



# Cool Australia's Social Impact

## Research Report

Prepared for: Cool Australia

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Date: 20<sup>th</sup> November 2020

# LONERGAN.



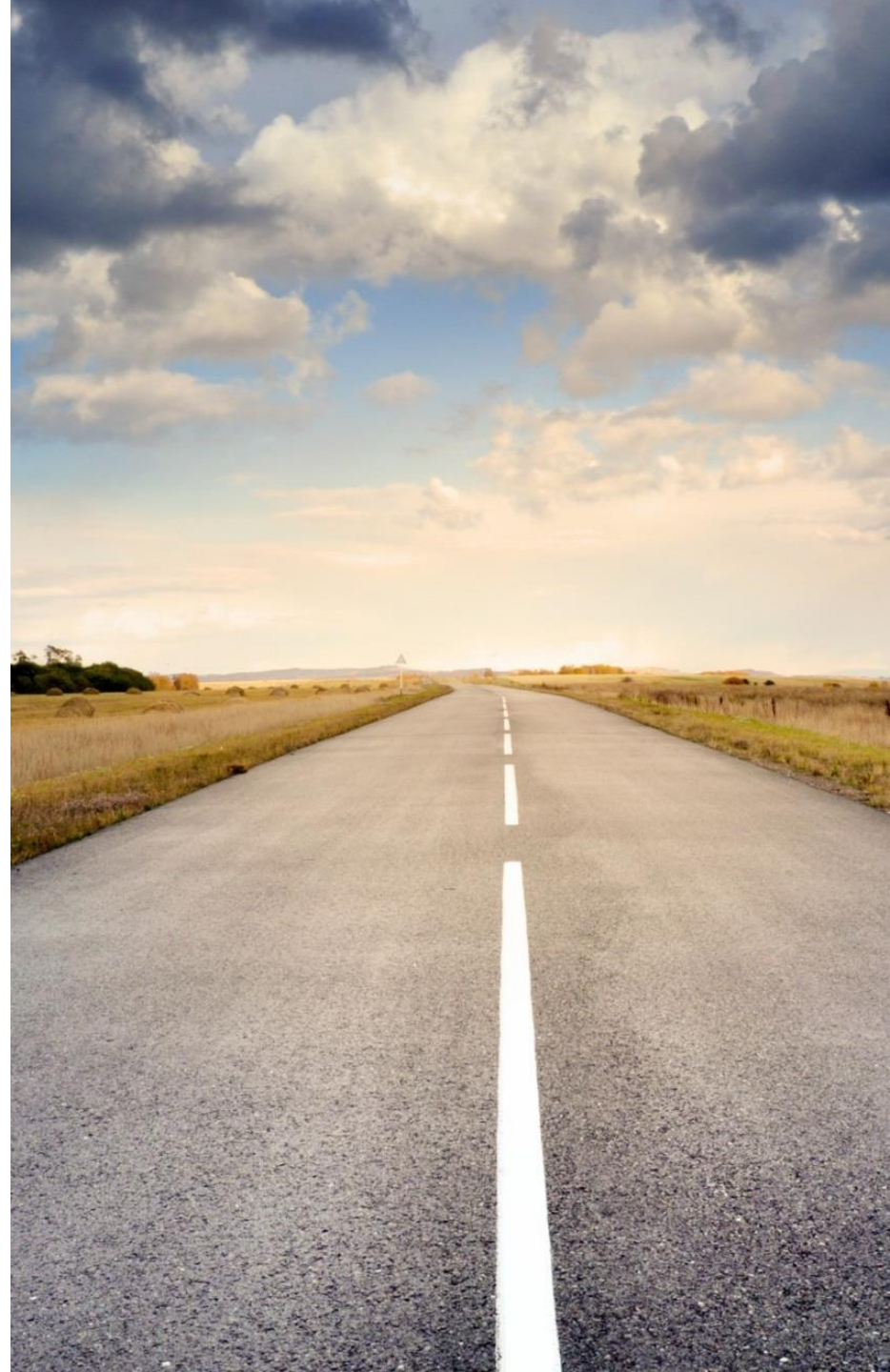
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# Executive Summary

Key Findings



## Key findings

- Cool Australia resources reaches on average 135 students per download on a yearly basis. Decision Makers, such as Principals, Department Heads or Coordinators have an average reach of 190 students per download.
  - An average of 133 Australian students are reached per Cool Australia resource download. Internationally, Cool Australia resources are reaching an average of 205 students per download.

Breakdown of Multiplier



- Of the members interviewed, 94% have visited or used the Cool Australia website in the last 12 months, with a quarter (25%) using the resources very frequently (at least once a month)
- Cool Australia's resources on social/environmental sustainability topics are not only having a positive impact on teachers, both personally and professionally, but also positively impacting students.
- More than 95% of those who have used CA resources to teach believe their students:
  - knowledge, confidence and skills in the curriculum area has improved
  - educational outcomes have improved
  - awareness and knowledge of environmental / social issues has significantly increased
  - critical thinking skills for environmental / social issues has improved
  - engagement levels in their learning have increased



# Project Background

Objectives and Methodology



## 2.1

## Research background and objectives



## Research background

- Cool Australia develops online, curriculum-aligned resources for teachers on topics relating to social, environmental and economic sustainability.
- The organisation works both independently and in collaboration with leading social and environmental organisations to create high quality, useful and engaging material that reflects real world issues.
- The study was designed to generate a measure to determine the 'reach' of Cool Australia resources amongst students. It was also used to understand the potential social impact its resources are having on both teachers and their students.
- A total of n=1,420 Members were reached which was a sufficient sample size to get the required measure. A total of n=160 partially completed surveys were included in the total.



# Research objectives



## Measure usage and reach

- Conduct a survey amongst Cool Australia members that measures EVERY usage occasion for resources downloaded from the Cool Australia website. Calculate relevant multipliers to measure usage and reach as accurately as possible.



## Understand social impact of CA's resources

- Use research to identify the social impact Cool Australia's resources are having on both teachers and students.



## Confirm usage paths

- Confirm how, when, where and with whom resources are used. How are they accessed, printed, viewed and shared.



# Objectives and Methodology

## Survey

A 23-question online study was conducted amongst members of Cool Australia's (CA) database.

All members registered on CA's database were invited to participate in the online survey

## Sample Profile

The study was conducted among 1,420 Cool Australia Members

Surveys were distributed throughout Australia including both capital city and non-capital city areas as well as other countries.

## Project Brief

This study aimed to generate a measure of resources used and determine the impact of Cool Australia's resources amongst students.

## Fieldwork

Fieldwork commenced on 2<sup>nd</sup> of August and was completed on 7<sup>th</sup> of September 2020

Reminder emails were implemented on the following days:

- 25<sup>th</sup> of August
- 31<sup>st</sup> of August

## Definitions used in this project

- **Member:** Any person on the Cool Australia (CA) database (final sample n=1,420)
- **CA User:** A Cool Australia member who has used/visited the Cool Australia website in the last 12 months (n=1,333)
- **Content Users:** A Cool Australia member who has downloaded lesson resources or accessed worksheets via 'View Mode' and used them to teach students (n=1,196)
- **Decision Makers:** A Cool Australia member with a decision-based role such as Principal/Deputy Principal, Department Head, Curriculum/Sustainability Coordinator, Director or Leading Teacher (n=377)
- **Visit:** Each session you view one or more pages from the Cool Australia website
- **Download:** Clicking the 'download worksheet' button for a teacher and/or student resource
- **Viewed:** Clicking the 'view worksheet' button for a teacher and/or student resource
- **Taught:** Taught any part of a Cool Australia lesson (ideas or verbatim)
- **Access(ed):** Any combination of having viewed and/or downloaded a Cool Australia resource
- **Resource:** Any lesson plan, activity, worksheet, or toolkit on the Cool Australia website
- **Content:** Any part of a lesson plan created by Cool Australia and/or edited by teachers
- **Class:** A class is a group of students who are generally taught the subject together in the same room. For example, a single school may have 6 different year 9 English classes (depending on the size of the school).
- **Lesson:** A lesson is a single session of teaching. In high school this may correspond to a period (around 40 minutes) in length, although it may be longer or shorter. In primary school, lesson length may vary.

*Analytical note: Please note that the sum of percentages in questions may not equal to 100% due to rounding effects.*

## 2.2

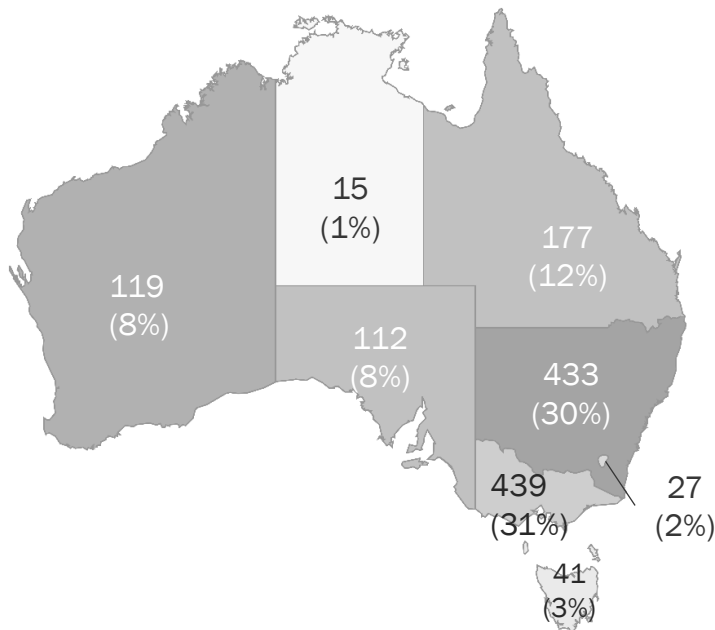
## Respondent profile

# Sample Breakdown / demographics

## Years of teaching



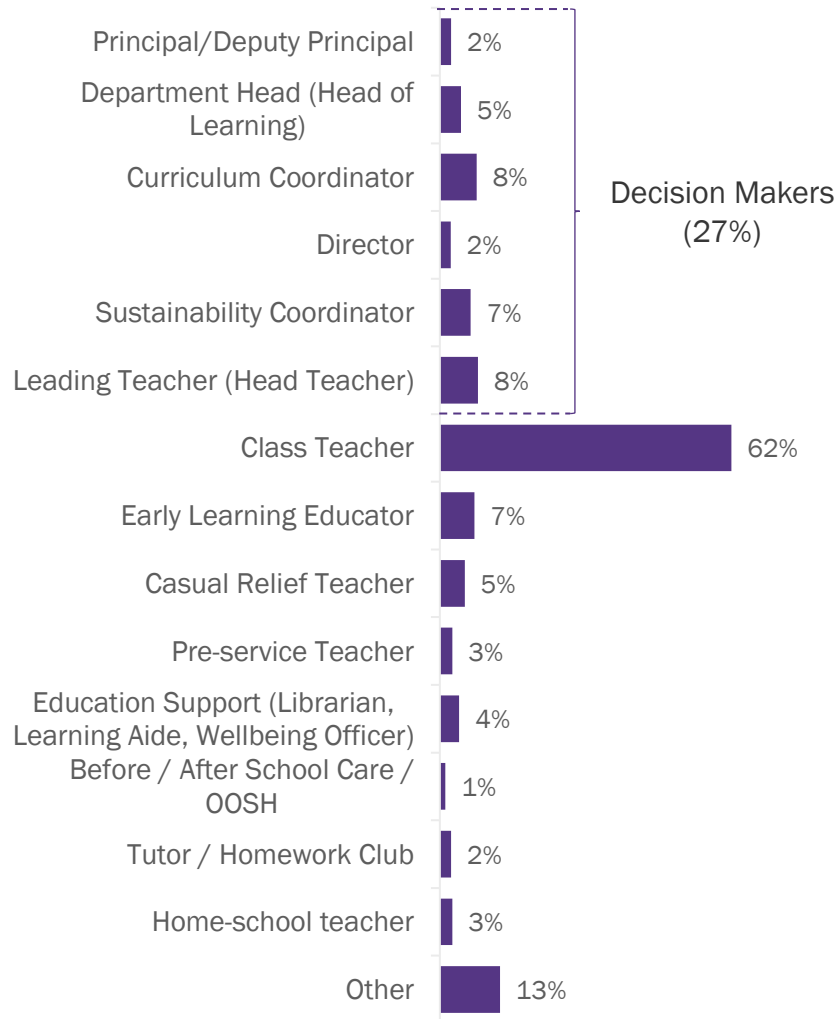
## Location



| Country           | Sample size (n=) |
|-------------------|------------------|
| Australia         | 1,363 (96%)      |
| - Capital City    | 723 (51%)        |
| - Regional        | 640 (45%)        |
| New Zealand       | 9 (1%)           |
| India             | 4 (<1%)          |
| The UK            | 2 (<1%)          |
| The United States | 5 (<1%)          |
| Somewhere else    | 37 (3%)          |

# Respondent profile

## Main Role



- The majority of members (80%) are in roles with teaching responsibilities, with 62% being class teachers.
- 27% have a more decision-based role which includes Principals, Directors and Coordinators.
- Other roles include:
  - Careers Adviser
  - VCAL teacher
  - Standardised test preparation instructor
  - Aboriginal Education Officer

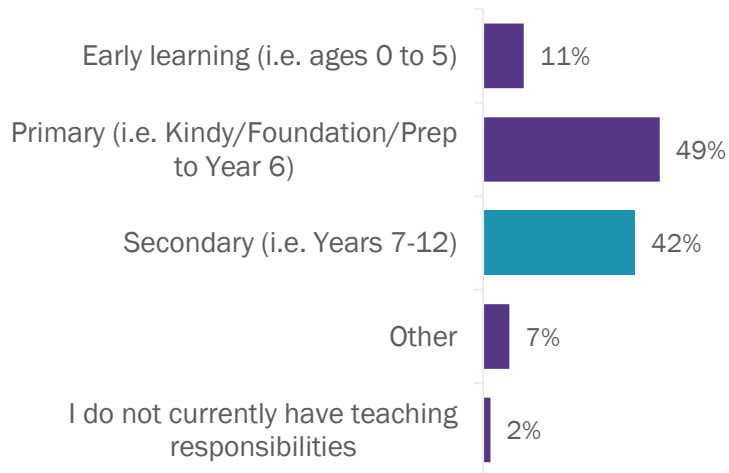


# Respondent profile

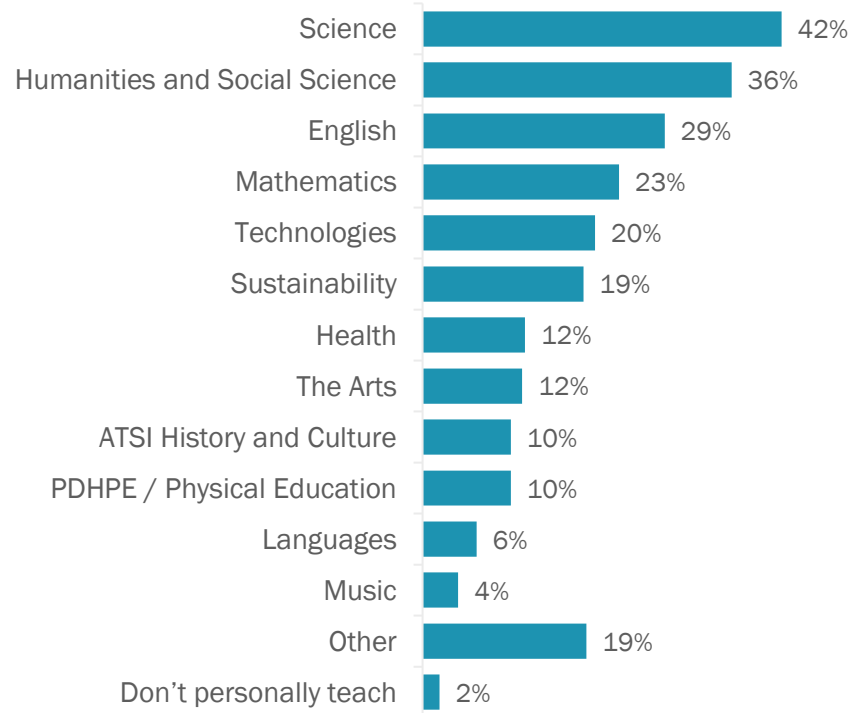
## Breakdown of users of CA's resources

- Half (49%) of the CA members interviewed are teaching in primary school and 2 in 5 (42%) are teaching in Secondary School.
- Amongst the Secondary school teachers, Science is the most common subject taught (42%), followed by Humanities and Social Science. Other subjects include Work Studies, VCAL, Religion and Special Education.

### Education setting



### Subject areas - Secondary





## Student Reach of CA resources



# 135 students are reached per Cool Australia resource download on a yearly basis

## Breakdown of Multiplier



# Student reach increases with Decision Makers, averaging at 183 students. More than 200 students are reached per download by Members living outside of Australia

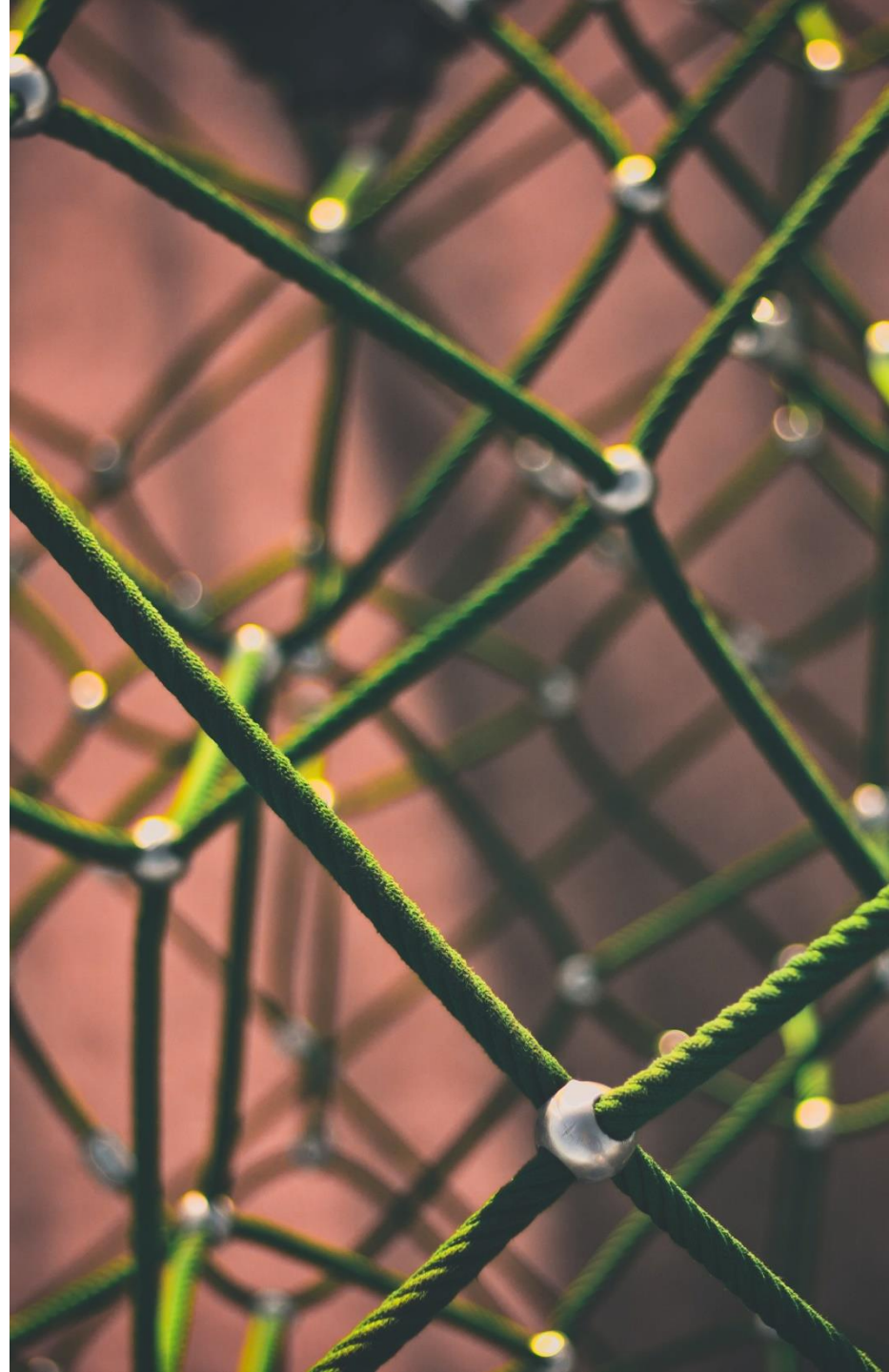
|                   |                            | Avg. Reach |
|-------------------|----------------------------|------------|
| Location (Aus)    | All CA Members (n=1,420)   | 135        |
|                   | Australia (n=1,363)        | 133        |
|                   | Outside of AUS (n=57)      | 205        |
|                   | Metro (n=723)              | 138        |
|                   | Regional (n=640)           | 127        |
| Role              | Decision Makers (n=377)    | 183        |
|                   | Teachers (n=1,131)         | 126        |
| Years of teaching | Pre Service (n=33)         | 63         |
|                   | 1 year (n=36)              | 113        |
|                   | 2 years (n=34)             | 98         |
|                   | 3 – 4 years (n=99)         | 108        |
|                   | 5 – 7 years (n=132)        | 168        |
|                   | 8 -10 years (n=104)        | 108        |
|                   | More than 10 years (n=893) | 141        |
| Education setting | Early learning (n=161)     | 81         |
|                   | Primary (n=701)            | 133        |
|                   | Secondary (n=603)          | 152        |
|                   | Other (n=104)              | 132        |

|                                                                  | Avg. Reach |
|------------------------------------------------------------------|------------|
| Science (n=252)                                                  | 151        |
| Mathematics (n=138)                                              | 129        |
| English (n=170)                                                  | 123        |
| Humanities and Social Science (n=217)                            | 138        |
| The Arts (n=70)                                                  | 106        |
| Technologies (n=121)                                             | 136        |
| Music (n=25)                                                     | 127        |
| Health (n=72)                                                    | 112        |
| PDHPE / Physical Education (n=62)                                | 102        |
| Languages (n=38)                                                 | 118        |
| Sustainability (n=113)                                           | 162        |
| Aboriginal and Torres Strait Islander History and Culture (n=62) | 135        |
| Other (n=115)                                                    | 132        |

# Super Spreaders of Cool Australia content

## Breakdown of the Super Spreaders

- The Super Spreaders are the top 10% of users, who are responsible for 26% of occasions where Cool Australia's Content is used to teach students.
- Downloads by Super Spreaders are taught to at least 346 students (per download).
- Those most likely to belong in this group are:
  - Decision Makers (16% are Super Spreaders)
  - Curriculum Coordinators (20% are Super Spreaders)
  - Those who teach outside of Australia (15% are Super Spreaders)
- Without the 'Super Spreaders', the average 12-month teach of students per download is 83 (average of 83 in Australia, average of 81 outside of Australia).





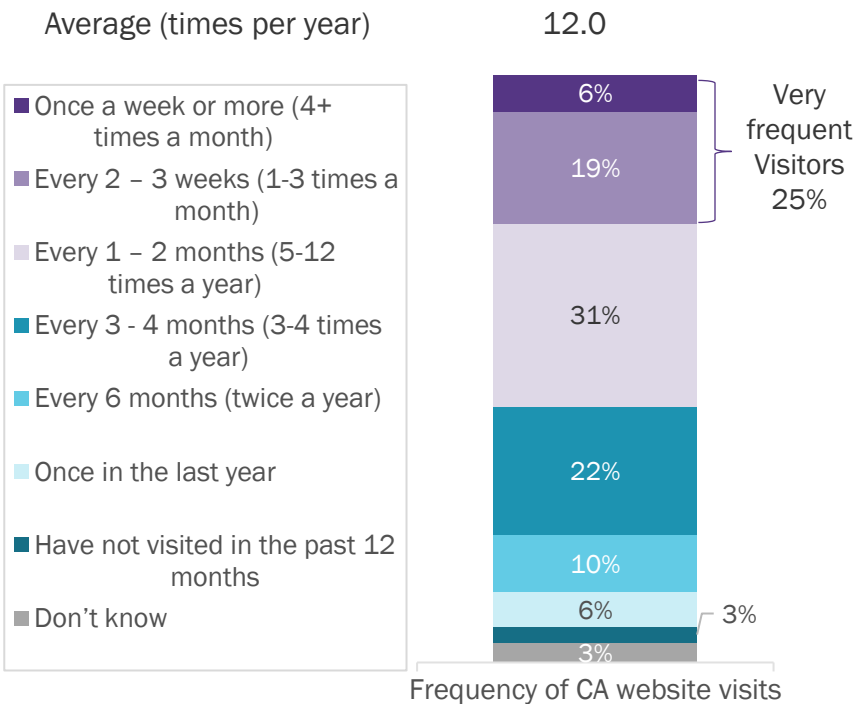
## Website and Resource Usage





# A quarter of members visit the Cool Australia website at least once a month

## Cool Australia website visits



|                     | All CA Members | Education Setting      |                 |                   | Location (Aus) |                  | Years teaching     |               |                |                  |                     |                    |                      |
|---------------------|----------------|------------------------|-----------------|-------------------|----------------|------------------|--------------------|---------------|----------------|------------------|---------------------|--------------------|----------------------|
|                     |                | Early Learning (n=155) | Primary (n=682) | Secondary (n=582) | Metro (n=704)  | Regional (n=619) | Pre-service (n=66) | 1 year (n=34) | 2 years (n=32) | 3-4 years (n=95) | 5 – 7 years (n=130) | 8-10 years (n=101) | More than 10 (n=862) |
| Avg visits per year | 12.0           | 13.3                   | 12.4            | 11.4              | 11.5           | 12.5             | 14.1               | 16.8          | 11.2           | 10.7             | 10.2                | 11.9               | 12.2                 |

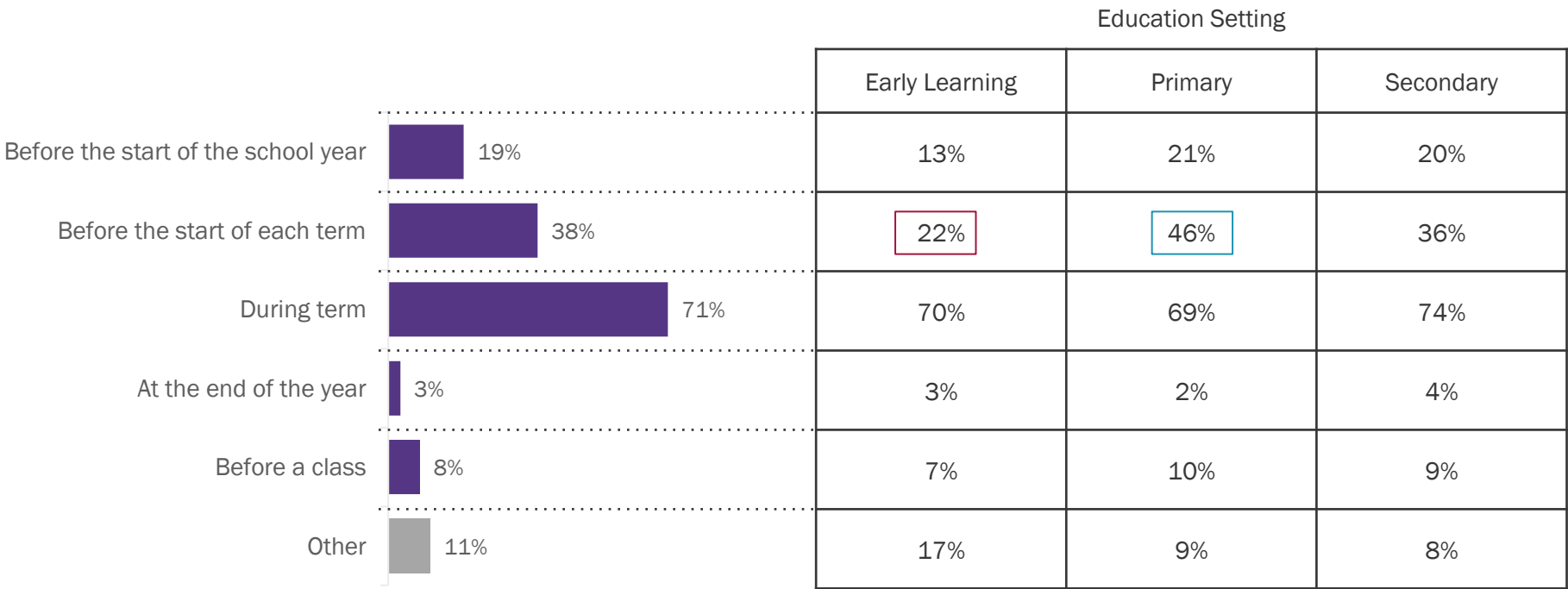
# Very frequent visitors are driven by Decision Makers

## Cool Australia website visits

- Decision Makers are most likely to be the *very frequent* Cool Australia visitors (31%; cf. Teachers 25%). This is driven by the Sustainability Coordinators (40%).
- Teachers who have been teaching for 1 year visit the CA website the most (16.8 times; cf. pre service 14.1, 2 years, 11.2, 3-4 years 10.7, 5-7 years 10.2, 8-10 years 11.9, More than 10 years 12.2).
- More than a third (35%) of Secondary Sustainability Teachers are very frequent CA visitors (cf. 25% average)
- 15% of those who teach Secondary PDHPE visited the website more than 4 times a month – more than twice the average (6%)
- Only 3% of Cool Australia members have not visited the site in the past 12 months. Casual Relief Teachers (11%) are the most likely not to have visited in the past 12 months.

# The website is used all year round but peak usage happens during the school term

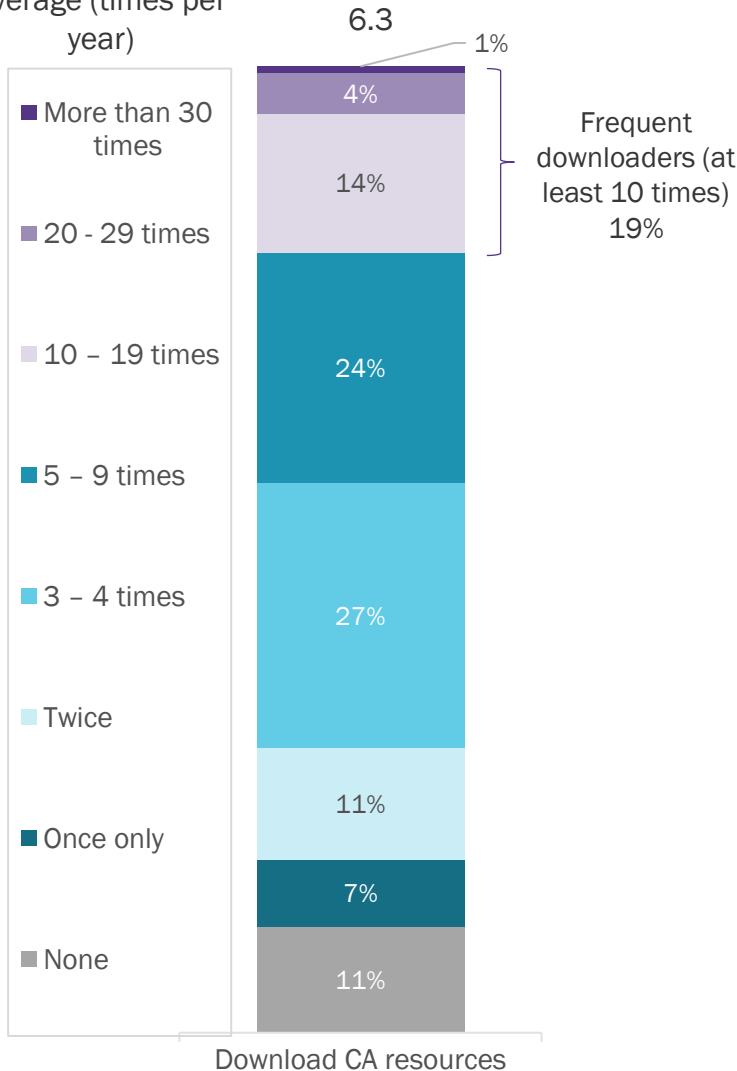
- The Cool Australia website is most typically used during the school term (71%). This is followed by the before the start of each term (38%).
  - Those who teach in primary school are most likely to visit the website before the start of each term (46%; cf. Early Learning 22%, Secondary 36%)
- Other times teachers visit the CA website include:
  - Before an assignment
  - After reminder emails
  - Planning days with Teachers, Earth Day, Science Week
  - During School Holidays
  - During COVID restrictions



# 9 in 10 Members have downloaded a lesson resource in the last year, with 19% downloading at least 10 times

## Who are the downloaders?

Average (times per year)



- Decision Makers are most likely to be the Frequent Downloaders, where at least a quarter (27%) are downloading lesson resources at least 10 times a year. In line with the average, 18% of teachers are Frequent downloaders.
  - 30% of Curriculum Coordinators are downloading resources at least 10 times a year
- More than a quarter (27%) of Secondary English Teachers and a third (32%) of those teaching secondary school languages are frequent downloaders.
- Those who visit the CA website at least once a week are downloading on average 13.7 resources.

# Cool Australia members download an average of 6.3 resources a year

## Who are the downloaders?

|                   |                            | Frequency  |      |           |         |           |           |             |             |                  |
|-------------------|----------------------------|------------|------|-----------|---------|-----------|-----------|-------------|-------------|------------------|
|                   | Demo                       | Avg. Times | None | Once only | 2 times | 3-4 times | 5-9 times | 10-19 times | 20-29 times | 30 times or more |
|                   | All                        | 6.3        | 11%  | 7%        | 11%     | 27%       | 24%       | 14%         | 4%          | 1%               |
| Role              | Decision Makers (n=352)    | 7.5        | 8%   | 7%        | 10%     | 26%       | 22%       | 20%         | 6%          | 1%               |
|                   | Teachers (n=1,077)         | 6.2        | 10%  | 7%        | 12%     | 28%       | 24%       | 14%         | 4%          | 1%               |
| Location (Aus)    | Metro (n=681)              | 6.1        | 11%  | 7%        | 11%     | 28%       | 24%       | 14%         | 4%          | 1%               |
|                   | Regional (n=612)           | 6.6        | 10%  | 6%        | 12%     | 27%       | 25%       | 15%         | 5%          | 1%               |
| Years of teaching | Pre Service (n=33)         | 5.4        | 6%   | 9%        | 24%     | 30%       | 12%       | 15%         | 3%          | 0%               |
|                   | 1 year (n=36)              | 6.7        | 6%   | 3%        | 17%     | 28%       | 28%       | 14%         | 6%          | 0%               |
|                   | 2 years (n=34)             | 6.7        | 9%   | 12%       | 6%      | 29%       | 21%       | 18%         | 6%          | 0%               |
|                   | 3 – 4 years (n=99)         | 6.0        | 13%  | 7%        | 9%      | 30%       | 24%       | 10%         | 6%          | 0%               |
|                   | 5 – 7 years (n=132)        | 5.8        | 11%  | 11%       | 14%     | 25%       | 22%       | 13%         | 2%          | 2%               |
|                   | 8 -10 years (n=104)        | 6.5        | 12%  | 8%        | 10%     | 27%       | 24%       | 14%         | 5%          | 1%               |
|                   | More than 10 years (n=893) | 6.4        | 11%  | 6%        | 11%     | 27%       | 25%       | 15%         | 4%          | 1%               |
| Education setting | Early learning (n=156)     | 6.6        | 13%  | 8%        | 12%     | 25%       | 22%       | 13%         | 7%          | 1%               |
|                   | Primary (n=662)            | 6.5        | 9%   | 7%        | 11%     | 27%       | 26%       | 16%         | 4%          | 1%               |
|                   | Secondary (n=574)          | 6.3        | 10%  | 8%        | 11%     | 27%       | 24%       | 14%         | 4%          | 1%               |
|                   | Other (n=101)              | 6.1        | 17%  | 4%        | 8%      | 31%       | 20%       | 17%         | 4%          | 0%               |

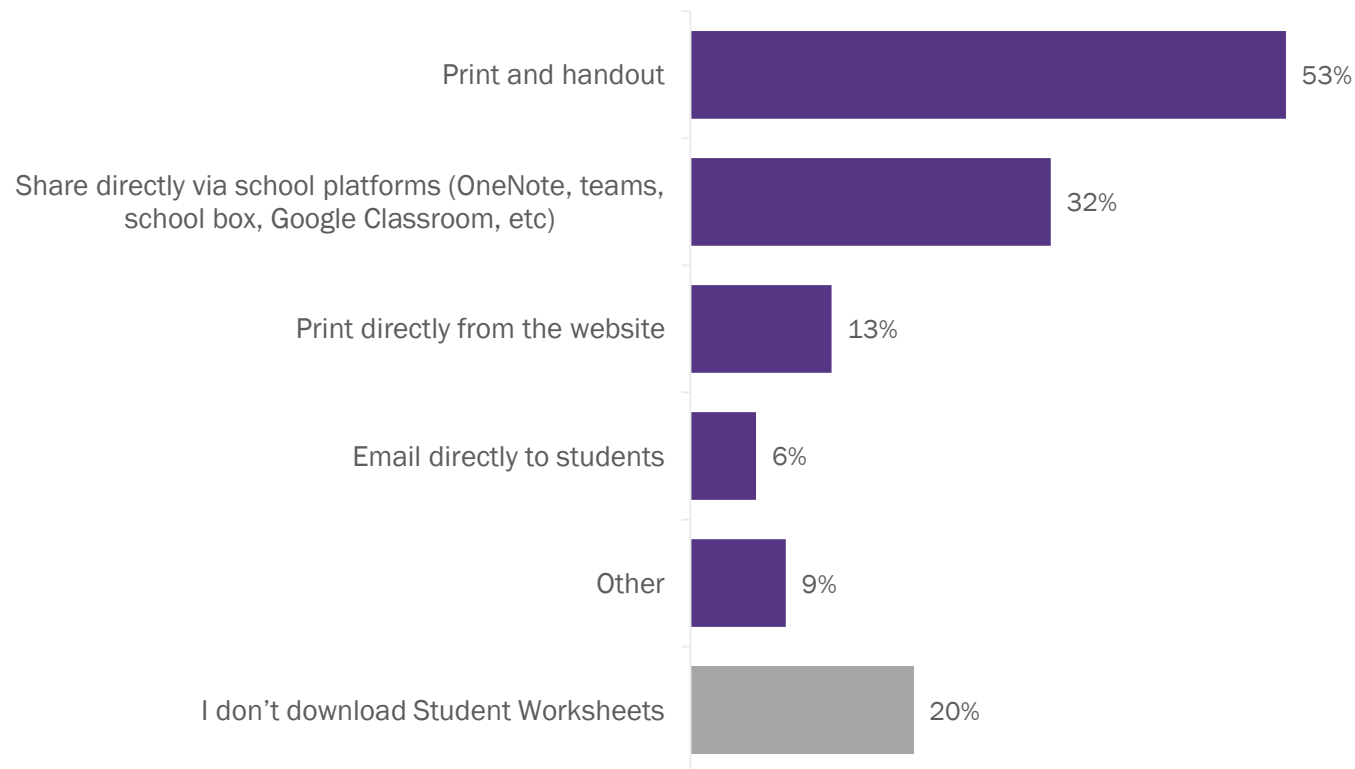
| SECONDARY SUBJECT  | Science (n=240) | Mathematics (n=136) | English (n=166) | Humanities and Social Science (n=208) | The Arts (n=208) | Technologies (n=119) | Music (n=25)* | Health (n=71) | PDHPE / Physical Education (n=60) | Languages (n=38) | Sustainability (n=107) | ATSI History and Culture (n=59) |
|--------------------|-----------------|---------------------|-----------------|---------------------------------------|------------------|----------------------|---------------|---------------|-----------------------------------|------------------|------------------------|---------------------------------|
| Avg. No. Downloads | 6.2             | 6.6                 | 7.5             | 6.6                                   | 6.2              | 6.0                  | 6.7           | 6.8           | 7.0                               | 7.6              | 7.8                    | 7.2                             |

\* Caution: Low sample size. Use as indicative only

# 4 in 5 download Student Worksheets, and those most likely to use them are Secondary Teachers

## Student worksheets

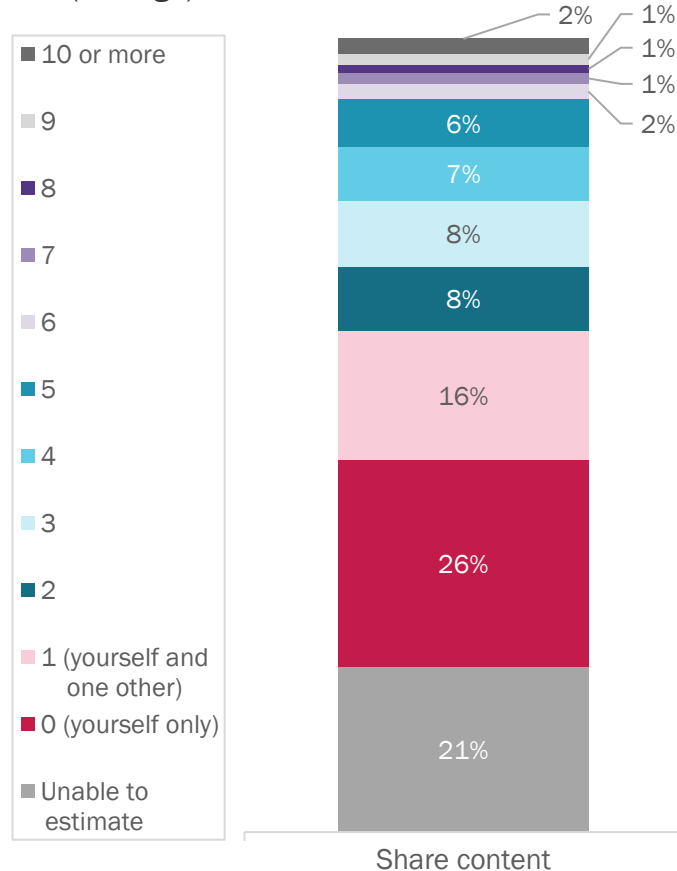
- The most common way to share Student Worksheets is to print and handout.
  - While Teachers are more likely than Decision Makers to print and handout worksheets to their class (57%; cf. Decision Makers 49%), Decision Makers are most likely to share directly via school platform (45%; cf. Teachers 32%) or email directly to students (9%; cf. teachers 6%)
  - Regional Cool Australia Members are more likely than their metro counterparts to share the content by printing and handing out (59%; cf. Metro 50%), but are least likely to share directly via school platforms (28%; cf. Metro 37%)



# Most teachers share the Cool Australia's content with others and only a quarter keep it for themselves

## Other teachers Usage

Shared with other teachers  
(average)

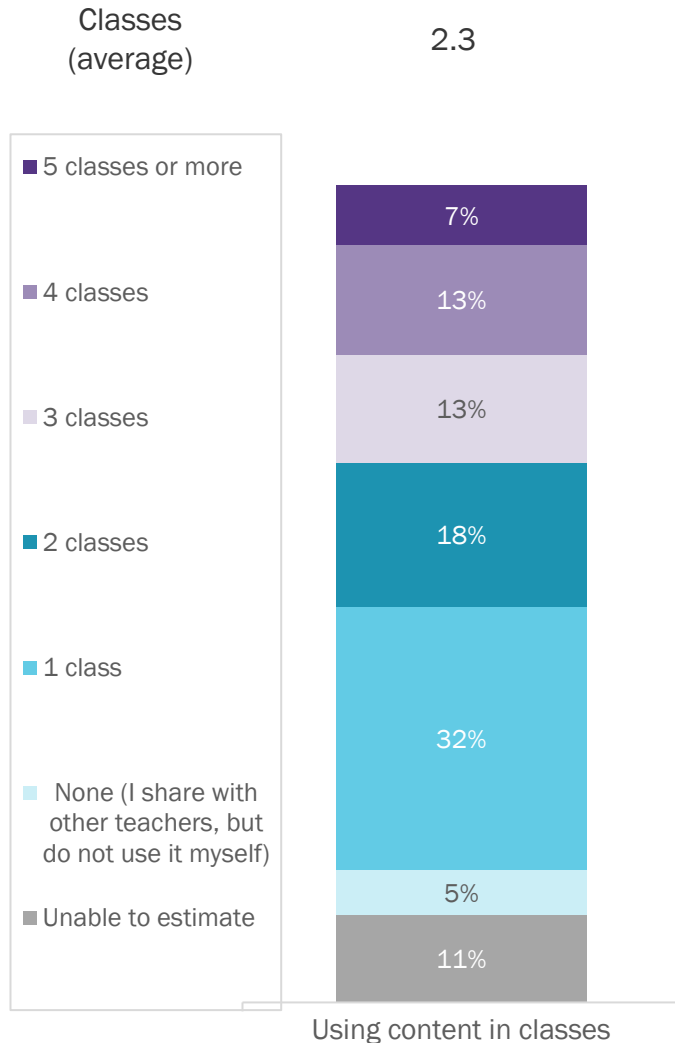


- Three quarters (74%) are content sharers, with 14% sharing it with at least 5 other people.
  - 86% of Decision Makers are Cool Australia content sharers, with a quarter (25%) of Decision Makers sharing the content with at least 5 other people.
  - The majority (93%) of those with a Department Head role share the content with other teachers, and 31% share it with at least 5 other people.
- After one download of Cool Australia content, it is then shared on average with 2 other teachers.
  - Decision Makers share the content with at least 3 other teachers.



# A third of teachers use Cool Australia's content with at least 3 different classes

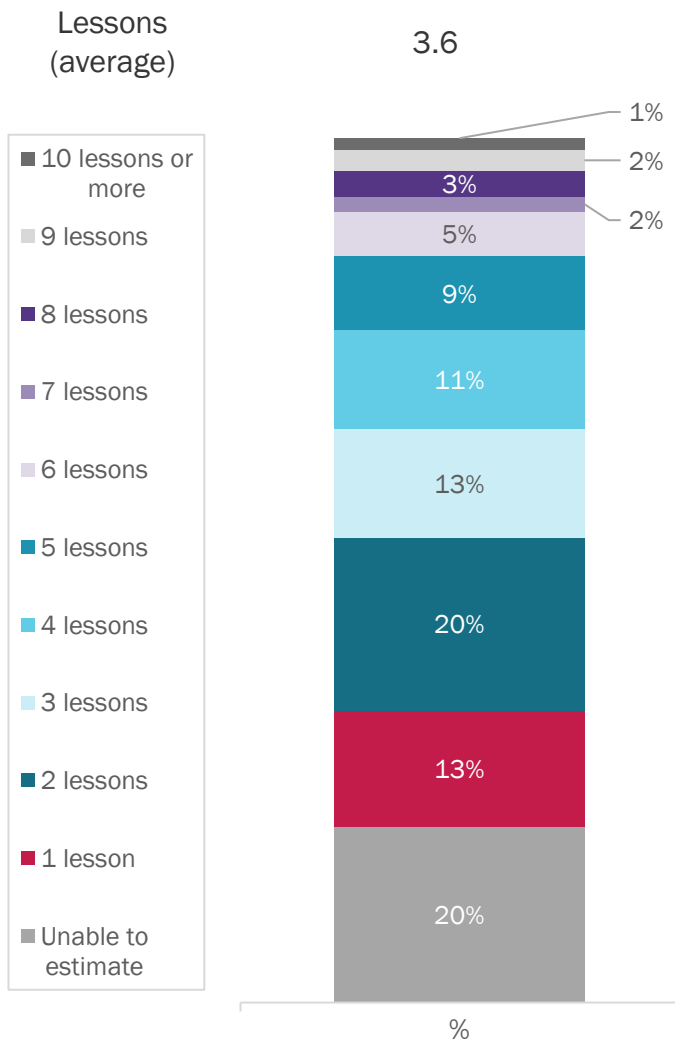
## Classes Usage



- With the nature of how the schooling system is arranged, there is no surprise that those teaching early learning use Cool Australia resources in fewer classes than primary or secondary (1.7 classes; cf. primary 2.2, secondary 2.6)
  - 2 in 5 (42%) Secondary School teachers use Cool Australia resources in at least 3 different classes – compared to 18% of Early Learning teachers and 30% of Primary School teachers

# Cool Australia's resources are mostly used across multiple lessons per class

## Lessons Usage



- Within each class, Cool Australia's resources are typically used across 3.6 lessons.
  - Those who very frequently visit the CA website use it for 4.3 lessons within each class.
- 1 in 5 (22%) of those who use CA content, typically use it across 5 or more lessons within each class.
  - A third of those who teach Secondary School health (34%) or languages (33%) use CA content for at least 5 lessons



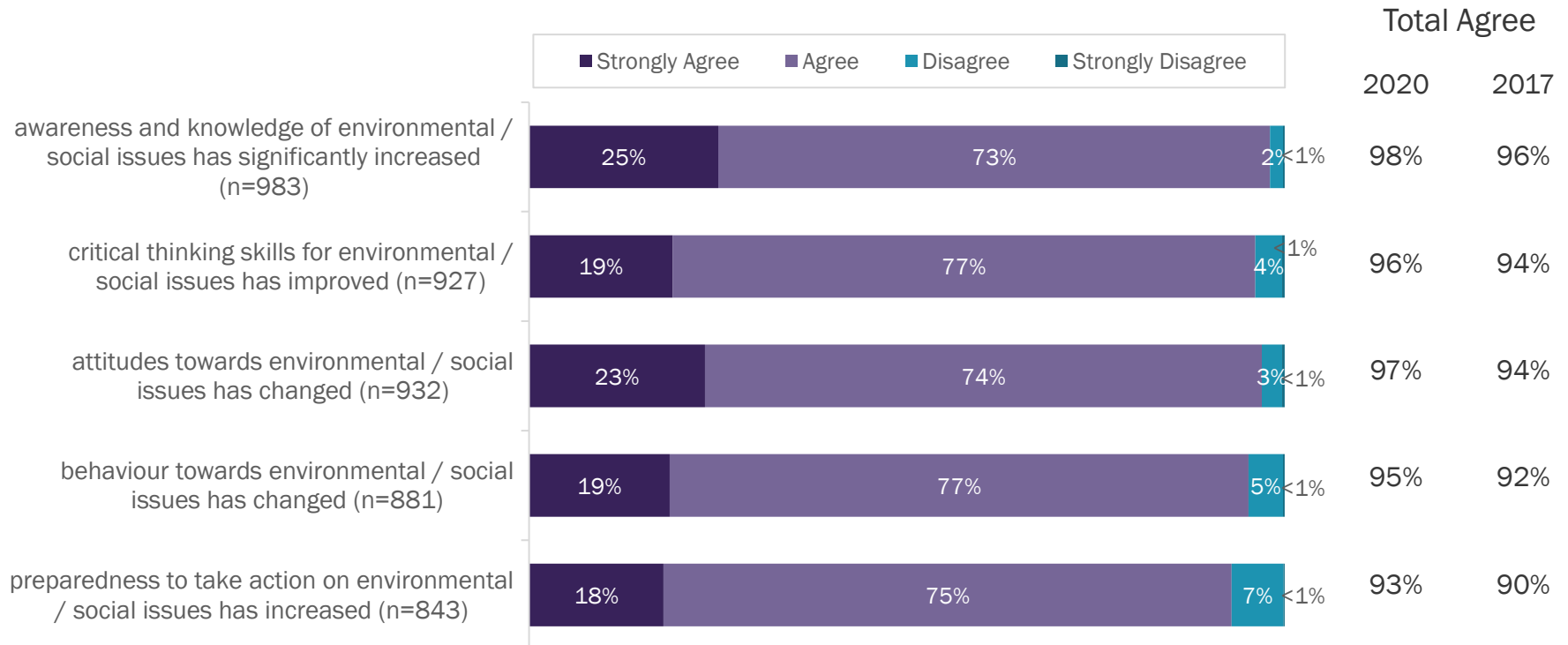
## Impact on Students and Teachers



# Teachers have reported students have a more positive outlook on environmental/social issues from using Cool Australia's resources

## Environmental/social issues impacts on students

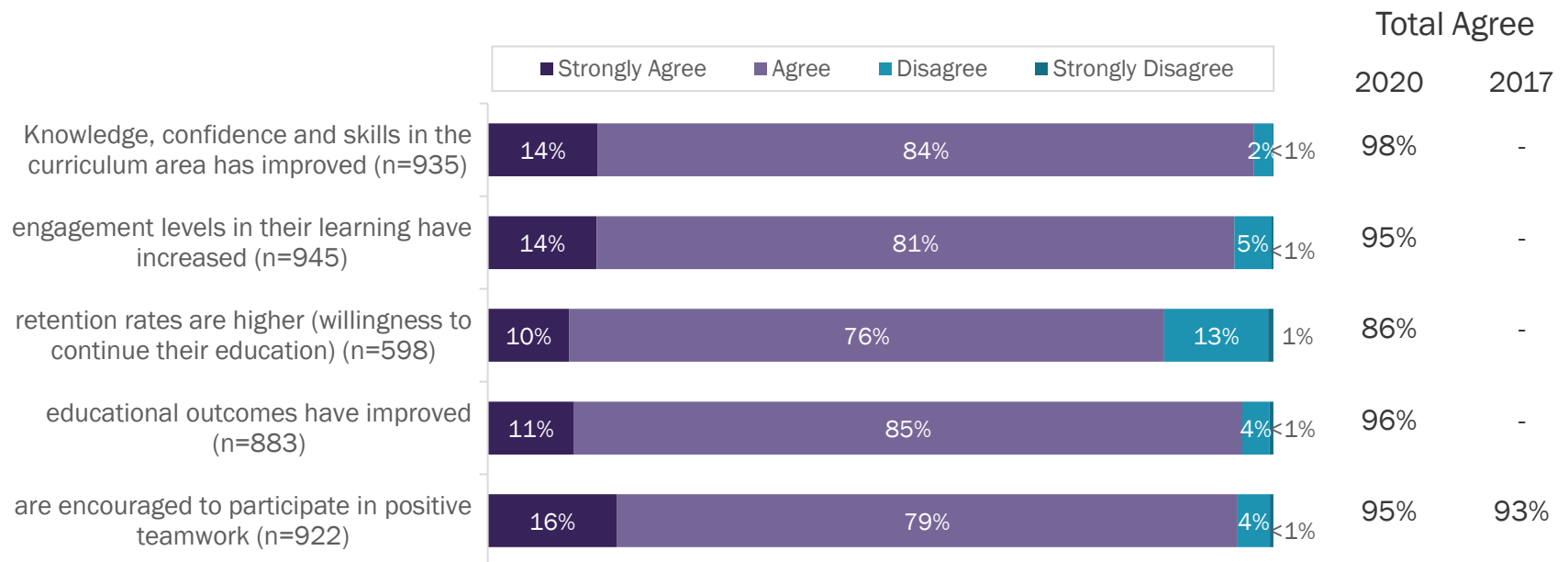
- Nearly all of those who have used CA resources to teach believe their students' awareness and knowledge of environmental /social issues have significantly increased.
  - All (100%) of those who very frequently use Cool Australia website believe after teaching the CA resources, their students' awareness and knowledge of environmental/social issues have significantly increased – with a third (34%) strongly agreeing with this statement
- The positivity around the impacts on students' learning has increased since 2017



# Teachers have also reported Cool Australia has improved students' engagement in their learning

## Learning impacts on students

- Nearly all teachers believe their students' knowledge, confidence and skills in the curriculum area has improved (98%) and their educational outcomes have improved (96%) after teaching with Cool Australia's resources.
- 86% believe their students' retention rates are higher since using Cool Australia resources.
  - 94% of those who use the Cool Australia once a week or more believe the retention rates are high since using Cool Australia resources



# Cool Australia resources have improved students' learning, as most teachers believe it has positively impacted students in some way

|                                                                                      | Total agreement         |                  |                |                  |                    |                    |                     |                    |                            |                        |                 |                   |
|--------------------------------------------------------------------------------------|-------------------------|------------------|----------------|------------------|--------------------|--------------------|---------------------|--------------------|----------------------------|------------------------|-----------------|-------------------|
|                                                                                      | Role                    |                  | Location (Aus) |                  | Years of teaching  |                    |                     |                    |                            | Education setting      |                 |                   |
|                                                                                      | Decision Makers (n=320) | Teachers (n=963) | Metro (n=602)  | Regional (n=546) | 1 – 2 years (n=63) | 3 – 4 years (n=88) | 5 – 7 years (n=121) | 8 -10 years (n=90) | More than 10 years (n=795) | Early learning (n=135) | Primary (n=596) | Secondary (n=509) |
| Awareness and knowledge of environmental / social issues has significantly increased | 98%                     | 98%              | 98%            | 98%              | 100%               | 97%                | 99%                 | 95%                | 98%                        | 99%                    | 98%             | 97%               |
| Critical thinking skills for environmental / social issues has improved              | 95%                     | 96%              | 96%            | 96%              | 96%                | 97%                | 96%                 | 93%                | 96%                        | 100%                   | 97%             | 94%               |
| Attitudes towards environmental / social issues has changed                          | 97%                     | 97%              | 97%            | 97%              | 98%                | 96%                | 97%                 | 93%                | 98%                        | 98%                    | 99%             | 95%               |
| Behaviour towards environmental / social issues has changed                          | 93%                     | 95%              | 96%            | 94%              | 98%                | 89%                | 96%                 | 88%                | 96%                        | 97%                    | 96%             | 93%               |
| Are encouraged to participate in positive teamwork                                   | 96%                     | 95%              | 96%            | 95%              | 91%                | 92%                | 92%                 | 95%                | 96%                        | 98%                    | 97%             | 93%               |
| Preparedness to take action on environmental / social issues has increased           | 93%                     | 93%              | 92%            | 93%              | 100%               | 95%                | 92%                 | 88%                | 93%                        | 97%                    | 94%             | 91%               |
| Knowledge, confidence and skills in the curriculum area has improved                 | 97%                     | 97%              | 98%            | 97%              | 100%               | 95%                | 98%                 | 96%                | 98%                        | 99%                    | 98%             | 97%               |
| Engagement levels in their learning have increased                                   | 96%                     | 95%              | 95%            | 95%              | 98%                | 94%                | 92%                 | 92%                | 96%                        | 99%                    | 95%             | 94%               |
| Retention rates are higher (willingness to continue their education)                 | 84%                     | 86%              | 89%            | 82%              | 97%                | 84%                | 86%                 | 85%                | 85%                        | 95%                    | 89%             | 80%               |
| Educational outcomes have improved                                                   | 95%                     | 96%              | 96%            | 96%              | 98%                | 90%                | 96%                 | 96%                | 96%                        | 100%                   | 96%             | 95%               |

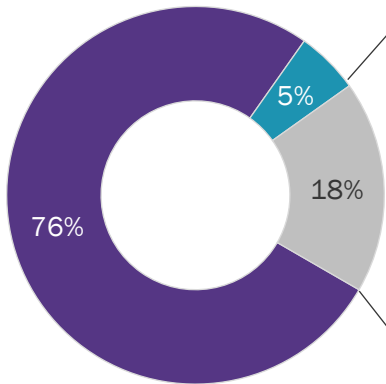
# 7 out of 10 teachers agree that using CA's resources more often with students will increase the positive social impact achieved

## Positive social impact on students

- More than 4 in 5 (82%) Very Frequent CA Users believe the positive social impact on students increases with the number of Cool Australia lessons taught.
- Nearly 9 in 10 (87%) of those who used Cool Australia's resources across at least 6 lessons believe the positive social impact on students increases with the number of Cool Australia lessons taught.

Does positive social impact increases with the number of lessons taught?

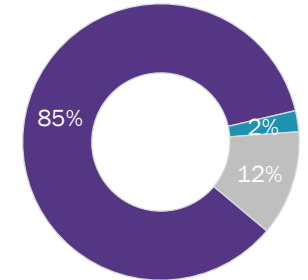
■ Yes  
■ No  
■ Don't know / Unsure



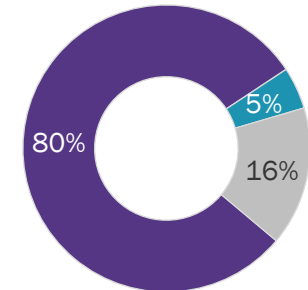
### Don't know/Unsure reasons:

- Have only just started using resources.
- I create my own resources sometimes using elements from Cool but, overwhelmingly the resources for Stage 6 Work Studies & Careers do not align to the syllabus very well
- I have not used enough of the resources nor have I directly observed the impact this has had on the students. Unable to gauge any change due to remote learning.
- I do not follow one group of students for any length of time - classroom teachers use material to enhance my delivery and they comment on positive engagement but not social impact

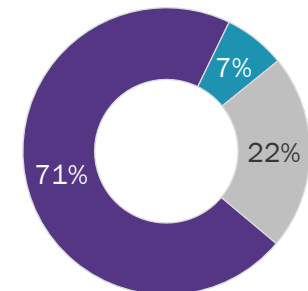
Early learning (n=122)



Primary (n=549)



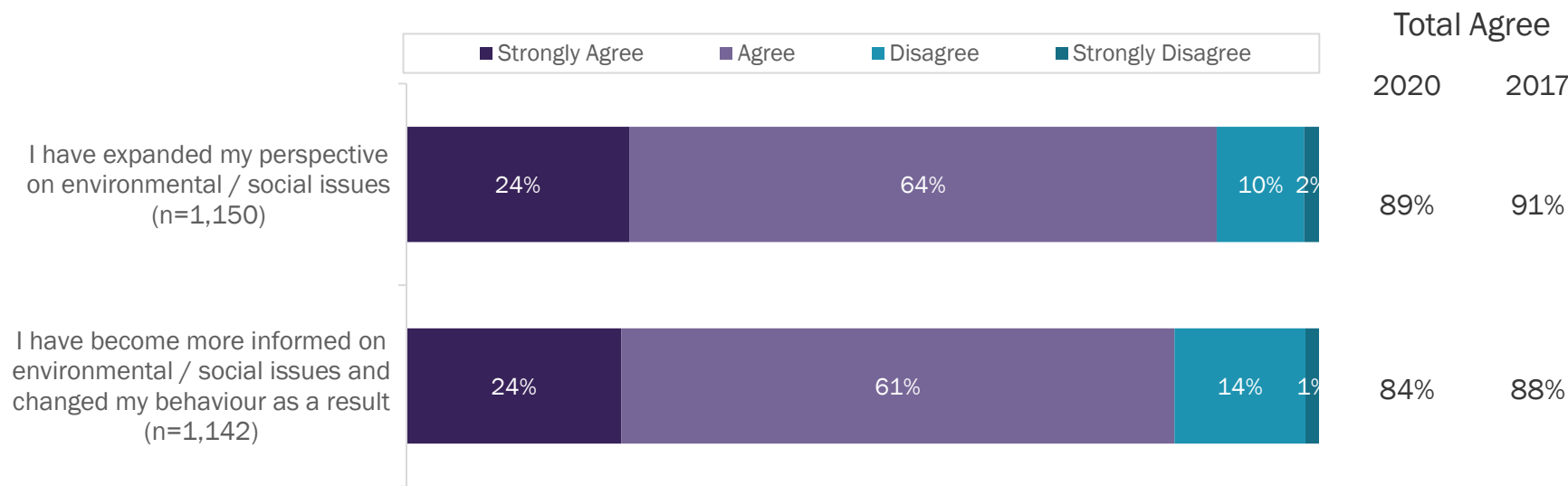
Secondary (n=474)



# Teachers believe they their knowledge has increased on environmental / social issues from using Cool Australia’s resources

## Impact on Teachers

- 9 in 10 believe Cool Australia’s resources have expanded their perspective on environmental / social issues.
  - A third (34%) of those who very frequently use the Cool Australia website *strongly agree* Cool Australia’s resources have expanded their perspective on environmental / social issues.
- 84% of Cool Australia Users have become more informed on environment/social issues since using Cool Australia resources and changed their behaviour as a result. This is most likely to impact Early Learning Educators (99%).
  - 96% of Early Learning teachers are most likely to agree, compared to 86% of Primary School Teachers and 79% of Secondary School Teachers



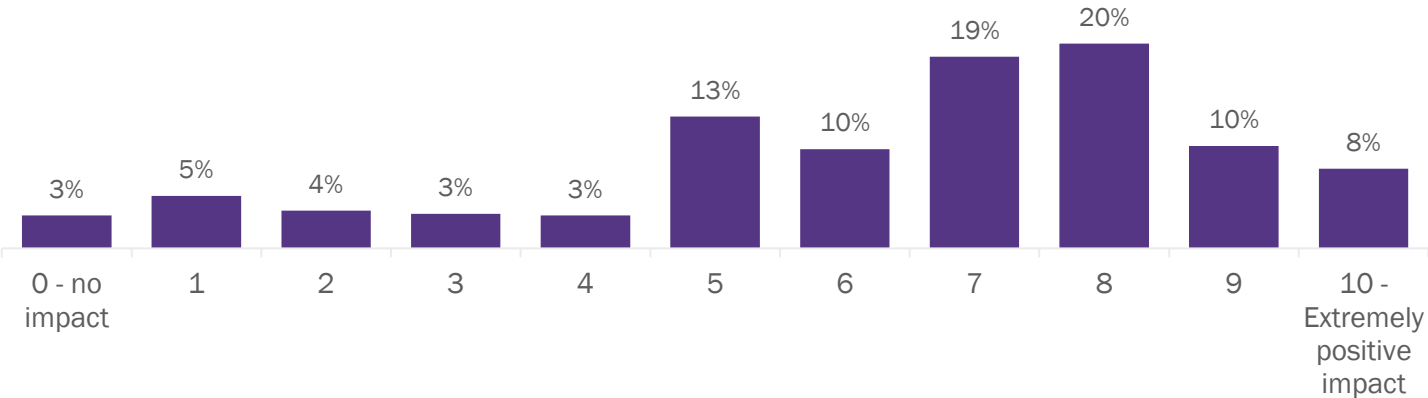


# Cool Australia’s resources have positively impacted teachers, averaging a 7.3/10 score

## Overall personal impact on teachers

- 97% of Cool Australia Users believe the resources had at least some positive social impact on them personally (scored at least 1/10).
- The average positive social impact score of Cool Australia’s resources is 7.3/10. This is an increase from 6.2/10 in 2017.
  - Cool Australia’s resources had a more positive impact on Early Learning Teachers (7.8/10), than Primary School Teachers (7.5/10) and Secondary School teachers (7.0/10)

Overall personal impact on teachers



Average Impact

2020      2017

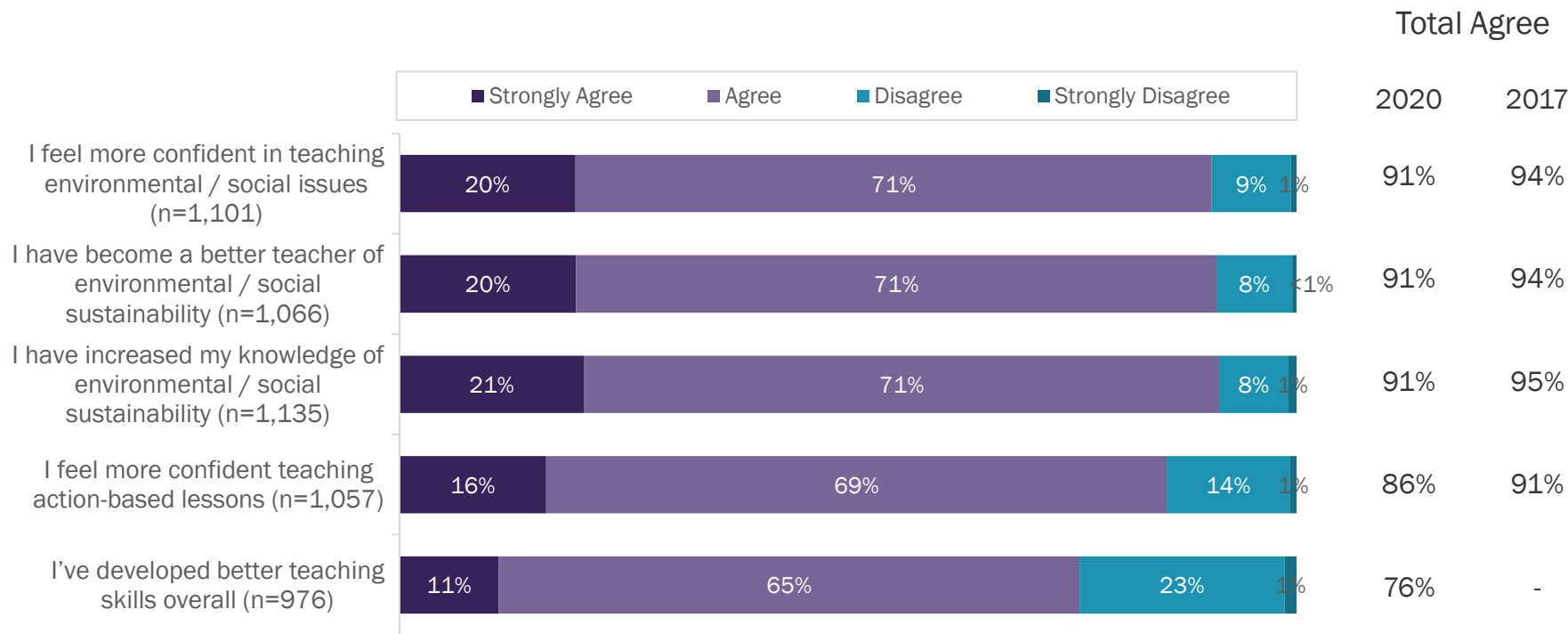
7.3 /10      6.2 /10

| Role                       |                  | Location (Aus) |                  | Years of teaching  |                    |                     |                    |                            | Education setting      |                 |                   |
|----------------------------|------------------|----------------|------------------|--------------------|--------------------|---------------------|--------------------|----------------------------|------------------------|-----------------|-------------------|
| Decision Makers (n=341)    | Teachers (n=968) | Metro (n=623)  | Regional (n=553) | 1 - 2 years (n=57) | 3 - 4 years (n=81) | 5 - 7 years (n=112) | 8 -10 years (n=90) | More than 10 years (n=777) | Early learning (n=134) | Primary (n=612) | Secondary (n=527) |
| Average Impact (out of 10) | 7.3              | 7.4            | 7.3              | 7.3                | 7.3                | 7.0                 | 7.2                | 7.3                        | 7.8                    | 7.5             | 7.0               |

# Not only have teachers gained more knowledge on environmental / social sustainability, but have also developed better teaching skills

## Impact of Cool Australia’s resources on teachers

- Using Cool Australia’s resources has a positive impact on teachers particularly with their confidence in teaching environmental/social issues (91%) and their increased knowledge of environmental/social sustainability (91%).
- 91% believe they have become a better teacher of environmental / social sustainability by using Cool Australia resources.
  - All Early Learning teachers believe they have become a better teacher of environmental/social sustainability teacher compared to 93% of Primary School teachers and 89% of Secondary School teachers





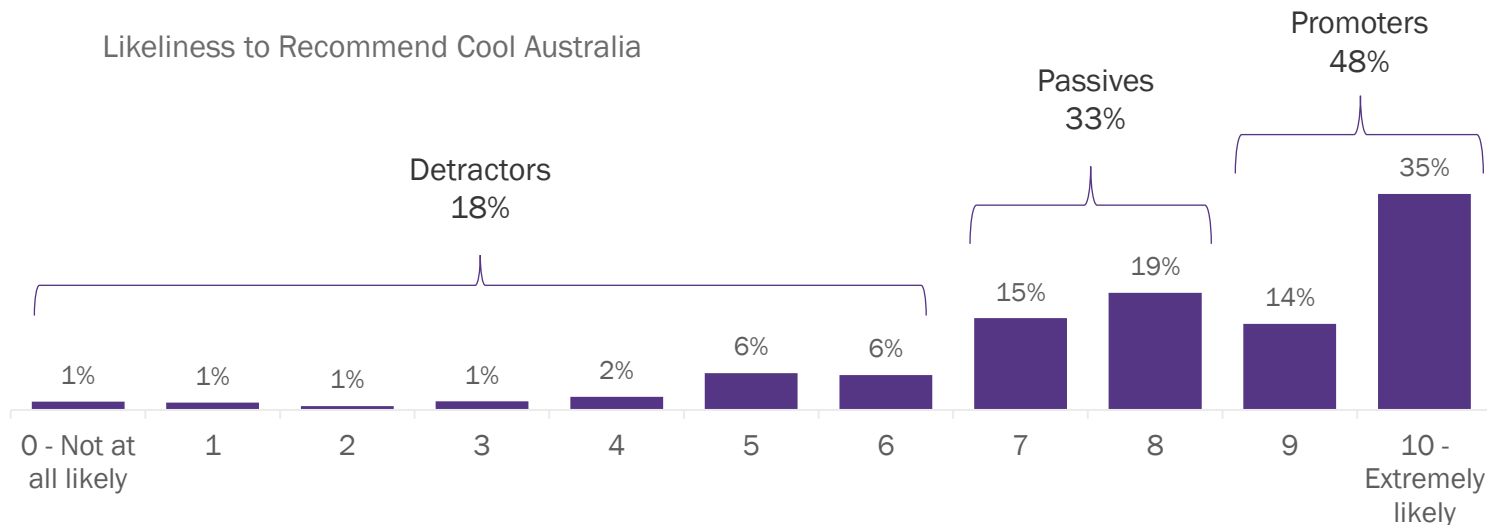
## Contacting Cool Australia Members



# Cool Australia's NPS is 30. More than a third of members have given a 10 out of 10 score

## Likelihood to recommend Cool Australia to others

- Nearly half (48%) of CA Members are highly likely (9-10 /10) to recommend Cool Australia to a friend or colleague (promoters) – in particular Secondary Sustainability Teachers (61%).
  - Primary School Teachers are most likely to highly recommend Cool Australia to their colleagues (53%) compared to Early Learning Teachers (51%) and Secondary Teachers (44%)
  - Nearly two thirds (63%) of Members who use the website very frequently are highly likely to recommend Cool Australia to their colleagues; with nearly half (48%) saying they are extremely likely
- Members gave Cool Australia a NPS score of 30.
  - Those who teach Secondary PDHPE or Secondary Sustainability gave a higher NPS score of 54 and 56 respectively

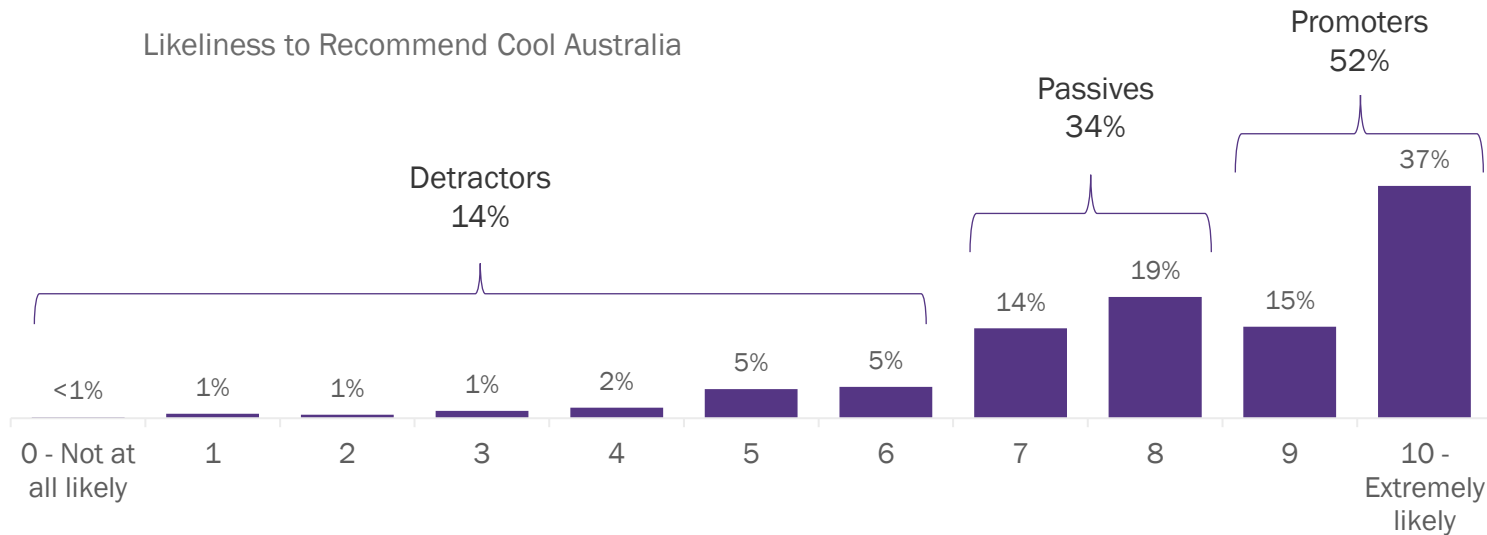


Net Promoter Score= Promoters – Detractors  
NPS = 30

# Amongst Content Users, Cool Australia's NPS increases to 38

## Likelihood to recommend Cool Australia to others – Content Users

- More than half (52%) of Cool Australia Content Users are highly likely to recommend Cool Australia to a friend or colleague (promoters), with nearly 2 in 5 (37%) being extremely likely
- The NPS score amongst Content Users is 38.
  - This score increases amongst Early Learning Teachers (46) and Primary School Teachers (44). The NPS amongst Secondary Teachers is 31.



Net Promoter Score= Promoters – Detractors  
NPS = 38



For any questions or comments, please get in touch:

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