



Curtin University

2024 CAMPAIGN EVALUATION KEEP WATCH PROGRAM

COLLABORATION FOR EVIDENCE, RESEARCH & IMPACT IN PUBLIC HEALTH

Make tomorrow better.

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COLLABORATION FOR EVIDENCE, RESEARCH AND IMPACT IN PUBLIC HEALTH

The Collaboration for Evidence, Research and Impact in Public Health (CERIPH) (formerly the Western Australian Centre for Health Promotion Research) is a multi-disciplinary research group within the Curtin School of Population Health at Curtin University, operating since 1986.

Vision

CERIPH seeks solutions that promote health, prevent disease and protect populations from harm. We build individual and organisational capacity through our partnerships, applied research, education and workforce training. In recognition of the complexity of health and its determinants, our multidisciplinary collaboration provides leadership and evidence to support action across educational, organisational, socio-economic, environmental and political domains to improve population health in our region.

Function

The team has expertise in the development, implementation and evaluation of formative and longitudinal intervention research in key areas such as: early childhood health and nutrition; physical activity and nutrition; alcohol and other drug use; seniors' health; mental health; drowning prevention, HIV and sexual health. CERIPH is a unique research group in that all core staff hold front-line research and teaching positions. The group aims to foster the practice of health promotion by encompassing the nexus between research and practice.

CERIPH has built and demonstrated high-level expertise and research strength in:

- Building sustained partnerships and collaborations with vulnerable and most at risk communities and relevant community, government and private sector organisations
- Health promotion approaches using community and settings-based interventions, peer and social influence, social marketing, advocacy, community mobilisation and sector capacity building
- Promotion and dissemination of evidence-based practice and building practice-based evidence
- Provision of research training and capacity building techniques to undergraduate and postgraduate students, allied health promotion professionals and community workers.

ABBREVIATIONS

| | |
|--------|--|
| Ad | Advertisement |
| CaLD | Culturally and linguistically diverse |
| CERIPH | Collaboration for Evidence, Research and Impact in Public Health |
| K0 | Baseline data time point |
| K1 | Post media wave time point |
| KW | Keep Watch |
| M | Mean |
| N | Number |
| RLSSWA | Royal Life Saving Society WA |
| SD | Standard deviation |
| SPSS | Statistical Package for Social Science |
| WA | Western Australia |

KEY FINDINGS

Background

The Western Australian (WA) Department of Health has funded the Royal Life Saving Society Western Australia (RLSSWA) to deliver the Keep Watch (KW) program for the past 20 years. KW aims to increase knowledge and skills regarding toddler drowning prevention. The current program comprises several strategies, including a state-wide media campaign, parent and community presentations, resource distribution and Cardio-Pulmonary Resuscitation (CPR) training courses. The program targets two groups living in Western Australia (WA): parents, grandparents and carers of children under five (primary) and professionals in the childcare, child health and injury prevention industry (secondary).

In 2020, a new media campaign execution was launched, '*Kids can't help themselves around water, you need to*'. The campaign was developed following comprehensive formative evaluation with the Royal Life Saving Society (RLSS) WA, the Collaboration for Evidence, Research and Impact in Public Health (CERIPH) research team, and the creative agency. The formative evaluation included: a review of the current evidence; consultation; theory mapping; developing and pre-testing of concepts; and finalisation of concepts.

Stylistically, the campaign is fast-paced and uses attention-grabbing images, music and text. The focus is on increasing self-efficacy and changing social norms; and the new suite of television commercials provides explicit cues to action, specifically to *Supervise, Restrict, Teach and Respond*. The current campaign represents an investment in formative research and the application of behavioural theory constructs to the design of the campaign materials. In 2023 two new characters (the sidekick and the curious one) were added to the campaign.

To capture the recall and recognition of these campaign changes, a pre- and post- survey were conducted at baseline in October 2023 (K0) and post media in March 2024 (K1). For the evaluation period (2023-2024) only the campaign material has been reported on.

Evaluation Approach

Baseline data (K0) (18 October – 08 November 2023), included campaign recall only and was conducted prior to the new wave (four) of the media campaign (n=134). Post media wave data (K1) including knowledge, attitudes, beliefs, behavioural intent and campaign recall and recognition was conducted (07 February – 10 April 2024) (n=275).

Collection protocols required an 80:20 metropolitan/regional split and 50:50 equal split of those living on properties with a pool or large body of water, and those without. As in the previous survey wave, a third-party social research panel was engaged to access participants post media (K1) (n=275) and at baseline (K0) (n=124), of whom 212 met the survey criteria (post media K1 n=111; baseline K0 n=101). After data cleaning, the final sample post media (K1) was n=275 and at baseline (K0) it was n=134. Descriptive statistics summarised demographics; swim ability confidence, campaign recall, recognition and total awareness.

Ethics approval for this evaluation was obtained from Curtin University's Human Research Ethics Committee (HRE 201/2014).

Key Findings

The key findings are summarised to inform future RLSSWA practice and research endeavours. Care should be taken when interpreting results, as neither post media (K1) (n=275) nor baseline (K0) (n=134) reached the sample size required for population comparison (n=384).

Survey

Demographics

Respondents were mostly female, lived in the metropolitan area, university educated and Australian born.

Participants under 25 years and those with a water source at home were greater at both post media (K1) and baseline (K0) compared with previous time points. Whilst there was little variation in the number of participants born overseas, nor how long they had been in Australia, their perceived ability to speak English varied, with fewer indicating they speak English very well compared to previous time points.

Water Based Activity

The beach, home pool and public pool are where participants swim. Participation in swimming lessons continues to decline to below 50% at both baseline (K0) and post media (K1). Cost-of-living pressures may explain this finding and should be monitored.

Media Campaign

Unprompted, just over half of the participants at both time points could recall any advertisement (ad) about water safety and children under five. This is pleasing and consistent with previous findings. Post campaign a small proportion (1.5%) recalled '*Kids can't help themselves around water. You need to*' (3.8% at the previous time point). When prompted, recognition of the original characters (17.1%) remained at levels previously observed (17.2%) and recognition for the two new characters was also promising (12.6%). Total awareness has remained consistent (18.9%) compared to the previous time point (17.6%). Of interest, grandparents are more likely to recall seeing any ad about water safety and children (75.0%, n=24) than parents (48.6%, n=118), this is an interesting finding. A focus by RLSSWA on grandparents and their ability to identify and implement effective prevention strategies may contribute to the shift in the findings. As grandparents play an increasingly significant role in shaping the lives and experiences of their grandchildren and other children in their care, possible synergies across the RLSSWA program should be explored.

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INTRODUCTION

For two decades, the Western Australian (WA) Department of Health has funded the Royal Life Saving Society Western Australia (RLSSWA) to deliver the Keep Watch (KW) program. KW targets parents and carers of children under five years and aims to increase knowledge and skills regarding toddler drowning prevention, including key messages to Supervise, Restrict, Teach and Respond. The current program comprises several strategies, including a state-wide media campaign, *'Kids can't help themselves around water, you need to'*, parent and community presentations, resource distribution and CPR training courses (Heartbeat Club grants).

Key outcome indicators for the Keep Watch program are an increase in the proportion of parents and carers who:

1. report positive attitudes and behaviours regarding supervision, restricting access to water, participating in water familiarisation and participating in CPR training;
2. know about toddler drowning risks and prevention strategies; and
3. can recall key program and campaign messages.

The new *'Kids can't help themselves around water, you need to'* media campaign focuses on:

1. highlighting that drowning occurs when parents are distracted or there is unexpected water immersion.
2. skill development, behavioural intent and developing social norms that involve preventative behaviours and environmental factors.
3. (increasing) self-efficacy and cues to action.

The Keep Watch program promotes four critical actions for individuals to stay safe around water:

1. Supervise – actively supervise children around water
2. Restrict – restrict children's access to water
3. Teach – teach children water safety skills, ensure they are water aware, water familiar and water confident
4. Respond – learn how to respond in the case of an emergency.

The Collaboration for Evidence Research and Impact in Public Health (CERIPH) was commissioned to evaluate the Keep Watch program for the period 2019-2024. The current project team comprises A/Prof Justine Leavy, A/Prof Gemma Crawford, Malena Della Bona and Nicola D'Orazio. This report presents the evaluation findings for final reporting period July 2023 – June 2024 of the current 5-year evaluation cycle.

This report presents findings from the modified cross-sectional survey to explore the media campaign at two time points between July 2023 – June 2024.

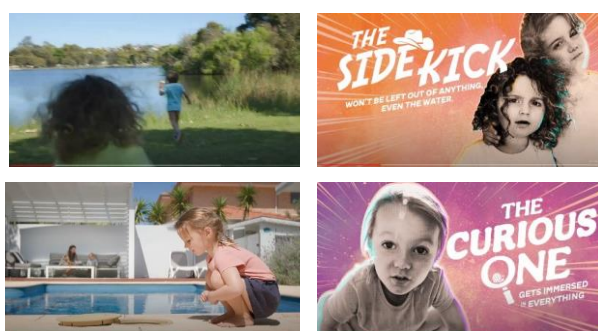
METHODS

Media Waves

At the most recent media wave (09 November 2023 – 31 January 2024) two new characters (the sidekick and the curious one) were added to the ‘Kids can’t help themselves around water, you need to’ campaign.

The media buy for the most recent wave included: Channel 9 (metro and regional); Instagram; and Facebook. Whilst the campaign was originally scheduled from 09/11/23 – 31/01/2024 additional paid advertising up until 25/02/24 (channel 9 metro) and 17/02/24 (channel 9 regional) was secured.

Figure 1: New characters included in the most recent media wave



Data Collection

Data were collected over two time points. Baseline data (K0) were collected online over three weeks before media wave four of the ‘Kids can’t help themselves around water, you need to’ campaign. Post media data (K1) data collection occurred over nine weeks. The post media survey (K1) is included as Appendix A, which includes questions asked at baseline. No changes from the previous time point (collected in March 2023) were made to the current survey. Table 1 outlines key data collection methods. Mixed recruitment strategies were used, with an external social research organisation collecting data at both time points, together with a Qualtrics survey link promoted through social media (RLSSWA page and other organisations) and stakeholder e-newsletters.

Table 1: Data collection

| | Western Australian parents and carers of children aged 0 – 4 years old | |
|--|---|---------------------------------------|
| | K1 (Post media) | K0 (Baseline) |
| Recruited by | RLSSWA Social research organisation (Qualtrics Panels) | |
| Incentive | 2 \$100 Coles Myer gift cards (RLSSWA) Panel payments (Qualtrics Panels) | |
| How | 17-minute online survey | 7-minute online survey |
| Completion time ^a (minutes) | M=14.4 SD=10.6 | M= 3.1 SD=3.7 |
| When | 07 February – 10 April 2024 | 18 October - 08 November 2023 |
| Surveys collected | RLSSWA n=202 Qualtrics Panels n=275 | RLSSWA n=54 Qualtrics Panels n=124 |
| Data analysed | n=275 | n=134 |

^aAt K1 participants who took less than 5 minutes or longer than 1.5 hour (n=30) were excluded, with the assumption that they completed less than 60% of the survey or kept their browser open longer than required. At K0 only those who took longer than 1.5 hours were excluded, since the survey was shorter.

Recruitment protocols required an equal proportion of those living on properties with pools or large bodies of water, and those without, as well as a 20% sample from rural and remote WA (based on WA population data).

Measures

As in previous years, pre-existing scales were used to measure factors influencing behaviours. Scales included:

Swimming confidence: Hamilton, K., Schmidt, H. (2014). Drinking and swimming: Investigating young Australian males' intentions to engage in recreational swimming while under the influence of alcohol. *Journal of Community Health*. 39(1):139-147.

Water-based activity undertaken: Adapted from McCool, J., Ameratunga, S., Moran, K., & Robinson, E. (2009). Taking a risk perception approach to improving beach swimming safety. *International Journal of Behavioral Medicine*, 16(4), 360.

Total recall (unprompted) & Recognition (prompted): Leavy, J.E., Rosenberg, M., Bauman, A.E., et al. (2013). Effects of Find Thirty every day®: Cross-sectional findings from a Western Australian population-wide mass media campaign, 2008-2010. *Health Education & Behavior*. 40(4):480-492.

Recall (unprompted): Participants asked, "In the last 6 months, do you remember seeing any ads about water safety and children aged under 5 years of age?". Participants are then asked to describe the ads they recall seeing. Recorded as an open-ended verbatim response that is coded for each ad described.

Recognition (prompted): Participants asked; Have you seen the following ad?". Categorical response recorded as "yes" or "no" for existing persons and new personas separately.

Total recall (unprompted): Participants asked, "In the last 6 months, do you remember seeing any ads about water safety and children aged under 5 years of age?". Participants are then asked to describe the ads they recall seeing. Recorded as an open-ended verbatim response that is coded as "yes" for recalling current KW advertisement or "no" for did not recall the advertisement.

Total awareness: Calculated as the total number of individuals who either recall the advertisement (total recall) or recognize it when prompted (i.e., "total recall" + "recognition (new or old personas)").

Data analysis

Quantitative data were entered into the Statistical Package for Social Sciences version 26 (SPSS v26) and cleaned before analysis. Participants who did not meet inclusion criteria and those who had not completed more than 60% of the survey were excluded (post media (K1), n=202; baseline (K0), n=44). For data collected by RLSSWA, excluded participants included those who:

- did not live in WA at post media (K1) (n=11) or baseline (K0) (n=9);
- were not parents, carers or grandparents of children under five at post media (K1) (n=11) or baseline (K0) (n=3);
- did not complete at least 40 % of the survey at post media (K1) (n=12) or baseline (K0) (n=4).

At both time points insufficient data was collected to make comparisons to the general population of WA.

Descriptive statistics summarised results with comparisons made between timepoints where appropriate:

- Demographic characteristics- age, postcode, gender, carer status, country of birth, water source at home, Aboriginal and Torres Strait Islander status, time lived in Australia, education, language spoken, English speaking ability, number of children aged 0 – 4 and child's age;
- Swim ability confidence; and
- Campaign recall, recognition and total awareness.

During analysis, comparisons between categorical data were analysed, where relevant, using chi-square. Fisher Exact Test was used when assumptions for Pearson chi-square were violated. Comparisons were made by time point (post media (K1) and baseline (K0)), carer status (parent and grandparent) and country of birth (Australia and other). Only comparisons of interest/significance are reported. P-values <0.05 were considered statistically significant.

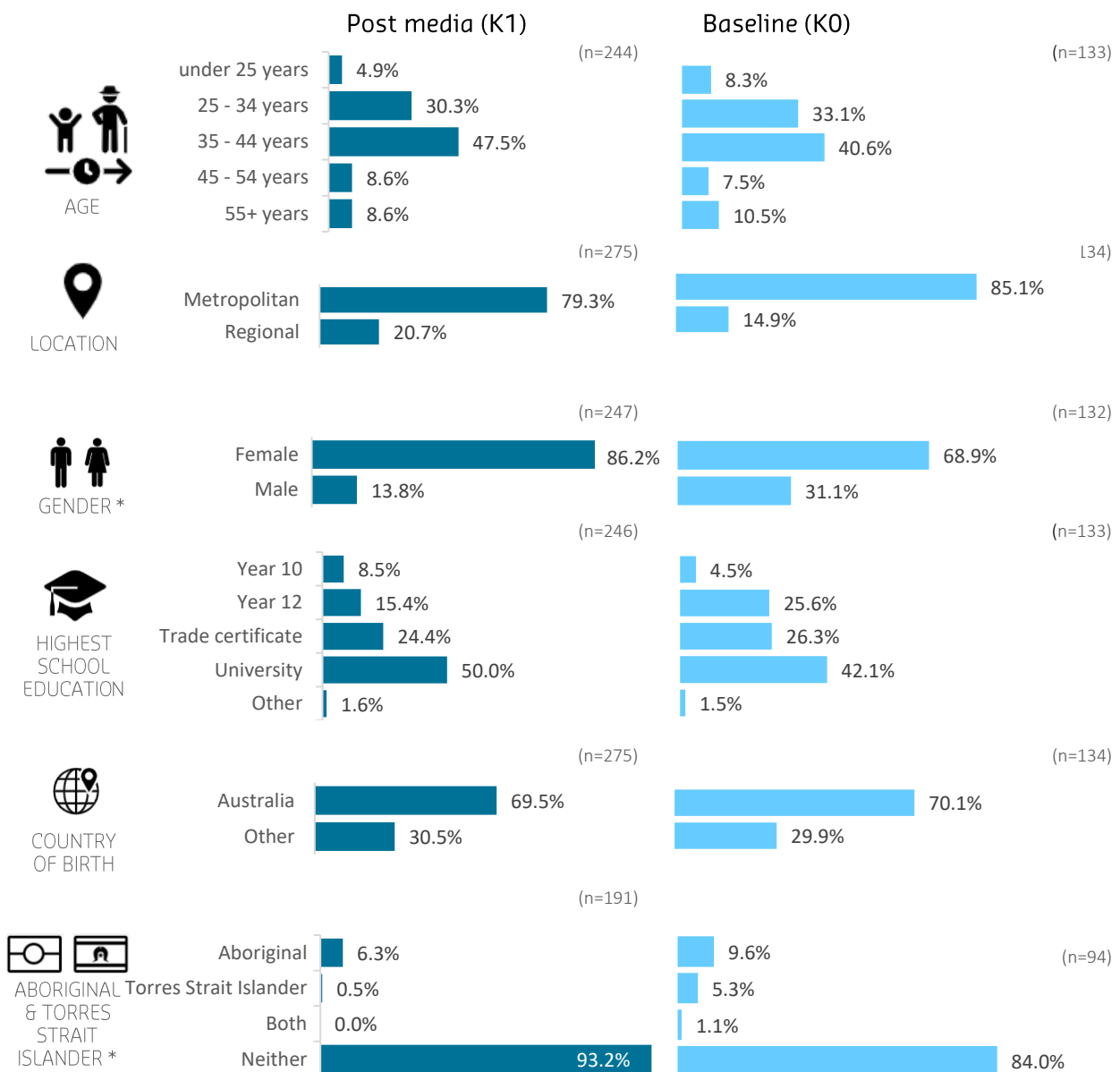
Findings examine the impact of campaign recall post media (K1) compared with baseline (K0), recognition (post media K1 only) and total awareness (post media K1 only).

RESULTS

DEMOGRAPHICS

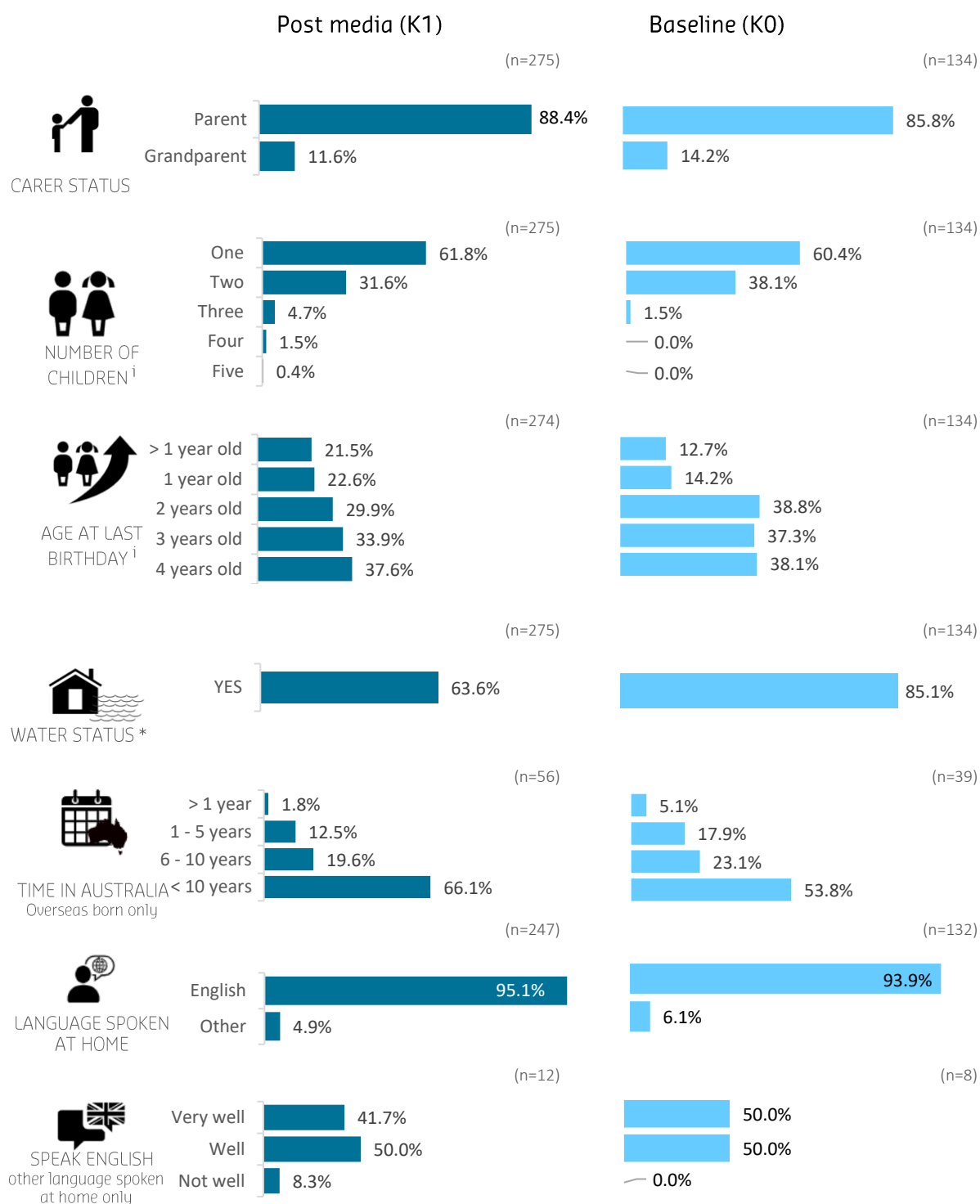
Participant demographics are presented in Figure 2 and 3. Post media (K0) and at baseline (K1), data collection protocols were met; females were over-represented and water source at home was higher than protocols at both time points. There was a significant difference in a water source at home between post media (K1) (63.6%, n=175) and baseline (K0) (85.1%, n=114). Most participants were born in Australia (post media - K1 69.5%, n=191; baseline - K0 70.1%, n=94) and were university educated (post media - K1 55.0%, n=123; baseline - K0 42.1%, n=56). A significant difference was noted in the gender of participants when comparing post media (K1) (female 86.2%, n=213) findings with baseline (K0) (female 68.9%, n=91). At baseline (K0) there were a greater proportion of participants who identified as Aboriginal or Torres Strait Islander when compared with the previous time point. There was also a significant difference in the proportion of Aboriginal and Torres Strait Islander participants post media (K1) when compared with baseline (K0).

Figure 2: Demographics



*Significant difference between K0 and K1 ($p < 0.05$)

Figure 3: Demographics (other)



ⁱ Multiple response categories included participants with multiple children aged 0-4 years.

*Significant difference between K0 and K1 (p<0.05)

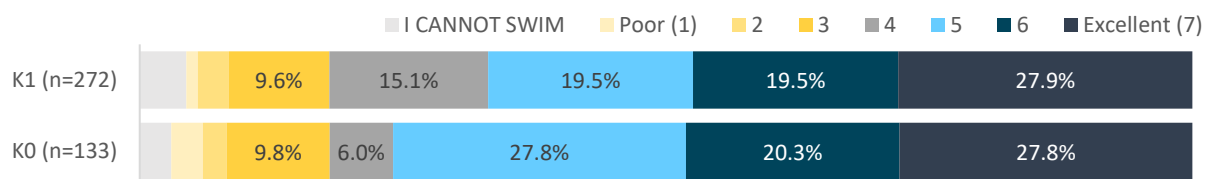
WATER-BASED ACTIVITY

Swim ability

Post media (K1) (95.6%, n=260) and at baseline (K0) (97.0%, n=129), almost all participants indicated they could swim, and the majority (post media (K1) - 66.9% n=182; baseline (K0) - 75.9%, n=101) reported being confident swimmers, scoring five or higher on the 7-point Likert scale (Figure 4).

There was a significant difference in swim ability (confidence) at both timepoints when comparing findings by country of birth. At post media (K1) (73.2%, n=139) and baseline (K0) (79.8%, n=75), those born in Australia were more confident compared with those born overseas (post media (K1) - 52.4%, n=43; baseline (K0) - 66.7%, n=26).

Figure 4: Swim ability (confidence)

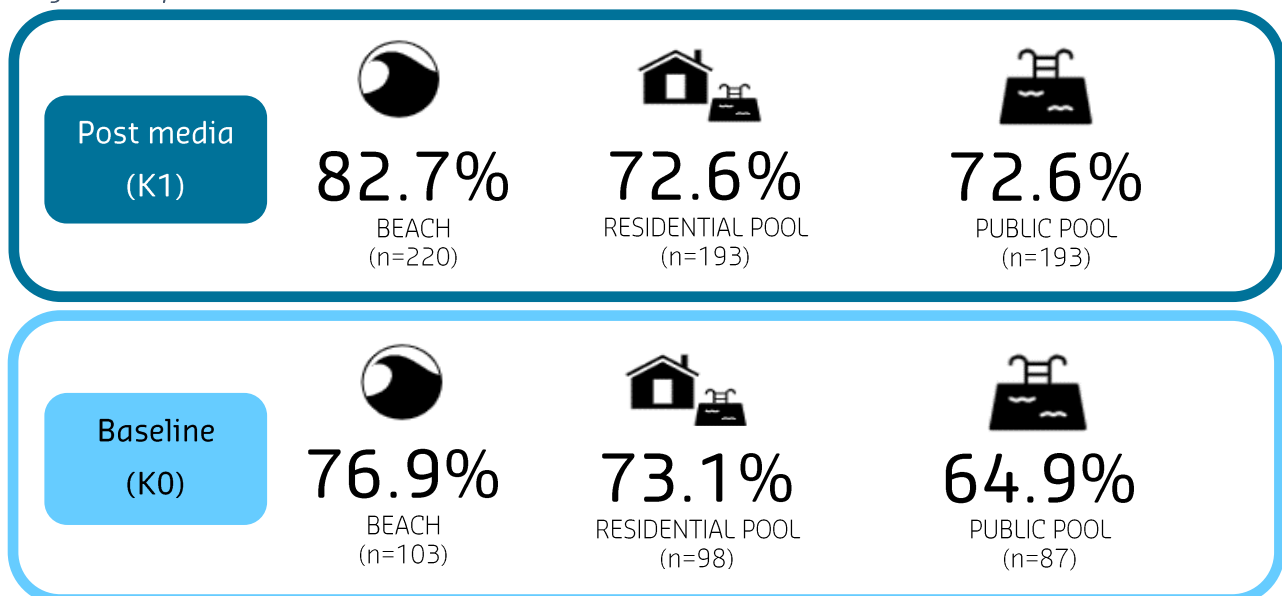


Figures below 5% are not annotated.
Significant difference by COB at K1 (p<0.05) (not shown)
Significant difference by COB at K0 (p<0.05) (not shown)

Water-based activity undertaken

Figure 5 shows the top three water-based activities participants reported undertaking with children under five in their care post media (K1) and at baseline (K0).

Figure 5: Top water-based activities



Multiple response categories

| Other water-based activities | Post media (K1) | Baseline (K0) |
|------------------------------------|-----------------|---------------|
| swimming lessons | 48.1%, n=128 | 46.2%, n=61 |
| activities in a river, dam or lake | 28.2%, n=75 | 28.8%, n=38 |
| fishing from shore | 18.0%, n=48 | 5.9%, n=21 |
| boating | 16.9%, n=45 | 12.1%, n=16 |
| canoeing or kayaking | 10.9%, n=29 | 9.8%, n=13 |
| fishing from a boat | 12.4%, n=33 | 9.8%, n=13 |

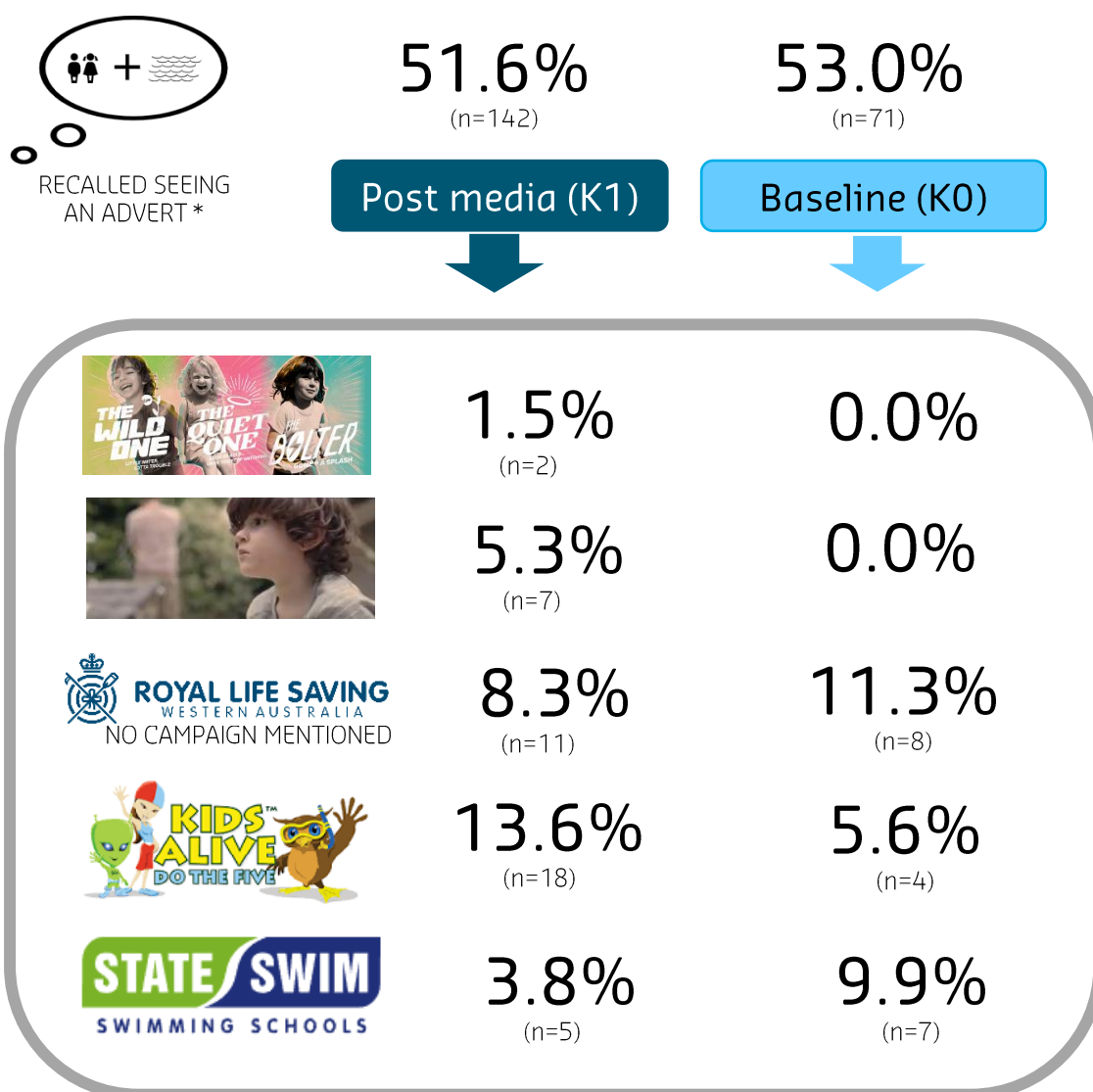
MEDIA CAMPAIGN

Recall, recognition & total awareness

Around half of the participants who were asked if they had seen an ad about water safety and children aged under five at both post media (K1) (n=275) and baseline (K0) (n=134), answered yes at both timepoints (post media (K1) - 51.6%, n=142; baseline (K0) - 53.0%, n=74) (Figure 6).

Post media (K1), of the participants who described the ads about water safety recall seeing (n=132), the most frequently recalled ads included 'Kids Alive, Do the Five' (13.6%, n=18) and 'RLSSWA' (with no specific campaign mentioned) (8.3%, n=11). There was a significant difference in recall when comparing parents and grandparents post media (K1), with grandparents more likely to recall seeing any ad about water safety and children (75.0%, n=24) than parents (48.6%, n=118).

Figure 6: Unprompted recall



Multiple response categories

*Significant difference by carer status at K1 (p<0.05)

Recognition was measured post media (K1) only. Figure 7 highlights the recognition of the original (17.1%, n=46) and new characters (12.6%, n=34) in the 'Kids can't help themselves around water. You need to' campaign.

Figure 7: Recognition of original and new characters (Post media (K1))

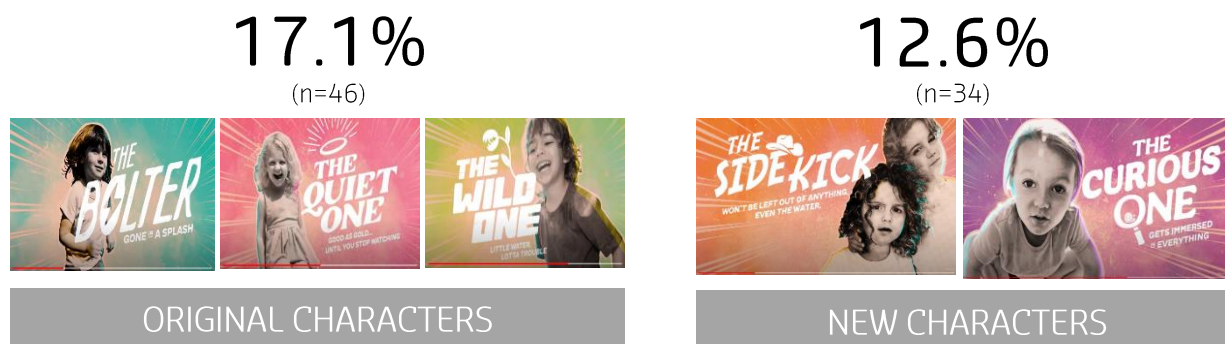
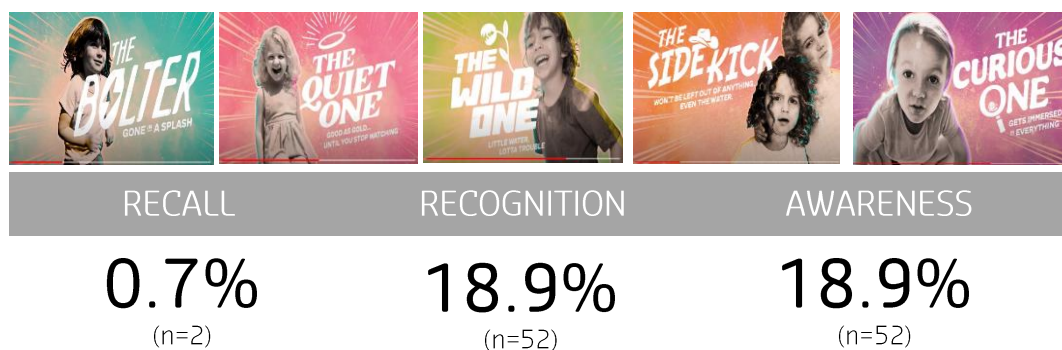


Figure 8 shows the total recall, recognition (prompted) and total awareness of the current Keep Watch campaign. Post media (K1), total awareness was 18.9% (n=52).

Figure 8: Total recall, recognition and awareness (Post media (K1))



APPENDIX A

KW survey 2024 (K1)

* indicates where questions were included in K0 data collection

*INTRO

Curtin University and the Royal Life Saving Society WA (RLSSWA) invite you to take part in a 15-minute survey on child health and safety. Your responses will be used to create and improve child health programs in Western Australia. It includes questions about you, your child and what you like to do in and around water.

Remember there are no right or wrong answers. No one will know what you said, we group the responses to produce the results. It's up to you whether to take part or not, and if you change your mind, you can stop without giving us a reason – just click out of the survey. Once you've completed the survey you can go in the draw to win **one of two \$100 Coles Myer gift cards**. The first 100 to enter will receive 4 entries into the draw.

Some things to remember as you complete the survey:

- Use the bar at the top of the page to track your progress.
- You can move onto the next page by clicking the arrow at the bottom right of the page.

Curtin University is conducting this survey for Royal Life Saving Society WA and have approval for this project through the Curtin University Human Research Ethics Committee (Approval Number HR201/2014). Want to know more before you start? You can read the Project Information Sheet by clicking [HERE](#). You can always contact the Project Staff, Malena Della Bona on (08) 9266 4017 or Assoc. Prof Justine Leavy on (08) 9266 9285. If you wish to speak with someone not directly involved, in particular, any matters concerning the conduct of the study or your rights as a participant, or if you wish to make a confidential complaint contact the Ethics Officer on (08) 9266 9223 or the Manager, Research Integrity on (08) 9266 7093 or email hrec@curtin.edu.au.

☐ I have read the information above and would like to complete the survey (1)

End of Block: INTRO

Start of Block: DEMOGRAPHICS

**PREFACE DEMOGRAPHICS Thank you for agreeing to take part. This first group of questions will tell us a little bit about you and your child/children. It helps us build a picture of who is taking our survey.*

*Q1 What is your residential postcode? Please provide a numerical response. _____

*Q2 Are you primarily...?

- ☐ A parent or primary carer of a child under 5 years of age (1)
- ☐ A grandparent of a child under 5 years of age (2)
- ☐ A carer of a child under 5 years of age in a home setting (e.g. Nanny, Family Daycare Coordinator) (3)
- ☐ Not a parent, grandparent or carer of a child under 5 years (4)

Display This Question: If Are you primarily...? = Not a parent, grandparent or carer of a child under 5 years; Or What is your residential postcode? Please provide a numerical response. Text Response Is Less Than 6000; Or What is your residential postcode? Please provide a numerical response. Text Response Is Greater Than 6999

*DNQ1 Thank you for your interest in this survey.
Unfortunately, you do not meet the criteria to participate.
Thanks for taking the time to be involved.

Skip To: End of Survey If Thank you for your interest in this survey. Unfortunately you do not meet the criteria... Is Displayed

*Q3 Think about the children you care for in a home setting on a regular basis.
How many are UNDER FIVE YEARS OF AGE? (e.g. aged between 0 - 4 years)

- ☐ ONE child (1)
- ☐ TWO children (2)
- ☐ THREE children (3)
- ☐ FOUR children (4)
- ☐ FIVE children (5)
- ☐ SIX children (6)
- ☐ SEVEN children (7)
- ☐ EIGHT children (8)
- ☐ NINE children (9)
- ☐ NONE (10)

Display This Question: If Number under 5 years of age = NONE

*DNQ2 Thank you for your interest in this survey.
Unfortunately, you do not meet the criteria to participate.
Thanks for taking the time to be involved.

Skip To: End of Survey If Thank you for your interest in this survey. Unfortunately you do not meet the criteria to parti... Is Displayed

*Q4 How old were they at their last birthday?

| | Under 1 year old (1) | 1 year old (2) | 2 years old (3) | 3 years old (4) | 4 years old (5) |
|---|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Child 1 (Q4_1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Display This Choice If Number under 5 years of age = TWO children; Or Number under 5 years of age = THREE children; Or Number under 5 years of age = FOUR children; Or Number under 5 years of age = FIVE children; Or Number under 5 years of age = SIX children; Or Number under 5 years of age = SEVEN children; Or Number under 5 years of age = EIGHT children; Or Number under 5 years of age = NINE children | | | | | |
| Child 2 (Q4_2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Display This Choice: If Number under 5 years of age = THREE children; Or Number under 5 years of age = FOUR children; Or Number under 5 years of age = FIVE children; Or Number under 5 years of age = SIX children; Or Number under 5 years of age = SEVEN children; Or Number under 5 years of age = EIGHT children; Or Number under 5 years of age = NINE children | | | | | |
| Child 3 (Q4_3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Display This Choice: If Number under 5 years of age = FOUR children; Or Number under 5 years of age = FIVE children; Or Number under 5 years of age = SIX children; Or Number under 5 years of age = SEVEN children; Or Number under 5 years of age = EIGHT children; Or Number under 5 years of age = NINE children; | | | | | |
| Child 4 (Q4_4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Display This Choice: If Number under 5 years of age = FIVE children; And Number under 5 years of age = SIX children; And Number under 5 years of age = SEVEN children; And Number under 5 years of age = EIGHT children; And Number under 5 years of age = NINE children; And Number under 5 years of age = NINE children | | | | | |
| Child 5 (Q4_5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Display This Choice: If Number under 5 years of age =SIX children; Or Number under 5 years of age= SEVEN children; Or Number under 5 years of age = EIGHT children; Or Number under 5 years of age = NINE children | | | | | |
| Child 6 (Q4_6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Display This Choice: If Number under 5 years of age = SEVEN children; Or Number under 5 years of age = EIGHT children; Or Number under 5 years of age = NINE children | | | | | |
| Child 7 (Q4_7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Display This Choice: If Number under 5 years of age = EIGHT children; Or Number under 5 years of age = NINE children | | | | | |
| Child 8 (Q4_8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Display This Choice :If Number under 5 years of age = NINE children | | | | | |
| Child 9 (Q4_9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: DEMOGRAPHICS

Start of Block: SWIM ABILITY & WATER ACCESS

*PREFACE WATER

This next section asks about you and your child's (or children's) participation in water based activities. It will tell us how you and your child spend time in and around water and why. Some of the questions are about you and some are about your child (or children) under 5 years of age.

| *Q5 Which of the following do you have at your residence or property? | YES (1) |
|--|-----------------------|
| Swimming Pool (Q5_1) | <input type="radio"/> |
| Other significant water source (e.g. spa, dam, large water feature, inflatable/paddle pool) (Q5_2) | <input type="radio"/> |

*Q7 Using a scale from 1 to 7, where 1 is "poor" and 7 is "excellent", how do you rate your current swimming ability?

- ☐ I CANNOT SWIM (0)
- ☐ Poor (1) (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ Excellent (7) (7)
-

*Q8 In the past 12 months, what water-based activities have you participated in with your child (or children) under 5 years of age? *Please select all that apply*

- ☐ Swim/play in a pool at a private residence (1)
- ☐ Swim/play at the public swimming pool (2)
- ☐ Swim/play at the beach (3)
- ☐ Swim/play at the river, dam or lake (4)
- ☐ Attend swimming lessons (e.g. parents and bubs swimming classes, infant aquatics) (5)
- ☐ Fish from a boat (6)
- ☐ Fish from the shore (7)
- ☐ Boating (8)
- ☐ Canoe or kayak (9)
- ☐ Other - please specify (10) _____

Q9 How often do you take the following actions in or around water with your child (or children) under 5 year of age when they are in your care?

| | Never (1) | Sometimes (2) | About half the time (3) | Most of the time (4) | Always (5) |
|--|-----------------------|-----------------------|----------------------------|-------------------------|-----------------------|
| <i>Display This Choice: If Water source at home = Swimming Pool [YES]</i> | | | | | |
| Ensure pool gate is closed (i.e. not propped open) (Q9_2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>Display This Choice: If Are you primarily...? = A parent or primary carer of a child under 5 years of age</i> | | | | | |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Supervise bath time (Q9_6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Empty bath water when not in use (Q9_7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Empty paddle pool after use (Q9_8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Keep child within arm's reach when in and around water (Q9_9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Keep child where I can see them when in and around water (Q9_10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Check surroundings for access to small amounts of water (Q9_13) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ask older siblings to supervise younger siblings around water (Q9_14) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Child uses flotation devices (air filled floaties, vests) in the water (Q9_15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other actions? <i>please specify</i> (Q9_16) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q10 Have you ever completed Cardiopulmonary Resuscitation (CPR) training?

- ☐ Yes, within the last 12 months (1)
- ☐ Yes, more than 12 months ago (2)
- ☐ No (3)
- ☐ Don't know/ Unsure (4)

Q11 In the **next 3 months**, do you plan on participating in CPR training?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know/ Unsure (3)

Display This Question: If Are you primarily...? = A parent or primary carer of a child under 5 years of age

Q12 In the **next 3 months**, do you intend for your child (or children) aged under 5 years to participate in water familiarisation, infant aquatics program or parents and bubs water classes?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know/ Unsure (3)

Display This Question: If Intention - participate in Water Familiarisation class = No; Or Intention - participate in Water Familiarisation class = Don't know/ Unsure; Or Are you primarily...? = A grandparent of a child under 5 years of age; Or Are you primarily...? = A carer of a child under 5 years of age in a home setting (e.g. Nanny, Family Daycare Coordinator)

Q13 What factors contribute to your decision to not participate in water familiarisation classes?

- ☐ Time commitment (1)
- ☐ Cost (2)
- ☐ Location of classes (3)
- ☐ Not interested / not important (4)
- ☐ Can't access appropriate classes (6)
- ☐ I/we teach the children ourselves (7)
- ☐ Health concerns i.e. grommets, recurrent ear infections, etc. (8)
- ☐ Other - please specify (5) _____

End of Block: SWIM ABILITY & WATER ACCESS

Start of Block: KNOWLEDGE

PREFACE KNOWLEDGE *These next few questions ask what you think, know or remember about water safety.*

Q14 What do you think are the 4 most effective strategies for drowning prevention in children under 5 years of age?

- ☐ Keep your child within arm's reach at all times around water (1)
 - ☐ Ensure home pool barriers are latched and maintained (2)
 - ☐ Attend water familiarisation classes (e.g. parents and bubs swim classes) (3)
 - ☐ Parents and carers learning CPR skills (4)
 - ☐ Ensure someone (you or other adult) can see your child at all times when in or around water (5)
 - ☐ Use flotation devices (i.e. air filled floaties, vests) in and around water (6)
-

Q15 What is the most appropriate method of supervision in and around water for children under 5 years of age?

- ☐ Within ARM'S REACH (1)
 - ☐ Where I can SEE them (2)
 - ☐ Where I can HEAR them (3)
 - ☐ Don't know/ unsure (4)
-

Q16 Which is the most likely way a child under 5 years of age could enter a pool that is fenced?

- ☐ Pool gate is propped open (either intentionally or unintentionally) (1)
 - ☐ Child climbs over the fence (0)
-

Q17 Children under 5 years of age do not need to be supervised as closely if they know how to swim. *Is this statement true or false?*

- ☐ True (0)
 - ☐ False (1)
-

Q18 What is the compression to breath ratio when performing CPR on a child?

- ☐ 30 compressions and 2 breaths (1)
 - ☐ 10 compressions and 1 breath (0)
-

Q19 Where are children under 5 years of age and living in Australia most likely to drown?

- ☐ Swimming pool (1)
- ☐ Bath tub (2)
- ☐ Beach (3)
- ☐ River (4)
- ☐ Dam (5)

End of Block: KNOWLEDGE

Start of Block: ATTITUDES & BELIEFS

Q20 Using a scale from 1 to 5, where 1 is "strongly agree" and 5 is "strongly disagree", to what extent do you agree that...? *Select one rating per statement*

| | Strongly agree (1) | Somewhat agree (2) | Neither agree nor disagree (3) | Somewhat disagree (4) | Strongly disagree (5) |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|
| It is OK to leave toddlers in the care of older children around water if you're confident those children are mature (Q20_3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is better to develop a toddler's swimming ability rather than rely on constant adult supervision (Q20_4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Backyard pools are safe as long as they are fenced (Q20_5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Toddlers who live in homes without pools are not at risk of drowning (Q20_6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Having <u>up-to-date</u> CPR skills are important to ensure CPR can be performed in an emergency (Q20_8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Children are at risk of drowning even when adults do not expect them to be around water. (Q20_9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>YOU</u> know child CPR and <u>YOU</u> could perform it in an emergency (Q20_10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: ATTITUDES & BELIEFS

Start of Block: MEDIA CAMPAIGNS

*QC1 In the **past SIX months**, do you remember seeing any advertising about water safety or drowning prevention and children under 5 years of age?

- ☐ Yes (1)
- ☐ No (2)
- ☐ I don't know (3)

Display This Question: If Unprompted recall = Yes

*QC2 Can you please describe the advertisement/s you saw? _____

PREFACE ADS *Please view these two videos before answering the following question.*

VIDEO 1

<One video including 30 second and 15 second versions of "Kids can't help themselves around water. You need to" with **ORIGINAL PERSONS ONLY** included here>

QC3 Have you seen EITHER OF THESE ads before today?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know / Unsure (3)

PREFACE ADS 2 VIDEO 2

<One video including 30 second versions of "Kids can't help themselves around water. You need to" with **NEW PERSONAS ONLY** included here>

QC3_1 Have you seen this ad before today?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know / Unsure (3)

QC4 What are the main messages the ads are trying to tell you? _____

QC5 How well do you think this campaign conveys each of the following messages?

| | Not at all well (1) | Not very well (2) | Just OK (3) | Very well (4) | Extremely well (5) |
|---|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| All children are at risk of drowning (Q10_1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is up to parents to keep children safe around water - ultimately your child's safety comes down to you (Q10_2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents can't be complacent around water (Q10_3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A child can drown when you don't expect them to (Q10_4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

QC6 Do you agree or disagree with the following statements?

| | Disagree (1) | Agree (2) | Don't know / Unsure (3) |
|---|-----------------------|-----------------------|----------------------------|
| I enjoyed watching the ad (Q11_1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The ad told me something new (Q11_2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The ad is relevant to me (Q11_3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This ad is believable (Q11_4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would talk about this ad with my friends (Q11_5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This ad was easy to understand (Q11_6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This ad grabbed my attention (Q11_7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This ad made me think about the issue of child water safety (Q11_8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This type of ad sticks in my mind (Q11_9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question: If Do you agree or disagree with the following statements? = I enjoyed watching the ad [Agree]

QC6_1A What was it about the ad that you enjoyed? _____

Display This Question: If Do you agree or disagree with the following statements? = This ad is believable [Agree]

QC6_4A What was it about the ad that you think is believable? _____

Display This Question: If Do you agree or disagree with the following statements? = This type of ad sticks in my mind [Agree]

QC6_9A What was it about the ad that sticks in your mind? _____

*Display This Question: If Have you seen EITHER OF THESE ads before today? = Yes
Or if Have you seen this ad before today? = Yes*

QC7 Where did you see the ad/s? (select all that apply)

- ☐ Television / TV streaming (1)
- ☐ Facebook (2)
- ☐ YouTube (3)
- ☐ Instagram (4)
- ☐ Somewhere else online (5)
- ☐ Somewhere else - *please specify* (6) _____
- ☐ ☒ Don't know/Unsure (7)

QC8 Who do you think is responsible for developing these ads?

- ☐ Royal Life Saving Australia (1)
- ☐ Royal Life Saving Society WA (2)
- ☐ Department of Health WA (3)
- ☐ Surf Life Saving (4)
- ☐ Australian Government (6)
- ☐ Someone else (please specify) (7) _____

End of Block: MEDIA CAMPAIGNS

Start of Block: SOCIAL MEDIA TILES

QSM1 Have you seen any of these social media tiles before today?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know / Unsure (3)

Display This Question: If Have you seen any of these social media tiles before today? = Yes

QSM1_A Where did you see the social media tiles?

- ☐ Facebook (1)
- ☐ Instagram (2)
- ☐ Somewhere else online - *please specify* (3) _____

Display This Question: If Have you seen any of these social media tiles before today? = Yes

QSM1_B How well do you think the social media tiles convey each of the following messages?

| | Not at all well (1) | Not very well (2) | Just OK (3) | Very well (4) | Extremely well (5) |
|---|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Always keep watch of your child around water (QSM1_B1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Restrict your child's access to water at all times (QSM1_B2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teach your child to be water confident (QSM1_B3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learn CPR and call Triple Zero (000) in an emergency (QSM1_B4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: SOCIAL MEDIA TILES

Start of Block: ACTION AND INTENTION

Display This Question: If Have you seen EITHER OF THESE ads before today? = Yes

Or if Have you seen this ad before today? = Yes

QC9 As a result of seeing the ad/s, did you think about doing any of the following? *You can choose more than one response.*

- ☐ Changing your supervision methods when in and around water (1)
- ☐ Checking pool barriers and fencing more regularly (2)
- ☐ Updating CPR skills (4)
- ☐ Enrolling your child / children (under 5 years of age) in swimming lessons (5)
- ☐ Ensure pool gate is always closed (3)
- ☐ Emptying or removing temporary water sources eg. paddle pools, buckets etc (6)

Display This Question: If Have you seen EITHER OF THESE ads before today? = Yes

Or if Have you seen this ad before today? = Yes

QC10 As a result of seeing the ad/s, did you think about doing anything else? *Please specify* _____

End of Block: ACTION AND INTENTION

Start of Block: PROGRAM RECOGNITION

QP1 Before today, had you heard of the Keep Watch Program?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know/unsure (3)

QP2 Before today, had you seen any of the following logos? *Select all that apply*

- ☐ <KEEP WATCH LOGO> (1)
- ☐ <WATCH AROUND WATER LOGO> (2)

*Display This Question: If Before today, had you seen any of the following logos? = (1);
Or Before today, had you heard of the Keep Watch Program? = Yes*

QP3 *This question asks about the KEEP WATCH logo and Program only*

Where did you see or hear about the Keep Watch Program? *Please select all that apply*

- ☐ Television / TV streaming (1)
- ☐ Facebook (3)
- ☐ Website (4)
- ☐ Brochure (5)
- ☐ Public swimming pool (6)
- ☐ A presentation I went to (7)
- ☐ From people I know (8)
- ☐ Health professional, such as a child health nurse, doctor, etc. (9)
- ☐ Somewhere else - *please specify* (10) _____
- ☐ ☒ Can't remember (11)

End of Block: PROGRAM RECOGNITION

Start of Block: SELF EFFICACY

*PREFACE PARENT *The next few questions are about you. It helps us build a picture of who is taking our survey.*

Q23 This question asks about your confidence as a parent.

The statements are about you and your child or children aged under 5 years. Please say how much you agree or disagree with each one.

| | Strongly disagree (1) | Disagree (2) | Neither disagree nor agree (3) | Agree (4) | Strongly agree (5) |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|
| Even though I may not always manage it, I know what I need to do with my child. (q23_1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to do the things that will improve my child's behaviour. (q23_2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can make an important difference to my child. (q23_3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In most situations I know what I should do to ensure my child behaves. (q23_4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The things I do make a difference to my child's behaviour. (q23_5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: SELF EFFICACY

Start of Block: PARENT DEMOGRAPHICS

*Q24 Are you...

- ☐ Male (1)
- ☐ Female (2)
- ☐ Other - *please specify* (3) _____
- ☐ I prefer to self-describe (4)

*Q25 What is your current age? (i.e the age you turned on your last birthday) _____

*Q26 In which country were you born?

- ☐ Australia (1)
- ☐ England (2)
- ☐ New Zealand (3)
- ☐ India (4)
- ☐ South Africa (5)
- ☐ Philippines (6)
- ☐ Other - *please specify* (7) _____

Skip To: Q28 If Country of Birth != Australia

*Q27 Do you identify as Aboriginal and/or Torres Strait Islander?

- ☐ Yes, Aboriginal (1)
- ☐ Yes, Torres Strait Islander (2)
- ☐ Yes, Aboriginal and Torres Strait Islander (3)
- ☐ No (4)

Display This Question: If Country of Birth != Australia

*Q28 How long have you lived in Australia?

- ☐ Less than 1 year (1)
- ☐ 1 - 5 years (2)
- ☐ 6 - 10 years (3)
- ☐ More than 10 years (4)

*Q29 What is the main language you speak at home?

- ☐ English (1)
- ☐ Other - *please specify* (2) _____

Display This Question: If Main language spoken at home = Other - please specify

*Q30 How well do you speak English?

- ☐ Very well (1)
- ☐ Well (2)
- ☐ Not well (3)

*Q31 What is the highest educational level you have completed?

- ☐ Primary School (1)
- ☐ Year 10 (2)
- ☐ Year 12 (3)
- ☐ Trade / Diploma Certificate (4)
- ☐ University / College (5)
- ☐ Other - *please specify* (6) _____

End of Block: PARENT DEMOGRAPHICS

Start of Block: PRIZE DRAW AND THANK YOU

Q32 How did you hear about this survey?

☐

Royal Life Saving Facebook Page (1)

☐

Royal Life Saving Newsletter (2)

☐

A friend shared it (3)

☐

Asked to complete it at a community event (4)

☐

Other Social Media site. *Please specify the organisation (eg. Mamamia, Kidsafe)* (5) _____

☐

A Forum - *which one?* (6) _____

☐

Other - *please specify* (7) _____

***PRIZE DRAW**

Thanks so much for making it through the survey! Your responses will help Royal Life Saving Society WA ensure their program is relevant and effective.

*As thanks, please fill in your details below to go in the draw to **win one of two \$100 Coles Myer gift cards**. The first 100 to enter will receive 4 entries into the draw. Remember your contact details will be kept separate from your responses, so enter the draw to win.*

You can read the Terms and Conditions by clicking [HERE](#).

☐

First name (1) _____

☐

Phone number (2) _____

End of Block: PRIZE DRAW AND THANK YOU

Contact

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