



Process and Impact Evaluation 2020

Investigating participation, satisfaction,
impact on students and outcomes of research

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Health
Northern NSW
Local Health District

Executive Summary

Program Delivery in 2020

The annual Reduce Risk Increase Student Knowledge (RRISK) seminars successfully transitioned to an online format in 2020. The broadcast from Southern Cross University (SCU) was a platform for Paul Dillon from Drug and Alcohol Research and Training Australia (DARTA) to extend the school based drug and alcohol education programs and explored safer celebrating strategies. Justin Monk from Roads and Maritime Services (RMS) shared knowledge with the year 11 students around road safety and Daniel Ashton from NNSWLHD Health Promotion and Ryan Hardy (a local ex-student who has experienced road trauma) explained and demonstrated the effects of distracted driving. The inclusion of a web based polling platform increased participation, engagement, evaluation response rates and facilitated extended discussion around strategies to stay safe while driving and celebrating.

Evaluation Objectives

The objective of this evaluation is to assess the participation, satisfaction, impact on students and the outcome of the research project. More specifically this evaluation seeks to understand:

1.Participation	a) The reach and context in which schools participated
	b) Student participation with hand held technology
	c) Student engagement with research and online resources
2.Satisfaction	a) Comparative satisfaction ratings between the 2019 seminars and 2020 webinars
	b) How to improve each of the five sessions through analysing feedback
3.Impact	The impact in terms of increasing perceived capacity to be safe when driving and celebrating
4.Research	The effectiveness of incorporating a Trail Making Test as a research tool

Results

Twenty-five out of thirty-nine (64%) high schools in Northern NSW participated in the RRISK webinars. Over a quarter (27%) of students engaged in small-screen interaction and the online portal was accessed 101 times. Students from 13 schools made 252 attempts at the Trail Making Test, which effectively contextualised the reduced cognitive capacity caused by using a mobile while driving. In comparison with the 2019 seminars satisfaction ratings dropped by 9% for students and 28% for teachers, indicating a preference for the in person format. A large majority of students (n=228) reported a perceived increase in capability of being safe when driving (82%) and celebrating (89%).

Recommendations

It is recommended that we continue to deliver online sessions in future, due to the unknown impact of Covid19 on holding large gatherings, high student satisfaction ratings of the webinars, increased student engagement in the program, demonstrated program effect on students' perceived capacity to reduce harm, reduced program costs for the LHD and reduced costs and organisational demands on schools. A review of key contacts and timely communication is likely to improve program reach. The refinement of the school resource pack, letters to schools, online resources and collaboration with existing and additional partners will also enhance the quality of program delivery. Additional

staffing for moderation of student communication will also enhance the interactive student experience. If Trail Making Tests are to be incorporated in future it would be useful to tighten the administration protocol to increase rigour by preventing repeated testing.

Background

RRISK (Reduce Risk, Increase Student Knowledge) aims to reduce injury and harm resulting from risk taking behaviours associated with alcohol and drug use, driving and celebrating among young people in Northern New South Wales. It is a resilience building program that is relevant to the social life, developmental stage and concerns of adolescents. It extends the school based drug education and road safety curriculum by providing opportunities for year 11 students to develop knowledge, attitudes and skills to reduce risk taking and develop safer celebrating strategies. RRISK provides students with useful survival tips to help handle some of the risks they are likely to encounter, especially those associated with alcohol and drugs, driving and partying. RRISK is not about telling students what to do and what not to do, it is about giving students some tips and skills to help them stay safe.

2020 Program Redesign

The RRISK Committee redesigned the RRISK program in 2020 for online delivery. Consultation with existing stakeholders, school staff and relevant industry representatives guided the development of refined content. The existing sessions facilitated by DARTA and RMS were consolidated into one hour sessions and a new My Story session was developed with a new presenter. Previous year's student approval ratings identified a need to amend the Young Driver Session, which was replaced with a session focused on distracted driving and mobile devices. Where possible the content was aligned with the Department of Education Life Ready curriculum for NSW State Schools and the NSW Syllabus for Personal Development, Health and Physical Education.

Review

All new content and communication with external stakeholders was reviewed prior to dissemination. Once content was approved through Northern NSW Local Health District Health Promotion Team, several rehearsals were undertaken, each time feedback from attendees was collated, considered and the appropriate amendments were made. The final draft of the program then underwent systematic review by members of the RRISK Committee and representatives from the Department of Education, Diocese of Lismore Catholic Education and Independent Schools. Only minor recommendations were received and the final version was completed. Applications to undertake research were approved by the North Coast Human Resources Ethics Committee (MNCHREC), the NSW State Education Research Applications Process (SERAP) and the Catholic Schools Office Diocese of Lismore.

Sponsors

Several new and existing partners were welcomed to enhance engagement through online delivery. As the programs major sponsor, Southern Cross University facilitated the broadcast of the webinars over Zoom. Roads and Maritime Services offered the services of a Road Compliance Officer to present on buying a vehicle, defects and heavy vehicle awareness. Neuroscience Research Australia (NeuRA) provided access to the Trail Making Test, which enables experiential contextualisation of

the impact of task switching on reaction time while driving and Slido offered access to their online polling platform utilising mobile devices, which enabled real-time participant communication.

Delivery

In 2020, the RRISK program comprised of school based Save-A-Mate (SAM) sessions and three, 2 hour online webinars for all year 11 students. The webinars were broadcasted from Southern Cross University (SCU) Gold Coast campus. The first webinar featured a keynote session on young people and risk taking (alcohol) and question time. Day two consisted of a session on young people and risk taking (drugs), question time, and a session on considerations when purchasing a vehicle and heavy vehicle awareness. Day three consisted of a session focused around distracted driving, mobile phone use, a research activity involving Trail Making Tests and a personal story from a local man who was involved in an accident on his P's and sustained life changing injuries.

Resources

To support the delivery of the webinars an online portal was created with a shortened web address. This webpage contained links for teachers to the webinars, facilitation guide, schedule and link to evaluation. During the webinars students used the web portal to access the Trail Making Test, resources, videos and games. Slido's interactive web based polling platform was also utilised to increase engagement, allowing students to anonymously ask questions, contribute to word clouds, answer questions, undertake a quiz and complete surveys on mobile devices.



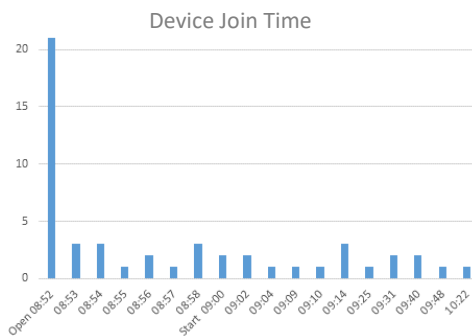
Figure 1: The presentation team in 2020 (left to right): Rachel Adam, Paul Dillon, Codi Lower, Britney McMullen, Daniel Ashton, Justin Monk and Ryan Hardy.

Participation

Webinar Participation

Students from 25 different schools participated in the RRISK webinars over the 18th, 19th and 20th of November 2020. Teachers reported student attendance at each school, and the total number of devices used were identified in the Zoom attendee report generated by Southern Cross University. The table below details the participation rates and approximate numbers of students per day:

	18/12/20	19/12/20	20/12/20	Total
Schools	20	22	19	25
Devices	42	41	33	116
Students	1651	1789	1509	4949
Average students per device	39	44	48	44
Other (HPO, RRISK Committee)	6	5	4	15



The Zoom Attendee Report also outlined the time at which devices joined the webinar. Interestingly, at the start of the first webinar a large number of devices logged in early. On the proceeding days the lobby was opened earlier, rolling slides were shown and Slido was made operational to accommodate this trend.

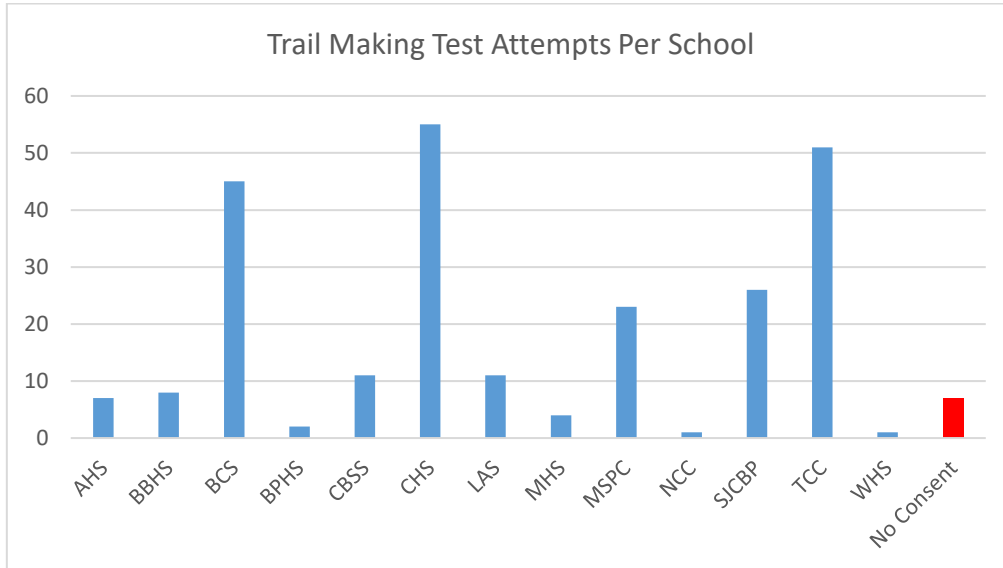
Slido Participation

A total 1346 participants joined Slido. There were 803 interactions through Q&A, 106 questions were responded to, and 1502 likes were given to those questions and their responses. All aspects of Slido were used during the webinars to evaluate the effectiveness of the platform. The engagement of participants is broken down by category per day in the below table:

	18/12/20	19/12/20	20/12/20	Total
Participants	460	426	460	1346
Word Cloud Poll	342	269	-	611
Multiple Choice Poll	-	195	316	511
Quiz	-	-	337	337
Q&A Interaction	149	313	341	803
Likes	508	470	524	1502
Anonymous Rate	91%	80%	59%	77%
Responses to Student Questions	28	39	39	106
Evaluation Survey	360	229	229	818
Qualitative Comments in Survey	183	108	85	376
Eligible for Spotify Voucher	248	162	158	158

Trail Making Test Participation

There were 252 attempts made at the Trail Making Test from students at 13 different schools. 245 were listed as providing consent for their data to be used and 7 did not give consent for their data to be used.

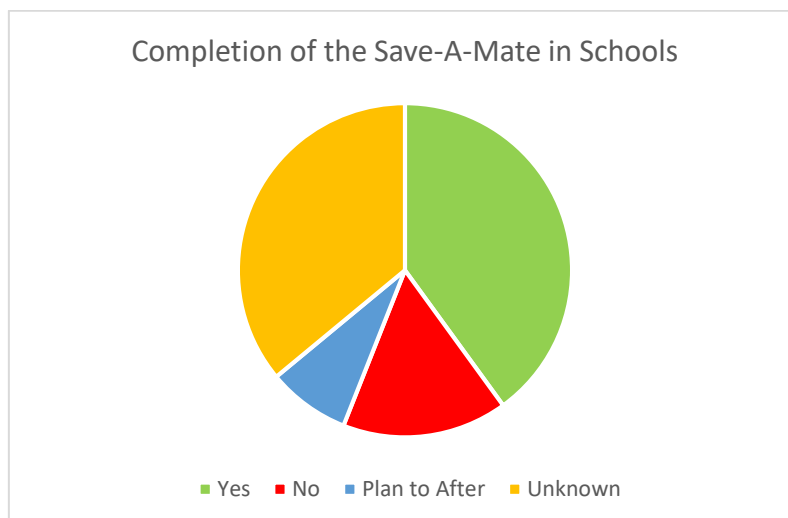


Website Participation

A bit.ly shortened link (bit.ly/RRISK2020) was used to encourage greater participation during the sessions. A total of 101 teachers and participants used the shortened address to access the resources over three days with 87, 3 and 6 clicks respectively.

Save-A-Mate Participation

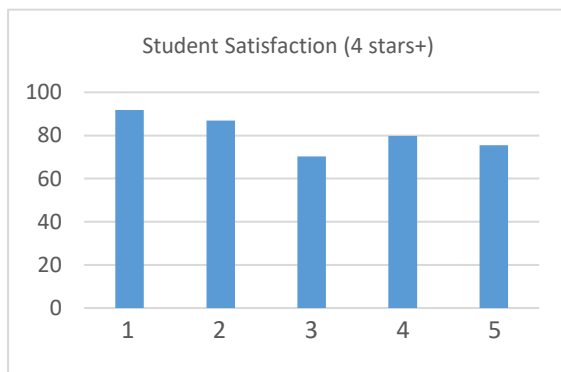
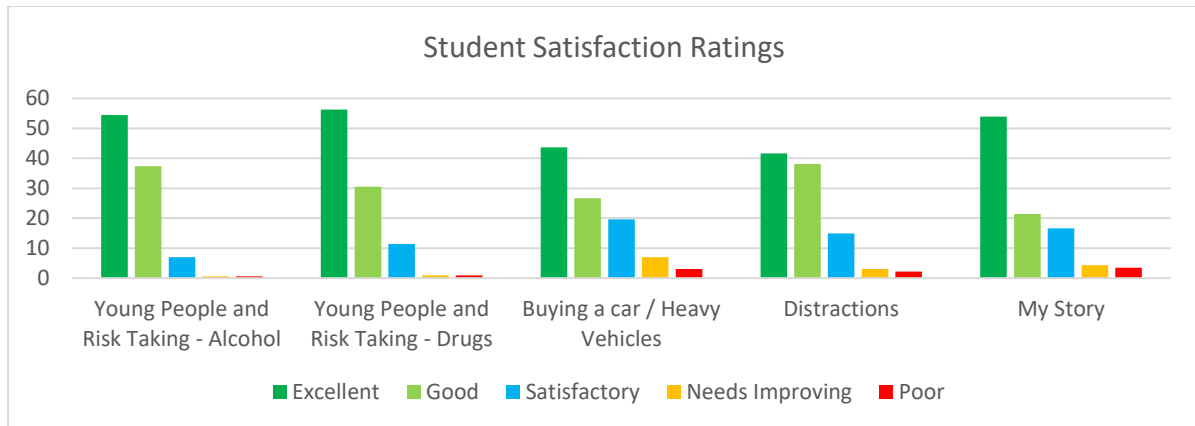
Through the QARS Teacher Survey it was identified that 10 schools ran Save-A-Mate sessions before the webinars being broadcast, two schools plan to run the session before the end of the year and four schools have no intention of running the sessions. Ten schools did not complete the survey.



Satisfaction Ratings

2020 Student Evaluation

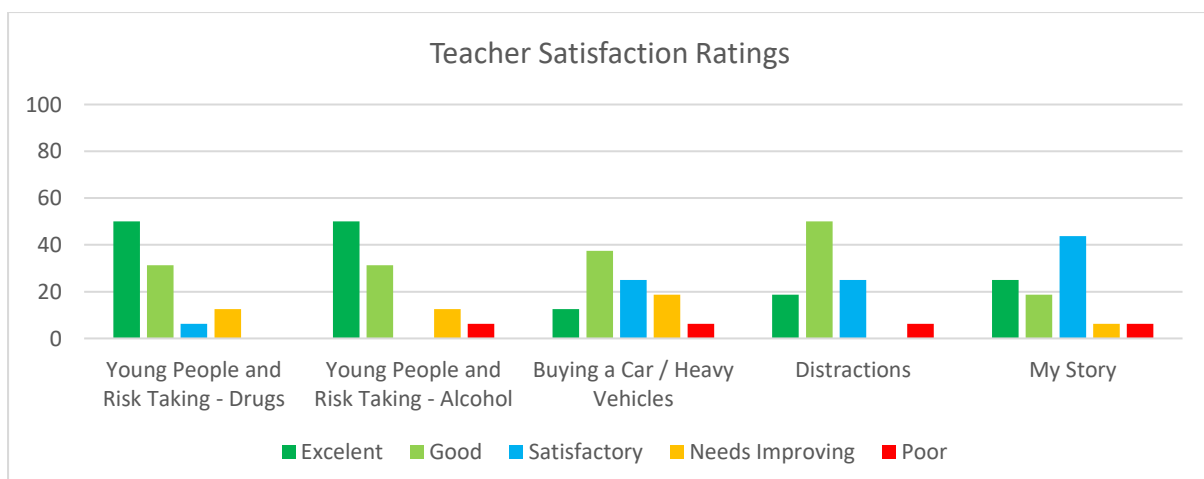
Daily student evaluation surveys were completed in which students were asked to rate each of the presentations. Slido was used to complete a total of 818 student evaluations. The chart below shows the comparative satisfaction ratings for each of the five sessions.



The Young People and Risk Taking presentations were rated the highest. Qualitative data suggests technical difficulties relating to audio quality was responsible for the lower satisfaction rating of the Buying a Car and Heavy Vehicle Presentation. The approval rating can more accurately be identified by extrapolating the information 4 stars or higher.

2020 Teacher Evaluation

Teachers were asked to complete an evaluation survey through the Quality Audit Reporting System (QARS) through a link on the web portal, which was also provided in a follow up email after the event. A total of 16 teachers from 15 schools completed the survey and the chart below shows the comparative satisfaction ratings for each of the five sessions.

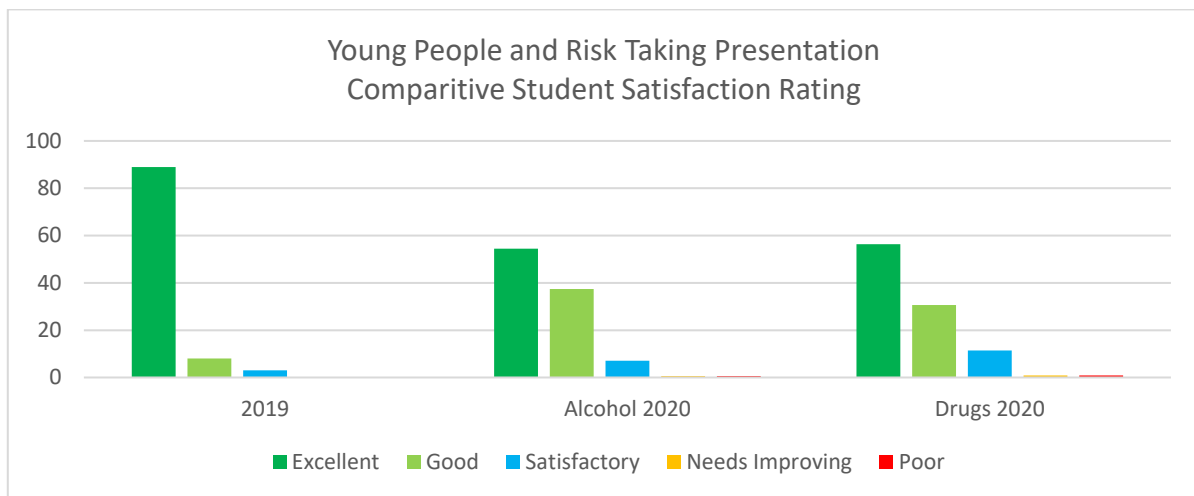


2019/2020 Comparative Student Evaluation

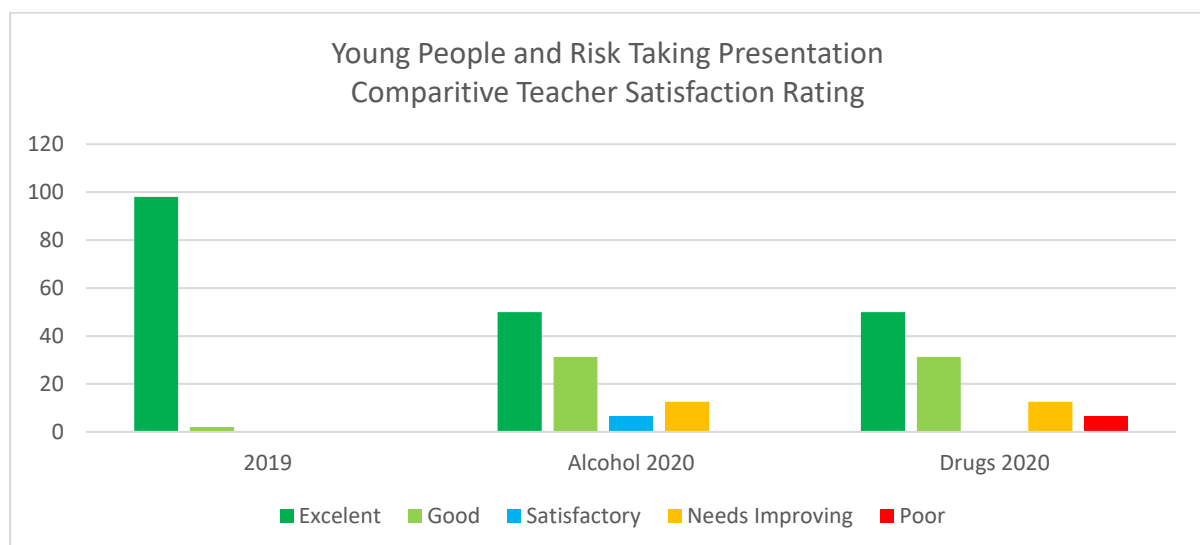
Comparison of the evaluation figures in 2019 has been used as an indicator for determining participant satisfaction of the online format.

Young People and Risk Taking Presentations

In 2020, the Young People and Risk Taking Presentations were split across two days. Given this content of is similar to recent years is the most accurate measure for comparative analysis. There was a larger spread of responses in 2020 in comparison with the 2019 evaluation, but disapproval ratings remained consistently low. The online format resulted in several times the number of evaluations, which also may have affected results. The four star or better approval rating was also slightly lower, down from 97% in 2019 to 92% and 87% respectively in 2020.

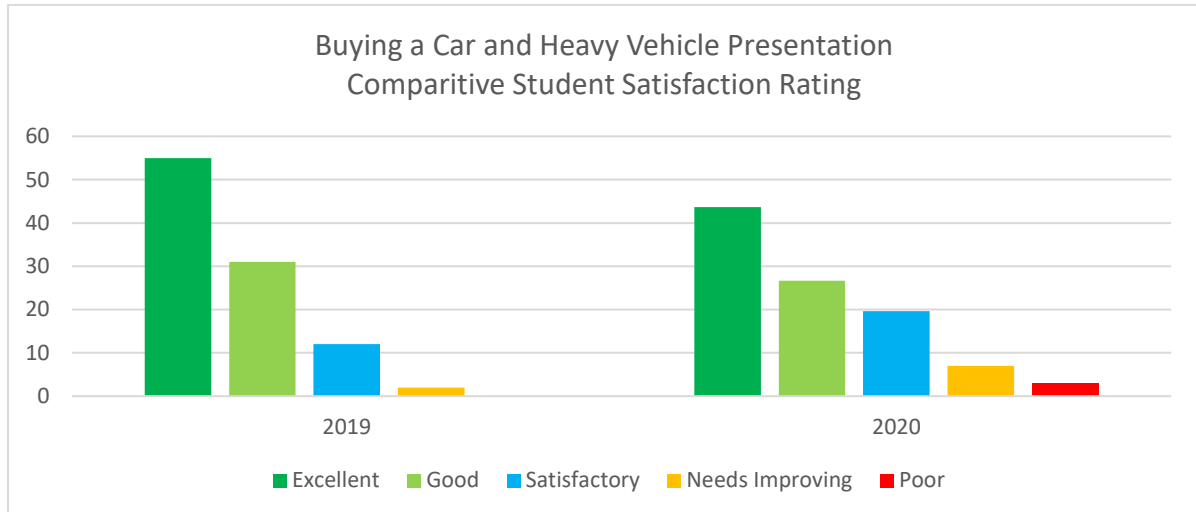


Teacher evaluation showed very similar trend, with a drop in the four star or better approval rating from 100% in 2019 to 81% in 2020. The Poor rating during the drugs session was attributed to clashes in school scheduling and not related to the content or delivery of the program.

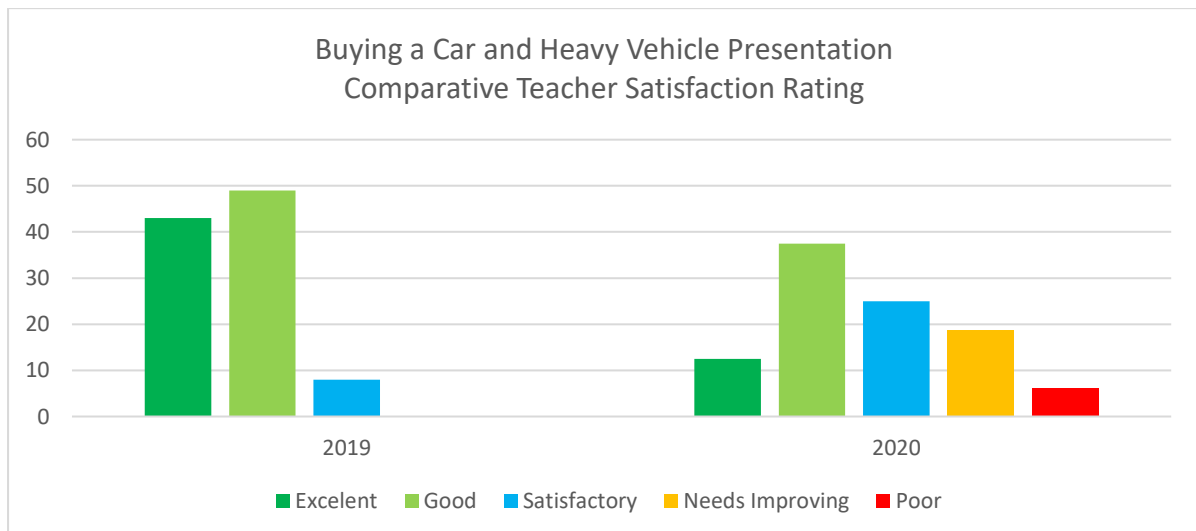


Buying a Car and Heavy Vehicle Presentation

The spread of student evaluation was greater for the Buying a Car and Heavy Vehicle Presentation. In comparison with the evaluation figures from 2019 there was a larger disapproval rating which was primarily attributed to issues with the lapel microphone during the presentation. The student four stars or better rating dropped from 86% to 71% for this presentation in 2020.

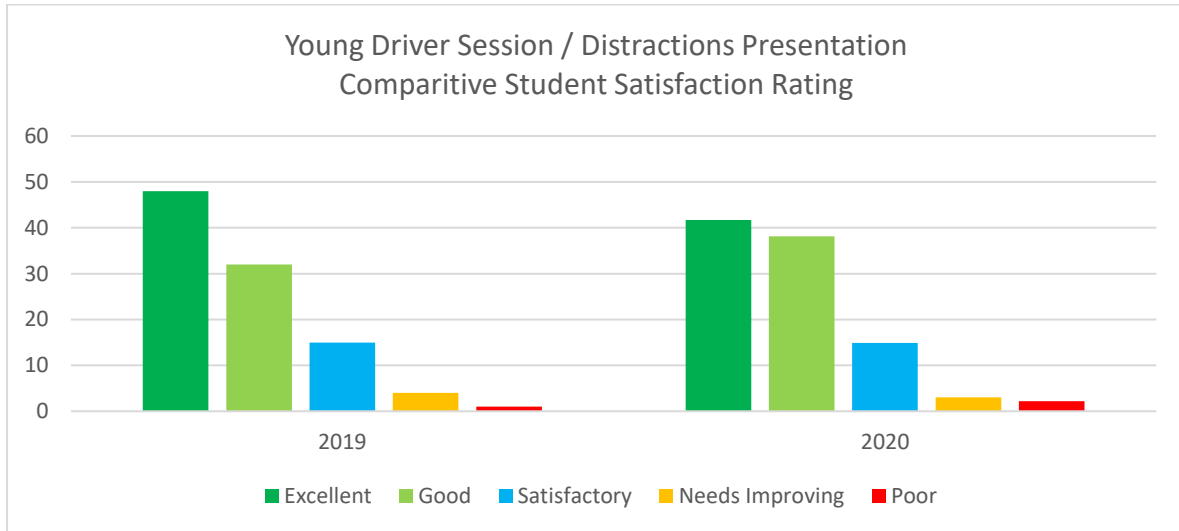


Teachers were much less sympathetic of the audio challenges encountered by the presenter and many reported deterioration of student behaviour and disengagement. The teacher four stars or better rating dropped from 92% to 50% for this presentation in 2020. As depicted below, 25% of teachers rated the presentation as satisfactory and the disapproval rating rose from 0% to 25%. The Poor rating was attributed to clashes in school scheduling and not related to the content or delivery of the program.

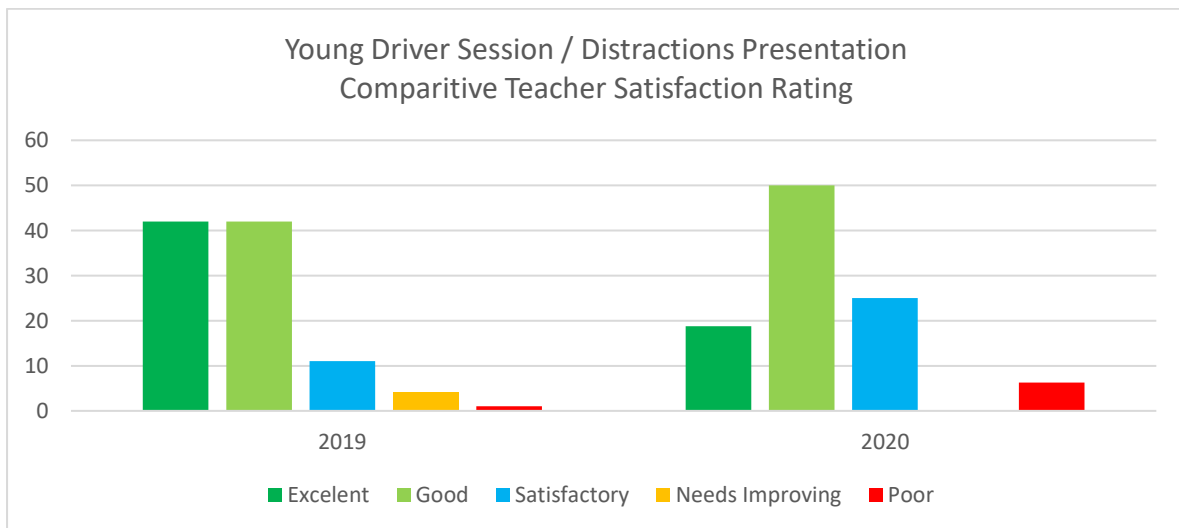


Young Driver Session / Distractions Presentation

The Young Driver Session was replaced with the Distractions Presentation in 2020. The spread of student responses remained consistent between 2019 and 2020. The relative decrease observed in the other sessions was not apparent. The student four star or better rating also remained constant at 80% in 2020.

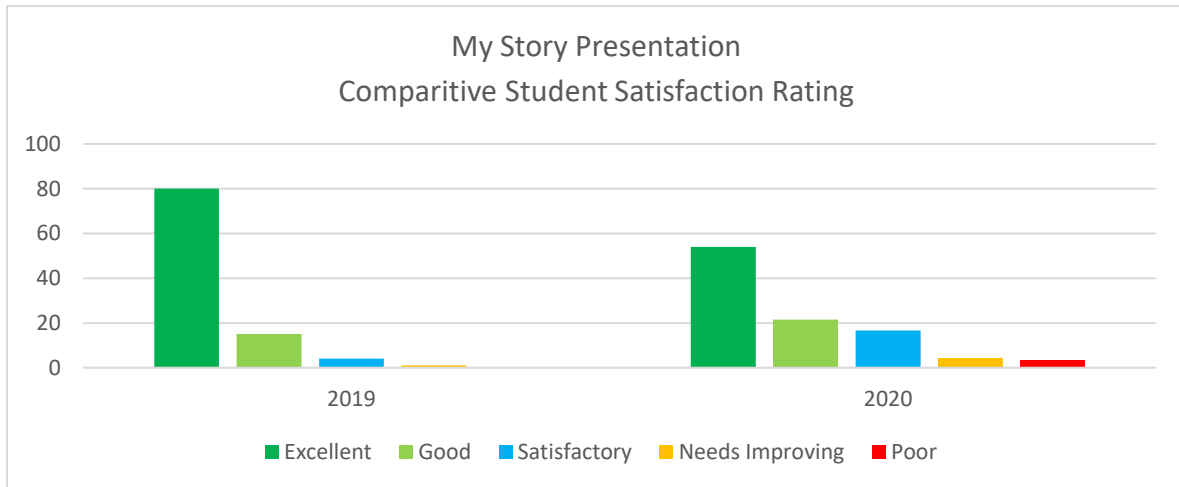


The teacher evaluation below showed a decrease in the excellent approval rating and an increase in the good and satisfactory rating. The teacher four stars or better rating dropped from 84% to 69% for this presentation in 2020, and the satisfactory rating was 25%. The Poor rating was attributed to clashes in school scheduling and not related to the content or delivery of the program.

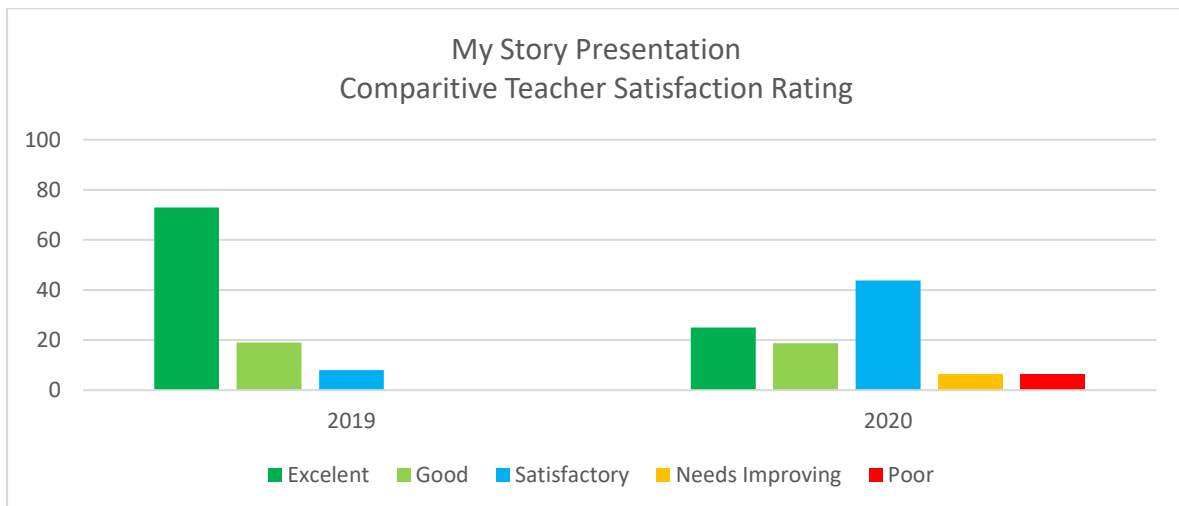


My Story Presentation

The My Story Presentation had a new speaker in 2020. Due to illness this session was recorded and delivered at the end of Day 3. There was an increased spread of responses in 2020, with the four stars or better rating dropping from 95% to 75%. The disapproval rating rose from 1% to 8%.



The teacher evaluation below showed a shift from an excellent approval rating to a predominantly satisfactory rating. The teacher four stars or better rating dropped from 92% to 44% for this presentation in 2020, and the satisfactory rating was 44%. The Poor rating was attributed to clashes in school scheduling and not related to the content or delivery of the program.



Qualitative Data

Student Feedback Day 1

Students were asked to provide feedback through Slido at the conclusion of each session. A total of 183 comments were made relating to the Young People and Risk Taking presentation on day one which have been analysed and summarised in the below table ordered from most to least common.

Theme	Example of Comment
Positive General	<p><i>Very mind opening.</i></p> <p><i>Very engaging and informative :)</i></p> <p><i>Paul Dillon was very entertaining and the information he conveyed kept everyone very interested.</i></p> <p><i>Very informative and very enjoyable. More adults need to think this way towards teenagers :)</i></p> <p><i>Paul Dillon is a god, and I am creating a shrine to him as we speak</i></p>
Positive Content	<p><i>Learning about how to be safe around drugs and alcohol instead of sitting there for two hours being told the same things about not drinking or doing drugs was a lot easier to pay attention to.</i></p> <p><i>I enjoyed this webinar and am glad I got to learn more about staying safe when our drinking</i></p> <p><i>I really enjoyed the infographics and the life hacks were really useful</i></p>
Positive Learning	<p><i>I learnt a lot about how to look after others and keep myself safe.</i></p> <p><i>Very educational and taught me things I need to know rather than completely telling people not to drink</i></p> <p><i>I learnt a lot that I didn't know, was better than I thought</i></p>
Positive Humour	<p><i>I think the humour dispersed throughout the seminar kept the audience engaged and made it a better experience. I learnt a lot today so I appreciate the time and effort put in to make this seminar.</i></p> <p><i>Learnt so much, loved the humour.</i></p> <p><i>Good tips and very funny</i></p> <p><i>it's good to have jokes makes us engaged</i></p>
Positive Delivery	<p><i>At the beginning I was skeptical of learning this type of information over the internet, but I was wrong. I found that I learnt more than I anticipated and I'm able to use this information to keep myself safe.</i></p> <p><i>Super engaging, great speakers. we learnt a lot!!</i></p> <p><i>The relatability makes this webinar a much more captivating webinar</i></p> <p><i>It worked well, lots of good information</i></p>
Negative delivery	<p><i>let peoples comments be seen</i></p> <p><i>Didn't answer my question and I'm mad</i></p> <p><i>We had no chairs and I'm very hungry</i></p> <p><i>Would've been better to have this earlier.</i></p> <p><i>Would've been nice to have a break in the middle</i></p>
Negative content	<p><i>My friend get a anxiety when talking about vomit and I know others do too... so maybe a vomit warning would be nice next time! :))</i></p> <p><i>Needed more coverage on the variation of alcohols</i></p>

Student Feedback Day 2

Students were asked to provide feedback through Slido at the conclusion of the session. A total of 108 comments were made relating to the Young People and Risk Taking presentation on drugs and the Buying a Car and Heavy Vehicle Presentation which have been analysed and summarised in the below table ordered from most to least common.

Theme	Example of Comment
Positive General	<p><i>It's was very interesting and interactive</i></p> <p><i>It was fun and I learnt a lot! Very good keynote speakers!!</i></p> <p><i>learnt a lot more in-depth about experiences with drugs and how it affects teenagers the way it does and can affect the rest of our life ! which i rlly enjoyed :)</i></p> <p><i>You answered my questions today three times lol thanks</i></p> <p><i>10/10</i></p> <p><i>I really enjoyed the drugs presentation and the drivers one</i></p>
Positive Content	<p><i>Some of the information gave quite a shock. However I am so glad that we have the opportunity to learn this information. Even when it's confrontational, I am so glad that I now can help keep others a lot safer</i></p> <p><i>Interesting about vape settling on furniture and floor which can cause issues</i></p> <p><i>We loved the truck flipping :)))</i></p> <p><i>Hi I know heaps more about it and trucks vision</i></p>
Negative delivery	<p><i>Poor bloke who did the driving presentation, it would have been good bit he had technical difficulties</i></p> <p><i>the mic sometimes kept cutting out with the vehicle safety</i></p> <p><i>For the second part of the presentation though the sound was really poor through the face microphone and when he wasn't holding a microphone to his mouth we could hear anything.</i></p> <p><i>Read the comments</i></p> <p><i>I would give 0 stars if I could, as they ignored my questions</i></p> <p><i>None of my questions from both days were answered</i></p>
Positive General Learning	<p><i>I have learnt a lot over the past two days and I appreciate the effort put in to deliver these important messages to young people</i></p>
Positive Humour	<p><i>Paul the legend is pretty funny and informative and his insta is pretty slamming</i></p>
Negative content	<p><i>Be more informative about the effects of the drugs not just drug equal death. Also there are many other drugs and most overdoses are linked to drugs sold in chemists and that wasn't even mentioned</i></p>

Student Feedback Day 3

Students were asked to provide feedback through Slido at the conclusion of the session. A total of 85 comments were made relating to the Distractions Presentation and My Story Presentation which have been analysed and summarised in the below table ordered from most to least common.

Theme	Example of Comment
Positive General	<p><i>Would highly recommend this seminar to any schools in the region. it was really good it helped me learn about more safe on the road and the different distractions that can be caused while driving I loved this whole experience.</i></p> <p><i>It has made me more conscious whilst driving</i></p> <p><i>It was great and very interactive! Greta tips for road safety</i></p> <p><i>All very interesting and I learnt a lot of valuable information</i></p>
Positive Content	<p><i>Using the quiz feature on Slido more in today's session made everyone more attentive and engaged. It could have been good to use it more for that first two sessions as well</i></p> <p><i>The Neura Test was really good, it's a good activity for anyone and tests how fast you are</i></p> <p><i>I found that the information today was very important to me as a young driver and that it'll help and ensure me on how to be safe and responsible on the road</i></p>
Positive Presenter	<p><i>Thank you to Ryan for opening up about his story. It has made me really aware of how quickly things can change in a person's life. I am so grateful to be able to attend these seminars so thank you</i></p> <p><i>Good story from Ryan Hardy, hit the feels</i></p> <p><i>Ryan's story was a very heartfelt conversation</i></p>
Negative Presenter	<p><i>Decent paul was more engaging</i></p> <p><i>It was good would be good to have people in face to face</i></p> <p><i>Still love Paul Dillon, sad he wasn't there</i></p> <p><i>Spewing Ryan couldn't come</i></p>
Negative content	<p><i>The school didn't allow us to use computes for the slido stuff. so I became quite boring during those segments.</i></p> <p><i>Not as engaging as the other days.</i></p> <p><i>Didn't answer any of my questions that i need answered!</i></p> <p><i>they wouldn't let me post questions that were actually good questions, pretty pissed</i></p> <p><i>Big ass break</i></p> <p><i>I don't drive</i></p>
Positive Teacher Comment	<p><i>Was good, liked the quiz and the neura test was a fun and entertaining. Sharing "my story" helps because it's someone that has experienced it and is letting it out to young people which makes them listen instead of a cartoon that hasn't happened :)</i></p>

Teacher Feedback

Teachers provided feedback through QARS at the conclusion of the webinars. A total of 16 comments were made when asked “If you have attended previously, how do you rate this year’s webinars compared to the previous seminars?” All the responses are listed below, grouped by theme and ordered from most to least common.

Theme	Example of Comment
Positive General	<p><i>Overall, being a webinar it was reasonably effective and thank you for putting it on.</i></p> <p><i>Excellent - more accessible to our population of students. 3 shorter sessions helped students to remain engaged.</i></p> <p><i>For a Webinar it was very polished, not the same atmosphere as a seminar. A good alternative given the COVID constraints engaging and informative. The technology worked the SLIDO option was excellent. Good for our school where technology functions well but I can imagine it might have posed challenges elsewhere- need an alternative not good practice to assume technology is available for all. The online resources were great and we made good use of them but again I imagine there are schools where this would not have been easy to facilitate.</i></p>
Prefer Face-to-face	<p><i>They were excellent. Obviously it is preferable to have the seminars at the university.</i></p> <p><i>We would prefer to come to SCU but understand COVID circumstances</i></p> <p><i>Yes. This year was good given the circumstances but holding the seminars at SCU is way better for a variety of reasons.</i></p> <p><i>The webinars were good, however i feel that it is better having a full day at SCU.</i></p> <p><i>The webinar was good but not I do not think as good as effective as previous seminars.</i></p> <p><i>It was ok, just much harder than face to face!</i></p> <p><i>At the University seemed to work better according to some teachers From feedback received, the webinars did not seem to have the impact that the previous 'real-life' seminars had. Students did not appear as engaged.</i></p>
Negative Online	<p><i>A short recorded message is always going to be different for students than a live one for the My Story</i></p> <p><i>Less impactful due to ZOOM but still engaging.</i></p> <p><i>Unfortunately due to COVID the students haven't got to witness how well all the presenters involve the students in their presentations. My students couldn't wait to get out from the safe vehicle webinar.</i></p> <p><i>Our school is a no mobile phone school so the app interaction was difficult.</i></p>
Positive Presenters	<p><i>Paul was once again the highlight of the webinars, his knowledge and passion for his job is sensational.</i></p>
Technical Issues	<p><i>The road safety session was very hard to hear as the presenter could not be heard.</i></p>

Results

1. Participation

a) The reach and context in which schools participated

The expression of interest was sent to all high schools in NNSWLHD (n=39), schools responded with interest by September (n=23) and attended in November (n=25). This equates to a participation rate of approximately 64%.

b) Student participation with hand held technology

Student participation with hand held technology (n=1346) was not possible for all students (n=4949) due to school policy and circumstances surrounding individual accessibility. It is speculated that the percentage of students engaging in small-screen interaction (27.2%).

c) Student engagement with research and online resources

Student engagement with research (n=252) and online resources (n=101) was limited in comparison to the small-screen online platform (n=460).

2. Satisfaction

a) Comparative satisfaction ratings between the 2019 seminars and 2020 webinars

The comparative student satisfaction ratings between the 2019 seminars (89.8%) and 2020 webinars (80.8%) are from a large sample (n=818) and indicate a slight preference for the in person format. The comparative teacher satisfaction ratings for the 2019 seminars (93%) and 2020 webinars (65.2%), while from a much smaller sample (n=16) it indicates teachers are heavily in favour of face-to-face delivery.

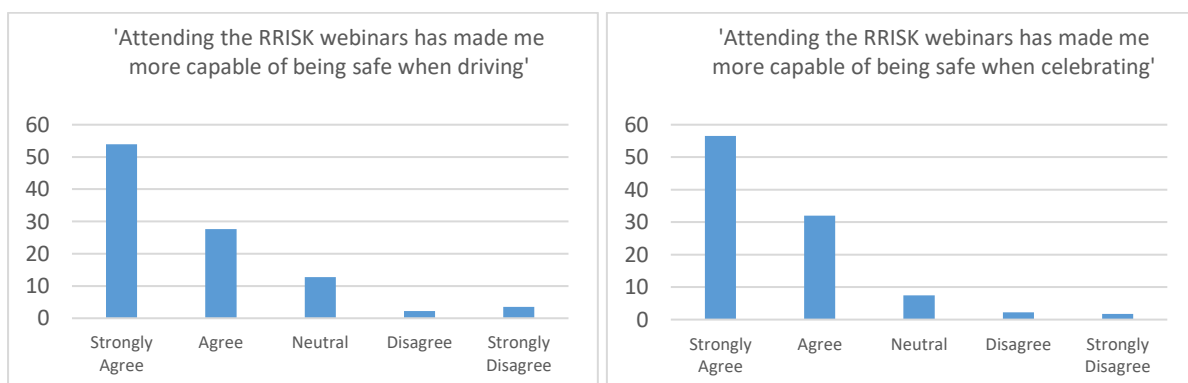
b) How to improve each of the five sessions through analysing feedback

Potential improvements have been collated from qualitative feedback on pages 10-13.

3. Impacts

The impact in terms of potential change in behaviour

Students were asked to provide feedback on the effectiveness of the webinars in terms of perceived increased capability. Of the 228 student respondents 82% agreed with the statement 'Attending the RRISK webinars has made me more capable of being safe when driving'. Of the 229 student respondents 89% agreed with the statement 'Attending the RRISK webinars has made me more capable of being safe when celebrating'.

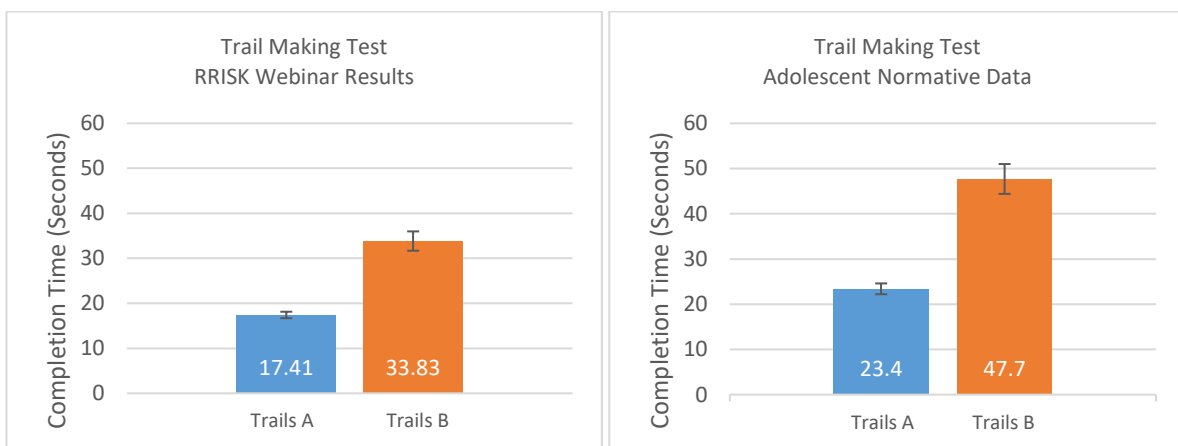


4. Research

The effectiveness of incorporating a Trail Making Test as a research tool

The primary objective of the Trail Making Test was exploring the cognitive dissonance relating to multi-tasking and task switching. The experiential activity and demonstration during the webinar effectively achieved this goal. First-hand experience reinforced the reduced cognitive capability caused by task switching and effectively contextualised the reduced capacity when using a mobile while driving. Gathering this data was purely opportunistic.

The NeuRA online Trail Making Test was available for students to access on the 18th, 19th and 20th of November 2020. During that time students from 13 schools attempted the test (n=252), of which most provided consent (n=245). Due to unsupervised administration we are unable to verify the number of students who were responsible for these attempts, we therefore cannot substantiate the extent to which a practice effect is at play.



When the results are compared with adolescent normative data it is apparent both tests were performed more quickly. This may be attributed to technological conditioning, as ‘Normative Data for the Halstead-Reitan Neuropsychological Tests’ (Fromm-Auch & Yeudall. 1983) was paper based and this test was delivered online.

Qualitative feedback received indicated students enjoyed being involved in academic research, exploring data and methods for analysis, *“The Neura Test was really good, it’s a good activity for anyone and tests how fast you are”*.

Recommendations

1. Participation

a) The reach and context in which schools participated

The program reach is likely to be improved through:

- A systematic review of the contact list;
- Timely communication with appropriate school contacts;
- Targeted communication with schools who have not attended previously;
- Communication with regional directors;
- NSW Health representation at regional principal conferences.

It is recommended we continue to deliver the sessions in an online context in 2021, due to the global pandemic, minimal reduction in satisfaction ratings and reduced cost. Additionally, the school context of online participation can be enhanced through:

- Recommended parameters for context in the EOI Letter (i.e. 30 participants per room);
- Development of more extensive school resource pack (i.e. facilitation guides and schedules);
- Mandatory completion of Save-A-Mate and/or collaboration with the Red Cross to facilitate a separate session;
- Inclusion of questions relating to context in EOI response.

b) Student participation with hand held technology

It is speculated that the percentage of students engaging in small-screen interaction (28%) will increase if the following recommendations are undertaken:

- Inclusion of the use of online platforms is written into EOI letters and emails;
- Inclusion of questions relating to small screen accessibility is included in EOI survey;
- Negotiations are made with schools to allow devices during webinars;
- Code of conduct terms are explicitly discussed during webinar, script and slides are updated;
- Consider integrating alternate engagement strategy that does not rely on small screens for students who are not allowed to use them.

c) Student engagement with research and online resources

The following recommendations may assist in engagement with research participation and online resources:

- Make the shortened Bit.ly link a direct link to the research task;
- Integrate online resources into the webinar so students are required to access material;
- Due to high rates of engagement with the DATRA social media account, it may be mutually beneficial for a link to RRISK resources to be posted.

2. Satisfaction

a) Comparative satisfaction ratings between the 2019 seminars and 2020 webinars

It is recommended that further evaluation of the online format be conducted with both students and teachers in 2021 to assess relative comparisons.

b) How to improve each of the five sessions through analysing feedback

The recommendations below summarise the qualitative feedback and facilitator identified improvements relating to each session. It is recommended that consultation with individual facilitators be undertaken to explore these potential improvements.

Young People and Risk Taking Presentations

- Integrate student questions more, ask Paul to address some in session if possible
- Ensure there are enough moderators to answer student questions. Consider 5-6 people
- Explore the inclusion of DARTA resources on RRISK webpage portal
- Consider a short break on Day 1

Buying a Car and Heavy Vehicle Presentation

- Ensure extra lapel microphones are charged and ready
- Consider a second presenter to hold props
- There is potential for more interactive elements to be included
- Keep the videos, although poor quality they were highly rated by students

Distractions Presentation

- Use Slido PowerPoint integration software for greater facilitator control
- Recommend independent moderation of quiz leaderboard results as names are not automatically moderated or censored by the platform
- Explore different approaches for research task facilitation
- Investigate other options for increasing engagement during the presentation (i.e. Pressi, Doodly, etc.)

My Story Presentation

- Record the rehearsal in case there are factors preventing facilitator attendance
- Consider extending the presentation (10 mins long in 2020) or adding an extra speaker
- Identify the winners of vouchers before the end of day 3 and announce during the webinar

3. Impact

The impact in terms of potential change in behaviour

The impact in terms of potential change in behaviour was positive, it is recommended that a similar outcome indicator be used in years to come.

4. Research

The effectiveness of incorporating a Trail Making Test as a research tool

If Trail Making Tests are to be incorporated in future it would be useful to tighten the administration protocol to increase rigour and ensure validity of results. It is recommended that schools schedule times to undertake the tests with teachers coordinating completion and an administration protocol be provided to teachers. It is also recommended that a web-based consent portal be developed to enable linking of session ID's with student responses if this data is to be analysed for research purposes.

Conclusion

The RRISK program effectively engages a large proportion of a high risk population in Northern NSW to develop knowledge, attitudes and skills that reduce risk taking and develop safer celebrating strategies. A key to this success has been the collaboration between Northern NSW Local Health District Health Promotion, the RRISK Committee, DARTA, RMS, Schools and members of the wider community. The adaption to an online context (while born out of necessity), has proven to be effective in communicating these strategies and enabling students to anonymous share questions. Evidence presented herein supports continued online delivery, with continued involvement from key stakeholders. It is hoped that the recommendations from this evaluation are considered and implementation guides enhancements to communication, content, delivery and student engagement.