Kids Helpline@School

Year 2

Program Evaluation Report

> *Students are more aware of the effects of bullying and the psychological underlying issues associated with social pressures and attacks. They feel more responsibility to report and discuss anti-social behaviour towards themselves and others"*
>
> *Teacher-Grade 6*

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yourtown Strategy and Research

Contents

Introduction

The following report presents the summary findings from the second outcome focused evaluation of Kids Helpline@School, (KAS), conducted over 18 months between May 2014 and November 2015.

An evaluation framework was developed using program logic in collaboration with LBG and Optus in May 2014 and then further developed in the KAS Business Plan in August 2015. The logic model sought to determine the objectives of the program, the key desired impacts, indicators of success, and a broad description of the methods of data gathering to be used.

Of the 25 indicators of success, 17 were repeat measures from the Year 1 evaluation study conducted between May 2013 and mid-May 2014. Additional measures were introduced in the current study to enable three to six months follow-up of students to track attitudinal and behavioural change over time.
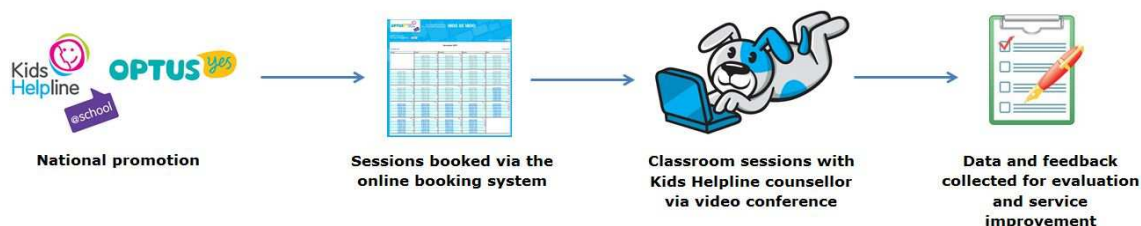
Final activity and output data for the KAS program will be reported to funding partners, Optus, in April 2016, following conclusion of the agreed annual reporting period April 2015 to March 2016.

A brief description of the outcome focused study's methodology and findings follows, including a description of how program beneficiaries were sampled, the survey tools used, and quantitative and qualitative results of indicators of change.

A table outlining the results of each measured indicator in Year 2, with comparisons for corresponding indicators in Year 1, is included on page 19.

Key achievements for the program include:

- 84% of teachers reported observations of improved peer relationships at 3-6 months follow-up
- 80% of teachers reported observations of continuing discussion of the topic among students at 3-6 months follow-up
- 69% of teachers reported observations of more students coming forward with reports of bullying behaviours rather than suffering silently at 3-6 months follow-up
- 89% of Grades 4-7 students reported having more ideas about how to deal with the issue discussed
- 77% of Grades 4-7 students reported increased confidence to deal with the issue discussed
- 94% of teachers reported likelihood of improved student understanding of help-seeking options
- 87% of all students reported likelihood of contacting KHL if they have a worry in the future

National promotion → Sessions booked via the online booking system → Classroom sessions with Kids Helpline counsellor via video conference → Data and feedback collected for evaluation and service improvement

Program Aim

Life for young Australian children is undergoing a profound shift within the digital age, opening up the potential for positive online experiences that harness their natural curiosity and nurture their learning and development needs. However, without the relevant knowledge and skills to navigate this online world safely, children may find themselves in potentially harmful situations and at risk of not achieving their full potential.

The Optus/ Kids Helpline partnership has been committed over many years to keeping children safe, enhancing their well-being and fostering the next generation of productive citizens. The Kids Helpline@School program delivers an early intervention and prevention program via live video link ups with a Kids Helpline counsellor. The program aims to address a range of issues that research from Kids Helpline has found to be of concern to young people and which may impact negatively on them in the long-term, if not addressed early.

The program targets children aged 5 to 12 years, increasing their knowledge about topics that can potentially affect their emotional and mental health, and developing their skills, resilience and ability to reach out for help when needed. Particular emphasis is placed on issues that may arise from their engagement with online environments, assisting them to understand and model positive digital behaviours, and to speak out when negative online experiences occur.

KAS program strategies

- Counsellors deliver sessions through live video technology

- Session content including innovative graphical elements developed by KHL clinical and project staff for classroom sessions

- Sessions booked by teachers and other relevant school staff through online booking systems including session topic selection

- Session content individually tailored to school and class needs

- Resources and support material developed and disseminated to participating schools

- Quality, effectiveness and impact data collection and analysis systems developed

- Regular adaption and maintenance of session communication methods between KAS and public and independent school systems.

KAS program objectives

The following are the KAS program objectives:

1. Provide primary school students with an experience in the positive use of technology and model good Digital Citizenship

2. Increase or consolidate awareness of mental health and wellbeing issues in primary school aged students.

3. Increase or consolidate awareness of mental health and wellbeing issues in teachers.

4. Reduce bullying behaviour in primary school aged children.

5. Improve primary school student peer relationships.

6. Improve student confidence to resolve issues related to mental health and wellbeing.

7. Increase student understanding and ability to identify sources of help-seeking.

8. Increase awareness of Kids Helpline (KHL) services in students and teachers.

9. Increase intention by students to contact KHL if problems arise.

Summary of KAS program objectives achievement and attribution

The Kids Helpline@School evaluation findings indicate the program continued to demonstrate significant levels of success in achieving all its program objectives in Year 2, within the limited scope of program activity. It is important when reviewing the study's results, to remember that students received varying levels of interventions, with numbers of KAS sessions experienced by individual students ranging from one up to four sessions. In addition, many schools provide a range of well-being related educational and awareness raising activities of which KAS is one component. Despite this limitation, and while some teachers reported difficulty solely attributing observed changes to the KAS program, many were prepared to nominate KAS as the direct cause of improved student knowledge, behaviours and attitudes.

Although bullying was not the specific topic of all teacher respondents' sessions, 69% reported observing more students coming forward to report bullying behaviours in the months following their session. Forty three percent reported a reduction in observed bullying behaviours in the school environment. These are strong indicators of KAS program impact, as students engage in bullying behaviours for complex reasons, generally requiring a multifaceted and longer-term strategic response - beyond the capacity of a single education session. Almost 7 out of every 10 teacher respondents observed increased levels of reporting of bullying by students who may otherwise have stayed silent, a strong first step in achieving the longer term goal of greatly reduced bullying behaviours.

Longitudinal impacts described in Table 1 on page 19 show a number of Year 2 results appearing to have slightly decreased from Year 1. This is not, however, necessarily the case, as larger samples sizes in every stakeholder group in this year's study have led to higher variances in responses. Decreased trend inferences cannot therefore be drawn over this two year time period.

Evaluation methodology

Desired outcomes derived from program objectives were classified into four domains:

1. Awareness of mental health/well-being and cyber related issues
2. Understanding and awareness of help-seeking behaviours
3. Knowledge of KHL
4. Attitudinal/behavioural change

Nineteen indicators of change were developed under these four domains, along with an additional series of six satisfaction and process effectiveness indicators. Of the 25 indicators of success, 17 were repeat measures from the Year 1 evaluation study. Additional measures were introduced in the current study to enable three to six month follow-up of students to track attitudinal and behavioural change over time.

As teachers and students were considered the main beneficiaries of the program, both groups were surveyed to gather evidence of the achievement of expected change. In addition, teachers' perspectives and observations of student outcomes were also gathered, as the age and developmental stage of primary school students limited their comprehension of survey questions.

Data was gathered from students and teachers either immediately after, or in the days following their session, and then again from teachers between three and six months after their session.

Immediate outcomes
Random sampling methodologies were used between 6 November 2014 and 2 September 2015 (9 months) to gather representative student data by selecting every fourth session by topic booked by a teacher (N=116 sessions). These teachers were mailed hard copies of student surveys and asked to distribute to all session participants immediately following the session. Teachers were asked to mail completed surveys back to the KAS project officer. Eight hundred and seventy seven surveys were returned from students attending 37 sessions (32% response rate) from 26 schools.

A link to an online teacher survey measuring the quality of program processes, as well as short-term teacher and student outcomes, was emailed to every teacher participant (N=936), and was continuously available between May 16 2014 and December 1 2015. This sampling method achieved a 21% response rate (N=199).

Both teacher and student surveys comprised a mixed methods approach with a combination of both qualitative and quantitative questions.

Longer-term outcomes
In an attempt to gather evidence of the longer-term impact for students participating in the KAS program, a link to a second mixed method survey was emailed to all participating teachers from 1 November 2014 to 30 November 2015, between 3 and 6 months after their session was held. Where teachers had participated in more than one session, only one survey link was sent. Despite enacting several strategies to increase the response rate, only 39 teachers from 32 schools completed the second survey.

Data Collection

Survey Tools

As the age of student program recipients ranged between 5 and 12 years of age, two developmentally appropriate surveys were created: one for Prep up to Grade 3, and one for Grades 4 up to 7. These surveys contained predominantly the same questions from the Year 1 study, except for the deletion of one qualitative question and the addition of two new questions designed to elicit information relating to session outcomes (See Appendix 1).

The online survey completed by teachers immediately following their session was also predominantly the same as their Year 1 survey, other than one additional question relating to increased/consolidated teacher awareness of the topic of discussion. An additional question was added in August 2015 to collect information relating to teachers' awareness of the Optus/KAS partnership (See Appendix 2).

The new and second survey distributed 3 to 6 months following a session, was designed to elicit teachers' perceptions of change in student's attitudes and behaviour over time (see Appendix 3), and specifically measured changes in:

- Peer relationships,
- Bullying behaviours,
- Reporting of bullying behaviours, and
- Continuation of student interest in the session topic

Qualitative data was also requested of teachers to elicit further details as to the nature of the impact seen in their students.

KHL contact data

A third indicator of change was developed using quantitative data from the KHL counsellors' Record a Contact (RAC) database. Children contacting the KHL service via telephone, email or web were asked how they heard about the service. Data was collected for this field in 15% of contacts between 1 January 2013 (the KAS program's first session was conducted on the 11 June 2013) and 7 December 2015 (N=141,391).

One option offered for counsellors was to record when a person contacting KHL specifically reported hearing about the service from the KAS program. A second option, the more general term "School", was also analysed as a proxy indicator of program impact. This analysis was designed to complement data from the first option, due to the limitations of asking young children to always be able to recollect the KAS program's name as referring source.

Respondent demographics

Students
 The 877 student survey respondents from 37 sessions provided a fairly representative sample of program participants over the second year of the KAS program. All 12 topics available during the year were represented:

- 227 Prep to Grade 3 survey respondents (received between 1 Dec 2014 and 19 Aug 2015)

- 650 Grades 4-7 survey respondents (received between 18 Nov 2014 and 20 Aug 2015)

Graph 1 describes the proportional distribution of topics of discussion for student respondents.

Graph 1: % of all represented topic sessions in student sample (*N*=37 sessions)
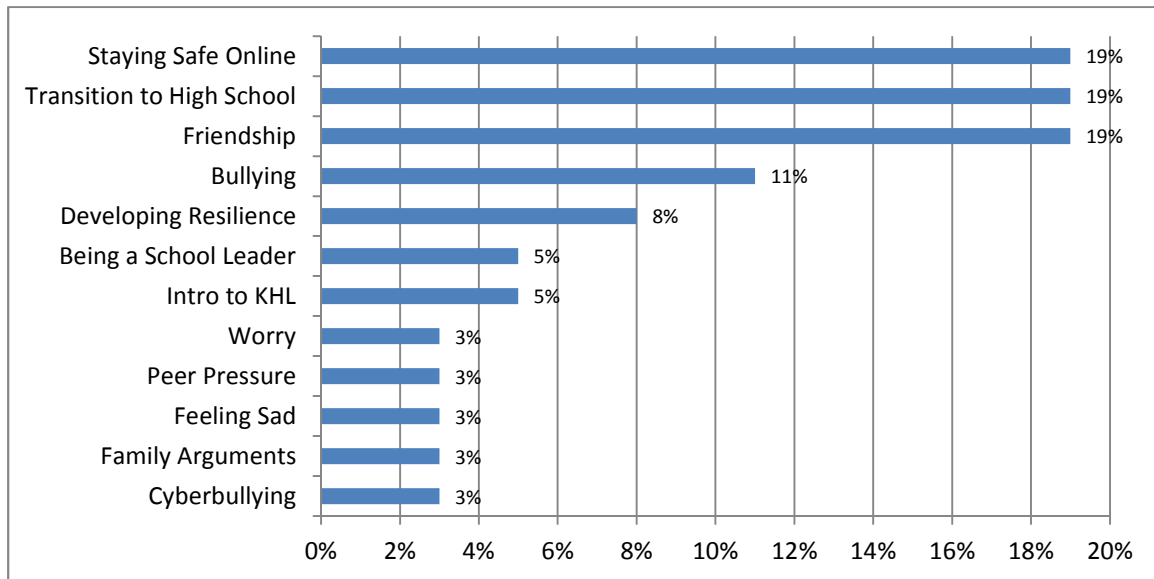
Many schools have composite classes and included more than one grade in their KAS sessions. The following graph shows the proportional representation of grades in those sessions attended by surveyed students.

Graph 2: % of grades represented in student sample (*N*=48 as more than one grade was included in multiple sessions)
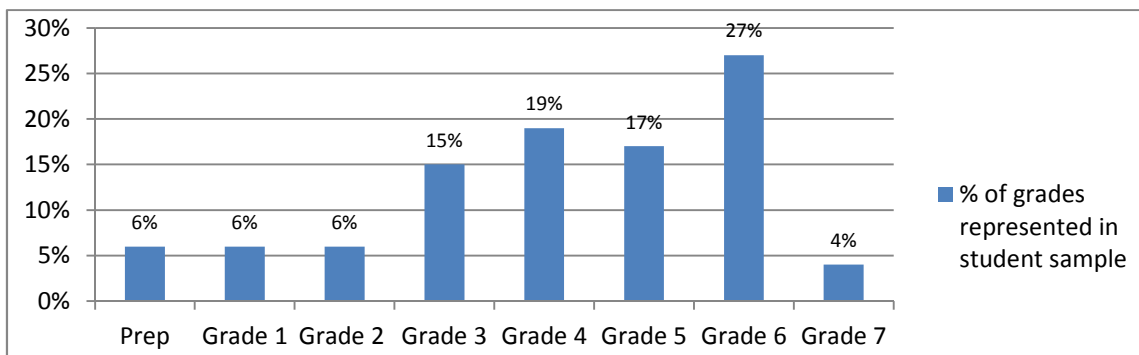
State and regional coverage

Students from 26 schools were represented in the survey. Some schools were represented more than once in the survey sample. The following Graph 3 represents both the proportional state breakdown for sampled students by both session (*N*=37) and by unique schools (*N*= 26).
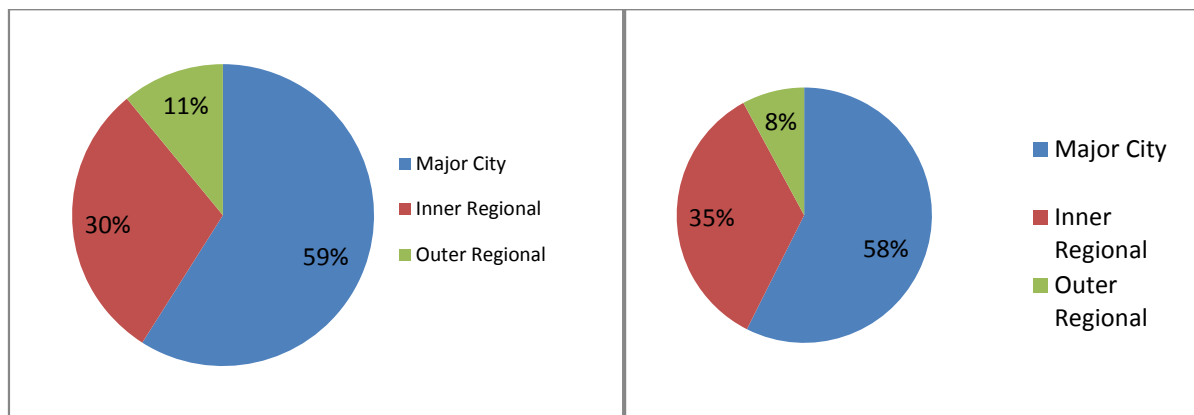
Graph 3: Proportion of sampled sessions and schools by state
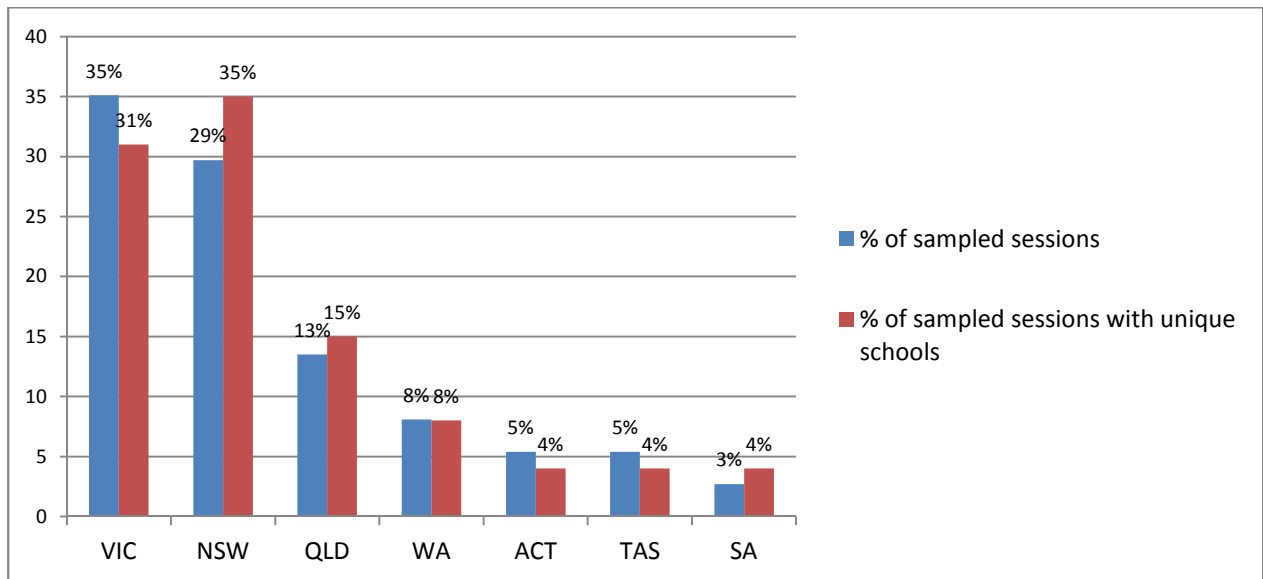
The following two graphs display the proportional distribution of sessions from sampled students by regional location: both overall, and by unique school.

Graph 4: Regional location of sampled students' sessions (*N*=37)

**Graph 5: Regional location of sampled students' sessions by unique school (*N*=26)**

Initial teachers' survey respondents

One hundred and ninety nine teacher responses from 126 schools were received. These responses represented all grades and all 12 topics. The most common topics for respondent teachers were Transition to High School (20%), Cyber safety (18%) and Developing Resilience (15%).

Teachers' three to six month follow up survey respondents

Respondents to this follow-up survey were teachers from Prep through Grade 6. Nine out of 12 topics were represented (see Graph 6). Twenty one percent of teacher respondents had been participants in Cybersafety related topics.

Graph 6: Follow-up survey respondents by topic
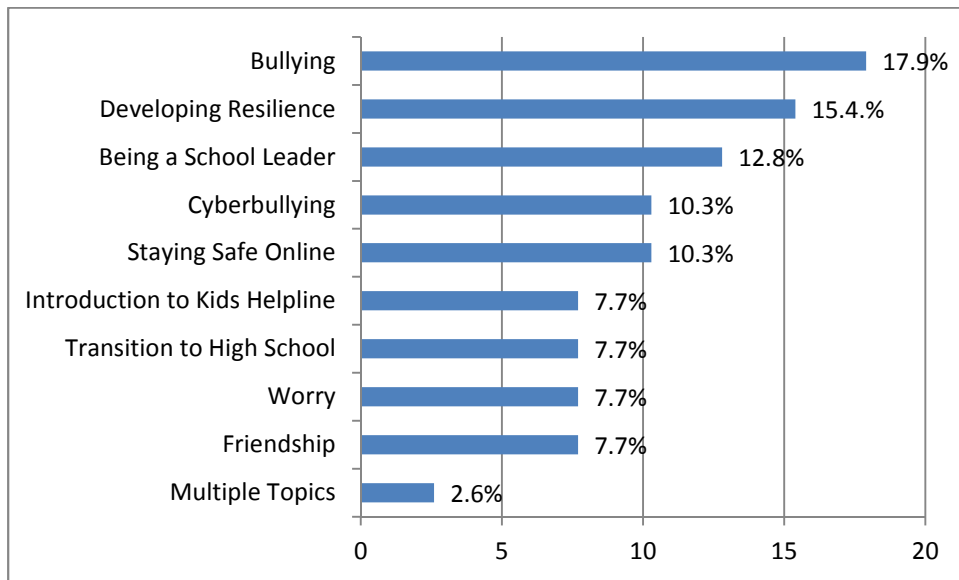
Study Results

This study measured a range of indicators related to both the effectiveness of program processes and their short to medium-term outcomes. Please note that missing data was removed from the analysis and so sample size will vary for each indicator. *N* is reported for all Indicators in Table 1 on page 19.

Program effectiveness results are graphically presented below, followed by outcome descriptions and a tabular form of comparative impacts results across Years 1 and 2 of the program. To simplify the presentation of impact data, the table offers results averaged across the sample of respondents for each outcome indicator within the four domains described earlier, plus satisfaction and loyalty measures. Matching indicator results from the Year 1 study have been included to facilitate comparisons to the second year where these are applicable. Notes have been provided to give perspective on apparent trends.

Program effectiveness

Ninety nine percent of teacher respondents had used Skype or some other form of webcam connection to engage their students with KAS counsellors. Ninety six percent felt the communication method was effective (*N*=199), however there were camera and/or microphone failures in eight sessions (4%).

More than nine out of ten teachers (91%) reported the session met their expectations.

> *"The students enjoyed the interaction with (KHL counsellor). Once we got used to Skyping it was a fun way to learn and discuss a very sensitive topic. The students were engaged and responsive"*

The remaining 9% of teacher respondents predominantly expressed disappointment with their technology failing on the day. Other feedback from this group included suggestions for more tailoring of curriculum content to individual schools, better gearing of session content and case examples to the ages of participating students, adding in more interactive and movement exercises to keep younger students engaged, and asking for more real life examples of the kinds of issues children contact KHL about.

> *"It was pitched at a very basic level and we had been already working through this topic quite extensively. Became a bit repetitive with not enough interaction. Questions asked had an obvious answer- didn't really challenge thinking or provoke further food for discussion"*

Feedback relating to sessions being too long for the youngest students was also received from a number of teachers.

> *Ours ended up going a little over one hour, which was probably about 10 minutes too long for our students. (I) suggest that after an hour the counsellor asks teacher to choose students who might have more to say, or which questions the teacher will address in class later. This will prevent the 'serial questions asker' from constantly dominating the discussion"*

> *"(My students told me) after the session: 'Went for too long - \'I got the wriggles and it\'s a long time to sit still!'"*

Results of quantitative measures of preliminary booking, preparation and session activity effectiveness were extremely positive (see Graphs 7 and 8).

Graph 7: Booking and preparation effectiveness
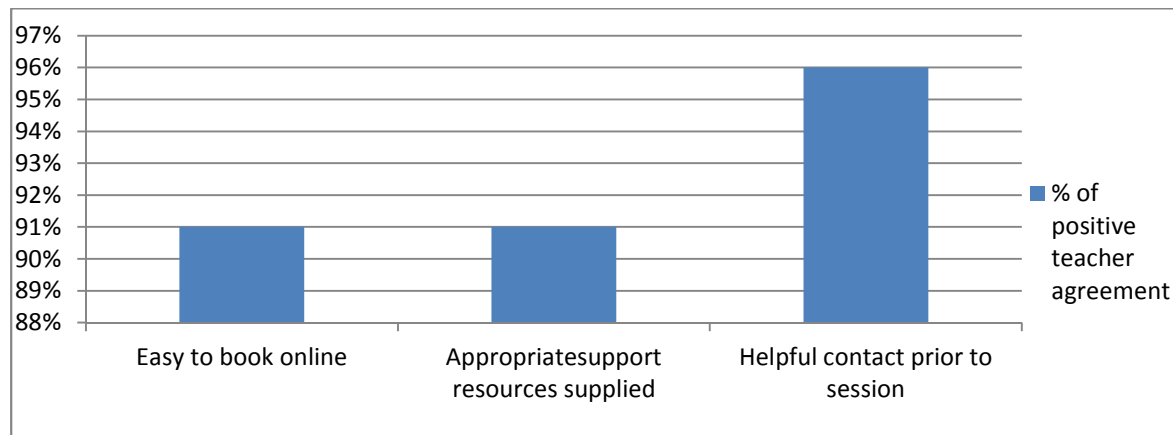
> *"As I was able to inform the counsellor what we had already discussed, she was able to directly address any concerns or uncertainties the girls may have had"*

Graph 8: Counsellor activity effectiveness
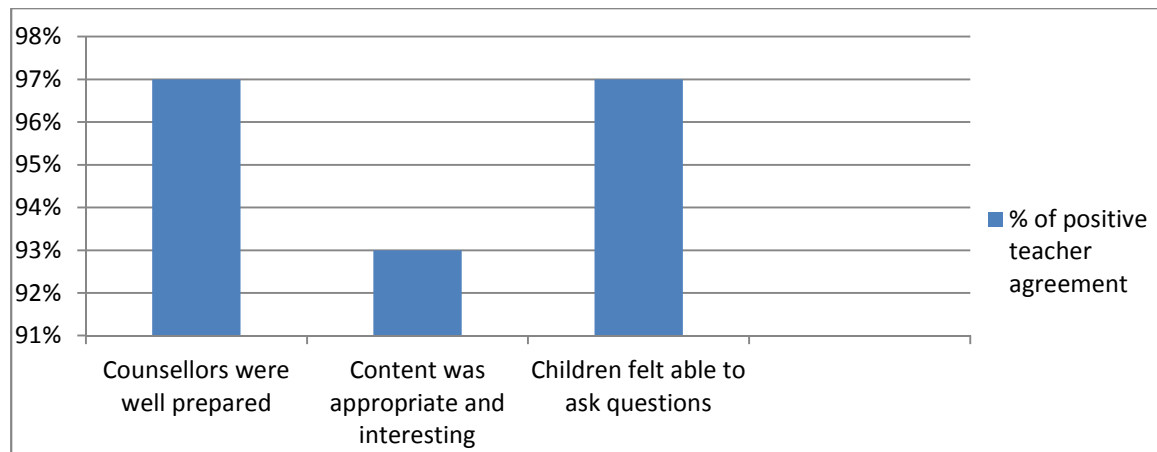
> *"Counsellor was very understanding of the students' needs and checked in with the staff along the way to ensure it was ok to continue"*

> *"Covered a range of relevant topics and was relatable to the children"*

Marketing effectiveness

The majority (27%) of respondent teachers reported hearing about the KAS program via in-school word-of-mouth (predominantly other teachers, then other school staff including principals, counsellors and welfare officers). The next most frequent sources of program information were direct (email) marketing from the KAS program officer (24%), other KAS marketing material (22%), and the KHL website (16%). Additional sources included KidsMatter (9%) and Dart Connections (2%). No teachers indicated having heard of the program from Optus source marketing.

Graph 12: Program awareness source
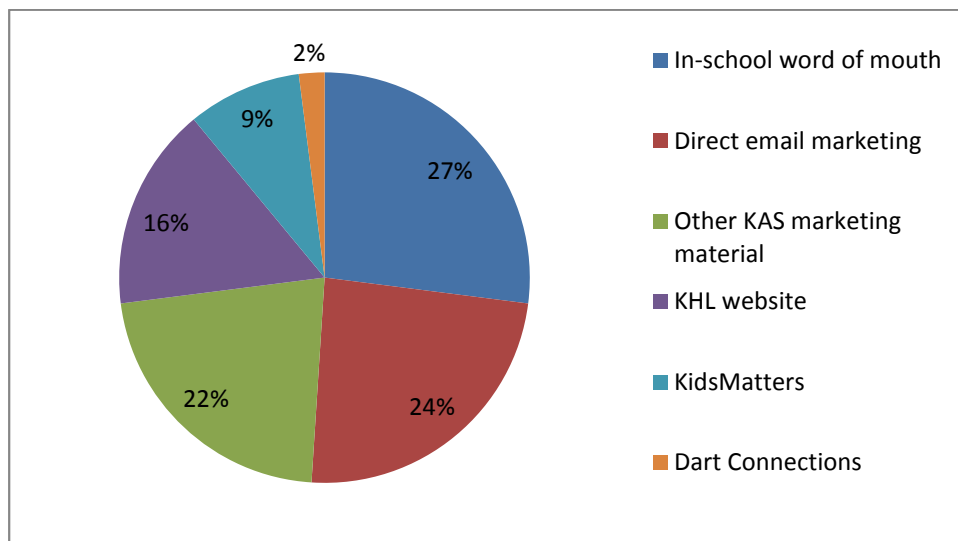
In order to better evaluate awareness levels of the Optus/KHL partnership, a new non-mandatory question was added on 5 August 2015 to the first teacher survey:

> *"KHL@School would like to better understand how well we are doing with another part of our partnership marketing. Are you able to tell us who the KHL@School corporate sponsor is?"*

There was a 46% response rate to this question (n= 29). Of these, 55% recognised Optus as the program sponsor (n=16).

Program Impact

Issues based awareness

Overall the KAS program continued to demonstrate that it was an extremely effective method for conveying information to primary school aged children about issues of direct concern to them, including cybersafety, bullying, managing transitions and change, and the positive impact of building self-awareness of mental health and general well-being. Table 1 on page 19 itemises the averaged results for all program impact indicators. It outlines that 97% of surveyed Grades 4-7 students were able to recall at least some topic content and 91% of surveyed teachers reported the session was likely to have improved their students' awareness of the topic. Eighty nine percent of surveyed students reported having more ideas about how to deal with the issue discussed and 87% of teachers reported their own improved or consolidated awareness of the topic.

> *"(I) learnt new strategies and ways to deal with cyber bullying"*
>
> *"I learnt a lot more about how to deal with resilience"*
>
> *"I've gone through a lot of things and this lesson will help me"*
>
> *"It was very helpful because now I know ways I can keep myself organised and calm"*

Help-seeking awareness and understanding

Ninety four percent of surveyed teachers reported their students were likely to have an improved understanding of help-seeking options following their session. Ninety eight percent of Grades 1-3 surveyed students reported knowing at least one source of help available to them, and 89% of Grades 4-7 surveyed students reported an awareness of where to go for help post session.

> *"It was helpful because they told me who I should go to when I have problems or need help"*

> *"It was helpful because I now know what to do if I am in need (with) trouble"*

> *"Yes, because I didn't know who to ring when I was sad"*

Knowledge of KHL

As a proxy indicator for increased knowledge of Kids Helpline services, students were asked whether they had heard of the service prior to their session. 36% of Grades 1-3 and 45% of Grades 4-7 reported prior knowledge, leading to the deduction that 64% of Grades 1-3 and 55% of Grades 4-7 had no prior knowledge. At the end of the session with a Kids Helpline counsellor 87% of Grades 4-7 students were able to recall the KHL phone number and 81% were able to recall the KHL web address. Grades 1-3 students were not asked to recall the service's contact details, however at the end of their session, 97% nominated KHL as a source of help available to them if they had a problem.

> *"I think it was helpful because I learned the number in case I need help"*

> *"Our counsellor taught us if we had problems we can ring Kids Helpline"*

> *"Helpful because I didn't know I could go to KHL"*

> *"I feel confident that they are much more likely to use the KHL service now than (if they) were following me, just telling them about it"*   (Teacher)

> *"(Counsellor) introduced the students to Kids Help Line and what is available. She made the students feel safe and encouraged participation. Students left with more understanding of the help Kids Helpline offers"*   (Teacher)

As part of building school capacity, the program also aimed to increase teachers' own knowledge of the Kids Helpline service. Ninety eight percent of teachers reported this objective had been achieved.

Attitudinal/Behavioural Change

Seventy seven percent of Grades 4-7 students reported increased confidence to deal with the issue discussed in their session.

> *"It was helpful because I can be really shy at times and you guys (helped me) sort of come out of my shell and to be more confident"*

> *"Very helpful because I know that if I was to talk about one of my problems, I wouldn't be very nervous"*

"This helpline made me confident on my decisions"

"It made me feel more confident of my choices and how to be a good leader"

"It was helpful because I didn't know what to do before and now I know exactly what to do"

Students also reported high levels of intention to contact KHL in the future if they had a worry (87%).

"Well now whenever I get sad, bullied etc I will probably call"

"It helped me because if there was an issue I will use KHL"

It is also worth considering the related comments of those 13% who responded "No" to the question of whether they would talk to Kids Helpline if they had a worry. An analysis of their qualitative data reveals the majority of these students actually gave very positive feedback about learning new information about the issues discussed.

"It was helpful because if somebody does that to me I will be able to handle it more easier"

"Because now I know how to deal with being sad"

The very small number of those students who reported no intention to contact KHL if they had a problem in the future and gave specific details about why they did not plan to contact the service, generally felt they already knew enough information about their topic, or they didn't have that problem at the time of the session, and so found it difficult to envision needing to contact the service.

"Because I already know how to deal with cyber bullies"

"I wasn't worried about high school so it wasn't really helpful"

Ninety two percent of Grades 4-7 student respondents reported an intention to recommend KHL to a friend.

"(It was) helpful because if it ever happened to me or my friends I could or they could call help"

Teachers gave significant levels of positive qualitative feedback relating to changed students' attitudes immediately following the session.

"After the session I asked the children if they felt more able to ring the Kids Helpline if they ever needed to and it was almost a 100% positive response"

Longer-term attitudinal and behavioural change was observed by teachers three to six months after the classroom session, particularly in relation to improved peer relationships (84%), and continuing student interest and discussion of the session topic (80%). Although bullying was not the specific topic of all teacher respondents' sessions, 69% of all respondents reported more students coming forward to report bullying behaviours following their session, with 43% reporting a reduction in observed bullying behaviours in the school environment. These are strong indicators of program impact, as

students engage in bullying behaviours for complex reasons which require a multifaceted strategic response, beyond a single education session.

> *"I have not noticed a reduction in bullying really, but I have noticed that students are more proactive in dealing with it and are aware of the repercussions of being a bystander"*

> *"The KHL sessions coincided with a whole school anti-bullying policy and awareness day. Since then, there has been an increase in reports of bullying from students. This is why I chose the 'disagree' option (to observed reduced bullying behaviours), however, it is not necessarily a negative thing, as it means that since these sessions, more children are coming forward about it, and know who to speak to, rather than remaining silent and having no support"*

> *"The kids were engaged and are still talking about the sessions and aiming to include information from it in their term 4 project"*

> *"I have noticed some of my clients are more open to, and have used, Kids Helpline. There is a greater awareness of the service which is FANTASTIC"*

> *"(The students are) less likely to say negative comments towards each other"*

> *"Many have reported using the service and finding it beneficial"*

> *"Our sessions were on student leadership and the students certainly talked about the session in the days following it. They take their role fairly seriously so the session reinforced the qualities and skills needed to be good leaders"*

> *"Students are more aware of the effects of bullying and the psychological underlying issues associated with social pressures and attacks. They feel more responsibility to report and discuss anti-social behaviour towards themselves and other"*

> *"The students appear to be more open about their emotions"*

> *"Students are more inclined to share their problem"*

Children contacting KHL reporting KAS or "School" as referral source

Results of survey questions relating to student intentions to use the KHL service if they have a problem in the future have been reported above. However, an additional and direct indicator of the KAS program's impact on help-seeking behaviours is the prevalence of children contacting the KHL who nominate KAS as their referral source. A second indicator is a comparison of the number of children aged between 5 and 12 years who nominated "School" as their referral source prior to the commencement of the KAS program in 2013, compared to each year following the program's establishment. Although this data represents a proxy indicator only, it is included to ameliorate the limitations of data collection from young children using the generic term "school" to

mean the KAS program. This data reflects the trends seen in direct reports of KAS as referral source.

Graph 9 represents the annual trends of reports of KAS referrals by month, commencing with 2013 (Optus funded program roll-out from May 2013). Although numbers of completed referrals are small, a clear increase can be seen each year up to the end of November 2015 when the evaluation study closed. The total annual increase was 611% in the number of contacts reporting having heard of the child helpline through the KAS program between 2013 (N=9) and 2015 (N=62).

Graph 9: Annual trend data for number of monthly contacts to KHL from children reporting KAS as referral source 2013-2015
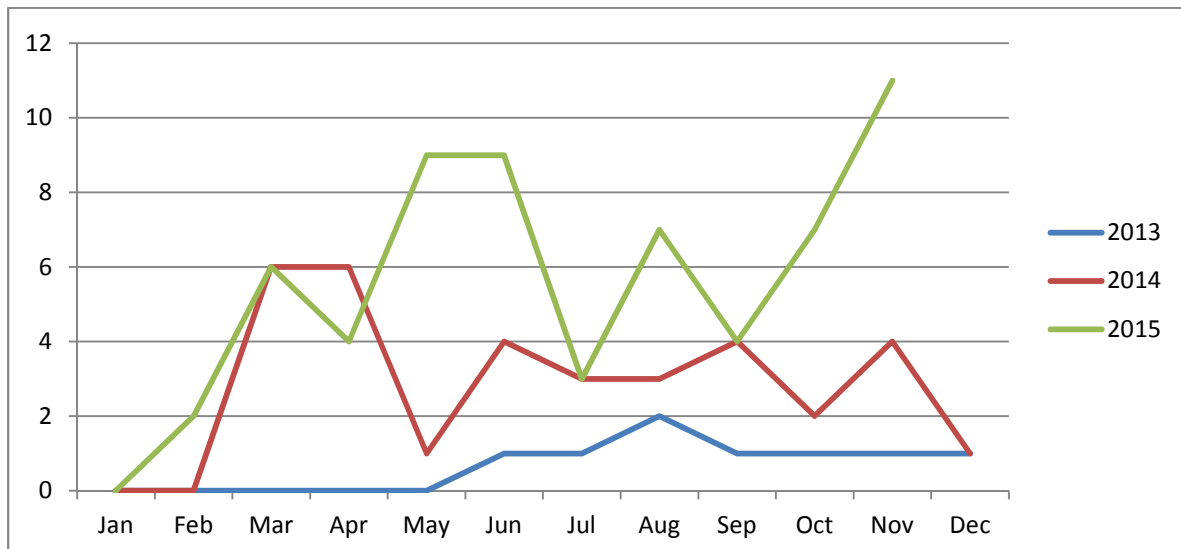
An analysis of trend data for the second option of "School" as the referring agency also saw an increase over the 3 year period (See Graph 10). In order to more accurately identify those KAS participants reporting "School", only those aged between 5 and 12 years were selected (13% of all records where age was reported; N=3,756).

Graph 10: Contacts to KHL aged 5-12 years reporting "School" as referral source
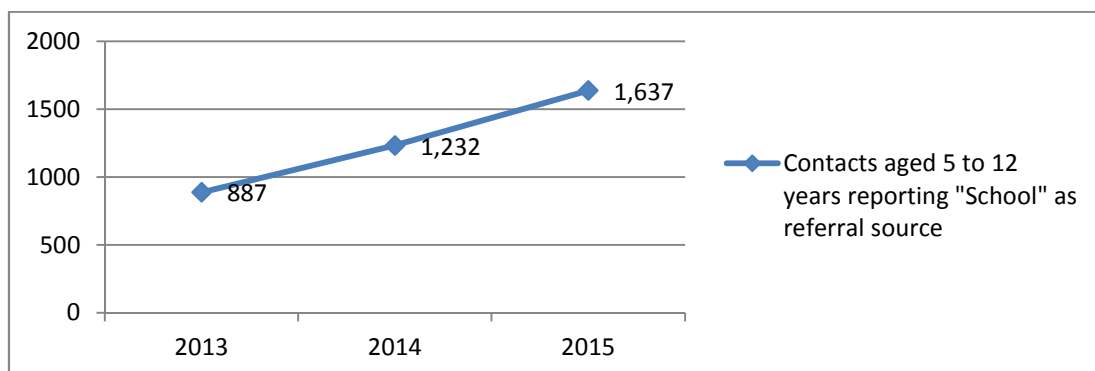
The above data (Graph 10) includes contacts to KHL from children who connect more than once. To identify trends of new referrals, only first time contacts are included in the following chart (Graph 11), demonstrating a significant upward trend of new 5-12 year old contacts reporting "School" as referral source over the three years of the program.

Graph 11: Proportional distribution of all first time contacts aged 5-12 years reporting school as referral source between 2013 and 2015 (*N*=1,843)
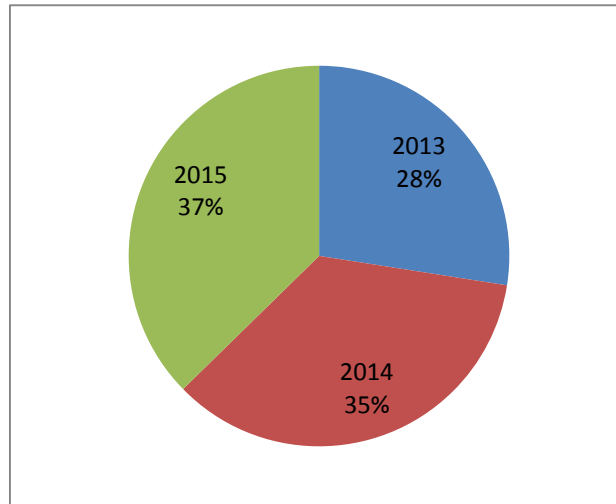
Satisfaction and Loyalty Measures

Finally, overall student and teacher satisfaction with the program was very high, with 97% of Grades 1-3 students reporting the counsellor as "helpful", and 89% of Grades 4-7 students reporting their session as "helpful".

> *"It is helpful because it gave me lots of ideas and lots of confidence"*

> *"It is helpful because if it ever happens you can get help"*

Ninety six percent of teachers reported an intention to book another session and the same proportion were likely to recommend the KAS program to other teachers and schools.

> *"We loved the sessions and have recommended them to others"*

> *"A big thumbs up to all-well done"*

> *"Well done. Will be booking again in the future"*

Table 1: Longitudinal Impact Results

Domain 1	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Awareness of Cyber/ Mental Health and Well-being related issues	*% of Grades 4-7 students able to remember some topic content following the session*	*% of Grades 4-7 students reporting having more ideas about how to deal with the issue discussed*	*% of teachers reporting sessions were likely to have improved student awareness of the topic discussed*	*% of teachers reporting their own improved or consolidated awareness of the topic discussed*
Year 2 (data collected 2014-2015)	97% (N=636)	89% (N=647)	91%(N=198)	87% (N=198)
Year 1 (data collected 2013-2014)	N/A	N/A	100%(N=38)	95%(N=38)
Annual Trend	N/A	N/A	*Decreased	*Decreased

Comments: *A proportional decrease in results for Year 2 compared to Year 1 is likely to be related to the increase in teacher sample size (*N* is given for each Indicator). Significantly larger teacher sample size in Year 2 initial survey led to a higher variance in responses, therefore decreased trend inferences cannot be drawn during this time period for these indicators.

Domain 2	Indicator 5	Indicator 6	Indicator 7
Understanding and Awareness of Help-seeking Behaviours	*% of teachers reporting sessions were likely to have improved student understanding of help-seeking options*	*% of Grades 4-7 students reporting awareness of where to go for help*	*% of Grade 1-3 students reporting at least one source of help available to them post-session*
Year 2 (data collected 2014-2015)	94% (N=198)	89% (N-644)	98% (N=227)
Year 1 (data collected 2013-2014)	97% (N=38)	89% (N=379)	98% (N=43)
Annual Trend	*Decreased	Unchanged	Unchanged

Comments: *A proportional decrease in results for Year 2 compared to Year 1 is likely to be related to the increase in teacher sample size (*N* is given for each Indicator). Significantly larger teacher sample size in Year 2 initial survey led to a higher variance in responses, therefore decreased trend inferences cannot be drawn during this time period for these indicators.

Domain 3	#Indicator 8	#Indicator 9	Indicator 10	Indicator 11	Indicator 12
Knowledge of Kids Helpline	*% of Grades 1-3 students previously aware of KHL*	*% of Grades 4-7 students previously aware of KHL*	*% of Grades 4-7 students able to recall KHL phone number*	*% of Grades 4-7 students able to recall KHL web address*	*% of teachers reporting their own increased knowledge of KHL services*
Year 2 (data collected 2014-2015)	36% *(N=220)*	45% *(N=620)*	87% *(N=650)*	81% *(N=650)*	98% *(N=150)*
Year 1 (data collected 2013-2014)	33% *(N=40)*	65% *(N=377)*	80% *(N=379)*	70% *(N=379)*	N/A
Annual Trend	#	#	Improved	Improved	N/A

Comments:
These indicators are reported only to offer additional information in relation to baseline measures of levels of awareness of KHL prior to the session. The results for Year 2 Indicators 10 and 11 suggest larger impacts have been made by the Year 2 KAS sessions on knowledge about how to contact KHL this year compared to Year 1.

Domain 4	Indicator 13	Indicator 14	**Indicator 15	**Indicator 16	Indicator 17	Indicator 18	Indicator 19
Attitudinal/ Behavioural Change	*% of all students reporting definite or possible intention to contact KHL if they have a worry in the future*	*% of Grades 4-7 students reporting intention to recommend KHL to a friend*	*% of teachers reporting observing more students coming forward with reports of bullying behaviours*	*% of teachers reporting observations of reduced bullying behaviours*	*% of teachers reporting observations of improved peer relationships*	*% of teachers reporting observations of students continuing to discuss the issue*	*% of Grades 4-7 students reporting increased confidence to deal with the issue*
Year 2 (data collected 2014-2015)	87% *(N=862)*	92% *(N=636)*	69% *(N=29)*	43% *(N=28)*	84% *(N=31)*	80% *(N=35)*	77% *(N=647)*
Year 1 (data collected 2013-2014)	81% *(N=401)*	96% *(N=377)*	N/A	N/A	N/A	N/A	N/A
Annual Trend	Improved	*Decreased	N/A	N/A	N/A	N/A	N/A

Comments: *A proportional decrease in results for Year 2 compared to Year 1 is likely to be related to the increase in sample size (*N* is given for each Indicator). Significantly larger sample sizes in Year 2 survey can lead to higher variances in responses, therefore decreased trend inferences cannot be drawn during this time period for these indicators.
**Indicators 15 and 16 were measured at 3-6 months and these reported changes demonstrate strong program impact because: 1. Session topics of teacher respondents were not necessarily related to bullying; 2. Students of teacher respondents may have experienced only one session, while high levels of reduced bullying behaviours will require additional strategies

Domain	Indicator 20	Indicator 21	Indicator 22	Indicator 23	Indicator 24	Indicator 25
Satisfaction	*% of Grades 1-3 students who found their counsellor helpful*	*% of Grades 4-7 students who found their session helpful*	*% of teachers reporting ease of online session booking*	*% of teachers reporting their session communication method was effective*	*% of teachers reporting intention to book another session*	*% of teachers likely to recommend KHL@School to other teachers/ schools*
Year 2 (data collected 2014-2015)	97% (*N*=223)	89% (*N*=642)	91% (*N*=174)	96% (*N*=199)	96% (*N*=182)	96% (*N*=184)
Year 1 (data collected 2013-2014)	85% (*N*=39)	69% (*N*=379)	97% (*N*=36)	100% (*N*=39)	100% (*N*=38)	100% (*N*=37)
Annual Trend	Improved	Improved	*Decreased	*Decreased	*Decreased	*Decreased

Comments: *A proportional decrease in results for Year 2 compared to Year 1 is likely to be related to the increase in sample sizes in each stakeholder group (*N* is given for each Indicator). Significantly larger samples sizes in every stakeholder group in Year 2 led to higher variances in responses, therefore decreased trend inferences cannot be drawn during this time period.