to an unsupervised party that had an open invite (but would go with a friend for safety). Although unwilling to give their personal details to strangers, the majority did not use privacy settings on social-media sites like Facebook because they wanted a large number of friends so that they would appear popular. They used social media at both home and school, even though they were not allowed to. Students at School B were likely to take risks but unlikely to speak to their teachers about technology-related incidents. They employed few safeguards online, believing that the stories they hear about what can occur online are exaggerated and ‘won’t happen to me’. In one instance, some students—who were bullying other students in the evaluation workshop—blamed the victims of cyberbullying, stating that it was their own fault that they were getting bullied.

Figure 10: Student completions of the statement: ‘At this school I feel worried online because ...’



Case study 6 shows that the school context and characteristics, and the school's implementation of eSmart Schools, play a major role in terms of outcomes and impacts. Comparatively, at schools where eSmart Schools was being effectively applied, staff and students had consistent views on what constituted safe, smart and responsible use of technology and on how students, staff and the school should and would respond to incidents. At such schools, students tended to list trust, safe environments and clear expectations as important. They identified friends, parents and teachers as those from whom they would most likely seek help. They and were active in identifying and doing something about an issue as most important when faced with a challenge online.

For many secondary school students, good strategies for managing risks online were more important than avoiding risks. In other words, students feel safer when they know how to manage risk-taking. Secondary school students believe they can mitigate risks if they make smart decisions, so they bent the rules in order to explore and experience life online. To this extent, students appear to be more ‘savvy’—or smart—when it comes to online practices in ways that support their digital participation.

However, in schools where systems and policies were perceived to manage and control their online activities (such as software that tracks key strokes), students felt they were being monitored or 'protected' and that the school did not recognise their capacity to resolve minor incidents on their own.

Students in the case studies talked in depth about the ways in which they look after each other online. Most students had a good sense of the need to actively promote respectful relationships in their everyday technology engagements. However, they also noted that this does not always occur and that problems do arise, often from outside peer groups or because of misunderstanding:

'One of the things I don't like about online is that people can really misunderstand you, but then it's too late, it's already out there.' (female student, Year 8, independent secondary school, regional New South Wales, sustaining)

The majority of students do not think bullying is an issue in their school, but one in ten do

The majority of students did not think that bullying or cyberbullying occurred ‘a lot’ at their school (52.4% 2013, 53.0% 2014). Around one in ten reported that it occurred ‘a lot’ (11.4% 2013, 13.0% 2014). Around one in four (22.9% 2013, 28.1% 2014) reported that they or someone they knew had been bullied (face-to-face, over the phone or via the internet) and one in five ‘preferred not to say’ (18.2% 2013, 18% 2014). Of those who acknowledged a bullying incident had occurred (2014):

- > 31.4% stated that it had occurred to them personally
- > 58.0% said it had occurred to someone else.

Incidence and prevalence of bullying and cyberbullying are extremely difficult to assess.²² As mentioned earlier, measuring the incidence of bullying and cyberbullying using eSmart Schools data is currently not robust. However, other surveys have estimated that one in four young people experience bullying and around one in five have experienced cyberbullying in the past year,²³ suggesting that the data reported here is broadly comparable with best available evidence. While there is insufficient student data to disaggregate by school, the case studies suggest that student experiences and views of bullying vary by context. In most case-study schools, students did not think bullying occurred very often; at a very small minority of schools students thought it was a big problem.

The case studies also demonstrate that even while feeling safer, students can still worry about things online. Common worries included trusting people online, misuse of information and people being mean. Word clouds based on students’ completion of the statement ‘At this school I feel worried online because ...’ illustrate the range of responses (see Figure 10).

Many students said they did not worry when online or that ‘nothing’ worried them. Students mentioned particular platforms (Snapchat), types of people (hackers, bullies) and some (mainly primary school students) said they were bothered by people being mean, hurtful, negative or by having peer dynamics (feeling left out or excluded) play out in online spaces.

Some students felt that teachers would not understand the things they might worry about online or know how to address these concerns. This in turn caused some anxiety: ‘I don’t know what to do if my teacher or parents can’t help me’ (male, secondary school student, regional New South Wales, implementing phase). Students were also concerned that telling teachers about online incidents could make things worse, especially if related to bullying.

While primary school students frequently mentioned settings and software that blocked or managed their online use as examples of school policies or actions that helped them to not worry online, secondary school students generally believed that rules on access and participation (restrictions) were unnecessary and unfair. Both younger and older students had a strong set of personal ‘rules’ and cybersafety practices to manage risk.

Students in eSmart schools know what to do if an incident occurs

Most students reported that they had been taught what to do if they or someone they knew were bullied or cyberbullied (81.6% 2013, 86.1% 2014). Around two-thirds of coordinators and teachers thought that students knew what to do if an incident occurred (coordinators 72.2% 2013, 74.1% 2014; teachers 59.4% 2013, 65.0% 2014). More coordinators and teachers reported that students knew what to do if an incident occurred in those schools that had progressed through the eSmart Schools framework (sustaining schools). There was an overall increase from 2013 to 2014 in the proportion of coordinators reporting that students in their school knew what to do if a cybersafety, cyberbullying or bullying incident occurred. Schools with higher ICSEA rankings were more likely to report that students knew what to do if a cybersafety, cyberbullying or bullying incident occurred.

The case studies show that students generally know what to do and where to go if an incident occurs. Primary school students reported a range of strategies they would use, including seeking information or reporting online; speaking with a parent, sibling, teacher or trusted friend; and notifying an authority (such as the police). Secondary school students also reported referring to online community members as a source of advice, along with peers and parents. All students could identify at least one teacher they would turn to. Longitudinally, students at schools with a visible culture of respect and strong values were more confident over time about how to use technology in a smart, safe and respectful way. They were notably clearer on how to give their friends advice on what to do/not do and on how to support each other.





Many students still do not want to report incidents

Despite knowing what to do, most students were still reluctant to report incidents because of the perceived negative implications for their access:

'My friend told me about someone who was swearing at her on Ask FM and saying other stuff, there was going to be a fight, I told her to tell the teacher. Everyone used to have Ask FM, but nobody does now because the teachers got involved. It was only popular for a week, then everyone deleted it because we would get in trouble if a teacher found out we had it.'
(female, Year 7, government high school, regional New South Wales, implementing phase)

Of students who had reported that they or someone they knew had been bullied (22.9% 2013, 28.1% 2014), just over half reported the issue (68.8% 2013, 60% 2014) to a:

- > teacher (48.9% 2013, 59.6% 2014)
- > parent (52.0% 2013, 55.6% 2014)
- > friend (50.0% 2013, 40.4% 2014).

Around half thought reporting made the situation better (54.8% 2013, 53.5% 2014).

There was a considerable range of reasons why students did not report incidents (see Figure 11), including someone else reported the incident and not thinking the issue was significant enough. Coordinators perceived issues of non-reporting as more likely to be related to students' concerns that it will be viewed as dobbing, fears it will attract payback or more bullying, or feeling pressured not to report (see Table 7).

Figure 11: Reasons students gave for not reporting incidents, 2014 survey

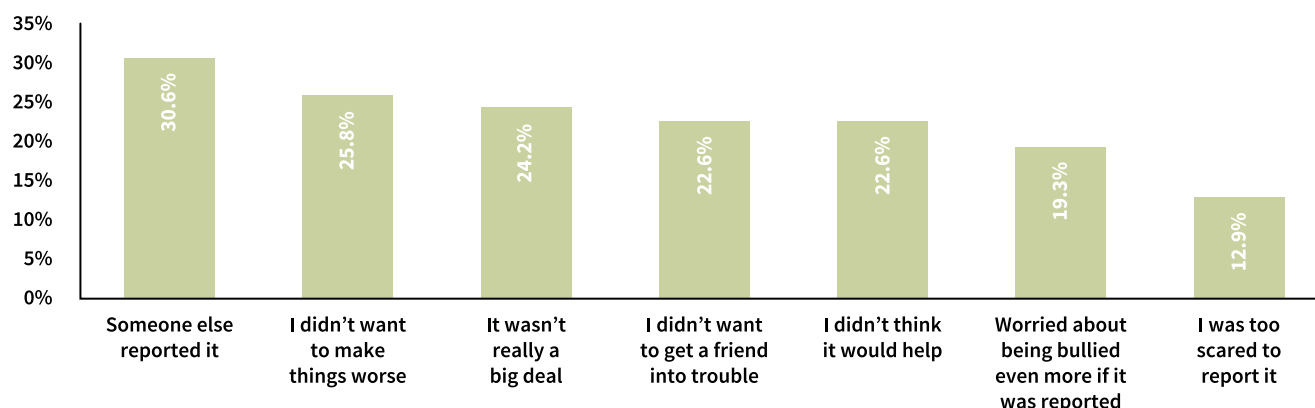
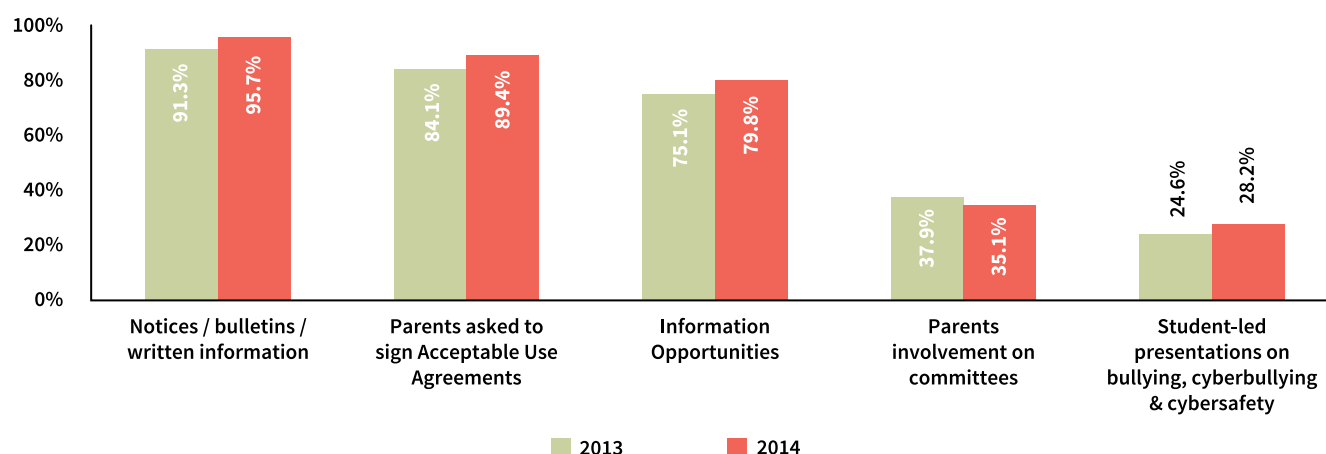


Table 7: Reasons coordinators gave for students not reporting incidents, 2014 survey

Reason	Coordinators %
Students see it as 'dobbing'	59.0
Students are worried about 'payback' / more-severe bullying if they report it	47.0
Peer pressure to not report	45.2
Students see incidents as 'out of school jurisdiction'	30.7
Students don't know how to report or to whom they should report	19.3
Students are scared to report bullying	18.1
Teachers are unaware of incidents taking place	50.0
Teachers suffer from time constraints	29.5
Teachers' lack of knowledge about what is happening outside of school	29.5
Lack of structures/protocols for teachers to report incidents	13.9
Lack of knowledge/understanding of the processes by teachers	12.6
Parents' lack of knowledge about incidents	54.2
Parents' lack of understanding of what 'bullying' is, the issues and the risks	45.2
Parents prefer to handle it outside the school structure	21.7
Parents' language/cultural barriers	16.9
Parents generally afraid of contacting the school / unwilling to contact the school	9.6

Figure 12: Initiatives to engage parents, as reported by coordinators, 2013 and 2014



2.5 Parents' knowledge could be improved to extend cybersafety beyond school

Schools undertook a range of activities to support parents, but in most cases schools found parents and carers the most challenging part of the school community to engage. Most parents had a general awareness of the school's approach, and more parents were involved on committees in those schools that had progressed through the eSmart Schools framework. However, parents' capacity to support their children's safe, smart and responsible use of technology has not been significantly affected by eSmart Schools. School staff were not confident that parents had good cybersafety knowledge, including what to do if an incident occurred. Many teachers felt that the lessons provided at school were not enforced at home, which created inconsistencies in the behaviours of students. When incidents did occur, teachers reported that parents could be disbelieving. The barriers that schools identified to engaging parents effectively indicate the extent of the challenges schools and parents face in communicating and collaborating on this issue.

Most parents have a general awareness of the school's approach

Most parents knew that the school had:

- > a set of values (96.2%)
- > policies for dealing with incidents of cybersafety (80.7%)

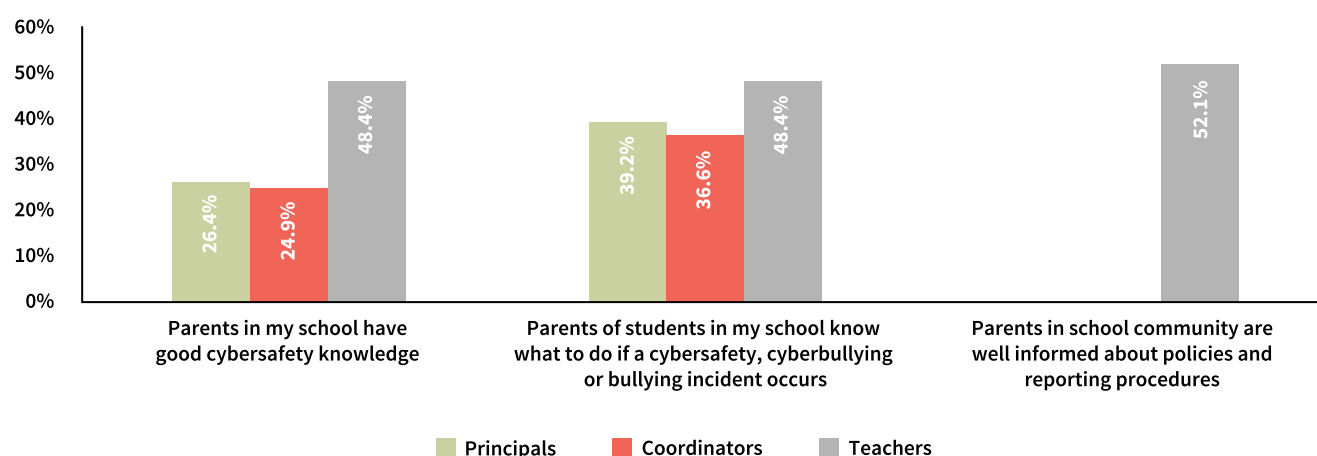
- > policies that promote responsible use of computers and mobile phones (88.8%)
- > an Acceptable Use Agreement, which they had signed (79.1%)
- > events they had attended (63.8%).

One third of parents had heard of eSmart Schools (though brand recognition is not an objective of the program). Of those who had, 42.7 per cent thought it had made a difference to student's cybersafety and positive relationships between students. The majority (69.9%) reported that they were interested in attending an event to find out more about the issue or (85.6%) to find out about their child's knowledge of online safety.

Coordinators reported that a range of activities had been put in place to engage and educate parents and carers (see Figure 12). Newsletters, signing Acceptable Use Agreements and information opportunities were the main activities that schools had used to engage parents and carers. Using students to facilitate communication with parents and carers was less common. More-creative examples from the case studies include presenting student-devised performances on issues relating to cybersafety.

Coordinators reported that more parents and carers were involved on committees in those schools that had progressed through the eSmart Schools framework (sustaining schools). Schools with a medium ISCEA ranking were more likely than those with a high or low ranking to have parents and carers involved on committees.

Figure 13: Respondents who agree or strongly agree that ..., 2014



School staff are not confident that parents have good cybersafety knowledge, including what to do if an incident occurs

The proportion of coordinators who reported that parents had good cybersafety knowledge increased from 2013 to 2014. More coordinators and teachers in those schools that had progressed through the eSmart Schools framework (sustaining schools) reported that parents had good cybersafety knowledge. Overall, less than a third of principals and coordinators and half the teachers thought parents had good cybersafety knowledge (see Figure 13).

Just under one in five (17.0%) parents reported that their child had been bullied, with 58.3% saying they had reported it to the school. Only 43.7% knew what happened once an incident was reported. Parents reported incidents to:

- > teachers (63.6%)
- > the deputy/principal (22.7%)
- > the wellbeing coordinator (13.6%).

However, less than half the principals, coordinators and teachers believed that parents knew what to do if an incident occurred (see Figure 13). Coordinators in those schools that had progressed through the eSmart Schools framework were more likely to report that parents knew what to do if an incident occurred. In the case studies, parents were often perceived by teachers to be ‘a part of the problem’, described as ‘naïve’, ‘disbelieving’ or ‘indignant’ when their child was involved in an incident.

Coordinators suggested there was a range of barriers to parents reporting incidents to the school (see Figure 13). These included that parents do not know that an incident has occurred, they do not know what bullying is, they prefer to deal with incidents outside the school, and language or cultural barriers. In the case studies, teachers and coordinators also reported challenges associated with hostile or demanding parent attitudes towards the role of the school, poor parent digital literacy, poor knowledge of their children’s online practices and the complexity of family life (making it difficult for parents to participate in committees or activities).

SECTION 3:

Implementation

The previous section examined the impact of eSmart Schools. This section presents the evaluation findings on the implementation of eSmart Schools, in particular the factors that characterise a successful eSmart school and those that would help more schools become eSmart.

3.1 The effectiveness of eSmart Schools implementation depends on context

The capacity of the eSmart Schools framework to have a positive impact on schools is contingent on the quality of implementation, which in turn depends on the school climate, the attitudes of teaching staff and students, the support of school leadership, the role of the coordinator, and levels of resourcing. When implementation involves the whole school and is delivered alongside strong school values and a positive school culture, is resourced to facilitate policy and curriculum change, is delivered by high-quality staff and connects the school with students' home lives, then positive impacts are more likely to be identified and associated with eSmart Schools. Case Study 7 provides an example of timely and effective implementation. Notably, other case-study schools that took longer (sometimes more than three years) to fully implement the eSmart Schools framework also showed outstanding thoroughness, considerable change and substantial benefits.

While most case-study schools provided evidence of good implementation, some schools struggled to move beyond the planning phase. Some barriers to progression were internal: high staff turn-over (particularly the eSmart Schools coordinator role), inadequate support for the coordinator, coordinator not positioned well or inadequately skilled, negative attitudes to technology or punitive responses to cybersafety issues. In such contexts, the impacts and outcomes of the eSmart Schools framework were not as great. Contexts that were enabling are described in the next section.

A small minority of schools, such as School Q in Case Study 8, reported significant challenges progressing through the framework. Schools with high proportions of vulnerable or marginalised young people, students with additional needs (language support, living with a disability), schools with a history of violent incidents and schools with a fragmented culture or poor visibility of school values experienced challenges tailoring the framework to meet their specific needs. This directly reduced the potential for eSmart Schools to support change. Additionally, some schools in areas with a low ISCEA ranking and with poor resourcing (e.g. few classrooms with smart boards) faced considerable challenges to implementation. This is a notable issue because the literature shows vulnerable groups of young people are more likely to be at risk online. Coordinators in such schools wanted greater support to identify and apply strategies and resources that could meet the unique needs of their school. This issue is discussed further in Section 3.3 'Next steps to help more schools become eSmart.'

CASE STUDY 7:

Supported, Strategic and Successful Implementation

School L, independent combined school, high ISCEA ranking, urban New South Wales, sustaining.

At School L the school management, coordinator and staff were committed to implementing eSmart Schools to address poor internal and external perceptions of the school's approach to technology. Following particular cyber incidents generating community concern, the school wanted to reframe the way students, staff and community members viewed the relationship between school and technology. Moreover, the school wanted to establish a positive view of technology use to enable students and staff to maximise the benefits of online practices for learning and development. The commitment and teamwork evident in School L's implementation of eSmart Schools was exemplary. It took only 12 months for School L to achieve complete the planning and implementing stages of eSmart through a well-planned, resourced and coordinated effort drawing on a mix of staff, community members and students. With strong support from school leadership, the eSmart Schools coordinator was resourced with funds, release time and backing to establish the eSmart Schools committee as a project team. The eSmart Schools committee assessed how the school could meet the criteria in each of the domains, and divided the responsibility for tasks. Staff and students produced resources focused on raising awareness of cybersafety and positive use of technology with the explicit aim of culture change across the school. Positive and safe use of technology as well as related issues of cyberbullying and online safety were initially incorporated into the subject PDHPE, and then introduced across other areas of the curriculum over 12 months. Policies for device use were reviewed, including use during break periods, playing online games and use of social media. The eSmart Schools coordinator and staff emphasised that their aim was to embrace the benefits of technology for social and academic learning. Their approach involved gaining a better understanding of the diverse ways in which young people communicate and build and manage their relationships with others, and using this understanding as the basis for improving teacher and parent knowledge and attitudes towards the technology practices of students. The school focused on informing students about the benefits as well as potential dangers of interacting online, rather than on managing use via restrictions. According to the coordinator, 'It is more important to educate students about inappropriate use, rather than just stopping them from inappropriate use.' Similarly, the school was intent on improving parent understanding and building a partnership with parents to improve consistency between the expectations set at school and at home. The eSmart Schools committee focused considerable efforts on engaging with parents and using a range of strategies, including student-led communications and seminars with guest speakers and local businesses. The overall effect has been a step change in the way the whole school community thinks about technology use.

CASE STUDY 8:

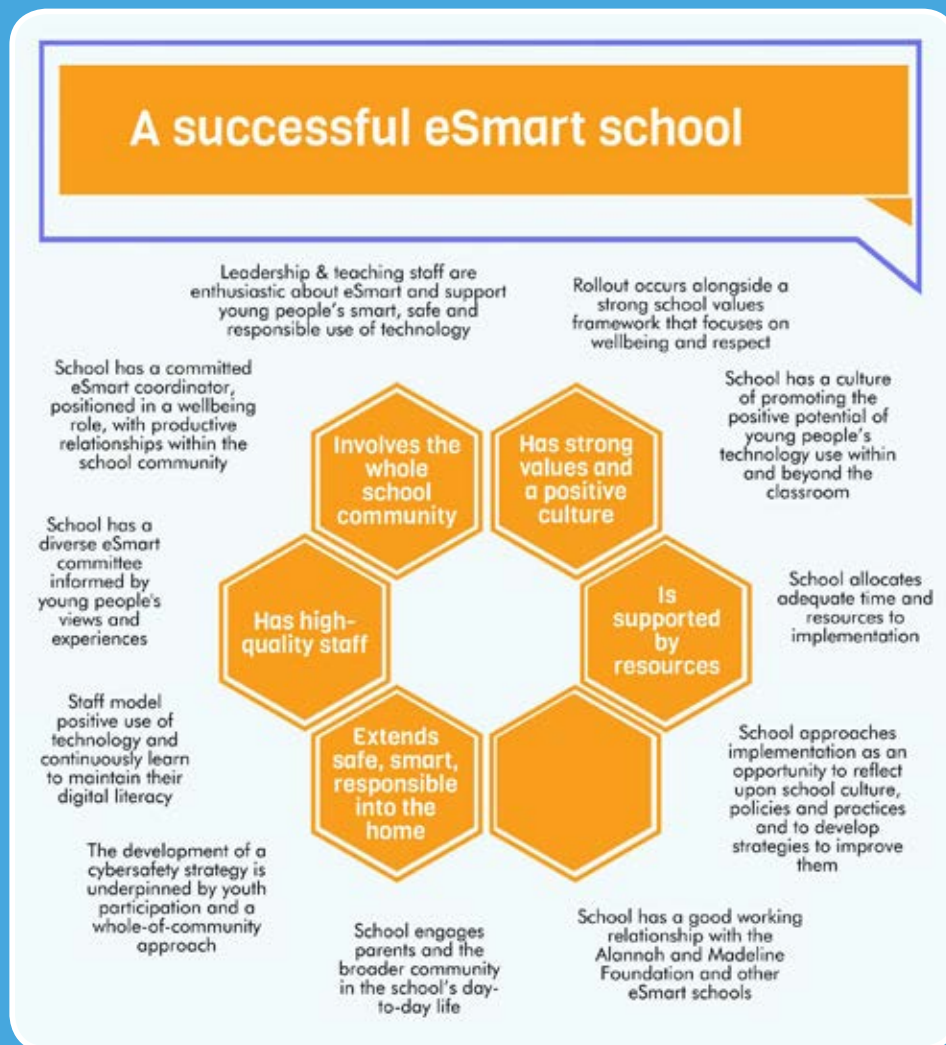
Challenges of Poor Internal Support and Complex School Contexts

School Q, catholic primary school, low ISCEA ranking, urban Victoria, sustaining.

School Q was a values-driven school, but over two years struggled to move through the planning phase of eSmart Schools. When asked which phase the school was in, the coordinator replied, 'I don't think it's at any level.' The eSmart Schools coordinator experienced a lack of support in systematically navigating the framework and applying strategies for change. Amid competing demands and challenges and waning support from school leadership, the coordinator reported not knowing where to begin. Working with a highly diverse school community and a very high proportion of students from families speaking languages other than English at home, School Q had prioritised establishing a common understanding of cybersafety. This was mainly delivered through one-off information sessions for students and parents, supported by community-language translators. However, undertaking a more systematic approach had been significantly curtailed. Consequently, the school continued to operate in a reactive management mode, dealing with incidents and planning seminars that employed what the coordinator referred to as 'scare tactics' to influence student attitudes and behaviours.

Despite wanting to leverage the benefits of technology and to support students to take a positive approach to their activities online, School Q had many restrictive policies and few examples of inclusion of technology or cybersafety content in teaching practice. Teacher focus groups indicated that staff had very mixed levels of confidence in their knowledge and use of technologies and took inconsistent approaches to cybersafety. Some teachers were supportive of a more positive approach, while others were not and favoured a restrictive model with punitive responses to incidents. Many felt that the eSmart Schools coordinator should be responsible for all use and incident management. These barriers left the coordinator feeling isolated in the role and that it was impossible to know where to start the broader process of change.

Figure 14: Successful eSmart schools are characterised by five factors



3.2 Successful eSmart schools are characterised by five factors

The evaluation has identified five factors that are critical to the successful implementation of eSmart Schools. These are summarised Figure 14 and described in more detail in the following sections.

Success factor 1: An eSmart school involves the whole school community

Involving the whole school was critical in creating an eSmart school. Successful eSmart schools had leadership and teaching staff who were enthusiastic about eSmart Schools and supported young people's smart, safe and responsible engagements with technology.

Successful schools had a strong coordinator, an eSmart Schools committee, leadership support, and student involvement in solutions (described below). Schools that had a whole-of-school approach were also able to create change because they had fewer silos and were able to promote dialogue across portfolios, cooperate to instigate new initiatives and get fast sign-off. In the survey, school leadership acknowledged the importance of whole-school buy-in. More than 90 per cent of principals and coordinators reported that a whole-of-school approach was important for generating school-wide culture and behaviour change (principals 91.8% 2013, 90.9% 2014; coordinators 90.6% 2013, 93.7% 2014). More secondary school principals than combined or primary school principals thought a lack of buy-in by staff was a significant barrier.

The case studies demonstrate that a whole-of-school approach is contingent on several factors: the involvement of students, staff and parents from across the school in planning and implementation; the consideration of improvements to policies, practices and opportunities to promote values and respectful school culture across the school; and working with diversity. These factors raise the profile of the process and issues, generate buy-in and produce ideas and resources that are engaging and relevant to staff, students and parents.

Although it can challenge established school culture, successful eSmart schools involved students from across the school from the outset. Similarly, schools that engaged teachers from across the school and with varying levels of confidence in technology achieved a more holistic approach.

A capable and committed eSmart Schools coordinator

Key to a successful eSmart school is having a capable and committed eSmart Schools coordinator who had completed the eSmart Schools training, who was embedded in the wellbeing team and who had productive relationships with students, teachers and school leadership. Adequate time commitment and release from other duties enabled coordinators to best deliver in their role. The majority of principals had confidence in their eSmart Schools coordinator (84.1% 2013, 82.0% 2014). Only a small proportion were not confident (3.1% 2013, 1.6% 2014).

A lack of progress through the eSmart Schools framework was often attributed to the lack of a coordinator due to leave or changes in staff. The case studies demonstrate that some schools had solved this issue by sharing the eSmart Schools coordinator role, using a combination of roles to bridge relevant areas of the school (e.g. wellbeing and ICT) or linking eSmart Schools implementation with leadership (e.g. where an assistant principal shared the coordinator role with a classroom teacher or school counsellor). Furthermore, appointing two staff to the coordinator role meant that when one was on leave the other continued to champion the role of eSmart Schools within the school and that a sense of teamwork was established from the outset.

A diverse eSmart Schools committee informed by young people's views and experiences

Most principals and coordinators reported that establishment of an eSmart Schools committee was important for generating school-wide culture and behaviour change (principals 69.9% 2013, 76.3% 2014; coordinators 74.4% 2013, 80.4% 2014). Successful eSmart Schools committees consisting of diverse members of the school community drew on the knowledge and creativity of staff, parents and students. Case-study schools that aimed for 'diversity' rather than 'representativeness' on the eSmart Schools committee reported broader success implementing eSmart Schools across the school and creative positive uses of technology.

In some schools, the eSmart Schools committee had either shrunk or been discontinued by the second case-study evaluation visit because the schools had changed their priorities and/or staff who had left the school had not been replaced. Best practice occurred when the committee that was initially established to deliver eSmart Schools continued throughout the phases and routinely reviewed practices and outcomes.

Support from the school leadership

Almost all coordinators reported that supportive leadership was important for generating school-wide culture and behaviour change (coordinators 95.1% 2013, 96.3% 2014). The case studies show that contextual barriers (such as location, resourcing and history of incidents) can be overcome when eSmart Schools is implemented with ongoing support from school leadership. In the best examples, school leaders worked with coordinators to promote the framework and position it for success.

'The principal and deputy have been great, I know they have my back. Their support also gives the other staff confidence, it helps for staff to see that eSmart is being supported by leadership, it helps me roll it out across the school, even with some teachers that were hesitant to start with.' (eSmart Schools coordinator, government primary school, Victoria, sustaining phase)

CASE STUDY 9:

Involving Diverse Participants Throughout the eSmart Journey

School M, government primary school, high ISCEA ranking, urban New South Wales, implementing.

School M is a noisy, colourful school located in a suburb with a high ISCEA ranking in a major Australian city. To deliver eSmart Schools, the school appointed two staff to the role of coordinator: one of the assistant principals and the librarian. They were tasked with establishing an eSmart Schools committee that included staff from different parts of the school, including the IT and wellbeing officers and Stage 1 and Stage 2 teachers. The work of the eSmart Schools coordinators and committee was routinely referred to during staff meetings. Students and parents were also seen as important; they were included on the committee and were consulted more broadly in meetings and online surveys to inform the priorities and strategies applied during eSmart Schools implementation. Staff praised the work of the eSmart Schools coordinators and provided examples of having received helpful advice on technology use and teaching resources. Students and the school leadership identified the coordinators as valuable members of staff because they were ‘enthusiastic, tech-savvy and well-liked’. Coordinators, on the other hand, highlighted that it was sometimes just a matter of ‘starting the conversation’, noting that good ideas came from across the school. They also valued the knowledge and creative ideas of students and the role students played in encouraging peer acceptance of school values and expectations with regard to technology practices. Different student groups (the SRC, technology champions and student buddies) were asked to consider what factors encourage a respectful and caring culture in the school—online and offline – and suggest strategies to promote these. Although still uneven, the IT knowledge and skills of staff and community members was supported by staff and student IT champions, who were tasked with identifying ways to improve understanding of technology. This included design and delivery of IT information sessions for parents, creation and moderation of school social-media profiles, a newsletter and student assembly items to encourage learning and a positive approach to ICT.

Leadership support in successful eSmart Schools entailed more than just supporting the eSmart Schools coordinator in their role through, for example, adequate time release, regular and effective communication between coordinator and leadership, and willingness to implement the changes the coordinator recommended or facilitated. It also included encouraging other staff to participate, prioritising online safety and wellbeing issues for the school community, and providing for ongoing review and implementation. This enabled eSmart Schools coordinators to work in unorthodox ways: involving students, using previously banned sites in teaching, and tackling difficult areas, such as negative attitudes towards young people and/or technology among senior staff.

Involvement of students in the solutions

Despite only half the coordinators reporting that they included students in eSmart Schools implementation, around three-quarters of principals and coordinators acknowledged that a focus on encouraging student presentations was important for generating school-wide culture and behaviour change (principals 70.0% 2013, 77.4% 2014; coordinators 73.3% 2013, 79.3% 2014). Students can provide new knowledge and creative approaches to promote positive use.

The case studies show that schools tended to nominate student leaders, but their input should be balanced with that of marginalised and vulnerable students because students who are vulnerable offline are likely to be vulnerable online. Case studies show that by involving these students in eSmart Schools delivery, the school is better positioned to take their perspectives on board and to respond to their needs. This ensures that eSmart Schools is best positioned to engage the young people in the school community who most require additional support and resources to be smart, safe and responsible online.

Success factor 2: An eSmart school has strong values and a positive culture

Successful eSmart schools had strong values regarding wellbeing and respect, a positive and open culture around the use of technology and a positive view of young people.

Has explicit school values and/or culture focused on wellbeing and sees eSmart Schools as promoting wellbeing, not just addressing cyberbullying

Almost all principals and coordinators reported that the following were important for generating school-wide culture and behaviour change:

- > a well-defined set of school values (principals 94.1% 2014; coordinators 96.3% 2014)

- > a focus on student wellbeing (principals 97.7% 2013, 96.8% 2014; coordinators 96.9% 2013, 97.9% 2014)
- > inclusion of social and emotional competency across the curriculum (principals 86.5% 2013, 85.9% 2014; coordinators 81.8% 2013, 87.7% 2014).

School values significantly shape the ways in which eSmart Schools is implemented and therefore the scope and meaning of its impacts. Schools achieve better results when eSmart Schools is implemented within a values framework—especially when the values include ‘respect’. Some schools have strong values frameworks in place that assist the effective implementation of eSmart Schools. Frequent communication and modelling of values to students, staff and parents supports effective implementation, enabling schools to remain positive and proactive and to effectively deal with incidents, even in communities with complex and diverse needs. The most significant benefit of leading with values and a wellbeing focus is that it brings management, teachers and students together around a shared commitment to and strategy for fostering safe, smart and responsible use of technology.

In some case-study schools, The Alannah and Madeline Foundation is primarily perceived as an anti-bullying organisation (including anti-cyberbullying) and this strongly influences staff perceptions of what the eSmart Schools framework is designed to achieve. This means that there is also a perception that eSmart Schools is limited to addressing cyberbullying. As a result, eSmart Schools is not always well understood as a holistic approach to smart, safe and responsible behaviour. This potentially limits the impact of the framework to achieve broad-based changes in schools’ approaches to online safety.

Has a positive view of young people and technology

As part of a broad view of wellbeing, eSmart schools have a culture that promotes the positive potential of young people’s technology use within and beyond the classroom. This recognises the crucial role of technology for student sociality and identity. Schools that embrace the positive role of technology for learning, social connectedness, self-expression and creativity are best positioned to maximise wellbeing through digital participation. Incorporating technology into the curriculum ensures that students are aware of how to use it responsibly, both in and out of school. Moreover, schools that encourage trialling innovative practice (such as the use of YouTube or Minecraft in teaching) and peer-based teaching models (including student–student and teacher–teacher) can more effectively promote safe, respectful and responsible practices through encouraging positive participation in technology.

CASE STUDY 10:

A Positive Approach to Youth and Technology to Promote Resilience

School G, government primary school, low ISCEA ranking, urban Victoria, implementing.

School G had a leadership team committed to continued engagement with the eSmart Schools framework and a vibrant, warm environment where students are members of a community. The school has strong values and a positive culture, which positions students at the centre of the school community. While some staff felt one year on that their own confidence levels around technology remained low, they were enthusiastic about improvement. Although there were some restrictions and limitations on the use of technology in the school, there was a broad commitment on the part of staff and the school executive to finding creative strategies and modelling the safe, smart and responsible use of technology. There was also a broad appreciation of the important role technology played in students' lives and a belief that staff and the school could leverage this to enhance student learning and development. Although staff were realistic and noted that incidents would likely always occur, they felt that the important thing was for school leadership, students and parents to come together to try to find solutions. Fostering a positive attitude towards both technology and young people was seen as important by all those who took part in focus groups in 2013 and 2014. According to the coordinator, 'It is important to say, "come and talk to me". Whether or not they have done the wrong thing, people need to feel heard.'

To address the many challenges associated with school context—particularly what the coordinator described as the impact of poverty—the school focused on communicating its values to students: attentive listening, appreciation and no put-downs, mutual respect, the right to pass (if a student is not ready to share something close to their heart) and personal best. Days that supported cross-age interaction were regularly held at the school, and the school used mentoring schemes like Better Buddies to reinforce the key role of students in supporting one another. These strategies were supported by the eSmart Schools committee, which included members of the leadership team and student leaders (who attended when matters of administration were not being discussed). While School G faced many challenges, it embraced a positive approach to technology and wellbeing and aimed to involve the whole school community in strategies to increase students' positive online participation.



Success factor 3: An eSmart school is supported by eSmart Schools resources

Most schools feel well supported by the resources provided by eSmart Schools: the framework, online tool, training, help desk, newsletter and the resources that can be accessed via the tool (see Table 8).

Most coordinators reported that the **framework and online system** were of very high quality, easy to use and useful (satisfied with the framework 82.8% 2013, 82.3% 2014; satisfied with the online system 81.7% 2013, 73.3% 2014). Coordinators liked the way in which the eSmart Schools system helped them audit their activities to plan. Three-quarters of the coordinators also reported that the ability to track and record progress via the framework was useful or very useful (77.2%; only 2.3% did not). Nonetheless, only half of the coordinators reported success in keeping the eSmart Schools system tool up to date (48.9%), with the main barriers reported as time (85.4%), obtaining information from staff (32.1%) and complexity of the tasks (27.3%). Coordinators suggested that reporting into the system would be less challenging with reminders or prompts (79.0%), easier access to the platform (24.5%) and the ability to enter data more efficiently (17.5%).

The training provided was valued, although funding and time release to undertake the training were significant issues. Around three-quarters of the coordinators reported the face-to-face training was useful or very useful (72.5%; only 6.4% did not). Fewer found the online training videos useful or very useful (49.7%). Participants in face-to-face training appreciated being able to work through the session with others in a similar position and observing how schools further along in the eSmart Schools journey had moved through the domains. They also used it as a networking opportunity.

Other support provided by eSmart Schools was also considered useful:

- > A little over half the coordinators reported finding the help desk useful or very useful (53.8%; only 9.5% did not). Case-study schools that were implementing successfully were using the **help desk** and finding it very helpful.
- > Just under half the coordinators reported finding the newsletter useful or very useful (46.7%; only 9.0% did not). The **newsletter** was considered useful for discovering how other schools were implementing eSmart Schools and for hearing 'success stories' and innovative or creative approaches.
- > Half the coordinators reported they found the support **webinars** useful or very useful (52.1%; only 10.8% did not). More Catholic school than government or independent coordinators liked the webinars.

Finally, three-quarters of the coordinators reported that the **resources that can be accessed through the tool** were useful or very useful (73.7%; only 4.7% did not). More than half the coordinators reported that the tool was useful to find jurisdiction-specific resources and policies (59.0%), and almost three-quarters of the coordinators reported that eSmart Schools raised their awareness of resources available from their state's education department.

Table 8: Specific tools or resources for cybersafety used by schools, 2014

Tool or resource	Respondents %
ACMA (Australian Communications and Media Authority) cybersmart resources	76.3
Bullying No Way resources	47.4
State government education department policy support documents	45.1
KidsMatter resources	45.1
Bullystoppers	40.5
Budd:e	40.5
State government acceptable use policies	35.8
ACMA (Australian Communications and Media Authority) outreach presentation	34.7
MindMatters resources	20.8
Common Sense Media resources	19.6
Catholic Education Office resources	17.3
Easy guide to socialising online—The Department of Communications	8.1
Skooville	8.1
So you got naked online—cybersmart resource	7.5
Below the belt: Sex, selfies and cyberbullying app—Victorian Legal Aid	2.9
Victorian Legal Aid	2.9

Success factor 4: An eSmart school has high-quality tech-positive staff

High-quality staff who could encourage and model positive use of technology and who continuously updated their digital skills was critical to the success of an eSmart school. More than 90 per cent of principals and coordinators reported the use of explicit protocols for teachers with regard to modelling smart, safe and responsible use of technology (principals 91.2% 2013, 90.3% 2014; coordinators 90.2% 2013, 91.5% 2014) and having teachers with a good level of digital literacy (principals n/a 2013, 93.0% 2014; coordinators n/a 2013, 94.1% 2014) were important for creating change.

Success factor 5: An eSmart school extends strategies for smart, safe and responsible use of technology into the home

Successful eSmart schools engaged parents to ensure a young person's school world and home world were correlated in terms of safe, smart and responsible use of technology. The majority of principals and coordinators reported that parental engagement was important for generating school-wide culture and behaviour change (principals 85.9% 2013, 88.2% 2014; coordinators 76.0% 2013, 90.0% 2014).

Figure 15: Five factors that could improve the reach and impact of eSmart Schools



3.3 Next steps to help more schools become eSmart

The evaluation identified five factors that would help promote sustainability and improve the impact of eSmart (in no particular order of importance). These are summarised Figure 15 and described in more detail in the following sections.

Next step 1: Help schools better manage the process

Lack of time for staff to administer and implement eSmart Schools and limited funds for training were the biggest barriers to participation reported by principals and coordinators.

Just over 86 per cent of principals and 75 per cent of coordinators reported grants to assist with teacher release as the foremost possible action to encourage schools to participate. The principals of schools not enrolled in eSmart Schools agreed, reporting funding assistance as the main factor that would encourage them to participate. Coordinators in Victoria who had received a \$2,000 grant from the Victorian Government used the grant mainly to fund teacher relief (74.7%) or training (47.1%) or to purchase resources (26.4%). Primary schools with a low ISCEA ranking and government schools attached the most importance to receiving funding or grants.

Successful schools provide ongoing resources to support eSmart Schools coordinators to deliver throughout the framework phases and then to maintain eSmart Schools status. The impact of eSmart Schools over the longer term will depend on schools' capacity to resource a process of continuous improvement.

Around a fifth (21.2%) of coordinators reported on the complexity of the task and the challenges of navigating the vast and rich body of resources to which the framework connects. Schools in the planning and implementing phases reported that they could benefit from having concrete strategies to help them with this. Coordinators reported that explicit policy documents and templates would improve the eSmart Schools system (64.0%). Principals and coordinators reported that more support from The Alannah and Madeline Foundation eSmart Schools administration would also improve delivery (33.5% and 20.9% respectively). Nearly half the coordinators reported that they would like a dedicated eSmart Schools administrator to work with their school (47%). The case-study schools expressed a desire for one-on-one assistance and advice during the initial phase. There are obvious resource implications associated with servicing this request, but innovative technology-based solutions could provide this support.

'There is so much on the website, it's wonderful because it has everything you need, but it is a massive task to get through it all. I went through and downloaded every single document because I think it is easier to manage that way' (coordinator, government primary school, metropolitan Victoria, sustaining phase).

During the 2013 case-study visits, most schools indicated they would be amenable to the introduction of a modest fee in the sustaining phase, provided this investment yielded productive returns for the school (e.g. the provision of training, opportunities to share their experiences and challenges via workshops and/or conferences, tailored guidance for the school in maintaining their eSmart status). However, by 2014, school resources were more strained, and government schools in particular cautioned that they would have very limited capacity to engage in a user-pays system.

Next step 2: Enhance opportunities for schools to learn from each other

Coordinators and staff were generally excited to learn about and share innovative practice. Around half the coordinators (49.4%) reported that eSmart Schools encouraged schools to interact and/or share their cybersafety and student-wellbeing practices with other schools (17.4% said it did not). Just less than half the principals and coordinators reported that networking with other schools for the purposes of implementation and mutual assistance would improve eSmart schools (principals 45.9%; coordinators 37.7%).

Next step 3: Promote an explicit focus on wellbeing and digital literacy

There was a common perception that the eSmart Schools framework and its domains deal primarily with cyberbullying (one participant pointed to the descriptions of the domains online as evidence that the eSmart Schools framework is about cyberbullying). This perception limited the capacity of the framework to address a broader range of issues associated with smart, safe and responsible behaviour online. If The Alannah and Madeline Foundation wish the framework to provide schools with a holistic strategy for ensuring students' wellbeing and online safety more broadly, this needs to be more clearly communicated.

The capacity of schools to manage risks effectively lies in the digital literacy and technical skills of classroom teachers and other significant adults (e.g. parents). While some schools were improving teacher digital literacy as they progressed through the eSmart Schools journey, the enhancement of teachers' skills and literacy continued to be a significant challenge. Schools were not generally affecting adults as successfully as they were students. With the cyber landscape changing at an unprecedented pace, members of staff—particularly those who had been in the school system more than ten years—were concerned that they could not keep up. A continued supply of resources to address the changes and developments to the cyber landscape would support members of staff to maintain the necessary confidence to teach and support the smart, safe and responsible use of technology.

Principals reported that more training for staff would improve the delivery of eSmart Schools (54.1%), and 69 per cent of coordinators reported that additional eSmart training would be useful. Research shows that experiential learning is very effective in helping adults to enhance their technology skills and literacy.²⁴ The Alannah and Madeline Foundation could explore how to embed these modes of learning into the framework.

'Being older, I just haven't had the exposure and I feel like I'm out of my depth.' 'I have enough on my plate without having to get up to speed with technology too.' (teachers, secondary government school, regional Victoria, sustaining).

'Students don't even bother bringing their laptops to school anymore because the teachers don't use them; they still use the old textbooks, that's what they're comfortable with. The laptops were a complete waste of money. We don't have the IT support to have them in this school.' (eSmart Schools coordinator, government secondary school, regional Victoria, sustaining).

Teacher digital literacy is not the only challenge schools face. The quality and availability of technology varied widely across schools, as did teacher attitudes towards the use of technology for learning and student social practices. Some schools openly acknowledged that technology is a large part of young people's interactions and sense of belonging and identity. Such schools were generally more lenient about how and when students were able to use their mobile devices (particularly phones) and were more likely to embed technologies in classroom activities. Other schools saw technology as a distraction from the 'real task' of learning. Such schools were more likely to prohibit the use of mobile phones during school hours. Some students 'worked around' this prohibition, developing clever strategies for doing so beyond the adult gaze.

Next step 4: Engage parents to correlate the home world with the school world

The domain that schools find most difficult to implement is 'parent and community partnership'. All schools found it challenging to communicate to parents the importance of cybersafety issues, even those schools that had successfully gained some traction with parents. Further, they had difficulty finding meaningful ways to engage parents around these issues. Parent information sessions were typically under-attended or difficult to recruit to, despite parents reporting that they are concerned about these issues.

'We organise information evenings and only about five parents show up—we have hundreds of students, but their parents just aren't interested.' (teacher, government secondary school, regional New South Wales, implementing phase)

Sessions that were successful with parents were theatre-based, involving students performing scenarios to parents in the audience.

Principals reported that more involvement by parents would improve the outcomes of eSmart Schools (61.2% 2014). Ideally, parents should be encouraged to engage in the school's journey as early as possible so that they can support students' learning. There is significant opportunity to consider ways in which eSmart Schools could better support schools address this important area. Parent involvement in these issues should go beyond being kept informed of how the school is addressing online safety and wellbeing; it should ideally actively engage them. This is very challenging to achieve, particularly in schools where parents are less engaged with their children's education. The strategies employed by School F (see case study 11) are novel examples and could be recommended to schools to help them face these challenges. Furthermore, finding a more sustainable mechanism for supporting parent engagement would enhance the impact of eSmart Schools and lead to better outcomes for students and schools.

Only a third of coordinators reported that their school had built effective partnerships with local organisations to implement eSmart Schools (26.7%). The community activities of most schools consisted of inviting the local police to talk to the students. The Alannah and Madeline Foundation are encouraged to review the practicality and usefulness of the expectations for community engagement.

A key obstacle to developing effective community partnerships is that schools are unclear about how community partnerships can contribute to improved technology use and online safety. The Alannah and Madeline Foundation could do more to clarify this for participating schools and consider which types of resources could best support schools to pursue such partnerships.

CASE STUDY 11:

Innovative Relationship-Building with Parents

School F, government primary school, low ISCEA ranking, regional Victoria, sustaining.

According to the coordinator, eSmart Schools has been 'great' for School F 'because it made us focus on specific areas. We did an audit on how we were going initially.' During the 2013 evaluation school visit the coordinator became aware of the need to focus on parent and community engagement - and had taken some positive action, starting with a parent survey. While staff had previously assumed that students take the information they learn at school and share it at home, the survey found this was not the case.

Rather than viewing this as a 'cybersafety education' problem, the school viewed this as a 'parent engagement' challenge and sought alternative ways to bring parents to the school in order to pass on messages that raised awareness levels. They commenced with holding food-swap days at the school, where parents were encouraged to bring their excess home-grown produce to swap with other community members. The school then introduced a wellbeing section into the fortnightly school newsletter, which has been a useful way to inform parents about what it means to be eSmart. 'It has been a great avenue for us to get that knowledge that we took for granted out for parents,' said the coordinator. Parents have also been invited to help work on student-designed school murals about the changing digital world, . Each week, a parent is asked to join their child's class to see how technology is used in the classroom. The coordinator explained that these activities are about 'getting parents in to discuss the pros and cons of devices. We want them to support us in what we're doing, to educate them more.' While staff in 2014 still reported that students sometimes receive messages at home that differ from those taught at school, they felt that in general there was vastly improved engagement by parents through these initiatives and that most parents were more aware of the kinds of things they should know about their child's online practices.



Next step 5: Consider how to tailor approaches and resources for schools with specific or complex needs

The surveys and the case studies identified that schools with complex challenges and diverse needs found it difficult to navigate the eSmart Schools tool, to identify strategic and achievable steps to begin their journey and to identify and introduce resources sensitive or suitable to their school and student characteristics. There do not appear to be comparable resources that specifically target and support specific groups or needs. The Alannah and Madeline Foundation could consider innovation in this area. Schools would welcome recommendations of online and face-to-face mechanisms to assist schools to 'self-assess' as well as specific strategies or resources. Such an approach may achieve significant changes in schools and communities where there is the most to be gained from more targeted approaches.

3.4 Ways to sustain the framework beyond eSmart status and deepen its impact

Coordinators in sustaining schools reported that more resources and strategies would improve the eSmart Schools framework. They also indicated they would find more value in maintaining their eSmart status if the eSmart Schools framework continued to provide additional benefits over the longer term. Participants made several suggestions about how this could be achieved:

1. A **system of staged achievement** over a long-term period. This would be similar to a frequent flyer program, whereby schools would achieve, for example, eSmart Bronze (two years of successful implementation), Silver (four years), Gold (six years) and Platinum (ten years). The achievement of each status would be tied to reaching particular goals, developing best-practice initiatives that have been trialled in their school setting, mentoring schools that are in the planning and implementing phases and becoming a regional 'champion' of the eSmart Schools framework (as opposed to simply marking time passed in sustaining the framework).
2. **Inter-school knowledge exchange.** This would provide opportunities to engage with other schools in the sustaining phase to share insights and experiences, to workshop challenges and to showcase interventions via, for example, a series of workshops or a biennial conference.
3. **eSmart Schools champions program.** This would entail the more-experienced schools working with schools that are in the early stages of the eSmart Schools journey to promote the eSmart Schools framework and provide guidance in the crucial implementing phase.
4. A **small-grants scheme.** This would entail making small grants available to schools to trial new eSmart-affiliated interventions that draw on existing resources to target particular issues or contexts.

Some schools take a 'tick-the-box' approach and have less evidence of substantive change than do other schools. Some schools achieve eSmart status but then stagnate. The Alannah and Madeline Foundation could promote ongoing review and development, particularly to ensure that those schools that have achieved eSmart status continue to merit the standing.

SECTION 4:

Findings and Recommendations

4.1 Findings

This evaluation has found:

1. adoption of the eSmart Schools framework and approach assists schools to achieve cybersafety and to reduce bullying

There is strong evidence to suggest that as schools progress through the framework, eSmart Schools delivers accumulating impacts. This is the case, even though not all schools start from a strong base. School leadership reports that schools are safer and more respectful and that students report feeling safer in eSmart schools. eSmart Schools supports schools to improve school culture through improvements in policy, curriculum, teaching practices and the capacities of teaching staff. The framework can assist schools to shift from reactive approaches that prioritise technology risk management to proactive approaches that enable schools to more effectively acknowledge the role that technology plays in young people's lives and to embed technology in the curriculum and daily life of the school. The capacity of the eSmart Schools framework to positively affect schools is contingent on the quality of implementation.

2. eSmart Schools is achieving its original program objectives:

a) to provide schools with a useful model of culture and behavioural change around cybersafety, cyberbullying and bullying

eSmart Schools assists schools in navigating the complex field of online safety and the multitude of available resources, products and programs. In particular, eSmart Schools assists schools to develop and implement a strategy for addressing the complex issue of cybersafety, and schools value highly the reassurance this provides. The current rollout of eSmart Schools is effective. School leadership is positive about the model and almost all would recommend it to others.

b) to integrate cybersafety with schools' current knowledge and practices in student wellbeing

eSmart Schools delivers the greatest impacts when it is used to foster an organic and holistic approach to promoting safe, smart and responsible technology use. Schools that achieved the most pronounced impacts used eSmart Schools to initiate a process of reflecting broadly on the school's culture and approach to technology use and developing and implementing targeted strategies for improvement. By contrast, schools that approached the implementation of eSmart Schools in a more instrumental ('tick-the-box') manner—and in particular, those with top-down management structures—did not register the same degree of improvement.

c) to assist schools to develop a more effective curriculum around cybersafety and wellbeing and the smart use of technology

There is evidence to support an increase in curriculum. Where eSmart Schools has been used to effectively audit the school's online safety policies and practices, and where schools have prioritised curriculum as a key focus area, this has enabled them to embed eSmart Schools in the school curriculum and identify creative ways to use technology to strengthen teaching practices and consolidate a school culture underpinned by the safe, smart and responsible use of technology. However, to date, very few schools are prioritising this aspect of the eSmart Schools framework and there is much scope to enhance uptake of eSmart Schools in the curriculum.

d) to increase the skill level of teachers in the smart, safe and responsible use of technology and behaviour management

There is evidence that teachers' skills and confidence improved, although more work is needed and the impacts have not been as great on teachers as on students. Schools that prioritise teachers' digital literacy as a key pillar of implementation are achieving positive impacts in this area. Schools routinely find it challenging to prioritise teacher digital literacy early in their eSmart Schools journey. Nonetheless, evidence suggests that many schools are beginning to move in the right direction. Teachers generally recognise that they have a role to play and, over time, develop increased confidence and capacity to contribute to managing cybersafety. However, the impacts of eSmart Schools on digital literacy are unevenly spread, both within and across schools using the framework.

e) to support schools to work effectively with parents and the community in helping to keep young people safe and to become effective digital citizens

The evaluation found that parents are difficult to engage and the broader community even more so. Work needs to be done to devise strategies for the former and The Alannah and Madeline Foundation should review the utility of a focus on the latter.

f) to make eSmart Schools accessible to all Australian schools

The capacity of the eSmart Schools framework to positively impact schools is contingent on the quality of implementation, which in turn depends on the school context (i.e. school climate, attitudes of teaching staff and students, support of leadership, role of the coordinator, levels of resourcing, etc.). Where support for the coordinator was inadequate, there was low visibility of values. Where a culture of negative attitudes to technology or punitive responses to cybersafety issues prevailed, the impacts were not as great.

In addition, for a small minority of schools with special needs the framework was not as useful. Schools with high proportions of vulnerable or marginalised young people or students with disability and schools with a history of aggression or violence were challenged to tailor the framework to their needs. Overall, impacts and outcomes were strongest for primary and combined schools.

g) to ensure eSmart Schools is recognised as an appropriate, effective and efficient model of delivering change. School leadership (principals and coordinators) report eSmart Schools is an effective and easy to use model for delivering culture change in schools.

3. eSmart Schools will continue to evolve

To ensure ongoing impacts and sustainability of the framework, schools would appreciate ways of recording and measuring the tangible and ongoing benefits of investing time and resources in eSmart Schools. A synthesis of the environmental scan insights, evaluation findings and school suggestions indicate a set of steps that might support schools' ongoing use and deepen the benefits associated with eSmart Schools implementation. These are tabled below as recommendations.

4.2 Recommendations for next steps

Strengthen eSmart Schools' focus on wellbeing and promote this to schools

1. Emphasise and extend the promotion and prevention approach that underpins eSmart Schools' holistic approach to promoting young people's safety and wellbeing in a digital society by reviewing program elements to ensure eSmart Schools aligns with the latest research on success factors in whole-of-school cybersafety programs.
2. Actively promote the alignment of eSmart Schools with wellbeing and resilience frameworks to ensure schools do not see it as simply an anti-bullying checklist.
3. Provide leadership to encourage consistency and coordination between state and territory education departments in their approaches to cybersafety policy to ensure they are youth-centred, focused broadly on wellbeing and positive about technology.

Adopt a resilience framework to evaluate success

4. Track 'resilience' as an adjunct to incident reporting to reinforce positive concepts and provide better information on impact (e.g. online participation, knowledge of risks and safety strategies, problem-solving, help-seeking).

Promote the importance of teachers' digital literacy as part of the broader focus on wellbeing (including a positive view of technology)

5. Encourage schools to improve teachers' digital literacy and confidence early in their eSmart Schools journey, as this is key to delivering enduring impacts.
6. Ensure teacher education and training incorporates evidence from youth-centred research and uses intergenerational strategies.
7. Encourage teachers to have more values-based discussions with students about their online engagements rather than simply focusing on instrumental aspects of engagement (e.g. privacy settings). Young people do not distinguish between the online and offline worlds and translate their moral, social and emotional values to the online space.

Examine and promote ways to involve students

8. Explore resources and partnerships that emphasise and support schools to take a student-centred approach to eSmart Schools' implementation and student-developed activities.
9. Collate and promote case studies of examples of best-practice student involvement.

Examine ways to engage parents to correlate the home world with the school world

10. Recognise and support the role of parents as key allies in eSmart Schools' uptake. Explore strategies, such as online social networking to shape parental attitudes and behaviours and empower them as advocates of eSmart Schools.
11. Ensure education for parents includes evidence from youth-centred research and uses intergenerational strategies.
12. Review the extent to which the expectations for broader community engagement in the 'parents and community' domain is realistic and useful.

Enhance implementation

... with funding

13. Maintain—and where possible increase—the grant that accompanies the eSmart Schools framework to ensure that schools can take up eSmart Schools regardless of context or circumstance, particularly those primary and government schools with low ISCEA rankings

... with opportunities for schools to learn from each other

14. Model ideal implementation scenarios and contexts to schools through the provision of case studies of successful implementation.
15. Create mechanisms to help schools share more of their successful strategies, useful resources and innovative practices. This should include the promotion of inter-school exchanges and activities that model and promote positive cultures of technology use.
16. Develop school-to-school mentoring schemes and/or collaborative implementation planning processes that enable schools to learn from and support each other.

... with more assistance

17. Enhance the planning and implementing phases by providing additional concrete strategies, templates and one-on-one assistance and advice.

Develop tailored solutions for schools that face complex challenges or have students with special needs

18. Provide additional support to assist schools with particular challenges to develop implementation plans that are responsive to their specific school context.
19. Ensure eSmart Schools addresses the needs of vulnerable young people and makes specific provisions for young people experiencing marginalisation. This could be achieved in a variety of ways, such as needs-based targeted support and resources, marketing and communication strategies, and a redesign of the online tool to include a school self-assessment feature with tailored recommendations for specific strategies or resources.
20. Develop strategies to foster the framework's successful adoption in secondary schools.

Enhance sustainability

21. Develop ways to identify ongoing achievements and to promote the value of eSmart Schools over the long term to schools in the sustaining phase. Examples include:

- a) A system of staged achievement over a long-term period similar to a frequent flyer program, whereby schools would achieve, for example, eSmart Bronze (two years of successful implementation), Silver (four years) Gold (six years) and Platinum (ten years). The achievement of each status would be tied to reaching particular goals, developing best-practice initiatives trialled in their school setting, mentoring schools that are in the planning and implementing phases and becoming a regional 'champion' of the eSmart Schools framework (as opposed to simply marking time passed in sustaining the framework).
- b) Inter-school knowledge exchange that provides opportunities to engage with other schools in the sustaining phase to share insights and experiences, to workshop challenges and to showcase interventions via, for example, a series of workshops or a biennial conference.
- c) eSmart Schools champions program in which experienced schools work with schools that are in the early stages of the eSmart Schools journey to promote the eSmart Schools framework and provide guidance in the crucial implementing phase.
- d) A small-grants scheme, which would make small grants available to schools to trial new eSmart-affiliated interventions that would draw on existing resources to target particular issues or contexts.

Endnotes

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