

Optus Digital Thumbprint



with **kids**helpline
Anytime Any Reason

Annual Impact Evaluation 1 July 2018 – 30 June 2019



Table of Contents

	Page
Executive Summary	3
Who was helped?	5
What was delivered?	6
With what impact?	7
Meeting the digital information needs of Australian primary school students	8
Trends in topic selection	9
Repeat schools	10
Study Results	11
Impact indicator results	12
Student statements of intention to try something new	16
Appendix: Evaluation methodology	17

Executive Summary

Optus has been in partnership with Kids Helpline for the past 20 years. The Optus Digital Thumbprint with Kids Helpline program has been operating since 2017. The program is designed to raise awareness, improve knowledge and create positive attitudes and behaviours towards safe technology use and help-seeking. Through delivery of web-enabled counsellor facilitated information sessions on eight discrete topics, this early intervention program aims to positively affect the following seven domains of a student's life:

1. Awareness of issues relating to digital citizenship
2. Knowledge of strategies to address common digital citizenship concerns
3. Increased understanding and awareness of help-seeking behaviours
4. Knowledge of available helping resources, including Kids Helpline
5. Attitudes towards help-seeking
6. Confidence to use technology
7. Choice and decision-making relating to technology use
5. Did teachers believe that the program would positively influence student's future behaviours?
6. Did students form an intention to change their behaviour in positive ways over the course of the session?
7. Were program processes effective in facilitating student and teacher participation?
8. Was there a high level of overall satisfaction with the Optus Digital Thumbprint with Kids Helpline program?

In addition, the program aims to equip teachers with the necessary knowledge to support their students to make positive choices and decisions relating to technology use, and to seek additional help when needed.

yourtown conducts annual evaluations of the Optus Digital Thumbprint with Kids Helpline program. Feedback is collected from participating teachers and students post session, including retrospective pre to post self-assessment. Participants' perceptions of changes in awareness, knowledge and attitudes are subsequently analysed.

During 2018-2019 a series of three surveys, originally designed for the 2016-2017 evaluative study, was amended to better collect information relating to the following eight evaluative questions:

1. Did knowledge about digital-related issues increase over the course of the session?
2. Did understanding and awareness of help-seeking behaviours increase over the course of the session?
3. Did knowledge of Kids Helpline as a resource increase?
4. What level of intention to contact Kids Helpline if they had a worry or concern did students report?

The target reach for the Optus Digital Thumbprint with Kids Helpline program was increased from 10,000 to 15,000 participating students from 1 July 2018-30 June 2019 contract. Although the program received bookings for 17,937 students, a session cancellation rate of 28% (n= 157 sessions) and teacher over-estimations of expected student numbers in some completed sessions led to the program reaching 82%, of the student participation target (12,344).

Despite this, the 2018-2019 Optus Digital Thumbprint with Kids Helpline evaluative study found all Impact Indicators performed well, although some results varied from last year's evaluative study.

The majority of impact indicators established through teacher feedback improved. Twelve out of 15 indicators improved, with two reaching 100% ("Intention to book another session" and "Intention to recommend program to other teachers").

Although eight out of ten student impact indicators decreased in proportions of positive responses, the majority of these decreases were small. The largest decreases since the 2017-2018 study were:

- Grades 4-6 students reported gaining helpful ideas about positive use of technology (75%; a decrease of 11%)
- Grades 4-6 students reported increased confidence to use technology (67%; a decrease of 9%)

- Grades 4-6 students remembering the KHL phone number (65%; a decrease of 14%)

The high level of repeat students during the 2018-2019 year (54% of schools held more than one session with multiple sessions held with composite classes) may have impacted on students' capacity to self-report continuous increases in ideas and confidence, as well as raising the potential for "survey fatigue".

Despite these shifts in student feedback, the 2018-2019 study continued to demonstrate that Optus Digital Thumbprint with Kids Helpline is predominantly able to effectively convey information designed to assist primary school aged children to conduct their online lives safely and constructively. The study indicated the program is able to positively influence young children's awareness and knowledge of, and attitudes toward safe technology use, with research supporting the hypothesis that the presence of these antecedent variables improve conditions leading to behavioural change (for eg: Lustria et al., 2013).

Students reported a statistically significant mean improvement in self-reported increased knowledge about digital technology and related issues gained

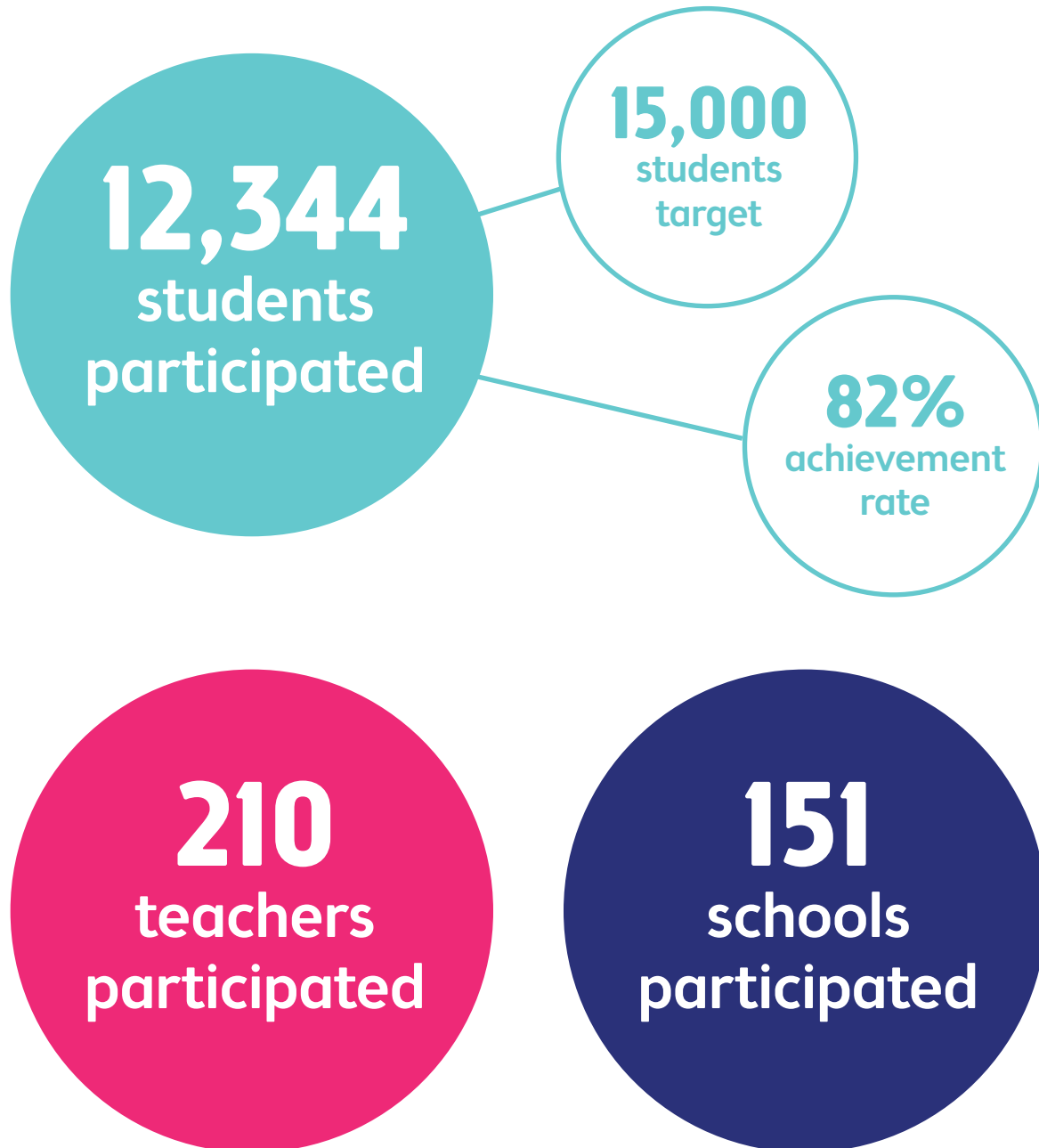
from their sessions. Sixty nine percent also reported an intention to change their behaviours as a result of their classroom session, with 605 students documenting statements of the changes they intended to make.

The study showed that overall the program is popular with all stakeholders, but that specific topics are perceived by teachers to be more useful to students at different ages.

The following pages outline the key outcomes achieved during the 2018-2019 Optus Digital Thumbprint with Kids Helpline program. The report layout is designed to enable results to be quickly identified for each indicator of achievement against the eight evaluative questions outlined above, alongside comparisons to the previous year's study results where applicable.

A brief description of the methodology used to conduct the evaluation is included as an appendix to this report.

Who was helped?



What was delivered?

399

Optus Digital Thumbprint with Kids Helpline sessions held

8 digital topics offered

Most frequently selected digital topic **'Staying Safe Online'**

122
'Staying Safe Online' sessions

3,298
'Staying Safe Online' students

Teachers of younger children (Prep to Grade 2) were more likely to select 'Introduction to Kids Helpline' and 'Staying Safe Online' than any other topic for their session.

By Grades 3, teachers were more likely to also include 'Cyberbullying', 'Positive Use of Technology' and 'Balancing Life and Technology' in addition to the first two topics.

Teachers of Grades 5 and older students were also more likely to introduce Digital Identity and Respectful Relationships Online in addition to the previous six topics

With what impact?

281% increase in number of Grades 4-6 students reporting "A lot" of knowledge about the issue following their session

75% of Grades 4-6 students gained ideas about how to deal with the issue discussed

99% of teachers reported sessions were likely to have improved students' understanding of the topic discussed

99% of teachers reported sessions were likely to have improved student understanding of help-seeking options

96% of teachers reported their own improved or consolidated awareness of topic discussed

99% of teachers reported the session was likely to positively influence students' future choices and decisions

69% of Grades 4-6 students reported an intention to try a new behaviour following their session

100% of teachers would recommend Optus Digital Thumbprint with Kids Helpline to other teachers

Meeting the Digital Information needs of Australian primary school students

The table below outlines the breakdown of digital information related topics discussed in 399 sessions held during the 2018-2019 financial year, and the number and proportion of all students who participated in each topic. 'Staying Safe Online' continued the previous two financial years' trend as the most popular topic selected by teachers (31% of all sessions) along with the largest number of student participants (3,298). This year "Cyberbullying" was the second most frequently selected topic (16%) along with the second highest number of students (2,241). Introduction to Kids Helpline moved to third most highly selected topic (15%), with 17% of all student participants.

Figure 1 (below) outlines the full topic breakdown for the 2018-2019 financial year.

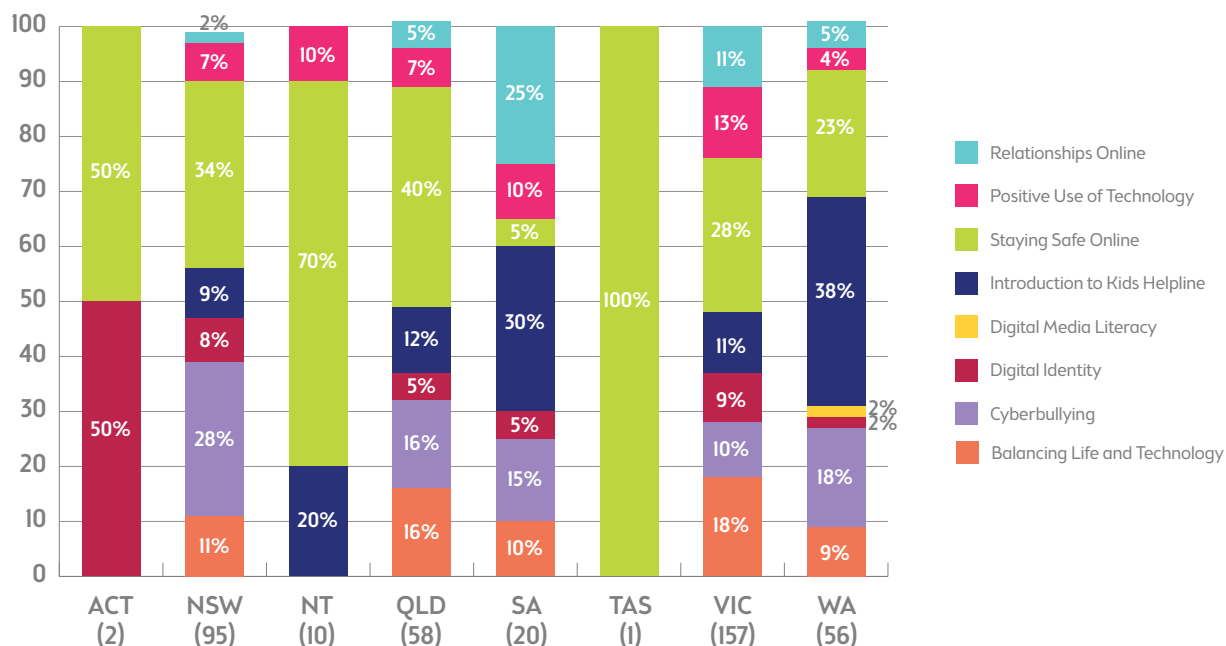
Figure 1: Number and % of Sessions Held and Students Participating x Topic

Digital Topic	Students no's	*% of all students	Sessions held	% of all sessions
Staying Safe Online	3,298	27%	122	31%
Cyberbullying	2,241	18%	65	16%
Introduction to Kids Helpline	2,105	17%	62	15%
Balancing Life and Technology	1,621	13%	54	14%
Positive Use of Technology	1,119	9%	36	9%
Respectful Relationships Online	1,039	8%	31	8%
Digital Identity	889	7%	28	7%
Digital Media Literacy	32	<1%	1	<1%
Total	12,344	100%	399	100%

% are rounded to the nearest number

Figure 2 (next page) highlights the range of topics selected by schools in each state as a proportion of the total state's sessions. Victoria held the largest number of sessions (157), across seven topics. New South Wales and Queensland held 95 and 58 sessions respectively, also across seven topics, while Western Australia held 56 sessions across all eight available topics. Tasmania and the Australian Capital Territory continued to participate in the program at levels below general population ratios due to persistent challenges with state and territory education department technology platforms.

Figure 2: Topics x State (N=399)



Trends in topic selection

Over the course of the year, Staying Safe Online remained the most popular topic in each state other than South Australia and Western Australia.

When asked whether the topic selected was to fulfill curriculum requirements, 67% of sampled teachers (n=145) responded in the affirmative. The remaining respondents reported they chose topics such as Introduction to Kids Helpline because of concerns about their students' emotional wellbeing as a result of trauma and unstable home lives, or unsafe use of social media.

Teachers of younger children (Prep to Grade 2) were more likely to select 'Introduction to Kids Helpline' and 'Staying Safe Online' than any other topic for their session.

By Grades 3, teachers were more likely to also include 'Cyberbullying', 'Positive Use of Technology' and 'Balancing Life and Technology' in addition to the first two topics.

Teachers of older students in Grades 5 and above, were more likely to also introduce Digital Identity and Respectful Relationships Online.

Figure 3 (next page) outlines in greater detail the number of sessions held with each grade on each topic.

Figure 3: Grades x Topic (N=399) National data

Year Level	Balancing Life and technology	Cyber-bullying	Digital Identity	Digital Media Literacy	Introduction to Kids Helpline	Staying Safe Online	Positive Use of Technology	Respectful Relationships Online	Total
0	0	0	0	0	1	6	3	0	10
0 to 1	0	0	0	0	1	2	0	0	3
0 to 2	1	0	0	0	0	3	1	0	5
0 to 3	0	0	0	0	1	0	0	0	1
0 to 4	0	0	0	0	0	1	0	0	1
0 to 6	2	0	0	0	0	3	2	0	7
1	0	0	0	0	0	2	0	0	2
1 to 2	0	0	0	0	7	9	0	0	16
1 to 3	0	0	0	0	1	0	0	0	1
2	0	0	0	0	0	10	0	0	10
2 to 3	2	0	0	0	2	4	0	0	8
2 to 4	1	1	0	0	0	0	0	0	2
3	1	1	0	0	2	11	1	0	16
3 to 4	5	10	2	0	4	11	8	0	40
3 to 6	2	2	0	0	1	6	3	0	14
4	9	4	0	1	3	20	5	0	42
4 to 5	1	3	2	0	1	5	1	0	13
4 to 6	0	2	0	0	1	1	1	1	6
5	4	12	3	0	13	10	6	5	53
5 to 6	16	15	11	0	12	10	1	14	79
6	9	13	10	0	10	6	4	10	62
6 to 7	0	2	0	0	0	0	0	1	3
7	1	0	0	0	1	1	0	0	3
7 to 9	0	0	0	0	0	1	0	0	1
10	0	0	0	0	1	0	0	0	1
Total	54	65	28	1	62	122	36	31	399

Repeat schools

Over the past two years, 231 unique schools have participated in the program. Twenty-nine of these have participated in sessions in both the 2017-2018 and the 2018-2019 years. This means that 81% (n=122) of the 151 schools participating in 2018-2019 were new to the program.

Study results



“I am going to change my password to a stronger password”

Student Grade 5



“I am going to have breaks every half an hour from gaming”

Student Grade 4



“I am going to report anything bad online to a trusted adult”

Student Grade 6



” I am going to try to be helpful and not to be rude online”

Student Grade 3

“It was good to meet with a counsellor that we had worked with previously. (Counsellor name) was very professional and her gentle and calm approach encouraged the students to open up and engage in quite a deep conversation. She created a very safe environment.”

Teacher Grades 2-4

“Very happy with content covered. Gave the students a good foundation to online use, safety and protecting their privacy”

Teacher Grades 5-6

“You guys do a fantastic job and we are lucky to have you. The session was insightful, prepared, engaging and informative”

Teacher Grades 5-6

Impact Indicator Results

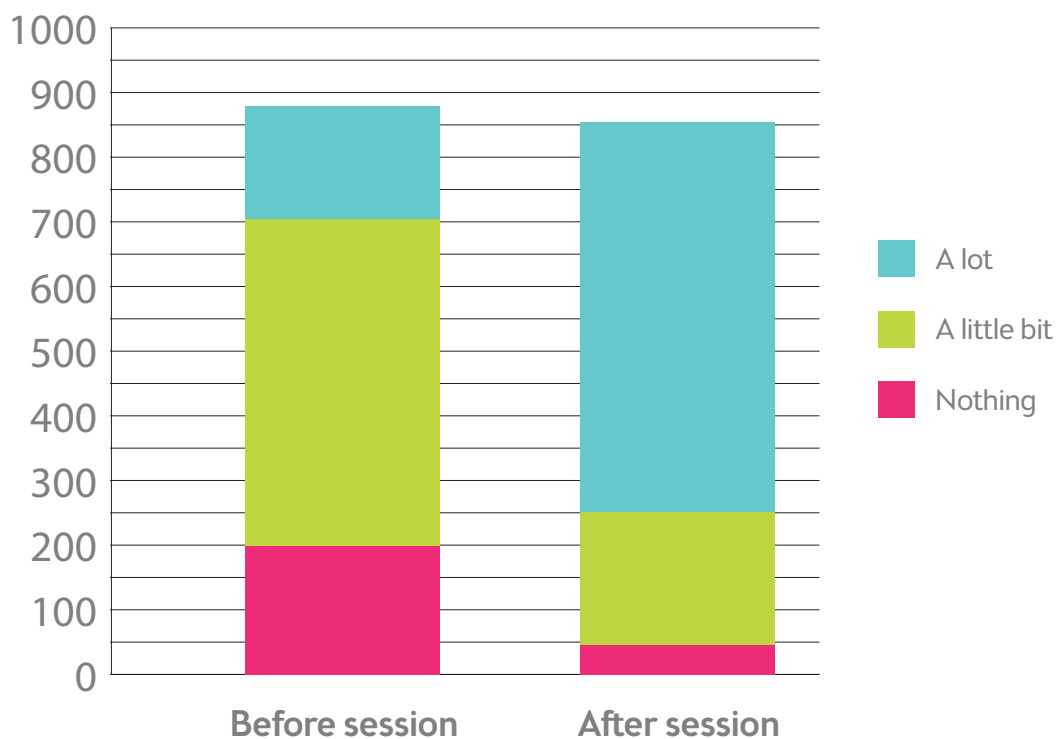
AWARENESS OF DIGITAL RELATED ISSUES

Indicator 1: Grades 4-6 students reporting an increase in knowledge about their topic

Sixty eight percent (68%) of Grades 4-6 students reported an overall increase in their knowledge of digital-related issues.

Retrospective pre to post testing provided evidence of a statistically significant increase in the mean score of self-reported knowledge levels from 1.95 to 2.64 (on a scale of 1-3 with 1="Nothing" and 3="A lot"), with a 281% increase in the number of students reporting they knew "A lot" about the topic following their session.

Figure 4: Levels of topic knowledge reported by students before and after sessions (N=869)



Impact Indicator Results (continued)

Awareness of digital related issues	Indicator 2	Indicator 3	Indicator 4
	Grades 4-6 students reporting gaining helpful ideas about positive use of technology*	Teachers reporting sessions likely to have improved their students' understanding of the topic discussed	Teachers reporting their own improved or consolidated awareness of the topic discussed
Number responding positively	648	140	136
Number answering question	865	141	141
% of positive responses	75%	99%	96%
% change on previous year	11% ↓	5% ↑	4% ↑

Note

*Referenced in Executive Summary, possibly linked to repeat bookings.

Increased understanding and awareness of help-seeking behaviours

Understanding and Awareness of Help-Seeking Behaviours	Indicator 5	Indicator 6	Indicator 7
	Teachers reporting sessions were likely to have improved student understanding of help-seeking options	Grades 4-6 students reporting post-session awareness of where to go for help	Grades 1-3 students reporting post session at least one source of help available to them
Number responding positively	142	715	348
Number answering question	143	860	355
% of positive responses	99%	83%	98%
% change on previous year	1% ↑	6% ↓	1% ↓

Increased knowledge of Kids Helpline

Knowledge of Kids Helpline	Indicator 8*	Indicator 9*	Indicator 10**	Indicator 11
	Grades 1-3 students introduced to KHL for first time	Grades 4-6 students introduced to KHL for first time	Grades 4-6 students who remember the KHL phone number post session*	Teachers reporting their own increased knowledge of KHL services post session
Number responding positively	115	402	572	136
Number answering question	343	778	874	141
% of positive responses	66%	48%	65%	96%
% change on previous year	2% ↓	7% ↑	14% ↓	1% ↓

Notes

*Indicators 8 & 9: Varying rates of repeat classes will affect this indicator over time.

**Indicator 10: 245 missing responses to this question were included in the denominator to increase validity of proportional result. This is in line with the method used to calculate this indicator's proportion in both the 2016-2017 and 2017-2018 studies.

Improved attitudinal/ behavioural change

Attitudinal/ Behavioural Change	Indicator 12	Indicator 13	Indicator 14	Indicator 15	Indicator 16
		All students who would consider contacting KHL if they had a worry or concern	Grades 4-6 students who would consider recommending KHL to friends	Grades 4-6 students reporting increased confidence to use technology	Teachers reporting the session was likely to have positively influenced students' future choices and decision-making
Number responding positively	1,006	756	574	138	591
Number answering question	1,198	847	863	140	858
% of positive responses	84%	89%	67%	99%	69%
% change on previous year	6% ↓	4% ↓	9% ↓	4% ↑	New indicator in 2018-2019

How satisfied were program beneficiaries?

Satisfaction	Indicator 17*	Indicator 18	Indicator 19
		Grades 1-3 students who found their counsellor helpful	Teachers who intended to book another session
Number responding positively	323	134	132
Number answering question	346	134	132
% of positive responses	93%	100%	100%
% change on previous year	Not comparable sample	2% ↑	2% ↑

Notes

*Indicator 17: This question was only asked of Grades 1-3 this year, compared to last year when all students were asked.

How effective were the program components?

Program Process Measures	Indicator 20	Indicator 21	Indicator 22	Indicator 23
	Teachers who found the technology platform worked well	Teachers who reported the session met their expectations	Teachers who found the booking site easy to navigate and use	Teachers who found the session was well supported by appropriate resources
Number responding positively	142	142	129	136
Number answering question	146	146	131	140
% of positive responses	97%	97%	99%	97%
% change on previous year	3% ↑	3% ↑	no change	2% ↑
Program Process Measures	Indicator 24	Indicator 25	Indicator 26	Indicator 27
	Teachers who found contact prior to the session helpful	Teachers who found KHL counsellors well-prepared for the session	Teachers who believed the content was appropriate and relevant to their students	Teachers who believed the children felt able to ask questions of the counsellor
Number responding positively	131	139	139	141
Number answering question	131	141	140	143
% of positive responses	100%	99%	99%	99%
% change on previous year	3% ↑	2% ↑	no change	3% ↑

Student statements of intention to try something new

“I’m going to ask for help from a trusted adult”

“I’m going to report cyberbullying”

“I’m going to block bullies and strangers”

“I’m going to check the safety of apps before I download”

“I’m going to be an upstander not a bystander to help other people”

“I’m going to protect my password /digital identity”

I’m going to be braver and kinder to other children”

“I’m going to make my social media profiles secure”

“I’m going to read the Kids Helpline website”

“I’m going to use the ‘Three Ss’- Stop/Share/Shut-down”

“I’m going to contact Kids Helpline”

“I’m not going to post or repost inappropriate photos or vids”

“I’m going to help other people who are being cyberbullied”

I’m not going to talk to strangers online”

“I’m going to use the ‘Three Rs’- Responsible/ Respectful and Reputation”

“I’m going to have breaks every half hour from gaming”

Appendix

Evaluation methodology

PARTICIPANTS AND PROCEDURES

A total of 1,340 stakeholders from two groups:- teachers and students, contributed to program impact measurement.

Teachers

Following their session all participating teachers were emailed a link to an online survey which was open for the full financial year 2018-2019. Teacher responses were received from 111 teachers in 88 schools holding 145 sessions. Seven topics were represented, with Digital Media Literacy not represented. This was an expected result as only one Digital Media Literacy session was held throughout the year

Students

The student stakeholder group was divided into younger (Grades 1-3) and older (Grades 4-6) children, and feedback gathered from each cohort using two age appropriate paper surveys aiming to measure similar constructs. These surveys were mailed out to schools between February and April 2019 along with Optus Digital Thumbprint with Kids Helpline program promotional rulers to be distributed by teachers to student participants. Teachers were requested to mail completed paper surveys back in prepaid return envelopes.

Three thousand, six hundred and eighty four surveys were sent out to classes who completed sessions during the sampling period.

Responses were subsequently received from 1,229 students (34%) in 28 schools holding 61 sessions. All but one topic (Digital Media Literacy) was represented.

The table below outlines the numbers of responses from each stakeholder group:

Number of teachers surveyed	111
Total number of sessions represented in teacher surveys	145
Number of Grades 1-3 students surveyed	355 from 20 sessions
Number of Grades 4-6 students surveyed	874 students from 44 sessions
Total number of sessions represented in student survey results	*61

Notes

*Three sessions were held with composite classes containing students from both Grades 1 -3 and Grades 4 - 6.

STUDY DESIGN

Students

Student surveys were designed to collect evidence of increased knowledge and awareness of:

1. The digital related topic discussed
2. Help-seeking behaviours
3. Kids Helpline as a readily available resource

In addition, students were asked to record whether they had:

1. Increased ideas about how to deal with the digital issue discussed
2. Increased confidence to deal with the digital issue discussed
3. An intention to try a new behaviour learned during the session
4. Willingness to contact KHL if problems arise in the future
5. Willingness to recommend KHL to friends

Teachers

Online teacher surveys were predominantly designed to measure the effectiveness of program processes, including technological and professional support prior to and during the Optus Digital Thumbprint with Kids Helpline program session. The surveys also collected information from teachers relating to their perceptions of increased student and their own awareness and understanding of digital related issues and of Kids Helpline as a help-seeking resource. The survey also asked teachers for their perception of how likely the session was to have positively influenced student's future choices and decision-making about the issue discussed.

Ideas for improvement were also requested from teachers.

Analysis and Reporting

Grades 4-6 student survey questions offered respondents predominantly "Yes"/"No"/"Maybe" or "Unsure" answers. Data analysis treated "Maybe" and "Unsure" according to the intent of the question. The following outlines the treatment of relevant indicators:

a) Indicators 2, 6 and 14

"Unsure" not included in the numerator, but included in the denominator. The proportional calculation treats these responses as negative to minimise the possibility of over-claiming.

b) Indicators 12, 13

"Maybe" was included in the numerator as the question was aimed at finding whether the student would "**consider**" a certain behaviour.

c) Indicator 9

"Maybe" was removed from the denominator to assist with forming a valid response to the question "Had you heard about KHL before your session?"

d) Indicator 10

Missing responses were included in the denominator to more accurately represent post session knowledge levels

Results for each student age group are reported separately in the tables above to reflect the two sets of age appropriate surveys. This provides N sizes of up to 355 students for Grades 1-3 and up to 874 students for Grades 4-6. Ns are reported adjusting for varying levels of missing data. Where the same question was asked of both student groups, responses have been aggregated.

For Indicator 1, a Paired Samples T-Test was used to compare means for the two questions measuring session impact on student knowledge. The positive results were statistically significant, with $p = .000$ demonstrating a positive impact of the program on student knowledge.

Qualitative and quantitative feedback from teachers was extracted on a weekly basis by the Optus Digital Thumbprint with Kids Helpline Team Leader and routinely incorporated into weekly meetings with program counsellors for quality improvement purposes.

Further qualitative information arising from stakeholder comments collected during this study is available from the **yourtown** Strategy and Research team if required.

References

Lustria, M. L. A., Noar, S. M., Cortese, J., Van Stee, S. K., Glueckauf, R. L., & Lee, J. (2013). A Meta-Analysis of Web-Delivered Tailored Health Behavior Change Interventions. *Journal of Health Communication*, 18(9), 1039-1069. <https://doi.org/10.1080/10810730.2013.768727>