



2016 REPORT

This report will outline the main findings and trends identified in the survey data from the 2016 Cyber Cats program.



VICTORIA POLICE

INTRODUCTION

Cyber Cats is an interactive program aimed at addressing online safety with young people. The program covers topics such as cyber bullying, bystander behaviour, digital footprints, sexting and protecting your identity. Victoria Police continue to play a vital role, attending each session to present on the legal side of online behaviour. Cyber Cats is designed to increase knowledge and awareness about online safety issues, increase skills in how to have a positive and safe experience online, and increase confidence in seeking support for self or friends if needed. The program targets year 7 students in local Geelong secondary schools.

It is delivered as a full day workshop from the Deakin Cats Community Centre and ran during all 4 terms of the year. The workshop operates with 24 students and utilises iPads, videos, expert guest speakers and Geelong Cats Player Champions. This year over 20 players visited the students and "starred" in their movies. In small groups, students create their own iMovie on cyber bullying which is produced and used as a resource by students to go on and teach others in their school community. At the duration of the day the students graduate as Cyber Cats Ambassadors, with their role being to continue cyber safety education within their respective schools.

GOAL

To deliver a practical, industry endorsed program, utilising the combined strengths of the Geelong Cats and headspace Geelong, to empower young people with the ability to make good, brave and balanced decisions when participating in social media.

OBJECTIVES

The objectives of the Cyber Cats program are as follows:

1. To facilitate an early intervention student ambassador program for safe and responsible use of social media in local Geelong secondary schools, focusing on year 7 students.
2. To encourage discussion around the safe and responsible use of technology and social media and to establish a cyber-safe community within each school (their year level).
3. To provide 'tool kits' of resources for students, parents and schools on cyber safety and help seeking information.
4. To engage and support parents about the issues/potential misuse of technology and social media.
5. To utilise the expert resources to manage a well-rounded program.

PROGRAM PARTICIPANTS

19 secondary schools completed the program from February to October, reaching a total of 445 students across the Geelong region.

The schools this year included:

1. Bellarine Secondary College
2. Belmont High School
3. Christian College Highton
4. Clonard College
5. Geelong Baptist College
6. Geelong High School
7. Geelong Lutheran College*
8. Grovedale College
9. Kardinia International College
10. Lara Secondary College
11. Matthew Flinders Girls Secondary College
12. Newcomb Secondary College
13. Northern Bay College Peacock
14. Northern Bay College Wexford
15. North Geelong Secondary College
16. Sacred Heart College
17. Saint Ignatius College
18. St Joseph's College
19. Surf Coast Secondary College

*Geelong Lutheran College participated 3 times this year, bringing 3 classes of students to the program across separate days. Therefore, in total 19 schools participated and 21 sessions were delivered.

STUDENT RESULTS

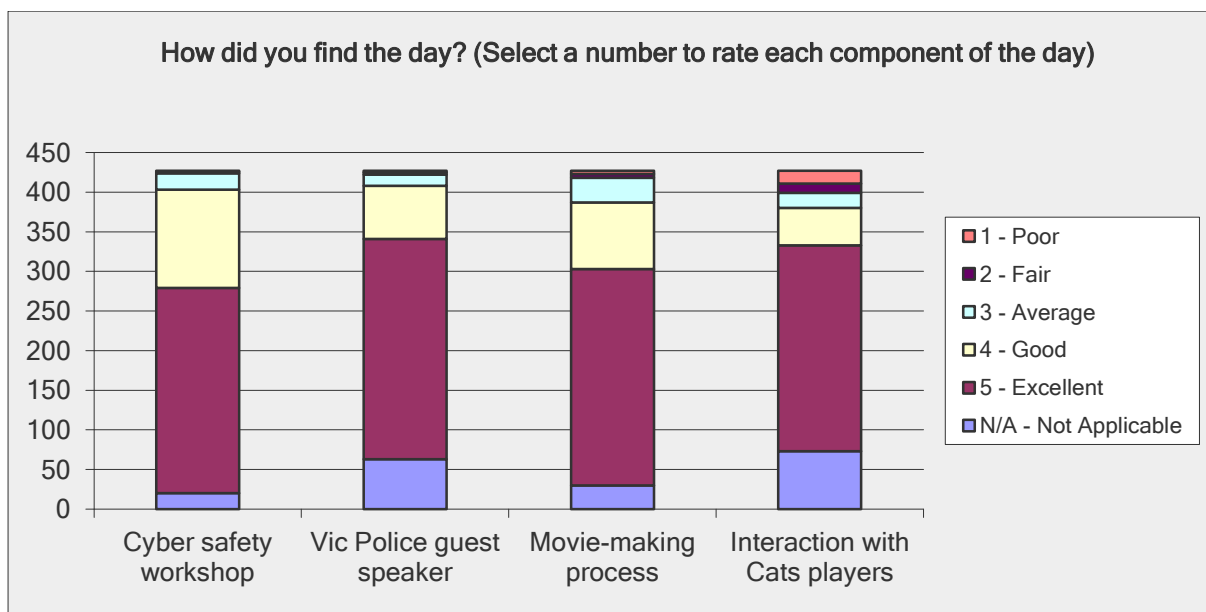
A pre and post survey was conducted with the participating students and indicated that:

- 81% have their own smart phone
- 63% have between 6 and 15 internet enabled devices in their home
- 61% are online gaming, with Minecraft and Call of Duty the most commonly played games
- 34% have found it hard to stop playing an online game
- 45% use Instagram daily and 37% use Snapchat daily
- 44% have checked social media late at night
- 25% have been bullied online, which is higher than the Australian Communications and Media Authority (ACMA) statistic of 1 in 5 young people experiencing online bullying

In the pre survey only 14% of students indicated that they regularly change their online passwords. After completing the program 74% of students indicated that moving forward they will now change their passwords regularly.

When asked what they would do if being bullied online students showed a strong awareness of the support options available to them such as talking to a friend, parent, school staff member, support service, reporting or blocking. Of particular note was the marked increase in the number of students who would speak to a school staff member, from 64% to 86% post program, and those who would contact headspace for support, from 41% to 75% post program.

The program was highly rated by the students, demonstrated by the graph below. For all components of the day the majority of students rated each as "Good" or "Excellent". The cyber safety workshop run by headspace Geelong and Cats Community facilitators as well as the Victoria Police session were the highest rated aspects of the day, with 90% and 81% respectively.



STUDENT TESTIMONIALS

"I have learnt a lot of things including a lot about the laws and different ways to deal with bullying and also reasons why people bully and how you can stop that. I will think before I post or text next time and think who can see this. I will also change my passwords for social media a lot more often."

"Thank you for teaching us all about cyber safety, now I can teach my friends and family about how to be safe online. I will definitely be forwarding it across to peers and family."

"The whole day was full of great interaction and great fun while we still learnt a lot without it being boring. It was a great learning experience."

"I think today was really valuable and I was honoured to be picked. I think this workshop helps people understand what they are doing online a lot more and it really helped me realise what I am doing right and what I am doing that is risky."

"Thank you guys you have really opened my eyes to the online world and made me realise that I wasn't the only one getting bullied."

PARENT RESULTS

A survey was conducted with 428 parents/carers of the participating students.

53% of parents are “friends” with their child online. The majority of parents who were not “friends” with their child reported that this was due to their child not yet having social media, but stated that when their child does they will be friending them online. Instagram and Facebook were the two most commonly reported platforms on which parents were friends with their child.

When asked about help seeking recommendations in response to cyber bullying, 97% of parents would suggest themselves as the first support to their child. This was resonated in the student responses, with an average of 94% of students listing parents as an option they would turn to. After themselves, parents strongly suggested reporting the bullying to someone at school such as a teacher or wellbeing worker. Parents were less inclined to suggest reporting bullying online despite this being a popular option selected by students. Only 34% of parents suggested reporting bullying online, yet 96% of students reported they would do so.

The main concerns raised by parents in relation to their child’s technology use were around cyber bullying, the overuse and distraction of social media and online games, exposure and easy access to inappropriate content, online predators, inability to self-regulate the content of material they share, oversharing of personal information, and parents feeling out-of-depth in their technology literacy compared to their child’s. The main themes identified by parents are captured in the current content of the program. Throughout the day for example education around respectful relationships, taking regular breaks from technology, setting time limits when online, thinking twice before posting, and the legal and personal ramifications of cyber bullying are a focus. Students are also equipped with a range of skills such as how to setup strong passwords, navigate privacy controls and tools to use as a bystander of bullying.

SCHOOL FEEDBACK

A survey was conducted with 21 staff members from 18 of the participating schools and indicated that:

- 100% rated the program as "Good" or "Excellent" across 4 components
- 100% felt students were engaged
- 100% felt students gained valuable knowledge
- 100% wish to attend the program again in 2017

The most common issues schools cited were cyber bullying via social media and messaging apps, students gaming and using other technology late at night impacting on their sleep, lack of awareness of the importance of privacy settings and the mental health impacts of cyber bullying, inappropriate image sharing, and the effects of external cyber bullying incidences flowing into the school environment and vice versa.

When asked about further support, again in 2016, the overwhelming response from schools was for more year 7 classes to attend the program. Approximately half indicated they would ideally like to send all of their year 7 classes, with the other half responding they would like to send two classes instead of one. In 2015 and 2016, two extra sessions were able to be offered which were taken up by schools to engage more students in the program. The other main request that emerged was for a follow-up session to occur post program in-schools run by the Cyber Cats facilitators. This will be investigated further in the review and continuous development of the 2017 program.

SCHOOL TESTIMONIALS

"The presenters of the program were perfect for the age group... Confident, professional, young women... Great role models. Easy for the students to relate to."

"Thanks for continuing to run this program, cyber safety is an on-going issue that we as schools continue to face. Very well run and organised. The day improves each year I have attended."

"Loved the day and the content. Very professional and engaging. Well done. Cats players were helpful and honest."

"The program presented to the students was a very informative, inclusive, interactive day. The students were fully occupied, never bored, and able to interpret their understanding of the information provided by making and performing in their own video."

"I was surprised at the level and depth they were talking about these issues and the effective layering of new information on old information. Students enjoyed the day and got a lot out of it. They presented their video and demonstrated their knowledge when they returned to school."

2016 OUTCOMES

The following goals were identified at the beginning of 2016 by headspace Geelong and Geelong Cats:

- **Retain participation from the eighteen schools already involved in the program and engage other schools currently not involved**

All 24 secondary schools in the Geelong area were invited to the program, of which 19 schools accepted and participated. Kardinia College and Northern Bay College Peacock campus were new to the program this year. 16 of the 18 schools from 2015 were retained. The two schools who couldn't continue were both late withdrawals due to organising staff at the schools leaving and new contacts not being unable to be secured in time.

- **Update the program flyer and registration form**

The program flyer was updated to be more visually appealing and informative, and was successfully used for the 2016 registration process.

- **Review the content and activities delivered in the full day workshop**

Review of the 2015 program was carried out and a number of changes made in response to survey feedback and current social media and technology trends relevant to the age group targeted. The room setup has been modified to more open plan instead of lecture-style rows of chairs and tables, and more time allocated to small group discussion throughout the workshop. A warm-up game where students match cards containing the icons, titles and descriptions of popular apps has been incorporated into the start of the day as an ice-breaker activity for students to familiarise themselves with each other and with the facilitators. New cyber bullying and bystander videos have also been introduced.

A series of bystander scenarios have been added as an activity to help students identify the obvious but also more covert bullying situations, while equipping them with tools on "what to do" as a bystander of cyber bullying. Young people often know that something doesn't look right online but do not have the confidence, words or strategies to know what to do or say.

During the password protection component of the workshop an app called PassCheck has been incorporated for students to test the security of their current passwords and learn how to make them stronger which students have highly engaged with. Gaming/Simulated Gambling has been added as a fifth topic to the choices for filming due to the popularity of gaming amongst this cohort of young people. A gaming scenarios activity has also been developed to educate around excessive gaming particularly late at night, forms of bullying in games, tricks of in-app purchases, and inappropriate content in some games.

- **Review the student, parent and staff surveys conducted**

All surveys (pre and post) were reviewed with a number of questions removed and new questions added, to reflect the revised program content.

- **Script and film new pre-recorded messages from the Cats Player Champions**

Student and staff feedback on the player video messages has been extremely positive. The videos have provided the students extra contact points with the players that are still exciting but also informative. In particular the videos are important for the schools in the second half of the year who don't receive player appearances. The explanation videos provide another method of communicating information about the filming process and content, in addition to print and verbal instructions given, to inclusively accommodate all learning styles. The inserts of players speaking a variety of 5 – 10 second cyber safety slogans to camera, which students can add to their final movie, have been hugely popular and added by most groups to their movies. It would be beneficial to shoot more inserts with new messages during pre-season filming with players to add to the collection.

- **Purchase a fifth hand-held microphone and additional hats, glasses and wigs**

An additional microphone and props were purchased which continue to enhance the sound quality of the videos and the movie-making process for the students by increasing their enjoyment, creativity, ability to 'get into character' and the overall professionalism of the films. A number of the microphones are damaged or broken as a result of the volume of students using them and the hands-on nature of the filming process. Depending on budget it will need to be determined whether they are repaired, replaced or let go moving forward.

- **Source new company to edit and produce the student iMovie's**

A free-lance editing professional, Connor Sheedy, was employed to carry out the video editing and production of the student movies. Using an individual rather than the company previously used decreased the editing costs by 50%. We have utilised Connor to successfully transform the videos into fresh, modern, professional-looking resources for the schools, improved the turn-around-time from program completion to schools receiving their movie, and changed the format of the final product to USB rather than DVD based on feedback from schools.

- **Train backup staff in program facilitation in case of absence of main staff**

A headspace staff member was trained in the program to fill in if required. The staff member was called upon to cover two sessions which worked well. The staff member has since left headspace so more backup staff need to be identified and trained for next year.

- **Provide a follow up opportunity to re-engage the schools who have participated**

This was not implemented and needs to remain a focus for next year's program.

CONCLUSION

Cyber Cats has successfully imparted valuable education and skills to participating students. As the data shows, the program was effective in increasing skills in how to protect personal online identity and increasing confidence to seek help, particularly from school or a support service. The program was highly rated by the students, particularly the cyber safety workshop and Victoria Police session. Concerns revealed by parents are being met by the program content. Parent recommendations for seeking help mostly aligned with the responses by students, with the exception of reporting bullying online. Schools also highly rated all components of the program, student engagement levels and the value in attending the day. The main cyber safety issues schools reported internally aligned with the program's content. In terms of further support, schools would like to bring more than one class to the program and have facilitators run a follow-up incursion post program. Overall, Cyber Cats continues to provide an engaging, dynamic, high quality and in-depth program at no cost to the school which cohesively integrates into and supports current school curriculum already being implemented.