



Appendices to Aka Kōrero

Touchpoint 2021

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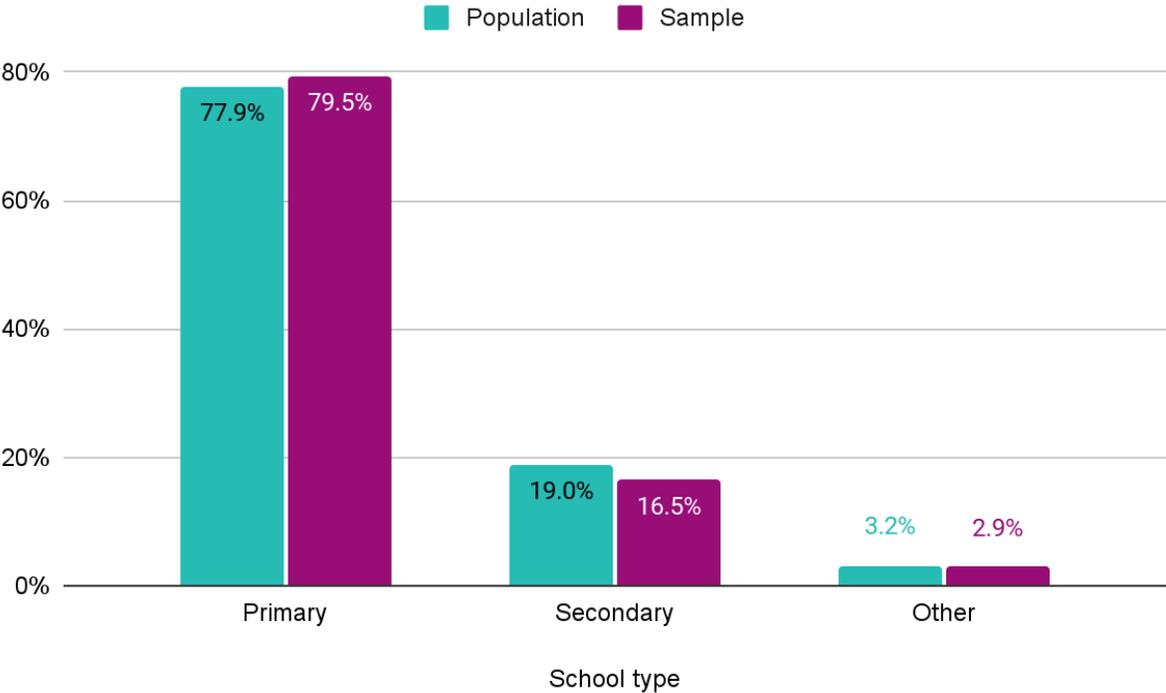
1 Appendix A: Representativeness of survey respondents

In June 2021, the Touchpoint survey was successfully delivered to 3,247 contacts at over 2,200 schools and received 563 responses in total. This represents a response rate of 17%. Of the people who responded, 311 were principals and 252 filled other roles in the school, giving response rates of 14% and 26% for these two groups respectively. Of all the schools we sent the survey to, 550 (22%) had at least one person respond.

The Touchpoint survey email was not sent to people who had unsubscribed from our email communications, so this group is not represented in the responses.

When looking at the entire set of schools that responded, the sample is representative of the overall population across school type, school size, decile, and geography. This means that it is likely that the inferences we draw from the sample will represent the overall views of the school population.

Figure 1: Distribution of school type of responding schools compared to overall population of schools



2 Appendix B: Methodology

Data input - We used the survey tool GetFeedback to gather survey data, which we paired with the information held within our customer database housed in Salesforce; this includes information such as school type, decile, location and size. We segmented responses by these characteristics to understand whether experiences differed by school.

Process and analysis - Data were processed and analysed in the statistical programme R; this includes calculating percentages, performing text analysis and generating some visualisations. The Mann-Whitney U test and Chi-squared test were used to compare whether responses differed significantly between groups, with a significance level of .05. The Mann-Whitney U test was used to compare responses that could be ranked, for example from not confident at all (1) to very confident (4), while the Chi-squared test was used when comparing categorical variables with no inherent order (e.g. yes or no answers).

Reporting - Reported figures are for unique school responses unless stated otherwise. To determine what responses should represent a school, we prioritised those from principals but accepted responses from other roles where principals did not fill out the survey. There were 550 unique school responses in total. Responses for principals only or non-principals only may also be reported separately if there is a significant difference between these groups. As the representative sample did not require weighted percentages to be calculated, all reported figures are crude percentages.

Confidence intervals and margin of error - In Appendix E, 95% confidence intervals are reported for each percentage. The margin of error tends to be largest around figures that are close to the 50% mark (as this is where there is the most uncertainty about which options are preferred) and are smallest closest to the extremes (such as 100% or 0%). The confidence interval is reported as a \pm percentage value, reflecting the error range both above and below the given value. If a figure is reported as 50% with a $\pm 5\%$ margin of error, there is 95% confidence that the actual figure is between 45% and 55%. The response rate for the survey means that, for most questions, the margin of error is below 5%. This is a statistically acceptable level of uncertainty and allows us to make some inferences about the school population from the sample surveyed.

3 Appendix C: Survey questions

We asked the following questions in our Touchpoint survey to inform this report:

Question	Answers
<p>Which of the following strategies do you use at your school to promote safe and responsible online behaviours? Please select all that apply.</p>	<ul style="list-style-type: none"> • Using a reporting tool to review online activity • Using filtering to block and unblock websites • Using Netsafe’s online safety ‘Schools Review Tool’ • Asking students to sign internet use agreements that lay out expectations for online behaviour at school • PLD for staff about teaching online safety and digital citizenship • Holding workshops for students about online safety and digital citizenship • Bringing in guest speakers to address your school audience and/or parent community • Online safety proactively managed and reviewed by school leaders • Online safety included in the BOT’s management of risk • Other (please specify)
<p>What is the biggest challenge you face at your school when trying to keep your students safe online?</p>	<p>Open-text</p>
<p>How confident do you feel in your ability to protect your students’ online safety at school?</p>	<p>Very confident Confident Not very confident Not confident at all</p>
<p>What would help you feel more confident in your ability to protect your students’ online safety at school?</p>	<p>Open-text</p>
<p>What helps you feel confident in your school’s ability to protect students online?</p>	<p>Open-text</p>

<p>What challenges did your school face when learning from home as a result of the COVID-19 lockdown(s)? Please select all that apply.</p>	<ul style="list-style-type: none"> ● Students' access to the internet at home ● Students' access to devices at home ● The online safety and security of students at home ● The reliability of internet at home ● The ability for teachers to switch to online teaching ● We did not experience any issues related to digital technology during the lockdown(s) ● Other (please specify)
<p>Does your school supply devices for students to use for learning?</p>	<ul style="list-style-type: none"> ● Yes, we provide devices to all student ● Yes, we provide devices to some students ● No, we do not provide devices to students
<p>Do you allow students to take school-owned devices home?</p>	<ul style="list-style-type: none"> ● Yes, we always allow students to take school-owned devices home ● We allowed students to take school-owned devices home as part of remote learning during the lockdown, but we do not usually do this ● We sometimes allow students to take school-owned devices home outside of lockdowns ● No, we do not allow students to take devices home
<p>What percentage of students at your school have access to the internet at home? Please indicate the range that best describes your school:</p>	<ul style="list-style-type: none"> ● 0-24% ● 25-49% ● 50-74% ● 75-100% ● Not sure
<p>What percentage of students at your school have access to a device at home they can use for learning (not including a smartphone)? Please indicate the range that best describes your school:</p>	<ul style="list-style-type: none"> ● 0-24% ● 25-49% ● 50-74% ● 75-100% ● Not sure

Is there an impact on teaching and learning at your school for students without home internet connectivity or devices?	<ul style="list-style-type: none">• Yes, internet access has an impact• Yes, devices have an impact• Yes, both internet access and devices have an impact• No, neither devices nor internet access have an impact
What kind of impact do you see?	Open-text
If you could receive help with one IT-related issue at your school, what would it be?	Open-text

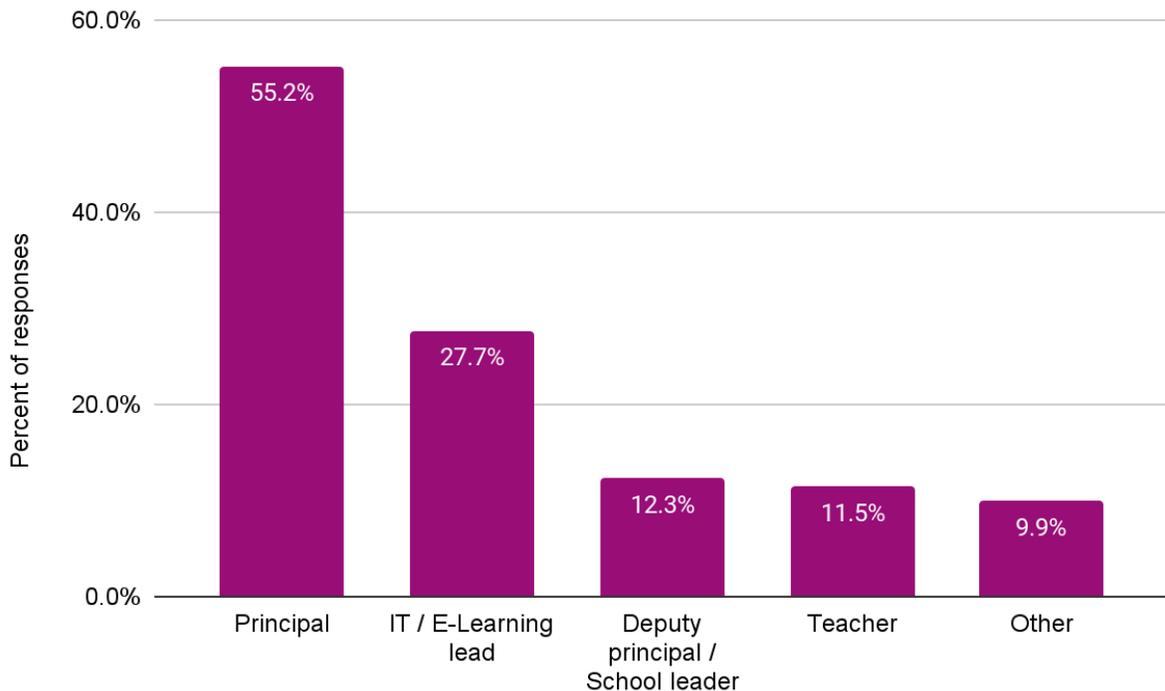
4 Appendix D: Roles of survey respondents in their school

The survey was sent to principals and IT leads at schools connected to N4L's Managed Network. Despite this, those filling other roles in the school also filled out the survey, either because they fulfilled multiple roles (such as being a teacher and an IT lead) or because someone who received the survey may have forwarded it onto them, to respond on the school's behalf.

The majority of responses were from principals at 55%, followed by IT leads who made up 28% of responses. In addition, 12% were deputy principals or school leaders, 12% were teachers and 10% filled other roles, including network administrators, business managers, office administrators and other IT-related roles like IT support.

Principals were more likely to respond from small schools (76%, compared to 27% of large schools) and primary schools (62% vs. 25% of secondary schools). Conversely, large schools were more likely to have responses from IT leads (51%), while only 11% of small school responses came from IT leads.

Figure 13: The roles of Touchpoint respondents in their school.
Note that multiple responses could be selected and percentages do not add to 100%.



5 Appendix E: Definition of school characteristics

5.1 Definition of school type

In this report, comparisons are made between different school types. The Ministry of Education designates a school's official type, but there are many groups which can make evaluating differences difficult. Schools have been categorised into three distinct groups, described below, for ease of reporting. These groups are the same as the ones used in previous N4L surveys, to aid in the tracking of responses over time.

Primary schools	Contributing schools (offer education to year 1-6 students)
	Full primary schools (offer education to year 1-8 students)
	Intermediate schools (offer education to year 7-8 students)
Secondary schools	Composite schools (also identified as 'area schools', they provide education to all year students)
	Secondary schools (offer education to year 9-15 students, and sometimes year 7-8 students as well)
Other schools	Activity centres (centre for secondary students experiencing problems with schooling, who need alternative options)
	Special schools (provide specialist education for students with specific physical, behaviour, sensory, or intellectual support needs)
	Teen parent units (provide education for teenagers who are pregnant or who have prime responsibility for their children's care)

5.2 Definition of decile

Presently, New Zealand schools are divided into ten deciles based on the percentage of the school's students living in low socioeconomic communities; lower decile schools have more students living in communities with lower average incomes.¹ In line with this, decile 1 schools are granted more government funding, while decile 10 schools are more likely to receive funds from the families of students via donations. The location of the school does not directly factor into the calculation of decile; decile is supposed to indicate the socioeconomic status of the students attending the school, rather than the school itself.

¹ For more information about how deciles are calculated, see the Ministry of Education's page on [School Decile Ratings](#).

6 Appendix F: Summary tables of responses

6.1 Schools' confidence in protecting students online

Table 1: How confident schools feel protecting their students online

Category	Very confident	Confident	Not very confident	Not confident at all
Frequency	71	412	64	1
Percentage	13%	75%	12%	0%
Confidence interval	3.5	3.5	3.5	1.9

6.2 Strategies schools use to protect students

Table 2: Strategies schools use to protect their students online
Note that schools could select multiple responses and percentages will not add to 100%

Strategy	Frequency	Percentage
Asking students to sign internet use agreements	268	86%
Using filtering to block and unblock websites	251	84%
Online safety proactively managed and reviewed by school leaders	179	52%
Online safety included in the Board of Trustees' management of risk	152	49%
PLD for staff about teaching online safety and digital citizenship	161	46%
Holding workshops for students about online safety and digital citizenship	127	38%
Bringing in guest speakers to address your school audience	108	32%
Using Netsafe's online safety 'Schools Review Tool'	83	26%
Using a reporting tool to review online activity	66	23%
Other	13	4%

6.3 Home internet and device access

Table 3: What percent of students have home access to the internet at each school?

	0-24%	25-49%	50-74%	75-100%	Not sure
Frequency	12	42	137	314	44
Percent of schools	2%	8%	25%	57%	8%
Confidence interval	3.2	4.2	4.2	4.2	4.2

Table 4: What percent of students have home access to a device that isn't a mobile phone at each school?

	0-24%	25-49%	50-74%	75-100%	Not sure
Frequency	35	94	179	189	50
Percent of schools	6%	17%	33%	35%	9%
Confidence interval	4.4	4.4	4.4	4.4	4.4

6.4 The impact of home internet and device access on learning

Table 5: Does home internet and device access have an impact on teaching and learning?

	Yes, internet access has an impact	Yes, devices have an impact	Yes, both internet access and devices have an impact	No, neither devices nor internet access have an impact
Frequency	99	64	222	160
Percentage	18%	12%	41%	29%
Confidence interval	4.5	4.5	4.5	4.5

6.5 Learning from home - challenges during COVID-19 lockdowns

Table 6: What technology challenges did schools face during the COVID-19 lockdowns?

	Frequency	Percentage
Students' access to devices at home	421	77%
Students' access to the internet at home	402	73%
Reliability of internet at home	381	69%
Ability for teachers to switch to online teaching	189	34%
Online safety and security of students at home	182	33%
Other	28	5%
We did not experience any issues related to digital technology during the lockdown(s)	35	6%

6.6 Providing school-owned devices to students

Table 7: Do schools provide devices to students?

	Yes, we provide devices to all students	Yes, we provide devices to some students	No, we do not provide devices to students
Frequency	233	291	24
Percentage	43%	53%	4%
Confidence interval	4.4	4.4	4.4

Table 8: Do schools let students take devices home?

	Frequency	Percentage	Confidence interval
Yes, we always allow students to take school-owned devices home	25	5%	4.6
We sometimes allow students to take school-owned devices home outside of lockdowns	52	10%	4.6
We allowed students to take school-owned devices home as part of remote learning during the lockdown, but we do not usually do this	232	44%	4.6
No, we do not allow students to take devices home	208	40%	4.6
Other	5	1%	4.6

7 Appendix G: Responses segmented by school characteristics

7.1 Strategies schools use to protect students online

7.1.1 School type differences

Table 9: School type differences in strategies used to protect students online

School type	Online safety proactively managed and reviewed by school leaders	Using a reporting tool to review online activity
Primary	54%	19%
Secondary	41%	44%

7.1.2 School size differences

Table 10: School size differences in strategies used to protect students online

School size	Bringing in guest speakers to address your school audience and/or parent community	Holding workshops for students about online safety and digital citizenship	PLD for staff about teaching online safety and digital citizenship	Using a reporting tool to review online activity
0-100	22%	29%	38%	11%
101-400	33%	39%	45%	20%
401+	42%	48%	56%	40%

7.1.3 Decile differences

Table 11: Decile differences in strategies used to protect students online

Decile	Bringing in guest speakers to address your school audience and/or parent community	Holding workshops for students about online safety and digital citizenship
Decile 1-3	23%	25%
Decile 4-7	32%	42%
Decile 8-10	44%	49%

7.2 Home internet access

7.2.1 School size differences

Table 12: School size differences in the percent of students at each school that have home internet access

School size	0-24%	25-49%	50-74%	75-100%	Not sure
0-100	3%	12%	30%	48%	6%
101-400	2%	8%	26%	54%	9%
401+	1%	3%	18%	71%	8%

7.2.2 Decile differences

Table 13: Decile differences in the percent of students at each school that have home internet access

Decile	0-24%	25-49%	50-74%	75-100%	Not sure
Decile 1-3	6%	17%	39%	26%	12%
Decile 4-7	0.9%	5%	26%	62%	6%
Decile 8-10	0%	1%	9%	85%	6%

7.2.3 Regional differences

Table 13: Regional differences in the percent of students at each school that have home internet access

Region	0-24%	25-49%	50-74%	75-100%	Not sure
Auckland	4%	6%	30%	57%	4%
Bay of Plenty / Rotorua / Taupo	2%	12%	31%	43%	12%
Canterbury	0%	3%	24%	68%	5%
Hawkes Bay / Gisborne	0%	9%	29%	50%	12%
Nelson / Marlborough / West Coast	3%	9%	21%	67%	0%
Otago / Southland	2%	2%	15%	72%	9%
Tai Tokerau	3%	27%	33%	33%	3%
Taranaki / Whanganui / Manawatu	4%	9%	13%	66%	8%
Waikato	3%	9%	30%	46%	12%
Wellington	0%	2%	21%	62%	16%

7.3 Home device access

7.3.1 School type differences

Table 14: School type differences in the percent of students at each school that have home device access

School type	0-24%	25-49%	50-74%	75-100%	Not sure
Other	11%	17%	28%	33%	11%
Primary	7%	19%	34%	32%	9%
Secondary	3%	9%	28%	49%	11%

7.3.2 School size differences

Table 15: School size differences in the percent of students at each school that have home device access

School size	0-24%	25-49%	50-74%	75-100%	Not sure
0-100	9%	23%	36%	25%	7%
101-400	8%	20%	35%	28%	9%
401+	2%	6%	27%	55%	10%

7.3.3 Decile differences

Table 16: Decile differences in the percent of students at each school that have home device access

Decile	0-24%	25-49%	50-74%	75-100%	Not sure
Decile 1-3	14%	32%	31%	10%	12%
Decile 4-7	4%	13%	42%	33%	8%
Decile 8-10	1%	6%	23%	63%	7%

7.3.4 Regional differences

Table 17: Regional differences in the percent of students at each school that have home device access

Region	0-24%	25-49%	50-74%	75-100%	Not sure
Auckland	6%	12%	33%	44%	6%
Bay of Plenty / Rotorua / Taupo	10%	29%	31%	19%	12%
Canterbury	2%	16%	29%	44%	10%
Hawkes Bay / Gisborne	12%	9%	44%	29%	6%
Nelson / Marlborough / West Coast	9%	18%	24%	42%	6%
Otago / Southland	2%	7%	39%	46%	6%
Tai Tokerau	15%	27%	36%	18%	3%
Taranaki / Whanganui / Manawatu	10%	13%	31%	37%	10%
Waikato	5%	29%	35%	17%	13%
Wellington	3%	16%	28%	36%	17%

7.4 The impact of home device and internet access on learning

7.4.1 School type differences

Table 18: School type differences in the impact of home internet and device access on learning

School type	Yes, internet access has an impact	Yes, devices have an impact	Yes, both internet access and devices have an impact	No, neither devices nor internet access have an impact
Primary	18%	13%	38%	31%
Secondary	23%	9%	54%	14%
Other	0%	6%	39%	56%

7.4.2 Decile differences

Table 19: Decile differences in the impact of home internet and device access on learning

Decile	Yes, internet access has an impact	Yes, devices have an impact	Yes, both internet access and devices have an impact	No, neither devices nor internet access have an impact
Decile 1-3	25%	11%	44%	20%
Decile 4-7	19%	12%	42%	28%
Decile 8-10	11%	12%	35%	42%

7.5 Learning from home - challenges during COVID-19 lockdowns

7.5.1 School type differences

Table 20: School type differences in the technology challenges faced during the COVID-19 lockdowns

	Primary	Secondary	Other
Students' access to devices at home	72%	77%	78%
Students' access to devices at home	78%	71%	61%
The reliability of internet at home	71%	65%	50%
The ability for teachers to switch to online teaching	33%	44%	11%
The online safety and security of students at home	35%	24%	28%
Other	5%	5%	11%
We did not experience any issues related to digital technology during the lockdown(s)	6%	4%	17%

7.5.2 School size differences

Table 21: School size differences in the technology challenges faced during the COVID-19 lockdowns

	0-100	101-400	401+
Students' access to devices at home	75%	78%	64%
Students' access to devices at home	78%	80%	70%
The reliability of internet at home	75%	73%	57%
The ability for teachers to switch to online teaching	30%	33%	42%
The online safety and security of students at home	30%	36%	32%
Other	3%	5%	7%
We did not experience any issues related to digital technology during the lockdown(s)	10%	4%	7%

7.5.3 Decile differences

Table 22: Decile differences in the technology challenges faced during the COVID-19 lockdowns

	Decile 1-3	Decile 4-7	Decile 8-10
Students' access to devices at home	86%	76%	54%
Students' access to devices at home	82%	81%	66%
The reliability of internet at home	67%	70%	70%
The ability for teachers to switch to online teaching	32%	38%	33%
The online safety and security of students at home	40%	29%	31%
Other	1%	9%	5%
We did not experience any issues related to digital technology during the lockdown(s)	4%	5%	10%

7.6 Do schools provide devices to students

7.6.1 School type differences

Table 20: School type differences in whether schools provide devices to students

School type	Yes, we provide devices to all students	Yes, we provide devices to some students	No, we do not provide devices to students
Primary	45%	51%	4%
Secondary	29%	67%	3%
Other	50%	33%	17%

7.6.2 School size differences

Table 21: School size differences in whether schools provide devices to students

School size	Yes, we provide devices to all students	Yes, we provide devices to some students	No, we do not provide devices to students
0-100	67%	29%	4%
101-400	39%	57%	4%
401+	24%	70%	6%

7.6.3 Decile differences

Table 22: Decile differences in whether schools provide devices to students

Decile	Yes, we provide devices to all students	Yes, we provide devices to some students	No, we do not provide devices to students
Decile 1-3	51%	45%	5%
Decile 4-7	42%	55%	4%
Decile 8-10	35%	60%	5%

7.7 Do schools allow students to take devices home

7.7.1 School type differences

Table 20: School type differences in whether schools allow students to take school-owned devices home

	Primary	Secondary	Other
Yes, we always allow students to take school-owned devices home	3%	15%	7%
We sometimes allow students to take school-owned devices home outside of lockdowns	5%	30%	20%
We allowed students to take school-owned devices home as part of remote learning during the lockdown, but we do not usually do this	47%	34%	27%
No, we do not allow students to take devices home	44%	19%	40%
Other	0%	2%	7%

7.7.2 School size differences

Table 21: School size differences in whether schools allow students to take school-owned devices home

	0-100	101-400	401+
Yes, we always allow students to take school-owned devices home	4%	3%	8%
We sometimes allow students to take school-owned devices home outside of lockdowns	6%	7%	19%
We allowed students to take school-owned devices home as part of remote learning during the lockdown, but we do not usually do this	44%	45%	43%
No, we do not allow students to take devices home	45%	44%	27%
Other	1%	0%	2%