

Optus Digital Thumbprint evaluation report

JUNE 2024



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ACKNOWLEDGMENT OF COUNTRY

Optus acknowledges the Traditional Owners and Custodians of the lands on which we live, work and serve. We celebrate the oldest living culture and its unbroken history of storytelling and communication.

We pay our respect to Elders – past, present and future – and we strive together to embrace an optimistic outlook for our future in harmony, across all of Australia and for all of its people.

PREPARED BY

Alischa Ross and Emy Maiorino, Think Impact

Date: June 2024

This report has been prepared by Think Impact on the instructions, and for the benefit of Optus in relation to supporting the understanding of the impact of Digital Thumbprint.

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DISCLAIMER

Although every effort has been made to ensure the accuracy of the material and the integrity of the analysis presented herein, Think Impact accepts no liability for any actions taken on the basis of the contents of this report.

Introduction

Launched in 2013, Optus Digital Thumbprint is one of the longest running digital safety and wellbeing education programs in Australia, educating over 620,000 primary and secondary students to date.

In 2023, Optus engaged Think Impact, a leading Australian social impact advisory firm to commence an independent evaluation of the Digital Thumbprint program. This report presents the impact evaluation findings that show strong positive outcomes occurring for students across all Digital Thumbprint workshops.

As technology and digital innovation transforms the world around us, concerns around online safety and security continues to rise. Issues such as cybersecurity and scamming threats, cyberbullying, and image-based abuse continue to grow and deepen, particularly through the impact of artificial intelligence (AI) and generative AI. Despite these issues, we know that technology can play a significant positive role in bridging the digital divide and enable connectivity.

The Optus digital enablement strategy is two-pronged – committed to helping equip Australians to be safe and resilient online citizens, as well as helping bridge the digital divide so that everyone can achieve, thrive, and belong in today's digital world.

The Optus Digital Thumbprint flagship program plays a pivotal role in continuing to foster an inclusive society where no-one is left behind when it comes to connectivity and encouraging positive and respectful relationships online. The program provides young people and families with the knowledge and tools to support and enhance their digital safety and wellbeing through free educational workshops, guides and resources. The program has been endorsed by the eSafety Commissioner as a Trusted eSafety Provider since 2016.

Our independent evaluation of the Digital Thumbprint program coincided with the program's 10-year milestone of delivering award-winning digital safety and wellbeing workshops to young Australians and focused on gaining a deeper understanding of the behaviour change occurring for students who engage with the program.

This report presents the impact evaluation findings drawn from 2,303 students in Year's 3 to 12 across New South Wales, Victoria and Queensland who have taken part in Digital Thumbprint facilitator-led and digital workshops between December 2023 and March 2024.

The overall impact evaluation findings show strong positive outcomes occurring for students across all Digital Thumbprint workshops, and are seen as a trusted source of information on digital safety and wellbeing.

Educating young people and their families about digital safety is one of our key areas of focus and we're proud that these results reinforce this commitment. Our overarching goal is that this program continues to support and enable young people to achieve, thrive and belong in today's digital world.

Helen Maisano
Senior Director, Group Sustainability, Optus



The Digital Thumbprint program is endorsed by the eSafety Commissioner as a Trusted eSafety Provider.

Impact snapshot

Our impact results demonstrate positive behaviour change throughout the Digital Thumbprint program.

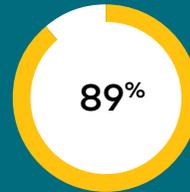
The program is supporting students to experience positive outcomes that help them to strengthen and maintain their digital safety and wellbeing.

Students are experiencing changes in relation to their knowledge, awareness, beliefs and access to digital safety supports. Together these changes lead to positive shifts in behaviour relating to five key topic areas:

'[Because of Digital Thumbprint workshops] I feel it's safer to be online now because I know what to do now. I know what's ahead. There's nothing I'm really worried about for digital safety anymore.'

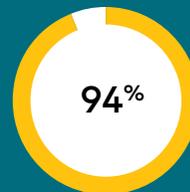
– Year 8 student, Victoria

Cyber Security – helping students keep their personal information secure



Following the workshop, 89% of students had improved knowledge on keeping their personal information secure.

Cyberbullying and Respectful Relationships Online – building understanding and awareness of online abuse

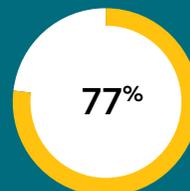


2021: 85% were more likely to try to use social media in a positive way.

2024: Of students surveyed in 2024, 94% said they will try to use social media in a positive way. This represents a 9% increase between 2021 and 2024.

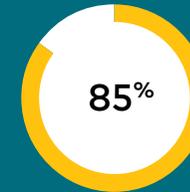


Digital Balance – empowering students to take back control of screen time



As a result of the workshop, 77% of students will think about how technology affects their health.

Digital Discernment– helping young people identify and combat 'fake news'

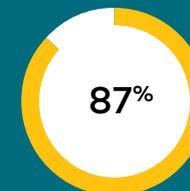


2021: 79% believed they could spot what's fake or misleading online, as a result of the workshop.

2024: Of students surveyed in 2024, 85% know how to spot fake news and misleading information. This represents a 6% increase between 2021 and 2024.



Digital Identity – linking young people's online behaviour to real-life outcomes

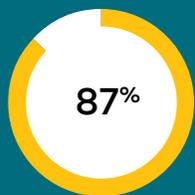


After the workshop, 87% of students have more ideas about where to go for advice that helps them stay safe online.

What's changing for students in facilitator-led workshops

It is important to highlight that Cyberbullying, Cybersecurity and Protecting Your Personal Information are the most highly booked facilitator-led workshops, and all demonstrate high levels of positive outcomes for students taking part. It is crucial that the program not only continues to meet growing demand from schools to deliver these workshops, but ensures new workshops and content are developed to address emerging challenges facing young people, including the rise of AI and dangers of cybercrime.

The Digital Balance workshop is the only topic area where students are experiencing slightly lower outcome levels. It is important to recognise the inherent challenges of developing new habits relating to reduced screen time or technology use, especially for young people whose education and social lives are so intertwined with the digital world. Therefore, the importance of the Digital Thumbprint program in tackling this important topic is critical.



Trust

87% of students who completed facilitated workshops trust information presented in Optus Digital Thumbprint workshops.

Table 1 Summary of student outcomes from facilitator-led workshops

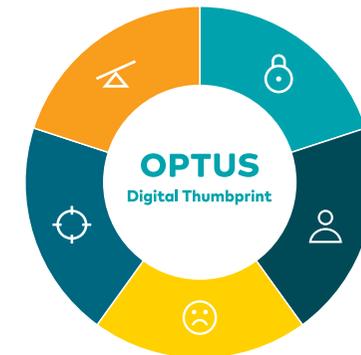
Domains	Sub-domains	Cyber Security	Protecting Your Personal Information	Digital Identity	Cyber-bullying	Digital Discernment	Digital Balance
Personal	Knowledge	87%	91%	83%	84%	82%	68%
	Awareness	73%	83%	80%	74%	75%	70%
	Beliefs	73%	81%	73%	72%	67%	54%
Functional	Access	88%	88%	87%	86%	84%	79%
Social	Behaviour	82%	87%	76%	93%	71%	67%



'[Because of the Cyberbullying workshop] I am standing up for people more often now. I'm an upstander instead of a bystander.'

– Year 8 student, New South Wales

Overview – Optus Digital Thumbprint program



About the program

Since 2013, the Optus Digital Thumbprint program has delivered digital citizenship education to **620,468 primary and secondary school students across Australia.**

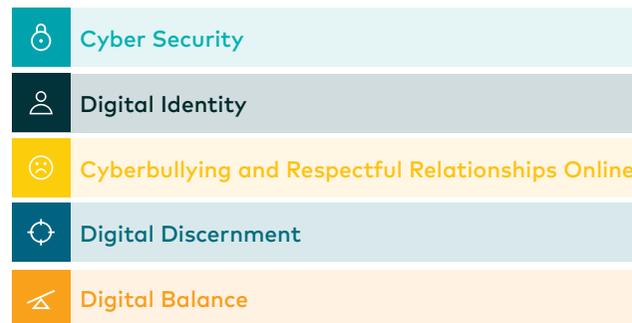
In this time the program has responded to the rapidly evolving and complex digital landscape young people must navigate including privacy, cyberbullying, the challenges of fake news, technology overuse, safety in online gaming and unexpected virality.

The program also recognises many positive impacts associated with increased connectivity, and the ability to engage and interact in innovative ways to improve access to information and educational resources. The Digital Thumbprint program focuses on the importance of equipping young people who have an innate familiarity with the online world with the trusted support they need to navigate it safely.

The Digital Thumbprint program takes a strengths-based approach to build young people's knowledge and skills that drive positive changes in behaviour around critical and emerging topics relating to digital safety and wellbeing. The program also provides digital safety and wellbeing resources and guides aimed to support teachers and parents to engage with digital safety learning.

This award-winning program has been endorsed by the eSafety Commissioner as a Trusted eSafety Provider. It promotes a growth mindset with young people, encouraging them to be responsible digital citizens.

Through a blended offering of facilitator-led workshops and teacher-led digital interactive workshops, students learn about many topics relating to the importance of:



Events featuring Optus Ambassadors offer another avenue for young people to engage with the Digital Thumbprint topics. Optus Ambassadors are high profile sporting figures and positive role models who often share their personal life and career experiences to build resilience, knowledge and inspiration around pursuing dreams, goals and ambitions.

Core design principles

- **Move beyond providing only knowledge:** Our program recognises it is not enough to simply teach students about the digital world. We must give them the skills, confidence and motivation to change the way they behave, interact and connect online.
- **Teach students about what is relevant to them:** Digital Thumbprint addresses five key topic areas – Cyber Security, Cyberbullying and Respectful Relationships Online, Digital Discernment, Digital Identity and Digital Balance. These topics have been defined in line with leading research into digital citizenship and the key issues facing young people online.
- **Drive Australian Curriculum outcomes:** Topic areas are explored in curriculum-aligned workshops designed for Years 3–12, with content and delivery tailored to the appropriate age group. Digital Thumbprint is delivered either by professional facilitators or classroom teachers using the digital interactives.
- **Embedding the youth voice in program design:** Through facilitated classroom discussions, focus groups and student surveys we're proud to have been trusted by students across Australia, who have shared their feedback, insights and stories of impact.

Supporting students around Australia

Since the launch of the program:

620,468*

Students

1,108

Schools

516,009

Facilitator-led

57,751

Teacher/student-led



'[The most valuable elements of Optus Digital Thumbprint for students are] an awareness/renewed awareness of the need to be thinking about their safety and behaviours online. The need to be safe and the value of having a strong password, how to keep information private and why that is so valuable, as well as discussions about pressures of being online and what's ok/not ok and who to talk to if you're not sure.'

- High school teacher, Victoria

* Includes 46,708 students reached through Optus Digital Thumbprint with Kids Helpline.



Image: Digital Thumbprint workshop facilitator

Optus Digital Thumbprint impact evaluation

In 2023, Optus engaged Think Impact, a leading Australian social impact advisory firm to commence an independent evaluation of the Digital Thumbprint program to gain a deeper understanding of the behaviour change that occurs for students who engage with the program.

The evaluation findings draw from the experience of 2,303 students in Years 3 to 12 across New South Wales, Victoria and Queensland.

The evaluation coincided with the program's 10-year milestone of delivering award-winning digital safety and wellbeing workshops to young Australians and was conducted between December 2023 and March 2024.

Optus Digital Thumbprint Theory of Change

A Theory of Change was developed that depicts a clear foundation for understanding the cause-and-effect story of how young people experience change as they engage with the program.

Development of the Theory of Change drew on deep immersion of the workshop-specific content contained within each of the six facilitator-led and 10 teacher/student-led digital interactive workshops.

The Theory of Change acknowledges the complex environment in which the program operates and how a ripple effect of change begins at a personal level, by experiencing internal shifts in knowledge, awareness and beliefs.

When a young person engaging with the program has experienced a positive shift in their knowledge and awareness of digital safety topics and is able to recognise they have autonomy in their choice of actions when engaging online, they are able to progress to more functional and social changes.

The Theory of Change identifies functional changes as relating to an increase in opportunities for young people to access external supports to maintain and improve digital safety and wellbeing.

Once these personal and functional changes are occurring, it is possible for a young person to then experience social changes relating to changes in their behaviour. Behavioural outcomes for the program are described as two changes – the first are intentional behaviours that a young person states they would do if placed in a situation, and the second are behaviours that can be put into action now to stay safe online.

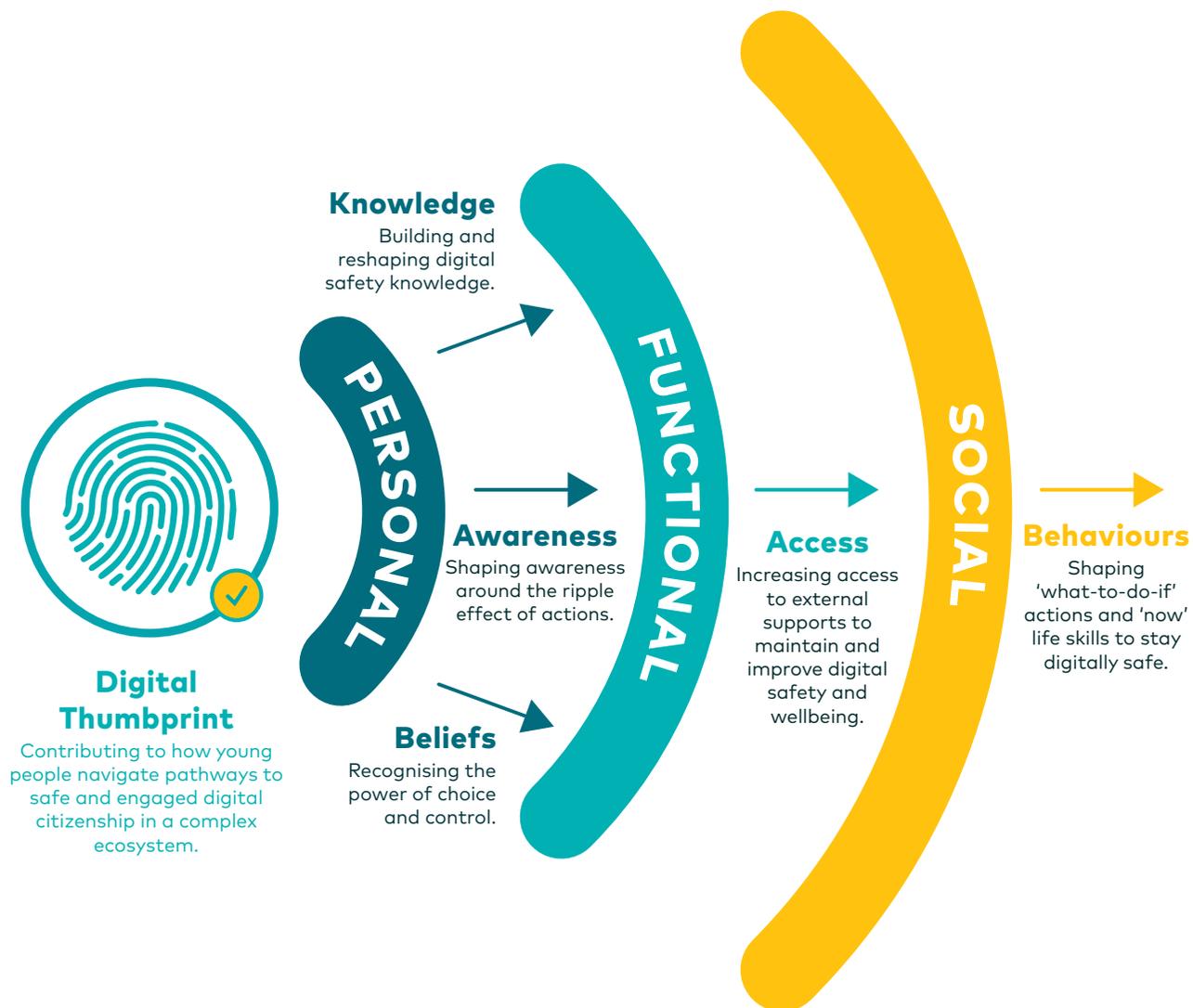


Figure 1 Optus Digital Thumbprint program Theory of Change

Optus Digital Thumbprint Outcomes Framework

Building on the Theory of Change, a detailed Outcomes Framework was developed defining the key domains and sub-domains where young people experience change as a result of the Digital Thumbprint program. The Outcomes Framework identifies six key outcomes the program aims students will experience as a result of taking part in workshops (see Table 2). Specific measures have been developed and integrated into the existing student post-workshop survey and digital workshop quizzes. The workshop-specific measures make it possible to monitor the extent to which each outcome is occurring for students who participate in each of the six facilitator-led and 10 teacher/student-led digital interactive workshops.

Table 2 Optus Digital Thumbprint Outcomes Framework summary

Domain	Sub-domain	Outcomes
Personal Changes within self (cognitive and emotional)	Knowledge BUILDING AND RESHAPING digital safety knowledge	Improved digital safety knowledge
	Awareness Shaping awareness around the RIPPLE EFFECT of online actions for you and for others, e.g. non-discriminatory language in posts	Improved awareness of the ripple effect of online actions
	Beliefs Recognising the power of CHOICE AND CONTROL when engaging online	Increased feelings of having choice when interacting online
Functional Changes in skills and opportunities	Access Increasing ACCESS to external supports to maintain and improve digital safety and wellbeing	Improved access to people and services that support digital safety and wellbeing
Social Changes in interactions (physical actions)	Behaviour Shaping what to do 'IF' things go wrong online, e.g. disclosure of personal information, and developing life skills to use 'NOW' to keep you and others digitally safe, e.g. strong passphrases, setting profiles to private	Increased likelihood to take action if digital safety is put at risk
		Using new life skills to enhance digital safety and wellbeing

Optus Digital Thumbprint impact narrative

A detailed narrative was developed to sit alongside the Theory of Change to support telling a richer story of the program's impact. The narrative provides a summary of the context in which the program operates and outlines the modality of how the Digital Thumbprint program responds to this environment through the variety of ways it is delivered. The final section summarises the important contribution the program makes to the ecosystem of trusted digital safety information that enables young people to develop and maintain a healthy and safe online presence in all facets of their life.

The context

Young people are constantly absorbing information about and engaging with the digital world.

As digital natives, they traverse the online landscape as a natural habitat, passively and actively, with agency and knowledge.

But when it comes to digital safety, young people rely heavily on un-vetted sources of information, including their peers, to shape their knowledge, attitudes and behaviours.

Digital safety and wellbeing involve the intersection of two highly complex things – the ever-shifting digital landscape (think AI and the metaverse) and the many variables that impact a person's behaviour.

There is no one static destination to solve digital safety and wellbeing. Everyone has a role to play in guiding and maintaining online safety.

Therefore, while it is important to recognise the innate familiarity young people have with the online world, they also need trusted support to enable them to develop knowledge and skills to navigate it safely.

The response

The Digital Thumbprint program takes a strengths-based approach to building knowledge and skills that drive positive behaviour. It promotes a growth mindset with young people, encouraging them to be responsible digital citizens.

Optus Digital Thumbprint has been endorsed by the eSafety Commissioner as a Trusted eSafety Provider. Optus Digital Thumbprint is an impartial and highly trusted source of information on digital safety and wellbeing that has credibility with young people, as demonstrated through evaluation findings.

The program's modalities transition in an age-appropriate way. Online learning is offered to primary and secondary school students enabling a national reach. Secondary school students are also able to access more in-depth engagement through face-to-face facilitated workshops.

Digital workshops

- Are both teacher and student-led
- Offer interactive technology using gamification
- Provide practical access to 'sticky' knowledge (reinforcing messages)

Face-to-face workshops and facilitation

- Delivered to classroom groups or larger cohorts, e.g. year levels
- Able to meet students where they are at
- Builds rapport (within small class sizes)
- Enables sharing of lived experience (two-way learning)

Engagement with the program gives schools the choice to book a face-to-face or digital workshop for their students. Typically, a high-engaging school will book a workshop each year for each year level. The program also provides support materials for teachers, students and parents and offers a dedicated workshop for parents available on request.

The impact

The Digital Thumbprint program makes an important contribution to the ecosystem of trusted digital safety information and enables young people to develop outcomes in three domains:

1. Personal – changes within self (cognitive and emotional)

- **Knowledge** – BUILDING AND RESHAPING digital safety and wellbeing knowledge.
- **Awareness** – Shaping awareness around the RIPPLE EFFECT of online actions for you and for others, e.g. non-discriminatory language in posts.
- **Beliefs** – Recognising the power of CHOICE AND CONTROL when engaging online.

2. Functional – changes in skills and opportunities

- **Access** – Increased access to external supports to maintain and improve digital safety and wellbeing, i.e.:
 - reporting things through social media platforms and gaming sites
 - trusted adults
 - police
 - Kids Helpline and 1300YARN
 - Office of the e-Safety Commissioner.

3. Social – changes in interactions (physical actions)

- **Behaviours**
 - Shaping what to do 'IF' things go wrong online, e.g. disclosure of personal information.
 - Developing life skills to use 'NOW' to keep you and others digitally safe, e.g. strong passphrases, setting profiles to private.

The program also creates learning opportunities for teachers who are involved in the program's delivery with students.



Image: Digital Thumbprint workshop facilitator

Understanding the digital safety ecosystem

Students from four Victorian secondary schools participated in facilitated focus group discussions as part of the Digital Thumbprint’s impact evaluation. During these sessions students were involved in group conversations that centred on building a deeper understanding of the trusted sources young people rely on to learn about digital safety and wellbeing.

Students were given the opportunity to visually depict their own version of the sources they use for digital safety information and advice. Some of these images have been included throughout this report.

The following is a visual representation of the digital safety ecosystem shaped by the collective ideas collated from student focus group discussions and drawings. The diagram identifies 11 primary sources young people go for trusted advice or help with digital safety information, with school, parents and the police identified as key sources. The Optus Digital Thumbprint program was identified as one of the primary sources of information within school settings.

The facilitated focus groups also provided an opportunity for students to discuss what digital safety means to them. The statements surrounding the diagram reflect a summary of key responses collected from students when asked the question: ‘What does digital safety mean to you?’

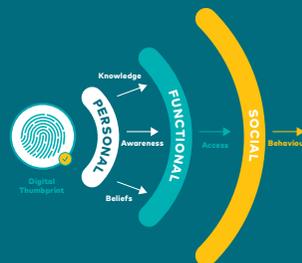


Figure 2 Digital safety ecosystem

What's changing for students in facilitator-led workshops?

The Optus Digital Thumbprint program currently provides schools in Victoria and New South Wales with an opportunity to book free, in-person, facilitator-led workshops, and options for schools across other states in Australia to participate virtually. Different workshops are aimed at students ranging from upper primary through to upper secondary school. The list of topics covered within workshops is regularly refreshed and updated to respond to the rapidly changing digital landscape and emerging needs of young people's digital safety and wellbeing.

- Knowledge
- Awareness
- Beliefs
- Access (to external supports)
- Behaviour



1,168 secondary students from 19 schools in Victoria, New South Wales and Queensland completed surveys about the facilitator-led secondary program between 4 December 2023 and 31 March 2024.

Below is a demographic summary of students who completed post-workshop surveys examined for this evaluation.

Table 3 Overview of facilitator-led workshops

Workshop	Recommended for years
Cyber Security	5, 6, 7 and 8
Digital Identity – Protecting Your Personal Information	7 and 8
Digital Identity – Your Personal Brand	10, 11 and 12
Cyberbullying and Respectful Relationships Online	7, 8 and 9
Digital Discernment	8, 9 and 10
Digital Balance	10, 11 and 12

Upon completion of each workshop, students are invited to complete a survey that captures a summary of demographic information, their general satisfaction and a series of key questions that measure the extent to which they experience digital safety changes related to these key areas:

State

70%
New South Wales

22%
Victoria

8%
Queensland

Gender

40%
are male

55%
are female

1.5%
are non-binary/
non-conforming

1.5%
identify as
another gender

2%
preferred not
to respond

Year level

32%
of students are
in year 7

28%
of students are
in year 8

16%
of students are
in year 9

23%
of students are
in year 10

1%
of students are
in year 11

Aggregated results across facilitated workshops

The charts below highlight where the Digital Thumbprint workshops are achieving the highest levels of impact across the key areas of knowledge, awareness, beliefs, access and behaviour (as outlined in the theory of change). Percentages reflect the aggregate number of students from across all six facilitator-led workshops who agreed or strongly agreed with outcome questions in the post-workshop surveys.

The findings in Table 4 show the Digital Thumbprint program is having a very positive effect across all outcome areas, helping students increase their knowledge and awareness of critical information relating to different digital safety topics. This increased knowledge is leading to a positive shift in students recognising they have choice and control in how they interact online whilst also helping them to increase their ability to access different trustworthy sources of digital safety support.

The results show that a high percentage of students are experiencing very positive personal and functional changes as a result of the delivery of Digital Thumbprint content offered through facilitator-led workshops.

Students are experiencing strong positive behaviour change (both intended and actual behaviour change) as a result of all workshop topics, with the Cyberbullying showing the highest results with 93% of students identifying they are making positive behaviour changes because of the workshop.

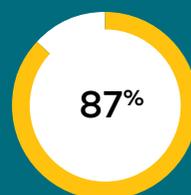
The findings across Digital Balance show lower performance compared to other Digital Thumbprint workshops. These results may reflect the wider challenges young people face regarding digital balance. In this highly connected world where the internet and devices are central to study, leisure, entertainment and socialising, decreasing the time spent online and on devices is increasingly difficult to achieve. These results reinforce the importance of the Digital Balance workshop in providing the knowledge and advice young people need to change their behaviour and beliefs around devices and time spent online.

'[Because of what I've learnt in Digital Thumbprint workshops] I am a better person.'

– Year 9 student,
New South Wales

Table 4 Summary of student outcomes from facilitator-led workshops

Domains	Sub-domains	Cyber Security	Protecting Your Personal Information	Digital Identity	Cyber-bullying	Digital Discernment	Digital Balance
Personal	Knowledge	87%	91%	83%	84%	82%	68%
	Awareness	73%	83%	80%	74%	75%	70%
	Beliefs	73%	81%	73%	72%	67%	54%
Functional	Access	88%	88%	87%	86%	84%	79%
Social	Behaviour	82%	87%	76%	93%	71%	67%



Trust

87% of students who completed facilitated workshops trust information presented in Optus Digital Thumbprint workshops.



Cyber Security

Workshop summary: Students gain the skills to create strong passphrases, use two-factor authentication, enable privacy settings on social media and how to stay safe playing online games. They begin to understand the power and high risk of what is shared online.

Key lessons:

- Consider ways to secure your information online.
- Explore what happens to the information you share online.

Target audience: Years 5, 6, 7 and 8.

'The most important thing I've learnt today was learning about what a "Passphrase" was because I did not know how important they were.'

– Year 10 student, New South Wales

Summary of survey responses

301

Number of
survey responses

14

Number of
schools

State

84%

New South Wales

14%

Victoria

2%

Queensland

Year levels

96%

Year 7

1%

Year 8

1%

Year 9

1%

Year 10

1%

Year 12

Gender

40%

Male

54%

Female

1%

Non-binary/
non-conforming

2%

Identify as
another gender

3%

Prefer not
to respond

Summary of student outcomes

The top three most significant changes occurring for students who took part in the Cyber Security workshop were across:



Knowledge: 89% of students have improved knowledge about keeping their personal information secure



Knowledge: 88% of students have improved knowledge about staying safe online.



Access: 88% said they have more ideas about where they can go for advice that helps them stay safe online.



Knowledge outcomes

There are four measures used to collect information on the extent to which students experience a change in their knowledge as a result of the Cyber Security workshop.

Our research suggests the Cyber Security workshop is having a positive effect on increasing knowledge and understanding around setting strong passwords/multi-factor authentication, staying safe online, keeping personal information secure and controlling social media privacy settings.

- 86% learnt how to set strong passphrases and use multi-factor authentication
- 88% learnt how to stay safe online
- 89% learnt how to keep their personal information secure
- 84% learnt how to control their social media privacy settings

Awareness

As a result of the Cyber Security workshop, students are also increasing their awareness of the consequences of their online actions.

- 73% are more aware of how their online actions may put them at risk

'[Because of the Cyber Security workshop] I will be more safe, and aware of the online world.'

– Year 7 student, New South Wales

Beliefs

- 73% feel more in control of their personal information online

Access

- 88% have more ideas about where to go for advice that helps them stay safe online (i.e. counsellors, police, eSafety, trusted adults)

Behaviour

There are three measures used to collect information on the extent to which students experience a change in their behaviour as a result of the Cyber Security workshop.

The findings indicate how students are benefiting from an improved understanding of cyber security and privacy concerns after the Cyber Security workshop.

- 86% are more likely to take actions to keep their personal information safe
- 79% will update their online accounts to use strong passphrases and/or multi-factor authentication
- 80% will regularly check the privacy settings of their social accounts to control who sees what they share online

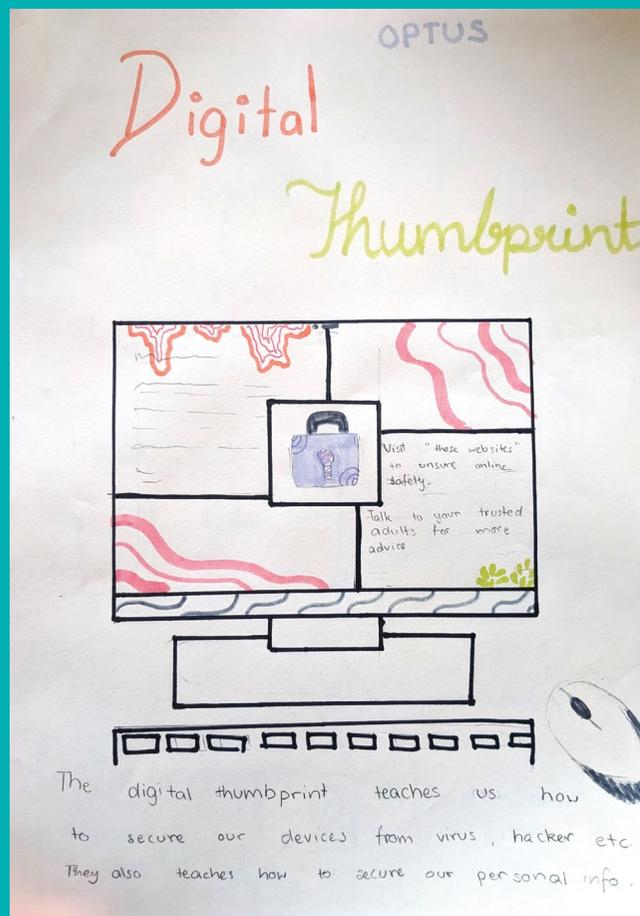
'[Because of the Cyber Security workshop] I will change my passwords and try to keep a different password for each of my accounts.'

– Year 7 student, New South Wales



Digital safety drawing by Year 7 student, Victoria

*All percentage data reflects survey respondents who agreed and strongly agreed with the statements.



Digital safety drawing by Year 7 student, Victoria

Case Study 1: Evan

Meet Evan (name has been changed), a Year 8 student from Vermont Secondary College, Victoria. Evan gets most of his information about digital safety from school, his parents and the Optus Digital Thumbprint workshops. When asked what digital safety means to him, Evan shared:

'I think Digital Safety means how you are online and how you present yourself to others. Making sure you are being safe for you and the people you interact with.'

Evan is part of his school's Digital Ambassador Group – a group of students and teachers who proactively work to help other students stay safe online. He sees the Digital Thumbprint workshops as a great way to gain information from a trusted source, and teach younger students at school who can pass on useful information to their friends and younger siblings.

Evan completed one Digital Thumbprint workshop in Year 7 and another again recently in year 8 as part of the school curriculum. He has also taken part in an additional workshop about digital safety as part of his role in the Digital Ambassador Group.

He described the Digital Thumbprint workshops as interactive and interesting and enjoyed that games are integrated into the sessions to keep them engaging and fun. Evan commented that delivering the workshops in this way has helped him to remember more of the content.

The most useful things Evan learnt through Digital Thumbprint workshops were how to watch out for scams and be proactive in updating passwords.

Since participating in the program, Evan said he has changed all his passwords to make them stronger.

'Before I did the program, I didn't have great passwords. I used to have the same password on lots of accounts and didn't change them because of time and effort, and now I have.'

Evan has also learnt how to identify scams as a result of the practical examples provided by the Digital Thumbprint facilitators, such as looking out for misspelling and incorrect address links. Being aware of what to look out for has given Evan the skills and confidence to identify several scam messages that he has then deleted to keep his personal information safe.

When asked what has changed as a result of Digital Thumbprint workshops, Evan says he is definitely more likely to take action if his privacy or online safety is put at risk. He now also stops and thinks about a situation before providing any personal information.

Evan says he now knows where to go for help and advice if he encounters a problem online and thinks it's valuable to learn information that can be applied to different scenarios and technology. He described being able to pass on the knowledge he's learning about digital safety to his peers as creating a learning and sharing cycle that can continue through school. As a result of the Digital Thumbprint workshops and the Digital Ambassador Group, Evan hopes more people will be safer online and will know what to do if they are ever in trouble



Cyberbullying and Respectful Relationships Online

Workshop summary: Students explore the importance of respectful relationships online through compelling scenarios and are asked to consider their impact when interacting online. Young people discuss consent online, image-based abuse, and the tools they have to positively support themselves and their peers.

Key lessons:

- Understand the impact our actions have online.
- Learn strategies to seek help for yourself or others.

Target audience: Years 5, 6, 7 and 8.

'[The most important thing I learnt in the Cyberbullying workshop is] to take action if I ever see any cyberbullying happen by reporting it to a trusted adult, police or school, and to ask someone how they feel.'

– Year 8 student, New South Wales

Summary of survey responses

409
Number of survey responses

12
Number of schools

State

70%
New South Wales

21%
Queensland

9%
Victoria

Year levels

74%
Year 8

10%
Year 9

10%
Year 7

6%
Year 10

Gender

67%
Female

27%
Male

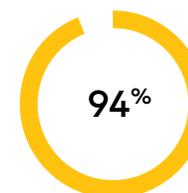
3%
Non-binary/
non-conforming

1%
Identify as
another gender

2%
Prefer not
to respond

Summary of student outcomes

The top three most significant changes occurring for students who took part in the Cyberbullying and Respectful Relationships Online workshop were across:



Behaviour: 94% of students said they will try to use social media in a positive way as a result of what they learnt in the workshop.



Behaviour: 93% will be more respectful of others when online.



Behaviour: 93% said they are more likely to seek help or take action if they or their friends experience cyberbullying or image-based abuse.



Knowledge outcomes

There are five measures used to collect information on the extent to which students experience a change in their knowledge as a result of the Cyberbullying and Respectful Relationships Online workshop.

- 87% learnt what can be considered cyberbullying and the harm that can be caused
- 89% learnt what can be considered image-based abuse and the harm that can be caused
- 83% learnt what to do to get help against cyberbullying
- 83% learnt what to do to get help against image-based abuse
- 79% learnt what to do if they are a bystander to negative online interactions

'[The most important thing I learnt in the Cyberbullying workshop is] about what to do in case me or someone else I know is getting cyberbullied or in relation to image based abuse.'

– Year 9 student, New South Wales

Awareness

- 74% are more aware of how their online actions impact them or others

Beliefs

There are two measures used to collect information on the extent to which students experience a change in their beliefs as a result of the Cyberbullying and Respectful Relationships Online workshop. Students feel less in control to take action against cyberbullying than image-based abuse. The majority of responses that are not in agreement for the statement around cyberbullying are neutral as opposed to disagreeing. This result does not indicate that students do not feel in control to take action, but perhaps a sense of control takes time following a workshop or once a student has been confronted with a situation that calls for action.

- 69% feel more in control to take action if they experience or witness cyberbullying
- 74% feel more in control to take action if they experience or witness image-based abuse

'Whenever my bullies irritate me I now report it before the situation grows any worse.'

– Year 8 student, New South Wales

Access

- 86% have more ideas about where to go for advice that helps them stay safe online (i.e., counsellors, police, eSafety, trusted adults)

Behaviour

There are three measures used to collect information on the extent to which students experience a change in their behaviour as a result of the Cyberbullying and Respectful Relationships Online workshop. Findings show the Cyberbullying and Respectful Relationships Online workshop is having a positive effect on behaviour changes that encourage respectful interactions online and seeking help.

- 93% are more likely to seek help or take action if they or their friends experience cyberbullying or image-based abuse
- 93% will be more respectful of others when they are online
- 94% will try to use social media in a positive way

'[Because of the Cyberbullying workshop] I will make sure to report more accounts that I see taking part in cyberbullying.'

– Year 9 student, New South Wales



Case Study 2: Victorian high school

Meet a class of year 7 students from a Victorian high school. They enjoy basketball, baking, gaming and netball. The main places they would go for help or advice if something went wrong online are support features in apps, trusted websites, the police and school.

School is widely agreed amongst students as their key source for help or advice as they can speak with teachers, friends, peers and seek information through Optus Digital Thumbprint workshops. School is described by students as 'a learning place' and 'safe space'.

This class just completed a Cyberbullying workshop through Optus Digital Thumbprint. They describe the workshop as fun and cool, and enjoyed sharing personal stories throughout the session.

When asked what the most important learning has been through completing the Cyberbullying workshop, students shared the following:

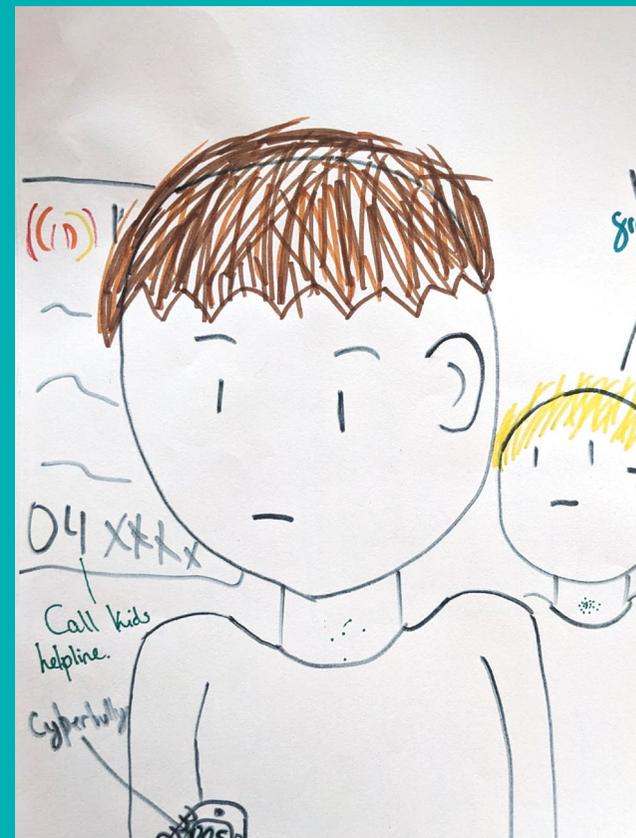
- 'Don't be a bystander, be an upstander.'
- 'That you can report anything to the police.'
- 'There are lots of solutions to cyberbullying.'
- 'Consent to share intimate pictures needs to be sixteen years old in Victoria and eighteen in other states.'

Students also shared the importance of understanding the consequences of cyberbullying and what can happen if you do the wrong thing. They discuss how important it is to use trusted sources of information and reach out if they face any issues or challenging situations.

Students agreed they are more likely to think about their actions online and who is being affected by posts, comments and links shared between friends, such as pirated or untrustworthy sites. One student mentioned they will now definitely alert their friends to any dangers they come across online. Another student mentioned understanding the importance of only interacting with people you know in real life through online gaming and not sharing personal information.

Another student mentioned they are more confident talking to their parents about what they are viewing online and seeking advice on whether it's safe. This student was conscious of using unsafe websites in the past which contained inappropriate ads and links. Optus Digital Thumbprint has reinforced what is defined as inappropriate content and that asking trusted adults for advice is a great way to maintain digital safety and wellbeing.

When asked what other topics students would like to learn about through Optus Digital Thumbprint, responses included making stronger passwords, security and how to stop hackers, how to protect yourself from viruses, and learning more about legal consequences of online actions.



Digital safety drawing by Year 7 student, Victoria



Digital Balance

Workshop summary: Technology can help us achieve amazing things, so why do we get stuck on social media and gaming? During the workshop, students explore the positive uses of technology on our wellbeing and take steps to improve our digital wellbeing through streamlining what our devices can do for us.

Key lessons:

- Understand how technology use impacts physical and emotional wellbeing.
- Use technology to stay focused, healthy and efficient in our work and study.

Target audience: Years 10, 11 and 12.

'[I have previously completed the Digital Balance workshop, and as a result] I will manage my time and make sure I do not waste more than 3 hours on social media.'

– Year 9 student, New South Wales

Summary of survey responses

30

Number of
survey responses

2

Number of
schools

State

100%

Victoria

Year levels

83%

Year 8

17%

Year 11

Gender

50%

Male

40%

Female

3%

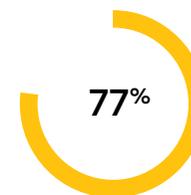
Prefer not
to respond

Summary of student outcomes

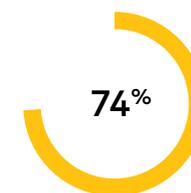
The top three most significant changes occurring for students who took part in the Digital Balance workshop were across:



Access: 79% of students have more ideas about where to go for advice that helps them stay safe online.



Behaviour: 77% will think about how technology affects their health.



Knowledge: 74% have improved knowledge of the negative impacts on their body and wellbeing from too much screen time and how to analyse the amount of time they spend on digital devices.



Knowledge outcomes

There are three measures used to collect information on the extent to which students experience a change in their knowledge as a result of the Digital Balance workshop.

- 56% learnt how to use a device effectively to balance time online
- 74% learnt about the negative impacts on their body and wellbeing from too much screen time
- 74% learnt how to analyse the amount of time they spend on digital devices

It's important to consider the challenge of addressing the topic of balancing time online, especially for young people who live in an increasingly digital world where often both a majority of study and socialising orientates around online environments. Therefore, it's not surprising to see a lower score for the question around using a device effectively to balance time online.

Awareness

- 70% are more aware of how their use of devices may impact their health and wellbeing

'[The most important thing I learnt today is] to limit my screen time as it can have bad effects on my health and wellbeing.'

– Year 8 student, Victoria

Beliefs

- 54% feel more in control of their use of technology

Feeling in control of technology use is a highly complex topic and while the Digital Thumbprint program can make a positive contribution to raising the importance of this topic, it is only one aspect shaping student's responses to this question.

Access

- 79% have more ideas about where to go for advice that helps them stay safe online (i.e. counsellors, police, eSafety, trusted adults)

Behaviour

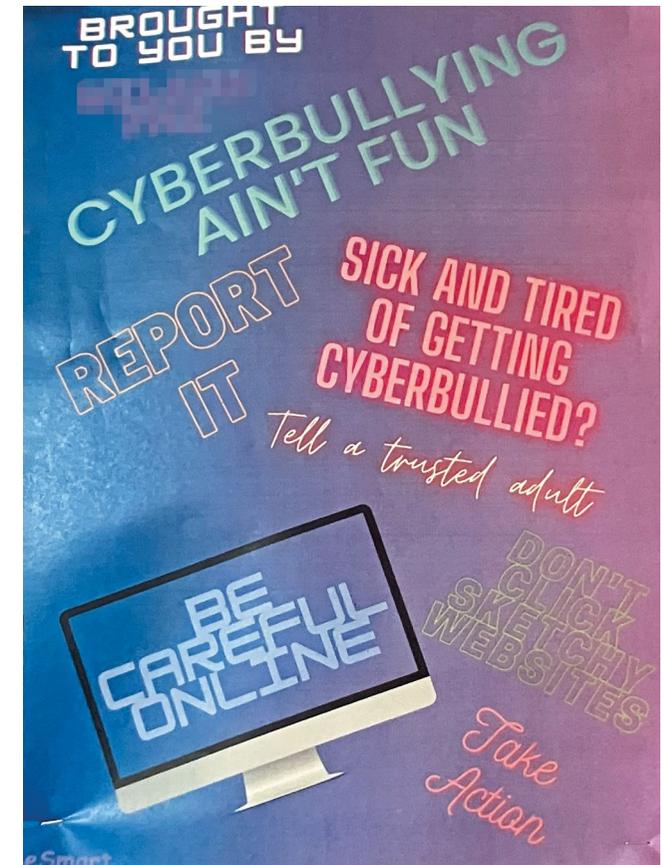
There are two measures used to collect information on the extent to which students experience a change in their behaviour as a result of the Digital Balance workshop.

- 77% will think about how technology affects their health (e.g. getting enough night-time sleep)
- 58% are more likely to make changes to balance the time they spend online if it is causing them problems (e.g. insufficient sleep, study time)

A number of students identified the Digital Thumbprint program as having a positive impact on the choices they will make relating to how they balance their time online. The information shared in the workshop is likely to influence student's overtime, and therefore not all positive results can be seen immediately.

'[Because of the Digital Balance workshop] I will have 1 hour without a phone before bed to get a better sleep.'

– Year 11 student, Victoria



Digital Safety poster by Year 7 student, Victoria

*All percentage data reflects survey respondents who agreed and strongly agreed with the statements.



Digital Safety poster by Year 7 student, Victoria

Case Study 3: Tom

Meet Tom (name has been changed), a Year 7 student from Vermont Secondary School, Victoria.

Tom is proactive about promoting digital safety and wellbeing at his school. He has created posters for his peers to highlight the issue of cyberbullying and where students can go for help and advice.

Despite being on social media from the age of eight, Tom shared that he has learnt more about how to get support to stay safe online as a result of taking part in Optus Digital Thumbprint workshops.

So far, Tom has completed workshops delivered by a Digital Thumbprint facilitator on the topics of Cyberbullying and Respectful Relationships Online. On reflection, Tom described the sessions as helpful and informative, providing him with extra ideas about how to help himself and others and be more secure when interacting online. A key takeaway for Tom has been learning about options of how to respond to online safety challenges, including knowing how to report any problems directly to social media platforms, block users and talk to friends and trusted adults.

Tom shared that the most useful thing he learnt through Digital Thumbprint workshops is:

'You don't just take care of yourself but you take care of others. You could post something that could hurt someone else. It could be a joke but it might hurt someone's feelings. This is the most useful thing.'

Tom described that since participating in the Digital Thumbprint program, his knowledge on where to seek help and advice in relation to digital safety has changed. Where Tom may have only spoken to friends if he experienced cyberbullying in the past, now he knows how important it is to also ensure he talks to a trusted adult. Tom said the workshops gave him the confidence to ask for help where before he wasn't sure who he could talk to.

As a result of the Digital Thumbprint workshops, Tom said he will think more carefully now about his actions online as he has 'perspective of the people attached, not just the platform'. Before the workshop, he viewed being online and social media as entertainment and didn't really care too much about the feelings or experiences of others online. Tom is now aware of his responsibility to be respectful to others online and how his words can affect others. He says he'll be more careful on social media now and consider how he uses devices and the internet.

Tom has implemented a number of actions as a result of what he's learnt in the Digital Thumbprint workshops including using multi-factor authentication, making stronger passwords, and removing personal information, such as his age and birthday from online accounts.

Tom shared that overall, doing the workshops 'was a very good experience' and enjoyed how the information was delivered step-by-step to make it easier to understand. In a final reflection about the Digital Thumbprint workshops Tom said:

'I feel it's safer to be online now. I would rate the workshop 10/10 for being very understandable and informational.'



Digital Discernment

Workshop summary: Social media has the power to influence society and our friends for the better. Work through scenarios and practice discernment to see through online media and problem-solve for a safe and healthy online solution.

Key lessons:

- Understand what fake news is and how it impacts our world.
- How to report harmful content and practice discernment to stay safe and informed online.

Target audience: Years 8, 9 and 10.

'[The most important thing I learnt in the Digital Discernment workshop is] how to spot click bait, fake news and places I can go to if I need help online/offline, and how to report a post.'

– Year 9 student, New South Wales

Summary of survey responses

135
Number of survey responses

5
Number of schools

State

98%
New South Wales

2%
Victoria

Year levels

98%
Year 9

1%
Year 7

1%
Year 8

Gender

54%
Male

40%
Female

4%
Non-binary/
non-conforming

1%
Identify as
another gender

1%
Prefer not
to respond

Summary of student outcomes

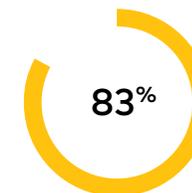
The top three most significant changes occurring for students who took part in the Digital Discernment workshop were across:



Knowledge: 85% of students have improved knowledge on how to spot fake news and misleading information.



Access: 84% of students have more ideas about where they can go for advice that helps them stay safe online.



Knowledge: 83% of students have improved knowledge on how to report fake news and misleading information.



Knowledge outcomes

There are three measures used to collect information on the extent to which students experience a change in their knowledge as a result of the Digital Discernment workshop.

- 77% learnt about the way the media tries to influence people online
- 83% learnt how to report fake news and misleading information
- 85% learnt how to spot fake news and misleading information

'Clickbait is a significant contributor to fake news and impacting people's choices and opinions.'

– Year 9 student, New South Wales

Awareness

- 75% are more aware of the importance of checking if online information is trustworthy

Beliefs

- 67% feel more in control to question if information is trustworthy

Access

- 84% have more ideas about where to go for advice that helps them stay safe online (i.e. counsellors, police, eSafety, trusted adults)

Behaviour

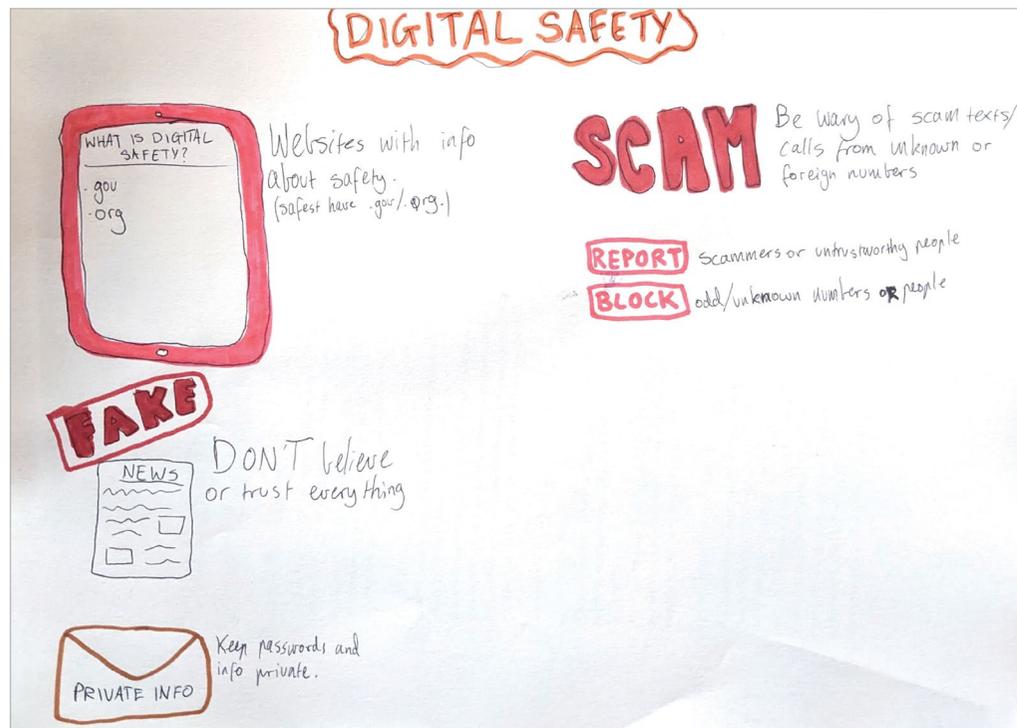
- There are two measures used to collect information on the extent to which students experience a change in their behaviour as a result of the Digital Discernment workshop.
- 72% will report inappropriate or fake news if it seems wrong or damaging to others
- 69% are more likely to check if information is fake or misleading before sharing it

'[Because of the Digital Discernment workshop] I will make sure all my sources are reliable before believing them.'

– Year 9 student, Victoria

'Whenever I see something that's false I will report it straight away.'

– Year 9 student, New South Wales



Digital safety drawing by Year 7 student, Victoria

*All percentage data reflects survey respondents who agreed and strongly agreed with the statements.



Case Study 4: Curtis, Isobel and Olivia

Meet Curtis, Isobel and Olivia (names have been changed), three Year 10 students from Dromana Secondary College, Victoria. They get most of their information about staying safe online from school, parents and the Digital Thumbprint workshops. They also described learning from the experiences of friends or peers when something has gone wrong, such as getting hacked online.

At Dromana Secondary College, students attend one Digital Thumbprint workshop each year between Year 7 and Year 9. Topics they've learnt about include creating safe passwords, cyberbullying, sexting and fake news.

The students enjoyed how interactive the Digital Thumbprint sessions were and found the activities to be fun and engaging. Curtis, Isobel and Olivia talked about how they value the Digital Thumbprint facilitator's approach to guide open discussions that allow them to share their own experiences and opinions with the group.

The most important things they have learnt through the Digital Thumbprint workshops are taking time to upgrade their passwords, not giving out too much personal information and thinking before doing something online. One of the students said they also check their privacy settings more frequently now.

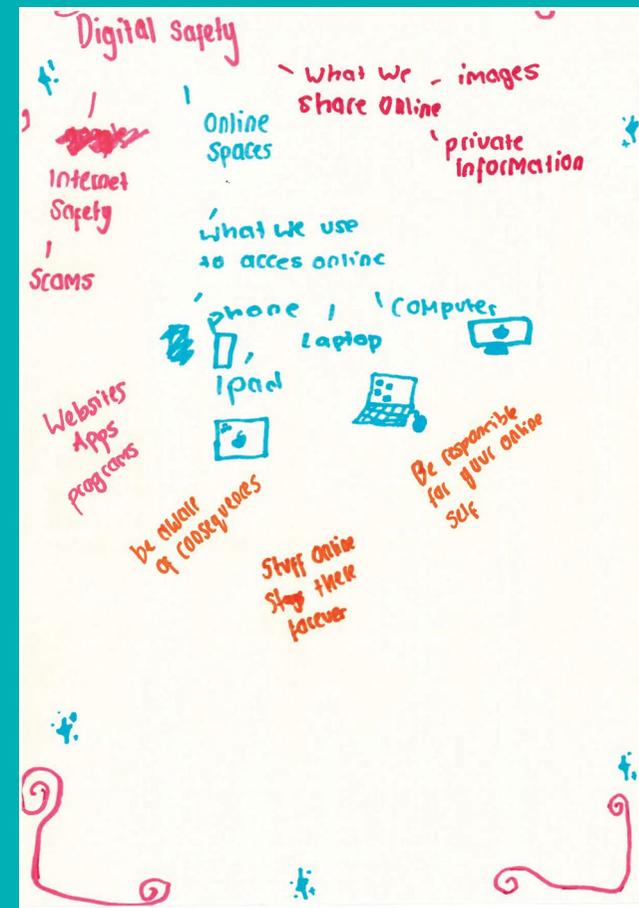
'I check privacy settings all the time, but probably because I'm conscious of that from other places too as well as from the Digital Thumbprint workshops. I probably check once a week to be clear on who can see what I share. I thought my accounts were partially private but the Digital Thumbprint workshops helped me to increase the privacy settings.'

Since participating in the workshops, all three students expressed having upgraded their passwords and being more likely to be cautious about how they share information online. One example they shared was looking to verify whether an app really has an upgrade before giving any personal information away. In addition, they shared they are more likely to stop and think before making a decision online, due to being more aware of the repercussions of their actions.

'I have stopped commenting on videos now because I realise everyone is going to have a different opinion.' – Olivia

Curtis, Isobel and Olivia all found that while they may have been previously aware of the topics covered in the Digital Thumbprint sessions, there was still great value in having these topics reinforced, especially given the significant role that technology plays in their lives. While the students were already aware of some of the things that could go wrong when engaging online, they attribute their increased awareness of how to maintain privacy and safety online to the Digital Thumbprint workshops.

Curtis, Isobel and Olivia agree that if they encounter a problem with online safety, they feel confident they have the knowledge and tools they need to seek help and advice. The Digital Thumbprint program has helped to reinforced what actions they can take to stay safe online. In future, Curtis, Isobel and Olivia expressed they're interested in learning more about hacking, scam callers, data safety (from apps), artificial intelligence and how to better monitor activity on their online accounts.



Digital safety drawing by Year 9 student, Victoria



Digital Identity – Your Personal Brand

Workshop summary: This workshop gives students the opportunity to examine their social media profiles and posts through the lens a potential employer applies in the process of hiring or during employment. Students work through improving their online identity for future success.

Key lessons:

- Investigate ways to create and manage your digital brand.
- Examine ways to enhance your digital presence.

Target audience: Years 10, 11 and 12.

"[The most important thing I learnt in the Digital Identity workshop is] that what we do online can impact us in the non-digital society."

– Year 10 student, Victoria

Summary of survey responses

259
Number of
survey responses

9
Number of
schools

State

51%
New South Wales

49%
Victoria

Year levels

94%
Year 10

2%
Year 7

2%
Year 9

2%
Year 11

Gender

53%
Male

40%
Female

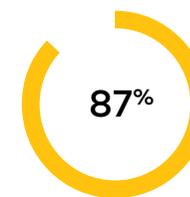
4%
Prefer not
to respond

1%
Identify as
another gender

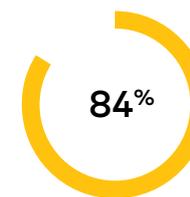
2%
Non-binary/
non-conforming

Summary of student outcomes

The top three most significant changes occurring for students who took part in the Digital Identity – Your Personal Brand workshop were across:



Access: 87% of students have more ideas about where to go for advice that helps them stay safe online.



Knowledge: 84% of students have improved knowledge on the impact their digital identity can have in finding future employment.



Knowledge: 83% of students have improved knowledge on how to manage their online profile and presence.



Knowledge outcomes

There are two measures used to collect information on the extent to which students experience a change in their knowledge as a result of the Digital Identity – Your Personal Brand workshop.

- 83% learnt how to manage their online profile and presence
- 84% learnt about the impact their digital identity can have on finding future employment

'I learnt about how to secure my digital identity and how to work carefully and securely through social media.'

– Year 10 student, Victoria

Awareness

- 80% are more aware of how their online actions impact them or others

'I will be more cautious about what I post on social media and the things I say.'

– Year 10 student, New South Wales

Beliefs

- 73% feel more in control of how they manage their online profile and presence

'I feel more comfortable with reporting people online for inappropriate or illegal posts or comments.'

– Year 10 student, New South Wales

Access

- 87% have more ideas about where to go for advice that helps them stay safe online (i.e. counsellors, police, eSafety, trusted adults)

Behaviour

There are two measures used to collect information on the extent to which students experience a change in their behaviour as a result of the Digital Identity – Your Personal Brand workshop.

- 73% will review their social media profile to make sure it is appropriate for future employment
- 79% are more likely to stop and think about how the information they share online will be interpreted by others

'If I make social media profile, I'll make it appropriate and non-controversial so when employers look at it, they see potential.'

– Year 10 student, New South Wales



Digital safety drawing by Year 7 student, Victoria

*All percentage data reflects survey respondents who agreed and strongly agreed with the statements.



Digital Identity – Protecting Your Personal Information

Workshop summary: With hackers, scammers and fake friends reaching kids via game chat and social media, there are some great digital defence moves that can help stop cyber criminals in their tracks.

Key lessons:

- Supports students to learn what personal information is, and actions to take to protect themselves from identity theft and scams.
- Provides further learning on scams, the dangers of over-sharing, and what to do if their social media account or gaming account has been hacked.

Target audience: Years 7 and 8.

“[The most important thing I learnt in the Digital Identity workshop is] that what we do online can impact us in the non-digital society.”

– Year 10 student, Victoria

Summary of survey responses

34

Number of
survey responses

11

Number of
schools

State

66%

New South Wales

44%

Victoria

Year levels

79%

Year 7

9%

Year 10

6%

Year 8

3%

Year 9

3%

Year 12

Gender

65%

Female

35%

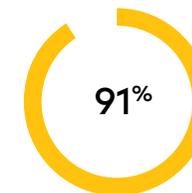
Male

Summary of student outcomes

The top three most significant changes occurring for students who took part in the Digital Identity – Protecting Your Personal Information workshop were across:



Knowledge: 93% of students have improved knowledge on how to avoid online scams and identity fraud.



Behaviour: 91% are more likely to take action if their privacy or online safety is put at risk.



Knowledge: 90% have improved knowledge on where to report identity theft and online scams.



Knowledge outcomes

There are two measures used to collect information on the extent to which students experience a change in their knowledge as a result of the Digital Identity – Protecting Your Personal Information workshop.

- 90% learnt how to avoid online scams and identity fraud
- 93% learnt where to report identity theft and online scams

'Passphrases are a great way to make a good password.'

– Year 7 student, New South Wales

Awareness

- 83% are more aware of how their online actions may put them at risk from cybercriminals

Beliefs

- 81% feel more in control of their personal information online

Access

- 88% have more ideas about where to go for advice that helps them stay safe online (i.e. counsellors, police, eSafety, trusted adults)

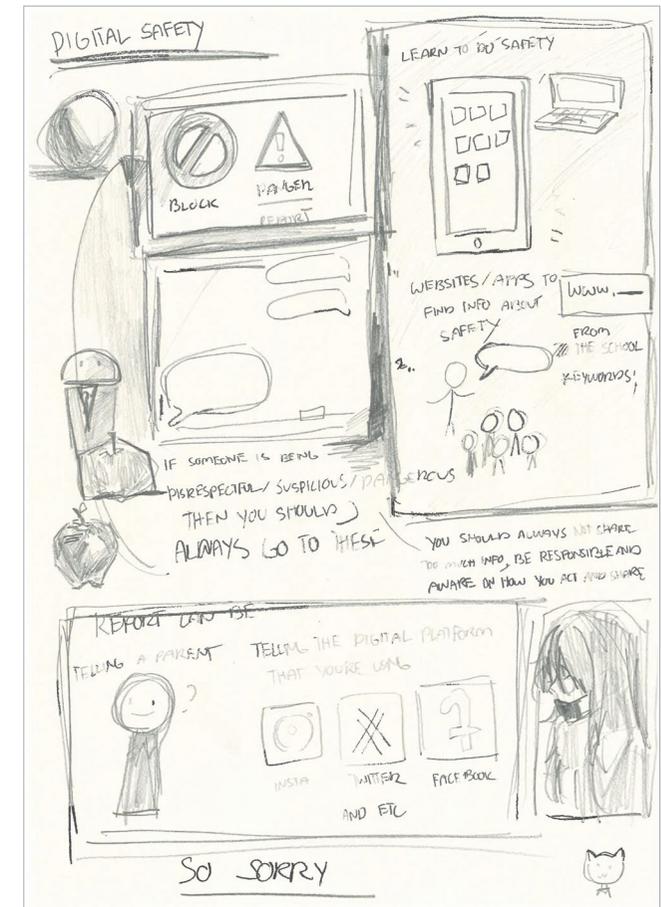
Behaviour

There are two measures used to collect information on the extent to which students experience a change in their behaviour as a result of the Digital Identity – Protecting Your Personal Information workshop.

- 83% will stop and think about the situation to see if it feels safe before providing personal information online
- 91% are more likely to take action if their privacy or online safety is put at risk

'[Because of the Protecting Your Personal Information workshop] I will be careful of who I accept on social media and keep everything private.'

– Year 10 student, Victoria



Digital safety drawing by Year 9 student, Victoria

What's changing for students in digital workshops?

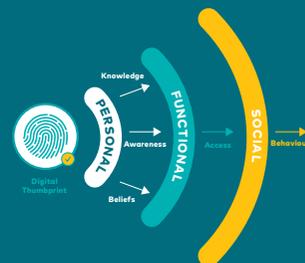
The Optus Digital Thumbprint program also offers digital interactive workshops, providing teachers with flexible online delivery options for student self-led learning or teacher-facilitated sessions. Online workshops cover a similar range of digital safety topics as the program's in-person facilitated workshops and are aimed at students in upper primary and lower secondary school.

Table 5 Summary of digital workshops

Workshop	Recommended for years
Primary workshops	
Keeping My Information Private Online	3 and 4
Staying Safe on Games and Apps	3 and 4
Cyberbullying and Respectful Relationships Online	5 and 6
Protecting Your Personal Information	5 and 6
Secondary workshops	
Cyber Security	5, 6, 7 and 8
Cyberbullying and Respectful Relationships Online	7 and 8
Digital Discernment	7 and 8
Digital Identity	7 and 8
Digital Identity - Protecting Your Personal Information	7 and 8
Digital Balance	7 and 8

Following the completion of an online workshop, students are prompted to work through a series of questions that relate to the specific content areas that have been covered. Each question is designed to measure the extent to which students experience a change in relation to one of the five key areas of:

- Knowledge
- Awareness
- Beliefs
- Access (to external supports)
- Behaviour



Between 5 February and 4 April 2024, 1075 post-workshop quizzes were completed by students following a digital workshop.

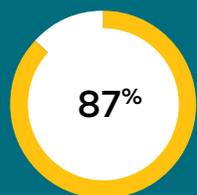
**Results mostly reflect individual student responses whilst some results may reflect a cumulative response from larger classroom size groups that have been facilitated by a teacher*

Primary school students digital workshop findings

Keeping My Information Private Online

Workshop summary: This workshop focuses on learning how to create safe passwords and exploring how information can be compromised by hackers and how to ensure safety online.

As a result of this workshop:



- 87% of students have more ideas about where to go for help to stay safe online.

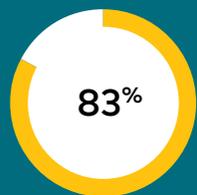
7 out of 10

- 7 out of 10 students said they will set strong passwords and passphrases.

Staying Safe Online in Games and Apps

Workshop summary: This workshop helps students navigate pop-ups, in-app purchases and chatting online and looks at the viral nature of social media and how to safeguard personal information on games and apps.

As a result of this workshop:



- 83% of students have more ideas about where to go for help to stay safe online.

8 out of 10

- Almost 8 out of 10 students expressed they will only chat to or add friends in games and apps that they know in real life.

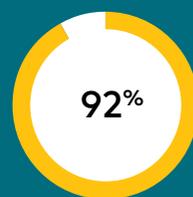
6 out of 10

- More than 6 out 10 students said they will ask a trusted adult first if it is ok to share personal information in games and apps.

Cyberbullying and Respectful Relationships Online

Workshop summary: This workshop supports students to understand behaviours that are respectful and those that are not and explores online behaviours relating to cyberbullying, and where to get help if they or someone they know are being bullied.

As a result of this workshop:



- 92% of students have more ideas about where to go for help to stay safe online.

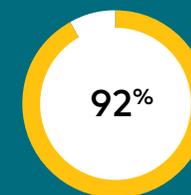
8 out of 10

- Almost 8 out of 10 students said they will ask their friends first before sharing anything about them online.

Protecting Your Personal Information

Workshop summary: This workshop supports students to learn what personal information is, and actions to take to protect themselves from identity theft and scams and provides further learning on scams, the dangers of over-sharing, and what to do if their social media account or gaming account has been hacked.

As a result of this workshop:



- 92% of students have more ideas about where to go for help to stay safe online.

7 out of 10

- 7 out of 10 students will use multi-factor authentication online to make their accounts safer.

*All percentage data reflects survey respondents who agreed and strongly agreed with the statements.

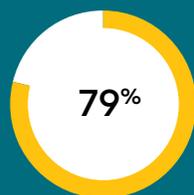
Secondary school students digital workshop findings

An average of 8 in 10 secondary school students across all digital workshops expressed they have more ideas about where to go for advice that helps them stay safe online as a result of the Optus Digital Thumbprint program.

The following shows the percentage of students in each digital workshop that experience increased access to external supports that help them to maintain and improve their digital safety.

Fake News and Digital Discernment

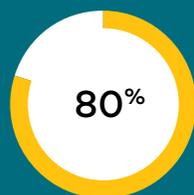
Access



- 79% of students have more ideas about where they can go for advice that helps them stay safe online.

Digital Balance

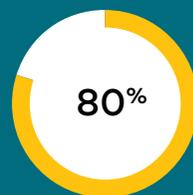
Access



- 80% of students have more ideas about where they can go for advice that helps them stay safe online.

Cyberbullying and Respectful Relationships Online

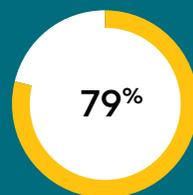
Access



- 80% of students have more ideas about where they can go for advice that helps them stay safe online.

Cyber Security

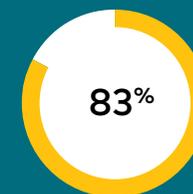
Access



- 79% of students have more ideas about where they can go for advice that helps them stay safe online.

Protecting Your Personal Information Online

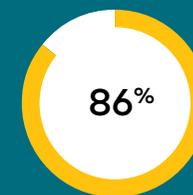
Access



- 83% of students have more ideas about where they can go for advice that helps them stay safe online.

Digital Identity

Access



- 86% of students have more ideas about where they can go for advice that helps them stay safe online.

*All percentage data reflects survey respondents who agreed and strongly agreed with the statements.

Note: A summary of all outcome findings for secondary student digital workshops are in Appendix B.

Appendix A – Overview of impact evaluation methodology

The first stage of the evaluation involved developing a Theory of Change to identify the context in which the Digital Thumbprint program operates, summarising the program's unique modes of delivery and the intended impact the program seeks to bring about for students engaging across the different facilitator-led and digital workshops.

Building on the Theory of Change, a detailed Outcomes Framework was developed defining the key domains and sub-domains where the program intends young people will experience positive change in relation to their digital safety and wellbeing. The Outcomes Framework identifies six key outcomes the program aims students will experience as a result of taking part in the workshops (see table 6).

Specific measures (questions) were then carefully developed to align with the content covered within each workshop and then integrated into the following existing data collection tools in a way that balanced the need for data consistency while bringing a stronger focus on what changes for students engaging with the program:

- post-workshop student survey used for facilitator-led workshops
- learning management system (LMS) slides used for teacher-led digital interactive workshops.

Table 6 Optus Digital Thumbprint Outcomes Framework summary

Domain	Sub-domain	Outcomes
Personal Changes within self (cognitive and emotional)	Knowledge BUILDING AND RESHAPING digital safety knowledge	Improved digital safety knowledge
	Awareness Shaping awareness around the RIPPLE EFFECT of online actions for you and for others, e.g. non-discriminatory language in posts	Improved awareness of the ripple effect of online actions
	Beliefs Recognising the power of CHOICE AND CONTROL when engaging online	Increased feelings of having choice when interacting online
Functional Changes in skills and opportunities	Access Increasing ACCESS to external supports to maintain and improve digital safety and wellbeing	Improved access to people and services that support digital safety and wellbeing
Social Changes in interactions (physical actions)	Behaviour Shaping what to do 'IF' things go wrong online, e.g. disclosure of personal information, and developing life skills to use 'NOW' to keep you and others digitally safe, e.g. strong passphrases, setting profiles to private	Increased likelihood to take action if digital safety is put at risk Using new life skills to enhance digital safety and wellbeing

Findings in this report have been collected from 2,243 post-workshop surveys and quizzes, including:

- 1168 students across 19 schools in New South Wales, Victoria and Queensland who completed facilitator-led Digital Thumbprint workshops between 4 December 2023 and 31 March 2024.
- 1075 students who completed digital workshops between 5 February and 4 April 2024. 337 of these were for secondary school workshops and 738 were primary.

Quotes featured in the report have been collected via surveys from students who completed facilitated workshops. Other qualitative insights in this report are drawn from 60 students across four secondary schools in Victoria who participated in focus groups and interviews between December 2023 and March 2024. These sessions focused on how the Digital Thumbprint program has improved students' digital safety and wellbeing across the five outcome sub-domains (Knowledge, Awareness, Beliefs, Access and Behaviour). Through these focus groups, teachers and students have also been engaged for one-on-one and small group interviews. Case studies included in this report were developed through these interviews. The names of students have been changed to protect their privacy.

Table 7 Facilitator-led workshop survey-respondent demographic summary

Demographics	Number of responses	
Gender	Male	465
	Female	627
	Non-binary/non-conforming	25
	Other	18
	Prefer not to respond	30
State	New South Wales	817
	Victoria	247
	Queensland	89
Year level	Year 5	
	Year 6	1
	Year 7	362
	Year 8	331
	Year 9	185
	Year 10	273
	Year 11	10
Year 12	4	
Total number of schools		19

Optus would like to thank the Digital Thumbprint delivery partners and all of the teachers and students who contributed to this evaluation.

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