

REVIEW OF

Bravehearts' *Ditto's Keep Safe Adventure*

Prepared by Urbis for the
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urbis

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TABLE OF ACRONYMS	
BOS	Board of Studies
CALD	Culturally and Linguistically Diverse
COGS	Connected Outcome Group
DKSA	Ditto's Keep Safe Adventure
FACS	NSW Department of Families and Community Services
HSIE	Human Society and its Environment
PDHPE	Personal Development, Health and Physical Education
KTS	Keep Them Safe
NSW DEC	NSW Department of Education and Communities

Executive Summary

THIS REPORT

In 2012, the NSW Government decided to pilot *Ditto's Keep Safe Adventure* (DKSA) in 21 NSW Government schools. DKSA was developed by Bravehearts Inc and includes a protective behaviours performance and resources for teachers, parents and students, 5-8 years of age. Urbis Pty Ltd was commissioned to conduct an evaluation of the pilot. This report is the final evaluation report. It addresses the Terms of Reference for the evaluation, which were to assess:

- the appropriateness of the learning outcomes achieved by the delivery of the *Ditto's Keep Safe Adventure* performance in the context of existing contemporary child protection approaches, with specific reference to the NSW Government's Keep Them Safe (KTS principles)
- whether *Ditto's Keep Safe Adventure* is complementary to existing NSW child protection education curriculum support materials with respect to child safety and protection issues
- whether *Ditto's Keep Safe Adventure* measurably improves outcomes for children and families with reference to relevant NSW syllabus outcomes and indicators and the KTS principles
- whether the pilot program is cost effective in achieving its objectives
- whether *Ditto's Keep Safe Adventure* could be efficiently and effectively scaled-up and delivered in more NSW schools
- whether a scaled-up *Ditto's Keep Safe Adventure* would represent value for money in improving outcomes for children and families in NSW.

A mixed methodology was adopted for this evaluation which involved the use of qualitative and quantitative research techniques. The evaluation team consulted with school staff, parents and key stakeholders via a mix of online surveys, in-depth telephone interviews and face-to-face discussions. Data collection occurred before and after the DKSA performance. Data were then triangulated to strengthen the validity of the evaluation findings.

The timing of this evaluation meant the long-term outcomes of DKSA could not be measured. The evaluation explored the extent to which DKSA increased knowledge and awareness of child protection issues following the performance. However, the evaluation could not ascertain or measure whether this increased knowledge and awareness resulted in behaviour change or other longer-term benefits. This is because such benefits may not manifest for many years. In any case, measuring outcomes over the longer-term would be problematic. It would be difficult to attribute a child's response to an unsafe situation purely to one performance, when there are a number of other factors that would likely contribute to the child's response (for example, what they have learnt through the curriculum or at home).

DITTO'S KEEP SAFE ADVENTURE

DKSA aims to teach children protective behaviours in a fun, engaging and non-confrontational way. The DKSA pilot was targeted at students aged 5-8 years. It was delivered mostly to Kindergarten, Grade 1 and Grade 2 students in the 21 pilot schools between 7 May and 16 July 2013.

DKSA features the child's character 'Ditto', and includes a 30-minute in-school protective behaviours performance, a show bag for children, and *Ditto in a Box* which includes a range of resources for staff to follow up the DKSA performance. DKSA also generally involves a pre-performance briefing for parents and teachers, but this was only delivered in three of the 21 pilot schools.

DKSA performance focuses on six key areas, including: 'yes' and 'no' feelings, 'warning' signs, safe and unsafe scenario recognition, secrets, identification of 'private parts', and action children should take if they feel unsafe or unsure. It is also centred on the following key rules:

We all have the right to feel safe with people.

It's ok to say NO if you feel unsafe or unsure.

Nothing is so yucky that you can't tell someone.

KEY EVALUATION FINDINGS

The issue of appropriateness involved consideration of the extent to which DKSA aligned with PDHPE curriculum content, and more specifically the NSW DEC child protection education curriculum support materials. It also involved consideration of the extent to which DKSA aligned with the KTS principles, which are key principles for child protection put forward by the *Wood Special Commission of Inquiry into Child Protection Services in NSW*, and endorsed by the NSW Government. The evaluation found:

- DKSA was broadly aligned with the PDHPE curriculum content and the NSW DEC child protection education curriculum support materials.
- DKSA did not necessarily teach new child protection messages, or messages that were not already delivered through the curriculum, but it delivered messages in a fun and engaging way.
- While broadly aligned, there were some differences between DKSA and the NSW child protection education curriculum support materials. Specifically, the support materials instruct teachers to use precise anatomical terms, whereas DKSA uses different language for private parts. DKSA also focuses on the message *It's ok to say NO if you feel unsafe or unsure* whereas schools reportedly aim to teach a range of assertive behaviours - saying NO may be culturally taboo for some children, and other areas such as cyber safety and 'grooming' are also considered.
- According to school staff, DKSA involved elements of what they consider is effective practice in child protection education to varying degrees – staff commonly reported DKSA involved *active participation by children* and *explicit training of children*, although *parent involvement* and *repeat or 'booster' sessions* was less commonly reported. There was a concern within NSW DEC that the performance did not allow for differentiation based on students' learning, development, cultural and linguistic needs.
- DKSA is a performance-based strategy to communicate key child protection messages to students. It should not be regarded as a broader child protection program that is similar in scale to current child protection education delivered in schools.
- DKSA can be used to supplement or enhance current child protection education in schools, although consideration needs to be given to how it can most effectively do this given the content, programming and sequencing of teaching and learning activities.
- There were mixed views on the alignment of DKSA with the KTS Principles. DKSA's focus on enabling children's knowledge and safety is clearly one component of KTS, but there was a concern that DKSA may not align sufficiently with the broader emphasis of KTS on networks and systems of support.

DKSA is essentially a one-off performance with supporting materials. As such, it should not be evaluated as a comprehensive child protection education program. While the impact of the performance and recall of key messages can be assessed, ongoing knowledge and behaviour change is more difficult to attribute. On the question of effectiveness, the evaluation found:

- The DKSA performance delivered child protection messages in a fun and engaging way. Students reportedly enjoyed the performance, including the Ditto's character, actions and songs, and this helped them focus on the messages being conveyed.
- Survey respondents reported that DKSA increased students' knowledge and awareness of key child protection messages and how to protect themselves from harm.
- For parents, DKSA reportedly provided them with an opportunity or an entrè to discuss child protection issues with their children, and also provided them with common language to use during these conversations.

- For teachers, DKSA provided them with ideas of different and more engaging ways to teach child protection education, which some teachers said they would use in the classroom moving forward. This supports the finding that DKSA could be a useful support to PDHPE curriculum content.

The issue of cost effectiveness was explored with school staff through an online survey and qualitative interviews. DEC estimated that the cost of implementing DKSA was \$6 per student. School staff were asked whether this cost represented value for money in light of DKSA's impacts and outcomes, and whether there would be value in scaling up DKSA to other NSW Government schools. On this issue of cost effectiveness, the evaluation found:

- Most staff felt the \$6 per child cost of DKSA represented value for money, either because \$6 included the performance and a show bag and/or because the messages DKSA conveyed justified the cost. A minority view was that \$6 represented an unnecessary expense given the content of the DKSA was already covered by the curriculum.
- Despite \$6 being seen as a reasonable cost, there was concern that many families in low socio-economic areas would not be able to afford this cost.
- There was support for the ongoing implementation of DKSA in pilot schools and other NSW Government schools. Note that in this evaluation, staff were asked to consider whether DKSA represented value for money in isolation, and were not asked to draw comparisons with other programs and assess relative value for money. Schools have finite budgets and a decision to scale-up DKSA to other schools will involve reprioritising other activities/programs after assessing their relative value for money. The issue of equity regarding access and value for money for remote, rural and small central schools would also need to be considered. The same consideration would also need to be given to schools with specialist settings.
- If DKSA was scaled-up to other NSW Government schools, the preferred option among staff would be to incorporate DKSA into the curriculum, although there may be options for Bravehearts Inc to continue to deliver DKSA more cost effectively. Some of the options for doing this suggested by school staff include:
 - Bravehearts delivering DKSA via videoconferencing (eg. by using Skype, interactive whiteboards etc)
 - Removing the DVD from the showbag and providing one for each classroom or one for the library that students can borrow
 - Providing schools with electronic copies of resources in *Ditto in a Box* (rather than hard copies).
 - Having nearby schools come together for the performance (this assumes there would be some economies of scale in increasing the size of the audience and may present difficulties for schools in rural locations where distances between schools are large).

1 Introduction

In November 2012, Urbis was commissioned by the NSW Department of Education and Communities (NSW DEC) to undertake an evaluation of the *Ditto's Keep Safe Adventure* (DKSA) pilot. DKSA was developed by Bravehearts Inc and piloted in 21 NSW Government schools.

This document is the draft evaluation report which assesses the appropriateness, effectiveness and efficiency of DKSA. Specifically, it assesses:

- the appropriateness of the learning outcomes achieved by the delivery of the *Ditto's Keep Safe Adventure* performance in the context of existing contemporary child protection approaches, with specific reference to the NSW Government's Keep Them Safe (KTS principles)
- whether *Ditto's Keep Safe Adventure* is complementary to existing NSW DEC child protection education curriculum support materials with respect to child safety and protection issues
- whether *Ditto's Keep Safe Adventure* measurably improves outcomes for children and families with reference to relevant NSW syllabus outcomes and indicators and the KTS principles
- whether the pilot program is cost effective in achieving its objectives
- whether *Ditto's Keep Safe Adventure* could be efficiently and effectively scaled-up and delivered in more NSW schools
- whether a scaled-up *Ditto's Keep Safe Adventure* would represent value for money in improving outcomes for children and families in NSW.

1.1 DITTO'S KEEP SAFE ADVENTURE

Ditto's Keep Safe Adventure aims to teach children protective behaviours in a fun, engaging and non-confrontational way. Targeting students aged 5-8 years and featuring the children's character 'Ditto', the pilot program comprised:

- a 30 minute in-school protective behaviours performance
- a show bag for children containing a *Ditto's Keep Safe Adventure* activity book and DVD
- '*Ditto in a box*' which provided resources for use by teachers to follow-up the *Ditto's Keep Safe Adventure* performance. These resources included a Teacher's Guide, teaching modules, a DVD with the performance, a CD with *Ditto's Keep Safe Adventure* songs, posters with *Ditto's Keep Safe Adventure* key messages, and scenario cards for class activities.

DKSA also generally includes a pre-performance information session for teachers and parents. The purpose of this session is to inform parents and teachers about Bravehearts Inc and DKSA, and to provide support and information on how to respond to a child disclosing sexual assault.

Bravehearts Inc has advised that despite its best efforts to promote the briefing to schools, only three schools booked the session. The other schools reportedly did not have sufficient time to schedule a session. Bravehearts Inc advised that the time between a booking and the performance was usually six weeks, but because of the timeframes for the pilot, the time between bookings and performances in schools was often much less. According to Bravehearts Inc, this impacted on the ability and willingness of schools to schedule a pre-performance information session.

The *Ditto's Keep Safe Adventure* performance is centred around the following content:

- 'yes' and 'no' feelings
- 'warning' signs
- safe and unsafe scenario recognition

- secrets
- identification of 'private parts'
- action children should take if they feel unsafe or unsure.

DKSA is underpinned by three key rules which are presented during the performance. These include:

- *We all have the right to feel safe with people*
- *It's ok to say NO if you feel unsafe or unsure*
- *Nothing is so yucky that you can't tell someone*

According to Bravehearts Inc, as a result of participation in DKSA, students should begin to be able to:

- recognise and trust their instincts and feelings to identify when a situation/person gives them a 'no' feeling
- recognise various physiological responses that help them know when they are feeling unsafe or unsure
- recognise the difference between different types of safe or unsafe touches
- identify body parts that are considered private
- begin to cope more confidently with situations where they feel unsafe or unsure
- put in place strategies to deal with situations/people that make them feel unsafe or unsure
- decide who they can trust and know how to ask these people for help; and develop a sense of respect for self and others.

1.2 THE DITTO'S KEEP SAFE ADVENTURE PILOT

The NSW Government decided to pilot DKSA in 21 NSW Government schools and commissioned Urbis to undertake an evaluation of the pilot.

Schools were invited to express an interest in participating in the pilot. Pilot schools were then selected by the Department of Premier and Cabinet and NSW DEC, in consultation with Bravehearts Inc. Schools were selected to represent a broad cross-section of NSW Government schools in terms of location (metropolitan and rural), size of school, and the demographic characteristics of students. The schools that participated in the pilot are outlined in Table 1 below.

TABLE 1 – SCHOOLS THAT PARTICIPATED IN DKSA PILOT

SCHOOLS INCLUDED IN PILOT	K-2 STUDENTS	SCHOOL SIZE
1. Blacktown South Public School	340	802
2. Cambridge Gardens Public School	150	284
3. Cessnock West Public School	160	360
4. Drummond Memorial Public School	70	138
5. Glenwood Public School	160	296
6. Goonellabah Public School	100	226
7. Guyra Central School	84	144
8. Hebersham Public School	250	597
9. Heckenberg Public School	112	225

SCHOOLS INCLUDED IN PILOT	K-2 STUDENTS	SCHOOL SIZE
10. Kemblawarra Public School	38	85
11. Laguna Street Public School	220	400
12. Leppington Public School	56	111
13. Lismore Public School	165	309
14. Lismore South Public School	110	309
15. Mount Brown Public School	168	355
16. Orchard Hills Public School	34	84
17. Seven Hills West Public School	150	341
18. Warners Bay Public School	188	533
19. Whalan Public School	130	318
20. Willmot Public School	100	227
21. Wilton Public School	120	81

Performances took place between 7 May and 16 July 2013. Bravehearts Inc contacted schools directly to arrange performances. Urbis then contacted schools directly to inform them about the evaluation and how they could participate. The methodology for this evaluation is outlined in Section 1.3 below.

1.3 METHODOLOGY

The evaluation adopted a mixed-methods approach including qualitative and quantitative research techniques. The evaluation occurred over four phases, each of which has been outlined below.

1.3.1 PHASE 1: UNDERSTANDING THE CONTEXT

In the first phase, in-depth telephone interviews were undertaken with five key stakeholders, including stakeholders in the Department of Families and Community Services (FaCS), the Department of Treasury, NSW DEC and Bravehearts Inc. The purpose of these interviews was to provide important background for the evaluation and explore:

- current approaches to teaching child protection education
- the NSW curricula content relating to child safety and protection issues
- the aims and objectives of DKSA
- the perceived value of DKSA in the context of other approaches.

A limited scan of the available literature on child protection education was also undertaken. The purpose of this scan was to better understand the evidence-base surrounding child protection education programs, and to inform the development of research instruments. This project did not involve a comprehensive literature review.

1.3.2 PHASE 2: COLLECTION OF PRE-PERFORMANCE DATA

The second stage involved collecting pre-performance data from school staff participating in the pilot via an online survey. A link to the 10-12 minute survey was emailed to schools one week before the performance. The purpose of this survey was to understand how schools currently teach child protection and views on the effectiveness of this approach; the extent to which current approaches align with what the literature describes as 'effective practice' in child protection education; experiences of school staff in teaching child protection education; and knowledge and expectations around the DKSA pilot.

The pre-performance survey is included in Appendix A.

1.3.3 PHASE 3: COLLECTION OF POST-PERFORMANCE DATA

Following the DKSA performance, school staff involved in implementing DKSA were invited to participate in a post-performance online survey. A link to the 12-15 minute survey was emailed to schools 1-2 weeks after the performance for completion. In addition, parents whose children participated in the pilot were invited to participate in a paper survey which was distributed to parents by schools. Parents were supplied with a pre-paid envelope to return the survey to the evaluation team or, alternatively, could elect to return completed surveys to schools who could then forward them on.

The staff post-performance survey is included in Appendix B. The parent survey is included in Appendix C. In summary, the issues explored in the post-performance surveys included:

- how DKSA was implemented, including information received before the performance and follow-up activities after the performance
- the extent to which DKSA aligned with and complemented the curriculum and KTS principles (staff only)
- the need for DKSA
- the extent to which DKSA aligned with characteristics associated with effective child protection education
- the effectiveness of DKSA and usefulness of resources
- the extent to which DKSA engaged students
- the cost effectiveness of DKSA
- options for scaling up DKSA in NSW Government schools.

To complement the quantitative data collected via online surveys, the evaluators also visited four schools involved in the pilot to obtain qualitative data through interviews with school staff and parents. The four schools visited were in four different DEC regions and located in metropolitan and rural areas. Schools were selected in consultation with NSW DEC to ensure a broad cross-section of students, including Aboriginal and Torres Strait Islander students and students from Culturally and Linguistically Diverse (CALD) backgrounds. Visits took place 2-4 weeks after performances.

The issues explored during school visits were similar to those explored during the post-performance surveys for staff and parents, but face-to-face consultations allowed for a more in-depth and nuanced discussion of the issues. Consultations took the form of small group discussions and one-on-one interviews depending on teacher and parent availability. Question guides used for consultations with parents and school staff are included in Appendix D and Appendix E respectively.

In considering the appropriateness and effectiveness of DKSA in this evaluation, we have considered the DKSA performance and the accompanying resources, including *Ditto in a Box* and the show bag for students.

1.3.4 PHASE 4: ANALYSIS AND REPORTING

This evaluation involved the analysis of qualitative (eg interview and small group discussion transcripts) and quantitative (online/paper surveys completed by staff and parents) data.

We undertook a thematic analysis of all qualitative data sources, including open-ended questions from online and paper surveys. This involved identifying, examining and recording patterns or themes within the data. After an initial review of the data, codes were developed and then, as analysis deepened, themes within codes emerged.

All data from the hard copy parent surveys were entered into an online survey instrument. Data from each of the quantitative surveys (pre-performance staff survey, post-performance staff survey, and parent survey) were then produced. Cross-tabulation was undertaken to identify any significant differences

between cohorts based on variables such as gender, age, position in school, DEC region, years of teaching experience, CALD or Aboriginal and Torres Strait Islander background etc. Significance testing, based on a margin of error of plus or minus 5% at a 95% level of confidence, was undertaken. When making comparisons between cohorts in this report, we have only reported on differences that are *statistically significant*. Note, however, that there were very few statistically significant differences in the data.

1.4 NOTES ON THE METHODOLOGY

1.4.1 CONSULTING WITH CHILDREN

Urbis did not consult with children as part of this evaluation, but instead measured impacts on children and families by consulting with school staff and parents. The key reasons for this decision are outlined below:

- Interviewing children requires a range of ethical issues to be considered regarding the evaluation aims and objectives; what children can and can't tell us; and timing.
- Interviewing children in a group setting presents the risk that children will be influenced to respond in the same way as their classmates, irrespective of what they know or feel.
- Interviewing children one-on-one or via an online survey would require assistance from teachers and, potentially, use of limited computers in classrooms. This would be burdensome and disruptive for classrooms.

1.4.2 COST EFFECTIVENESS

The evaluation brief required consideration of whether the pilot was cost effective in achieving its outcomes, whether DKSA could be effectively and efficiently scaled up to be delivered in more NSW Government schools, and whether a scaled-up version of DKSA would represent value for money.

A formal cost-benefit analysis of the pilot would be problematic and was not undertaken. Although increased awareness of child protection messages may be a key impact of DKSA, the benefits derived from this increased awareness may not manifest until many years after the delivery of DKSA and this evaluation.

Advice received from the NSW Treasury in the early stages of this evaluation was that cost effectiveness should be assessed by comparing the cost and outcomes of DKSA with the cost and outcomes of other comparable programs. NSW DEC was unable to provide evaluations of comparable programs, largely because there are none in NSW Government schools that are directly comparable. During consultations, comparisons were made with the health education program *Life Education*, and this had been mentioned in this report. However, the lack of evidence available precludes the comparison suggested by NSW Treasury.

The evaluation team undertook to explore the issue of cost effectiveness with school staff through the online survey and qualitative interviews. DEC provided an estimate of the cost of implementing DKSA (\$6 per student), and the evaluation team sought stakeholder views on whether this cost represented value for the money in light of the impact and outcomes of DKSA.

1.5 SURVEY RESPONDENTS CHARACTERISTICS/DEMOGRAPHICS

This section provides an overview of the characteristics of school staff and parents who participated in the three surveys.

In total 123 school staff completed the pre-performance survey, 61 staff completed the post-performance survey, and 172 parents completed the parent survey.

All respondents were asked a series of demographic questions relating to their gender, age, cultural background etc. Table 2 below outlines the demographic characteristics of respondents for each survey. In summary, it shows:

- the majority of respondents, both school staff and parents, were female
- most respondents were between the ages of 30-49 years
- only a few parents (4%) and no staff identified as being Aboriginal or Torres Strait Islander
- around one in ten school staff and one in five parents (22%) were from Culturally and Linguistically Diverse (CALD) backgrounds.

TABLE 2 – KEY DEMOGRAPHICS BY SURVEY

		PRE-PERFORMANCE SURVEY (N=123)		POST-PERFORMANCE SURVEY (N=61)		PARENTS (N=172)	
		No.	%	No.	%	No.	%
Gender	Male	6	5%	3	5%	20	12%
	Female	117	95%	58	95%	146	88%
Age	Under 25 years	11	9%	8	13%	0	1%
	25-29	18	15%	11	18%	5	9%
	30-39	39	32%	16	26%	34	56%
	40-49	23	19%	10	16%	11	29%
	50-59	26	21%	15	25%	1	3%
	60 years and over	6	5%	1	2%	2	2%
Aboriginal and/or Torres Strait Islander	No	123	100%	61	100%	162	96%
	Yes	-	-	-	-	6	4%
CALD	No	111	90%	56	92%	126	78%
	Yes	12	10%	5	8%	35	22%

Parents were asked to identify the highest level of education they had obtained. Table 3 presents a summary of the responses. Just over one third (38%) of parents had university level qualifications, and another third (34%) had trade or technical qualifications.

TABLE 3 – PARENTS' HIGHEST LEVEL OF EDUCATION

HIGHEST LEVEL OF EDUCATION	PARENTS (N=169)	
	No.	%
No formal schooling	0	0%
Primary school	1	1%
Some secondary school	21	12%
Completed secondary school	25	15%
Trade or technical qualification	58	34%
Undergraduate university diploma/degree or equivalent	34	20%
Postgraduate university diploma/degree or equivalent	30	18%

1.5.1 ABOUT THE PILOT SCHOOLS

Table 4 below outlines the NSW DEC regions in which staff and parents were located. It shows that most staff were from Western Sydney, followed by South Western Sydney and the North Coast. Most parents were from Western Sydney followed by Illawarra/South Coast and the Hunter/Central Coast.

TABLE 4 – LOCATION OF SCHOOL

DEC REGION	PRE-PERFORMANCE SURVEY (N=123)		POST-PERFORMANCE SURVEY (N=61)		PARENTS (N=168)	
	No.	%	No.	%	No.	%
Western Sydney	48	39%	29	48%	53	32%
South Western Sydney	20	16%	9	15%	16	10%
North Coast	15	12%	7	11%	11	7%
New England	12	10%	4	7%	11	7%
Hunter/Central Coast	11	9%	5	8%	32	19%
Illawarra/South East	10	8%	2	3%	33	20%
Sydney region	7	6%	5	8%	10	6%
Western NSW	0	0%	0	0%	2	1%

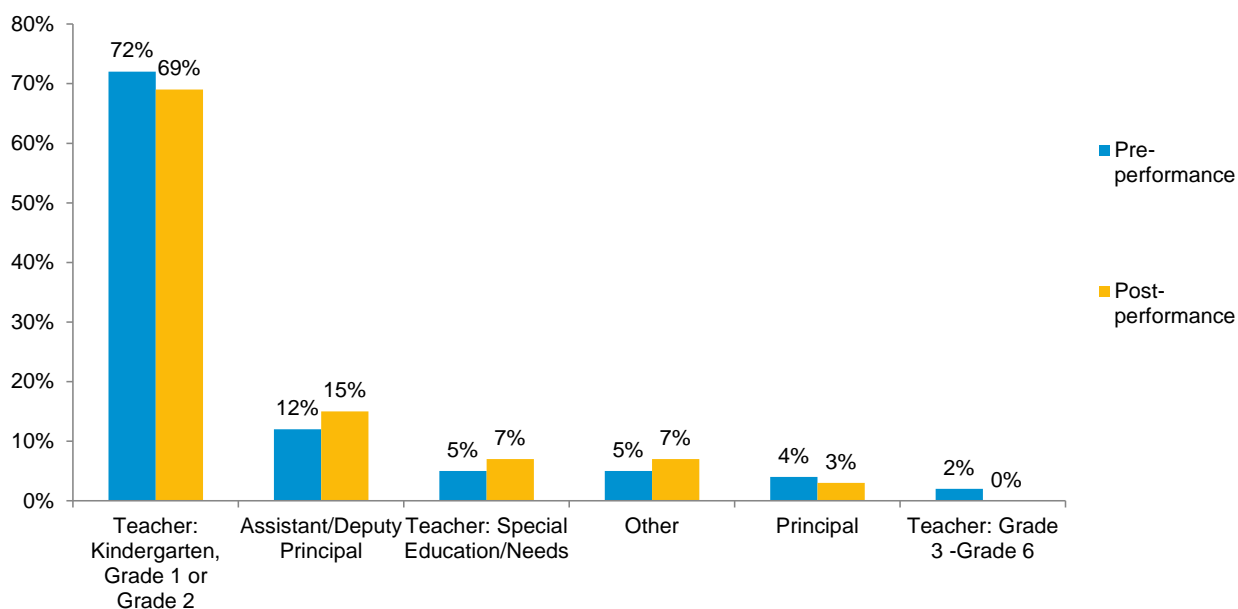
School staff were asked to identify the size of the schools in which they worked. Table 5 shows that the majority of staff worked in schools with 300 or more students (63% staff pre-performance, 62% staff post-performance).

TABLE 5 – SCHOOL SIZE

SCHOOL SIZE	PRE-PERFORMANCE SURVEY (N=123)		POST-PERFORMANCE SURVEY (N=61)	
	No.	%	No.	%
Less than 100	2	2%	1	2%
100 - 199	17	14%	9	15%
200 - 299	27	22%	13	21%
300 - 399	43	35%	19	31%
400 or more	34	28%	19	31%

As shown in Figure 1 below, the majority of staff who responded to the pre-performance (72%) and post-performance (69%) surveys were K-2 teachers. This is unsurprising given DKSA was targeted at K-2 students. No Aboriginal Education Officers responded to the survey.

FIGURE 1 – ROLE OF SCHOOL STAFF
(N=PRE 123, POST=67)



2 The policy context

2.1 OVERVIEW

This section provides a brief overview of the policy context within which the *Ditto's Keep Safe Adventure* pilot was implemented. Specifically, it describes the Keep Them Safe Principles and current child protection education in NSW Government schools. It also outlines factors or principles associated with effective child protection education identified through a scan of the literature undertaken as part of this evaluation.

2.2 KEEP THEM SAFE

Keep Them Safe: A shared approach to child wellbeing (Keep Them Safe) is the NSW Government's five-year (2009-14) Action Plan to improve the safety, welfare, and wellbeing of children and young people. *Keep Them Safe* is the NSW Government's response to the *Wood Special Commission of Inquiry into Child Protection Services in NSW*, which was established on 14 November 2007 (Department of Premier and Cabinet NSW Government 2009).

Key principles for child protection put forward by the Wood Commission, and endorsed by the NSW Government, are summarised in the box below.

Principles of Child Protection in NSW

- Child protection is the collective responsibility of the whole of government and the community.
- Primary responsibility for rearing and supporting children should rest with families and communities, with government providing support where it is needed, either directly or through the funded non-government sector.
- The child protection system should be child focused. The safety, welfare and wellbeing of the child or young person are of paramount concern, and supporting parents is usually in the best interests of the child or young person.
- Positive outcomes for children and families are achieved through development of a relationship with the family that recognises their strengths and their needs.
- Child safety, attachment, wellbeing and permanency should guide child protection practice.
- Support services should be available to ensure that all Aboriginal and Torres Strait Islander children and young persons are safe and connected to family, community and culture.
- Aboriginal and Torres Strait Islander people should participate in decision making concerning the care and protection of their children and young persons with as much self-determination as is possible, and steps should be taken to empower local communities to that end.
- Assessments and interventions should be evidence based, monitored and evaluated.

Source: Department of Premier and Cabinet NSW Government (2009: ii)

The goal of *Keep Them Safe* is that all children in NSW are healthy, happy and safe, and grow up belonging in families and communities where they have opportunities to reach their full potential (Department of Premier and Cabinet NSW Government 2009: ii; Urbis 2011).

\$750 million in funding was handed down in the 2009-10 NSW State Budget for *Keep Them Safe*, including allocations for:

- enhanced prevention and early intervention services
- improving services for Aboriginal children and young people
- enhanced acute services, such as 'intensive family preservation'
- changes to the child protection system and services
- out-of-home care.

(NSW Government 2012)

2.3 CHILD PROTECTION EDUCATION IN NSW GOVERNMENT SCHOOLS

The PDHPE Syllabus provides the curriculum framework for teaching and learning related to the health priorities for young people that include child protection. NSW DEC supports NSW Government schools to implement the PDHPE syllabus. While child protection must be taught in each stage, the number of lessons and the content is flexible, and schools develop programs to meet the needs of their students.

In 1998, NSW DEC developed *Child Protection Education: Curriculum materials to support teaching and Learning in Personal Development, Health and Physical Education* (hereafter referred to as “NSW child protection education curriculum support materials”). The materials were written to assist teachers to implement child protection education within the framework of the NSW Board of Studies *PDHPE K-6 Syllabus and Support Document, Formal Consultation Draft* (NSW BOS, 1992). The materials provide schools with a range of teaching and learning activities to explore the following three themes:

- ‘*Recognising Abuse*’, to enable students to develop knowledge and skills, appropriate to their age and stage, about what constitutes abuse
- ‘*Power in Relationships*’, including building confidence in relationships which are positive and caring
- ‘*Protective Strategies*’, including the opportunity to analyse situations, identify feelings, and explore alternative courses of action and their consequences.

The curriculum support materials involve a cyclic development of concepts and key focus areas. Themes are repeated and developed through each stage. The emphasis is on building strengths and positive feelings. The curriculum support materials are complemented by other teacher resources including, for example, NSW Primary Curriculum Foundation Statements which set out clearly the knowledge, skills and understanding that each student should develop at each stage of primary school.

The current PDHPE K-6 Syllabus replaced the Formal Consultation Draft in August 1999. Enhancements were made to the current syllabus to ensure it:

- reflected new understandings in the areas of health and physical activity
- was more explicit about appropriate outcomes and subject matter for students in each stage
- incorporated the scope and sequence described in major curriculum resources in areas such as drug education and child protection.

The existing child protection education curriculum support materials have not been updated to reflect the new syllabus but provide an ongoing resource that teachers can use in the classroom. They provide a comprehensive and structured outline of how child protection education may be taught and, for this reason, were used as a point of reference throughout this evaluation.

2.4 EFFECTIVE PRACTICE IN CHILD PROTECTION EDUCATION

As part of this evaluation, a scan of the literature to identify effective practice in child protection education programs was undertaken. Note that given the scale of the evaluation, a comprehensive literature review was not undertaken.

According to the literature reviewed, child sexual abuse prevention programs do increase children’s knowledge and awareness of sexually abusive behaviour (for example Dake, Price & Murman, 2003, MacIntyre & Carr 1999, 2000, Hanson et al, 2008). However, the literature suggested further research and evaluation was needed to demonstrate skill acquisition and behaviour change as a result of child sexual abuse prevention programs. Notwithstanding the need for further research, the literature identified a number of factors or principles associated with effective programs. These include:

- Encouragement of active participation of children is more effective than passive methods (e.g. teaching concepts, discussions) or no participation at all (e.g. only showing videos or individual study).
- Explicit training (e.g. rehearsing appropriate behaviours) is important for increasing knowledge and skills.

- Training in groups is preferable because training in isolation can make children feel more fearful afterwards.
- The use of standardised materials and trained instructors is recommended to ensure quality and safety of the program.
- Integration of child prevention abuse programs into the school curriculum can increase the successful outcome of a program.
- Long programs that involve repetition of presentations and follow up of what children have learnt are more successful than short term programs.
- Parental involvement is recommended - parents can assist their children by answering questions and starting discussions about sexual issues; involving parents can also assist in educating parents on how to recognise signs of sexually abusive behaviour.
- For the same reasons as parental involvement, teacher education is also strongly recommended.

(Davis & Gidycz 2000, Kenny et al, 2008, Sanderson 2004, Walsh & Brandon, 2011)

Separately, NSW DEC has advised that it also considers the following effective practice for delivering child protection education in schools:

- building an atmosphere of trust so that students feel more comfortable discussing feelings and experience
- dealing directly with relevant aspects of sexuality, for example, but using explicit terms for body parts
- enhancing individual students' support systems, preferably on a one to one basis
- integrating child protection into an ongoing, spiral curriculum where activities are tailored to develop knowledge and skills appropriate to ages and stages of students
- ensuring students practise protective behaviours or how to respond in an abusive situation, in addition to learning about these behaviours
- teaching a range of assertive behaviours for children to use with potential abusers, beyond saying 'no' which can be culturally taboo for some children
- including a focus on the development of attitudes and skills needed for positive and non-abusive relationships (a long term child protection strategy) that includes:
 - self esteem and assertiveness
 - communicating
 - body ownership
 - different types of feelings
 - different types of relationships
 - types of touch and rules about touch
 - identifying public and private body parts, behaviours and places
 - safety networks and how to get help.

3 Context of child protection education in the pilot schools

KEY FINDINGS: Child protection education in pilot schools

- Child protection education was mostly taught by classroom teachers through the PDHPE syllabus and curriculum.
- The majority of staff reported current child protection education promoted skills, knowledge and understanding in all focus areas outlined in the NSW DEC child protection education curriculum support materials. The majority also reported that current child protection education engaged students effectively.
- Child protection education reportedly involved elements of what is considered effective practice to varying degrees – involvement of *standardised materials* and *differentiation based on students’ developmental levels* was high, but *teacher education or training* and *parental involvement* was low.
- Most teachers felt confident teaching child protection education but a substantial minority (23%) did not.
- Teacher training and updated resources would assist teachers teach child protection education more effectively.

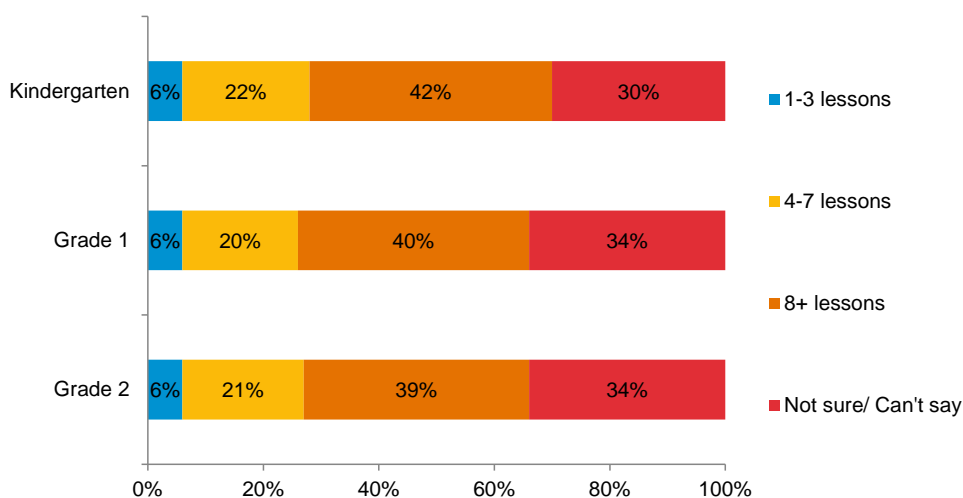
3.1 CHILD PROTECTION EDUCATION IN PILOT SCHOOLS

In the pre-performance online survey, school staff were asked about how their school taught child protection education, including in what grade it was taught, how many lessons students had, who delivered the lessons, and whether external organisations were involved. This Section outlines the results of this survey.

Note that the pre-performance survey did not aim to provide an in-depth analysis or overview of all child protection initiatives in each school. The purpose of these questions was to develop a general understanding of stakeholder perspectives regarding current child protection education in schools, and the context within which DKSA was being implemented.

The majority of school staff (between 96% and 99%) reported that child protection education was currently taught in all grades from Kindergarten to Year 6 in their school. Staff were asked how many child protection lesson students received each year. As demonstrated in Figure 2 below, most reported that students in Kindergarten, Grade 1 and Grade 2 receive eight or more lesson each year. A substantial minority reported that they were not sure or could not say how many child protection lessons were taught each year (between 30% and 34%).

FIGURE 2 – NUMBER OF CHILD PROTECTION LESSONS PER GRADE PER YEAR (N=113)



School staff were asked to indicate the ways in which child protection was currently taught in their school. The majority reported that child protection education was taught through the PDHPE curriculum (88%). Some reported that child protection was taught through a stand-alone program delivered by school staff (39%) or taught through other areas of the curriculum (27%). A few (6%) reported that child protection education was delivered by staff external to the school¹.

The overwhelming majority (98%) of staff reported that classroom teachers currently teach child protection education to students. A small proportion said people outside the school (7%) or specialist teachers (4%) also teach child protection education in their school.

School staff were asked about the training and support provided to teachers to assist them to deliver child protection education. Around one third (35%) reported that teachers were provided with internal training courses or workshops, or internal briefings. However a similar proportion (34%) reported that teachers did not receive any training or support in child protection education (see Table 6). Only a minority of respondents reported receiving support or training from external sources.

TABLE 6 – TRAINING AND SUPPORT PROVIDED TO ASSIST TEACHERS DELIVER CHILD PROTECTION EDUCATION (MULTIPLE RESPONSE)

TRAINING AND SUPPORT PROVIDED	PRE-PERFORMANCE SURVEY (N=113)	
	Number	%
Training courses or workshops in child protection education delivered by staff within the school	40	35%
Internal briefings during staff meetings	39	35%
Teachers do not receive training/support in child protection education	38	34%
Training courses or workshops in child protection education delivered by people outside the school	17	15%
Guidance and support from a specialist within the school on an as needs bases	9	8%
Guidance and support from a specialist outside the school on an as needs bases	7	6%
Other	5	4%

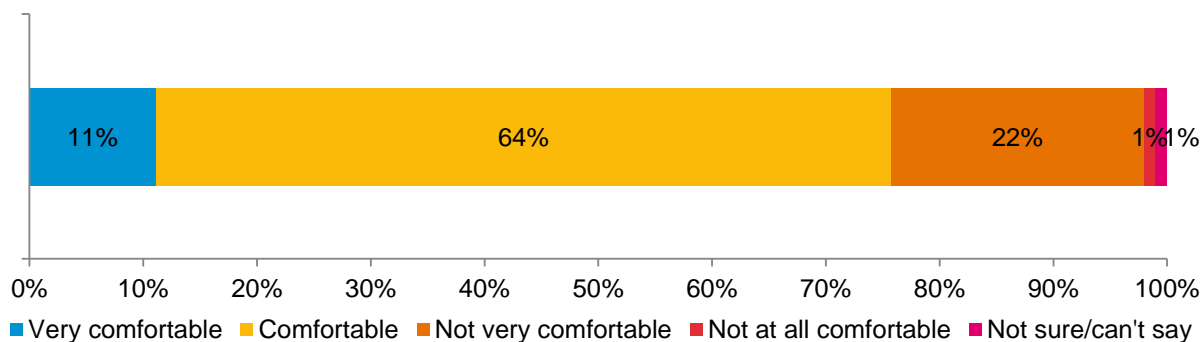
Our school visits confirmed the findings of the quantitative research, with schools generally reporting that child protection was taught through the PDHPE syllabus. In a couple of schools, some teachers reported currently or previously teaching child protection through COGs (Connected Outcome Group), which are units of work that provide cohesive learning experiences by covering outcomes across the Human Society and its Environment (HSIE), Science & Technology, PDHPE and Creative Arts syllabuses. One teacher commented that teaching child protection as a separate unit was more effective than COGs because it involved delivering child protection messages in a much more explicit way. School staff said child protection was also taught incidentally or as and when issues emerge in the classroom and/or school.

¹ Survey respondents were able to identify more than one way in which schools taught child protection education.

3.2 CONFIDENCE OF STAFF

Staff who reported teaching child protection education were asked how comfortable they felt in doing so. Three quarters (75%) of these respondents reported being *very comfortable* or *comfortable*. However, nearly one in four (23%) reported feeling *not very comfortable* or *not at all comfortable*. Staff from schools with less than 400 students (24%) were more likely than others (6%) to report this.

FIGURE 3 – COMFORT IN TEACHING CHILD PROTECTION EDUCATION (N=98)



A common theme to emerge from school visits was that teachers wanted a better understanding of child protection (including recent statistics and developments in the area) and the most effective ways to teach child protection. Some teachers said they did not feel confident teaching child protection or were wary about saying something that might cause children harm or offend parents from particular cultural groups. Several teachers said they were not given explicit training in how to deliver child protection education, with one suggesting that an in-service in this area might be helpful:

There is not enough time in class to do child protection. It's not particularly engaging. There is wariness of the part of teachers....teachers need to better understand how child protection education works.

(School staff)

I find it hard teaching this especially in a place where there are so many social issues...how do you teach a child to know who to trust?

(School staff)

I don't feel comfortable teaching child protection. I feel like I'm confusing the kids. I feel like if I mislead them in not explaining it properly, is this going to put the children at harm?

(School staff)

3.3 EFFECTIVENESS OF CURRENT CHILD PROTECTION EDUCATION

As noted in Section 2.3, the NSW DEC child protection education curriculum support materials are centred on three key themes: Recognising Abuse, Power in Relationships, and Protective Strategies. Within each of these themes, there are between 6-8 key focus areas which differ slightly for Early Stage 1 and Stage 1 students. School staff were asked to indicate the extent to which their school's approach to child protection education promoted skills, knowledge and understanding in each of the focus areas.

As demonstrated in Figure 4, Figure 5 and Figure 6, the large majority of respondents (between 79-90%) reported their school's approach to child protection education promoted skills, knowledge and understanding in all of the focus areas either to a *major extent* or *some extent*.

FIGURE 4 – PROMOTES SKILLS, KNOWLEDGE AND UNDERSTANDING IN FOCUS AREAS UNDER *RECOGNISING ABUSE* (N=113)

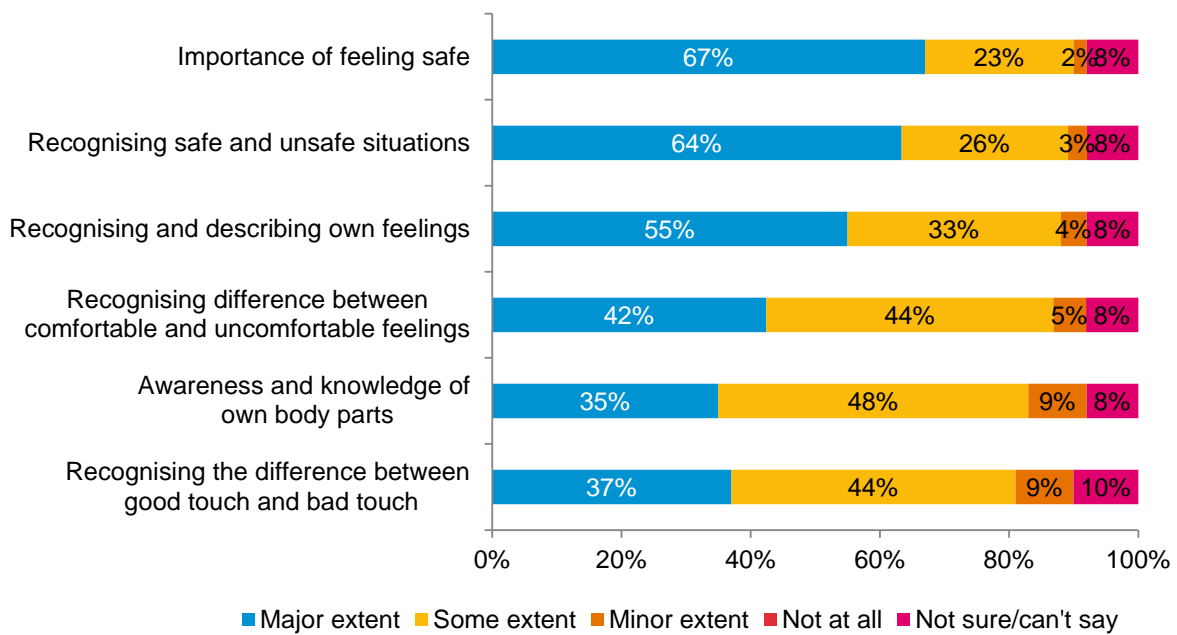


FIGURE 5 – PROMOTES SKILLS, KNOWLEDGE AND UNDERSTANDING IN FOCUS AREAS UNDER *POWER IN RELATIONSHIPS* (N=113)

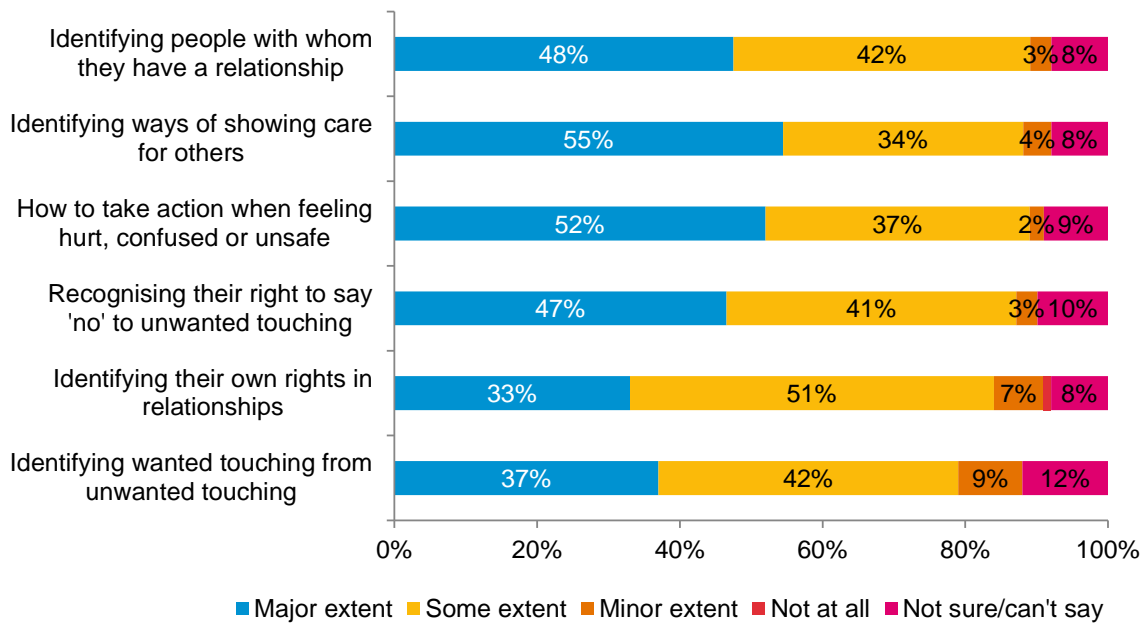
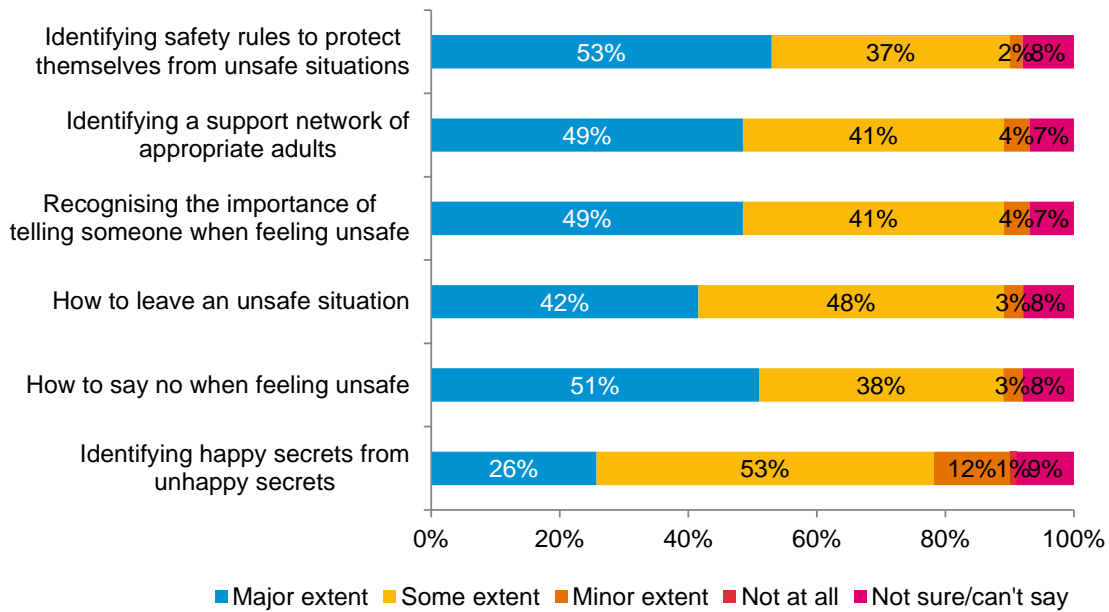


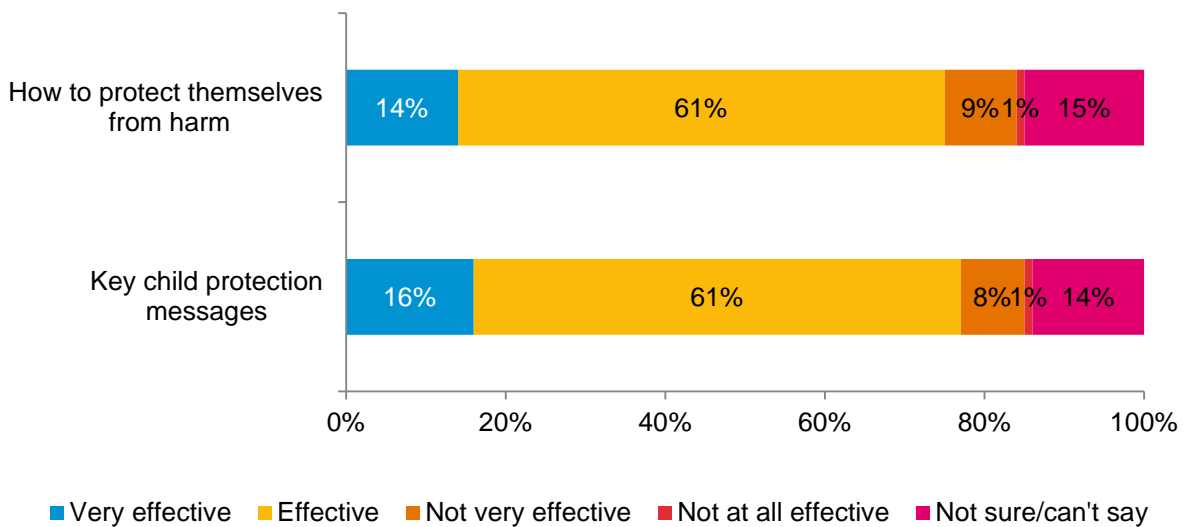
FIGURE 6 – PROMOTES SKILLS, KNOWLEDGE AND UNDERSTANDING IN FOCUS AREAS UNDER *PROTECTIVE STRATEGIES* (N=113)



In addition to considering specific focus areas, school staff were asked to identify how effective their school’s approach to child protection education was overall in increasing students’ knowledge and awareness of child protection issues.

As demonstrated in Figure 7, three quarters of staff reported that their school’s approach was *very effective* or *effective* in increasing students’ awareness of *key child protection messages* (77%) and *how to protect themselves from harm* (75%)

FIGURE 7 – EFFECTIVENESS OF CURRENT CHILD PROTECTION EDUCATION (N=113)

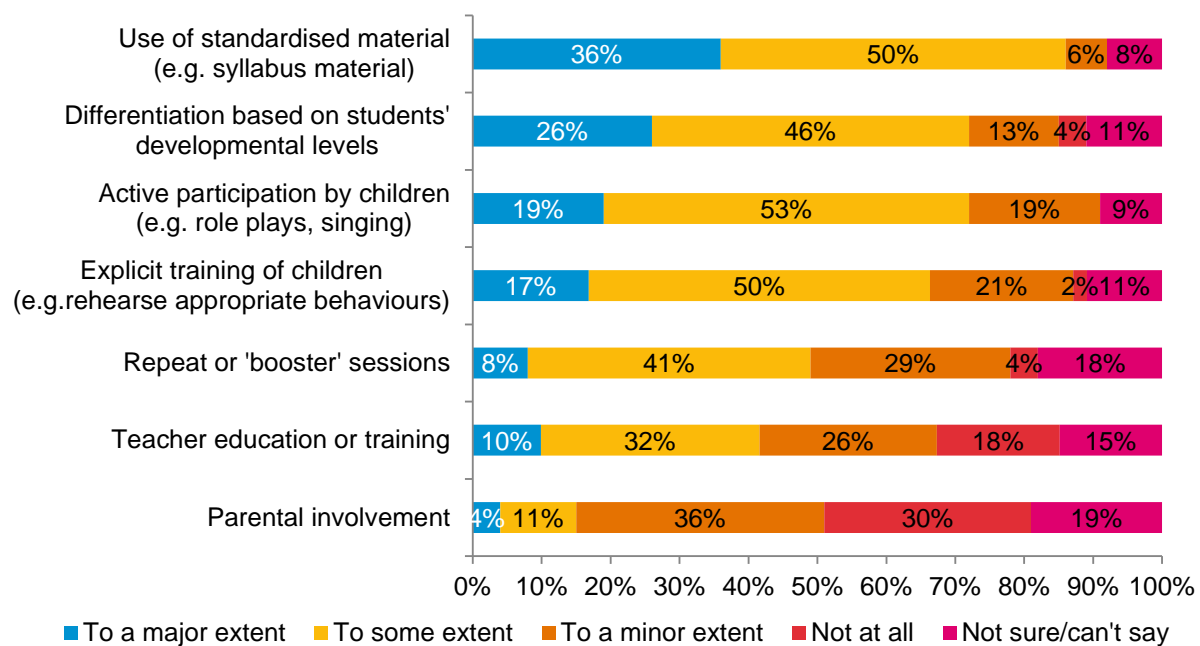


3.3.1 ALIGNMENT WITH EFFECTIVE PRACTICE IN CHILD PROTECTION EDUCATION

School staff were asked to indicate the extent to which their school's approach to child protection education involved elements that are identified as effective practice in the literature (as outlined in Section 2.4). The results are outlined in Figure 8 below. The majority reported to a *major extent* or *some extent*, their school's approach involved *use of standardised material* (86%), *differentiation based on developmental levels* (72%) and *explicit training* (67%). Two in three respondents (66%) said their school's approach involved parents to *minor extent* or *not at all* and 44% reported this about *teacher education or training*.

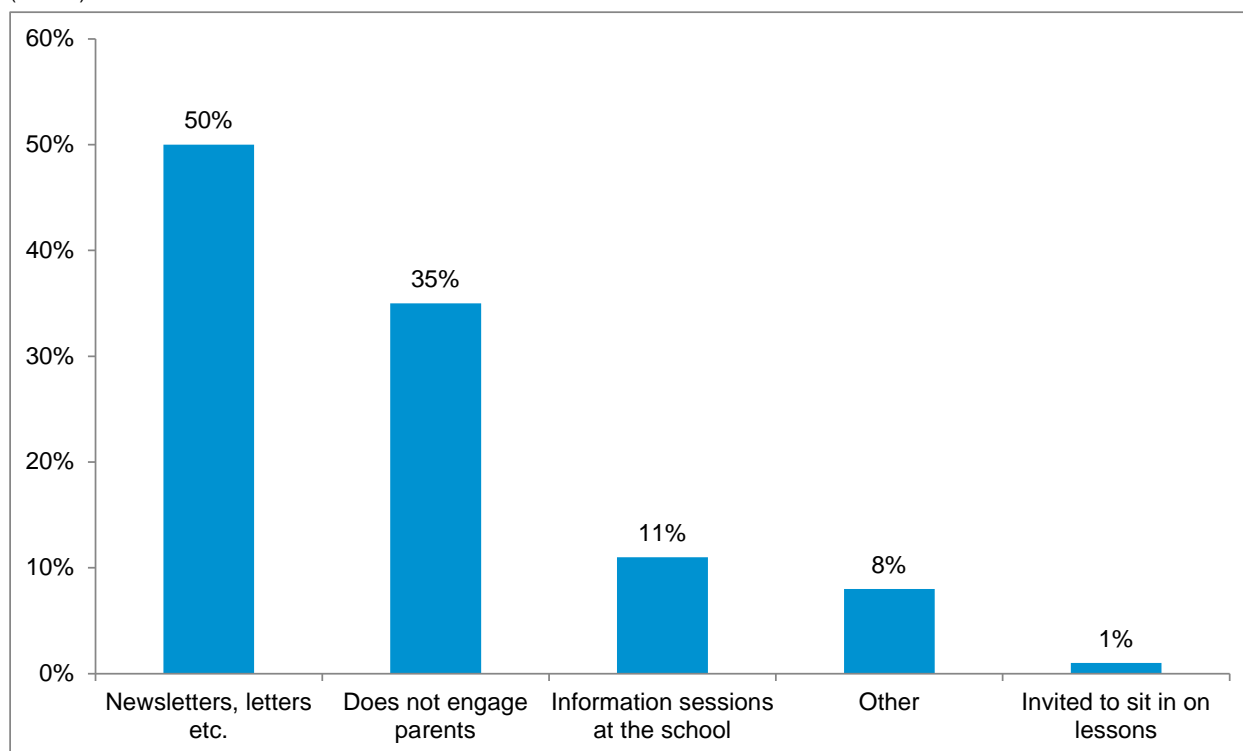
Staff at schools with 400 or more students were statistically more likely than schools with 100-399 students to agree to a *major extent* that their school's approach to child protection education focused on *active participation* (30% compared to 14%), *parental involvement* (12% compared to 1%), and *teacher education and training* (21% compared to 5%).

FIGURE 8 – EXTENT TO WHICH EXISTING CHILD PROTECTION EDUCATION INVOLVES EFFECTIVE PRACTICE CHARACTERISTICS (N=113)



As indicated in Figure 8 above, parent involvement in child protection education was limited. In the pre-performance online survey, staff were asked to identify how, if at all, their child's school engaged parents in child protection education. One third (35%) said their school did not engage parents. Half (50%) reported parents were informed about child protection lessons through newsletters and letters, one in ten (11%) said parents were invited to a child protection briefing at the school, and 1% said parents were invited to sit in on a child protection lesson.

FIGURE 9 – WAYS IN WHICH SCHOOLS ENGAGED PARENTS IN CHILD PROTECTION EDUCATION (N=113)



In the parent survey, parents were asked how their child’s school engaged parents in child protection education. Confirming the findings from the staff survey, the majority reported parents were informed through newsletters and letters (64%). Just over one in five (22%) reported that their child’s school did not engage parents. Less than one in five reported being invited to sit in on child protection lessons (17%) or invited to attend information sessions (15%).

Parents were also asked about their awareness of the school’s approach to child protection and the importance they placed on having child protection education in schools. A total of 61% reported being *very familiar* or *familiar* with the approach of their child’s school. However, one in three (36%) reported being *not very familiar* or *not at all familiar*. A significantly higher proportion of parents aged 40 years or over were *very familiar* with the school’s approach (34%) compared to younger parents (13%).

Almost all parents (98%) reported that it was either *very important* (89%), or *important* (9%) for schools to teach child protection education, with no parents suggesting this was *not important*.²

Our consultations with parents during school visits suggest that parents only had a limited understanding of how child protection education was taught in schools. This was not seen by all parents as a negative thing. Many staff, however, did see this as a weakness, arguing that if parents were more engaged by schools in child protection education they would be able to reinforce key messages to their children at home.

We don’t really involve the community enough in child protection education. This is a weakness we could work on...if we did more of this, parents and the community could reinforce at home the messages we are teaching children.

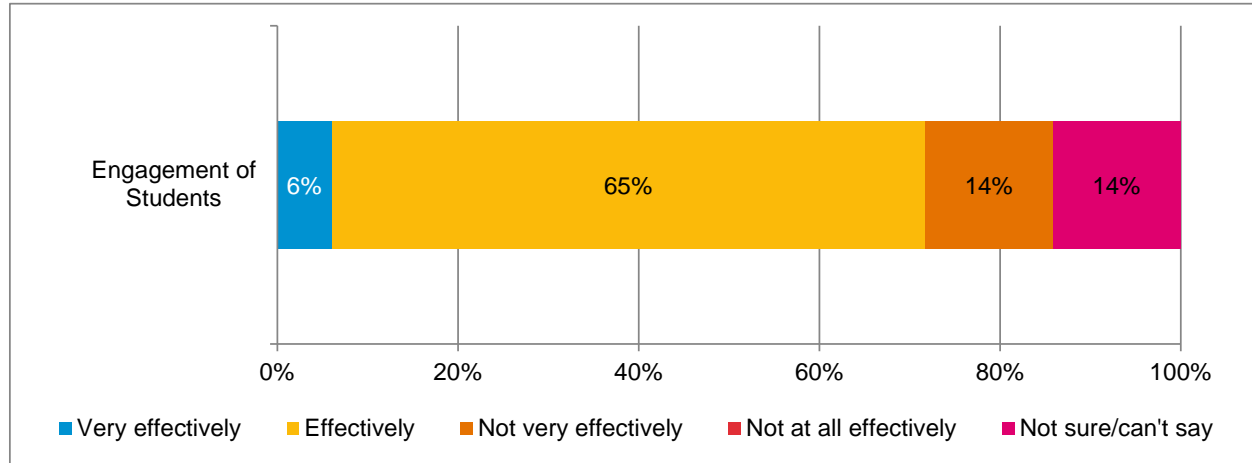
(School staff)

² Questions relating to parents’ familiarity with the school’s approach to child protection education, the importance of child protection education, and the ways in which schools engaged parents in child protection education were asked of parents in 20 of the 21 pilot schools.

3.3.2 ENGAGEMENT OF STUDENTS

Staff were asked a number of questions around how engaging their current approach to child protection education was. The majority of staff (71%) reported that their school's approach to child protection education engaged students *very effectively* or *effectively*, with only one in seven (14%) reporting that their approach was *not very effective*, and no staff suggesting that it was *not at all effective*.

FIGURE 10 – EFFECTIVENESS OF SCHOOL'S CURRENT APPROACH IN ENGAGING STUDENTS (N=113)



Staff were asked about the adequacy of resources available to them to teach child protection education. Just over two thirds (69%) reported that the resources available to them were either *adequate* or *very adequate*. However, nearly one quarter (24%) reported that these resources were *not very* or *not at all adequate*.

During school visits, several teachers referred to the NSW DEC child protection education curriculum support materials. There was a common view that the materials were dated and needed to be revised to include new challenges in the area of child protection, such as dangers posed by the internet, and refreshed to include learning activities that were more engaging. Additional resources such as picture books and interactive whiteboard activities would be welcomed by some staff.

3.3.3 STRENGTHS AND WEAKNESSES OF CURRENT CHILD PROTECTION EDUCATION

The pre-performance online survey asked staff to identify the key strengths and weaknesses of their school's current approach to child protection. The key strengths and weaknesses identified by respondents and also by stakeholders during schools visits are outlined in Table 7 below.

TABLE 7 – STRENGTHS AND WEAKNESSES OF CURRENT APPROACHES TO CHILD PROTECTION EDUCATION

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ▪ Child protection is actively taught from Kindergarten to Grade 6. ▪ All teachers are involved in child protection education and consider it important ▪ Involves standardised lessons for each Stage which build on the knowledge students have gained each year ▪ Involves explicit teaching of child protection concepts that are developmentally appropriate ▪ Teachers know students and can prepare a safe environment within which students can learn child protection messages ▪ Schools can adopt a whole-school focus 	<ul style="list-style-type: none"> ▪ Does not actively engage or involve parents or the community ▪ Lack of training for staff on how to teach child protection education ▪ Teachers not always confident teaching child protection education ▪ the NSW DEC child protection education curriculum support materials are dated and not overly engaging ▪ Delivery of child protection education is not always consistent across the school, and is sometimes only explicitly delivered over one term (instead of the whole year)

After having considered the strengths and weaknesses of their school's approach to child protection education, staff were asked to indicate what, if anything, would help them teach child protection. The large majority of respondents reported better and more engaging resources (eg interactive whiteboard activities, story books) and child protection education training for teachers would help them most. A minority reported that external performances for students would be helpful.

4 Implementation of Ditto's Keep Safe Adventure in schools

KEY FINDINGS: Implementation of DKSA in schools

- The *Ditto's Keep Adventure* pilot was mostly delivered to Kindergarten-Grade 2 students.
- Staff mostly reported that 80+ students and 1-9 staff attended the performance; parent attendance at performances was minimal.
- Overall, staff and parents were satisfied with the information they received about the performance. However, more information would have helped some teachers better prepare students for the performance, and some parents better prepare for conversations with children after the performance.
- One third of teachers and two thirds of parents had used DKSA resources to follow up key messages from the performance; other teachers and parents planned to use these materials in the future.
- Any future follow-up of the performance will likely happen at the classroom level following a decision by individual classroom teachers; only a minority of schools was considering a whole-school approach to incorporate DKSA into child protection education.

4.1 IMPLEMENTATION IN PILOT SCHOOLS

School staff and parents were asked a range of questions regarding the implementation of DKSA in their or their child's school, including who was involved, what information was provided, and what follow up took place. This section provides an overview of responses from both school staff and parents.

School staff reported that DKSA was mostly delivered to children in Kindergarten, Grade 1 and Grade 2, which was expected given the DKSA pilot was targeted at students aged 5-8 years.

School staff were asked to indicate how many students, staff and parents attended the performance. The results are outlined in Table 8 below. Most staff said 80+ children and 1-9 school staff attended the performance (82% and 69% respectively). Most staff reported that 1-9 parents attended the performance and one in four (25%) reported that no parents attended. Given the number of children participating in the performance, parent involvement in the performance was minimal. This may be related to the fact that only 49% of parents reported being invited to the performance. It may also reflect other commitments affecting parent availability to attend.

TABLE 8 – ATTENDANCE AT PERFORMANCE REPORTED BY SCHOOL STAFF
(N=61)

STUDENTS			SCHOOL STAFF			PARENTS		
Number	No.	%	Number	No.	%	Number	No.	%
1-39 students	1	2%	1-9 school staff	42	69%	1-9 parents	36	59%
40-79 students	7	11%	10-19 school staff	17	28%	10-29 parents	4	7%
80+ students	50	82%	20+ school staff	1	2%	30+ parents	0	0%
-	-	-	-	-	-	None	15	25%
Not sure/can't say	3	5%	Not sure/can't say	1	2%	Not sure/can't say	6	10%

4.2 INFORMATION RECEIVED PRE-PERFORMANCE

School staff and parents were asked about the information they received about DKSA prior to the performance, including whether this information was adequate. The majority of school staff received information sheets supplied by Bravehearts Inc (67%), and the majority of parents (60%) received information sheets supplied by the school.

TABLE 9 – INFORMATION RECEIVED PRIOR TO PERFORMANCE

INFORMATION RECEIVED	SCHOOL STAFF POST-PERFORMANCE (N=61)		PARENTS (N=159)	
	No.	%	No.	%
Information sheets supplied by Bravehearts	41	67%	57	36%
None of the above	9	15%	8	5%
Information sheets supplied by the school	14	23%	96	60%
Other	2	3%	14	9%
An information session run by Bravehearts	5	8%	36	23%
An information session run by school staff	1	2%	11	7%
Private conversations with school staff	-	-	5	3%

Overall, staff and parents who participated in the surveys found the information about DKSA received in advance of the performance either *very adequate* or *adequate* (77% and 83% respectively).

There were mixed views reported during school visits on the adequacy of the information received in advance of the performance. Pre-performance information for staff was in the form of Bravehearts information sheets and/or discussions about the performance during staff meetings. Consistent with the quantitative research, some staff found the information adequate, noting that if too much information was provided teachers would not have had time to read it. Other staff reported being less satisfied because the information was not comprehensive enough and/or because they received the information too late. For some, the pre-performance information they received let them know what was happening, but not what DKSA involved, nor what teachers' roles and responsibilities would be pre and post-performance.

It was suggested by these staff that if teachers had received more comprehensive information about DKSA in advance, they would have had a better understanding of DKSA's purpose, could have done more in advance to prepare students for the performance, and would have been better informed about the resources available to them to follow up the performance.

While the online survey found most parents considered the information they received pre-performance to be adequate, a few parents interviewed face to face were critical, suggesting the information they received did not prepare them for situations that followed the performance. For example, one parent said she was aware of a father who was told by his daughter that he could not wipe her bottom because 'Ditto said no'. This reportedly created a difficult situation because the father was not ready or prepared to have the conversation. It would have been helpful for some parents if more detailed information had been provided on the content of DKSA.

4.3 FOLLOW-UP OF PERFORMANCE

4.3.1 SCHOOL STAFF FOLLOW UP

As noted in Section 2.4, long programs that involve repetition of presentations and follow up of what children have learnt have been found to be more successful than short term programs. With this in mind, school staff were asked which of DKSA resources they had used since the performance or planned to use to follow up key child protection messages delivered during the performance.

Post-performance surveys were emailed to school staff 1-2 weeks after performances. At this time, almost one third (32%) of school staff reported using DKSA resources since the performance, over half (56%) said they planned to use the resources, and just over one in ten (12%) said they were not planning to use the resources.

Table 10 below outlines the specific resources staff had used or planned to use in the future. It demonstrates that the most popular resources for both cohorts were worksheets or scenario cards for class activities, and the Teacher's Guide.

TABLE 10 – PROGRAM RESOURCES USED OR PLAN TO USE
(N=57)

RESOURCE	HAVE USED, OR PLAN TO USE			
	Yes (n=18)		No, but plan to (n=32)	
	No.	%	No.	%
Worksheets or scenario cards for class activities	12	67%	23	72%
Teacher's guide	9	50%	22	69%
DVD with DKSA Show	6	33%	20	63%
Posters showing DKSA key messages	8	44%	17	53%
Ditto in a Box teaching modules 1-5	6	33%	18	56%
CD with DKSA songs (age 0-4 or 5-8 years)	6	33%	14	44%
Other	2	11%	2	6%

School staff were asked to indicate how comfortable they would be using DKSA material in teaching aspects of child protection education. A large majority (93%) said they would be either *comfortable* (62%) or *very comfortable* (31%), with the remaining 7% *unsure*.

School staff were also asked to identify how their schools might follow-up the *Ditto's Keep Safe Adventure* performance in the future. As shown Table 11, 44% said they were unsure or could not say what their school's approach to child protection education would be in the future, with an almost similar proportion (40%) suggesting that individual teachers would decide whether to follow-up DKSA in the classroom. Only 16% of staff said their school would adopt a whole school approach to incorporate DKSA into child protection education.

TABLE 11 – FUTURE APPROACH TO CHILD PROTECTION EDUCATION
(N=57)

	NO.	%
Not sure/can't say	25	44%
It will be up to individual teachers to decide whether to follow-up DKSA program in classrooms	23	40%
My school will adopt a whole school approach to incorporate DKSA program into child protection education	9	16%
My school will not incorporate DKSA program into child protection education	0	0%

There had been no formal school-wide follow-up of DKSA in any of the schools visited that were part of the evaluation. It should be noted, however, that visits to schools occurred 3-4 weeks after performances and sometimes school holidays fell between the performance and the visit by the evaluation team. Thus, schools had not had much time to consider if and how they might follow up the performance. Consistent with the quantitative findings, teachers had informally followed up or used aspects of DKSA in class, for example one teacher asked her students to write about the performance, and another had adopted some of the language from the performance in the classroom.

Most schools visited had not made a final decision on if and how they would follow up, although one school had made the decision to incorporate DKSA into its own child protection program. Very few teachers had seen *Ditto in a Box* and some did not know it existed, which is somewhat inconsistent with the 32% of survey respondents who reported using these resources since the performance. Some teachers stressed the importance of follow-up in child protection education, and said they might use *Ditto in a Box* resources if the school made a decision to use them or if the activities linked into child protection education already taking place in the classroom. One stakeholder suggested that five minute activities or 'lessons break' that follow up the performance would be beneficial given time constraints teachers face.

4.3.2 PARENT FOLLOW UP

Parents were also asked what DKSA resources they had used since the performance. The majority of parents (95%, equivalent to 155 parents) reported that their child had received the DKSA show bag. Of these parents, two thirds (67%) reported using the show bag resources and one third (32%) reported that they planned to.

5 Appropriateness of Ditto's Keep Safe Adventure

KEY FINDINGS: Appropriateness of DKSA

- DKSA was broadly aligned with PDHPE curriculum content and the NSW DEC child protection education curriculum support materials.
- DKSA did not necessarily teach new child protection messages, or messages that were not already delivered through the curriculum, but it delivered messages in a fun and engaging way.
- While broadly aligned, there were some differences between DKSA and the NSW DEC child protection education curriculum support materials. Specifically, the support materials instruct teachers to use precise anatomical terms, whereas DKSA uses different language for private parts. DKSA also focuses on the message *It's ok to say NO if you feel unsafe or unsure* whereas schools reportedly aim to teach a range of assertive behaviours because saying NO may be culturally taboo for some children. "NO, GO, TELL" are the actions described in the DEC materials and imply more than just saying "NO".
- According to staff, DKSA involved elements of what is considered effective practice in child protection education to varying degrees – staff commonly reported DKSA involved *active participation by children* and *explicit training of children*, although *parent involvement* and *repeat or 'booster' sessions* was less commonly reported. There was a concern within NSW DEC that the 'one size fits all' nature of the performance did not allow for differentiation based on students' learning, development, cultural and linguistic needs.
- DKSA is a performance-based strategy to communicate key child protection messages to students. It should not be regarded as a broader child protection program that is similar in scope to current child protection education delivered in schools.
- DKSA could be used to supplement or enhance current child protection education in schools, although consideration would need to be given to how it could most effectively do this within the context of the existing curriculum.
- There were mixed views on the alignment of DKSA with the KTS Principles. DKSA's focus on enabling children's knowledge and safety is clearly one component of KTS, but there was a concern that DKSA may not align sufficiently with the broader emphasis of KTS on networks and systems of support.

5.1 OVERVIEW

The evaluation brief required consideration of the appropriateness of learning outcomes achieved by the delivery of DKSA in the context of existing contemporary child protection approaches, with specific reference to the NSW Government's KTS Principles.

In considering the issue of appropriateness, the evaluation considered the appropriateness of the DKSA messages and the extent to which they align with the NSW DEC child protection education curriculum support materials. The evaluation also considered the appropriateness of the mechanism through which the DKSA messages were delivered, and the extent to which DKSA aligns with the KTS Principles.

5.2 ALIGNMENT WITH CURRENT CHILD PROTECTION EDUCATION IN SCHOOLS

As previously noted, the NSW DEC child protection education curriculum support materials are centred around three key themes: Recognising Abuse, Power in Relationships, and Protective Strategies, and there are 6-8 focus areas within each of these themes. Schools can choose to use these materials to teach aspects of the PDHPE syllabus, although it is not compulsory for them to do so.

In the online survey completed by staff post-performance, staff were asked to identify the extent to which DKSA promoted skills, knowledge and understanding in each of the focus areas in the curriculum support materials. As demonstrated in Figure 11, Figure 12 and Figure 13, the vast majority of school staff

(between 90-99%) reported that DKSA promoted skills, knowledge and understanding in each of the focus areas to either a *major extent* or a *moderate extent*. Very few respondents reported that DKSA did this to a *minor extent* and no respondents reported it did not do this at all.

FIGURE 11 – PROMOTES SKILLS, KNOWLEDGE AND UNDERSTANDING IN FOCUS AREAS UNDER *RECOGNISING ABUSE* (N=61)

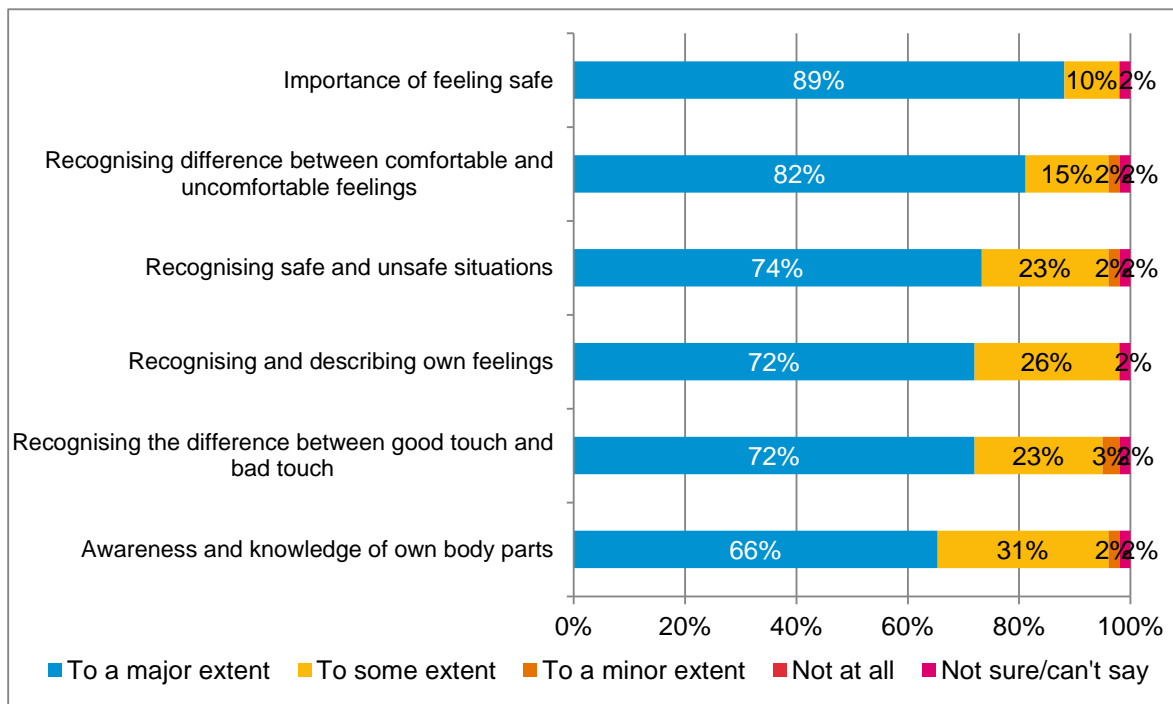


FIGURE 12 – PROMOTES SKILLS, KNOWLEDGE AND UNDERSTANDING IN FOCUS AREAS UNDER *POWER IN RELATIONSHIPS* (N=61)

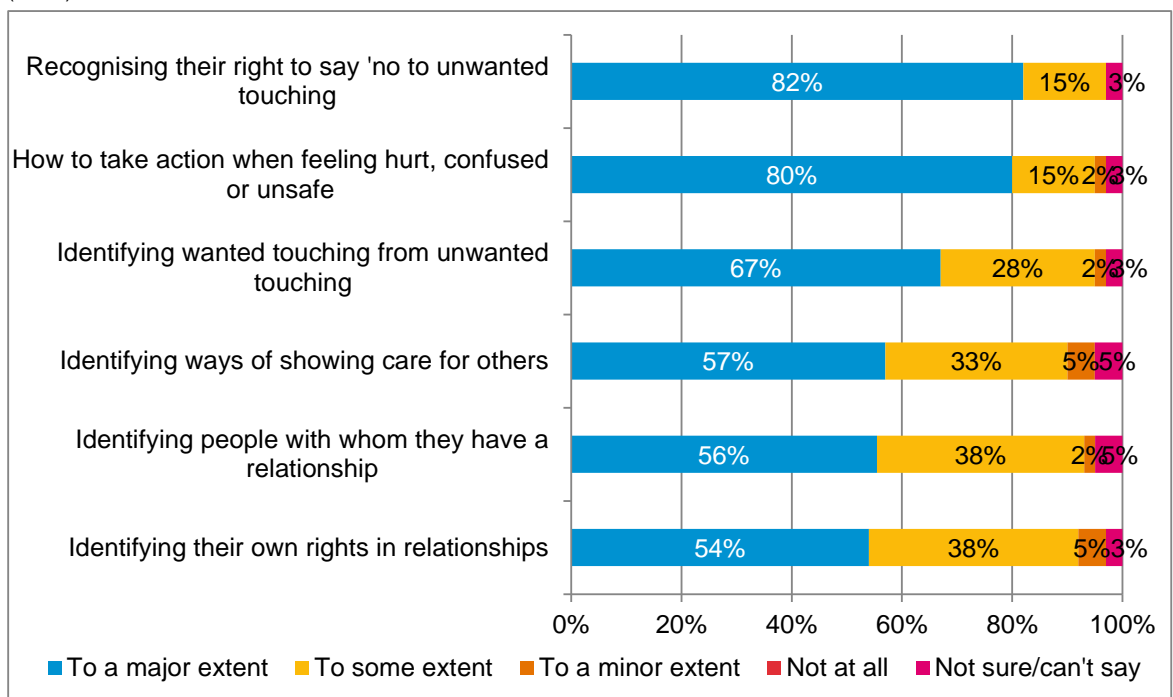
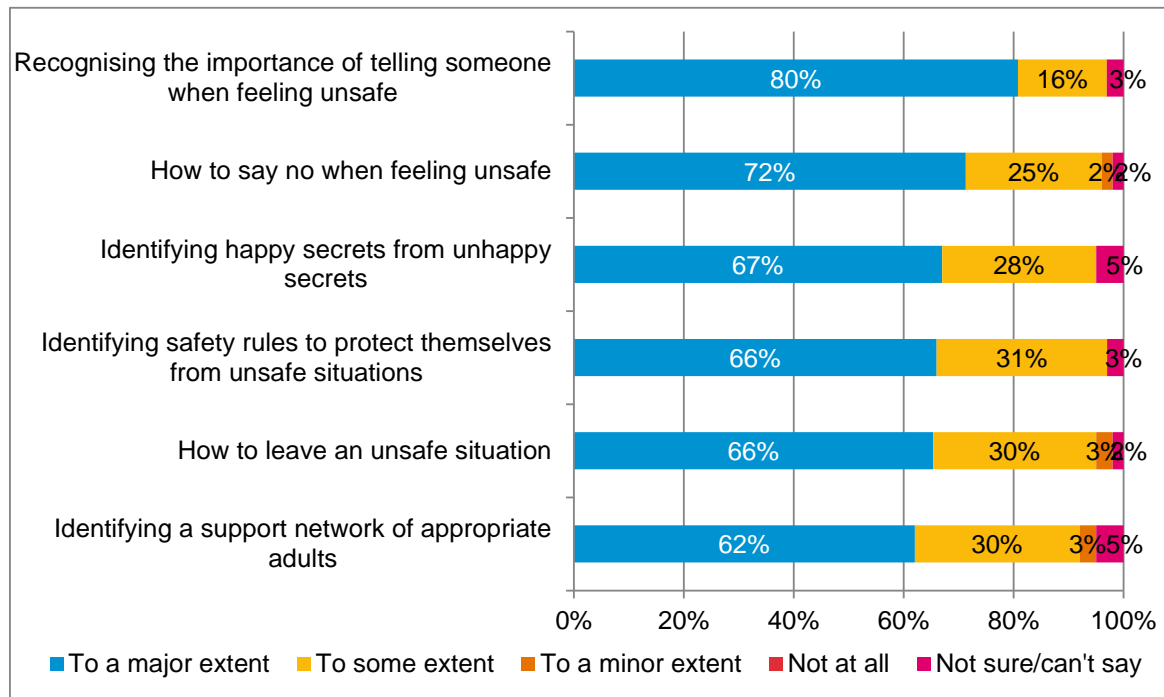


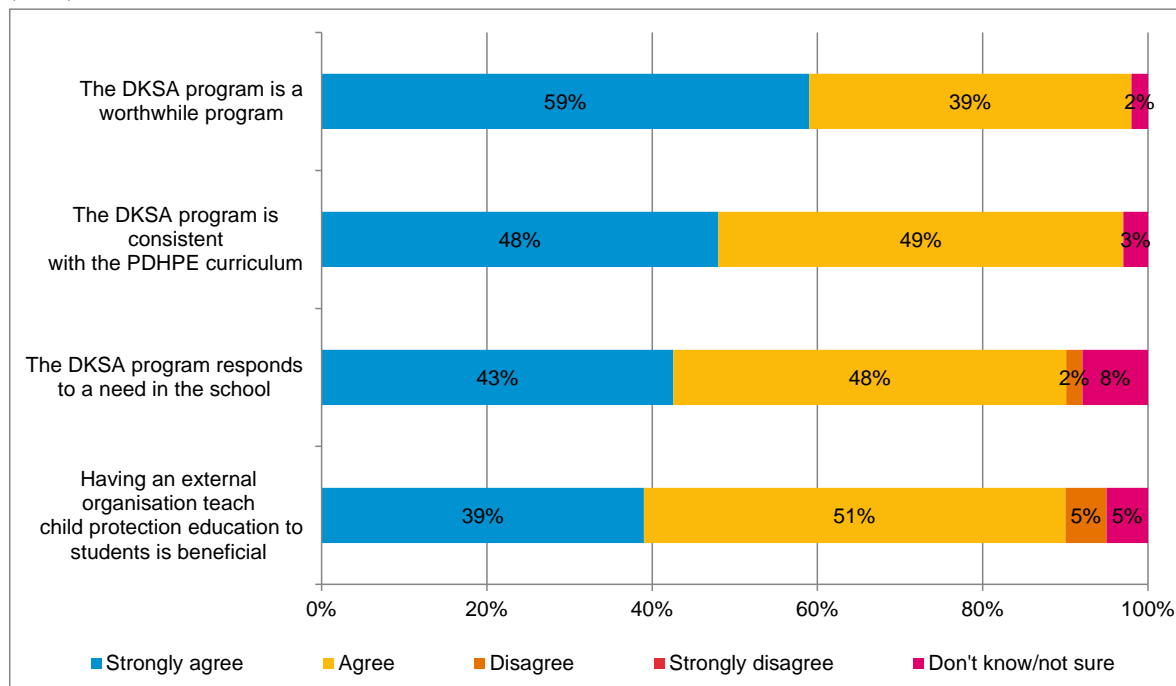
FIGURE 13 – PROMOTES SKILLS, KNOWLEDGE AND UNDERSTANDING IN FOCUS AREAS UNDER *PROTECTIVE STRATEGIES* (N=61)



School staff were also asked to what extent they agreed or disagreed with a range of statements relating to the appropriateness of DKSA. Figure 14 below provides an overview of the key findings. It shows that nine in ten staff either *strongly agreed* or *agreed* that the *DKSA program is a worthwhile program* (98%) *is consistent with the PDHPE curriculum* (97%), *responds to a need in the school* (91%), and that *having an external organisation teach child protection education is beneficial* (90%).

Having said this, around two third of respondents reported that the *DKSA program does not provide new knowledge* (64%), that is, it does not provide any additional knowledge to what is already provided in the school.

FIGURE 14 – APPROPRIATENESS OF DKSA (N=61)



The findings from the quantitative research on the appropriateness of DKSA were consistent with the findings of the qualitative research. School staff interviewed agreed that DKSA broadly aligned with and complemented PDHPE curriculum content and the NSW DEC child protection education curriculum support materials. Staff reported that DKSA covered many, but not all, of the messages taught through the curriculum. However, the key value-add of DKSA was that it delivered these messages in a more fun and engaging way:

The performance fit in really well with what we have programmed from the curriculum. A lot of language was familiar to students and [DKSA] complements or supports what was done in the school.

(School staff)

A review of the themes and focus areas within the NSW DEC child protection education curriculum support materials showed that there are areas of clear alignment with DKSA. For example, in the curriculum support materials 'Yes' and 'No' feelings, warning signs and private parts are covered under 'Recognising Abuse'; secrets are covered under 'Protective Strategies'; and who to tell is covered under both 'Power in Relationships' and 'Protective Strategies'.

There are, however, some differences. The curriculum support materials state that if necessary teachers should use the precise anatomical terms for the genital areas – penis, vagina, vulva and anus. On the other hand, DKSA uses different language for private parts namely the 'mouth', 'chest', 'between my legs' and 'bottom'. Also, DKSA focuses on the message *It's ok to say NO if you feel unsafe or unsure*, whereas NSW DEC advised that schools aim to teach a range of assertive behaviours beyond saying NO because saying NO can be culturally taboo for some children.

The entry points for DKSA and the NSW child protection education curriculum support materials also appear to be different. The curriculum support materials start with a detailed discussion about protection. This includes discussion of what protection is, who needs protection, when people need protection, how children can get hurt, and who can help protect children. This is followed by a discussion on body parts and then exploration of 'yes' and 'no' feelings. The DKSA performance, on the other hand, starts with feeling safe or unsafe and then moves onto 'yes' or 'no' feelings.

The NSW DEC child protection education curriculum support materials provide teachers with a very structured approach for delivering child protection messages. For each focus area, the support materials identify:

- *main ideas* – summarises the common understanding students will work towards as they take part in the suggested activities
- *field-building activities* – assists in introducing main ideas and ensuring necessary concepts and understandings are established
- *core learning activities* – specific activities aimed at providing essential learning in the focus area
- *concluding activities* – can be implemented if previous core learning activities have involved discussion of personal or confronting issues
- *extension activities* – designed to take the theme further if need be.

In addition to these components, for each focus area, the curriculum support materials provide teachers with a list of '*Things to look for*', which suggest ways in which students may demonstrate achievement of outcomes. This list can be used by teachers as a guide when making judgements about what their students know and can do.

DKSA should not be regarded as a child protection program that is comparable in scale to child protection education currently delivered in schools. The NSW DEC child protection education curriculum support materials are more comprehensive and structured than the DKSA materials. This is unsurprising given the curriculum support materials guide a unit of teaching that is delivered over an extended period of time, in many schools once a week for one term. This timeframe allows teachers to delve into child protection issues in a deeper and more nuanced way. DKSA, on the other hand, is a much more contained package that is centred on six key areas.

During consultations, many staff said DKSA could be used to support or enhance current child protection education in schools. It appears DKSA would be one way of delivering child protection messages in a fun and engaging way, within a curriculum framework that allows for regular follow-up and covers broader themes such as attitudes and skills needed for positive and non-abusive relationships.

If DKSA was used to support or enhance current child protection education in schools consideration would need to be given to how DKSA could be incorporated into the existing curriculum. This would include consideration of when Ditto's messages should be introduced, how Ditto activities might fit within the lesson structure outlined above, and what pre and post-activities might be required.

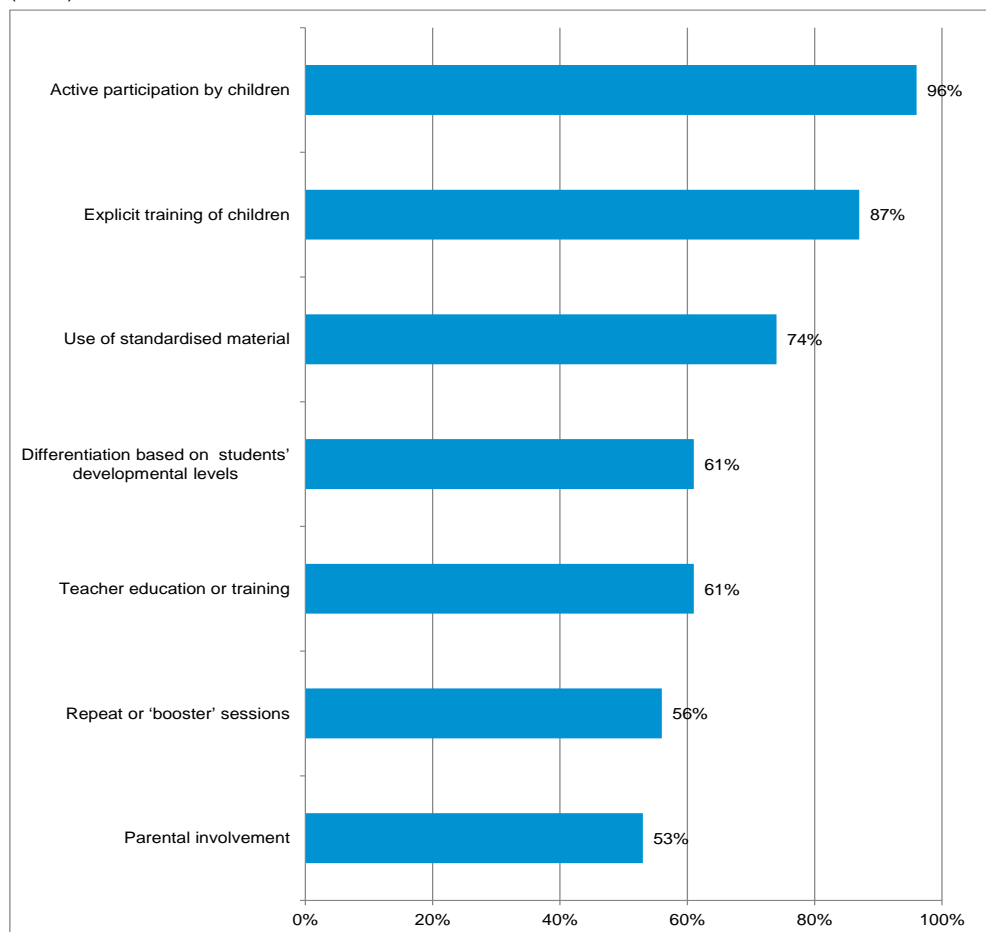
Separately, if the performance was to take place in schools, consideration would need to be given to the timing of these performances. The curriculum support materials note that teachers need to develop an atmosphere of trust if students are being asked to discuss feelings and personal experiences. As such, activities to help the group get to know each other and develop may be needed before any child protection education can take place. The DKSA performance focuses on delivering key child protection messages and not on helping the group get to know each other. In this sense, DKSA relies on the schools to have already undertaken activities to help the group get to know each other. This pilot was undertaken in Term 2 of 2013, and therefore it could probably be assumed that the groundwork had been laid and an atmosphere of trust developed. However, if the performances were undertaken at the start of the school year, then teachers would probably need a clear strategy for ensuring that an appropriate atmosphere of trust was created among students before the performance.

In summary, DKSA broadly aligns with PDHPE curriculum content and the NSW DEC child protection education curriculum support materials, although there are some differences between the two approaches. While DKSA does not teach students new child protection messages, or messages that are not already covered by the curriculum, it reiterates these messages in a fun and engaging way that resonates with students. DKSA could be used to support or enhance current child protection education in schools, but consideration would need to be given to how it could do this most effectively within the context of the existing curriculum, and how differences in the two approaches might be reconciled.

5.3 ALIGNMENT WITH EFFECTIVE PRACTICE IN CHILD PROTECTION EDUCATION

As noted in Section 2.4, a literature scan was undertaken to identify factors or characteristics associated with effective child protection education. In the post-performance survey, staff were asked to identify the extent to which DKSA involved these effective practice factors/characteristics. The large majority of respondents reported that DKSA involved *active participation by children* (96%) and *explicit training of children* (87%). Staff less commonly reported that DKSA involved *parental involvement* (53%) and *repeat or 'booster' sessions* (56%).

FIGURE 15 – EXTENT TO WHICH DKSA INVOLVES CHARACTERISTICS CONSIDERED EFFECTIVE PRACTICE ('MAJOR EXTENT' AND 'SOME EXTENT') (N=61)



According to NSW DEC, explicit teaching involves focussing students learning on producing specific learning outcomes in a highly structured environment. Concepts and contents are reportedly broken down into small parts and taught individually through explanation, demonstration and practice. Concepts are presented by classroom teachers in a logical, sequential order. While a high percentage of school staff reported that DKSA involved *explicit training of children* and *active participation by children*, there was a view within NSW DEC that it would be challenging for the DKSA performance to involve explicit teaching and active participation to the same degree that teachers can when delivering child protection education in the classroom.

Similarly, although just over half (61%) reported that DKSA involved differentiation based on students' developmental levels, there was a view within DEC that the 'one size fits all' nature of the performance did not cater to the different learning and developmental needs of students in Kindergarten, Grade 1 and Grade 2, nor the cultural, linguistic and specialist needs of individual students. DEC advised that the need for such differentiation is reflected in the current PDHPE syllabus, which is more explicit than previous versions in identifying appropriate outcomes and subject matter for students in each stage. The PDHPE K-6 Modules includes a section that provides suggestions for adapting and modifying teaching and learning experiences that cater for the needs of all learners. It outlines some issues that teachers should consider when planning for particular groups of students, such as Aboriginal or Torres Strait Islander students, students from a Culturally and Linguistically Diverse background, students with a low socio-economic status, those living in remote and regional locations and students with high support needs. DEC suggests that the approach of DKSA does not similarly cater for the needs of such students.

It was further suggested that teachers know students and are therefore better placed than external organisations to teach child protection education in a way that caters to individual student needs.

5.4 ALIGNMENT WITH THE KTS PRINCIPLES

In addition to considering DKSA's alignment with PDHPE curriculum content and child protection education curriculum support materials, this evaluation considered DKSA's alignment with the KTS Principles outlined in Section 2.2.

In the online survey, just under two thirds of staff (62%) *strongly agreed* or *agreed* with the statement *DKSA does not complement the broader Keep Them Safe Initiative*. It may be that staff misinterpreted this question given this result was inconsistent with other survey responses which were generally supportive of DKSA, and was also inconsistent with a view expressed by staff during schools visits that DKSA did align with the KTS Principles.

One government stakeholder suggested that DKSA does not closely align with KTS. They maintained that KTS protects children by developing a service system that is strong and well-networked, and by ensuring all people within the service system (eg child care workers through to police) have a strong knowledge of child wellbeing and the children they are assisting. DKSA, on the other hand, reportedly puts the onus on the child to be responsible for their safety:

At the end of the day, kids can't manage offenders and offender tactics. KTS would ensure that all the adults surrounding the child are engaged with the service system, are engaged with each other, and are supported in their wellbeing work with children. Ditto's comes from a position where you can sexual assault proof your child and this is not true and doesn't fit with the principles of KTS.

The KTS principles are high-level principles that envisage action in a range of areas. A key focus of KTS is ensuring a strong and functioning service system to protect children's safety, wellbeing and welfare. The principles require a range of strategies and reforms to enable and strengthen a systems response to child protection, child health and wellbeing issues, as well as supporting vulnerable and at risk families and children. Ditto's focus on enabling children's knowledge and safety is just one component of this. There is, however, a concern that DKSA may not align sufficiently with the broader emphasis on networks and systems of support.

6 Effectiveness of Ditto's Keep Safe Adventure

KEY FINDINGS: Effectiveness of DKSA

- The *Ditto's Keep Safe Adventure* performance delivered child protection messages in a fun and engaging way. Students reportedly enjoyed the performance, including the Ditto's character, actions and songs, and this helped them focus on the messages being conveyed.
- DKSA reportedly had positive impacts on students, staff and parents.
- For students, the evidence suggests DKSA increased their knowledge and awareness of key child protection messages and how to protect themselves from harm. The extent to which this increased awareness among students will result in behaviour change over the longer term is unclear.
- For parents, DKSA reportedly provided them with an opportunity or an entrè to discuss child protection issues with their children, and also provided them with common language to use during these conversations.
- For some teachers, DKSA provided them with ideas of different and more engaging ways to teach child protection education, which some teachers said they would use in the classroom moving forward. This supports the finding that DKSA could be a useful support to the PDHPE curriculum.

6.1 OVERVIEW

The evaluation brief required consideration of the extent to which *DKSA* measurably improves outcomes for children and young people with reference to the NSW syllabus and the KTS Principles.

The timing of this evaluation meant the long-term outcomes of *DKSA*, for example, the extent to which *DKSA* resulted in behaviour change among students, could not be measured. In any case, measuring outcomes over the longer term would be problematic. It would be difficult to attribute a child's response to an unsafe situation purely to one performance, when there are a number of other factors that would likely contribute to the child's response (for example, what have learnt through the curriculum, at home, through television, or through other programs in which they have participated etc).

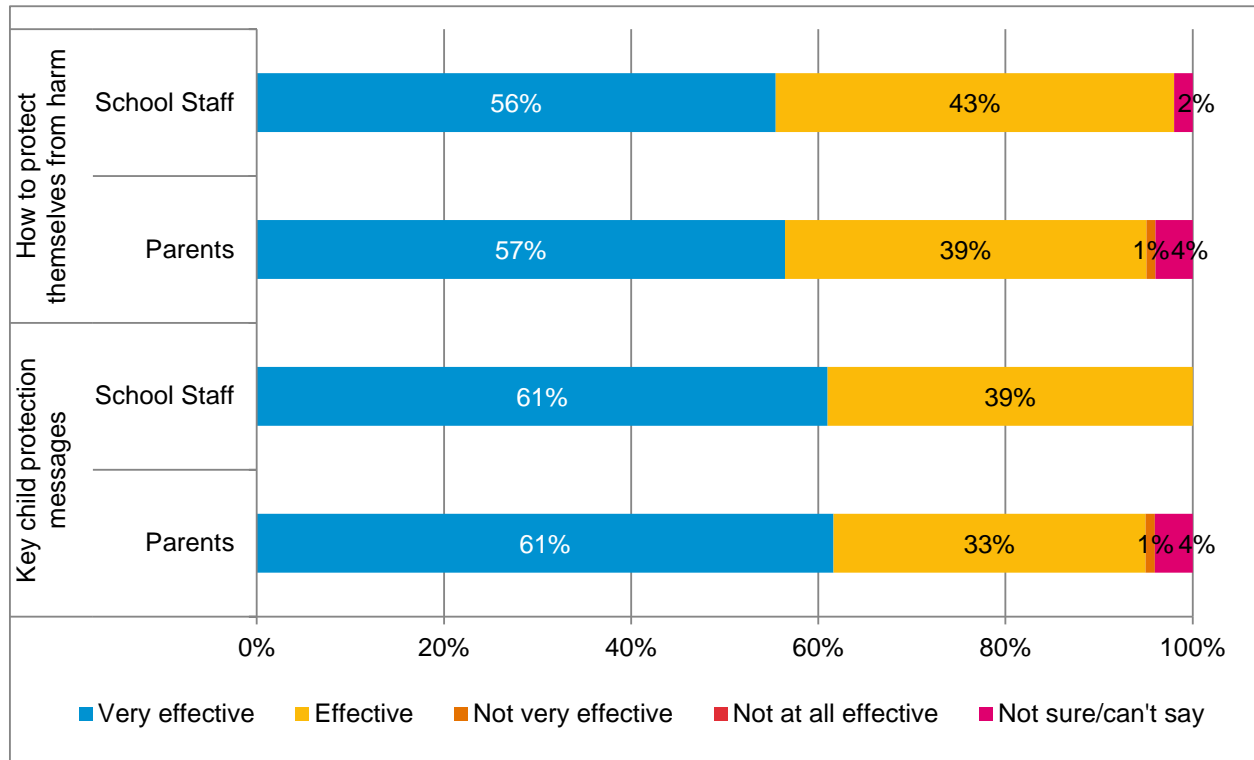
Notwithstanding this, the evidence suggests *DKSA* has had an impact on students, school staff, and parents. These impacts and stakeholder views on the overall effectiveness of *DKSA* are outlined in this Section.

6.2 EFFECTIVENESS OF DITTO'S KEEP SAFE ADVENTURE

In the surveys, staff and parents were asked to identify how effective they thought *DKSA* was in increasing students' knowledge and awareness of key child protection issues. It must be noted, however, that this evaluation did not collect baseline data on students' existing knowledge and awareness of these issues. In the pre-performance survey, three quarters of staff reported that their school's approach was *very effective* or *effective* in increasing students' awareness of *key child protection messages* (77%) and *how to protect themselves from harm* (75%), so it can probably be assumed that students had some level of understanding of child protection messages.

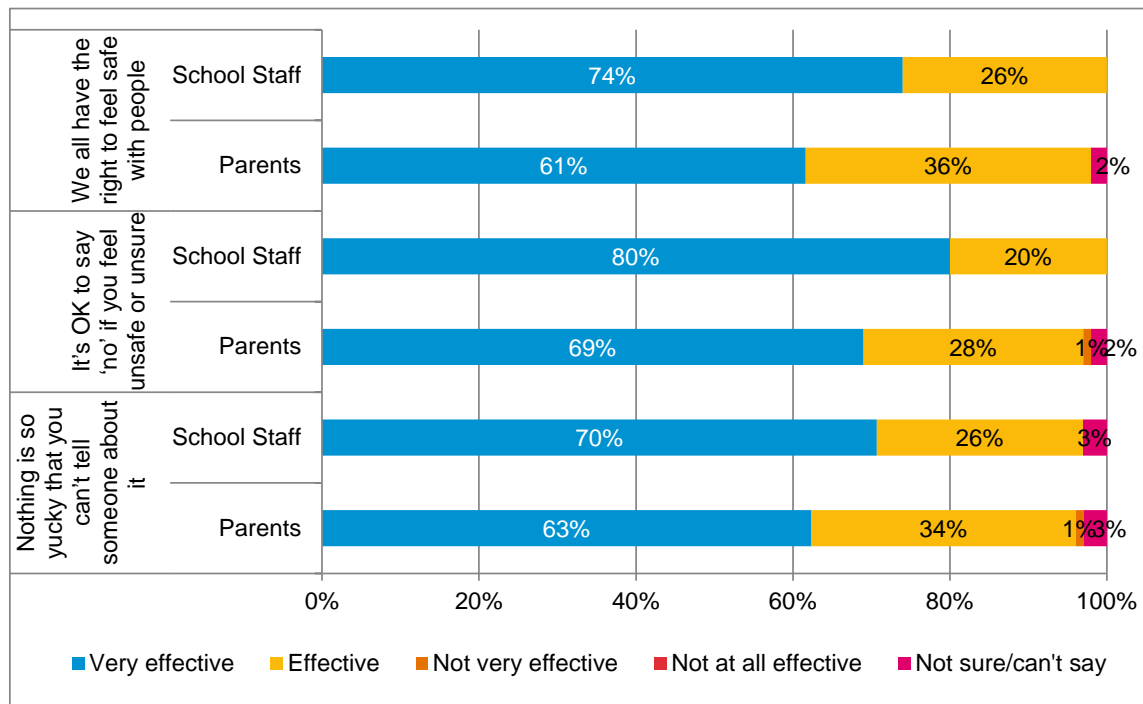
Figure 16 shows the vast majority of both school staff and parents found *DKSA* was either *very effective* or *effective* in *raising students' awareness of key child protection messages* (100% and 94% respectively) and *how to protect themselves from harm* (99% and 96% respectively).

FIGURE 16 –EFFECTIVENESS OF DKSA
(SCHOOL STAFF N = 61, PARENTS N=161)



Staff and parents were asked how effective DKSA was in delivering Ditto's three key rules to students. As demonstrated in Figure 17, all (100%) school staff and 97% of parents thought that DKSA was either *very effective* or *effective* in delivering the key messages *We all have the right to feel safe with people* and *It's OK to say 'no' if you feel unsafe or unsure*. Similarly high proportions of school staff (96%) and parents (97%) reported that DKSA was *very effective* or *effective* in delivering the message that *nothing is so yucky that you can't tell someone about it*.

FIGURE 17 – EFFECTIVENESS DELIVERING DITTO'S KEY RULES
(SCHOOL STAFF N = 61, PARENTS N=162)



A small number of parents who completed the parent survey (14% or 23 people) also attended the DKSA performance. All of these parents (100%) either *strongly agreed* or *agreed* that the performance was *important for their child to watch, important for parents to watch, provided their child with new knowledge and skills, provided parents with new knowledge and skills, and delivered child protection messages in a non-threatening way.*

6.3 ENGAGEMENT OF STUDENTS

School staff who completed the post-performance survey were asked to indicate how effectively the DKSA performance and package in its entirety (i.e. performance and resource materials) engaged students. Table 12 outlines the responses, and shows that the vast majority of staff said the DKSA performance and package were either *very effective* or *effective* in engaging students (100% for performance and 77% for the package).

TABLE 12 – EFFECTIVENESS OF THE DKSA PERFORMANCE AND PACKAGE IN ENGAGING STUDENTS

EFFECTIVENESS	DKSA PERFORMANCE		DKSA ENTIRE PACKAGE	
	No.	%	No.	%
Very effective	37	61%	25	41%
Effective	24	39%	22	36%
Not very effective	0	0%	0	0%
Not at all effective	0	0%	0	0%
Not sure/can't say	0	0%	14	23%

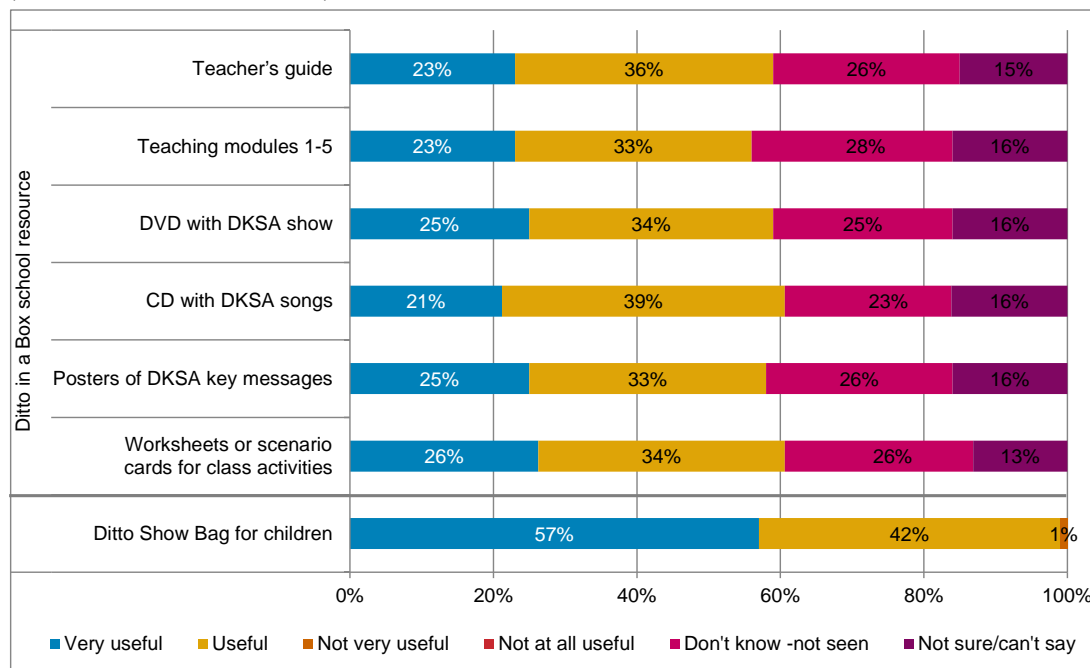
Parents were also asked how effective DKSA was in engaging students. All parents reported that DKSA was either *very effective* (78%) or *effective* (22%) in engaging students. In addition all parents either *strongly agreed* (70%) or *agreed* (30%) that their child enjoyed the performance, with almost nine in ten (87%) saying that their child actively participated in the performance.

Engagement is a key component of any learning process. Ongoing follow-up to the engagement is critical to ensure the impact of the performance translates into sustained learning outcomes.

6.4 USEFULNESS OF RESOURCES

School staff and parents were asked how useful they found the DKSA resources, including the *Ditto in a Box* materials for teachers and the show bag for students. As demonstrated in Figure 18, the vast majority of staff ranked the show bag for children as *very useful* or *useful* (97%). For all other resources, between 58-60% of staff ranked them as *very useful* or *useful*. However, a sizeable minority of staff (between 39-43%) reported they had not seen the resources or could not comment on how useful they were.

FIGURE 18 – USEFULNESS OF DKSA RESOURCES
(N= 61 STAFF N=154 PARENTS)



* Parents only commented on the usefulness of the *Ditto's Keep Safe Adventure* show bag

The quantitative research found that DKSA had a positive impact on the knowledge and awareness of students. This was consistent with the findings of the qualitative research. During school visits, staff said the performance gave students greater awareness of key child protection messages. While the messages were no different to those delivered through the PDHPE syllabus, the messages resonated more with students because of the method of delivery. According to staff, the performance was enjoyable, and engaging. Students reportedly liked the character, the songs, actions, and the engaging nature of the performance. Teachers knew students were engaged because they actively joined in by singing the songs and doing the actions. While most stakeholders thought the content of the performance was age-appropriate, one parent described the content as a bit 'babyish' for older children, noting her eight year old son and others were doing the actions but making fun of them at the same time. Another teacher suggested the performance might have been a bit long for Kindergarten students because they started to get restless towards the end of it:

The value-add was the engagement. Child protection lessons tend to be the teachers talk and kids listen. With the performance, the kids were involved and up and active. The kids were really interested and loved it. The kindy kids came back singing. They didn't look away during the performance.

(School staff)

It was brilliant. The whole thing was the way you engage. They [students] loved the puppet and the fact that a young and exuberant person delivered it. It was delivered with the right attitude in a non-threatening way. It was great all round. We were really impressed with it.

(School staff)

It's not necessarily a new message but the message is delivered in a way they [students] understand.

(School staff)

It really spoke to kids and having the character helped kids to understand the message.

(School staff)

It has reinforced his [son's] understanding of what he has learnt in class already...it was a fun thing but probably not anything new

(Parent)

The performance was wonderful. It was fun for kids and also educational. The kids had fun but also took it in.

(Parent)

My son has a short attention span but in the performance he was taking it all in and was concentrating. He participated.

(Parent)

The visits to schools occurred 3-4 weeks after performances, and there was a view among some teachers that students had retained and were able to recall at least some of the messages they had learnt during the performance. This view was supported by some parents who said their children still occasionally used language from the DKSA performance. However, other teachers said they could not comment on the extent to which knowledge had been retained because there had been no formal follow-up of the performance to test this:

They have retained, maybe not the entire message, but they have retained actions and information.

(School staff)

Another key impact of the performance was that it reportedly gave students and their parents a consolidated message and a common language. Parents interviewed during schools visits said the show bag students took home gave parents the language and resources to continue a conversation around key child protection messages. This was particularly important for parents who may not be confident discussing these issues.

In the parent survey, more than nine in ten parents either *agreed* or *strongly agreed* that DKSA had motivated them to talk about child protection with their child (94%), and made them feel more comfortable talking about child protection with their child (93%). Only a small proportion (2%) disagreed that DKSA had had this impact.

One parent said the Ditto character provided a framework for parents to respond to different issues. For example, her son tore his foreskin but was too embarrassed to show the doctor. The mother asked him what Ditto would do in this situation and that gave her son the confidence to show the doctor. Another parent commented that the common language was particularly valuable for students from CALD backgrounds, who might not have the English-language skills to explain to others an unsafe situation they find themselves in.

In addition to students and parents, DKSA also had an impact on teachers. Some teachers said DKSA had introduced them to language and ideas for teaching child protection. Although DKSA had not been widely follow-up in schools, some teachers said they planned to use the language and ideas the performance had taught them when teaching child protection in the future. Others commented that the performance did not teach anything new, but heightened the awareness of teachers about child protection issues.

I liked the wording they used, it was appropriate. I will now use it.

(School staff)

It gave teachers new strategies and heightened awareness of teachers.

(School staff)

Overall, when considering DKSA and its implementation, stakeholders identified a number of strengths and weakness of DKSA pilot. These are summarised in Table 13 below.

TABLE 13 – STRENGTHS AND WEAKNESSES OF DKSA PILOT

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ▪ Fun and engaging performance with a character, songs and actions children enjoy and can relate to 	<ul style="list-style-type: none"> ▪ Follow up is important and it is not immediately clear if and how DKSA will be followed up in schools
<ul style="list-style-type: none"> ▪ Age appropriate, particularly for younger children 	<ul style="list-style-type: none"> ▪ Most performances were held towards the end of Term 2, and some staff thought they should have been held at the start of the term so the messages could be followed-up and reinforced throughout the term
<ul style="list-style-type: none"> ▪ Provides parents with resources and language they can use to continue the conversation in the home 	<ul style="list-style-type: none"> ▪ Few parents attended the performance, and some parents felt they needed more information in advance of the performance to prepare themselves for conversations with their children that ensued.
<ul style="list-style-type: none"> ▪ Important messages that are repeated and delivered in a non-threatening way 	

In summary, the pilot of DKSA appears to have had positive impacts on students, teachers and parents. For students, DKSA reportedly increased their knowledge and awareness of key child protection messages and how to protect themselves from harm. The extent to which this increased awareness will result in behaviour change, however, is unclear and could not be determined as part of this evaluation. For parents, DKSA reportedly provided them with an opportunity or an entrè to discuss child protection issues with their children, and also provided them with common language to use during these conversations. Finally, for some teachers, DKSA provided them with ideas of different and more engaging ways to teach child protection education, which some teachers said they would use in the classroom moving forward.

7 Cost effectiveness of Ditto's Keep Safe Adventure

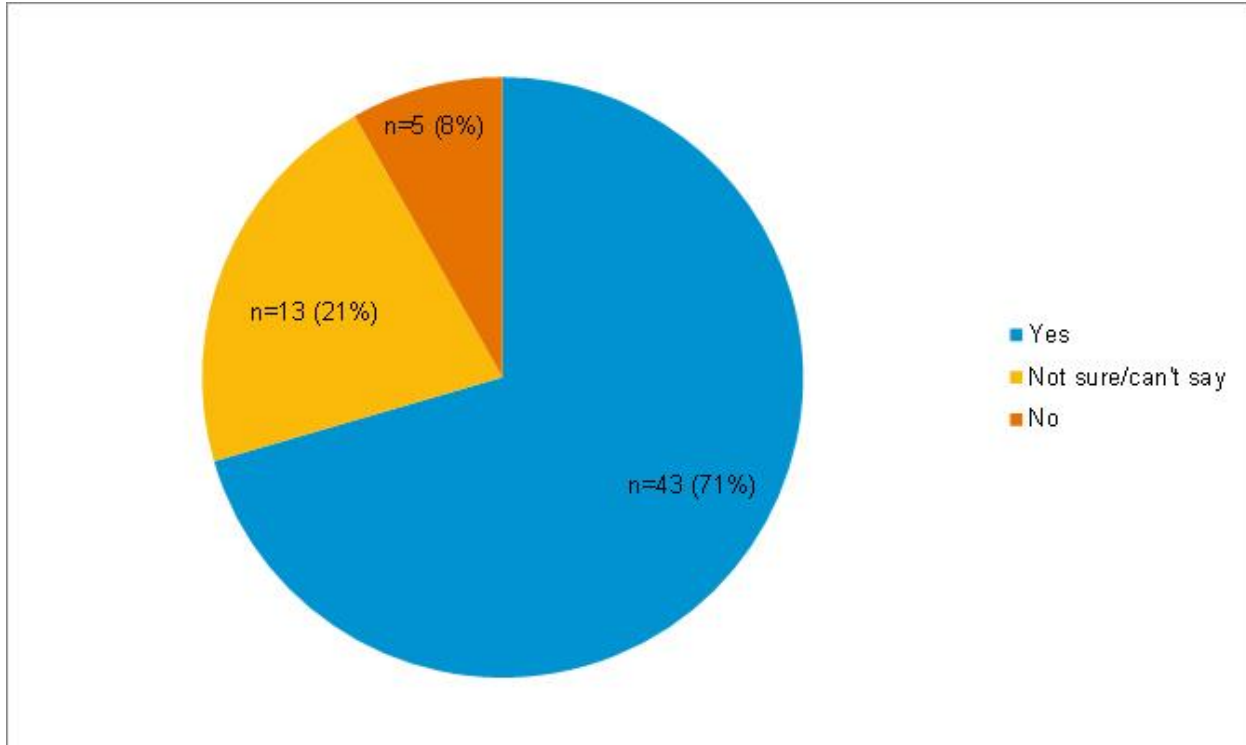
KEY FINDINGS: Cost effectiveness of DKSA

- There was support for the ongoing implementation of DKSA in pilot schools and other NSW Government schools.
- Most staff felt the \$6 per child cost of DKSA represented value for money, but noted many families in low socio-economic areas would not be able to afford this cost.
- Staff were asked to consider whether DKSA represented value for money in isolation, and were not asked to draw comparisons with other programs and assess relative value for money. Schools have finite budgets and a decision to scale-up DKSA will involve reprioritising other activities/programs after assessing their relative value for money.
- If DKSA was scaled-up to other NSW Government schools, the preferred option would be to incorporate DKSA into the curriculum, although there may be options for Bravehearts Inc to continue to deliver DKSA more cost effectively.

The evaluation team was asked to consider the issue of cost effectiveness, specifically whether the pilot was cost effective in achieving its outcomes, whether DKSA could be effectively and efficiently scaled up to be delivered in more NSW Government schools, and whether a scaled-up version of DKSA would represent value for money. For the reasons outlined in our methodology (see Section 1.3), a formal cost benefit analysis of the pilot was not undertaken. The issue of cost effectiveness was explored with school staff through the online survey and qualitative interviews.

DEC estimated that the cost of implementing DKSA was \$6 per student. Staff completing the post-performance survey were advised of this cost and asked to consider whether DKSA represented value for money. As demonstrated by Figure 19 below, just over two thirds (70%) reported that DKSA represented value for money, one in five (21%) were unsure, and just under one in ten (8%) said DKSA did not represent value for money.

FIGURE 19 – DOES DKSA REPRESENT VALUE FOR MONEY?
(N=61)



Several staff commented that \$6 represented value for money because it included the cost of the performance and the show bag containing a DVD and activity book. Others considered value for money from a different perspective, and said that the cost was 'nominal' or a 'small price to pay' given the important messages DKSA provided to children.

While \$6 was generally considered a reasonable cost for DKSA, many said this cost would be unaffordable for some families, particularly those families in low socio-economic areas and/or with multiple children. These staff were concerned that if parents were asked to pay, some students would miss out:

I think it's good value but I don't think parents would be willing to pay for it. Some might.
(School staff)

No family in this area will pay for it. We took the kids to a museum....it cost \$5 and we had a hard time getting parents to pay.
(School staff)

....In many of the schools where child protection is a major issues (due to lack of parent education/mental health and domestic violence issues/instability of network) \$6 represents an enormous amount of money and may lead to the exclusion of those students who most need this program.
(School staff)

A minority view was that \$6 represented an unnecessary expense given the content of DKSA was already covered by the curriculum. There was also a view that parents might be hesitant to pay \$6 for their child to attend the performance because of an expectation that teachers will cover this material in the classroom.

In the online survey, teachers were asked whether DKSA represented value for money in isolation. Teachers were not asked to draw comparison between DKSA and other programs and assess the relative value for money. Notwithstanding this, during school visits and in open-ended responses by teachers to the online survey, some teachers referred to Life Education, a health education program for students that reportedly includes a performance and resource material for teachers and students. The cost of Life Education is reportedly similar to the cost of DKSA but is largely funded on a user pays basis. While staff generally did not comment on whether one program was more valuable than the other, one teacher said there might be a need to 'take a holistic approach to external delivery' of education. While the teacher supported DKSA, she did not want to see Life Education 'devalued'.

The overwhelming majority of staff who completed the online survey reported that they would recommend DKSA to other schools (97%), and would support the continued implementation of DKSA in their school (97%). During school visits, staff said scaling up DKSA to include other schools would ensure all students in NSW were given the same messages and same common language. Similarly, the majority of parents (94%) reported they would recommend DKSA to other parents.

While there was a high level of support for DKSA to be scaled up and delivered to other NSW Government schools, schools have finite budgets. A decision to deliver DKSA in other schools would involve reprioritising other programs/activities after assessing their relative value for money. Consideration would also need to be given to the relative value of investing in an initiative that targets K-2 students as opposed to K-6 students.

Staff who completed the post-performance survey were asked to indicate what would be the best way of delivering DKSA to other NSW Government schools. The majority (67%) said the best way would be to incorporate DKSA into the curriculum, and just under one in five (18%) said delivering DKSA as a stand-alone program would be the best option.

The school visits provided an opportunity to explore the issue of scaling up in a more nuanced way. Suggestions provided by schools staff on how DKSA could be scaled up in a cost effective way fell into two categories – firstly, having classroom teachers deliver DKSA and, secondly, having Bravehearts deliver DKSA more cost effectively.

The first option suggested would be to train teachers to deliver DKSA in classrooms. This would involve incorporating DKSA into the existing PDHPE curriculum content. This would not preclude the performance from taking place in schools, but would mean teachers could incorporate aspects of DKSA into the curriculum with or without the performance. Consideration would need to be given to the cost and practicality of this option as any funded training would only support a percentage of teachers given Dittos is for K-2 students. In addition, under *Local Schools Local Decisions* schools will decide at a local level how their funds will be allocated.

Suggestions on how Bravehearts Inc might deliver DKSA more cost effectively given by school staff included:

- Bravehearts could deliver DKSA via videoconferencing (by using Skype, interactive whiteboards etc). Some teachers said this would probably not have the same appeal as a live performance, but would be a much more cost-effective way of showing a large number of students the performance.
- Remove the DVD from the showbag and provide one for each classroom or one for the library. Some teachers questioned how many students actually watched the DVD when they got home. If a DVD was available for loan by children, there was probably no need for each child to have one.
- Create electronic versions of resources in *Ditto in a Box* rather than provide hard copies. Schools can then print the books and other resources out as and when they need them. An electronic version of the Activity Book that schools could print out could also be an option.
- Have nearby schools come together for the performance. This assumes there would be some economies of scale in increasing the size of the audience. While this was presented as an option, it was suggested that given the nature and content of the performance, the audience should not be too large. This option may present difficulties for schools in rural areas where distances between schools are large.
- Consideration would need to be given to the research based effectiveness and cost of implementing these suggestions.

8 Conclusion

This report has evaluated the pilot of DKSA in 21 NSW Government schools. Specifically, it has sought to address:

- the appropriateness of the learning outcomes achieved by the delivery of the *Ditto's Keep Safe Adventure* performance in the context of existing contemporary child protection approaches, with specific reference to the NSW Government's Keep Them Safe (KTS principles)
- whether *Ditto's Keep Safe Adventure* is complementary to existing NSW child protection education curriculum support materials with respect to child safety and protection issues
- whether *Ditto's Keep Safe Adventure* measurably improves outcomes for children and families with reference to relevant NSW PDHPE K-6 syllabus outcomes and indicators and the KTS principles
- whether the pilot program is cost effective in achieving its objectives
- whether DKSA could be efficiently and effectively scaled-up and delivered in more NSW schools
- whether a scaled-up *Ditto's Keep Safe Adventure* would represent value for money in improving outcomes for children and families in NSW.

This Section pulls together key findings to answer the evaluation questions outlined above.

In considering the following, it should be noted that DKSA is essentially a one-off performance with supporting materials. As such, it should not be evaluated as a comprehensive child protection education program. While the impact of the performance and recall of key messages can be assessed, ongoing knowledge and behaviour change is more difficult to attribute.

8.1 APPROPRIATENESS OF THE LEARNING OUTCOMES AND ALIGNMENT WITH EXISTING CURRICULUM

The evaluation team considered the appropriateness of the *Ditto's Keep Safe Adventure* messages, and the extent to which they align with the NSW DEC child protection education curriculum support materials and the KTS Principles.

The evaluation found that DKSA broadly aligns with PDHPE curriculum content and the child protection education curriculum support materials, despite there being some differences in the language used and messages conveyed. While DKSA delivered many of the same messages conveyed in the curriculum, it did so in a fun and engaging way that reportedly resonated with students.

The child protection issues explored through the curriculum support materials are more comprehensive and structured than those explored in DKSA. This is unsurprising given the curriculum support materials guide a unit of teaching that is delivered over an extended period of time, whereas DKSA is a more contained package focusing on six key areas and delivered through one performance and support materials..

DKSA is a performance-based strategy to communicate key child protection messages to students and should not be regarded as a broader child protection program that is comparable in scope to current child protection education delivered in schools. Having said this, DKSA could be used to supplement or enhance the curriculum where schools felt that it would fit in with the school's programming of child protection education. If it was used for this purpose, consideration would need to be given to how DKSA could be incorporated into existing child protection education (eg when particular Ditto's messages should be introduced, and how Ditto's activities might fit within the existing lesson structure) and how differences between the DKSA approach and current child protection education in schools could be reconciled.

If the DKSA performance was to continue take place in schools, consideration would also need to be given to the timing of these performances. Such performances should only take place after the classroom teacher has had sufficient time to help the class get to know each other and develop an atmosphere of

trust. For this reason, it would be preferable to have performances after Term 1. This should also coincide with the school's child protection education program.

There were mixed views on the extent to which DKSA aligned with the KTS principles. The KTS principles are high-level principles that envisage a range of actions to strengthen a systems response to child protection and child health and wellbeing issues, and to support vulnerable and at risk families and children. DKSA's focus on enabling children's knowledge and safety is one component of KTS, however there was a concern that DKSA may not align sufficiently with the broader emphasis on networks and systems of support, and child protection messages that go beyond a focus on child sexual assault.

8.2 EFFECTIVENESS IN IMPROVING OUTCOMES FOR CHILDREN AND FAMILIES

The timing of this evaluation means the long-term outcomes of DKSA, for example, the extent to which DKSA results in any behaviour change, cannot be measured. In any case, measuring outcomes over the longer term would be problematic as it would be difficult to attribute a child's response to an unsafe situation purely to one performance, when there are a number of other factors that may contribute to a child's response. Notwithstanding this, the evidence suggests DKSA effectively delivered child protection messages in a fun and engaging way. Students enjoyed the engaging nature of the performance and this reportedly helped them focus on the messages being conveyed.

DKSA reportedly had positive impacts on students, parents and teachers. There was a high level of agreement among school staff that DKSA raised students' awareness of key child protection messages and how to protect themselves from harm. By the time of school visits 3-4 weeks post-performance, some teachers and parents said children were still able to recall the Ditto messages, although most teachers had not formally tested students' levels of recall.

Another key impact of DKSA was that it provided parents with an entrée to discuss child protection issues with their children and a common language to do this. The show bag students were given to take home was particularly helpful for parents in this regard. While parents were very supportive of DKSA and the information they received in advance of the performance, a few indicated that more warning/information about the content of DKSA before the performance would have helped them better prepare for questions and issues raised by children following the performance.

For teachers, DKSA reportedly heightened their awareness of child protection issues, provided them with new language, and gave them ideas on how to teach child protection in a more engaging way. Some teachers said they would incorporate the ideas and language they learnt during the performance into their child protection lessons, supporting the finding that DKSA may usefully support or enhance PDHPE curriculum content.

8.3 COST EFFECTIVENESS AND OPTIONS FOR SCALING UP DITTO'S KEEP SAFE ADVENTURE

The issue of cost-effectiveness was explored through qualitative interviews with staff and the post-performance staff survey. A formal cost-benefit analysis was not undertaken because the benefits that derive from increased awareness among students of child protection messages may not manifest until many years after the delivery of DKSA and this evaluation.

NSW DEC calculated that the cost of delivering DKSA in NSW Government schools was \$6 per student. This cost was mostly seen as representing value for money either because it included the cost of the performance and show bag and/or because it conveyed critical messages that justified the cost. Despite this, several staff said parents in low socio-economic areas and/or with multiple children would not pay this amount, noting that some schools already struggled to get parents to pay for sports carnivals or excursions.

It must be noted that staff were not asked to draw comparison between DKSA and other programs, and assess their relative value. Some teachers did, however, draw comparisons between DKSA and Life Education, which reportedly has a similar cost and is funded on a user pays basis. While staff generally valued both programs, there was a view that schools may need to strategically consider external delivery of education and adopt a 'holistic approach'.

There was a high level of support for scaling up DKSA and delivering it in other NSW Government schools. Having said this, schools have finite budgets. A decision to scale up DKSA would involve reprioritising other programs/activities at the local level after assessing their relative value for money. Consideration would also need to be given to the relative value of a school investing in an initiative that targets K-2 students as opposed to K-6 students.

If DKSA was to be scaled up and delivered to more NSW Government schools, the preferred option for doing this cost-effectively would be to incorporate DKSA into the curriculum and train teachers on how to deliver it. This could happen with or without the performance by Bravehearts Inc. Consideration would need to be given to the cost and practicality of this option as any funded training would only support a percentage of teachers, given *Dittos* is targeted at K-2 students. In addition, under *Local Schools Local Decisions* schools will decide at a local level how their funds will be allocated.

Another option would involve Bravehearts Inc delivering the performance in a more cost-effective way. School staff suggested that this might involve:

- Bravehearts delivering DKSA via videoconferencing (eg. by using Skype, interactive whiteboards etc)
- Removing the DVD from the showbag and providing one for each classroom or one for the library that students could borrow
- Providing schools with electronic copies of resources in *Ditto in a Box* (rather than hard copies).
- Having nearby schools come together for the performance (this assumes there would be some economies of scale in increasing the size of the audience and that schools are located nearby).

Irrespective of whether DKSA is scaled up and delivered in NSW Government schools, it appears there would be value in addressing perceived weaknesses in the current approach by schools to child protection education. This would involve revising and refreshing the curriculum materials to make them more engaging, and providing teachers with better training on how to teach child protection education.

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Appendix A

Online Questionnaire for School Staff – Pre Performance

EMAIL INVITATION

Subject: Evaluation of Bravehearts' Ditto's Keep Safe Adventure program

Dear ...,

Your school will soon participate in a pilot of *Ditto's Keep Safe Adventure*, a child protection education program developed by Bravehearts Inc.

Urbis, an independent social research company, has been engaged by the New South Wales Department of Education and Communities (NSW DEC) to conduct an evaluation of the pilot.

Your feedback is greatly appreciated and will inform Urbis' evaluation report to NSW DEC.

Please find attached a flyer which provides you with more information about the evaluation.

How you can participate

As part of the evaluation, school staff involved in the implementation of *Ditto's Keep Safe Adventure* are being asked to complete two online surveys. The first survey needs to be completed one week before the *Ditto's Keep Safe Adventure* performance, and the second completed one week after the performance.

Below is a link to the pre-performance survey:

<insert link>

You can fill in the survey from the time of receiving this email up till <add date 2013>. After this date, the survey will be closed. The survey will take no longer than 15 minutes of your time.

Your participation is confidential and anonymous

Urbis will only report aggregated data that will not identify you or your school.

Post performance survey

As noted above, you will be asked to complete a post-performance survey one week after the *Ditto's Keep Safe Adventure* performance. A link to this survey will be emailed to you in due course.

Who to contact for questions

For more information about the evaluation, please contact Diane Fase from Urbis by email (dfase@urbis.com.au) or phone (02 8233 9932).

If you have questions about Bravehearts' *Ditto's Keep Safe Adventure* program, please contact Trisha Ladogna from the NSW Department of Education and Communities by email (trisha.ladogna1@det.nsw.edu.au) or phone (02 92668199).

Kind regards,

Diane Fase

A: YOU AND YOUR SCHOOL

A1 The first few questions are about you and the school you work for.

In which DEC region is your school located?

- ₁ Hunter/Central Coast
- ₂ Illawarra/South East
- ₃ New England
- ₄ North Coast
- ₅ Northern Sydney
- ₆ Riverina
- ₇ South Western Sydney
- ₈ Sydney
- ₉ Western Sydney
- ₁₀ Western NSW

A2 How many students attend your school?

- ₁ Less than 100
- ₂ 100 – 199
- ₃ 200 – 299
- ₄ 300 – 399
- ₅ 400 or more

A3 Which of the following best describes your main role in the school?

- ₁ Principal
- ₂ Assistant/Deputy Principal
- ₃ Teacher: Kindergarten, Grade 1 or Grade 2
- ₄ Teacher: Grade 3 – Grade 6
- ₅ Special Education/Needs Teacher
- ₆ School Learning Support Officer/Teacher's Aide
- ₇ Aboriginal Education Officer
- ₈ Other (please specify)

A4 For how many years have you been teaching or working in primary schools? (Exclude extensive time off e.g. parental leave)

- ₁ Less than a year
- ₂ More than 1 year, but less than 2 years
- ₃ More than 2 years, but less than 5 years
- ₄ More than 5 years, but less than 10 years
- ₅ More than 10 years, but less than 20 years
- ₆ More than 20 years, but less than 30 years
- ₇ Over 30 years

B: CHILD PROTECTION EDUCATION PROGRAMS

B1 The following questions are about child protection education in your school.

Is child protection education taught in your school?

- ₁ Yes
- ₂ No → continue with section E
- ₃ Don't know → continue with section E

B2 In which grades is child protection education taught in your school? (**tick all that apply**)

- ₁ Kindergarten
- ₂ Grade 1
- ₃ Grade 2
- ₅ Grade 3
- ₅ Grade 4
- ₆ Grade 5
- ₇ Grade 6

B3 How many child protection education lessons/sessions do students in Kindergarten-Grade 2 receive each year? *(note: please include lessons in which child protection concepts and messages are meshed with other related concepts)*

	Number of lessons/sessions					Child protection is not taught in this grade	Not sure/ Can't say
	1	2-3	4-6	6-8	8+		
Kindergarten	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀
Grade 1	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀
Grade 2	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀

B4 How is child protection education **currently** taught in your school? *(tick all that apply)*

- ₁ Through the Personal Development, Health and Physical Education (PDHPE) curriculum
- ₂ Through other parts of the curriculum
- ₃ Stand-alone program delivered by school staff
- ₄ Stand-alone program delivered by staff external to the school, please specify:
.....
- ₅ Other, please specify:

B5 How many stand-alone child protection education programs **delivered** by external organisations has your school used in the **past 5 years**?

- ₁ None
- ₂ 1
- ₃ 2
- ₄ 3
- ₅ 4 or more
- ₆ Don't know

B6 Who teaches child protection education lessons to students in your school?
(tick all that apply)

- ₁ Deputy/Assistant Principal
- ₂ Child Protection Coordinator
- ₃ Classroom teachers
- ₅ A specialist teacher(s), please specify:
- ₅ People from outside the school, please specify:
- ₆ Others, please specify:

B7 What training or support is provided to teachers in your school to assist them to deliver child protection education? **(tick all that apply)**

- ₁ Training courses or workshops in child protection education delivered by people outside the school
- ₂ Training courses or workshops in child protection education delivered by staff within the school
- ₃ Internal briefings during staff meetings
- ₄ Guidance and support from a specialist outside the school on an as needs bases
- ₅ Guidance and support from a specialist within the school on an as needs bases
- ₆ Other, please specify:
- ₇ Teachers do not receive training/support in child protection education

C: EFFECTIVENESS OF CHILD PROTECTION EDUCATION

C1 When thinking about **recognising abuse**, to what extent does your school's approach to child protection education promote skills, knowledge and understanding in the following areas:

	To a major extent	To some extent	To a minor extent	Not at all	Not sure/can't say
1. Importance of feeling safe	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Awareness and knowledge of own body parts	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. Recognising and describing own feelings	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. Recognising difference between comfortable and uncomfortable feelings	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Recognising safe and unsafe situations	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. Recognising the difference between good touch and bad touch	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C2 When thinking about **power in relationships**, to what extent does your school's approach to child protection education promote skills, knowledge and understanding in the following areas:

	To a major extent	To some extent	To a minor extent	Not at all	Not sure/can't say
1. Identifying people with whom they have a relationship	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Identifying their own rights in relationships	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. Identifying ways of showing care for others	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. Identifying wanted touching from unwanted touching	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Recognising their right to say 'no' to unwanted touching	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. How to take action when feeling hurt, confused or unsafe	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C3 When thinking about **protective strategies**, to what extent does your school's approach to child protection education promote skills, knowledge and understanding in the following areas:

	To a major extent	To some extent	To a minor extent	Not at all	Not sure/can't say
1. Identifying safety rules to protect themselves from unsafe situations	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Identifying a support network of appropriate adults	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. How to say no when feeling unsafe	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. How to leave an unsafe situation	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Identifying happy secrets from unhappy secrets	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. Recognising the importance of telling someone when feeling unsafe	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C4 Overall, how **effective** is your school's approach to child protection education in increasing students' knowledge and awareness of the following?

	Very effective	Effective	Not very effective	Not at all effective	Not sure/can't say
1. Key child protection messages	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. How to protect themselves from harm	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C5 To what extent does the teaching of child protection education in your school involve the following?

	To a major extent	To some extent	To a minor extent	Not at all	Not sure/can't say
1. Active participation by children (e.g. role plays, singing)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Explicit training of children (e.g. having children rehearse appropriate behaviours)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. Repeat or 'booster' sessions	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. Use of standardised material (e.g. syllabus material)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Differentiation based on students' developmental levels	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. Parental involvement	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
7. Teacher education or training	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C6 Do you think teaching of child protection education in your school should involve more of any of the following? (**tick all that apply**)

- ₁ Active participation by children (e.g. role plays, singing)
- ₂ Explicit training of children (e.g. having children rehearse appropriate behaviours)
- ₃ Repeated or 'booster' sessions
- ₄ Use of standardised material (e.g. syllabus material)
- ₅ Differentiation based on students' developmental levels
- ₆ Parental involvement
- ₇ Teacher education or training
- ₈ Something else, please specify:
- ₉ Our school's approach covers enough of the above

C7 In your view, how effectively does your school's approach to child protection education **engage** students?

- ₁ Very effectively
- ₂ Effectively
- ₃ Not very effectively
- ₅ Not at all effectively
- ₆ Not sure/can't say

C8 How, if at all, does your school engage parents in child protection education?
(tick all that apply)

- ₁ Parents are invited to an information session(s) at the school to learn about how child protection education is taught in the school
- ₂ Parents are informed about child protection lessons/sessions through newsletters, letters etc.
- ₃ Parents are invited to sit in on child protection lessons
- ₄ Other, please specify
.....
- ₅ My school does not engage parents in child protection education

C9 Overall, what do you see as the key strengths and weaknesses of your school's approach to child protection education?

.....

.....

.....

.....

D: EXPERIENCES OF EDUCATORS IN CHILD PROTECTION EDUCATION

D1 The following questions are about your experiences delivering child protection education.

Do you teach child protection education in the classroom?

- ₁ Yes
- ₂ No → **continue with section E**

D2 How adequate are the resources available to you to teach child protection? (e.g. curriculum materials)

- ₁ Very adequate
- ₂ Adequate
- ₃ Not very adequate
- ₅ Not at all adequate
- ₆ Not sure/can't say

D3 How comfortable do you feel teaching child protection education?

- ₁ Very comfortable
- ₂ Comfortable
- ₃ Not very comfortable
- ₅ Not at all comfortable
- ₅ Not sure/can't say

D4 What, if anything, would help you with teaching child protection education?

.....
.....
.....
.....
.....
.....

E: BRAVEHEARTS AND *DITTO'S KEEP SAFE ADVENTURE*

E1 Your school will soon participate in a pilot of *Ditto's Keep Safe Adventure*, a child protection education program delivered by Bravehearts Inc.

Are you aware that your school will soon participate in this pilot?

- ₁ Yes
- ₂ No → **continue with section F**

E2 What have you participated in/received in advance of the *Ditto's Keep Safe Adventure* performance? (**tick all that apply**)

- ₁ An information session run by Bravehearts
- ₂ An information session run by school staff
- ₃ Information sheets supplied by Bravehearts
- ₄ Information sheets supplied by my school
- ₅ Other, please specify:
- ₆ None of the above

E3 Thinking about the information you have received in advance of the *Ditto's Keep Safe Adventure* performance, to what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ not sure
1. The information I received clearly explained the aims and objectives of the <i>Ditto's Keep Safe Adventure</i> program	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. The information I received gave me a good understanding of the evidence-base for the <i>Ditto's Keep Safe Adventure</i> program	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. The information I received gave me a good understanding of what my role is pre and post performance	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. The <i>Ditto's Keep Safe Adventure</i> program complements our current approach to child protection education	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. The <i>Ditto's Keep Safe Adventure</i> program responds to a need in the school	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. The <i>Ditto's Keep Safe Adventure</i> program does not provide our students with new knowledge and skills	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
7. The <i>Ditto's Keep Safe Adventure</i> program engages children effectively	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
8. The <i>Ditto's Keep Safe Adventure</i> program is a worthwhile program	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
9. Having an external organisation teach child protection education to students is beneficial	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
10. The <i>Ditto's Keep Safe Adventure</i> program does not complement the broader <i>Keep Them Safe</i> initiative	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

E4 Overall, how **effective** do you think the *Ditto's Keep Safe Adventure* program will be in increasing students' knowledge and awareness of the following?

	Very effective	Effective	Not very effective	Not at all effective	Not sure/can't say
1. Key child protection messages	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. How to protect themselves from harm	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

F: FINAL QUESTIONS

F1 The final questions ask a little bit more about you.

Are you?

₁ Male

₂ Female

F2 What age group are you in?

₁ Under 25 years

₂ 25 – 29

₃ 30 – 39

₄ 40 – 49

₅ 50 – 59

₆ 60+ years

F3 Are you of Aboriginal and/or Torres Strait Islander descent?

₁ No

₂ Yes, Aboriginal

₃ Yes, Torres Strait Islander

₄ Yes, both Aboriginal and Torres Strait Islander

F4 Are you from a Culturally and Linguistically Diverse (CALD) background?

₁ No

₂ Yes

Thank you for your participation in this survey.

Your feedback is greatly appreciated.

Appendix B

Online Questionnaire for School Staff – Post Performance

EMAIL INVITATION

Subject: Evaluation of Bravehearts' Ditto's Keep Safe Adventure program

Dear Sir, Madam,

Your school recently participated in a pilot of *Ditto's Keep Safe Adventure*, a child protection education program developed by Bravehearts Inc.

Urbis, an independent social research company, has been commissioned by the New South Wales Department of Education and Communities (NSW DEC) to conduct an evaluation of the pilot.

You may recall that as part of this evaluation, all schools involved in implementing the program were asked to complete an online survey one week prior to the *Ditto's Keep Safe Adventure* performance.

We are now asking you to complete a post-performance survey.

This survey should be completed by all staff involved in implementing the *Ditto's Keep Safe Adventure* pilot **one week after** the *Ditto's Keep Safe Adventure* performance.

Your feedback is greatly appreciated and will inform Urbis' evaluation report to NSW DEC.

Please find attached a flyer which provides you with more information about the evaluation.

How can you participate?

A link to the post-performance survey is below:
<insert link>

You can fill in the questionnaire from the time of receiving this email up till **<add date 2013>**. After this date, the survey will be closed. The survey will take no longer than 15 minutes of your time.

Your participation is confidential and anonymous

Urbis will only report aggregated data that will not identify you or your school.

Who to contact for questions

For more information about the evaluation, please contact Khanh Duong from Urbis by email (kduong@urbis.com.au) or phone (02 8233 9954).

If you have questions about Bravehearts' *Ditto's Keep Safe Adventure* program, please contact Trisha Ladogna from the NSW Department of Education and Communities by email (trisha.ladogna1@det.nsw.edu.au) or phone (02 9244 5129).

Kind regards,

Khanh Duong

A: YOU AND YOUR SCHOOL

A1 The first few questions are about you and the school you work for.

In which DEC region is your school located?

- ₁ Hunter/Central Coast
- ₂ Illawarra/South East
- ₃ New England
- ₄ North Coast
- ₅ Northern Sydney
- ₆ Riverina
- ₇ South Western Sydney
- ₈ Sydney
- ₉ Western Sydney
- ₁₀ Western NSW

A2 How many students attend your school?

- ₁ Less than 100
- ₂ 100 – 199
- ₃ 200 – 299
- ₄ 300 – 399
- ₅ 400 or more

A3 Which of the following best describes your main role in the school?

- ₁ Principal
- ₂ Assistant/Deputy Principal
- ₃ Teacher: Kindergarten, Grade 1 or Grade 2
- ₄ Teacher: Grade 3 – Grade 6
- ₅ Special Education/Needs Teacher
- ₆ School Learning Support Officer/Teacher's Aide
- ₇ Aboriginal Education Officer
- ₈ Other (please specify)

A4 For how many years have you been teaching or working in primary schools? (Exclude extensive time off e.g. parental leave)

- ₁ Less than a year
- ₂ More than 1 year, but less than 2 years
- ₃ More than 2 years, but less than 5 years
- ₄ More than 5 years, but less than 10 years
- ₅ More than 10 years, but less than 20 years
- ₆ More than 20 years, but less than 30 years
- ₇ Over 30 years

A5 Did you participate in the implementation of the *Ditto's Keep Safe Adventure* pilot in your school (eg by attending the *Ditto's Keep Safe Adventure* performance, using *Ditto's Keep Safe Adventure* program resources etc)?

- ₁ Yes → **continue to Part B**
- ₂ No → **thank you message and good bye**

For respondents who answer code 2 to QA5

Thank you for your interest in participating in this survey. This survey is only for school staff that participated in the implementation of the *Ditto's Keep Safe Adventure* program pilot. If you have any questions about this survey, please contact Diane Fase at Urbis by email (dfase@urbis.com.au) or phone (02 8233 9932).

B: IMPLEMENTATION OF THE *DITTO'S KEEP SAFE ADVENTURE* PROGRAM

B1 The following questions are about the implementation of the *Ditto's Keep Safe Adventure* program in your school.

Which grades was the *Ditto's Keep Safe Adventure* performance delivered to? (**tick all that apply**)

- ₁ Kindergarten
- ₂ Grade 1
- ₃ Grade 2
- ₄ Grade 3
- ₅ Grade 4
- ₆ Grade 5
- ₇ Grade 6

B2 Approximately, how many **students** attended the *Ditto's Keep Safe Adventure* performance?

- ₁ 1-19
- ₂ 20-39
- ₃ 40-59
- ₄ 60-79
- ₅ 80-99
- ₆ 100 or more
- ₇ Don't know/not sure

B3 Approximately, how many **school staff** attended the *Ditto's Keep Safe Adventure* performance?

- ₁ 1-4
- ₂ 5-9
- ₃ 10-14
- ₄ 15-19
- ₅ 20 or more
- ₆ Don't know/Not sure

B4 Approximately, how many **parents** attended the *Ditto's Keep Safe Adventure* performance?

- ₁ 1-9
- ₂ 10-19
- ₃ 20-29
- ₄ 30-39
- ₅ 40 or more
- ₆ No parents attended the *Ditto's Keep Safe Adventure* performance at my school
- ₇ Don't know/Not sure

B5 The following questions relate to the information you received about the *Ditto's Keep Safe Adventure* program prior to the *Ditto's Keep Safe Adventure* performance at your school.

What did you participate in/receive in advance of the *Ditto's Keep Safe Adventure* performance? **(tick all that apply)**

- ₁ An information session run by Bravehearts
- ₂ An information session run by school staff
- ₃ Information sheets supplied by Bravehearts
- ₄ Information sheets supplied by my school
- ₅ None of the above
- ₆ Other (please specify.....)

B6 How adequate was the information you received about the *Ditto's Keep Safe Adventure* program before the *Ditto's Keep Safe Adventure* performance?

- ₁ Very adequate
- ₂ Adequate
- ₃ Not very adequate
- ₄ Not at all adequate
- ₅ Not sure/can't say

B7 Was there any information or advice you would have liked to receive but didn't? *(please explain)*

B8 What did **parents** participate in/receive in advance of the *Ditto's Keep Safe Adventure* performance? **(tick all that apply)**

- ₁ An information session run by Bravehearts
- ₂ An information session run by school staff
- ₃ Information sheets supplied by Bravehearts
- ₄ Information sheets supplied by my school
- ₅ Private conversations with school staff
- ₆ None of the above
- ₇ Other (please specify.....)

B9 In your view, how adequate was the information parents received about the *Ditto's Keep Safe Adventure* program before the *Ditto's Keep Safe Adventure* performance?

- ₁ Very adequate
- ₂ Adequate
- ₃ Not very adequate
- ₄ Not at all adequate
- ₅ Not sure/can't say

B10 Thinking about the information you received before the *Ditto's Keep Safe Adventure* performance, to what extent do you agree or disagree with the following statements?

<u>SIMILAR TO PRE-PROGRAM SURVEY</u>	Strongly agree	Agree	Disagree	Strongly disagree	Not sure/Can't say
1. The information I received clearly explained the aims and objectives of the <i>Ditto's Keep Safe Adventure</i> program	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
2. The information I received gave me a good understanding of the evidence-base for the <i>Ditto's Keep Safe Adventure</i> program	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅
3. The information I received gave me a good understanding of what my role is pre and post performance	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₅

B11 As part of the *Ditto's Keep Safe Adventure* program, schools receive a box (i.e. the *Ditto in a Box*) with program resources which enables teachers to follow up the *Ditto's Keep Safe Adventure* performance in class.

How useful are the following *Ditto's Keep Safe Adventure* program resources?

	Very useful	Useful	Not very useful	Not at all useful	Don't know – have not seen this resource	Not sure/can't say
1. Teacher's guide	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀
2. Ditto in a Box teaching modules 1-5	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀
3. DVD with <i>Ditto's Keep Safe Adventure</i> show	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀
4. CD with <i>Ditto's Keep Safe Adventure</i> songs (age 0-4 or 5-8 years)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀
5. Posters showing <i>Ditto's Keep Safe Adventure</i> key messages	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀
6. Worksheets or scenario cards for class activities	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀

B12 How comfortable would you feel using *Ditto's Keep Safe Adventure* program material in teaching aspects of child protection education?

- ₁ Very comfortable
- ₂ Comfortable
- ₃ Not very comfortable
- ₄ Not at all comfortable
- ₅ Not sure/can't say

B13 Do you **teach** child protection education in your school?

- ₁ Yes → **continue with question B14**
- ₂ No → **continue with section C**

B14 Since the performance, have you used *Ditto's Keep Safe Adventure* program resources to follow up child protection messages taught in the performance?

- ₁ Yes → **continue with B15**
- ₂ No, but I plan to → **continue with B15**
- ₃ No, and I do not plan to, **please specify why:**

Continue with B16

B15 Which of the following *Ditto's Keep Safe Adventure* program resources have you used or do you plan to use? (**tick all that apply**)

- ₁ Teacher's guide
- ₂ Ditto in a Box teaching modules 1-5
- ₃ DVD with *Ditto's Keep Safe Adventure* Show
- ₄ CD with *Ditto's Keep Safe Adventure* songs (age 0-4 or 5-8 years)
- ₅ Posters showing *Ditto's Keep Safe Adventure* key messages
- ₆ Worksheets or scenario cards for class activities
- ₇ Other, please specify:
.....

B16 Which of the following statements is most applicable to your school's approach to teaching child protection education in the future?

- ₁ My school will adopt a whole school approach to incorporate the *Ditto's Keep Safe Adventure* program into teaching child protection education
- ₂ It will be up to individual teachers to decide whether to follow-up the *Ditto's Keep Safe Adventure* program in classrooms

My school will not incorporate the *Ditto's Keep Safe Adventure* program into child protection education ***please specify why:***

.....

.....

Not sure/Can't say

C: EFFECTIVENESS OF *DITTO'S KEEP SAFE ADVENTURE* PROGRAM

C1 The following questions are about the extent to which the *Ditto's Keep Safe Adventure* program supports the teaching of child protection messages and concepts outlined in the NSW PDHPE curriculum.

When answering the questions, please think of the entire *Ditto's Keep Safe Adventure* program and not just the *Ditto's Keep Safe Adventure* performance. This can include, for example, the teaching modules, the DVD and CDs.

When thinking about ***recognising abuse***, to what extent does the *Ditto's Keep Safe Adventure* program promote skills, knowledge and understanding in the following areas:

<u>SIMILAR TO PRE-PROGRAM SURVEY</u>	To a major extent	To some extent	To a minor extent	Not at all	Not sure/can't say
1. Importance of feeling safe	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Awareness and knowledge of own body parts	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. Recognising and describing own feelings	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. Recognising difference between comfortable and uncomfortable feelings	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Recognising safe and unsafe situations	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. Recognising the difference between good touch and bad touch	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C2 When thinking about **power in relationships**, to what extent does the *Ditto's Keep Safe Adventure* program promote skills, knowledge and understanding in the following areas:

<u>SIMILAR TO PRE-PROGRAM SURVEY</u>	To a major extent	To some extent	To a minor extent	Not at all	Not sure/can't say
1. Identifying people with whom they have a relationship	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Identifying their own rights in relationships	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. Identifying ways of showing care for others	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. Identifying wanted touching from unwanted touching	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Recognising their right to say 'no to unwanted touching	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. How to take action when feeling hurt, confused or unsafe	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C3 When thinking about **protective strategies**, to what extent does the *Ditto's Keep Safe Adventure* program promote skills, knowledge and understanding in the following areas:

<u>SIMILAR TO PRE-PROGRAM SURVEY</u>	To a major extent	To some extent	To a minor extent	Not at all	Not sure/can't say
1. Identifying safety rules to protect themselves from unsafe situations	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Identifying a support network of appropriate adults	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. How to say no when feeling unsafe	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. How to leave an unsafe situation	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Identifying happy secrets from unhappy secrets	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. Recognising the importance of telling someone when feeling unsafe	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C4 The *Ditto's Keep Safe Adventure* program is centred around three key child protection messages. How effective is the *Ditto's Keep Safe Adventure* program in delivering the following messages to students?

	Very effective	Effective	Not very effective	Not at all effective	Not sure/can't say
1. Key message 1: <i>We all have the right to feel safe with people</i>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Key message 2: <i>It's OK to say 'no' if you feel unsafe or unsure</i>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. Key message 3: <i>Nothing is so yucky that you can't tell someone about it</i>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C5 Overall, how **effective** is the *Ditto's Keep Safe Adventure* program in increasing students' knowledge and awareness of the following?

<u>Similar to pre-program survey</u>	Very effective	Effective	Not very effective	Not at all effective	Not sure/can't say
1. Key child protection messages	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. How to protect themselves from harm	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C6 To what extent does the *Ditto's Keep Safe Adventure* program involve the following?

<u>SIMILAR TO PRE-PROGRAM SURVEY</u>	To a major extent	To some extent	To a minor extent	Not at all	Not sure/can't say
1. Active participation by children (e.g. role plays, singing)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. Explicit training of children (e.g. having children rehearse appropriate behaviours)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. Repeat or 'booster' sessions	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
4. Use of standardised material (e.g. syllabus material)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Differentiation based on students' developmental levels	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. Parental involvement	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
7. Teacher education or training	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C7 Do you think the *Ditto's Keep Safe Adventure* program should involve more of any of the following? (**tick all that apply**)

- ₁ Active participation by children (e.g. role plays, singing)
- ₂ Explicit training of children (e.g. having children rehearse appropriate behaviours)
- ₃ Repeated or 'booster' sessions
- ₄ Use of standardised material (e.g. syllabus material)
- ₅ Differentiation based on students' developmental levels
- ₆ Parental involvement
- ₇ Teacher education or training
- ₈ Something else, please specify:
- ₉ The *Ditto's Keep Safe Adventure Program* covers enough of the above

C8 In your view, how effectively does the *Ditto's Keep Safe Adventure performance* engage students?

- ₁ Very effectively
- ₂ Effectively
- ₃ Not very effectively
- ₄ Not at all effectively
- ₅ Not sure/can't say

C9 In your view, how effectively does the *Ditto's Keep Safe Adventure program in its entirety* (eg performance, DVD, showbag, CD etc) engage students?

- ₁ Very effectively
- ₂ Effectively
- ₃ Not very effectively
- ₄ Not at all effectively
- ₅ Not sure/can't say

C10 Why do you say this?

.....

.....

.....

.....

C11 To what extent do you agree or disagree with the following statements?

<u>Similar to pre-program survey (1-6)</u>	Strongly agree	Agree	Disagree	Strongly disagree	Not sure/can't say
1. The <i>Ditto's Keep Safe Adventure</i> program complements our current approach to child protection education	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
2. The <i>Ditto's Keep Safe Adventure</i> program responds to a need in the school	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
3. The <i>Ditto's Keep Safe Adventure</i> program does not provide our students with new knowledge and skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
4. The <i>Ditto's Keep Safe Adventure</i> program is a worthwhile program	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
5. Having an external organisation teach child protection education to students is beneficial	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
6. The <i>Ditto's Keep Safe Adventure</i> program does not complement the broader <i>Keep Them Safe</i> initiative	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
7. The <i>Ditto's Keep Safe Adventure</i> program is consistent with the Personal Development, Health and Physical Education (PDHPE) curriculum	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉
8. The <i>Ditto's Keep Safe Adventure</i> should be incorporated in the PDHPE curriculum	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₉

C12 How, if at all, could the *Ditto's Keep Safe Adventure* program be improved?

.....

D: COST EFFICIENCY OF THE *DITTO'S KEEP SAFE ADVENTURE* PROGRAM AND POSSIBLE OPTIONS FOR SCALING-UP

D1 Would you support the continued implementation of the *Ditto's Keep Safe Adventure* program in your school (eg ongoing performances for students, continued use of *Ditto's Keep Safe Adventure* program materials)?

- ₁ Yes
- ₂ Maybe
- ₃ No

D2 Why/Why not?

.....
.....
.....
.....

D3 Would you recommend the *Ditto's Keep Safe Adventure* program to other NSW schools?

₁ Yes

₂ Maybe

₃ No

D4 If the *Ditto's Keep Safe Adventure* program was delivered to other NSW schools, what do you think would be the best way of doing this?

₁ Delivering *Ditto's Keep Safe Adventure* as a stand-alone program

₂ Incorporating *Ditto's Keep Safe Adventure* into the curriculum (eg the PDHPE curriculum)

₃ Other (please specify.....)

₄ Not sure/Can't say

D5 There is a \$6 per child cost of participating in the *Ditto's Keep Safe Adventure* program. In light of this, would you say the program represents value for money?

₁ Yes

₂ No

₃ Not sure/Can't say

D6 Why/Why not?

.....
.....
.....
.....

D7 Are there other ways to deliver the key messages of the *Ditto's Keep Them Safe Adventure* program that would offer greater value for money? If so, please outline what these might be?

.....
.....
.....
.....

If D1, code 1 or 2:

D8 With the cost of \$6 per child, would you still support the continued implementation of the *Ditto's Keep Safe Adventure* program in your school?

- ₁ Yes
- ₂ Maybe
- ₂ No, please specify
why:.....

E: FINAL QUESTIONS

E1 The final questions are a little bit more about you.

Are you?

- ₁ Male
- ₂ Female

E2 What age group are you in?

- ₁ Under 25 years
- ₂ 25 – 29
- ₃ 30 – 39
- ₄ 40 – 49
- ₅ 50 – 59
- ₆ 60+ years

E3 Are you of Aboriginal and/or Torres Strait Islander descent?

- ₁ No
- ₂ Yes, Aboriginal
- ₃ Yes, Torres Strait Islander
- ₄ Yes, both Aboriginal and Torres Strait Islander

E4 Are you from a Culturally and Linguistically Diverse (CALD) background?

₁ No

₂ Yes

Thank you for your participation in this survey.

Your feedback is greatly appreciated.

Appendix C

Paper Questionnaire For Parents

A Child protection education at primary schools.

If you would like to speak to someone over the phone about this survey, please contact Diane Fase from Urbis at 02 8233 9932 or dfase@urbis.com.au.

This section asks questions about child protection education in your child's school.

In government schools, child protection education forms part of all students learning in Personal Development Health and Physical Education from Kindergarten to Year 10. Students learn skills in recognising if they could be unsafe and strategies for protecting themselves. Strategies include saying 'no' if they can, going away from the situation and telling a trusted adult what has happened as soon as possible. Learning is organised into three themes: Recognising Abuse; Power in Relationships and Protective Strategies.

A.1 Thinking about your child's school (the school that provided you with this survey), how familiar or unfamiliar are you with the school's approach to child protection education? **(please tick one box)**

- Very familiar
- Familiar
- Not very familiar
- Not at all familiar
- Not sure / can't say

A.2 How important is it that your child's school teaches child protection education? **(please tick one box)**

- Very important
- Important
- Not important
- Not at all important
- Not sure / can't say

A.3 How, if at all, does your child's school engage parents in child protection education? **(please tick all boxes that apply)**

- Parents are informed about child protection lessons/sessions through newsletters, letters etc.
- Parents are invited to an information session(s) at the school to learn about how child protection education is taught in the school
- Parents are invited to sit in on child protection lessons
- Other, please specify:
.....
- My school does not engage parents in child protection education

B The Ditto's Keep Safe Adventure program.

Your child's school is participating in a pilot of *Ditto's Keep Safe Adventure*, a child protection education program developed by Bravehearts Inc. The program includes a 30-minute performance and the provision of child protection education material (eg activity books) to students.

B.1 Are you aware of this school's participation in the *Ditto's Keep Safe Adventure* program? **(please tick one box)**

- Yes** please continue with B2
- No** please continue with section C

B.2 The following questions relate to the information you received about the *Ditto's Keep Safe Adventure* program prior to the *Ditto's Keep Safe Adventure* performance at your child's school.

What did you participate in/receive in advance of the *Ditto's Keep Safe Adventure* performance? **(tick all that apply)**

- An information session run by Bravehearts
- An information session run by school staff
- Information sheets supplied by Bravehearts
- Information sheets supplied by my child's school
- Private conversations with school staff
- None of the above
- Other, please specify:
.....

B.3 How adequate was the information you received about the *Ditto's Keep Safe Adventure* program before the *Ditto's Keep Safe Adventure* performance? **(please tick one box)**

- Very adequate
- Adequate
- Not very adequate
- Not at all adequate
- Not sure/can't say

B.4 Was there any information or advice you would have liked to receive but didn't? *(please explain)*

.....

.....

B.5 Were you invited to attend the 30-minute *Ditto's Keep Safe Adventure* performance?

- Yes
- No
- Not sure

B.6 Did you attend the *Ditto's Keep Safe Adventure* performance?
(please tick one box)

- Yes** please continue with B7
- No** please continue with B9

B.7 If you attended the *Ditto's Keep Safe Adventure* performance, to what extent do you agree or disagree with the following?

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ NOT SURE
1. It was important for my child to watch the performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It was important for me to watch the performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The performance provided my child with new knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The performance provided me with new knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My child enjoyed the performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My child actively participated in the performance (e.g. role play, singing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The performance delivered child protection messages in a non-threatening way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B.8 In your view, how effectively does the *Ditto's Keep Safe Adventure* performance engage students?

- Very effectively
- Effectively
- Not very effectively
- Not at all effectively
- Not sure/can't say

B.9 After the *Ditto's Keep Safe Adventure* performance, children are given a show bag containing material that parents and children can use at home to follow up the *Ditto's Keep Safe Adventure* performance (e.g. an activity book, CD). Has your child received this show bag?
(please tick one box)

- Yes** please continue with B10
- No** please continue with B13
- Don't know/can't say** please continue with B13

B.10 In your view, how useful are the resources in the show bag? (please tick one box)

- Very useful
- Useful
- Not very useful
- Not at all useful

B.11 Have you used the resources in the show bag? (please tick one box)

- Yes
- No, but I plan to
- No, and I don't plan to

B.12 If you don't plan to use the resources in the show bag, why is this (please explain)?

.....

.....

B.13 The *Ditto's Keep Safe Adventure* program is centred around three key child protection messages. Thinking about what you know of the *Ditto's Keep Safe Adventure* program, how effective is the *Ditto's Keep Safe Adventure* program in delivering the following key messages to students?

	VERY EFFECTIVE	EFFECTIVE	NOT VERY EFFECTIVE	NOT AT ALL EFFECTIVE	NOT SURE/ CAN'T SAY
1. Key message 1: <i>We all have the right to feel safe with people</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Key message 2: <i>It's OK to say 'no' if you feel unsafe or unsure</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Key message 3: <i>Nothing is so yucky that you can't tell someone about it</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B.14 Thinking about what you know of the *Ditto's Keep Safe Adventure* program, how effective is the *Ditto's Keep Safe Adventure* program in increasing students' knowledge and awareness of the following?

	VERY EFFECTIVE	EFFECTIVE	NOT VERY EFFECTIVE	NOT AT ALL EFFECTIVE	NOT SURE/ CAN'T SAY
1. Key child protection messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How to protect themselves from harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B.15 To what extent do you agree with the following statements?
 "The *Ditto's Keep Safe Adventure* program..."

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE/ CAN'T SAY
1. Makes me feel more comfortable to talk about child protection with my child/children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Motivates me to talk about child protection with my child/children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B.16 Would you recommend the *Ditto's Keep Safe Adventure* program to other parents?

- Yes
- No
- Not sure/can't say

B.17 Why do you say this?

.....

.....

.....

C Final questions

The final questions are a little bit more about you and your living situation.

C.1 In what area do you live?

- Hunter/Central Coast
- Illawarra/South East
- New England
- North Coast
- Northern Sydney
- Riverina
- South Western Sydney
- Sydney region
- Western Sydney
- Western NSW

C.2 Are you?

- Male
- Female

C.3 What age group are you in?

- Under 25 years
- 25 – 29
- 30 – 39
- 40 – 49
- 50 – 59
- 60 – 64
- 65 years or over

C.4 What is the highest level of education you have completed?

- No formal schooling
- Primary school
- Some secondary school
- Completed secondary school (HSC, Leaving Certificate, etc)
- Trade or technical qualification (e.g. TAFE)
- Undergraduate university diploma/degree or equivalent
- Postgraduate university diploma/degree or equivalent

C.5 Are you of Aboriginal and/or Torres Strait Islander descent?

- No**
- Yes** Aboriginal
- Yes** Torres Strait Islander
- Yes** both Aboriginal and Torres Strait Islander

C.6 Are you from a Culturally and Linguistically Diverse (CALD) background?

- No
- Yes

Thank you for your participation.

Please post this survey to Urbis by using the reply paid envelope.

Appendix D

Interview Guide for Parents

EVALUATION OF THE DITTO'S KEEP SAFE ADVENTURE PROGRAM

INTERVIEW GUIDE FOR PARENTS

Hello, my name is xxx and I am from a social research company called Urbis.

[Name of school] has recently participated in a child protection education program called the *Ditto's Keep Safe Adventure program* which was developed by an organisation called Bravehearts.

As part of this program, your child recently watched a 30-minute *Ditto's Keep Safe Adventure* performance, and was given a show bag containing material parents can use at home to follow-up the messages taught in the performance.

Urbis has been asked by the NSW Department of Education and Communities (NSW DEC) to evaluate the *Ditto's Keep Safe Adventure* program. As part of this evaluation we are surveying school staff and parents in each of the 20 schools where the program is implemented. We are also visiting four schools and talking with parents and staff.

Some of you may have already filled out a survey as part of this evaluation. If you have, thank you for taking the time to fill out the survey. We really appreciate your feedback.

I have a few questions today about the *Ditto's Keep Safe Adventure* program. Provided you have the time, our conversation will go for about 15-20 minutes.

With your permission, I'd like to take notes but I want to assure you that everything you say to me will remain in confidence, and no one at NSW DEC will know what you have said. We will be providing a report to NSW DEC in September and will gather everyone views together, so people won't be able to identify you from the report.

Do you have any questions before we start?

A. INTRODUCTION

1. Can I start by asking you to introduce yourself and tell me what grade your child(ren) are in?

B. CHILD PROTECTION EDUCATION IN YOUR SCHOOL

[Definition (if needed)] Child protection education involves teaching students skills to recognise if they could be unsafe and strategies to protect themselves. Strategies include saying 'no' if they can, going away from the situation and telling a trusted adult what has happened as soon as possible.

2. Do you think it's important for primary schools to teach children about child protection? Why/Why not?
3. Do you know how this school teaches child protection education? If so, how did you find out about this?
4. How happy are you with the way child protection education is taught in this school? What, if any, suggestions do you have on how child protection education could be improved in the school?

C. IMPLEMENTATION OF THE DITTO'S KEEP SAFE ADVENTURE PROGRAM IN YOUR SCHOOL

5. When did you first become aware of the *Ditto's Keep Safe Adventure* program? What, if any, information did you receive about the program (*prompt: was information provided by the school? were parents invited to attend an information session provided by Bravehearts? Were you informed about what your child would be learning about/doing?*)

6. How happy were you with the information you received about the *Ditto's Keep Safe Adventure* program? Is there any information you would have liked but didn't get?
7. Do you think there is a need for a program like *Ditto's Keep Safe Adventure* to support the child protection education already being provided in this school? Why/Why not?
8. Did you attend the *Ditto's Keep Safe Adventure* performance? Why/Why not?
9. Have you used the resources in the *Ditto's Keep Safe Adventure* show bag your child was given after the performance? If so, how useful did you find these resources? If not, did you plan to use these resources in the future? Why/Why not?
10. How did your children respond to the *Ditto's Keep Safe Adventure* performance? And the resources in the show bag? (*prompt: did they discuss the performance with you? did they use the resources in the show bag?*)
11. Based on what you know, how effective is the *Ditto's Keep Safe Adventure* program? Do you think it has increased your child's understanding of key child protection messages (eg. *right to feel safe, ok to say no, tell someone you trust*) and how to protect themselves from harm? How do you know this?
12. What, if any, other impacts has the *Ditto's Keep Safe Adventure* program had? (*prompt: on your child, on you, on your family*)
13. Would you recommend the *Ditto's Keep Safe Adventure* program to other families? Why/Why not?
14. Is there anything else you want to tell me about the *Ditto's Keep Safe Adventure* program or child protection more generally?

Appendix E

Interview Guide for School Staff

EVALUATION OF THE DITTO'S KEEP SAFE ADVENTURE PROGRAM

INTERVIEW GUIDE FOR SCHOOL STAFF

Hello, my name is xxx and I am from a social research company called Urbis.

Urbis has been commissioned by the NSW Department of Education and Communities (NSW DEC) to undertake an evaluation of the *Ditto's Keep Safe Adventure* program. The program is being piloted in 20 NSW Government schools, including your school.

We really appreciate the contribution your school has made to the evaluation to date. School staff completed a survey before the *Ditto's Keep Safe Adventure* performance, and another survey after the performance. Your school has also invited parents to complete a post-performance survey on behalf of Urbis.

In addition to the surveys, this evaluation involves visits to four schools to ask about the appropriateness, effectiveness and efficiency of the *Ditto's Keep Safe Adventure* program.

Our conversation today will go for approximately 40-45 minutes. In answering the questions today, it would be great if you could focus on the *Ditto's Keep Safe Adventure* program in its entirety, so that includes the *Ditto's Keep Safe Adventure* performance as well as accompanying material and resources (eg the handbooks, DVDs, CDs, showbags).

With your permission, I'd like to take notes but I want to assure you that everything you say to me will remain in confidence, and no one at NSW DEC will know what you have said. We will be providing a report to NSW DEC in September and will gather everyone views together, so people won't be able to identify you from the report.

Do you have any questions before we start?

A. INTRODUCTION

1. Can I start by asking you to explain your role in the school and your involvement in the pilot of the *Ditto's Keep Safe Adventure* program?

B. CHILD PROTECTION EDUCATION IN YOUR SCHOOL

2. Broadly speaking, how is child protection education taught in your school (*prompt: through the PDHPE key learning area, through stand-alone programs*)?
3. How effective do you think this approach is? How do you know? What are the strengths and weaknesses of this approach to child protection education? How could this approach to child protection education be improved?
4. To what extent is there a need for an external program, like the *Ditto's Keep Safe Adventure* program, in your school? Why do you think that?
5. How would you describe the *Ditto's Keep Safe Adventure* program approach? What does it offer – for the school, parents, children?
6. To what extent does the *Ditto's Keep Safe Adventure* program complement the NSW curriculum (*prompt: PDHPE curriculum*) and your school's approach to child protection education more generally (*prompt: other whole school approaches to child protection, school structure and strategies around child protection*)? How, if at all, does the program value add?

7. To what extent does the program align with the NSW Government's Keep Them Safe (KTS) principles (*Urbis to provide copy of principles*)?

C. IMPLEMENTATION OF THE DITTO'S KEEP SAFE ADVENTURE PROGRAM IN YOUR SCHOOL

8. Can you briefly describe how the performance took place in your school (*prompt: how many students attended? How many parents attended?*). What, if anything, your school has done to follow-up the performance (*prompt: has the school used Ditto's Keep Safe Adventure resources to follow-up key messages*)?
9. What information was provided to teachers and parents before the performance? How adequate was this information? What other information, if any, would have been helpful?
10. In your view, how effective is the *Ditto's Keep Safe Adventure* program?
- to what extent does the program increase students' knowledge/awareness of key child protection messages (*eg. right to feel safe, ok to say no, tell someone you trust*)
 - what other learning outcomes did the program deliver to students, teachers and parents?
 - how do you know?
11. How useful are *Ditto's Keep Safe Adventure* program materials (eg teachers guide, handbooks, DVDs, CDs, posters, worksheets or scenario cards, student showbags)? Will your school use these resources to reinforce child protection messages in the future? Why/Why not?
12. How effectively does the *Ditto's Keep Safe Adventure* program engage students (*prompt: how did students respond to the performance? showbag? activity book?*) What aspects of the program were more or less engaging for students? How could the program better engage students?
13. Overall, what are the key strengths and weaknesses of the *Ditto's Keep Safe Adventure* program? How could the program be improved?

D. COST EFFECTIVENESS

As part of this evaluation, Urbis has been asked to consider the cost effectiveness of the *Ditto's Keep Safe Adventure* program. The following questions relate to the issue of cost effectiveness:

14. NSW DEC has advised that there is approximately a \$6 per child cost of participating in the program. In light of this, does the program represent value for money? Why/Why not? Could the *Ditto's Keep Safe Adventure* program be delivered in a more cost effective way? If so, how?
15. Are there other ways of delivering the child protection messages included in *Ditto's Keep Safe Adventure* in a more cost effective way? If so, what are these?
16. Do you think the *Ditto's Keep Safe Adventure* program should be implemented in all NSW Government schools? Why/Why not? If so, what would be the most cost effective way of implementing the program in NSW Government schools?

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