

# Cybersmart parents

Connecting parents to cybersafety  
resources

JULY 2010



**Canberra**

Purple Building  
Benjamin Offices  
Chan Street  
Belconnen ACT

PO Box 78  
Belconnen ACT 2616

T +61 2 6219 5555  
F +61 2 6219 5353

**Melbourne**

Level 44  
Melbourne Central Tower  
360 Elizabeth Street  
Melbourne VIC

PO Box 13112  
Law Courts  
Melbourne VIC 8010

T +61 3 9963 6800  
F +61 3 9963 6899  
TTY 03 9963 6948

**Sydney**

Level 15 Tower 1  
Darling Park  
201 Sussex Street  
Sydney NSW

PO Box Q500  
Queen Victoria Building  
Sydney NSW 1230

T +61 2 9334 7700  
1800 226 667  
F +61 2 9334 7799

© Commonwealth of Australia 2010

This work is copyright. Apart from any use as permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Commonwealth. Requests and enquiries concerning reproduction and rights should be addressed to the Manager, Communications and Publishing, Australian Communications and Media Authority, PO Box 13112 Law Courts, Melbourne Vic 8010.

Published by the Australian Communications and Media Authority

# **Cybersmart parents**

Connecting parents to cybersafety  
resources

JULY 2010



# Contents

<b>Background</b>	<b>1</b>
The ACMA's cybersafety role	1
Objectives of the ACMA cybersafety program	1
<b>Research objectives</b>	<b>3</b>
<b>Research methodology</b>	<b>4</b>
Survey coverage	4
Qualitative research phase	4
Quantitative research phase	5
Definition of cybersafety	5
<b>Key research findings</b>	<b>6</b>
Internet usage and cybersafety concern	6
Cybersafety experiences	8
Cybersafety information preferences	9
Perceived trustworthiness of sources	14
<b>Attachment 1: Quantitative phase fieldwork survey</b>	<b>15</b>
<b>Attachment 2: Sample and data quality standards</b>	<b>28</b>



# Background

The Australian Communications and Media Authority (the ACMA) is a statutory authority within the federal government portfolio of Broadband, Communications and the Digital Economy. The ACMA is responsible for the regulation of broadcasting, the internet, radiocommunications and telecommunications.

## The ACMA's cybersafety role

As part of its responsibilities, the ACMA manages a national cybersafety education program, Cybersmart. Cybersmart targets children, parents, carers, teachers and library staff, and aims to assist these target audiences to manage online risks, so their experiences are safe and positive.

The ACMA recognises that the internet is a valuable resource that facilitates 'identity building, creative activities, and managing interpersonal relationships 'among children and young people and is 'an important resource for formal and informal learning'.<sup>1</sup> Cybersmart publications therefore aim to present positive messages about the internet, while embedding protective behaviours among children, young people, parents and teachers to enable them to manage cybersafety issues.

## Objectives of the ACMA cybersafety program

The Cybersmart program aims to:

- > **inform** children, parents, teachers and library staff about cybersafety issues
- > **educate** through information, resources and practical advice
- > **empower** children to be safe online.

The Cybersmart program includes:

- > Provision of advice and information on the Cybersmart website ([www.cybersmart.gov.au](http://www.cybersmart.gov.au)).
- > A comprehensive range of information and resources designed to meet the needs of children, parents, teachers, and library staff. All resources are provided free of charge in Australia.
- > Cybersafety Outreach Professional Development for Educators program and Internet Safety Awareness Presentations for parents and children.
- > A professional development program for trainee teachers.
- > Funding for Kids Helpline to provide an online helpline service to young people who have experienced issues online.
- > The Cybersafety Contact Centre—a national telephone centre providing online safety information, advice and access to resources for all Australians.

The ACMA is continually seeking to evolve and update its cybersafety resources to ensure they address current issues associated with online behaviour. A key challenge for the ACMA is the time sensitivity of research on this topic, given the rapid pace of change in this area as a result of technological developments and trends in behaviour among the key audiences.

---

<sup>1</sup> Australian Communications and Media Authority. (2007), *Media and Communications in Australian Families 2007: Report of the Media and Society Research Project*, p. 292.

The ACMA's cybersafety education activities recognise that cybersafety issues fall under four general categories:

1. personal and peer safety, including privacy and inappropriate contact
2. online behaviours, such as cyberbullying and netiquette
3. digital media literacy, including an understanding of computer technology, an awareness of the internet services that children use, tools available for parents, etc
4. e-security, the technical tools to make a computer child safe including computer security, filters, viruses and malware.

The ACMA considers that an integrated approach is important in promoting cybersafety messages. The ACMA is working to embed protective behaviours so that knowledge of safety messages translates into practical application, and all target audiences—children and young people, parents and teachers—have the knowledge, skills and assistance to manage cybersafety issues.

The ACMA commissioned community research among parents of children in the 4–17 age range to explore their perceptions of the range of cybersafety education resources currently in use in Australia. This research will assist the ACMA in updating its suite of cybersafety materials and programs. This project builds on the ACMA's previous research examining cybersafety issues in children and young people's use of online social media.<sup>2</sup>

Two phases of research were conducted for this project: a brief, exploratory, qualitative phase and a quantitative phase. This report focuses on presenting the key findings of the quantitative phase. Where relevant, the insights gained from the qualitative phase will be referenced.

---

<sup>2</sup> Australian Communications and Media Authority. *Click and connect: Young Australians' use of online social media*. Qualitative and Quantitative research reports July 2009. These reports can be sourced at: [www.acma.gov.au/WEB/STANDARD/pc=PC\\_311797](http://www.acma.gov.au/WEB/STANDARD/pc=PC_311797).

# Research objectives

The research explored the effectiveness of different types of cybersafety information resources and education tools in delivering safety messages to parents, including:

- > manuals or guides containing detailed cybersafety information
- > interactive media
- > brochures
- > internet safety plans
- > contracts
- > checklists
- > activities for parents and children.

The research examined parents' preferred delivery channels for first-line or follow up cybersafety information. These information delivery channels include:

- > websites
- > telephone helplines
- > online helplines
- > online forums
- > schools
- > clinics
- > other institutions.

The research also examined the range of factors that drive parental trust in cybersafety information delivered in an online and offline setting. These factors included:

- > *Source* (government agency such as the ACMA or state department of education, child's school, family or friends)
- > *Content* (perceived trustworthiness of information)
- > *Presentation mode* (multimedia, print)
- > *Delivery channel* (mass media including TV, radio and internet-based education campaigns, online versus offline).

# Research methodology

The main objective of the quantitative study was to understand parents' preferences for cybersafety information based on the current attitudes and behaviour of Australian parents of children in the 4–17 years age band. Newspoll was commissioned by the ACMA to conduct the research project.

The research required the development of a short questionnaire targeted at parents with children in the 4–17 years age band. The survey was designed to be administered by telephone and a copy of the fieldwork version of the survey is provided in Attachment 1.

## Survey coverage

The survey used for this research covered the following topics:

- > parents use of the internet
- > level of confidence in using the internet
- > level of concern about cybersafety
- > parents experience of cybersafety issues
- > previous experience in accessing cybersafety information
- > cybersafety information preferences
- > perceived trustworthiness of information sources.

The survey questions were developed using significant input from the qualitative phase of this project (as discussed in following section). As a quality assurance measure, an initial draft of the survey draft was subjected to a detailed pre-test phase. This phase was used to refine the survey before the formal fieldwork phase commenced. The pre-test phase consisted of depth-interviews with six randomly recruited respondents and enabled Newspoll to evaluate a number of issues relating to the survey. These included: ease of completion; question flow; presence of ambiguous or confusing questions; and finally, whether the survey allowed respondents to express their opinions about cybersafety.

## Qualitative research phase

Exploratory qualitative research was required to help understand the attitudes and behaviour of parents regarding the role of existing cybersafety resources in promoting online safety messages. While an evaluation of the ACMA cybersafety resources was not the focus of the qualitative research phase, the use of these resources as stimulus materials in group discussions helped to identify useful principles for the development of future communications.

Parents who participated in the qualitative research were recruited by telephone from the Millward Brown research panel. This phase of the research comprised three focus groups of two hours duration. Parents were divided into groups based on the age of their children. The groups comprised:

- > parents of children aged 4–7 years (Group 1)
- > parents of children aged 8–11 years (Group 2)
- > parents of children aged 12–17 years (Group 3).

These focus groups were conducted on 11–12 May 2009.<sup>3</sup>

During the focus groups, specific feedback was sought on a number of cybersafety education resources used by the ACMA. These included: Cybersmartkids Online and NetAlert websites;<sup>4</sup> Cybersmartkids pamphlets; Cybersmart guide for families; online helplines and multimedia resources such as the 'Wise Up To IT' DVD. The focus groups also provided the ACMA with the opportunity to explore the parent community's response to other initiatives such as special cybersafety school seminars and a cybersafety wallet card resource.

## Quantitative research phase

The quantitative study consisted of a national telephone survey of 600 parents of children in the 4 to 17 years age range. Respondent households were randomly sampled from all Australian states and territories, with a quota being set for each metropolitan and regional area. A minimum quota was also set for interviews with mothers (n=315) and fathers (n=285). The survey fieldwork was conducted by Newspoll between 6 and 9 July 2009.

Further detailed information on sample recruitment and data quality standards appears in Attachment 2.

## Definition of cybersafety

For the purposes of this survey, the concept of cybersafety was defined in the following manner:

*Cybersafety refers to the protection of children when they are online. Cybersafety information addresses online dangers to children, such as exposure to illegal or inappropriate material, stranger danger, identity theft, invasion of privacy, harassment and cyberbullying. We are not talking about computer security, spam or viruses.*

For the purposes of this study, e-security issues were excluded from the definition of cybersafety used in the survey. This view was based on previous research experience which showed that parents often responded to the concept of cybersafety in terms of their own personal experience of e-security issues. In the current research, parents were required to view the concept of 'cybersafety' solely in terms of the online protection of their children.

---

<sup>3</sup> Further information on the design of the qualitative research study and the focus group findings are available from the ACMA.

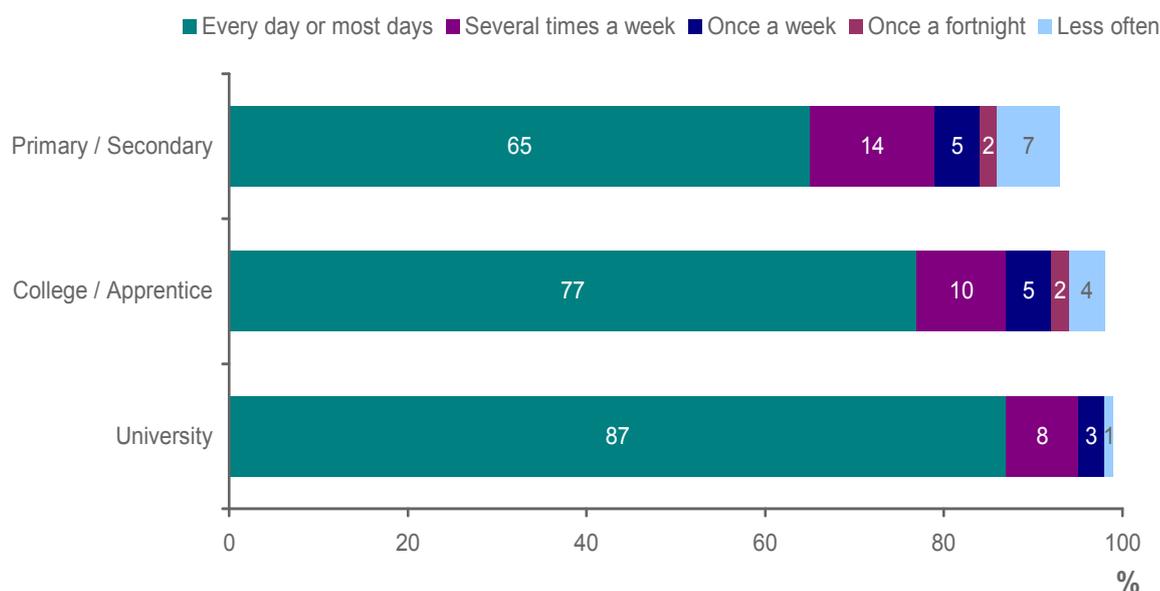
<sup>4</sup> At the time the research was conducted the ACMA had not yet released its Cybersmart website, now available at [www.cybersmart.gov.au](http://www.cybersmart.gov.au).

# Key research findings

## Internet usage and cybersafety concern

The majority of parents surveyed (88 per cent) regularly used the internet, with most accessing it at home at least several times a week (81 per cent). Figure 1 shows that education level has an impact on internet usage levels. Ninety-five per cent of parents with a university degree reported using the internet at least several times a week.

Figure 1 Parents' use of the internet by education level



Most parents (80 per cent) considered that their internet skills were sufficient to allow them to do what they wanted to do online, at least most of the time. A parent's level of confidence in their online skill level varied according to their education level. Among parents with a lower assessment of their internet skills, 28 per cent had completed their education at the primary/secondary stage.

Seventy-one per cent of parents reported that they were concerned about cybersafety, with 32 per cent of this group reporting that they were 'very concerned' (Figure 2).

Figure 2 Parents' reported level of cybersafety concern

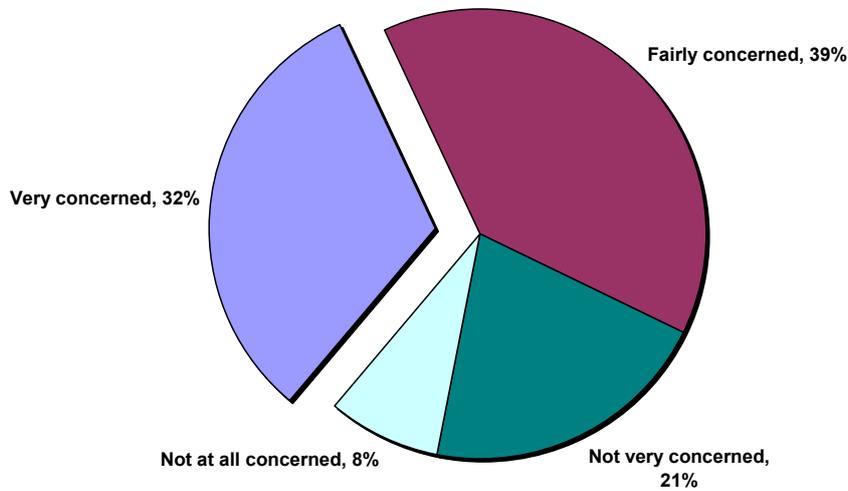
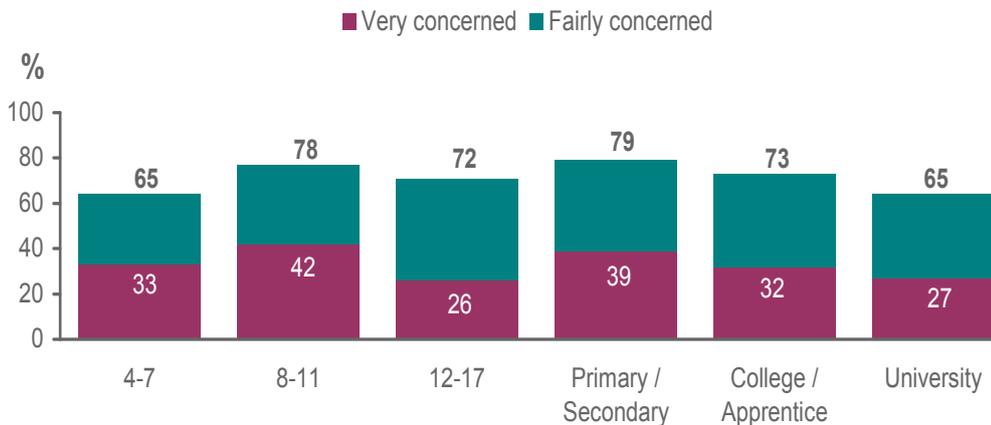


Figure 3 Parents' level of cybersafety concern by age of child, education level



Parents of children in the 8–11 years age range were more likely to express that they were 'very concerned'. This finding confirms some of the observations made during the qualitative phase. Parents of 8 to 11 year olds reported that they became increasingly concerned about cybersafety issues because their children were now at an age where being online was an integral part of their school education and their social life. As one parent noted:

*You have to embrace it (Computer/Internet use) ... it's going to happen, there is no point in fighting it*

In the qualitative phase, we found that parents of the youngest children (4–7 years age range) expressed the view that cybersafety was of little relevance to them. Parents supported this view by pointing to the way in which their children used the internet—that is, their children always accessed the internet in the presence of another person which meant that their exposure to risk was perceived as very low. Also, as some parents observed:

*They can't even read yet, so this really isn't a concern.*

At the other end of the age range, parents of older children (12–17 years age range), also expressed the view that ‘cybersafety’ was of little relevance to them. For these parents, there was the frequently expressed sense of resignation that they could not watch their children ‘24-7’. One parent summarised the views of the group by noting:

*I can only do so much, but in the end I have to trust them.*

In part, some of this resignation may be due to parents’ assessment of their own skill level in this area. In the focus groups, one of the common concerns voiced by parents with children in this age group was:

*They already know more than me, so I am not sure what help I am.*

The qualitative phase showed that parents approached cybersafety from a range of viewpoints and that they placed varying levels of importance on the question of online safety depending upon the age of their child. These differences need to be considered when developing effective cybersafety education programs for parents, and they highlight the importance of a multifaceted communication strategy when targeting the parent community.

The survey showed that parents’ level of concern about cybersafety issues declined with increasing levels of education (Figure 3). Those parents who had completed a primary/secondary school education reported the highest level of overall concern and were more likely to report that they were ‘very concerned’ (39 per cent) than those with a university degree (27 per cent).

## Cybersafety experiences

The majority of parents surveyed (86 per cent) reported that their children had not experienced a ‘cybersafety incident’.<sup>5</sup> Of the group who reported an incident (n=84), parents with older children (17 per cent) were more likely to have experienced a cybersafety-related incident with their child than those with younger children (10 per cent).

The most common response by parents to a cybersafety-related incident was to talk to their children (47 per cent). Other responses included increasing their internet security (22 per cent), and contacting the school or person(s) involved in the incident (19 per cent). Only a small proportion of parents (seven per cent) reported that they would disconnect their internet connection or ban their child from further computer use in response to this type of incident.

The survey found that a small proportion of parents (17 per cent) had actively searched for cybersafety information. Parents with a higher level of education were more likely to personally try to locate cybersafety information (25 per cent of parents with a university level education in comparison to nine per cent of parents with a primary/secondary education). Exposure to a cybersafety incident was a factor in influencing this behaviour—31 per cent of parents who had experienced a cybersafety incident searched for information. A small proportion of parents (15 per cent) with no exposure to a cybersafety incident reported searching for cybersafety information.

The survey found that the most sought after topics were privacy risks<sup>6</sup> (63 per cent) and safety risks (55 per cent). Other popular topics for parents included information on cyberbullying (38 per cent) and where to go to complain about harmful content (23 per cent).

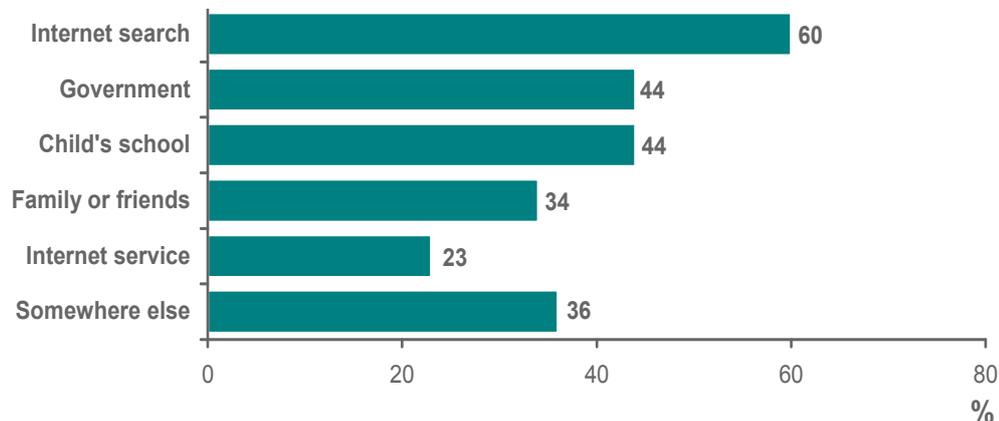
---

<sup>5</sup> All survey participants were asked ‘Have you ever experienced any cybersafety related incidents with any of your children?’ This question followed the interviewer’s provision of the survey’s definition of ‘cybersafety’, as reproduced earlier.

<sup>6</sup> For the purposes of administering the survey, the concept of ‘privacy risks’ was defined using the example of releasing personal information.

Figure 4 shows that parents accessed a variety of sources of cybersafety information. Internet searches are a primary resource for parents looking for this type of information (60 per cent). Other popular sources included their child's school (44 per cent) and government agencies (44 per cent).

**Figure 4 Cybersafety information sources used by parents**



These results are consistent with the trends observed in the ACMA's previous research in cybersafety and online social media usage.<sup>7</sup> When parents (of children aged 8–17 years) were asked, unprompted, about where they might go to access online safety information, 40 per cent nominated direct web searches as a way of accessing cybersafety information (with more than half of this group identifying Google as the online channel for locating this information).

## Cybersafety information preferences

In the survey, parental preference for cybersafety education resources was assessed in terms of the format of the resource, its originating source and the delivery channel. When parents were asked about their interest level in existing formats, the majority (88 per cent) reported a preference for cybersafety checklists and quick tips, with 58 per cent of parents indicating that they were 'very interested' in these resources (Figure 5). Interactive activities and games were also appealing (71 per cent overall), although primarily to parents with children under the age of 12. Real life stories of cybersafety dangers were of interest to many parents (65 per cent) with just over a quarter of those surveyed (27 per cent) indicating that they were 'very interested' in this resource. In part, this could be due to the significant number of parents (23 per cent) who indicated that they were already using this 'resource' to keep their child safe online.

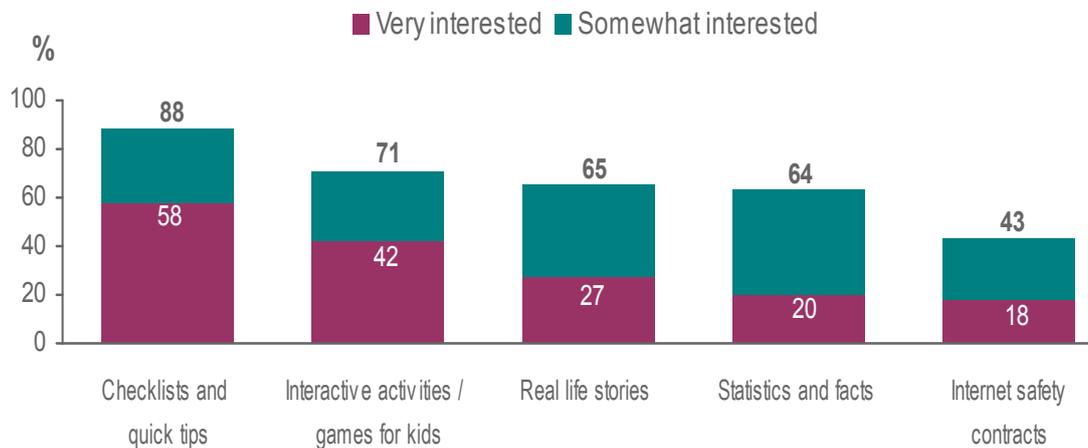
These findings are consistent with the views expressed by parents during the qualitative research phase. The majority of parents expressed a preference for cybersafety resources that were 'brief and to the point'. Their preference for cybersafety checklists and/or tip sheets was directly related to time pressure they were under and their assessment of the relative risk of a cybersafety incident relative to other risks to their child's welfare.

The qualitative research showed that parents wanted brief resources that provided quick 'solutions' to the cybersafety problems identified by the resource. In addition, parents clearly stated that they wanted resources that appealed to both parents and children. This qualitative finding was supported by the subsequent results of the

<sup>7</sup> Australian Communications and Media Authority. *Click and connect: Young Australians' use of online social media. Volume 2: Quantitative research report.* July 2009, p.76–7.

survey which found that the majority of parents (73 per cent) prefer educational resources that they can use with their child.

**Figure 5 Parents' level of interest in cybersafety education resources**



Although the use of internet safety contracts attracted lower levels of interest in comparison to the other resources, some parents found the concept to be a useful one. Table 2 shows that parents of children aged 8–11 years expressed significantly higher levels of interest in using these contracts than those parents with younger (4–7 years) or older (12+ years) children.

Parents of children in the 4–11 years age range were very interested in cybersafety checklists and quick tips as well as interactive activities that they could engage in with their children. However, as Table 2 shows, there was significantly less interest in these resources among parents of older children (12–17)—only a quarter of parents of children in this age group expressed an interest in using interactive activities as a way of learning about cybersafety. Overall, the data highlights the importance of developing a range of age-relevant resources for children and young people that can be easily accessed and used by parents.

Understandably, those parents who reported being 'very concerned' about cybersafety also expressed higher levels of interest in all of the cybersafety education resources identified in the survey.

**Table 1 Interest in cybersafety resources by age of child, education and cybersafety concern level**

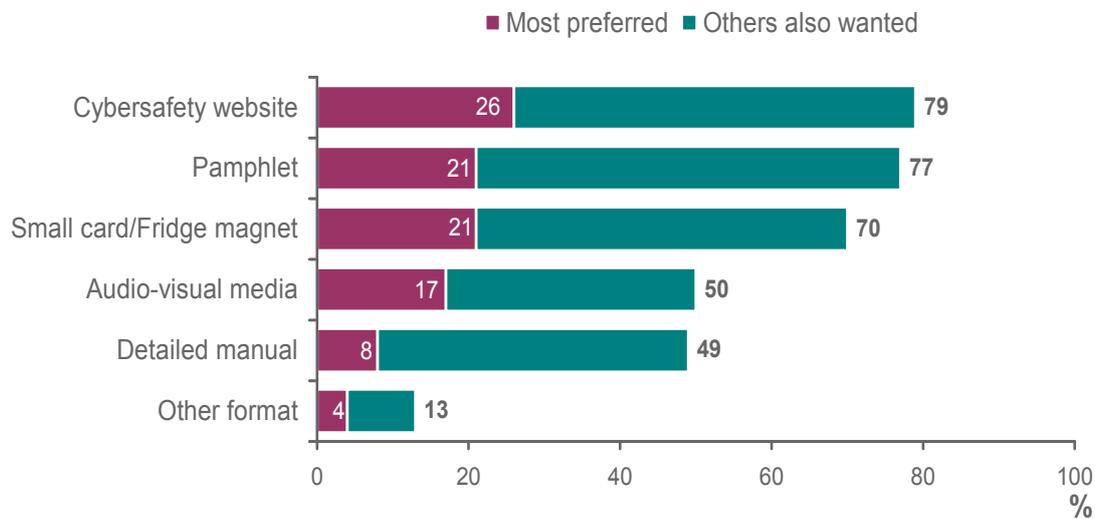
%	Checklists and quick tips	Interactive activities/ games	Real life stories	Statistics and facts	Internet safety contracts
<b>Age of child last birthday</b>					
4–7 years	63	60	26	21	15
8–11 years	62	52	30	20	27
12–17 years	52	25	27	20	15
<b>Education level of parent</b>					
Primary/Secondary	57	47	31	24	23
College/Apprenticeship	59	41	26	22	22
University degree	58	37	25	16	12
<b>Concern about cybersafety</b>					
Very concerned	72	58	44	34	31
Fairly concerned	61	38	27	16	16
Not very/Not at all	37	28	9	11	7

For the majority of parents, a cybersafety website (79 per cent) and a pamphlet containing a summary of online safety information (77 per cent) emerged as the preferred formats for delivering cybersafety education (Figure 6). There was also considerable support for the use of a ‘small card’ or ‘fridge magnet’ type resource as a delivery mechanism for this information. Parents’ preference for these format types is not surprising given the time pressures referred to previously. Parents cited these pressures as a potential barrier to accessing cybersafety information. All three of these formats also reflect parents’ desire for education resources that are accessible, easy to use and that are able to be retrieved quickly and easily when required.

During the survey, parents were asked to nominate their most and least preferred format for the delivery of cybersafety information: 26 per cent of parents identified a cybersafety website as their preferred format for personally accessing this type of safety information. Only six per cent of parents indicated that this format was their least preferred (Table 3). Other formats such as a ‘detailed guide or manual’ drew a contrasting response—28 per cent of parents rated this format as their least preferred, while only eight per cent nominated it as their most preferred. Interestingly, the ‘small card’ or ‘fridge magnet’ format recorded equivalent levels of preference within the parent community—21 per cent indicated that it was their preferred format, while 23 per cent nominated it as their least preferred.

The qualitative research also showed that the majority of parents held a positive view of cybersafety websites as a potential source of information. This was due to their perception that websites contain the latest information on a topic and are the easiest format to maintain and keep up-to-date. It emerged that parents actively ‘valued’ the currency of cybersafety information. Some parents even reported that they would check the publication date of a hard copy cybersafety resource (such as a manual, report or pamphlet) when assessing its relevance to their own information needs. In the online setting, parents would check when a webpage was last updated.

**Figure 6 Parents' preferred format for cybersafety education resources**



**Table 2 Parents' preferred format for cybersafety education resources**

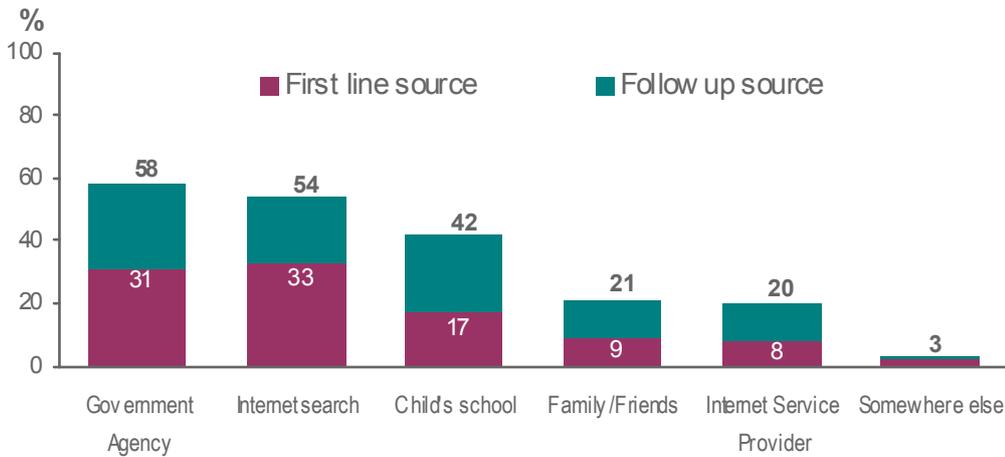
Cybersafety resource	Most preferred	Least preferred
Website	26	6
Pamphlet	21	14
Small card/Fridge magnet	21	23
Audio-visual media	17	27
Detailed manual	8	28

When asked about preferred sources for cybersafety information, the survey found that the majority of parents (58 per cent) preferred to receive this information from a government agency or source it themselves through an internet search (54 per cent). Around one third of the parents reported that a government agency (31 per cent) or an internet search (33 per cent) were their preferred first line source of cybersafety information.

The qualitative findings also suggested that parents had a preference for sourcing their cybersafety information from a government agency. In particular, a number of parents commented on the positive aspects of the government 'brand'. Some parents emphasised the point that the appearance of the Australian Government Coat of Arms on a document (such as a cybersafety report or pamphlet) meant that the information being provided was 'important' and 'could be trusted'.

Figure 7 demonstrates that a child's school also plays an important role as a source of cybersafety information, with 17 per cent of parents perceiving the school as their first line source of information.

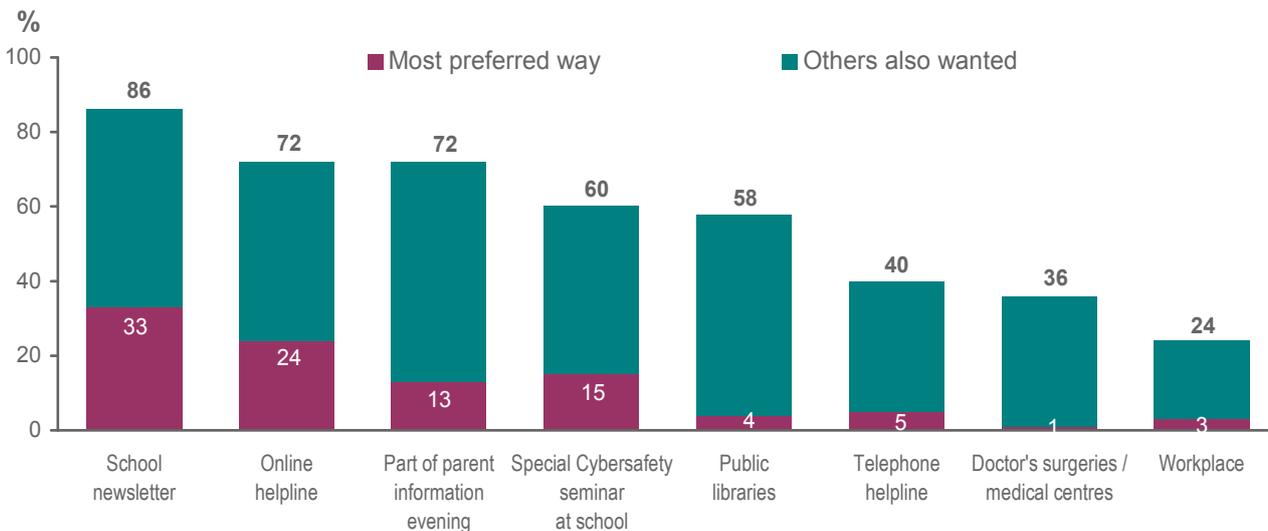
**Figure 7 Parents' preferred source(s) of cybersafety information**



The importance of schools as a delivery channel for parents should not be underestimated. The ACMA's previous research showed that the majority of parents seeking online safety information (59 per cent) wanted to receive it 'through pamphlets and information booklets sent from my child's school'.<sup>8</sup> The current survey findings indicate that school newsletters and parent information evenings would also be a popular vehicle for delivering cybersafety information to parents (Figure 8). Special cybersafety seminars that are staged at the school would also hold some appeal.

As Figure 7 illustrates, the survey also tested the suitability of other delivery channels as a way of reaching parents with children aged 4–17 years. The data suggests that parents are clearly interested in being able to access cybersafety information through a variety of delivery channels such as public libraries, medical practices and the workplace. However, none of these options recorded significant levels of support as a 'preferred' delivery channel.

**Figure 8 Parents' preferred delivery channel**



<sup>8</sup> Australian Communications and Media Authority. *Click and connect: Young Australians' use of online social media. Volume 2: Quantitative research report.* July 2009, p.78

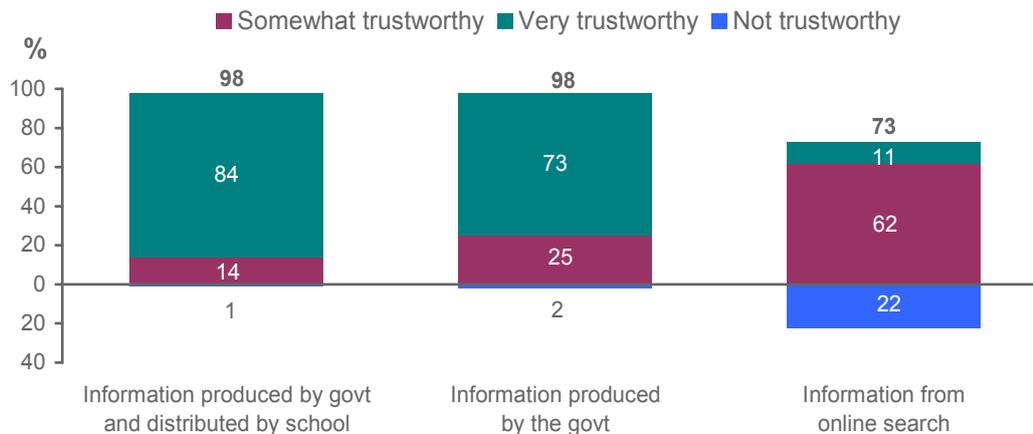
## Perceived trustworthiness of sources

The survey showed that parents perceived government endorsement as a strong indicator of the credibility ('perceived trustworthiness') of a cybersafety resource. Seventy-three per cent of parents considered that cybersafety information produced by the government was 'very trustworthy'. When this information was *delivered* through the school system, it served to *increase* the credibility of the resource, with 84 per cent of parents rating the information as 'very trustworthy'. These results strongly suggest that there is significant added value in delivering government-produced cybersafety resources through the school system.

Based on the set of parent preferences identified earlier (Figure 8), the data suggests that school newsletters and parent information evenings supported by government-produced resources represent the best way of delivering cybersafety information.

The current survey findings demonstrate the popularity of online searches among parents as a device for locating cybersafety information (e.g., Figures 4 and 7). Despite the apparent popularity of online information sources, a significant proportion of parents (22 per cent) indicated that this information was 'not trustworthy' (Figure 9). In contrast, the proportion of parents who viewed government-produced information in these terms was negligible (two per cent).

Figure 9 Parents' perception of trustworthiness of information source



# Attachment 1: Quantitative phase fieldwork survey

## NEWSPOLL Cybersafety

NEWSPOLL JOB NO.  
090526  
To be fielded no later than  
8th July 2009

### **INTRODUCTION**

Good morning \ afternoon \ evening. My name is .... (**NAME**) from Newspoll Social Research in Sydney. We are conducting an important survey on behalf of the Australian Communications and Media Authority, the Commonwealth Government agency responsible for regulating broadcasting, the internet and telecommunications.

Firstly, can I check if there are any children aged between 4 and 17 years living in this household? **IF NO CHILDREN IN AGE GROUP TERMINATE AND RECORD AS NE1**

**IF YES:** May I please speak to the (father \ mother) of any of the children in this age group? (**RE-INTRODUCE IF NECESSARY**)

We'd like to include the opinions of as many different types of people as possible, as this survey will assist the government in relation to keeping children safe online.

This call may be monitored for quality and coaching purposes and we are not selling anything. Your responses are strictly confidential and will be used for research purposes only.

The survey should take approximately 13 minutes depending on your answers.

If you're willing to participate, could I please start with your first name?

### **INTERVIEWER PLEASE RECORD IN FIRST QUESTION**

**IF THEY INDICATE CLEARLY THAT DO NOT WISH THE CALL TO CONTINUE, PLEASE TERMINATE IMMEDIATELY.**

**IF THEY SAY THEY ARE ON THE DO NOT CALL REGISTER, READ:**

The Do Not Call Register is a Government initiative that allows people to opt out of receiving certain telemarketing calls. Under the Do Not Call Register Act, market researchers can still make calls to numbers on the Register as we are not trying to sell you anything. Participation in the survey is of course voluntary.

**INTERVIEWER RECORD RESPONDENT NAME FROM INTRODUCTION**

**Q1 RECORD SEX**

**PROG NOTE:  
- SINGLE RESPONSE**

1	Male
2	Female

**Q2** Firstly, thinking about your children aged between 4 and 17 years. How many children do you have in this age group living in your household? **DO NOT READ**

**PROG NOTE:  
- SINGLE RESPONSE**

1	One
2	Two
3	Three
4	Four
5	Five or more
6	Don't know \ refused

**PROG NOTE: ASK ALL SPECIFY NUMBER OF CHILDREN IE CODE 1-5 IN Q2.  
CODE 6 TERMINATE AND RECORD AS NE2**

**Q3(a)** What is the age and sex of (**PROG NOTE: IF CODE 1 IN Q2 INSERT** “your child aged between 4 and 17 years” **ELSE INSERT** “each child aged between 4 and 17 years”) who lives in your household? **DO NOT READ**

**PROG NOTE:  
- MULTI RESPONSES ALLOWED  
- IF CODES 1-28 SELECTED THEN CANNOT SELECT CODE 29  
- SHOW HEADERS  
- SHOW CODES 1-14 IN COLUMN 1 ON SCREEN AND CODES 15-29 IN COLUMN 2**

	<b>BOY(S)</b>
1	4 year old
2	5 year old
3	6 year old
4	7 year old
5	8 year old
6	9 year old
7	10 year old
8	11 year old
9	12 year old
10	13 year old
11	14 year old
12	15 year old
13	16 year old
14	17 year old

	<b>GIRL(S)</b>
15	4 year old
16	5 year old
17	6 year old
18	7 year old
19	8 year old
20	9 year old
21	10 year old
22	11 year old
23	12 year old
24	13 year old
25	14 year old
26	15 year old
27	16 year old
28	17 year old
29	Refused

**PROG NOTE: ASK IF TWO OR MORE CHILDREN AGED 4-17 IE TWO OR MORE CODE 1-28 IN Q3(a). IF ONLY ONE CODE 1-29 AUTOFILL APPROPRIATE CODE IN Q3(b) AND GO TO Q4**

Q3(b) To help us randomly select one of your children later in the survey, what is the age and sex of your child aged between 4 and 17 years who had the last birthday? **DO NOT READ**

**PROG NOTE:**

- **SINGLE RESPONSE**
- **CODE FRAME AS PER Q3(a)**
- **ONLY SHOW CODES 1-28 SELECTED IN Q3(a), THEN 29 LAST**
- **SHOW HEADERS**

**PROG NOTE: ASK ALL RESPONDENTS**

Q4 How often do you personally access the internet (**INSERT A-B**)? Would it typically be...? **READ OUT**

**PROG NOTE:**

- **SINGLE RESPONSE REQUIRED PER ROW**
- **REPEAT QUESTION FOR A-B**

		Every day or most days	Several times a week	Once a week	Once a fortnight	Less often	Or, never	<b>DO NOT READ</b> Don't know
A	at home	1	2	3	4	5	6	7
B	at places other than your home	1	2	3	4	5	6	7

**PROG NOTE: ASK IF ACCESS INTERNET IE ANY CODE 1-5 IN Q4A-B. CODE 6-7 IN BOTH Q4A AND Q4B GO TO Q7**

Q5 To what extent do your own internet skills allow you to do what you want to do online? Would you say...? **READ OUT**

**PROG NOTE:**  
- **SINGLE RESPONSE**

1	All the time
2	Most of the time
3	Some of the time
4	Or, hardly ever
5	<b>DO NOT READ</b> Don't know

Q6 For the following questions we'd like you to think specifically about your **(PROG NOTE: INSERT ANSWER FROM Q3(b)) (PROG NOTE: IF CODE 1-14 IN Q3(b) INSERT "son", IF CODE 15-28 INSERT "daughter", IF CODE 29 INSERT "child aged 4-17 with the last birthday")**

Imagine you had to go onto the internet to search for information to help you find suggestions or ideas about how to keep your child safe when they are online. If you were using a search engine, such as Google, what keywords or phrases do you think you might type in to help you find this information? For example, if you wanted to search for ideas on things to do with the family, you might type in the phrase 'weekend activities for kids'. So what key words or phrases would you use in your search for suggestions about how to keep your child safe online? **PROBE FULLY**

**PROG NOTE:**  
- **OPEN TEXT FIELD**

**PROG NOTE: ASK ALL RESPONDENTS**

Q7 In this survey, cybersafety refers to the protection of children when they are online. Cybersafety information addresses online dangers to children, such as exposure to illegal or inappropriate material, stranger danger, identity theft, invasion of privacy, harassment and cyberbullying. We are **not** talking about computer security, spam or viruses.

Which one of the following best describes your level of concern about cybersafety in relation to your **PROG NOTE: INSERT ANSWER FROM Q3(b)) (PROG NOTE: IF CODE 1-14 IN Q3(b) INSERT "son", IF CODE 15-28 INSERT "daughter", IF CODE 29 INSERT "child aged 4-17 with the last birthday")**? Would you say you are....? **READ OUT**

**PROG NOTE:**  
- **SINGLE RESPONSE**

1	Very concerned
2	Fairly concerned
3	Not very concerned
4	Or, not at all concerned
5	<b>DO NOT READ</b> Don't know

Q8 Have you **ever** experienced any cybersafety related incidents with **any** of your children? **DO NOT READ**

**PROG NOTE:  
- SINGLE RESPONSE**

1	Yes \ have
2	No
3	Don't know

**PROG NOTE: ASK IF EXPERIENCED INCIDENT IE CODE 1 IN Q8. CODE 2-3 GO TO Q10**

Q9 What, if anything, did you do to help you deal with this? **PROBE FULLY**

**PROG NOTE:  
- OPEN TEXT FIELD**

---

**PROG NOTE: ASK ALL RESPONDENTS**

Q10 Have you personally ever actively tried to find any information about cybersafety? **DO NOT READ**

**PROG NOTE:  
- SINGLE RESPONSE**

1	Yes \ have
2	No
3	Don't know

**PROG NOTE: ASK IF TRIED TO FIND INFORMATION IE CODE 1 IN Q10. CODE 2-3 GO TO Q13(a)**

Q11 Which of the following types of information did you seek? **READ OUT**

**PROG NOTE:  
- MULTI RESPONSES ALLOWED  
- RANDOMISE 1-5 THEN 6-7 LAST  
- IF CODE 1-6 SELECTED THEN CANNOT SELECT CODE 7**

1	Online safety risks like stranger danger, for example, talking to people you don't know online
2	Information about cyberbullying
3	Privacy risks, for example, when not to give out your personal information
4	Where to go if you need to report a cybersafety issue
5	Where to go to complain about harmful content
6	Some other type ( <b>SPECIFY</b> )
7	<b>DO NOT READ</b> Don't know

Q12 Where did you get this information from? Was it from...? **READ OUT**

**PROG NOTE:  
- MULTI RESPONSES ALLOWED  
- RANDOMISE 1-5 THEN 6-7 LAST  
- IF CODE 1-6 SELECTED THEN CANNOT SELECT CODE 7**

1	A government agency ( <b>SPECIFY</b> )
2	Your Internet Service Provider or I.S.P.
3	Your child's school
4	Family or friends
5	An internet search on Google or another search engine
6	Somewhere else ( <b>SPECIFY</b> )
7	<b>DO NOT READ</b> Don't know

**PROG NOTE: ASK ALL RESPONDENTS**

Q13(a) I'm going to read out a list of different types of cybersafety information and would like you to tell me if you would be interested or **not** interested in each as a resource to help you keep your **PROG NOTE: INSERT ANSWER FROM Q3(b)** (**PROG NOTE: IF CODE 1-14 IN Q3(b) INSERT "son", IF CODE 15-28 INSERT "daughter", IF CODE 29 INSERT "child aged 4-17 with the last birthday")** safe online. Firstly... **UNFOLD**

**IF INTERESTED** Is that very interested or somewhat interested?

**PROG NOTE:**  
- **SINGLE RESPONSE REQUIRED FOR EACH ROW**

		Very interested	Somewhat interested	Not interested	Neither \ don't know
A	Real life stories of cybersafety dangers	1	2	3	4
B	Statistics and facts about cybersafety	1	2	3	4
C	Checklists and quick tips for keeping children safe	1	2	3	4
D	Interactive activities or games you can do with this child to help them learn about cybersafety	1	2	3	4
E	Internet safety contracts to use in your home, which your child would read and sign	1	2	3	4

Q13(b) And which of the following resources, if any, are you already using to help keep that child safe online? **READ OUT**

**PROG NOTE:**  
- **MULTI RESPONSES ALLOWED**  
- **IF CODE 1-5 SELECTED THEN CANNOT SELECT CODE 6**

1	Real life stories of cybersafety dangers
2	Statistics and facts about cybersafety
3	Checklists and quick tips
4	Interactive activities or games
5	Internet safety contracts used at home
6	<b>DO NOT READ</b> None \ don't know

Q14 Which **one** of the following **best** describes who you would want the cybersafety information to be aimed at? Would you prefer it to be aimed at...? **READ OUT**

**PROG NOTE:**  
- **SINGLE RESPONSE**

1	<b>Yourself</b> , so you can look through it and then talk to your child about it
2	<b>Your child</b> so they can look through it themselves
3	<b>Both yourself and your child</b> so you can go through it <b>together</b>
4	<b>DO NOT READ</b> Don't know

Q15 For each of the following please tell me if you would or would not like to receive cybersafety information in this format. Firstly... **DO NOT READ**

**PROG NOTE:**

- **SINGLE RESPONSE REQUIRED FOR EACH ROW**
- **RANDOMISE A-E, THEN F LAST**

		Yes \ would	No	Don't know
A	A pamphlet with summary information, which also tells you where to go if you want to know more	1	2	3
B	A detailed guide or manual with more extensive information	1	2	3
C	A cybersafety website	1	2	3
D	A small card or fridge magnet with summary information, which also tells you where to go if you want to know more	1	2	3
E	Audio-visual media such as a DVD or CD	1	2	3
F	Or, is there some other type of format you would like ( <b>SPECIFY FIRST MENTION ONLY</b> )	1	2	3

**PROG NOTE: ASK IF TWO OR MORE FORMATS MENTIONED IE TWO OR MORE CODE 1 IN Q15A-F. IF ONLY ONE CODE 1 IN Q15A-F AUTOFILL APPROPRIATE CODE IN Q16 AND GO TO Q17. IF ALL CODE 2-3 IN Q15A-F AUTOFILL CODE 7 IN Q16 AND GO TO Q17**

Q16 Which **one** of these is the **most** preferred format for **you** personally for cybersafety information? **READ OUT**

**PROG NOTE:**

- **SINGLE RESPONSE**
- **ONLY LIST A-F CODE 1 IN Q15, THEN CODE 7 LAST**
- **MAINTAIN ORDER OF A-F AS PER Q15**

1	A pamphlet with summary information which also tells you where to go if you want to know more
2	A detailed guide or manual with more extensive information
3	A cybersafety website
4	A small card or fridge magnet with summary information which also tells you where to go if you want to know more
5	Audio-visual media such as a DVD or CD
6	<b>PROG NOTE: INSERT RESPONSE FROM Q15F</b>
7	<b>DO NOT READ</b> None \ don't know

**PROG NOTE: ASK ALL RESPONDENTS**

Q17 Which **one** of these is the **least** preferred format for you for cybersafety information? **READ OUT**

**PROG NOTE:**

- **SINGLE RESPONSE**

- **SHOW CODE 1-6 NOT MENTIONED IN Q16, THEN 7 LAST.**
- **MAINTAIN ORDER AS PER Q15**

1	A pamphlet with summary information which also tells you where to go if you want to know more
2	A detailed guide or manual with more extensive information
3	A cybersafety website
4	A small card or fridge magnet with summary information which also tells you where to go if you want to know more
5	Audio-visual media such as a DVD or CD
6	<b>PROG NOTE: INSERT RESPONSE FROM Q15F</b>
7	<b>DO NOT READ</b> None \ don't know

Q18 Which one of the following would you look to **first** for information about cybersafety? **READ OUT**

- PROG NOTE:**  
**- SINGLE RESPONSE**

1	A government agency ( <b>SPECIFY</b> )
2	Your Internet Service Provider or I.S.P.
3	Your child's school
4	Family or friends
5	An internet search on Google or another search engine
6	Or, somewhere else ( <b>SPECIFY</b> )
7	<b>DO NOT READ</b> None \ don't know

**PROG NOTE: ASK IF SELECT ANY IE CODE 1-6 IN Q18. CODE 7 GO TO Q20**

Q19 And which of these would be the **next** source you would go to for information about cybersafety? **READ OUT**

- PROG NOTE:**  
**- SINGLE RESPONSE**  
**- ONLY SHOW CODES 1-6 NOT SELECTED IN Q18, THEN 7 LAST**

1	A government agency ( <b>SPECIFY</b> )
2	Your Internet Service Provider or I.S.P.
3	Your child's school
4	Family or friends
5	An internet search on Google or another search engine
6	Or, somewhere else ( <b>SPECIFY</b> )
7	<b>DO NOT READ</b> None \ don't know

**PROG NOTE: ASK ALL RESPONDENTS**

Q20 For each of the following please tell me if you would or would **not** like to receive cybersafety information in this way. Firstly...? **DO NOT READ**

- PROG NOTE:**  
**- SINGLE RESPONSE REQUIRED FOR EACH ROW**  
**- RANDOMISE A-H**

		Yes \ would	No	Don't know
A	As one of the areas covered at a parent information evening at school	1	2	3
B	At a special cybersafety seminar for parents at school	1	2	3
C	Through the school newsletter	1	2	3
D	From an online helpline	1	2	3
E	From a telephone helpline	1	2	3
F	At public libraries	1	2	3
G	In doctor's surgeries or medical centres	1	2	3
H	At your workplace	1	2	3

**PROG NOTE: ASK IF YES TO TWO OR MORE IE TWO OR MORE CODE 1 IN Q20A-H. IF ONLY ONE CODE 1 IN Q20A-H AUTOFILL APPROPRIATE CODE IN Q21 AND GO TO Q22. IF ALL CODE 2-3 IN Q20A-H AUTOFILL CODE 9 IN Q21 AND GO TO Q22**

Q21 Which **one** of these is the **most** preferred way for **you** personally to receive cybersafety information? **READ OUT**

**PROG NOTE:**

- **SINGLE RESPONSE**
- **ONLY LIST A-H CODE 1 IN Q20, THEN CODE 9 LAST**
- **MAINTAIN ORDER OF A-H AS PER Q20**

1	As one of the areas covered at a parent information evening at school
2	At a special cybersafety seminar for parents at school
3	Through the school newsletter
4	From an online helpline
5	From a telephone helpline
6	At public libraries
7	In doctor's surgeries or medical centres
8	At your workplace
9	<b>DO NOT READ</b> None \ don't know

**PROG NOTE: ASK ALL RESPONDENTS**

Q22 I'm going to read a list of sources of information on cybersafety and would like you to tell me whether you think each is **very** trustworthy, **somewhat** trustworthy or **not** trustworthy. Firstly... **READ SCALE AS NECESSARY**

**PROG NOTE:**

- **SINGLE RESPONSE REQUIRED FOR EACH ROW**
- **RANDOMISE A-B, THEN C LAST**

		Very trustworthy	Somewhat trustworthy	Not trustworthy	<b>DO NOT READ</b> Don't know
A	Cybersafety information produced by the government	1	2	3	4
B	<b>(PROG NOTE: SHOW IF CODE 1-5 IN Q4A OR Q4B)</b> Cybersafety information that appeared at the top of the list when you did an online search	1	2	3	4
C	Cybersafety information produced by the government and distributed through your child's school	1	2	3	4

**PROG NOTE: ASK IF TWO OR MORE RATED EQUAL HIGHEST IN Q22A-C IE TWO OR MORE CODE 1 OR NO CODE 1 BUT TWO OR MORE CODE 2. IF ONLY ONE CODE 1-2 IN Q22A-C AUTOFILL APPROPRIATE CODE IN Q23 AND GO TO SECT Z. IF ALL CODE 3-4 IN Q22A-C AUTOFILL CODE 4 IN Q23 AND GO TO SECTION Z**

Q23 And which of these do you think is the **most** trustworthy? **READ OUT**

**PROG NOTE:**

- **SINGLE RESPONSE**

- **ONLY SHOW CODES 1-3 IF RATED EQUAL HIGHEST IN Q22, THEN 4 LAST**

1	Cybersafety information produced by the government
2	Cybersafety information that appeared at the top of the list when you did an online search
3	Cybersafety information produced by the government and distributed through your child's school
4	<b>DO NOT READ</b> None \ don't know

**SECTION Z - (CLASSIFICATION) PROG NOTE: ASK ALL RESPONDENTS**

Z1 To make sure we're speaking to a cross-section of people, please tell me if you are aged...?

**READ OUT**

**PROG NOTE:  
- SINGLE RESPONSE**

1	18-24
2	25-29
3	30-34
4	35-39
5	40-44
6	45-49
7	50-54
8	55-59
9	60-64
10	65+
11	<b>DO NOT READ</b> Refused

Z2 What is the highest educational qualification you have completed?

**ONLY READ OUT IF RESPONDENT QUERIES HOW MUCH DETAIL IS NEEDED**

**PROG NOTE:  
- SINGLE RESPONSE**

1	University degree or higher (including postgraduate diploma)
2	Undergraduate diploma or associate diploma
3	Certificate, trade qualification or apprenticeship (Eg TAFE)
4	Highest level of secondary school
5	Did not complete highest level of school
6	Never went to school
7	Still at secondary school
8	Other ( <b>SPECIFY</b> )
9	<b>DO NOT READ</b> Refused

Z3 Is your household's combined annual income from all sources, before tax...**READ OUT**

**PROG NOTE:  
- SINGLE RESPONSE**

**INTERVIEWER INFORMATION:  
UNDER \$40,000 PA IS UNDER \$770 PER WEEK  
\$40,000-\$79,999 PA IS \$770-\$1,538 PER WEEK  
OVER \$80,000 PA IS OVER \$1,538 PER WEEK**

1	Under 40 thousand dollars
2	40 to 79
3	Or, 80 thousand dollars or more
4	<b>DO NOT READ</b> Refused
5	<b>DO NOT READ</b> Don't know

**PROG NOTE: ASK ALL RESPONDENTS**

Z5 May I please have your postcode? **IF DON'T KNOW \ REFUSED CODE AS "9999"**

**PROG NOTE:**  
**- ALLOW FOR A FOUR DIGIT RESPONSE**

— — — —

**ASK SUBURB \ NEAREST TOWN IF DON'T KNOW POSTCODE. IF REFUSED POSTCODE RECORD AS "REFUSED"**

**PROG NOTE:**  
**- OPTIONAL OPEN TEXT FIELD**

\_\_\_\_\_

Z6 Can I please check that the number I rang was **(PROG NOTE: INSERT PHONE NUMBER)? DO NOT READ**

**PROG NOTE:**  
**- SINGLE RESPONSE**

1	Yes - correct
2	No - incorrect <b>(PLEASE TYPE IN CORRECT NUMBER)</b>

Z7 If my supervisor finds any errors with my work, we may need to call you back for correction. If we need to, may we contact you for other quality control purposes? **DO NOT READ**

**PROG NOTE:**  
**- SINGLE RESPONSE**

1	Yes
2	No

**CLOSE**

Just to remind you my name is ... **(NAME)** from Newspoll. This research was conducted on behalf of the Australian Communications and Media Authority and was carried out in compliance with the Market and Social Research Privacy Principles. If you would like details about privacy or phone numbers to check about Newspoll, I can give you those now. Would you like them?

**IF “YES”, CLARIFY IF PRIVACY OR PHONE NUMBERS AND READ APPROPRIATE SCRIPT BELOW.**

**PRIVACY** Your phone number was randomly generated from a computer. Your personal details will be removed from your responses in about two weeks. Within this time, however, you may request that your personal details be deleted.

**PHONE NUMBERS** If you have a pen and paper handy, the numbers are:

- Newspoll toll free: 1800 646 526
- Market Research Society: 1300 364 830
- Newspoll website: [www.newspoll.com.au](http://www.newspoll.com.au)
- ACMA: 1800 226 667

Thank you...(RESPONDENT NAME) for your time.

**DID THE RESPONDENT WISH TO HAVE THEIR DETAILS REMOVED IMMEDIATELY?**

**PROG NOTE:  
- SINGLE RESPONSE**

1	Yes
2	No

I certify that this is a true, accurate and complete interview, conducted in accordance with industry standards and the AMSRS Code of Professional Behaviour (ICC\ESOMAR). I will not disclose to any other person the content of this questionnaire or any other information relating to this project.

**PROG NOTE:  
- SINGLE RESPONSE**

1	Accept
2	Not accept

# Attachment 2: Sample and data quality standards

## Sample

Newspoll randomly selected a national sample of households from a sample frame developed by the Association of Market and Social Research Organisations (AMSRO). This frame is based on random digit dialling and provides close to full coverage of all Australian households with fixed landlines.

The sampling procedure used by Newspoll incorporated a system of call backs and appointments to maximise the overall response rate and provide hard to reach groups with the opportunity to be represented in the final sample. A maximum of 3 calls were made to each household phone number, with each attempt made at a different time and on different days during the fieldwork period.

Respondents were selected through the use of a random sampling process which included: i) a quota being set for each capital city and non-capital city area, and ii) within each of these areas, a minimum quota being set for mothers and fathers. In order to reflect the population distribution, the data was post-weighted to the 2006 Australian Bureau of Statistics (ABS) census data.

## Fieldwork

The fieldwork for the survey was conducted between 6 and 9 July 2009. The final sample achieved was 600 parents.

## Response rates

Table A1 provides a breakdown of the call analysis to recruit survey participants.

---

**Table A1 Response rates**

<b>Interviews completed</b>	<b>600</b>
Not eligible / Refused	11,542
Quota not available	303
Quota full	35
Terminated	43
Answering machine	1,294
Appointments	278
Outs	1,973
Engaged	115
<b>Total usable phone numbers</b>	<b>16,183</b>

---

The significant proportion of usable phone numbers that were ineligible or refused to participate in the research is a reflection of the defined target audience for this project (That is, 2 in 3 Australian households do not have a child in the target age group).

ISO 20252 requires that a random selection of 10% of the completed interviews must be validated. For the Cybersafety survey a total of 88 out of the 600 interviews were successfully validated.

## Quality standards - ISO 20252 – Market, Social and Opinion Research

All Newspoll surveys are conducted to the highest standards under a formal quality system, ISO 20252. This is an internationally recognised standard for Market and Social Research and covers the entire research process, including Newpoll's systems and procedures.

Newspoll's ISO 20252 accreditation covers the management system for the design, conduct and provision of market and social research services. All Newpoll surveys are conducted strictly in accordance with the Code of Professional Behaviour of AMSRS, as well as the Research Industry's agreed National Privacy Principles. This covers areas such as client and respondent confidentiality.

**Canberra**

Purple Building  
Benjamin Offices  
Chan Street  
Belconnen ACT

PO Box 78  
Belconnen ACT 2616

T +61 2 6219 5555  
F +61 2 6219 5353

**Melbourne**

Level 44  
Melbourne Central Tower  
360 Elizabeth Street  
Melbourne VIC

PO Box 13112  
Law Courts  
Melbourne VIC 8010

T +61 3 9963 6800  
F +61 3 9963 6899  
TTY 03 9963 6948

**Sydney**

Level 15 Tower 1  
Darling Park  
201 Sussex Street  
Sydney NSW

PO Box Q500  
Queen Victoria Building  
Sydney NSW 1230

T +61 2 9334 7700  
1800 226 667  
F +61 2 9334 7799

**acma** research

