

Evaluation of the Y- PEP, a child protection program in schools

Department of Education

Final Report

21 December 2018

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Glossary of Acronyms

The table below presents a list of acronyms used throughout this report:

Acronym	Meaning
AISNSW	Association of Independent Schools of New South Wales
CALD	Culturally and linguistically diverse
CEC	Catholic Education Commission
DoE	NSW Department of Education
NESA	NSW Educational Standards Authority
PDHPE	Personal Development, Health and Physical Education
RBA	Results Based Accountability (methodology)
WWCC	Working With Children Check
Y-PEP	Child protection education program delivered by YWCA
YWCA	Young Women's Christian Association

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1. Executive Summary

EY was commissioned by the Department of Education (DoE) to evaluate the Y-PEP program, delivered by the Young Women's Christian Association (YWCA). The Y-PEP program is a child protection education program being delivered to students in primary and high schools in NSW between 2016 to 2019. The program builds on the Personal Development, Health and Physical Education (PDHPE) curriculum that requires schools to provide education in health, safety, wellbeing and physical activity including, child protection and respectful relationships between Kindergarten to Year 10.

The purpose of the evaluation is to understand the extent that the Y-PEP program is supporting the delivery of child protection education in NSW schools. The evaluation examines the appropriateness and effectiveness of the Y-PEP program as experienced by students and teachers. This evaluation contributes to evidence based decision making and the promotion of flexible, adaptable and innovative education. The evaluation is expected to result in suggestions for improvement for the Y-PEP program that may be implemented during the remainder of its delivery.

1.1 Approach

Three core evaluation questions (and sub-questions) were identified as part of the evaluation of Y-PEP, and developed in consultation with the Y-PEP Steering Committee. The core questions seek to address the extent to which the YPEP program:

1. Provides appropriate delivery of child protection education?
2. Has been effectively implemented and delivered?
3. Impacts on child protection knowledge and delivery in schools?

The evaluation applied a mixed-methods approach to gather and blend quantitative and qualitative data, pertaining to the evaluation questions. The Y-PEP evaluation was undertaken through the analysis of student and teacher feedback collected by the YWCA following delivery of the program, and surveys and 7 stakeholder interviews with a cross-section of school representatives and the YWCA program team.

The key limitations of the evaluation include the reliance on data and information provided by the YWCA as well as limited evidence that the retention of knowledge and understanding of Y-PEP content is sustained over time. There are limitations inherent in the selection of the schools to be consulted as part of the evaluation. Schools interviewed were randomly selected within a pre-defined matrix. The rationale for using this method was to obtain a sample that broadly reflected the characteristics of the program and the schools participating in Y-PEP.

1.2 The Y-PEP program

PDHPE is a mandatory learning area taught throughout primary and high schools in NSW.

Child protection education aims to assist children to:

- ▶ Develop skills in recognising and responding to unsafe situations
- ▶ Seek assistance effectively
- ▶ Establish and maintain respectful relationships
- ▶ Strengthen attitudes and values related to equality, respect and responsibility

The Y-PEP program was created to support the PDHPE curriculum by strengthening the delivery of child protection education content in schools. The program commenced in 2016 and will cease at the end of 2019.

A particular focus of the program is to target primary schools. This is due to the larger number of primary schools in NSW, and their associated child protection reports, compared to high schools. This is also a reflection of the emphasis on prevention and early intervention approaches.

Y-PEP content is delivered jointly by YWCA facilitators and school teachers in three formats - face-to-face workshops, live stream workshops and on-demand resources. As of August 2018, Y-PEP data shows that YWCA delivered the Y-PEP program on 270 occasions (in this report, one 'occasion' refers to the complete set of workshops delivered to a school). Without including six pilot programs, the data shows:

- ▶ 73% (192) of programs were delivered as face-to-face workshops and 27% (72) as live stream
- ▶ 80% (211) of programs were delivered to primary schools and 20% (53) to high schools
- ▶ 53% (141) of programs were delivered to schools in the Outer Metro region, 26% (68) in the Metro region and 21% (55) in regional areas
- ▶ 88% (233) of schools who received the program were Government schools, 7% (17) were Independent and 5% were Catholic schools
- ▶ 11% of students (667) who received the face-to-face program identified as culturally and linguistically diverse, while 6% (481) identified as Aboriginal or Torres Strait Islander. As of March 2018, 19% (383) of high schools students receiving the face-to-face program identified as having a disability.

1.3 Key Findings

1.3.1 Appropriateness

Appropriateness was evaluated with respect to five aspects including the extent to which Y-PEP:

1. Embodies best practice for similar programs
2. Supported the PDHPE curriculum
3. Fit in with the running of schools
4. Involved the appropriate blend of facilitators and teachers
5. Included evaluation in its model

Based on the available evidence and data analysed, the evaluation finds the Y-PEP program to be an appropriate method for delivering child protection education to students.

The Y-PEP program model largely follows best practice guidelines for delivering child protection education to students. Best practice outlines eight key qualities of child protection education programs.¹ The Y-PEP model incorporates the majority of these aspects. For example, a definition of child sexual abuse, protective strategies and the importance of reporting were the key messages and skills conveyed to students. The program incorporated active participation, explicit skills training, group work and evaluation into its model. While Y-PEP might consider strategies for

¹ 'Child Protection and Respectful Relationships Education and Best Practice in School Settings - Literature Review & Stakeholder Consultation' Social Policy Research Centre, UNSW.

reinforcing student learnings through repetition and parent involvement, sustaining learnings is a challenge experienced in all educational context.

An overwhelming number of school representatives felt that the program complemented and supported the delivery of the PDHPE curriculum. School representatives reported that the Y-PEP program was complementary to what is taught in the curriculum and led to good discussions about important issues. A particular concern of the Y-PEP Steering Committee was that school representatives may view the Y-PEP as a substitute to teaching the PDHPE syllabus. There was some evidence in consultations to support this concern. Some schools also had higher expectations that the program would cover more content.

YWCA consistently adapted to school programming challenges by offering greater flexibility. The Y-PEP program adopts three program methods - face-to-face, live stream and on-demand. This three pronged approach provides greater choice and flexibility to schools. Increasing the availability of live stream sessions throughout the year may create greater options for schools wanting to receive this method of delivery. On-demand resources is being introduced to accommodate schools unable to access face-to-face or live stream sessions and to allow schools to deliver the program content at their own pace.

In general, school representatives reported that Y-PEP facilitators interacted well with students. Schools representatives reported that facilitators were engaging and professional, encouraging schools to interact and participate in discussions on sensitive topics. School representatives differed in their views on whether it was more appropriate for teachers or facilitators to deliver child protection content. The majority of the schools that the evaluation team consulted with supported external delivery of child protection education content.

Only a few queried whether it might be more appropriate for a teachers to provide the content in light of the sensitive nature of the topic and practical reasons. In response, YWCA implemented changes to increase teacher involvement in the delivery of Y-PEP content. Evidence suggests that role clarity and increased preparation before program delivery would support facilitator and teacher delivery of the program.

YWCA incorporated evaluation into its program model from the onset. Evidence suggests that the information captured from ongoing feedback of students, teachers and the Steering Committee was used to improve practice.

1.3.2 Effectiveness

Effectiveness was evaluated with respect to four aspects including:

1. The main strengths and weaknesses of the implementation stage
2. The extent to which YWCA raised awareness of the program
3. The extent to which schools were signing up for and utilising program resources
4. The key drivers for uptake of the program by schools

Based on available evidence, the evaluation finds that the Y-PEP program was effectively implemented and delivered to schools with some scope for improvement.

The YWCA adopted an action learning approach during implementation of the Y-PEP program. This included adjusting the program model after delivery of pilot workshops and feedback from relevant stakeholders. YWCA also developed methods of addressing issues as they arose, such as mandatory reporting obligations and changes to school protocols relating to the Working With Children Check (WWCC).

Based on the evidence, YWCA has made considerable efforts to raise awareness of the Y-PEP program across multiple platforms, to increase uptake of the program by schools. This has included utilising existing relationships, cold calling, social media, newsletters, school forums and the Y-PEP website. Reaching Independent and Catholic schools remains a challenge. One consideration here, is the role of the Steering Committee in ensuring that schools are aware that Y-PEP has the support and endorsement of their peak organisations. The autonomous nature of Independent and Catholic schools suggests that a multifaceted and more targeted approach for increasing awareness and uptake of the program in those schools is necessary.

YWCA has delivered 60% of its three year target of 460 workshops. This target was set in recognition that YWCA focus on delivering quality programming rather than quantity. YWCA has been most successful in delivering Y-PEP to government schools. There has been high demand for face-to-face workshops and increasing demand for live stream workshops.

YWCA identified May-November (Term 3-4) as the most popular period to receive the program. To increase uptake, YWCA has amended its booking and planning strategy to respond to this trend. Providing access to on-demand resources is still underway. School representatives advised that a key driver for signing up to the Y-PEP program was that it offered specific expertise and opportunities for new ways to deliver child protection education at no monetary expense.

1.3.3 Impact

Impact was evaluated with respect to two aspects including the extent to which:

1. Children reported or demonstrated an understanding of the child protection material delivered to them
2. The Y-PEP program enhanced the ability of schools to deliver child protection education.

Based on available evidence, the evaluation finds that the Y-PEP program is having positive impacts on the awareness of child protection education on students and teachers.

YWCA data provides insights into post program student awareness of safe and respectful relationships, rights and responsibilities in relationships and recognising and responding to unsafe situations. Overall, the majority of students reported that they achieved positive outcomes across these three topic areas. Students reported that they learnt new information that they could apply to their everyday lives. There was a greater share of positive results across cohorts for the live stream sessions. In the case of metro schools, they appear to benefit more from face-to-face workshops.

In general, teachers commented that the content was engaging and informative for students and relevant to today's society and situations. Many teachers responded positively to the combination of videos, activities and stories. While considering legal requirements and policy, one challenge raised by teachers was class size. High school students received the programs as year groups. Some school representatives commented that when the program was delivered to groups larger than class size, this may have inhibited student participation and engagement.

YWCA teacher feedback and evaluation consultations revealed mixed views about the sustained and long-term retention of Y-PEP content by students. Some school representatives reported the belief that their students recalled key messages from the programs long after the program was delivered. For example, these representatives reported that students still talk about what they learnt. However, the majority view of school representatives was that long term content retention by students could be supported by constant revision and revisiting of the material.

Many teachers found that the YWCA facilitated workshops and Y-PEP resources supported them in delivering lessons. The Y-PEP program was considered to enhance teacher confidence to deliver child protection education and provide new strategies for doing so. Teachers expressed a desire for

greater access to Y-PEP online content and greater preparation to enhance delivery of the program.

1.4 Key success factors and learnings

Critical success factors:

- ▶ Project design was underpinned by best practice and supporting the PDHPE curriculum
- ▶ High calibre project team and facilitators for implementing the program across NSW
- ▶ A commitment to continuous improvement of the program
- ▶ Flexibility to mould program delivery to accommodate local variations
- ▶ Overall enhanced knowledge of students in child protection and support to teachers

As part of this evaluation, EY were required to identify learnings to support future program development and drive continual improvement in the delivery of child protection education programs. This section focuses on key areas for improvement.

Evaluation learnings

Where the role of YWCA is to deliver child protection education, the ability of the program to achieve its objectives and implement learnings is reliant on support from other participants in the education system. This may be the case in particular, where efforts to meaningfully achieve objectives and implement change go beyond the role or capacity of the provider.

- ▶ *Program performance evaluation:* One central question for child protection education programs is whether they have a lasting impact on the knowledge and awareness of students and teachers. Opportunities may exist to consider methods for measuring awareness of students longitudinally over time.
- ▶ *Flexibility in delivery:* The choice provided by the Y-PEP program model – face to face, live stream and on-demand – provides the flexibility needed to accommodate individual school differences. Future child protection programs might benefit from a similar approach.
- ▶ *Enhanced access:* An approach to raising awareness of the program should be multifaceted. Word of mouth was considered an effective approach in driving uptake of the program. Outreach actions should draw on the extensive network of peak body members. Combined efforts to further promote the Y-PEP program at relevant forums and utilise other opportunities to appeal to individual schools may enhance uptake.
- ▶ *Enhanced and sustained impact:* Some additional avenues for enhancing and sustaining impact on students' knowledge include: identifying needs of student participants to tailor program delivery; delivering lessons in smaller groups, particularly for the high school program; partnering with schools to identify where efforts should be directed; and exploring avenues for greater participation and engagement of parents.
- ▶ *Enhanced teacher support:* Increased and consistent preparation with teachers before program delivery can lead to more effective implementation of workshops. Preparation provides an opportunity to confirm the roles and responsibilities of facilitators and teachers, and discuss the circumstances of participating students.

Follow-up conversations with teachers after the program can also allow an understanding of whether additional supports or resources are required.

2. Background

2.1 Introduction

The NSW Government provided \$4 million over 4 years (2016-19) to strengthen existing child protection education measures in schools by sourcing a program from an external provider for both government and non-government schools across NSW. The Young Women's Christian Association (YWCA) was selected through a competitive tender process, consistent with the NSW Procurement Approach, to implement the Y-PEP program.

EY was commissioned by the NSW Department of Education (DoE) to evaluate the Y-PEP program, delivered by the YWCA. The evaluation applied a mixed methods approach² that drew on both quantitative and qualitative evidence to address a series of evaluation questions aimed at examining the following aspects of the program:

- ▶ Appropriateness - the extent to which the program is appropriate in achieving its objectives;
- ▶ Effectiveness - the extent to which the program has been effectively implemented and delivered; and
- ▶ Impact - the extent to which the program has impacted the child protection knowledge of students and teachers.

The evaluation was conducted over a seven month period between March and September 2018.

The evaluation questions were identified through a process undertaken to map the 'program logic' (refer to Figure 1). The objective of this task was to establish a common understanding of how the program works (or is intended to work) by understanding the relationship between program inputs, activities, outputs and outcomes.

The evaluation evidence was based on a quantitative assessment of data received from the DoE and YWCA in regards to the Y-PEP program and qualitative insights gathered during consultations with teachers and principals representing a sample of participating schools. The sample identified in consultation with the DoE and selected on the basis of agreed criteria such as delivery method of Y-PEP, school type, student cohort age and geographical location to ensure the cross-section reflected key characteristics of the Y-PEP program.

2.2 NSW PDHPE Curriculum

Personal Development, Health and Physical Education (PDHPE) is a mandatory learning area taught from Kindergarten to Year 10 in NSW. PDHPE encourages students to think critically, solve problems and make informed decisions relating to health, safety, wellbeing and physical activity.³

To achieve this, the PDHPE syllabus requires schools to provide ongoing education in a number of areas:

- ▶ Physical education
- ▶ Mental health and wellbeing
- ▶ Alcohol and other drugs

² A mixed methods approach is a methodology for conducting research and evaluation that involves collecting, analysing and integrating ('mixing') quantitative and qualitative data and information in a single study.

³ <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe>.

- ▶ Child protection and respectful relationships education

The DoE requires child protection education to be taught at every stage of learning from Kindergarten to Year 10. Child protection education curriculum materials to support teaching and learning in PDHPE (Stage 1 to Stage 5) were developed by the DoE to support schools in this requirement.⁴ Senior students in NSW government schools extend their learning about respectful relationships, protective strategies, power, abuse and violence through a mandatory 25-hour course. The aims of child protection education are to assist students in:

- ▶ Developing skills in recognising and responding to unsafe situations
- ▶ Seeking assistance effectively
- ▶ Establishing and maintaining respectful and equal relationships
- ▶ Strengthening attitudes and values related to equality, respect and responsibility

The Y-PEP program aims to support and reinforce the NSW PDHPE syllabus.

2.3 Overview of the Y-PEP Program

YWCA has been contracted by the DoE to provide the Y-PEP program, a child protection education program for children, funded from 2016 through to 2019. The aim of the Y-PEP program is to complement and strengthen the existing PDHPE child protection education content delivered by teachers in government and non-government schools by providing new and creative ways of teaching the subject matter, as well as useful resources for school teachers.

Figure 1 provides an overview of some key features of the Y-PEP program.

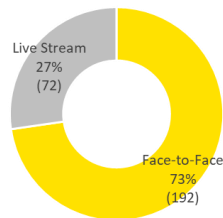
⁴ <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/child-protection-and-respectful-relationships-education/resources>.

Figure 1: Key features of the Y-PEP program

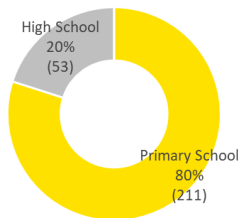
YWCA
Y-PEP Child Protection
Education Program

Years active:	2016 - 2019
Delivered to:	Primary school (K-6) High school (7-10)
Location of delivery:	NSW
Method of delivery:	Face-to-face Live stream On-demand resources
Total # occasions Y-PEP was delivered (as at August 2018):	270

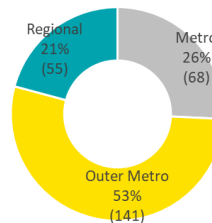
Face-to-Face vs Live Stream



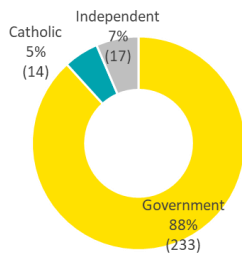
Primary School vs High School



Location of School



School Type



11% of students (667) in the Face-to-Face program identified as culturally and linguistically diverse (CALD)

6% (481) identified as Aboriginal or Torres Strait Islander*

*based on data collected by YWCA (August 2018)

19% of high school students (383) in the Face-to-Face program identified as having a disability*

*based on data collected by YWCA (March 2018)

Note: charts do not consider pilot live stream programs

2.3.1 Program objectives

Y-PEP's program objectives are closely aligned with those of the NSW child protection education curriculum materials, and are as follows:

- ▶ Students should have a raised awareness of what safe and respectful relationships are
- ▶ Students should have an increased understanding and knowledge about their rights and responsibilities in relationships
- ▶ Students should have greater skills in recognising and responding to unsafe situations⁵

2.3.2 Y-PEP methods of delivery

The method of delivery of the Y-PEP program has evolved since it was first delivered in late 2016, when sessions were delivered solely by Y-PEP facilitators in face-to-face workshops. To engage students, extend reach to schools and encourage sustained learning, the Y-PEP program is now delivered by both Y-PEP facilitators and school teachers through face-to-face workshops, interactive live stream workshops and/or use of on-demand resources. The Y-PEP programs and resources are offered to schools free of charge.

⁵ YWCA, 'Y-PEP Program', www.ypep.com.au/about.

Primary School Program

The Primary School program is delivered to students in Kindergarten to Year 6. The program consists of four one-hour workshops over four consecutive weeks. It is delivered to each stage or year within the primary school. The four workshops cover:

- ▶ Sense of self
- ▶ Power in relationships
- ▶ Recognising abuse
- ▶ Protective strategies

Classroom teachers deliver Workshops 1 and 4 using lesson plans and resources provided by the Y-PEP facilitators. An optional follow-up workshop is delivered by either teachers or Y-PEP facilitators 3-6 months after Workshop 4.

High School Program

The High School program is available for students in Years 7 to 10. The program consists of a three-hour workshop which is delivered by Y-PEP facilitators. This workshop covers three topics:

- ▶ Power in Relationships
- ▶ Recognising Abuse
- ▶ Protective Strategies

There is an optional one-hour follow-up workshop that is delivered by teachers using the lesson plan and resources provided by the Y-PEP Team.

Interactive Live Stream Workshops

In addition to these programs, all schools across NSW have access to the annual Interactive Live Stream Workshops, which allow schools to actively participate with the Y-PEP Presenters on-screen and with other schools. These give teachers the opportunity to send in their students' work to be displayed on-screen and to message questions from their students to the Presenters. Teachers will deliver Workshop 1 and Workshop 4 using lesson plans and resources provided by Y-PEP, while Workshop 2 and Workshop 3 are delivered as Interactive Live Stream Workshops.

On Demand Resources

In the future, Y-PEP will also offer online on-demand resources to schools which have completed both the face-to-face or interactive live stream programs and who wish to access revision and/or additional materials. These can be used by teachers to strengthen and differentiate their existing child protection education program. YWCA plans to make the on-demand resources available in 2019.

2.3.3 Y-PEP program logic

Funding for the Y-PEP program was provided by the NSW Government. The key stakeholders in the delivery and implementation of the Y-PEP program are the YWCA Project Team, Y-PEP facilitators employed by YWCA, teachers and school executives from participating schools, and representatives from each education sector. The Child Protection Program Steering Committee oversees the program and comprises representatives from the DoE, the Catholic Education Commission (CEC), the Association of Independent Schools (AIS), and the NSW Educational Standards Authority (NESA). At the centre of Y-PEP are the students who receive the program.

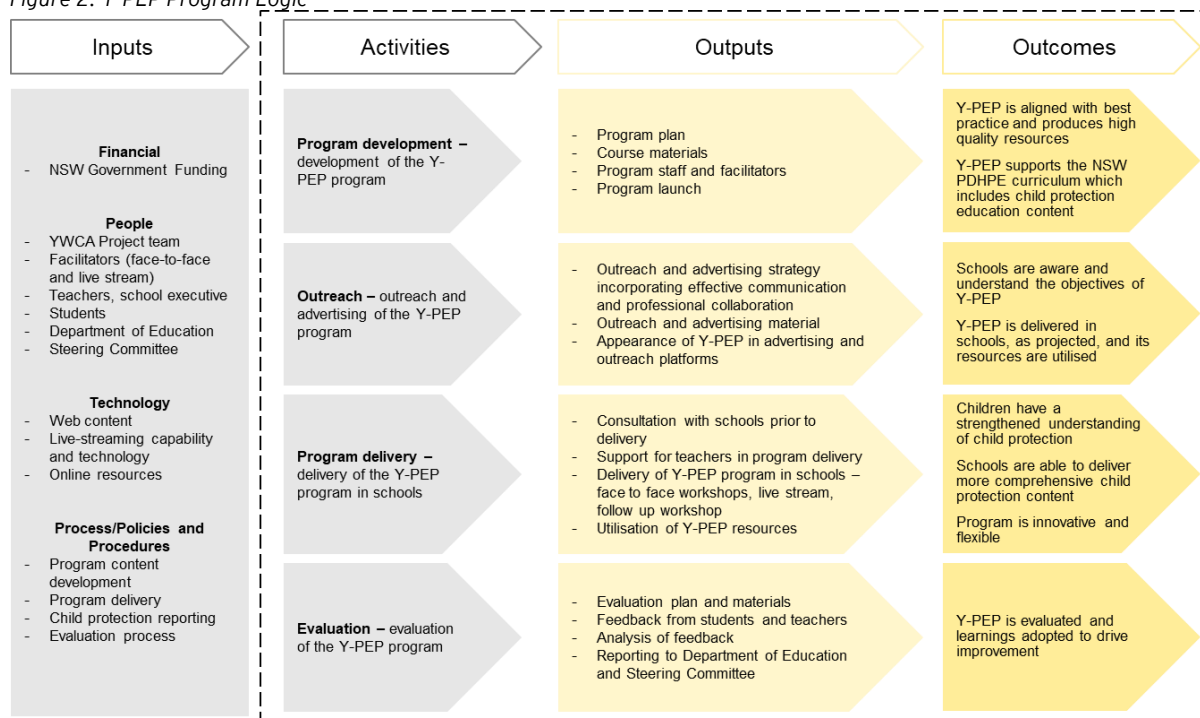
The Y-PEP program leverages technology in a number of ways to achieve easy access to materials and sustained learnings for students across NSW, including live-streaming of sessions and online resources and web content. The Y-PEP program also incorporates various processes, policies and procedures specifically designed to develop program content, to effectively deliver the program, to report relevant disclosures of child protection incidents and to evaluate the program.

The Y-PEP program can be described by four key activities:

1. Program development - intended to create a program that aligns with best practice⁶ and supports the child protection curriculum
2. Outreach strategies - advertising the Y-PEP program across NSW on various professional and social media platforms to spread awareness of the program and its objectives, and ensure the program reaches its delivery targets and Y-PEP resources are utilised
3. Program delivery - strengthen students' understanding of child protection by supporting schools in delivering comprehensive child protection content in an innovative and flexible way through pre-delivery consultation with participating schools, initial and follow-up delivery of workshops and utilisation of Y-PEP resources
4. Evaluation - ongoing evaluation of the program allows for feedback to be obtained from participating students and teachers and for YWCA to make improvements to the Y-PEP program

The Y-PEP program logic is illustrated in Figure 2.

Figure 2: Y-PEP Program Logic



⁶ Smyth, Ciara, and Katz, Ilan, (2016), *Child Protection and Respectful Relationships Education and Best Practice in School Settings - Literature Review & Stakeholder Consultation: Final Report*, Social Policy Research Centre, UNSW - sets out best practice approaches to child protection and respectful relationships education with aim to inform planning for enhancements to current child protection education programs and future provision.

2.4 Evaluation Objectives

This evaluation aims to understand the extent that the Y-PEP program achieves its objectives of supporting child protection education to students in schools and considers dimensions of appropriateness, effectiveness and impact (see Appendix A for Evaluation Plan). The evaluation of the Y-PEP program aligns with DoE and overall Government objectives to promote evidence-based decision making, improve programs and share learnings. As an interim evaluation, identification of areas for improvement that can be implemented during the remainder of the program promotes flexible, adaptable and innovative education.

In particular, the evaluation aims to describe the extent that the Y-PEP program:

- ▶ Provides appropriate delivery of child protection education to students.
- ▶ Is effectively implemented and delivered to students.
- ▶ Has impacted on the child protection knowledge of students and teachers in schools.

Through the evaluation and delivery of an appropriate and effective child protection program, the DOE can maximise its impact on students, who are at the centre of decision making.

2.5 Core evaluation questions

This evaluation of Y-PEP sought to address the following core evaluation questions.

Figure 3: Core evaluation questions

	Core question	Sub question	Outcome indicators
Appropriateness	To what extent does the Y-PEP program provide appropriate delivery of child protection education?	<p>To what extent does the Y-PEP program follow best practice?</p> <p>To what extent does Y-PEP interact with the child protection curriculum in schools?</p> <p>To what extent does Y-PEP fit into the 'running' of schools?</p> <p>To what extent was the blend of YWCA and teacher facilitated sessions appropriate in delivering the program?</p> <p>To what extent is the Y-PEP program evaluated?</p>	<p>Y-PEP is aligned with best practice and produces high quality resources</p> <p>Y-PEP supports the NSW PDHPE curriculum which includes child protection education content</p> <p>Y-PEP adapts to the 'running' of schools</p> <p>The blend of YWCA and teacher facilitated sessions were appropriate in delivering the program</p> <p>Y-PEP is evaluated and learnings adopted</p>
Effectiveness	To what extent has Y-PEP been effectively implemented and delivered?	<p>What were the main strengths and weaknesses of the implementation phase?</p> <p>To what extent has YWCA raised awareness of the Program?</p> <p>To what extent are schools signing up for and utilising Y-PEP program resources? (face to face, live stream, on-demand, follow up)</p> <p>What are the key drivers for uptake of the Y-PEP program and use of materials?</p>	Y-PEP is delivered in schools and its resources are utilised
Impact	To what extent does the Y-PEP program enhance child protection knowledge and delivery in schools?	<p>To what extent did children report or demonstrate an understanding of child protection material delivered to them?</p> <p>To what extent has the Y-PEP program enhanced the ability of schools to deliver child protection education?</p>	<p>Children report or demonstrate an understanding of child protection material delivered to them</p> <p>Schools are able to deliver more comprehensive child protection content</p>

2.5.1 Method

The evaluation applied a mixed-methods approach to address three core evaluation questions and 11 related sub-questions. A mixed methods approach is a methodology for conducting research and evaluation that involves collecting, analysing and integrating ('mixing') quantitative and qualitative data and information in a single study. The purpose of this approach is that both qualitative and quantitative research, in combination, provide an opportunity to address evaluation questions from

a number of perspectives and minimises the presence of 'gaps' in the information and data collected.

Central to the mixed methods approach is a triangulative model, frequently adopted in research and evaluation into human services interventions. This model provides for concurrent data and information gathering and integration of all data in order to clarify or better understand the problem and address the evaluation questions.

The following evaluation addresses the evaluation questions using the methods listed below. The most salient points with regard to the appropriateness, effectiveness and impact of the program have been drawn together to develop key learnings for the future implementation of Y-PEP.

Development of Evaluation Questions

The core evaluation questions and sub-questions were developed in consultation with the Steering Committee. The questions were developed around themes of enquiry identified by the Steering Committee and emphasised aspects of program performance that were of most interest to the Committee. The rationale was to inform improvements to the program and learning for the design, and implementation of future programs with similar objectives and/or features and characteristics.

Analysis of YWCA Data

The evaluation draws heavily on data collected by the YWCA, including student and teacher feedback and quarterly Y-PEP Program Reports. In addition to data on school demographics, YWCA also collects information on the impact of the program against its objectives and the performance of its facilitators through feedback surveys distributed to teachers and students at the conclusion of face-to-face or live stream sessions. This data was analysed and gaps in the available information were identified to inform additional information needs and methods of obtaining this information.

Stakeholder Interviews

Semi-structured Interviews were conducted by telephone with representatives of 7 participating schools. Representatives were primarily teachers involved in the delivery of Y-PEP at the school. In some cases representatives also included Principals and Year Coordinators. The purpose of the interviews was to explore themes related to the evaluation questions and to validate aspects of the data analysis in order to improve the interpretation of the data.

To ensure that the sample of schools interviewed reflected the characteristics of the range of schools which received the Y-PEP program, a stakeholder matrix was developed (see Appendix B). This matrix allowed for the selection of schools based on the delivery method of Y-PEP (face-to-face or livestream), the school type (Government, Catholic or Independent), student cohort age (primary school or high school) and the geography of the school (Metro, Outer-Metro and Regional).

The table below identifies the schools in the consultation sample.

Table 1: Schools consulted for evaluation

Location	School type	Primary/High	Delivery method	Consultation date (2018)
Outer Metro	Government	High	Face-to-Face	25 June
Outer Metro	Government	Primary	Face-to-Face	26 June

Regional	Independent	Primary/High	Live Stream	27 June
Regional	Government	Primary	Face-to-Face	3 July
Metro	Government	Primary	Face-to-Face	6 July
Outer Metro	Government	High	Face-to-Face	3 August
Metro	Catholic	Primary	Face-to-Face	24 August
Regional	Independent	High	Face-to-Face	N/A (survey results only)
Outer Metro	Government	Primary	Live Stream	N/A (survey results only)

Two interviews were also conducted with representatives of the YWCA involved in the delivery of the Y-PEP program. These consultations were important for the purposes of understanding, analysing and interpreting Y-PEP data collected by the YWCA, as well as to gain the provider perspective in relation to relevant evaluation questions and in terms of the views and experiences of school representatives.

Limitations

The main limitation is the direct attribution of outcomes (positive or negative) to the Y-PEP program. This is due to the challenge of controlling for other influences on outcomes to allow for the basic design of the evaluation to be a 'before and after' comparison. For example, the extent to which other variables influence the student's understanding of the content delivered by Y-PEP.

This evaluation is also limited by the available data. The evaluation relied on the data provided by the DoE and YWCA. The evaluation team did not seek to validate the accuracy or otherwise, of this data. Feedback from teachers and students by the YWCA was obtained at the end of each final lesson and is limited by the questions asked and the immediacy of the feedback.

Additionally, the findings from interviews are limited by the small sample of participating schools. However, steps were taken to ensure as far as possible that the sample of schools broadly reflected the characteristics of the program model and aligned to the agreed areas of enquiry.

3. Appropriateness of the Y-PEP program

This section outlines the extent that Y-PEP provides appropriate delivery of child protection education.

Relevant Evaluation Questions:

- ▶ To what extent does the Y-PEP program follow best practice?
 - ▶ To what extent does Y-PEP interact with the child protection curriculum in schools?
 - ▶ To what extent does Y-PEP fit into the 'running' of schools?
 - ▶ To what extent was the blend of YWCA and teacher facilitated sessions appropriate in delivering the program?
 - ▶ To what extent is the Y-PEP program evaluated?
-

3.1 Summary

The evaluation finds the Y-PEP program to be an appropriate delivery of child protection education to students:

- ▶ The design of the program **largely follows DoE's review of best practice** for child protection education.⁷ There is scope for consideration of how Y-PEP content can be reinforced, for example longitudinal reinforcement with students, as well as involvement of parents to allow for key learnings to be reinforced at home.
- ▶ The majority of school representatives found that the **program complemented and supported the NSW PDHPE curriculum**. There was evidence from a minority of school representatives to suggest that some schools view the program as a substitute for school-delivered child protection education which is not the intention of Y-PEP.
- ▶ Y-PEP largely **accommodates for the school program**. Y-PEP has evolved to utilising more teacher facilitated workshops and making early bookings with schools to ensure that the program can be incorporated into their school program. There is a suggestion that more live stream sessions would improve the flexibility of the program to better integrate with school operations.
- ▶ Schools generally reported that Y-PEP facilitators **interacted well with students**. The program model was modified to incorporate more teacher facilitated lessons, which led to **positive feedback for increased teacher involvement**.
- ▶ There is evidence that **YWCA captures performance and evaluative data** and uses this information to improve practice. This involves collection and analysis of data from students and teachers on school demographics, cohort characteristics and program and facilitator performance in achieving Y-PEP's objectives.

3.2 Best practice

The NSW DoE commissioned a review in 2016 of best practice in child protection education - *Child Protection and Respectful Relationships Education and Best Practice in School Settings - Literature Review & Stakeholder Consultation*.⁸ Although the report from the review focusses on child









⁷ Smyth, Ciara, and Katz, Ilan, (2016), *Child Protection and Respectful Relationships Education and Best Practice in School Settings - Literature Review & Stakeholder Consultation: Final Report*, Social Policy Research Centre, UNSW.




⁸ Social Policy Research Centre, UNSW.

protection education in general, and not necessarily individual programs, the design of the Y-PEP program incorporates most of the elements of best practice.

The following table outlines Y-PEP’s program design as compared to these elements:

Table 2: Best practice vs Y-PEP

Best Practice	Incorporation in Y-PEP Program
Key messages	
Active participation	
Explicit skills training	
Group training	
Long programs over several sessions with repeated instruction	
Parental involvement/engagement	
Developmentally appropriate	
Evaluation of effectiveness incorporated	

 Element is assessed to have been incorporated into the program  Element is assessed to have been partially incorporated into the program  Element is assessed to have not been incorporated into the program

Key messages

The key messages outlined in the review include defining child sexual abuse, teaching students how to resist possible abusive touches/advances and teaching the importance of reporting the behaviour to a trusted adult.

The Y-PEP program incorporates these key messages in its teachings for both primary school and high school students.

The primary school program covers:

- ▶ Sense of self
- ▶ Power in relationships
- ▶ Recognising abuse

- ▶ Protective strategies

The high school program covers:

- ▶ Power in relationships
- ▶ Recognising abuse
- ▶ Protective strategies

Active participation

Examples of active participation provided in the review include films, videos, role-playing and group discussions. The Y-PEP program utilises a mixture of videos, workbooks, group activities and group discussions.

Explicit skills training

The guidelines describe explicit skills training to include modelling, discussion and skills rehearsal. The Y-PEP program reinforces skills training required by the curriculum, including No Go Tell, how students can express themselves and seek help in unsafe situations, and how to take control of a situation.

Group training

The Y-PEP program delivers child protection education to classes/grades/schools in a group environment, encouraging sharing of work and group discussion.

Long programs over several sessions with repeated instruction

The primary school program consists of four one-hour workshops over four consecutive weeks. An optional follow-up workshop may be delivered 3-6 months after Workshop 4.

The high school program consists of a three-hour workshop and an optional one-hour follow up workshop.

Some teachers mentioned that there was too much content to cover over the short duration of time. They suggest it may be more beneficial if these lessons were spread over a longer period of time with each lesson covering less content so that students have an opportunity to properly understand the messages.

Parental involvement/engagement

The review notes that parental involvement and engagement should be incorporated into a child protection education program to allow for reinforced learning in the home. The Y-PEP program does not explicitly incorporate any parental involvement or engagement. YWCA provides participating schools with a template letter to parents to inform them of the program and to allow them the opportunity to withdraw their children from the program, as consistent with the requirements of the NSW education sector in regards to the teaching of controversial issues. Consultation with the Y-PEP Steering Committee revealed that schools can find it challenging to engage in this contact with parents themselves and YWCA's efforts were positively noted.

Developmentally appropriate

The review identified factors such as age, learning capacity and socio-economic status that need to be taken into account in program delivery.

The Y-PEP program offers varied content tailored to the different stages of primary and high school.

Opinions on the appropriateness of the program differed. A majority of teachers providing feedback on the age appropriateness of the Y-PEP program responded positively. However, some primary school teachers advised that the content and assessment was too basic for their students, while others considered the information and instructions challenging for their classes. Teachers teaching cross-stage classes reported the program to be difficult to implement and that materials could be designed to cater for these classes.⁹

One school commented that the lessons were culturally appropriate, while another felt that the materials should be “*scaled to plainer English*” in order to better cater for students from culturally diverse and non-English speaking backgrounds.¹⁰

We were told by one school that the program was delivered in a manner that suited their students, including their students living with disability. Schools with special purpose classes suggested that there is a need for content to be adapted for their students.¹¹ YWCA advised that they aim to adapt content to address these issues.¹²

Evaluation of effectiveness incorporated

The review found that the evaluation should ascertain whether a program is more effective for children depending on range of characteristics. The review suggests experimental and quasi-experimental design methodologies which include treatment and control groups and pre and post-test measures, and include both evaluation of the presenter and presentation.

Such methodologies are arguably more comprehensive and resource intensive than can be justified for a program of this size. YWCA uses a fit-for-purpose Results Based Accountability (RBA) framework to evaluate programs, whereby student and teacher feedback is mapped against program performance measures. An on-line survey tool has been used collect demographic information and feedback from participating schools.

RBA is a management and oversight process that makes use of evaluation findings, and many other sources of information to manage the program, track performance, report to stakeholders and improve performance. This framework is appropriate and effective for in-flight program performance management and in the capture of some evaluative information. The YWCA is to be commended for its commitment to evaluative methodologies as part of program delivery, refinement and improvement. This approach has, and will continue to supplement external and independent evaluations of the Y-PEP program.

Different sets of evaluation questions were presented for live stream and face-to-face workshops to teachers, primary school students and high school students on their last lesson received. These questions were tailored according to age and content received through the Y-PEP program to allow YWCA to better understand and compare results. For example, a ‘summative assessment’ or wrap-up quiz is used for primary schools to ascertain whether children understood the lessons delivered. Questions were in the form of worksheet activities, rating scales, true or false questions, and open ended questions.

The evaluation questions posed to teachers and students were designed to allow YWCA to assess whether or not they have achieved the objectives of the Y-PEP program, outlined in Section 2.3.1 of this report. These questions are provided in full in Appendix D. Additionally, information on student characteristics such as gender and cultural identity was collected.

⁹ YWCA teacher evaluation feedback from government primary school.

¹⁰ YWCA teacher evaluation feedback from government primary school.

¹¹ YWCA teacher evaluation feedback from government primary schools.

¹² Y-PEP Program Reports Nov 2016 - Feb 2017.

3.3 Relationship with child protection curriculum in schools

*"It was good to have different material and a different way of delivering the information. It covered enough of the topic for our school as it enhanced our PDHPE curriculum material."
(Teacher, Independent, primary/high school)*

Figures 4, 5, 6 show the proportion of the 488 teachers from the survey administered by YWCA who reported on the extent to which Y-PEP supported the PDHPE curriculum.

Figure 4: Percentage of primary school teachers who found that Y-PEP supported the PDHPE curriculum (face-to-face)

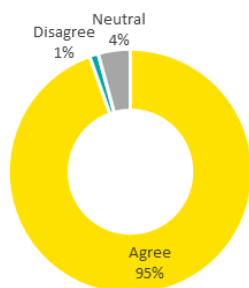


Figure 5: Percentage of primary school teachers who found that Y-PEP supported the PDHPE curriculum (live stream)

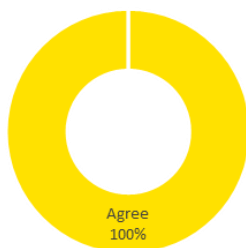
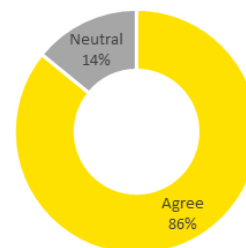


Figure 6: Percentage of high school teachers who found that Y-PEP supported the PDHPE curriculum (face-to-face)



An overwhelming number of staff from participating schools responded positively. All teachers surveyed for the live stream primary school program reported that the program supported the curriculum. Only a small percentage of all the teachers surveyed reported that the Y-PEP program did not support the curriculum.

Many schools stated that the Y-PEP program and resources were beneficial for staff and students as it built on what schools were already providing. They also found that the Y-PEP program provided *"great links to [the] curriculum"* and was complementary to lessons that were being delivered by the school.¹³ One school also commented that these links facilitated *'great discussions in the teacher led sessions about important issues'*.¹⁴ Some schools reported that the Y-PEP program went deeper into some topics and incorporated more *"appropriate touches"* (enhancements to program content) compared to their own lessons.¹⁵

Some schools also told us that the Y-PEP program was helpful in allowing teachers to reinforce important messages as *"[Students] cannot get these messages enough"* and used the program as *"revision"* for previous school-delivered content.¹⁶

A minority of school representatives, however, reported the Y-PEP program was not overly effective in enhancing the delivery of child protection education to students. One school reported that the video clips used by Y-PEP were already used by classroom teachers and therefore students did not *"gain anything extra"*.¹⁷ Another felt that the program gave superficial coverage of the material only.¹⁸

A particular concern, noted by the Steering Committee, was that some schools might use the Y-PEP program as a substitute for teaching their own child protection education lessons. The evaluation team heard from some schools that they had higher expectations that Y-PEP would cover all topics

¹³ YWCA teacher evaluation feedback from government primary schools.

¹⁴ YWCA teacher evaluation feedback from government primary school.

¹⁵ YWCA teacher evaluation feedback from government high schools.

¹⁶ YWCA teacher evaluation feedback from government primary school and high school.

¹⁷ YWCA teacher evaluation feedback from government high school.

¹⁸ YWCA teacher evaluation feedback from government high school.

in the child protection education curriculum. This suggests that at least some schools misunderstood the objectives of Y-PEP as being a substitute for the curriculum and had higher expectations as to what Y-PEP would cover.

In response, the Steering Committee with YWCA has made adjustments to the program to encourage a higher level of teacher involvement and responsibility for delivering child protection education.¹⁹ The delivery model was amended to include two teacher-led workshops in the primary school program. Schools who wished to have the Y-PEP program delivered again had the option of the live stream only to avoid duplication of learning and so schools would not use the program to replace face to face delivery of child protection education. It was considered by YWCA and the Steering Committee that this new approach would increase teacher involvement in program delivery.

3.4 Fitting in to the school program

A key challenge impacting the uptake of the Y-PEP program is school timetabling. The YWCA February-May 2018 Y-PEP Program Report stated that Term 2 was the most preferred term for child protection content delivery.²⁰ This was also reflected in the interviews with staff of participating schools. They commented that in later terms, in particular Term 4, students were often away or had other events on. In addition, they considered it was difficult to sustain learnings in Term 4 due to the summer holidays.²¹ YWCA also noted that when delivering the program in Term 4, this minimised the opportunity to unpack the messages learnt during the program before the end of the school year.

YWCA considers it essential to organise bookings well ahead of time to work around exam times, events and to secure appropriate school venues.²² YWCA also considers that similar programs to Y-PEP, such as *“Love Bites”* are also available to schools in NSW. As it is common practice for schools to plan for the year ahead in Term 4, YWCA intends to factor timetabling constraints and school planning schedules into their program outreach strategy.

The pilot model of the Y-PEP program also presented a concern for high schools with its three-hour workshop and one-hour follow-up workshop, all to be delivered by Y-PEP facilitators. Schools previously found it difficult to schedule in the one-hour follow-up workshop.²³ The Steering Committee discussed that teachers could potentially deliver this follow-up workshop with supporting materials from Y-PEP, allowing for more flexibility to adapt to the school program.²⁴ The current program has adopted this recommendation, with the follow-up workshop becoming optional, allowing teachers to deliver this final one-hour workshop in their own time. YWCA has noted that this has been well received due to the additional flexibility it offers.²⁵

“The live sessions disrupted our school bell times and class timetables.”
(Teacher, Government, primary school)

In terms of the day-to-day running of the schools, many schools commented that the timing of the live stream workshops was overly rigid as there was limited choice in available times for the workshop and they disrupted the normal day-to-day school schedule. Another concern that some schools had was the inability to control the pace of the lesson. One school also reported that on some occasions during the live stream, they were pushed for time to help their students get

¹⁹ Steering Committee Minutes (July 2016).

²⁰ Y-PEP Program Report Feb-May 2018.

²¹ YWCA teacher evaluation feedback from independent and government high schools.

²² Y-PEP Program Report Jul-Nov 2016.

²³ Steering Committee Minutes (Nov 2016).

²⁴ Steering Committee Minutes (Nov 2016).

²⁵ YWCA consultation.

through the materials, while on other occasions, they had to wait for other schools who were not ready to proceed.²⁶

It was suggested by one school that it would be more *“efficient/effective if [they] could watch the video sessions at anytime”*, which would allow schools more flexibility in delivering these lessons to their students.²⁷ The Steering Committee notes that the on-demand resources to be made available in 2019 to schools who have received the face-to-face and live stream workshops will allow for schools to set their own pace when providing child protection education.²⁸ These resources will include recordings of live stream sessions, the pace of which can then be controlled by schools as they view the videos.

Additionally, feedback has shown that on the rare occasion where there were last minute changes to the timing of the lessons or facilitator, schools found that this could be disruptive to their schedule.

3.5 Facilitator and teacher delivery

“Kids responded well to the facilitator. It was an engaging and interactive lesson that achieved its intended outcome.”
(Teacher, Government, primary school)

In general, schools reported that the Y-PEP facilitators were engaging and professional in delivering lessons, encouraging students to willingly interact and participate in discussions. Where the individual facilitator was confident in the Y-PEP content, schools reported a higher level of engagement by students. Many schools also reflected that their students enjoyed being able to share their work through the live stream and feel connected with students from other schools. However, some feedback suggested that the rigidity of the live stream sessions and lack of face-to-face feedback may have made it difficult for some students to engage in discussion and to interact with the facilitators.

While the majority of school representatives responded positively to having the support of external facilitators in delivering difficult child protection content, a few primary school teachers were concerned that their students may have felt less comfortable engaging in discussion because they did not have a prior relationship of trust with the facilitator. They commented that given the sensitive nature of the topic, it was more appropriate for classroom teachers to deliver the content to their students. This is because classroom teachers would have a better understanding of their students and would be able to adapt the lessons where necessary. One teacher suggested that an *“ice-breaker activity”* to begin the session may be a method to encourage more conversation.²⁹

“The program was easy to deliver and it was great to have the two workshops in the middle presented by your team. All the workshops lead to some very long, relevant class discussions.”
(Teacher, Government, primary school)

The current model for face-to-face workshops incorporates more teacher involvement compared to the pilot program. Under the primary school model, teachers now deliver Workshops 1 and 4, while YWCA delivers Workshops 2 and 3. The Steering Committee has noted that mostly positive

²⁶ Consultation with independent primary/high school.

²⁷ YWCA teacher evaluation feedback from government primary school.

²⁸ Steering Committee Minutes (June 2017).

²⁹ YWCA teacher evaluation feedback from government primary school.

feedback has been obtained in relation to this new blend.³⁰ However, some teachers consider it still more efficient to leave the responsibility of delivering the lesson to the classroom teacher “to ensure flow [is] not disrupted”, and avoid the risk of delaying the program if a facilitator is unavailable to deliver the lesson.³¹ Yet another view is that YWCA facilitators should in fact deliver all the content as the “teacher modules are intensive and overcrowded”,³² and that it was preferable that content was delivered by an external, experienced facilitator.

A number of school representatives have commented that the program could be improved through more clearly defined roles for teachers and facilitators and better division of responsibilities in program delivery, perhaps based on the sensitivity of materials. One such area where role clarity might improve teacher and facilitator outcomes would be in the area of behaviour management during lessons.³³

3.6 Continuous evaluation and improvement

As discussed in Section 3.2, YWCA uses a ‘RBA’ framework to evaluate the Y-PEP program.

The school feedback received from YWCA was reported in quarterly program reports and annual reports to the DoE for continual monitoring. The quarterly program reports record the demographics of participating schools, and highlight some of the key concerns and obstacles that YWCA faces in delivering the Y-PEP program and feedback from students and teachers.

YWCA used feedback from teachers, students and the Steering Committee to implement changes to the program that were viewed as positive, such as increasing teacher involvement and developing resources to cater for schools for special purpose after these schools indicated an interest in the program.³⁴

³⁰ Steering Committee Minutes (March 2017).

³¹ YWCA teacher evaluation feedback from government primary school.

³² YWCA teacher evaluation feedback from government primary school.

³³ YWCA consultation.

³⁴ Steering Committee Minutes (March 2017).

4. Effectiveness of the Y-PEP program

This section examines the extent that the Y-PEP program was effectively implemented and delivered to schools and students.

Relevant Evaluation Questions:

- ▶ What were the main strengths and weaknesses of the implementation phase?
 - ▶ To what extent has the YWCA raised awareness of the Program?
 - ▶ To what extent are schools signing up for and utilising Y-PEP program resources? (face-to-face, livestream, on-demand, follow up)
 - ▶ What are the key drivers for uptake of the Y-PEP program and use of materials?
-

4.1 Summary

The evaluation finds the Y-PEP program to be effective:

- ▶ The key strength of the implementation phase is the program's ability to **incorporate key learnings and make appropriate adjustments** following a series of pilot workshops. Adjustments included changes to the structure of the program, enforcing a procedure for mandatory reporting incidents and overcoming technical issues. An unforeseen concern is overcoming recent changes to school protocol in relation to Working With Children Checks.
- ▶ YWCA utilised a range of platforms to raise awareness of the program, including relationships with schools, social media, newsletters, forums for school staff and the Y-PEP website. **Additional collaborative promotion by YWCA and the Steering Committee could raise further awareness**, particularly for Independent and Catholic schools.
- ▶ There has been **high demand for face-to-face workshops** and **increasing demand for live stream workshops**. A key focus of YWCA is to increase uptake by Independent and Catholic schools.
- ▶ Schools predominantly signed up for the Y-PEP program as it offered **specific expertise and opportunities for new ways to deliver child protection education at no monetary expense**.

4.2 Implementation

The Y-PEP program was implemented through a series of pilot workshops. Feedback from participating schools and directions from the Steering Committee have been implemented to make positive changes to delivery of the program.

The evaluation team heard there was some delay in launching the live stream workshops and on-demand resources. Technical issues were a primary concern in the implementation of live stream workshops. During the pilot live stream sessions in 2016 with two Year 7 classes, a YWCA representative was available to provide support to teachers in the class.³⁵ In the first workshop, one of the schools were unable to sign in at the last minute.³⁶ Further refinement of the live stream sessions was achieved following a second pilot and these workshops were up and running in March 2017.³⁷

In order to organise the live stream workshops and coordinate a means for tracking the use of online material, the release of on-demand resources online was delayed.³⁸ This is currently still

³⁵ Y-PEP Program Report Jul-Nov 2016; Steering Committee Minutes (Sep 2016).

³⁶ Y-PEP Program Report Jul-Nov 2016.

³⁷ Y-PEP Program Report Feb-May 2017; Steering Committee Minutes (Mar 2017).

³⁸ Steering Committee Minutes (June 2017).

work in progress and will be made available in 2019 to schools after they have participated in the live stream and face-to-face workshops.

Facilitators of the Y-PEP program are a key factor in the successful implementation of the program. For the primary school program, YWCA has made every attempt to ensure that the facilitators in Workshops 2 and 3 are consistent for each school to build on the relationship and trust between the facilitator and the students. Occasionally, lack of availability and other unforeseen circumstances have meant that different facilitators have delivered the two lessons. As anticipated by YWCA, where this has happened, schools have responded negatively. This was due to the nature of child protection education and the sensitive conversations that would be had.³⁹ It was a particular concern for special unit students as it was already *“hard to take to [a] stranger in the first place”*.⁴⁰

The reporting of incidents disclosed by students arose during the delivery of the Y-PEP program. In response, YWCA developed a procedure for facilitators to make a report to the NSW Department of Family and Community Services if they cannot confirm that a report has been made by the school and if there are concerns that may constitute risk of significant harm.⁴¹

A recent barrier to the implementation of the Y-PEP program is the change in school processes in relation to WWCC's. As part of requirements for government schools in checking non-education department staff, schools must request 100 points of ID which is occasionally difficult to provide.⁴² This is currently an ongoing issue of which the DoE is aware.

4.3 Raising awareness about the Program

YWCA raised awareness of the Y-PEP program in a number of ways and continues to do so in order to attract a wider range of schools across the whole of NSW.

YWCA began rolling out the program by using its existing relationships with schools. YWCA reported that 52% of schools that were part of Y-PEP's initial intake had an existing relationship with YWCA.⁴³ YWCA also cold called 126 schools in the early stages to garner interest, however it was noted that it was difficult to access Principals via reception staff.⁴⁴ Emails were also sent to local education contacts by the DoE and the PDHPE Advisor in 2017, which triggered a substantial number of enquiries.⁴⁵

Y-PEP information and advertisements have been distributed through a number of communication channels for school staff such as SchoolBiz (DoE), the CEC's eBulletin and the Association of Independent Schools (AISNSW) Member Bulletin along with the Student Wellbeing Newsletter.⁴⁶ Social media platforms were also utilised to promote Y-PEP, including the BOSTE, DoE PDHPE Curriculum and AISNSW PDHPE Twitter accounts, the DoE Yammer account, and the PDHPE Curriculum Facebook accounts of DoE and AISNSW.⁴⁷ In early 2017, YWCA launched their website, which was designed as a platform for schools to find information, book workshops and access the live stream sessions and on demand resources.⁴⁸

Following the roll out of both the face-to-face and live stream workshops, YWCA was able to record interviews with students and teachers at three different schools that experienced the face-to-face Y-PEP workshops, as well as create other promotional materials from their live stream content.⁴⁹

³⁹ YWCA teacher evaluation feedback from government primary school.

⁴⁰ Consultation with government primary school.

⁴¹ Steering Committee Minutes (Dec 2017).

⁴² Y-PEP Program Report Feb-May 2018.

⁴³ Steering Committee Minutes (July 2016).

⁴⁴ Steering Committee Minutes (Nov 2016); Y-PEP Program Report Jul-Nov 2016.

⁴⁵ Steering Committee Minutes (July 2017); Y-PEP Program Report Feb-May 2017.

⁴⁶ Y-PEP Program Reports Jul-Nov 2016, Nov 2016-Feb 2017, Feb-May 2017; Steering Committee Minutes (March 2017).

⁴⁷ Steering Committee Minutes (June 2017); Y-PEP Program Reports May-Aug 2017.

⁴⁸ Y-PEP Program Report Nov 2016 - Feb 2017.

⁴⁹ Steering Committee Minutes (Sep 2017).

These videos were then posted on various social media platforms as well as the PDHPE, YWCA and Y-PEP websites.

YWCA has also taken up opportunities to present in various forums for principals and teachers. This includes the Principals Forum, the Catholic Systemic Schools Child Protection Practitioner Group meeting, the PDHPE Cross reference group meeting, the PDHPE Teachers Association Conference and the Primary Principals Association.⁵⁰ As of May 2018, YWCA has plans to exhibit Y-PEP at the AISNSW PDHPE Conference.⁵¹

A challenge that has been recognised by the Steering Committee is the role of DoE and other peaks in ensuring that schools are aware that Y-PEP has the support of these organisations. Currently, YWCA is in the process of requesting a review of the Y-PEP logo and permission from the NSW Government regarding the use of the waratah logo on promotional materials.⁵² YWCA will also prioritise the continued promotion of the live stream workshops.⁵³ YWCA notes that it is important to consult with members of the Steering Committee how further promotion should be achieved and what the division of this responsibility should be.

The schools interviewed reported different ways of hearing about Y-PEP, such as being contacted by YWCA, receiving an email from the DOE and having heard of YWCA previously from other programs that they have delivered. YWCA has found that word-of-mouth has been most effective. For example, in the New England region, interaction with one school garnered interest in other schools in the area and allowed for a circuit of schools to participate over a period of two weeks.⁵⁴

However, there remains a concern that many schools are still unaware of the program or unaware of all the offerings of the program, including Independent and Catholic schools, where uptake is currently under target.⁵⁵ For example, one of the schools interviewed commented that they were not aware that there was a live stream version of the workshop.⁵⁶ During the April 2018 Steering Committee meeting, the AISNSW also commented that many Independent schools do not know of the program and that further promotion at relevant forums may be helpful.⁵⁷ The Steering Committee acknowledges that because many Independent schools and Catholic schools act independently from other schools and related bodies, it may be more effective to seek opportunities to appeal to the individual schools as well as through their representative bodies.

⁵⁰ Y-PEP Program Reports Feb-May 2017, May-Aug 2017, Aug-Nov 2017, Aug-Nov 2017.

⁵¹ Y-PEP Program Report Feb-May 2018.

⁵² Y-PEP Program Report Feb-May 2018.

⁵³ Y-PEP Program Report Feb-May 2018.

⁵⁴ YWCA consultation.

⁵⁵ Consultation with Catholic primary school, Steering Committee Minutes (April 2018).

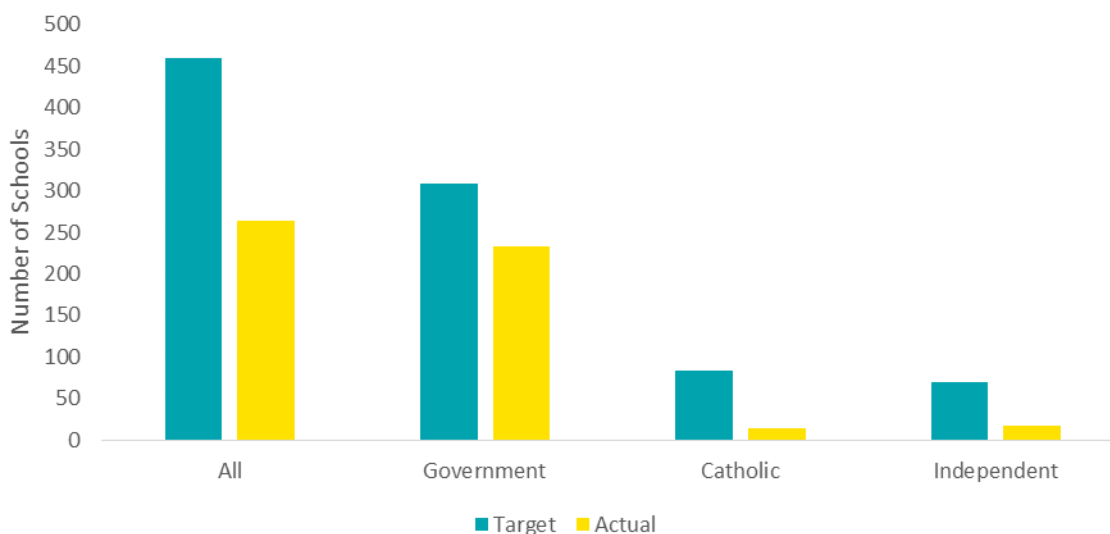
⁵⁶ Consultation with government primary school.

⁵⁷ Steering Committee Minutes (April 2018).

4.4 Program uptake and resource utilisation

Figure 7 shows YWCA's targets for the Y-PEP program and the number of workshops delivered as at August 2018. These targets reflect YWCA's intention to deliver a high quality child protection education program, recognising that this would mean that only a proportion of schools in NSW will receive the Y-PEP program.

Figure 7: Target vs actual delivery of the Y-PEP program



YWCA has an overall target to deliver 460 Y-PEP programs over three years between 2016 and 2019. It has currently delivered around 60% of this target, with a little less than half the time remaining. It has been most successful in delivering workshops to government schools and has achieved around 75% of this target. However, uptake by Catholic and Independent schools has been much lower, and may be due to these schools remaining unaware of the program and possible reticence to introduce external programs to their students.⁵⁸

Figures 8 and 9 show, respectively, the breakdown of the schools receiving face-to-face workshops and live stream workshops by location.

Figure 8: Participating schools by location (face-to-face)

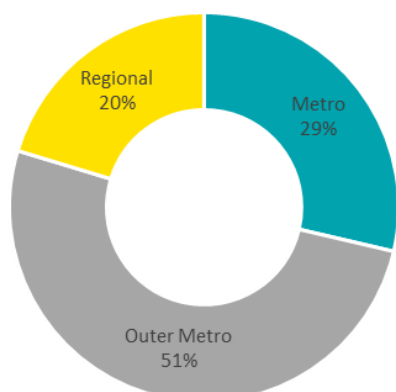
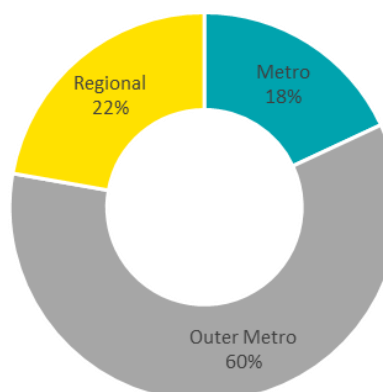


Figure 9: Participating schools by location (live stream)



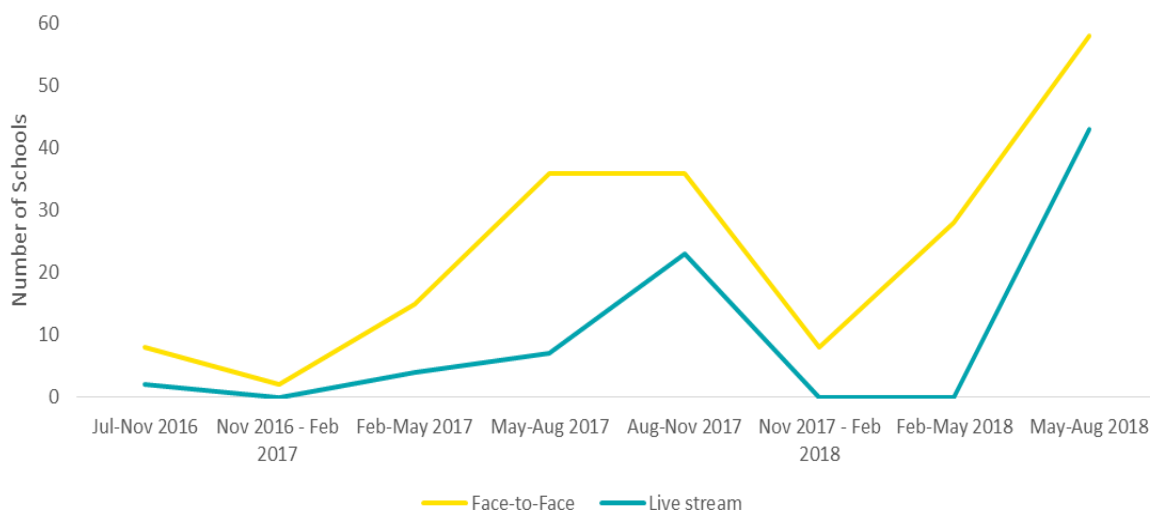
For both delivery types, more than half of the schools were situated in outer metro. A higher share of face-to-face workshops were delivered to schools in the metro region, compared to the live

⁵⁸ Steering Committee Minutes (April 2018).

stream workshops. This may suggest that more schools in the metro region have access to face-to-face workshops and would therefore select this method compared to live stream workshops. The availability of other programs which attributes to the lower level of interest observed from metro schools is also reflected in their relatively low share in participating schools.⁵⁹

Figure 10 shows the number of face-to-face and live stream workshops delivered in each quarter from July-November 2016 to May-August 2018.

Figure 10: Face-to-face vs live stream workshops over time (includes pilot live stream programs)



More face-to-face workshops compared to live stream workshops are being delivered in all quarters. A key priority for YWCA has been to make more bookings with schools for the interactive live stream workshops.⁶⁰ The graph shows that the least workshops are delivered in the November-February quarters of each year, consistent with feedback that it is more difficult to book sessions with schools towards the end of the year as discussed in Chapter 3.4 of this report. The program is most popular around May-November (Term 2 - 4) as schools prefer to deliver child protection education later in the school year, with YWCA delivering the highest number of workshops in the most recent quarter.

YWCA suggests that a key barrier to the uptake of the Y-PEP program and the use of Y-PEP resources is due to YWCA being unable to use the NSW waratah logo on their promotional material. It is felt by YWCA that the use of the logo would attract more schools to the program.⁶¹

Overall, Riverina has been the area of highest demand, with Sydney as the lowest, perhaps reflecting the availability of alternative resources and programs in Sydney.⁶² In 2017, some regions only had access to live stream workshops.⁶³ In the Steering Committee, the CEC representative suggested that this could be overcome by having smaller schools in certain regions or towns combine across school types (i.e. government and non-government) in order to access the face-to-face workshops given the limited sessions available.⁶⁴ The circuit approach is being implemented by YWCA when appropriate and there are opportunities for further coordination of circuit delivery, which would increase the share of regional schools signing up to the program.

The Steering Committee has reported that many schools which have received the face-to-face program have expressed interest in rebooking the program for the following year. The concern that this raises is that it may reduce access of new schools to the program and replace, rather than

⁵⁹ YWCA consultation.

⁶⁰ Steering Committee Minutes (April 2018).

⁶¹ Y-PEP Program Report Feb-May 2018.

⁶² Steering Committee Minutes (April 2018).

⁶³ Steering Committee Minutes (Oct 2016).

⁶⁴ Steering Committee Minutes (Oct 2016).

reinforce, the child protection education delivered by classroom teachers.⁶⁵ The Committee has suggested that these schools should sign up to the live stream in future years once their teachers have been exposed to the face-to-face experience.⁶⁶ One school which was interviewed said that they had applied for the live stream after receiving the face-to-face program but has yet to hear back from YWCA.⁶⁷

However, while face-to-face workshops have been in relatively high demand, it has been recorded that only around 50% of schools have been signing up for the follow-up face-to-face workshop that usually takes place 6 months after the last face-to-face workshop.⁶⁸

Consultations with schools have also revealed that some schools did not receive the Y-PEP resources to be used in their workshops or after the program. One school also commented that they had to print off the booklets themselves which posed a cost to the school, which was slightly disappointing as the program was advertised as a 'free' program.⁶⁹

4.5 Key drivers for Program uptake

Consultation with teachers and principals suggested that schools signed up for the Y-PEP program as they saw it as a good opportunity for their students to receive new content through different means at no monetary expense. This seemed to be especially true for regional schools, where their isolated location and limited resources meant that they were more willing to rearrange the school program to accommodate Y-PEP.⁷⁰

Another key driver was the opportunity to bring external facilitators to deliver child protection education. This was due to a range of reasons. One teacher said that they did not feel comfortable delivering this content themselves and appreciated that the Y-PEP facilitators were "*specifically trained*".⁷¹ Another school believed that the Y-PEP program would be able to cover the syllabus better and in more depth compared to what they were currently offering to their students.⁷² One teacher also commented that there was a potential that students would pay more attention to the content if an external facilitator was delivering the content.⁷³

Other drivers identified by YWCA's interactions with schools include the fact that the Y-PEP program is consistent with the child protection education curriculum and that it is supported by the DoE. This was relevant to both government and non-government schools.

⁶⁵ Steering Committee Minutes (Dec 2017).

⁶⁶ Steering Committee Minutes (Dec 2017).

⁶⁷ Consultation with government primary school.

⁶⁸ Steering Committee Minutes (Dec 2017).

⁶⁹ Consultation with government primary school.

⁷⁰ Consultation with Independent primary/high school.

⁷¹ Consultation with government high school.

⁷² Consultation with government primary school.

⁷³ Consultation with government primary school.

5. The impact of the Y-PEP program

This section examines the extent that the Y-PEP program enhanced child protection knowledge and delivery in schools.

Relevant Evaluation Questions:

- ▶ To what extent did children report or demonstrate an understanding of child protection material delivered to them?
- ▶ To what extent has the Y-PEP program enhanced the ability of schools to deliver child protection education?

5.1 Summary

The evaluation finds the Y-PEP program has had an impact on both students and teachers who participated in the program:

- ▶ The majority of students reported that they **achieved positive outcomes across Y-PEP's objectives**. The majority of teachers reported that the program had been **informative for their students**. Key concerns are whether class sizes can be reduced to increase student participation and support and how YWCA and schools can work together to ensure that learnings are sustained beyond the duration of the program.
- ▶ Many teachers found that the **YWCA-facilitated workshops and Y-PEP resources supported them in delivering lessons**. YWCA could further enhance support to teachers by better preparing them prior to the program and modifying the amount of content to be delivered within teacher facilitated lessons.

5.2 Student awareness and understanding of the Program

Student awareness and understanding of the program were assessed using feedback from students who participated in the program and from teachers who observed the impact that the program had on their students.

Figures 11, 12 and 13 show the share of primary and high school students who found the Y-PEP program to be effective in achieving its three objectives, outlined in Section 2.3.1.

Figure 11: Percentage of students who achieved positive outcomes relating to Objective 1 (safe and respectful relationships)

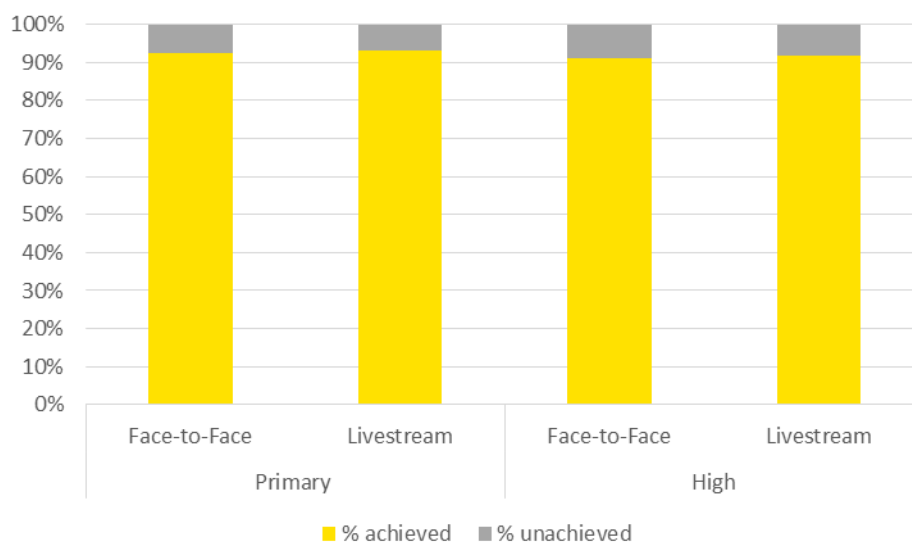


Figure 12: Percentage of students who achieved positive outcomes relating to Objective 2 (rights and responsibilities in relationships)

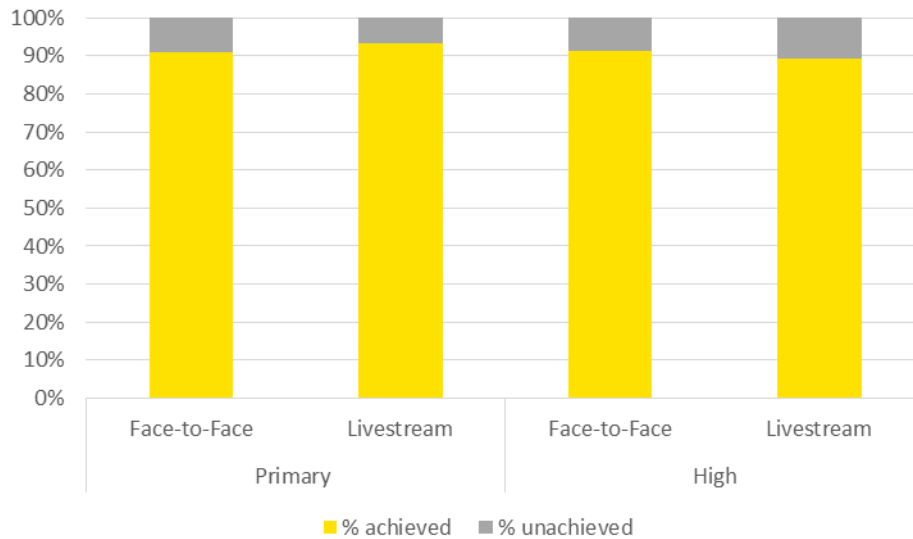
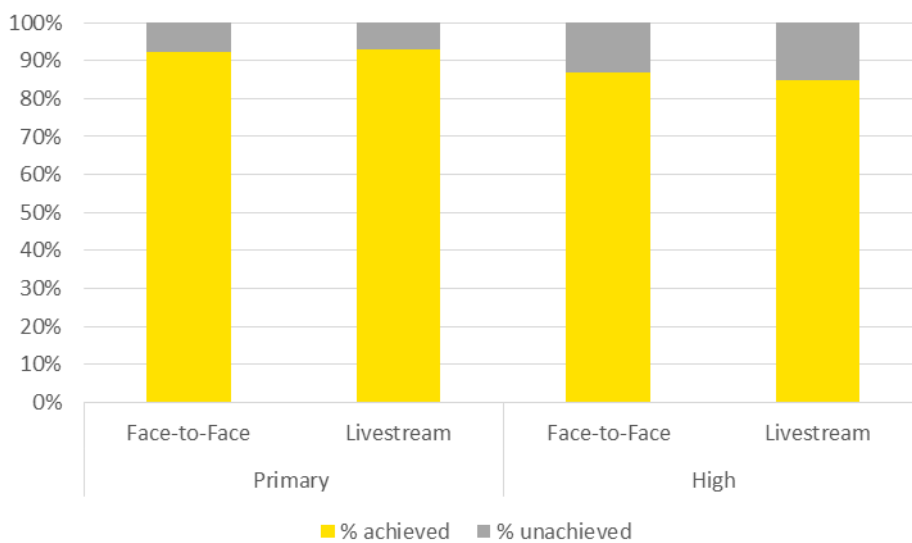


Figure 13: Percentage of students who achieved positive outcomes relating to Objective 3 (skills in recognising and responding to unsafe situations)



The figures show that a high percentage of students from YWCA's survey believed that they achieved positive outcomes across the three objectives of the Y-PEP program. Overall, a higher percentage of primary school students expressed that they achieved positive outcomes compared to high school students. The graphs demonstrate that the livestream workshops were slightly more effective for primary school students compared to the face-to-face workshops. For high school students, the face-to-face workshops were slightly more effective than the livestream workshops except in achieving Objective 1 (raising awareness of what safe and respectful relationships are).

Figures 14, 15 and 16 show the share of students who found the program to be effective in achieving its three objectives based on the locations of their school.

Figure 14: Percentage of students who achieved positive outcomes relating to Objective 1 by location (safe and respectful relationships)

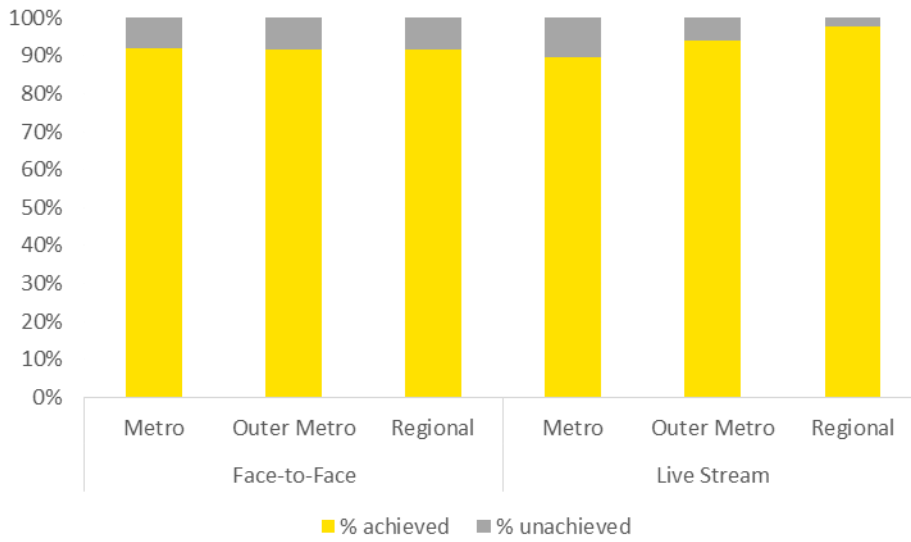


Figure 15: Percentage of students who achieved positive outcomes relating to Objective 2 by location (rights and responsibilities in relationships)

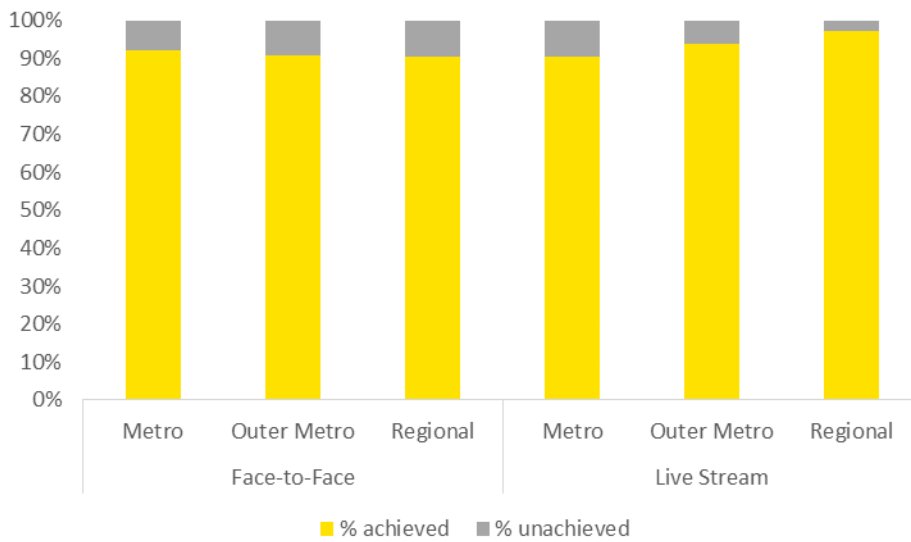
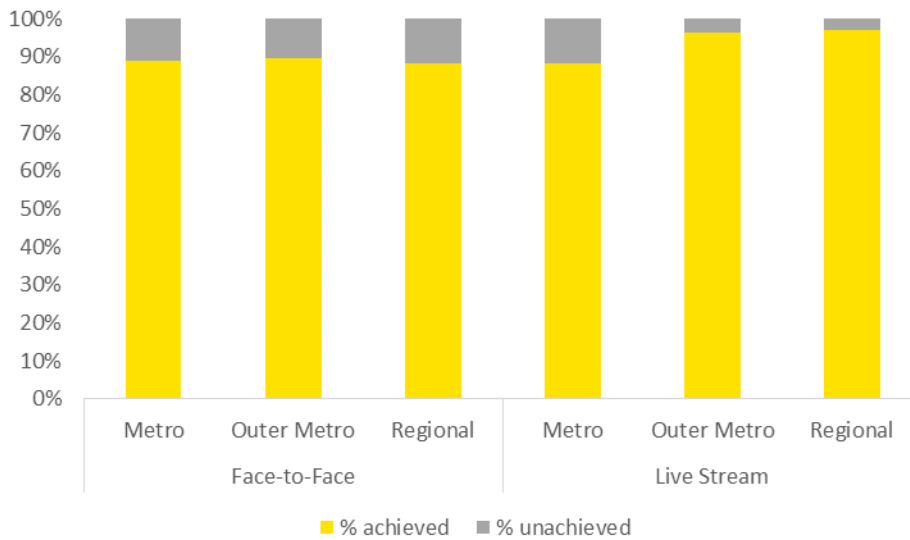


Figure 16: Percentage of students who achieved positive outcomes relating to Objective 3 by location (skills in recognising and responding to unsafe situations)



On average, there is a greater share of positive responses across cohorts for the live stream program, mainly due to the high proportions of students in outer metro and regional programs who found that the program achieved its objectives. This may be due to the lower number of opportunities available to these schools, leading to the program’s heightened impact in supporting students’ understanding of child protection education, particularly for those who may not have access to other face-to-face programs. The smaller class sizes in some outer metro and regional schools may also contribute to a higher level of engagement and learning. The opposite may be reflected in the metro cohort which has access to more resources and similar programs, and therefore may not have found the live stream as engaging or educational compared to other programs, including the face-to-face Y-PEP program.

“I was taught about these situations before but never knew how to deal with it or things to prevent”
 (Student, Catholic, high school)

“It taught me about the concerns I need to have for the future and what actions I need to take”
 (Student, Government, high school)

The majority of students who responded to YWCA’s survey provided positive feedback. Students learnt that there were different types of abuse, as well as their rights and responsibilities in a relationship. Students also found that the program “opened [their] eyes” to new information such as statistics, laws, as well as ways to identify a problem and specific avenues to obtain help, such as helplines and apps. Students believed that they could apply their learnings to both their present everyday life (e.g. being safe online) and in the future. In particular, the student feedback revealed that students were educated on women’s rights and safety, with one student commenting that “it was mainly about women”.⁷⁴ However, some students who responded to YWCA’s survey revealed that they did not find any additional value in receiving the Y-PEP program as they had already learnt the content or because they felt that the subject matter did not affect them.

Some 93% of primary school teachers and 96% of high school teachers who responded to the YWCA survey found that the program had been informative for their students.⁷⁵ Many teachers reported

⁷⁴ YWCA student evaluation feedback from government high school.

⁷⁵ YWCA evaluation data.

that the combination of videos, activities and stories were interactive and engaging for their students and led to meaningful reflection and discussion. Some advised that the level of engagement could be improved through more activities and fewer worksheets. One teacher in particular commented that the *“presentation should be more entertaining and relative to the kids”*.⁷⁶ One school found that younger students were able to learn more from the program compared to their more senior high school students, though the program was able to reinforce what they already knew.⁷⁷

From the teachers who provided feedback on how well students could relate to the content, some found that the information was *“relevant to today’s society and the situations the students get themselves into”*,⁷⁸ while a number commented that it would be more beneficial if Australian, rather than American, film clips were used to allow students to better connect with the material.⁷⁹ While facilitators take care to refer to relationships generally and remain neutral on topics such as sexuality, one teacher commented that there seemed to be a particular focus on *“romantic and intimate relationships”* and *“heterosexual relationships”*.⁸⁰

Another concern was whether the program went into sufficient depth. One school in particular commented that the program *“did not address the complexities in children’s lives [enough] to have meaning”*.⁸¹ However, another view is that in order to achieve more depth, which would be preferred, more time would need to be allocated to explore the materials further and to provide additional support to the students in understanding the vocabulary and content.⁸²

Taking into consideration requirements of class sizes and teacher-student ratios, the Y-PEP program is delivered to primary school students as classes and to high school students in year groups.⁸³ Some schools have found that when the program was delivered to groups larger than normal class sizes, there was a loss of the *“intimate nature needed to discuss some of the issues”*.⁸⁴ Some students were *“hesitant”* in voicing their opinions in front of such a large group, while others were not paying as close attention.⁸⁵ Additionally, this impacted on the time and support given to take students through the materials.⁸⁶ The delivery of the program to high students in whole year groups may have contributed to the lower share of these students achieving positive outcomes, particularly in skill development (Objective 3).

Teacher evaluation feedback and consultations revealed mixed views from schools as to whether they believed that the learnings from Y-PEP were sustained. Most of the school representatives that the evaluation team consulted believed that students were able to recall key concepts and lessons as they *“still talk about what they learnt”*.⁸⁷ In particular, sharing of stories by the Y-PEP facilitators made the content *“real for them”*, hence enabling them to better remember the lessons.⁸⁸ Consultation with a Catholic school revealed that students were given the opportunity to *“constantly reflect”* on topics learnt as they were closely aligned to the values and other messages at their school. However, there was a widely held view that long term retention of the content by students could be supported by periodic revision of the materials. One school commented that the Y-PEP program should run annually in schools to support and reinforce the lessons delivered by teachers.⁸⁹

⁷⁶ YWCA teacher evaluation feedback from government primary school.

⁷⁷ Consultation with Independent primary/high school.

⁷⁸ YWCA teacher evaluation feedback from government high school.

⁷⁹ YWCA teacher evaluation feedback from government primary and high school.

⁸⁰ YWCA teacher evaluation feedback from government high school.

⁸¹ YWCA teacher evaluation feedback from government primary school.

⁸² YWCA teacher evaluation feedback from government primary school.

⁸³ YWCA consultation.

⁸⁴ Consultation with government high school.

⁸⁵ Consultation with government high school.

⁸⁶ Consultation with government high school.

⁸⁷ YWCA teacher evaluation feedback from government primary school; consultations with government primary school and Independent primary/high school.

⁸⁸ Consultations with government primary school.

⁸⁹ Consultation with government primary school.

YWCA recognises the difficulty of offering regular externally facilitated workshops given their limited resources and years active. It has instead focused on expanding its reach to schools and supporting teachers in the delivery of child protection education beyond the horizon of the Y-PEP program. This is achieved through offering the Y-PEP program in various forms both to allow students to reinforce their understanding of child protection content, as well as to develop the skills of teachers. A participating school which signs up to the face-to-face program has the option of signing up to the live stream workshops in the following year and vice-versa. Once they have exhausted externally facilitated lessons, they will then have access to the on-demand resources to support their lessons.

5.3 Enhancing delivery of child protection in schools

“The program had great resources and support for teachers”
(Teacher, Government, primary school)

“I think it was a step in the right direction for our school. It was good to have different material and a different way of delivering the information”
(Teacher, Independent, primary/high school)

“I think the lessons for the teachers had a lot of content to cover in the two lessons. I found it difficult to get through it all in the allocated timing in lesson.”
(Teacher, Government, primary school)

Of the teachers surveyed and interviewed, many found that the resources provided through the Y-PEP program were useful and easy to follow, and supported teachers delivering child protection education by giving them a better idea of what to say and how to deliver the content. However, some teachers felt that they were pressed for time during the two lessons that they had to facilitate due to the amount of content to be covered.

One teacher suggested that a smart notebook file for interactive whiteboards could be created to help teachers deliver a more engaging lesson.⁹⁰ Another school commented that having access to some of the digital resources, such as the videos, would be helpful for further discussion within the class to refresh learnings.⁹¹ Another suggestion was that there could be an *“online hub of resources as [teachers] cannot find it on their own”*.⁹² These suggestions may be addressed through the upcoming on-demand resources.

The evaluation team heard the approach to preparing teachers varied, which may be an indication of the necessity of flexibility. Before delivery of the program, YWCA will brief the school contact person who is then responsible for relaying this information to the other staff. For some schools, this preparation involved time over the phone with the facilitator,⁹³ while another school reported that they corresponded with the facilitator through emails and received Y-PEP materials one week prior to the delivery of the workshop, allowing time for teachers to study the material.⁹⁴

The evaluation team heard, however, instances where preparation was minimal and could have been more extensive.⁹⁵ For example, one school commented that it would have been more beneficial to have had an opportunity to meet with YWCA face-to-face rather than solely through emails.⁹⁶ Another school commented that some basic briefing on the students could have led to

⁹⁰ YWCA student evaluation feedback from government primary school.

⁹¹ YWCA student evaluation feedback from government high school.

⁹² YWCA student evaluation feedback from government primary school.

⁹³ Consultation with government primary school.

⁹⁴ Consultation with independent primary/high school.

⁹⁵ Consultation with government primary school.

⁹⁶ Consultation with Catholic primary school.

more in-depth conversations prior to the program and enhanced the program.⁹⁷ It is noted that briefings can also be dependent on the availability of teachers and schools personnel. It was discussed by the Steering Committee that pre-workshop briefings were more useful when more than one teacher attended and that there should be written content going to principals and teachers.⁹⁸

“I learnt about different ways I could approach this sensitive topic if I need to with younger students.”
(Teacher, Government, primary school)

Teachers also found it helpful to be able to observe the Y-PEP facilitators as they deliver their sessions. They found that the program offered an opportunity for them to learn new ways to approach teaching sensitive topics that they can utilise and incorporate into their own classes in the future.

Teachers also found that the Y-PEP program was able to help them explore certain difficult topics more deeply and engage in more discussion with students. YWCA noted that the program could assist primary school teachers who are responsible for teaching a wide range of subjects, as well as high school PDHPE teachers who may find it difficult to deliver this type of content due to considerations of gender and age differences (e.g. a male PDHPE teacher in a girls' school).⁹⁹

The consultations supported this view, as schools reported that sometimes *“staff were a bit reticent about teaching it themselves”* and that someone with specific training in the area would have more confidence in delivering the content and be able to support classroom teachers, especially those who were not PDHPE or wellbeing trained. Another teacher also found that it helped that resources such as videos could cover more sensitive subjects such as physical touch and being safe.¹⁰⁰

⁹⁷ Consultation with government primary school.

⁹⁸ Steering Committee Minutes (Sep 2016).

⁹⁹ YWCA consultation.

¹⁰⁰ YWCA teacher evaluation feedback from government primary school.

6. Key Learnings

6.1 Key success factors and learnings

Critical success factors include:

- ▶ Project design was underpinned by best practice and supporting the child protection education curriculum
- ▶ High calibre project team and facilitators for implementing the program across NSW
- ▶ A commitment to continuous improvement of the program
- ▶ Flexibility to mould program delivery to accommodate local variations
- ▶ Overall enhanced knowledge of students in child protection and support to teachers

Evaluation Learnings

Where the role of YWCA is to deliver child protection education, the ability of the program to achieve its objectives and implement learnings is reliant on support from other participants in the education system. This may be the case in particular, where efforts to meaningfully achieve objectives and implement change goes beyond the role or capacity of the provider.

- ▶ *Program performance evaluation:* One central question for child protection education programs is whether they have a lasting impact on the knowledge and awareness of students and teachers. Opportunities may exist to consider methods for measuring awareness of students longitudinally over time.
- ▶ *Flexibility in delivery:* The choice provided by the Y-PEP program model - face to face, live stream and on-demand - provides the flexibility needed to accommodate individual school differences. Future child protection programs might benefit from a similar approach.
- ▶ *Enhanced access:* An approach to raising awareness should be multifaceted. Word of mouth was considered an effective approach in driving uptake of the program. Outreach actions should draw on the extensive network of peak body members. Combined efforts to further promote the Y-PEP program at relevant forums and utilise other opportunities to appeal to individual schools may enhance uptake.
- ▶ *Enhanced and sustained impact:* Some additional avenues for enhancing and sustaining impact on students' knowledge include: identifying needs of student participants to tailor program delivery; delivering lessons in smaller groups, particularly for the high school program; partnering with schools to identify where efforts should be directed; and exploring avenues for greater participation and engagement of parents.
- ▶ *Enhanced teacher support:* Increased and consistent preparation with teachers before program delivery can lead to more effective implementation of workshops. Preparation provides an opportunity to confirm the roles and responsibilities of facilitators and teachers, and discuss the circumstances of participating students. Follow-up conversations with teachers after the program can also allow an understanding of whether additional supports are required.

Appendix A Y-PEP Evaluation Plan

See Attachment

Appendix B Stakeholder Matrix

Total # Students	Delivery		School Type			Cohort Age		Geography			Student Cohort		
	76% Face to face	24% Live Stream	93% Govt	5% Catholic	2% Ind	79% Primary	21% High School	32% Metro	54% Outer Metro	14% Regional	21% Indigenous	18% CALD	19% Disability
5		✓	✓			✓			✓				
9		✓			✓	✓				✓	2		
12		✓	✓			✓				✓			
12	✓				✓		✓			✓	4		1
13	✓		✓			✓		✓					
18		✓	✓			✓			✓				
22	✓		✓			✓			✓				
26		✓	✓			✓				✓			
29		✓	✓			✓			✓				
29	✓		✓			✓			✓				
29	✓		✓			✓			✓				
34	✓				✓	✓				✓			
46	✓		✓				✓	✓			1	36	
48	✓			✓			✓	✓			3	10	4
50	✓		✓				✓	✓					
54	✓		✓			✓			✓				
56		✓	✓			✓			✓				
56	✓		✓			✓	✓			✓	10		1
58		✓	✓			✓			✓				
59		✓	✓			✓			✓				
59	✓		✓			✓	✓	✓			5	8	7
66		✓	✓			✓		✓					
66	✓		✓			✓			✓				
70	✓		✓			✓	✓	✓			3	49	2
77	✓		✓			✓			✓				
78	✓		✓			✓			✓				
80	✓		✓			✓	✓		✓		17	4	11
81	✓		✓			✓		✓					
86	✓		✓			✓			✓				
90		✓	✓				✓		✓		5	4	9
90	✓		✓				✓		✓		14	10	10
90	✓		✓				✓		✓		6		5
94	✓		✓			✓			✓				
98		✓	✓			✓		✓					
99	✓		✓	✓		✓	✓	✓			6	12	4
100	✓		✓			✓		✓					
101	✓		✓			✓	✓	✓			1	80	1
106	✓		✓			✓				✓			
108	✓		✓	✓		✓		✓					
110		✓	✓			✓			✓				
110	✓		✓			✓				✓			
111	✓		✓			✓			✓				
112	✓		✓			✓			✓				
116	✓		✓			✓			✓				
119		✓	✓			✓			✓	✓			
120	✓		✓			✓	✓		✓				

Total # Students	Delivery		School Type			Cohort Age		Geography			Student Cohort		
	76% Face to face	24% Live Stream	93% Govt	5% Catholic	2% Ind	79% Primary	21% High School	32% Metro	54% Outer Metro	14% Regional	21% Indigenous	18% CALD	19% Disability
124	✓		✓			✓			✓				
128	✓		✓		✓	✓			✓				
131	✓		✓			✓		✓					
137	✓		✓			✓			✓				
138		✓	✓			✓			✓				
140		✓	✓			✓			✓				
142	✓		✓			✓			✓				
145		✓	✓			✓	✓	✓		✓	9	45	9
145		✓	✓			✓			✓				
149	✓		✓			✓			✓				
150		✓	✓			✓		✓					
156	✓		✓			✓	✓	✓	✓		39	9	13
158	✓		✓			✓		✓	✓				
160	✓		✓			✓		✓					
166	✓		✓			✓			✓	✓			
167	✓		✓			✓			✓				
170	✓		✓			✓		✓					
170	✓		✓			✓		✓					
175	✓		✓			✓			✓				
180		✓	✓			✓		✓					
180	✓		✓			✓			✓				
185	✓		✓			✓			✓				
192		✓	✓			✓			✓				
195	✓		✓			✓		✓					
196		✓	✓			✓			✓				
197	✓		✓			✓			✓				
202	✓		✓			✓			✓				
207	✓		✓			✓			✓	✓			
211	✓		✓			✓	✓		✓		59	14	11
211	✓		✓			✓			✓				
212	✓		✓			✓		✓					
220	✓		✓			✓			✓				
232	✓		✓			✓			✓				
233	✓		✓			✓		✓					
234	✓		✓			✓			✓				
240		✓	✓			✓		✓					
245	✓		✓			✓			✓				
254		✓	✓			✓			✓				
258	✓		✓			✓			✓				
262	✓		✓			✓	✓	✓	✓		28	22	59
263	✓		✓			✓		✓					
278	✓		✓			✓	✓	✓			30	115	13
279	✓		✓			✓			✓				
280	✓		✓			✓		✓		✓			
284	✓		✓	✓		✓		✓					
284	✓		✓			✓		✓					
290	✓		✓			✓	✓	✓			20	55	14
294	✓		✓			✓		✓					
295		✓	✓			✓			✓				
301	✓		✓			✓			✓	✓			

Total # Students	Delivery		School Type			Cohort Age		Geography			Student Cohort		
	76%	24%	93%	5%	2%	79%	21%	32%	54%	14%	21%	18%	19%
	Face to face	Live Stream	Govt	Catholic	Ind	Primary	High School	Metro	Outer Metro	Regional	Indigenous	CALD	Disability
308	✓		✓			✓		✓					
309	✓		✓			✓				✓			
310	✓		✓			✓			✓				
327	✓		✓				✓		✓		29	30	6
329		✓	✓			✓			✓				
333	✓		✓				✓			✓	35	6	8
357	✓		✓				✓		✓		16	25	19
360	✓		✓				✓		✓		4	4	2
364	✓		✓			✓			✓				
366	✓		✓			✓		✓					
367	✓		✓			✓		✓					
385	✓		✓			✓			✓				
390	✓		✓			✓			✓				
391	✓		✓			✓			✓				
396	✓		✓				✓		✓		7	15	16
422	✓		✓			✓		✓					
436		✓	✓			✓			✓				
452	✓		✓			✓		✓	✓				
454	✓			✓		✓		✓					
513	✓				✓	✓			✓				
532	✓		✓			✓			✓				
550	✓			✓			✓		✓		31	23	95
563	✓		✓			✓			✓				
564	✓		✓				✓		✓		22	33	26
568	✓		✓			✓		✓					
580		✓	✓			✓		✓					
661	✓		✓			✓		✓					
749	✓		✓			✓		✓					
NA	✓				✓		✓		✓		4	14	5
NA	✓		✓			✓		✓					
NA	✓		✓			✓			✓				
NA	✓				✓					✓			
NA	✓				✓		✓		✓		20	4	3
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓		3		2
NA	✓			✓			✓		✓		6	11	4
NA	✓		✓			✓		✓					
NA	✓		✓				✓		✓		17	8	10
NA	✓		✓			✓		✓					
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓				
NA	✓		✓			✓			✓				
NA	✓		✓				✓			✓			
NA	✓		✓				✓		✓		25	21	13

Appendix C Consultation material

Y-PEP Interim Evaluation Survey

Name:

School:

Role in Y-PEP (e.g. *teacher, administrator, executive*):

1. What do you think worked well?

2. What do you think did not work so well?

3. How could Y-PEP be improved? (consider content and/or organisation)

4. Do you think that Y-PEP resources are effective in enhancing the PDHPE curriculum and the future delivery of child protection education at your school? Please explain.

5. Do you think that student learnings from Y-PEP were sustained beyond the program and long-term? What do you think could help with this?

Interview Questions: Y-PEP

1. What was your role in delivering Y-PEP to your school?
2. How did you hear about Y-PEP?
3. What were the key drivers for having Y-PEP delivered to students in your school?
4. Was the delivery of the Y-PEP program (face-to-face or live stream) appropriate for your students and school?
 - a. Prep from Y-PEP?
 - b. Make use of online resources?
5. Did the Y-PEP program enhance your ability to deliver child protection in your school? What was occurring in our school beforehand?

Appendix D Consultation Questions

Primary school students were asked the following questions, as aligned to YWCA's objectives:

- ▶ Objective 1: Students should have a raised awareness of what safe and respectful relationships are
 - ▶ To have happy relationships we need to be? (only Year 3 - Year 6)
- ▶ Objective 2: Students should have an increased understanding and knowledge about their rights and responsibilities in relationships
 - ▶ Name one right
 - ▶ Name one responsibility
- ▶ Objective 3: Students should have greater skills in recognising and responding to unsafe situations
 - ▶ Draw warning signs if unsafe
 - ▶ What is a scared face (only Kindy - Year 2)
 - ▶ Which picture is unsafe/name an unsafe situation (only Kindy - Year 4)
 - ▶ Name a safe situation/circle safe situation picture (only Year 3 - Year 6)
 - ▶ If you need help, who could you talk to?
 - ▶ What are the 3 steps if you feel unsafe?
 - ▶ What is an unsafe secret? (only Year 3 - Year 4)

High school students were asked the following questions, as aligned to YWCA's objectives:

- ▶ Objective 1: Students should have a raised awareness of what safe and respectful relationships are
 - ▶ I now understand what a respectful relationship looks like
- ▶ Objective 2: Students should have an increased understanding and knowledge about their rights and responsibilities in relationships
 - ▶ I now know what my rights are within a relationship
 - ▶ I now know what my responsibilities are within a relationship
- ▶ Objective 3: Students should have greater skills in recognising and responding to unsafe situations
 - ▶ I can now recognise what an unsafe situation in a relationship is
 - ▶ I now know what actions I can take if I am in an unsafe relationship
 - ▶ I am now able to identify the different types of abuse
 - ▶ I have identified who is in my safe network

- ▶ I now know where to go if I need more information

Teachers were asked the following questions:

- ▶ From your observation, the program has been informative
- ▶ The program content has been relevant to support PDHPE curriculum
- ▶ Your Y-PEP facilitator positively engaged your students
- ▶ I would like to receive the Y-PEP program again

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