Issued February 2016

# Respectful Relationships Education In Schools: The Beginnings of Change

## Final Evaluation Report: Technical Appendix A – Evaluation Design and Tools

Prepared for Department of Premier and Cabinet and Department of Education and Training, Victoria
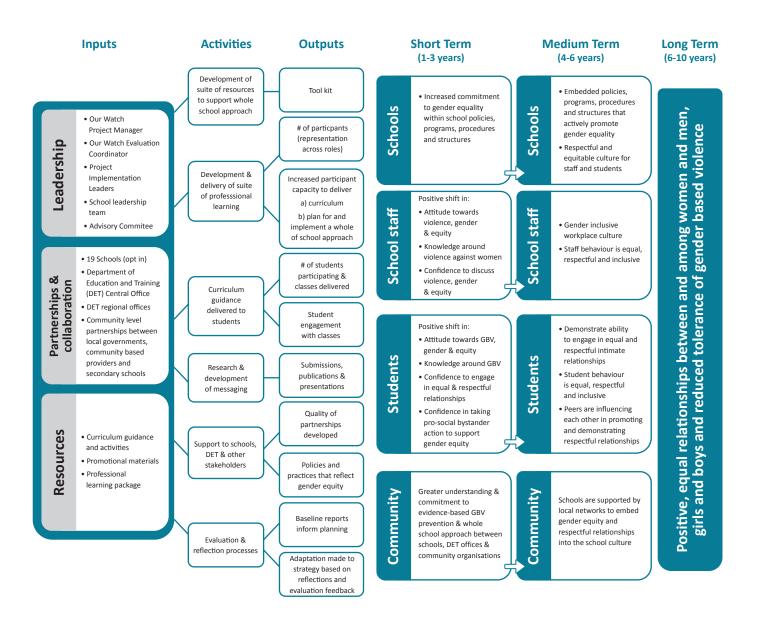
# Contents

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# Appendix A1: RREiS Pilot Project Logic

| Inputs | Activities | Outputs | Short Term (1-3 years) | Medium Term (4-6 years) | Long Term (6-10 years) |
|---|---|---|---|---|---|
| **Leadership**<br>• Our Watch Project Manager<br>• Our Watch Evaluation Coordinator<br>• Project Implementation Leaders<br>• School leadership team<br>• Advisory Commitee | Development of suite of resources to support whole school approach | Tool kit | | | |
| | | # of particpants (representation across roles) | | | |
| | Development & delivery of suite of professsional learning | Increased participant capacity to deliver a) curriculum b) plan for and implement a whole of school approach | **Schools**<br>• Increased commitment to gender equality within school policies, programs, procedures and structures | **Schools**<br>• Embedded policies, programs, procedures and structures that actively promote gender equality<br>• Respectful and equitable culture for staff and students | |
| **Partnerships & collaboration**<br>• 19 Schools (opt in)<br>• Department of Education and Training (DET) Central Office<br>• DET regional offices<br>• Community level partnerships between local governments, community based providers and secondary schools | Curriculum guidance delivered to students | # of students participating & classes delivered | **School staff**<br>Positive shift in:<br>• Attitude towards violence, gender & equity<br>• Knowledge around violence against women<br>• Confidence to discuss violence, gender & equity | **School staff**<br>• Gender inclusive workplace culture<br>• Staff behaviour is equal, respectful and inclusive | |
| | | Student engagement with classes | | | |
| | Research & development of messaging | Submissions, publications & presentations | **Students**<br>Positive shift in:<br>• Attitude towards GBV, gender & equity<br>• Knowledge around GBV<br>• Confidence to engage in equal & respectful relationships<br>• Confidence in taking pro-social bystander action to support gender equity | **Students**<br>• Demonstrate ability to engage in equal and respectful intimate relationships<br>• Student behaviour is equal, respectful and inclusive<br>• Peers are influencing each other in promoting and demonstrating respectful relationships | |
| **Resources**<br>• Curriculum guidance and activities<br>• Promotional materials<br>• Professional learning package | Support to schools, DET & other stakeholders | Quality of partnerships developed | | | **Positive, equal relationships between and among women and men, girls and boys and reduced tolerance of gender based violence** |
| | | Policies and practices that reflect gender equity | | | |
| | Evaluation & reflection processes | Baseline reports inform planning | **Community**<br>Greater understanding & commitment to evidence-based GBV prevention & whole school approach between schools, DET offices & community organisations | **Community**<br>Schools are supported by local networks to embed gender equity and respectful relationships into the school culture | |
| | | Adaptation made to strategy based on reflections and evaluation feedback | | | |

# Appendix A2: Summary of data collection methods

| SURVEYS AND AUDIT TOOLS | | | |
|---|---|---|---|
| **Data collection tool** | **Sample population** | **Timing** | **Purpose** |
| **School Culture Survey[1]** administered electronically via SurveyMonkey<br><br>See APPENDIX A8 | School Staff (leadership team, teachers, admin and welfare staff, etc.) from 18 of the 19 participating schools.<br><br>**Baseline:** n=980<br>**Follow-up:** n=740 | **Baseline:** March 2015<br><br>**Follow-Up:** Oct 2015 | To collect information on staff perceptions of school culture, particularly in relation to respectful relationships, gender equality, and work/life balance. Staff perception of commitment to gender equality within school policies, programs, procedures and structures were also measured.<br><br>This survey was repeated to measure changes in school culture and assess the impact and effectiveness of a whole of school approach to Respectful Relationship Education. |
| **Student knowledge, skills and attitudes Survey[2]** administered electronically via SurveyMonkey<br><br>See APPENDIX A9 | Year 8 and 9 students from 14 of the 18 participating schools.<br><br>**Baseline:** n=2078<br>**Follow-up:** n=1587 | **Baseline:** May 2015<br><br>**Follow-up:** Dec 2015 | To collect information on students' self-reported knowledge, attitudes, and skills, before and after participating in B*uilding Respectful Relationships: Stepping Out Against Gender-Based Violence* classes.<br><br>Specifically, the pre- and post- surveys were used to measure changes in students' attitudes towards violence, gender, and equity; skills and confidence to engage in equal & respectful relationship; and knowledge around violence against women. |
| **Curriculum Reflection Tool** administered electronically via SurveyMonkey.<br><br>See  APPENDIX A10 | Staff implementing curriculum from 13 secondary schools across Victoria.<br><br>n= 91 | Aug-Nov 2015 | To evaluate the uptake of curriculum across participating schools and to capture perceived strengths and weaknesses of the curriculum guidance tools as they are delivered in the context of the whole of school approach. Teachers were also asked to reflect on student behaviour and their relationship with their students throughout curriculum delivery. |

[1] Several questions in the School Culture Surveys were adapted from the Gender Equity Survey developed by VicHealth for the Creating Healthy Workplaces Initiative. The original authors are Professor Anthony Smith, Ms Jayne Russell and Dr Gillian Fletcher from La Trobe University.

[2] The Student Surveys were developed by Our Watch with input from Dr Debbie Ollis, Deakin University. Parts of these surveys were adapted from the National Community Attitudes Survey (NCAS) developed by VicHealth. Some questions were sourced from a survey for the 2013 Northern Bay Sexuality Education and Community Support.

| SURVEYS AND AUDIT TOOLS | | | |
|---|---|---|---|
| **Data collection tool** | **Sample population** | **Timing** | **Purpose** |
| **Project Implementation Leader Reflection Tool** administered electronically via SurveyMonkey

See APPENDIX A11 | Project Implementation Leaders responsible for supporting 18 secondary schools with implementing the whole of school approach to RRE.

n=3 Project Implementation Leaders | Term 1: April 2015

Term 2: June 2015

Term 3-4: October 2015 | To gather Project Implementation Leader's reflections on the progress and impact of the RREiS pilot on each of their schools. An independent evaluator was provided with these reflections to inform interviews held in the weeks following completion of the tool. The tool was repeated at strategic points in the pilot and was designed to assist the Project Implementation Leaders to consider their schools progress, challenges and changes over the past term. This process of documenting their reflections and discussing common themes with an independent evaluator was intended to inform Project Implementation Leader's practice over the coming school terms and to inform broader team planning within Our Watch. |
| **Professional Learning Feedback**

See APPENDIX A7 | All participants in Planning for RREiS Professional Learning

n= 44 feedback forms received | Post training | To gather feedback from participants in order to improve the Professional Learning sessions. Forms measured participants' satisfaction with the session, participants' level of confidence in their capacity to explain concepts related to gender-based violence, and participants' level of confidence in their capacity to undertake RREiS activities. |
| **Whole school planning and audit**

See APPENDIX A12 | The school leadership team at each school (often included wellbeing coordinators)

n= 19 leadership teams | Term 1, 2015 | School leaders use this tool to conduct an audit that informs the activities they undertake to build an equitable and inclusive school culture. The tool includes checklists for the school leadership teams to audit current activity, identifying gaps in the school's approach to gender equality and respectful relationships. |

| INTERVIEWS AND FOCUS GROUPS | | | |
|---|---|---|---|
| **Data collection tool** | **Sample/Target population** | **Timing** | **Purpose** |
| **School Leadership Team Focus Groups** <br><br> 1-hour facilitated focus group session in each school <br><br> See APPENDIX A4 | School Leadership team members from 9 secondary schools across Victoria <br><br> n= 38 <br><br> (24 females; 14 males) | Oct-Nov 2015 | To gather and document reflections from the school leadership teams regarding their experience of the RREiS pilot. Information gathered included: the impact of RREiS, the process of embedding the whole of school approach and the barriers/enablers to achieving this. |
| **Staff Focus Groups** <br><br> 1-hour facilitated focus group session in each school <br><br> See APPENDIX A4 | School Staff (teachers, welfare staff, school nurses, etc.) from 9 secondary schools across Victoria <br><br> n= 43 <br><br> (25 females; 18 males) | Oct-Nov 2015 | To gather and document reflections from teaching staff regarding their experience of the RREiS pilot. Information gathered included: the impact of RREiS, the process of embedding the whole of school approach and the barriers/enablers to achieving this. |
| **Student Focus Groups** <br><br> 45-minute facilitated focus group session in each school <br><br> See APPENDIX A4 | Year 8 and 9 students from 9 secondary schools across Victoria. <br><br> n= 71 <br><br> (30 females; 41 males) | Oct-Nov 2015 | To gather and document students' reflections and explore their experience of the RREiS pilot and any impacts in terms of their knowledge, attitudes or skills regarding respectful relationship and gender equality. |
| **Community-Based Organisations Focus Groups** <br><br> 1-hour facilitated focus group session; 30 minute phone interview <br><br> See APPENDIX A5 | Representatives from community based organisations working in gender-based violence prevention and response sector in the Central, Eastern Metropolitan, and Western regions of Victoria. <br><br> n= 9 | Oct 2015 | To capture the opinions of these key stakeholders in terms of <br><br> a) their perspectives on the current RREiS pilot, their role and opinion on the approach taken, and <br><br> b) exploring their future role in building a sustainable and strategic approach to primary prevention of violence against women in schools. |
| **Interviews with Deputy Regional Director (DRDs)** <br><br> 30 minute phone interviews <br><br> See APPENDIX A5 | Deputy Regional Directors (DRDs) from the Central, Eastern Metropolitan, and Western regions of Victoria. <br><br> n=3 | Oct 2015 | To capture the opinions of these key stakeholders in terms of <br><br> a) their perspectives on the current RREiS pilot, their role and opinion on the approach taken, and <br><br> b) exploring their future role in building a sustainable and strategic approach to primary prevention of violence against women in schools. |

| INTERVIEWS AND FOCUS GROUPS | | | |
|---|---|---|---|
| **Data collection tool** | **Sample/Target population** | **Timing** | **Purpose** |
| **Department of Education and Training (DET) Regional staff Focus Groups**<br><br>1-hour facilitated focus group session and 30 minute phone interviews<br><br>See APPENDIX A5 | Staff from DET regional office from the Central, Eastern Metropolitan, and Western regions of Victoria.<br><br>n= 11 | Oct 2015 | To capture the opinions of these key stakeholders in terms of<br><br>a) their perspectives on the current RREiS pilot, their role and opinion on the approach taken, and<br><br>b) exploring their future role in building a sustainable and strategic approach to primary prevention of violence against women in schools. |
| **Interviews with Project Implementation Leaders and Project Managers**<br><br>30 to 60 minute phone interviews<br><br>See APPENDIX A6 | RREiS Program Mangers from Our Watch<br><br>n=2 (due to changes in staff)<br><br>Project Implementation Leaders responsible for supporting schools with implementing the whole of school approach to RRE.<br><br>n=3 | April, July and November 2015 | To collate Project Team's reflections on the progress and impact of the RREiS pilot on each of their schools. An independent evaluator met with the Project Team to conduct the reflection interviews throughout the pilot, to collect data and also provide a space for practitioners to reflect on and refine their work. It was intended that these interviews would inform Project Implementation Leader's practice over the coming school terms and to inform broader team planning within Our Watch. |

# Appendix A3: Ethics and Consent

In late 2014, Our Watch sought and was granted ethics approval for the evaluation of the RREiS pilot from the following organisations:

| Organisation | Ethics committee/ Department | Reference number | Approval granted for: |
|---|---|---|---|
| Deakin University Victoria | Faculty of Arts & Education Human Ethics Advisory Group (HEAG) | HAE-15-046 | Data collection at all schools, including:<br><br>Teachers<br>Students<br>School leadership team |
| Department of Education and Training | Research, evaluation and analytics | 2014_002585 | |
| Catholic Education Office | Policy, research and communications | 2079 | Data collection at Catholic schools, including:<br><br>Teachers and school leadership teams |
| Swinburne University Victoria | Swinburne's Human Research Ethics Committee (SUHREC). | SHR Project 2015/003 | Data collection with Our Watch staff and external stakeholders including:<br><br>Department of Education and Training staff and community organisations |

*Consent processes:*

With the exception of the classroom surveys for students, all data collection was undertaken with the voluntary, active consent of the participants. This included student focus groups, where written parent permission was sought.

The usual practice for data collection involving students is traditionally via active consent, where a parent(s)/carer(s) need to provide written permission for their child to participate. For the classroom based student surveys, a slightly different approach was undertaken. Before commencing implementation, Our Watch discussed the process for active consent with the participating schools and they requested that an 'opt out' consent process be utilised for student surveys. The two main reasons for this approach were:

1) The student survey was consistent with the content covered by the Department of Education and Training curriculum guidance (already provided to schools online). Therefore, seeking additional consent to complete a pre/post survey that covers the same material within these classes was not necessary.

2) The process of active consent imposed undue burden on schools. Principals were keen to participate in the research, but reluctant to ask classroom teachers to confirm written consent was received from each student before administering surveys.

Our Watch received permission from both Deakin University and the Department of Education and Training to undertake the passive consent process at the 15 participating government schools. The principals from all of these schools provided written permission for the 'opt out' consent process to be undertaken. Via the 'opt out' process, parents of students participating in the classes were provided with a plain language statement explaining the research and the purpose of the student surveys. This included a *Research Withdrawal* Form for parents who decided they do not want their child to participate in the survey. Students were also provided with a plain language introduction to the survey and were reminded at the start of each survey that their participation was voluntary.

# Appendix A4: Focus Group Questions - Schools

## LEADERSHIP TEAM FOCUS GROUP QUESTIONS

1. Tell me a bit about how and why you got involved in the RREis pilot.

2. What do you understand as the main causes of violence against women and sexual assault? What do you understand is necessary for the prevention of violence against women?

3. There has been a great deal of media attention around family violence and sexual assault and the link to respectful relationships and respectful relationships education. Do you feel that the school promotes gender equality, for both staff and students? Has this changed at all over the course of the RREiS Pilot?

4. Is the school a positive, respectful environment for all adults and students?
   a) Have you seen any changes (positive or negative) for your students?
   b) Have you seen any changes (positive or negative) for your staff?
   c) Have you noticed any shift in school culture? If so, how do you think these were achieved? What did you notice specifically?

5. Is gender equity on the agenda at the school?
   a) How has the leadership supported this?
   b) Have there been any other champions at the school, promoting this issue?

6. Do you feel the school has been supported to implement the project?
   a) How?
   b) Could you have undertaken the project without support? Why? Why not?

7. What have been the major enablers?
   a) Were you surprised by any of the results from the staff gender survey? Did the results have any impact on the school focus on gender?

8. What have been the barriers and challenges?

9. What do you see as a whole of school approach to RREiS at your school? Do you think this will be strengthened as a result of being involved in the project? What supports would the school need to strengthen and continue the approach into the future?
   a) Does the school intend to continue with RRE?
   b) How does the school intend to continue once the RREiS program ends?
   c) Can the school continue on its own with its own resources and existing capacity?

10. What role has the leadership team had in supporting implementation of the RREiS pilot?
    a) among students?
    b) within the school as a workplace?
    c) With the broader school community (parents, affiliated clubs, community organisations)

11. Have you had an opportunity to work with any family violence or sexual assault services through this project? How did you get them involved? What was the reason for involving them? What might strengthen this relationship?

12. Has there been an increase in disclosures from staff or students since the start of this project? Do you feel the school dealt with these well? Do you/the school had the support you needed to support staff/students?

13. Are there any unintended outcomes associated with the program (positive and/or negative)?
    a) Has there been any backlash?
    b) (if resistance/backlash) how have you responded to this challenge?

14. What do you see as the critical factors that have strengthened implementation and the main challenges to this project?

15. Do you feel that this critical factors/challenges would be universally true (of all schools) or more specific to your context? (why?)

16. What advice/tips would you give to other schools, or even the Department of Education/CEO, in how this might be rolled out wider? What works well and why? (Key lessons, learnings, etc.
    a) What would be the top three things schools might need to roll out effective RRE?
    b) What supports would the school need to strengthen and continue in future? Eg. What could DET/CEO office offer schools?

17. Is there anything else you would like to add about your school's involvement in this project?

## TEACHING STAFF FOCUS GROUP QUESTIONS

1. Tell me a bit about how you got involved in the RREiS pilot.

2. What do you understand as the main causes of violence against women and sexual assault? What do you understand is necessary for the prevention of violence against women?

3. There has been a great deal of media attention around family violence and sexual assault and the link to respectful relationships and RR education. Do you feel that the school is a positive, respectful environment for all adults and students regardless of sexuality and gender? Has this changed at all over the course of the RREiS pilot? Have notice any shift in school culture? If so how and why?

   a) Have you seen any changes (positive or negative) for your students?

   b) Have you seen any changes (positive or negative) for your staff?

   c) Have you noticed any shift in school culture? If so, how do you think these were achieved? What did you notice specifically?

4. Is gender equity on the agenda at the school? How?

   a) How has the leadership supported this?

   b) Have there been any other champions at the school, promoting this issue?

5. Who have been the drivers of the project in the school?

   a) How has the school leadership team supported the implementation of the RREiS pilot?

      i. Within the school as a workplace?

      ii. Within the classroom/school yard?

      iii. With the broader school community (parents, affiliated clubs, community organisations)

6. What do you see as the enablers of the project?

7. What do you see as the barriers and challenges?

8. What do you see as a whole of school approach to RREiS at your school? Do you think this will be strengthened as a result of the project? What supports would the school need to strengthen and continue the approach into the future?

9. Have you had an opportunity to work with/hear from any family violence or sexual assault services through this project? How did they become involved?

10. For those of you teaching the Stepping Out curriculum, what has been your experience of teaching it?

    a) How did students respond to the curriculum?

    b) Do you see any evidence of changes in student attitudes (eg. what they see as acceptable behaviour) or behaviours (eg. they way they speak to or interact)

    c) What would you change?

    d) What was challenging?

    e) What did you like about teaching it? Would you be happy to teach it again?

    f) Has it been imbedded into the curriculum? How? In what context?

    g) Did the professional learning assist you to teach it?

    h) What role did the PILs have in supporting you the overall project? Would the project have got off the ground without them?

    i) Will you continue the approach without the support?

    j) Were there any other resources enabled you to deliver the curriculum? Such as other teaching resources, time, community agencies?

11. Has there been an increase in disclosures from staff or students since the start of this project? Do you feel the school dealt with these well? Have teachers/the school had sufficient support respond to these staff/students?

12. Have there any unintended outcomes associated with the program (positive and/or negative)?

13. What do you see as the critical factors that have strengthened implementation and the main challenges to this project?

14. Do you feel that this critical factors/challenges would be universally true (of all schools) or more specific to your context? (why?)

15. What advice/tips would you give to other schools, or even the Department of Education/CEO, in how this might be rolled out wider? What works well and why? (Key lessons, learnings, etc.

    a) What would be the top three things schools might need to roll out effect RRE?

    b) What supports would the school need to strengthen and continue in future? Eg. What could DET/CEO office offer schools?

16. Is there anything else you would like to add about your school's involvement in this project?

## STUDENTS FOCUS GROUP QUESTIONS

## Knowledge, understanding and attitudes

1. You have probably heard a lot in the media about family violence and sexual assault. What do you understand family violence to be? What do you think causes it? What do you think can be done to stop it and prevention it?

2. What do you understand sexual assault to be? What do you think causes it? What do you think can be done to stop it and prevent it?

3. What do you understand gender to be?

4. Do you know what gender equity is? Tell me about what you know. Where do you get these understandings and ideas?

5. Do you think the school provides an environment that helps it to be gender equitable?

6. Has this changed at all since the school has been doing the RREiS pilot? Can you give me any examples?

## Experience of the classes

7. What do you remember about the RREiS activities? Were you taught about it in health?

8. Why do you think the school provided this education? Do you feel that these are important topics which need to be taught in school? Why? Why not?

9. What issues did you cover?

10. What messages did you get about Respectful Relationships?

11. What messages did you get about:
    ◦ Violence?
    ◦ Violence against women? What do you believe are the main causes?
    ◦ Violence against men? What do you believe are main causes?
    ◦ Gender?

12. Are there other groups of people who also experience violence?

13. Was there any thing in the program that made you feel:
    ◦ Uncomfortable?
    ◦ Angry?
    ◦ Sad?
    ◦ Excited?
    ◦ Curious?
    ◦ Bored? (eg. Too simple or not relevant to me)

14. Did you feel that the RRE class was a safe place to talk honestly and openly about sensitive issues? Why? Why not? What might help students to feel more comfortable?

15. What did you think about the way it was taught? Did this differ to how you have been taught in health and sexuality education in the past?

16. Were there any issues you think should not have been covered in the activities?

17. Were there any additional issues you think needed to be covered in this program?

## Whole school

18. Did you have any guest speakers?  Who, Where from?

19. Did you know any of this information before doing the program?

20. Have you talked to your parents or other important adults about what you have been learning?

21. Have you talked to your friends or amongst yourselves about what you have been learning?

22. Did the school do any other activities related to RRE and GBV for the other students or school community, i.e. assembly, newsletters etc.?

23. Have you noticed any changes in the school in how gender issues are dealt with in the school by students and teachers? For example

24. What happens if a student is disrespected because of who they are, or their gender? Or their sexuality?

25. Do you think boys and girls, women and men, are treated equally in your school? Why/why not?

26. Do you think the RRE has made any difference to respectful behaviour?

27. Has it made any difference to how you treat people?

## Skills

28. If a friend needs to seek some help about a respectful relationship or family violence issue – what advice would you give them?

29. Where could you go if you:
    - had a family violence situation?
    - had experienced sexual assault?
    - were being sexually harassed online?

## Final

32. Do you think the classroom activities should be in coeducational groups or single sex groups?

33. Do you think the school is a respectful place? Why/Why not?

34. Is the school an inclusive place for gender and sexually diverse students? Were their experiences covered during the program?

35. Have you noticed any changes in the school in how gender issues are dealt with in the school by students and teachers? For example

36. What happens if a student is disrespected because of who they are, or their gender? Or their sexuality?

37. Do you think boys and girls, women and men, are treated equally in your school? Why/why not?

38. Do you think the RRE has made any difference to respectful behaviour?

39. Has it made any difference to how you treat people?

40. How do you think the school could be improved to make it a more respectful and equity place?

# Appendix A5: Focus Group Questions – External groups

## REGIONAL DEPUTY DIRECTOR INTERVIEWS

1.  What is your understanding of Respectful Relationships Education? How does this relate to the prevention of violence against women (and their children)?

2.  The way we have approached RRE has been a little different to other programs. For example, we have employed the Program Implementation leaders [based at the DET regional office], how effective was this approach overall? What worked well? What would you change?

3.  Describe your role in supporting the implementation of the RREiS pilot

    ◦   How was the DET office able to facilitate? To your knowledge, were some DET regional offices more engaged than others? Why/How so?

    ◦   Are there any changes you would recommend to the current model regarding DET's role? What elements do you think worked well re: DET support?

4.  Are you aware of any unintended outcomes associated with the program (positive and/or negative)?

    ◦   Have you noticed any specific changes to the school environment and culture as a result of RREiS? What were these? Where do you think they came from?

    ◦   Do you notice any changes within the DET office around how Respectful Relationships Education is understood or discussed? Are staff familiar and comfortable with key concepts such as the whole of school approach, or the links between gender, power and violence?

5.  What do you see as the critical factors that have strengthened implementation of this project? What were the main challenges to this project?

    ◦   Are you aware of any schools in your region that seemed more responsive to the project than others? Why do you think that was?

    ◦   How did the PILS facilitate? Was their relationship with/ position in DET important?

    ◦   What was the role of the school leadership team within your schools? Was the opt-in process important? Why do you think they engaged with this project? Why do you think some schools engaged with this work more deeply than others?

6.  Has the introduction to this program led to the learning of any other programs/initiatives related to PVAW within DET? Within the schools involved?

7. Has the focus on PVAW meant that something else has been neglected?

8. How do you see this program being rolled out to other schools?
   ◦ Can you identify any particular, critical elements? Are there some aspects that were less important?
   ◦ What role could the department potentially play? What role would other organisations need to play?

## DEPT. OF EDUCATION REGIONAL OFFICE STAFF FOCUS GROUP QUESTIONS

1. What is your understanding of Respectful Relationships Education? How does this relate to the prevention of violence against women (and their children)?

2. The way we have approached Respectful Relationships Education has been a little different to other programs. For example, we have employed the Program Implementation leaders [based at the DET regional office] and trainers to support schools in taking a 'whole school approach'. Were you aware of this and, if so, how effective was this approach overall? What worked well? What would you change?

3. Describe your role in supporting the implementation of the RREiS pilot? (if any)
   ◦ How was the DET office able to facilitate? Do you feel that your DET regional office was sufficiently engaged? Why/why not?
   ◦ Are there any changes you would recommend to the current model regarding DET's role? What elements do you think worked well re DET support?

4. Are you aware of any unintended outcomes associated with the program (positive and/or negative)?
   ◦ Have you noticed any specific changes to the school environment and culture as a result of RREiS? What were these? Where do you think they came from?
   ◦ Have you attended any in-services or professional learning that have covered Respectful Relationships Education? (if so) were these sessions useful/impactful?
   ◦ Do you notice any changes within the DET office around how Respectful Relationships Education is understood or discussed? (If so) How was this information conveyed (via training, or informal discussions?) Are staff familiar and comfortable with key concepts such as the whole of school approach, or the links between gender, power and violence?

5. What do you see as the critical factors that have strengthened implementation and the main challenges to this project?
   ◦ Are you aware of any schools in your region that seemed more responsive to the project than others? Why do you think that was?
   ◦ How did the PILS facilitate? Was their relationship with/ position in DET important?

6. Has the introduction to this program led to the learning of any other programs/initiatives related to PVAW at DET?

7. Has the focus on PVAW meant that something else has been neglected?

8. How do you see this program being rolled out to other schools? What role would the department potentially play? What role would other organisations need to play?

## COMMUNITY ORGANISATIONS FOCUS GROUPS

1. Describe the role your organisation had in supporting implementation of the RREiS pilot. Was your organisation engaged effectively in the RREiS pilotfrom the beginning and throughout? If yes, how? If no, how could your organisation have been better utilised/engaged to support the project?

2. The way we have approached Respectful Relationships Education has been a little different to other programs. For example, we have employed the Program Implementation leaders (based at the DET regional office) and trainers to support schools in taking a 'whole school approach'. Were you aware of this and, if so, how effective was this approach overall? What worked well? What would you change?

3. Are you aware of any unintended outcomes associated with the program (positive and/or negative)?
   ◦ Do you think schools have changed how they respond to family violence and/or sexual assault?
   ◦ Is there any evidence that the school briefing helped prepare staff to respond to immediate disclosures from students (not provide long term response, but know what to say 'in the moment and where to refer'?

4. Have you seen increased referrals from students or staff at participating schools since the implementation of this project? Are schools collaborating more with the sector after this project?

5. What do you see as the critical factors that have strengthened implementation of this project? What were the main challenges to this project?
   ◦ Are partnerships conducive to more effective responses at the school level? What role did PILs play in fostering these partnerships?

6. Do you feel that this critical factors/challenges would be universally true (of all schools) or more specific to your context? Why?

7. What advice/tips would you give to other schools who might be interested in establishing a program like this? What works well and why? (Key lessons, learnings, etc.)

8. Is there anything else you would like to add about your organisation's involvement in this project?

9. How do you see this program being rolled out to other schools? What role would your organisation potentially play? What role would other organisations need to play?
   ◦ Can you identify any particular, critical elements for scaling up RREiS? Are there some aspects that were less important?

# Appendix A6: Internal Interview Questions – Managers and Project Implementation Leaders

## MANAGER INTERVIEW QUESTIONS

1. The way we have approached respectful relationships education has been a little different to other school based respectful relationships programs.

   - What elements would be the 'core' minimum standards for replication of RREiS?

   - Can you explain how this different to implementation/set up of other projects?

   - Is there any evidence/feedback to date to suggest that this has been the right approach?

   - What would you add/change in retrospect?

2. What do you see as the critical factors that have strengthened implementation and the main challenges to this project?

3. Do you feel that this critical factors/challenges would be universally true (of all schools) or more specific to the Victorian schools that have opted in to this project? (why?)

4. What advice/tips would you give to organisations who might be interested in establishing a program like this?  What works well and why? (Key lessons, learnings, etc.)

5. Are you aware of any unintended outcomes associated with the program (positive and/or negative)?

6. Is there anything else you would like to add about your involvement in this project?

## PROJECT IMPLEMENTATION LEADER
## INTERVIEW QUESTIONS

1. What were the main strategies/steps undertaken by you (and staff at the broader school level) over the last 3 months of the pilot?

2. Who are the key stakeholders? How did you get them involved?

3. What have been the main challenges?

4. How are you dealing with these challenges?

5. How useful was the professional learning training you received? Why do you say this?

6. What role has *Our Watch* played in supporting implementation?

7. What do parents and other school stakeholders know/think about the program?

8. What changes have occurred as a result of the program? In what ways are you thinking and acting differently now?  What about the teachers or students? (Consider – knowledge, attitudes, behaviour)

9. What evidence has led you to believe that the program has caused these changes?

10. Are there any unintended outcomes associated with the program (positive and/or negative)?

11. What do you see as critical factors which will help sustain your work with the *Our Watch*?

12. What support from the *Our Watch* would be helpful in the future?

13. What advice/tips would you give to other individuals who might be interested in establishing a program like this at their school? What works well and why? (Key lessons, learnings, etc.)

14. Thinking back to when the program commenced at your school, can you provide any suggestions to *Our Watch* about how they might enhance the establishment of the program in other schools?

# Appendix A7: Professional Learning Session – Planning for RREiS Feedback Form

## PROFESSIONAL LEARNING SESSION

### *PLANNING FOR RREIS* FEEDBACK FORM

**What happens to the results of this survey?**

This survey will help us to improve our professional learning for schools planning a whole of school approach to their respectful relationships education. Your answers will remain confidential and will be collated with feedback from other participants to inform an evaluation report which will not include any identifying information.

1. The aim of this professional learning (PD) session was to support you to plan and implement a whole school approach to respectful relationships and gender equity.

   **Do you feel that this session gave you sufficient information to achieve this goal?**

   ☐ Strongly Disagree ☐ Disagree ☐ Not sure ☐ Agree ☐ Strongly Agree

   Please feel free to comment on your response:

   _____

2. **What other information should be included in this PD?**

   _____

3. **Having completed this PD, how confident do you feel explaining the following concepts?**

| | Very low confidence | Low confidence | Some confidence | High confidence | Not sure |
|---|---|---|---|---|---|
| The 'whole school approach' to RREiS | ☐ | ☐ | ☐ | ☐ | ☐ |
| Preventing violence against women (PVAW) | ☐ | ☐ | ☐ | ☐ | ☐ |
| The relationship between gender equality and violence against women | ☐ | ☐ | ☐ | ☐ | ☐ |
| Concepts of sex and gender | ☐ | ☐ | ☐ | ☐ | ☐ |

**4. Having completed this PD, how confident are you in your capacity <u>to do</u> the following?**

| | Very low confidence | Low confidence | Some confidence | High confidence | Not sure |
|---|---|---|---|---|---|
| Identify different forms of violence against women | ☐ | ☐ | ☐ | ☐ | ☐ |
| Plan strategies to promote gender equality within your school | ☐ | ☐ | ☐ | ☐ | ☐ |
| Support your staff to engage in respectful and equal professional relationships | ☐ | ☐ | ☐ | ☐ | ☐ |
| Support your staff to deliver the Stepping Out curriculum as part of a whole school approach | ☐ | ☐ | ☐ | ☐ | ☐ |
| Articulate a clear vision for the school which promotes gender equality and respect amongst staff and students | ☐ | ☐ | ☐ | ☐ | ☐ |

**5. Has your confidence to undertake any of the above tasks increased as a result of this PD?**

| Not at all | Minimal impact | Some increase in confidence | Significant increase in confidence | Unsure |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

**6. Is there anything else you would like to tell us about the experience of participating in this professional learning session?**

_____

**To finish off, please tell us some information about yourself.**

**Why?** We are interested to know the different types of professionals who take part in this professional learning session. Your demographic information (below) will not be linked to your survey responses.

---

**About You**

**School:** _____

---

**Your role** (please tick one box only)

**School based:**

☐  Leadership team (principal, assistant principal, coordinators)

☐  Teaching staff

☐  Welfare team (welfare coordinator, nurse, Chaplin, youth worker, SSSO)

☐  School support staff

☐  Other
(please describe) _____

**External:**

☐  Community organisation

☐  Other
(please describe) _____

---

**Your sex/gender identity:** _____

# Appendix A8: School Culture Survey

(administered online via SurveyMonkey.com)

## SCHOOL CULTURE SURVEY

### Introduction – Baseline Survey

Thank you for taking part in this brief survey - your feedback is extremely valuable!

### What is RREiS?

With the support of *Our Watch,* your school will be participating in the Respectful Relationships in Schools (RREiS) project from Term 1 to Term 4, 2015. The RREiS project seeks to support a limited number of secondary schools to implement a comprehensive whole school approach to promoting gender equity and respectful relationships. A component of this project will be the delivery of the *Building Respectful Relationships: Stepping Out Against Gender-Based Violence* (Stepping Out) curriculum, recently released by the Department of Education and Training.

### Why am I doing this survey?

The purpose of this survey is to inform the planning of a whole school approach to gender equity and respectful relationships across all aspects of your school. Examining school culture, including formal and informal practices, policies and staff dynamics, is an important part of this project. We will ask you about your opinions, ideas and beliefs about the culture of your school, focusing on gender equity. Please answer all questions as honestly as you can.

### What happens to the results of this survey?

Your answers will remain anonymous and will be grouped together with feedback from other staff at your school. De-identified, collated survey responses will be shared with your school and *Our Watch* only. Your feedback is vital to identifying the areas that may become a focus of work being done at your school to promote gender equity. We will ask you similar questions again towards the end of the year.

*Please note:*

*Parts of this survey have been adapted from the Gender Equity Survey which was developed by VicHealth for the Creating Healthy Workplaces Initiative (for the Y Respect Gender project).The original authors are Professor Anthony Smith, Ms Jayne Russell and Dr Gillian Fletcher from La Trobe University. These questions are marked with an asterisk.*

# Follow up survey introduction

Thank you for taking part in this FINAL School Culture Survey for the Respectful Relationships in Schools (RREiS) project.

The past 12 months have signalled a big year for schools in their roles to prevent violence against women and children with several state governments and the Commonwealth announcing new policies and funding. While details of these policies are forthcoming, it is clear that there is significant interest in the evaluation of the RREiS project, and we are keen to understand your experience of this pilot.

We appreciate that Term 4 is a busy time for all, so we have done what we can to shorten this survey.

## Why am I doing this survey (again)?

It may feel like only yesterday that you completed a baseline survey for the RREiS project. We would now like you to complete this second follow-up survey to determine if there have been any (even subtle shifts) in terms of gender equity and respectful relationships across all aspects of your school. Examining school culture, including formal and informal practices, policies, and staff dynamics, was an important aim of this project. Even if you didn't complete the baseline survey, your feedback is still extremely valuable!

Please answer all questions as honestly as you can.

## What happens to the results of this survey?

As per the baseline survey, your answers will remain anonymous and will be grouped together with feedback from other staff at your school. De-identified, collated survey responses will be shared with your school and Our Watch only. Your feedback is vital to identifying the areas that may become a focus of future work at your school to promote gender equity, after the RREiS project has officially finish.

# School Culture Baseline and Follow-up Survey Questions

**1. Do you agree or or disagree with the following statements regarding <u>your school?</u>\***

| My school... | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| a. Is committed to ensuring respectful relationships among staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Is committed to ensuring respectful relationships between staff and students | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Has leaders who value, support and promote gender equity | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Has leaders who value, support and promote gender equity | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Is committed to improving the capability of everyone to do their best at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Is committed to supporting all staff to advance in their career | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Values and supports diversity among its staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Is committed to equal representation of women at a senior level in the school | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. Promotes gender equity in employment practices | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. Promotes and supports a work/life balance for women | ☐ | ☐ | ☐ | ☐ | ☐ |
| k. Promotes and supports a work/life balance for men | ☐ | ☐ | ☐ | ☐ | ☐ |
| l. Sexual harassment (student or staff) is not tolerated at my school | ☐ | ☐ | ☐ | ☐ | ☐ |
| m. Gender discrimination (student or staff) is not tolerated at my school | ☐ | ☐ | ☐ | ☐ | ☐ |
| n. Provides me with the flexibility I need to manage my work and caring responsibilities | ☐ | ☐ | ☐ | ☐ | ☐ |
| o. Has policies and procedures in place to support gender equality and/or respectful relationships among staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| p. Has policies and procedures in place to address indents of violence, harassment and discrimination among staff | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

Thinking about 'typical' practices at your school, please rate the number of male and female staff who undertake the following tasks.

**2. Under usual circumstances at my school…**

| | **Everyone** (male and female equally likely) | Mostly **women** (more likely than the male staff) | Mostly **men** (more likely than the female staff) | **Not sure** | Comment (Optional) |
|---|---|---|---|---|---|
| a. Social functions are organised by | ☐ | ☐ | ☐ | ☐ | |
| b. Sporting extracurricular activities are supervised by | ☐ | ☐ | ☐ | ☐ | |
| c. Non-sporting extracurricular activities (eg. music, drama) are supervised by | ☐ | ☐ | ☐ | ☐ | |
| d. Detention is undertaken by | ☐ | ☐ | ☐ | ☐ | |
| e. Yard duty is undertaken by | ☐ | ☐ | ☐ | ☐ | |
| f. Administrative functions (eg organising meetings, taking minutes, school operational matters) are undertaken by | ☐ | ☐ | ☐ | ☐ | |

3. **Can you think of any formal policies, documents, or procedures that contribute to respectful relationships and/or gender equity between men and women at your school?\***

  ☐ No, go to next question

  ☐ Yes, please name <u>one</u>:

  a. **How do you know about this policy/document/procedure (please select one or more):**

    ☐ It was given to me at my induction
    ☐ I was told me about it (not during induction)
    ☐ I heard about it during a meeting
    ☐ Another colleague told me about it
    ☐ I had to deal with an issue related to the policy/document/procedure, so sought it out
    ☐ Everyone knows about it; this is frequently used and referred to
    ☐ Other (please specify): _____

  b. **In your judgement, does your school actively apply the policy, document, or procedure that you named above?**

    ☐ No
    ☐ Yes

4. **On what basis are you employed? [drop down list]***

   – Full-time
   – Part-time
   – Casual
   – Contract

5. **In the future, would you like to change the basis on which you are employed?***

   – Yes [drop down list]
     ◦ To full-time
     ◦ To part-time
     ◦ To casual
     ◦ To contract
   – No

For the following questions, we'd like you to think about 'work opportunities' in a very broad way. These might be access to professional learning, having your professional efforts recognised by school leadership or your colleagues, or opportunities to pursue career advancement.

8. **Do you believe your work opportunities are supported by the following:***

| | Strongly disagree | Disagree | Neither agree or disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| a. My confidence in my own abilities | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Having access to flexible work options | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. My willingness to work extra hours and over school holidays | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Informal support from senior staff member/s who mentor me | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. The existence of role models in senior positions | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Other, please specify: | | | | | |

**9. Do you believe your work opportunities will be <u>hampered</u> by the following:***

|  | Strongly disagree | Disagree | Neither agree or disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| a. The fact that people stay here for years, so opportunities do not arise | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. My inability to work extra hours and over school holidays | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Because I am overlooked in favour of others | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. I don't have the necessary skills and/or qualifications | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Because I make use of flexible work options | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Other, please specify: |  |  |  |  |  |

**10. Do you have dependent children?***

☐ No, go to next question

☐ Yes

| (Questions for those with dependent children only) | Strongly disagree | Disagree | Neither agree or disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| a. My work opportunities within my school are hampered because I am the primary carer for my children | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. My work opportunities within my school are supported by having a partner who takes primary responsibility for child care | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. My work opportunities within my school are hampered because having children interrupted my career progression | ☐ | ☐ | ☐ | ☐ | ☐ |

**12. Had you heard about the Respectful Relationships Education in Schools (RREiS) project before you took this survey?**

◻ No

◻ Yes, where did you hear about this project? Please specify:

|  | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| a. I think that my organisation's involvement in this project is | ◻ | ◻ | ◻ | ◻ | ◻ |

|  | Not clear at all | Very unclear | Unclear | Somewhat clear | Very clear |
|---|---|---|---|---|---|
| b. For me, the link between promotion of respectful relationships between men and women in the school and prevention of violence against women is | ◻ | ◻ | ◻ | ◻ | ◻ |

**14. Please use this space to add any comments about the survey, reflections about your school culture or the Respectful Relationships Education in Schools (RREiS) project:**

| Comments: |
|---|
|  |

# Appendix A9: Student Knowledge, Attitudes and Skills Survey

(administered online via SurveyMonkey.com)

**The following survey is voluntary.** This means you <u>do not </u>need to complete it if you don't want to and you can stop at any time.

**What happens to my answers?**

Your answers will remain anonymous. Your teachers will not know what you say in this survey and the results will be grouped together with other students in your class. We will ask you similar questions again at the end of the term.

**Remember, it's not a test -** there are no right or wrong answers. This is a survey about your opinions, ideas and beliefs. Please answer all questions as honestly as you can.

**Who wrote the questions?**

This survey was developed by Our Watch with input from Dr Debbie Ollis, Deakin University.

Parts of this survey have been adapted from other surveys. These include questions from the National Community Attitudes Survey (NCAS) which was developed by Victorian Health Promotion Foundation (VicHealth). These questions are marked with one asterisk (*). Further information about the NCAS is available from the VicHealth website. Other questions were sourced from a survey for the 2013 Northern Bay Sexuality Education and Community Support Project (Ollis and Harris, in press) and the Educating Young People about Sexuality Education (EYPSE) Survey (Johnson, Harrison and Ollis, 2014). Questions from the Northern Bay Project are marked with two asterisks (**) and the EYPSE survey three asterisks (***).

## Part A: What things do you think would be counted as 'domestic violence'?

People have different opinions about domestic violence and we're interested in yours.
Please rate each of the behaviors below, depending on whether you think it is a form of domestic violence.

| | Yes, always | Yes, usually | Yes, sometimes | No | Don't know |
|---|---|---|---|---|---|
| Slapping or pushing partner to cause harm or fear* | ☐ | ☐ | ☐ | ☐ | ☐ |
| Checking your partners private Facebook or text messages | ☐ | ☐ | ☐ | ☐ | ☐ |
| Pressuring a partner to have sex | ☐ | ☐ | ☐ | ☐ | ☐ |
| Throwing or smashing objects near a partner to frighten them* | ☐ | ☐ | ☐ | ☐ | ☐ |
| Yelling abuse at partner* | ☐ | ☐ | ☐ | ☐ | ☐ |
| Criticising partner to make them feel bad or useless* | ☐ | ☐ | ☐ | ☐ | ☐ |

## Part B: What do you think?

Here are some statements about relationships.
Please read each one carefully and tick the box which best describes your opinion.

| | Strongly agree | Somewhat agree | Neutral (neither agree/ disagree) | Somewhat disagree | Strongly disagree |
|---|---|---|---|---|---|
| **Having a respectful relationship means:** | | | | | |
| Two people have equal power** | ☐ | ☐ | ☐ | ☐ | ☐ |
| One person pays for meals etc. if they have more money** | ☐ | ☐ | ☐ | ☐ | ☐ |
| You trust each other  *** | ☐ | ☐ | ☐ | ☐ | ☐ |
| You let your partner hang out with their friends** | ☐ | ☐ | ☐ | ☐ | ☐ |
| You listen to each other** | ☐ | ☐ | ☐ | ☐ | ☐ |
| You both compromise sometimes *** | ☐ | ☐ | ☐ | ☐ | ☐ |

Here are some statements about men and women, boys and girls.
Please read each one carefully and tick the box which best describes your opinion.

| | Strongly agree | Somewhat agree | Neutral (neither agree/ disagree) | Somewhat disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|---|
| Men make better political leaders* | ☐ | ☐ | ☐ | ☐ | ☐ | |
| University education is more important for a boy* | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Men should take control in relationships and be head of the household * | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Women prefer a man to be in charge of the relationship* | ☐ | ☐ | ☐ | ☐ | ☐ | |

Here are some statements about violence.
Again, please read each one carefully and tick the box which best describes your opinion.

| | Strongly agree | Somewhat agree | Neutral (neither agree/ disagree) | Somewhat disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|---|
| Domestic violence can be excused if, afterwards, the violent person genuinely regrets what they have done* | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Women who are sexually harassed should sort it out themselves rather than report it* | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Domestic violence can be excused if it results from people getting so angry that they temporarily lose control* | ☐ | ☐ | ☐ | ☐ | ☐ | |
| If a woman is raped while she is drunk or affected by drugs she is at least partly responsible* | ☐ | ☐ | ☐ | ☐ | ☐ | |

## Part C: Confidence

This is the final set of questions. We'd like to get your opinion on how you might feel in *hypothetical situations*.
Please read each one carefully and tick the box which best describes your level of confidence to do the following.

| | Strongly disagree | Disagree | Agree | Strongly disagree | Don't know | Not applicable |
|---|---|---|---|---|---|---|
| **If I needed to, I am confident that I could:** | | | | | | |
| Tell my partner things what I want from the relationship | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Talk about my feelings with my partner | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Recognise when a relationship is unhealthy or abusive | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Help or support a friend who is experiencing violence in their relationship | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Call out my friends if they're saying or doing something sexist | ☐ | ☐ | ☐ | ☐ | ☐ | |

**To finish off, please tell us some information about yourself.**

| About You |
|---|
| **School:** _____ |
| **Grade:**<br><br>☐  Year 7<br><br>☐  Year 8<br><br>☐  Year 9<br><br>☐  Year 10 |
| **Country you were born in:**<br><br>☐  Australia<br><br>☐  (please fill in the blank) _____ |
| **Languages spoken at home:**<br><br>☐  English<br><br>☐  Other _____ |
| **Do you identify as aboriginal and/or Torres Strait islander?**<br><br>☐  Yes<br><br>☐  No |
| **Gender/sex identity:**<br><br>☐  Male<br><br>☐  Female<br><br>☐  (please fil in the blank) |

# Appendix A10: Curriculum Reflection Tool

(administered online via SurveyMonkey.com)

Thank you delivering the *Building Respectful Relationships: Stepping Out against Gender-Based Violence* resource to your students. We really appreciate your efforts would like to hear how things went.

You need to finish the survey in one sitting. As we are keeping your responses anonymous, you can't go back and reopen an incomplete survey.

**What happens to the results of this survey?**

Your answers will remain confidential. Your feedback will be put together with responses from other teachers who have delivered the curriculum and summarized in an evaluation report.

1.   **Did you teach Unit 1: Gender Respect and Relationships?**

☐  [a] Yes, I taught the whole unit (sessions 1-8)
☐  [b] Yes, I taught part of this unit (not all sessions)
☐  [c] No, I did not teach unit 1

2.   **Did you teach Unit 2: The Power Connection?**

☐  [a] Yes, I taught the whole unit (sessions 1-8)
☐  [b] Yes, I taught part of this unit (not all sessions)
☐  [c] No, I did not teach unit 2

3.   **[if answered b,** to question 1 or 2] Which sessions were <u>not</u> taught? Please list

_____

_____

_____

**Why?** (please tick all that apply)

☐  Content too personally challenging

☐  Concern regarding potential student response

☐  Concern regarding student capacity to understand content

☐   Time/resource limitations

☐  Repeat of previously taught information

☐  Too basic for this age group (please specify grade:_____)

☐  Too sophisticated for this age group (please specify grade:_____)

☐  Content not relevant to our school

☐  Other: List
_____

4. **Did you alter *how* the curriculum was delivered?**

| Change | (please tick all that apply) | Please describe: |
|---|---|---|
| • Modified to suit literacy and language needs of students | ☐ | |
| • Team teaching | ☐ | |
| • Other change (describe): | ☐ | |
| • Other change (describe): | ☐ | |

5. **Over the course of delivering the curriculum did you observe any changes in student classroom behavior?**

Please tick one box to describe overall classroom behavior:

| Much worse | Worse at times | No change | Better at times | Much improved |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

Are you able to provide an example?

_____

_____

_____

6. **As a result of teaching this curriculum, have you noticed any changes in your relationships with students?**

Please tick one box to indicate the impact on your relationship with students:

| Negative impact on relationship | Worse at times | No change | Better at times | Positive impact on relationship |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

Are you able to provide an example?

_____

_____

_____

7. Having seen *Stepping Out* being delivered in your school context, what do you feel were the strengths of this curriculum? What worked well?

_____

_____

_____

8. Were there aspects of curriculum delivery that didn't work as well?

_____

_____

_____

9. Where there any surprises or unintended effects associated with the program (positive or negative)?

_____

_____

_____

10. On reflection, do you feel there have been enough resources (eg. Training, time allocated to teaching students and/or debriefing) to assist you in your role delivering the Stepping out Curriculum?

_____

_____

_____

11. Any other suggestions or comments?

_____

_____

_____

# Appendix A11: Project Implementation Leader Reflection Survey

(administered online via SurveyMonkey.com)

## PIL REFLECTION SURVEY

The following tool is intended to guide your reflection on the progress and impact of the RREiS program to date in the schools you are supporting. Please reflect on the following questions and answer honestly with regard to the progress made to-date at each school in your area (supported schools only). You will be asked to complete this tool over the school holidays at the end of term 1, 2 and 3. These responses will help to guide and inform the continued implementation and development of RREiS.

**School Name:**

1. **In your opinion to what extent do members of the school community identify respectful relationships and reducing violence against women as important issues to address at their school?**

| | Very important | Somewhat important | Neutral | Not very important | Not important at all | Don't know |
|---|---|---|---|---|---|---|
| Principal and/or assistant principal | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Teaching staff | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Non-teaching staff | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| School Council | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Students | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Parents | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| External organisations | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

2. **How engaged are different members of the school community with the program?** Please consider how much involvement the following members of the school community have had with the program:

| | A great deal | A fair amount | Not very much | None at all | Don't know |
|---|---|---|---|---|---|
| Principal and/or assistant principal | ☐ | ☐ | ☐ | ☐ | ☐ |
| Teaching staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| Non-teaching staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| School Council | ☐ | ☐ | ☐ | ☐ | ☐ |
| Students | ☐ | ☐ | ☐ | ☐ | ☐ |
| Parents | ☐ | ☐ | ☐ | ☐ | ☐ |
| External organisations | ☐ | ☐ | ☐ | ☐ | ☐ |

3. **To what extent have members of the school community initiated ideas or undertaken activities themselves without needing to be directed and/or prompted by you:**

|  | Always | Often | Sometimes | Not important at all | Don't know |
|---|---|---|---|---|---|
| Principal and/or assistant principal | ☐ | ☐ | ☐ | ☐ | ☐ |
| Teaching staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| Non-teaching staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| School Council | ☐ | ☐ | ☐ | ☐ | ☐ |
| Students | ☐ | ☐ | ☐ | ☐ | ☐ |
| Parents | ☐ | ☐ | ☐ | ☐ | ☐ |
| External organisations | ☐ | ☐ | ☐ | ☐ | ☐ |

4. **For the following items please tick one box for each row:**

|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| RREIS fits well with the goals and operations of this school | ☐ | ☐ | ☐ | ☐ | ☐ |
| The school community is keen to begin addressing this issue | ☐ | ☐ | ☐ | ☐ | ☐ |
| The key leaders within the school community are willing to work together to address the issue | ☐ | ☐ | ☐ | ☐ | ☐ |
| There has been a vision and strategy developed | ☐ | ☐ | ☐ | ☐ | ☐ |
| This RREiS project has been broadly promoted to the school community | ☐ | ☐ | ☐ | ☐ | ☐ |
| There is a culture of taking risks and removing obstacles to achieving this vision | ☐ | ☐ | ☐ | ☐ | ☐ |
| The team has achieved some small wins to gather momentum | ☐ | ☐ | ☐ | ☐ | ☐ |
| Smaller wins have turned into larger gains consistent with the broad vision | ☐ | ☐ | ☐ | ☐ | ☐ |
| The changes have become a routine part of the school community | ☐ | ☐ | ☐ | ☐ | ☐ |

Please feel free to comment or provide examples in relation to your ratings listed above.

5. **Overall, how would you rate the progress made by this school in terms of implementation so far?**
(Consider the quality of engagement and implementation not just how much they are doing)

☐ Very good progress     ☐ Good progress     ☐ Some progress     ☐ Limited progress

6.  **From your perspective, what has been the most significant challenge at this school in terms of RREiS in the past 3 months?**

7.  **From your perspective, what has been the most significant change at this school in terms of RREiS in the past 3 months?**

8.  **Other comments/reflections?**

# Appendix A12: Whole School Planning And Audit Tool

## 1. School culture and environment

School culture and environment includes:

– school ethos, vision and values

– internal and external communications

– school environment and facilities.

### School ethos, vision and values

Commitment to these values, demonstrated by staff and students alike, is essential for supporting the development and maintenance of school structures, policies and procedures that promote equality and respect.

| School ethos, vision and values | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|
| 1.1 Our school values statement includes a focus on gender equality and respectful relationships among all members of the school community. | | | |
| 1.2 We have mechanisms in place to ensure that our staff and students model school values on gender equality and respectful relationships. | | | |
| 1.3 Our School Strategic Plan includes at least one goal (and associated targets and key improvements strategies) that focus on increasing gender equality and supporting respectful relationships (relevant to both staff and students). | | | |

### Internal and external communications

Communication materials that present information on gender, respect and gender-based violence in an informative and simple way can have a positive impact on parent and community engagement as well as contribute to shifting negative attitudes on equality, gender and violence. It is also important to ensure that other school communication materials also promote diversity, equality and respect and do not reinforce gender roles and stereotypes.

| Communications | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|
| 1.4  We produce and disseminate material relevant to both staff and students which indicates our commitment to gender equality and respectful relationships. | | | |
| 1.5  We regularly review our communications materials (including our school website, school newsletter, orientation, enrolment and parent information materials) to ensure they do not unconsciously promote gender inequality or gender stereotypes or use language that promotes inequality or stereotypes. | | | |
| 1.6  We provide practical information to staff and students and skill them to take bystander action, promote gender equality and support victims of sexism, harassment, discrimination or gender-based violence. | | | |
| 1.7  We look for opportunities to promote messages and themes of gender equality and respect in extracurricular activities and school events (sporting events, carnival, school musical, school discos/formals) and we ensure existing extracurricular activities do not promote negative gender stereotypes. | | | |
| 1.8  We have communication materials visible in the school for staff and students indicating our commitment to gender equality and respectful relationships. | | | |
| 1.9  We prohibit material being placed or distributed in our school that is sexist, discriminatory or which stereotypes women or men. | | | |

## School environment and facilities

The workplace environment reflects your school's commitment to gender equality to prevent gender-based violence and communicates to employees, the school community and the public that your school is committed to gender equality. It is important to consider the messages shared in the school environment and to ensure that facilities are appropriate to the needs of women and men.

| Environment and facilities | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|
| 1.10  We undertake regular assessments of the physical school environment to ensure that male and female staff and students have equality of access and use of all school facilities and areas (including the school yard, computer labs, library, sports areas/facilities and all indoor areas). | | | |
| 1.11  We offer or are able to refer to childcare facilities for our staff. | | | |
| 1.12  Women have access to appropriate private breastfeeding facilities at our school, including storage and equipment cleaning facilities for expressing milk. | | | |

## 2.  Leadership and commitment

Leadership and commitment includes:

– governance and leadership
– planning, monitoring and coordination
– school policies and procedures.

### Governance and leadership

Effective strategies to promote gender equality and respectful relationships among staff and students require a whole school approach. To successfully implement systems, policies and procedures to ensure these activities are successful, it is imperative that the school leadership team and other senior staff actively promote this work and provide support to ensure that all school staff create a safe, equitable and respectful school environment.

| Government and leadership | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|
| 2.1 Our leadership team demonstrates the skills and confidence required to plan and embed a whole school approach to gender equality and respectful relationships. | | | |
| 2.2 Our school allocates financial and staffing resources to the promotion of gender equality and respectful relationships. | | | |
| 2.3 Our school leaders take responsibility for planning and implementing activities to promote gender equality and respectful relationships. | | | |
| 2.4 Our school leaders, including the principal, actively promote gender equality and respectful relationships and regularly express commitment to these issues. | | | |
| 2.5 Our school has a process for the early identification of staff with leadership potential which addresses the specific barriers women face in becoming leaders. | | | |

### Planning, monitoring and coordination

Having systems for planning and monitoring helps to ensure that activities to promote gender equality and prevent gender-based violence are carefully designed and align with best practice and government policy. These systems and procedures also help ensure implementation of key actions is supported through regular feedback about achievements and areas for development.

| Planning, monitoring and coordination | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|
| 2.6 A senior member of staff is allocated responsibility to ensure that activities on gender equality and respectful relationships are coordinated in our school. | | | |
| 2.7 We ensure data and information we collect is disaggregated by gender to support our school to better understand how we need to address gender equality. | | | |
| 2.8 Our school conducts regular surveys with staff, student and parents on safety, gender equality, respectful relationships, discrimination and harassment. | | | |
| 2.9 Key issues and actions identified using surveys or this audit and planning tool are incorporated annually into our school planning process. | | | |

## School policies and procedures

Effective activity to promote gender equality to prevent gender-based violence is assisted by policies and procedures which support and guide the work of the school, staff and students. While schools are required by state and federal equal opportunity and anti-discrimination legislation to have particular policies in place, embedding a culture of gender equality requires going beyond these requirements to ensure commitments to promote respectful attitudes, norms, behaviours and practices are also embedded in school policies and procedures.

| Planning, monitoring and coordination | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|
| 2.10 We have a gender equality and/or equal opportunity policy and procedure for staff and students. | | | |
| 2.11 We have a sexual harassment policy and procedure, including a clearly articulated complaints process, for staff and students. | | | |
| 2.12 We include a statement on preventing gender-based violence in our equal opportunity or gender equality policy. | | | |
| 2.13 We have procedures to respond effectively to staff and students who have witnessed, experienced or perpetrated gender-based violence (physical, verbal, emotional or technological). This includes disclosures that are not within mandatory reporting requirements. | | | |
| 2.14 Our Student Engagement Policy includes a clear statement about our commitment to promoting gender equality and respectful relationships. | | | |
| 2.15 Our Staff Code of Conduct includes a clear statement that all employees and students will be treated with dignity and respect regardless of their sex, gender identity, socioeconomic status, cultural background, sexual orientation or level of ability. | | | |
| 2.16 Policies are accessible, visible, disseminated and regularly promoted to staff and students. | | | |
| 2.17 Training is provided to staff on relevant policies when updated and as part of the induction process. | | | |

# 3. Professional learning strategy

In order to design, implement, monitor and evaluate activity to promote gender equality and prevent gender-based violence, a skilled, committed and supported workforce is required. Professional learning and development is critical to Respectful Relationships Education. This extends beyond Respectful Relationships curriculum based activity to further support on gender analysis being part of your school's operations. You should review the below questions each year to help plan professional learning and development for your staff and to ensure that it also promotes gender equality and actively encourages women's leadership.

| | **Professional development and capacity building** | **Yes** | **No** | **Comments (to consider in developing actions)** |
|---|---|---|---|---|
| 3.1 | We have mechanisms in place to ensure that staff have adequate support and supervision when undertaking activities to promote gender equality and respectful relationships. | | | |
| 3.2 | Relevant teaching staff are trained to deliver Respectful Relationships curriculum to students. | | | |
| 3.3 | Our staff professional learning development strategy is regularly reviewed to ensure male and female staff have equal access to and participate equally in all professional development. | | | |
| 3.4 | Our staff receive adequate training on responding to and referring to disclosures and incidents of violence from staff and students, aligned with school policies and procedures. | | | |
| 3.5 | Our leadership staff receive training on their roles and responsibility to promote gender equality and respectful relationships through their leadership roles | | | |

# 4. Teaching and learning

Teaching and learning – not only the formal curriculum, but how it is implemented and by whom – is a core part of a whole school approach. Regularly reviewing curriculum materials, teaching allocation and practices to ensure they promote equality and respect will ensure that messages students receive as part of the formal curriculum are reinforced through teaching practices and in other areas of the classroom.

| | Teaching and learning | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|---|
| 4.1 | Our staff use language that is equitable and respectful and is not unconsciously promoting gender stereotypes or gender inequality. | | | |
| 4.2 | Our school regularly reviews curriculum content across key learning areas to ensure equal representation of the range of experiences, knowledge, skills and aspirations of females and males. | | | |
| 4.3 | Our school ensures that teacher allocation (classes or subjects) actively promotes gender equality and challenges gender stereotypes. | | | |
| 4.4 | Our school uses evidence-based curriculum that promotes gender equality and the prevention of gender-based violence. | | | |
| 4.5 | Our school challenges disruptive and dominating student behaviour in a framework that understands gender equality. For example, a male student is not allowed to misbehave through excuses such as 'boys will be boys'. | | | |

# 5. Community partnerships

Forming strong relationships with members of your school community including organisations that have the expertise to support gender equality and violence prevention work as well as to support victims of violence is vital. Ensuring that parents are partners in learning and are equipped to support the messages you give your students will have a positive impact on activities designed to promote equality and respect.

| School community partnerships | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|
| 5.1 All members of our school community (including parents, school council and community partners) are provided with information on their role in supporting our approach to gender equality and respectful relationships. | | | |
| 5.2 We undertake joint activities focused on gender equality and respectful relationships with other organisations in the wider school community including other local schools, sports clubs, youth services, local governments or community health centres. | | | |
| 5.3 Our school actively facilitates and promotes staff participation in events focusing on preventing gender-based violence and promoting gender equality. | | | |
| 5.4 Where possible, parents are engaged as active supporters of gender equality and violence prevention in our school. | | | |

# 6. Support for staff and students

To ensure the safety and wellbeing of staff and students, it is essential that schools recognise the prevalence of gender-based violence and the likelihood that members of the school community may experience, witness or perpetrate it. While the focus of Respectful Relationships Education is on primary prevention, there must be responses to disclosures of violence.

The focus needs to be supporting staff as well as students. It is important to consider the impact gender-based violence can have on the workplace. Violence, even when occurring in private, can impact on the wellbeing of those who experience, witnesses and perpetrate it, and the school has a legal responsibility as an employer to create a safe work environment.[3]

| School community partnerships | Yes | No | Comments (to consider in developing actions) |
|---|---|---|---|
| 6.1  We have partnerships with local community organisations with expertise in gender equality and violence prevention. | | | |
| 6.2  We have partnerships with local community organisations with expertise in responding to gender-based violence. | | | |
| 6.3  We have sought relevant support from gender and family violence organisations for technical advice, input into policies and procedures on response and referral and training opportunities for all staff on responding to violence and gender equality as needed. | | | |

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[3] Powell, A. & Sandy, L. (2015) Promising Practice in Workplace and Organisational Approaches for the Prevention of Violence against Women, Background Paper prepared for Our Watch,Justice & Legal Studies, RMIT University, Melbourne.

# Alternative text for Figures

## Appendix A1: Program Logic

**Appendix A1 displays the logic flow of the program.**

The first input is the 'leadership structure', which includes Our Watch, project manager, the evaluation coordinator, Project Implementation Leaders, school leadership teams and the advisory committee.

'Partnerships and collaborations' is the second input, which includes 19 schools, the Department of Education and Training central and regional offices, and community level partnerships with local government, community based providers, and secondary schools.

The third input is 'resources', which includes curriculum guidance and activities, promotional materials, and the professional learning package.

Flowing from the inputs are activities. Each activity is linked with a specific output.

The first activity is 'the development of a suit of resources to support a whole school approach,' and the output for this activity is a resource kit.

The second activity is to 'develop and deliver of a suit of professional learning.' This is linked to two outputs, which are the number of participants (represented across roles), and an increase in participant capacity to deliver the curriculum and plan for a whole of school approach to RREiS.

The third activity is 'curriculum guidance delivered to students', which is linked to two outputs, which are the number of students participating and classes delivered, as well as qualitative data on student engagement with classes.

The fourth activity is 'research and development of message'. This is linked to submissions, publications and presentations as a single output.

The fifth activity is to 'support to schools, department of education and training, and stakeholders'. This activity has two outputs, which are the quality of the relationships development, and policies and practices that reflect gender equality.

The final activity is the 'evaluation and reflection processes.' The two outputs of this activity are the use of baseline reports to inform planning, and strategy revisions based on reflections and evaluation feedback.

The pilot objectives and milestones are depicted parallel to this logic frame. The long-term objective (6-10 years) for the pilot is "positive and equal relationships between and among women, men, boys and girls and reduced tolerance of gender based violence." This objective is broken down into short term (1-3 years) and medium term (4-6 years) objective milestones.

In the short term, it is expected that schools will experience an increased commitment to gender equality that is reflected in school policy, procedures, programs and structures. In the medium term it is expected that these will be imbedded in practice, and result in a respectful and equitable culture among staff and students.

In the short term it is expected that school staff will experience a positive shift in attitudes to violence and gender equality, knowledge around gender based violence, and confidence to discuss violence, gender and equality. In the medium term, it is expected that the program will promote a gender inclusive workplace culture and that staff behaviour is respectful, equal and inclusive.

In the short term it is expected that students will experience a positive shift in their attitudes to violence and gender equality, knowledge around violence against women, confidence to engage in respectful relationships, and confidence to take pro-social bystander action to support gender equality. In the medium term it is expected that students will demonstrate an ability to engage in respectful and equal intimate relationships.

In the short term it is expected that the overall community will display greater understanding and commitment to evidence based prevention of gender based violence, and a whole of school approach between schools, the Department of Education and Training and community organisations. In the medium term it is expected that schools will be supported by local networks that help to imbed a culture of gender equality

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