

Issued February 2016

# Respectful Relationships Education In Schools: The Beginnings of Change



## Final Evaluation Report: Technical Appendix B - Evaluation Findings

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

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# Appendix B1: Professional Learning Session Survey Findings

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## Professional Learning Session – Planning for RREiS

### Participant Feedback

Report prepared March 2015

#### Response Rate

Five sessions of professional learning (PL) were held across the three pilot regions- North Eastern (two sessions, 37 participants), South Western (two sessions, 29 participants) and North Western Victoria (one session, 13 participants). Approximately half of these 79 PL session participants, (55%) completed evaluation forms which are summarised in this report.

#### Characteristics of Respondents

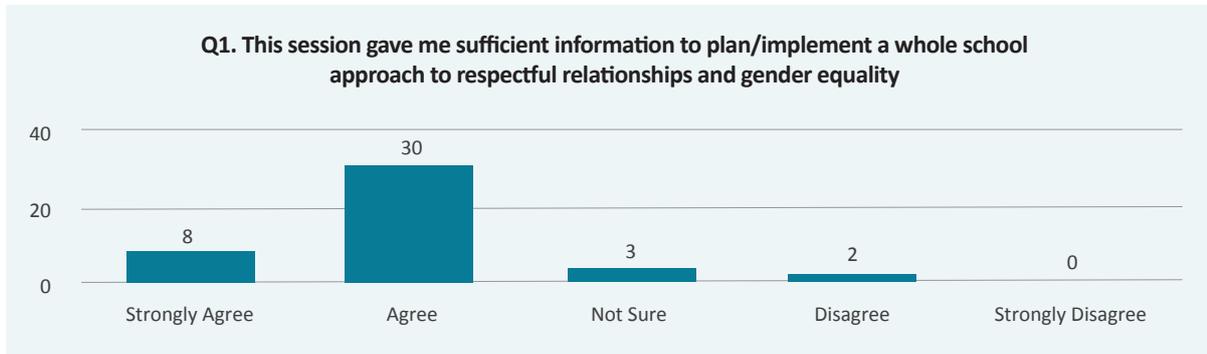
A total of 44 participants from 15 secondary schools across Victoria provided responses to the 'Planning for RREiS' survey. Close to three quarters of the respondents (n=32, 72%) were female, and 12 (28%) were male. The roles of the respondents in their schools/communities are outlined in the table below:

Role of Respondents	No. of respondents	No. of Females	No. of Males
Leadership team	25	14	11
Welfare	12	11	1
Teaching	3	3	0
Other (school based)	2	2	0
Community	1	1	0
Other (external)	1	1	0
School support	0	0	0
<b>TOTAL</b>	<b>44</b>	<b>32</b>	<b>12</b>

### Question 1 – Did the session provide sufficient information?

The majority of respondents (88%) felt that the PL session provided sufficient information to help participants plan and implement a whole school approach to respectful relationship and gender equity (see Figure 1)

Figure 1: Professional learning session- whole school approach



The five respondents who felt either ‘unsure’ or ‘disagreed’ that the session provided sufficient information pointed to the following reasons for their response:

- Problems around limited resources/time for RREiS to be properly implemented:
  - *Lots of decisions have to be made quickly, [...] and we can't make those in the timeline. This should be in September for implementation the following year.*
  - *The PL provided excellent information, data and discussion on the issue(s)...but there is still much more to be done on the school level.*
- Session needed to have more of a practical element:
  - *I felt it gave reason to run the program however no real opportunity to discuss planning and implementation and involvement in depth. We brainstormed, but no actual answers.*
  - *[I wanted more] Practical planning and implementation ideas discussions.*
  - *[Session needed to include] Clear listing of what is expected of the school so we can make decisions on staffing/resources etc.*

For one respondent, the nexus between gender equity and respectful relationship was still a new idea for him/her to digest- *Respectful relationships! Trying to get my head around the focus on gender equality.*

## Question 1, 2, and 6 – Open-ended responses and Comments

Not all respondents provided answers to the open-ended questions for Q1, Q2, and Q6. The comments were largely positive, with most respondents stating that they enjoyed the session and the discussions that it generated and that the session was informative, useful, and well organised.

When respondents were asked “What other information should be included in this PL?” and “Is there anything else you would like to tell us about the experience of participating in this PL?”, their answers revealed the following recurring themes:

- It would have been helpful to for **participants to see the curriculum** prior to attending the session and to be provided with a copy of the curriculum (7 respondents)
- Some participants wanted a **greater focus on implementation** of RREiS (4 respondents) *Would like to see implementation in school procedure/lessons.*
- Some participants wanted **more information from pilot schools** and to learn from schools which have already implemented the program (2 respondents) - *How have other-schools implemented this? Data stats on the implementation of program in pilot schools [would have been useful].*
- Some respondents expressed a **desire to attend the 2 day PL** (2 respondents) - *I believe, being a wellbeing leader, I too would like to complete the 2 day PL.*
- **More tools/lists** to help school implement RREiS (2 respondents) - *Clear listing of what is expected of the school so we can make decisions on staffing/resources etc. Tools/script for explaining whole school briefings to colleagues. Address barriers?*
- **Opportunity to discuss RREiS as a school** (2 respondents) - *Information was made available but perhaps more opportunity to discuss as a school may have helped. This session needed to be prior to the whole staff session so that the presentation to staff could have been better tailored for our school.*

Some other isolated comments included:

- *More visuals to bring back to schools.*
- *Perhaps pre-seminar resource slides to review prior to attending to enable us to move quickly through some areas and get to really ‘meaty’ material making the best use of expertise apparent.*
- *How to implement a new program when the school year has already started?*

### Questions 3 & 4 – Confidence in explaining concepts and implementation

Having completed the PL, the majority of respondents were confident in their ability to explain concepts such as the ‘whole school approach’ to RREiS, preventing VAW, the relationship between gender equality and VAW, and sex and gender. All respondents who provided answers to Q3a through to Q3d (n=41, 2 respondents did not provide answers) reported that they either had a high level of confidence or some confidence in explaining concepts covered by the PL.

Responses to *Question 3* are outlined below, with dark green indicating the most frequent response(s) and light green indicating the second most frequent response(s).

#### Q3) Having completed this PL, how confident do you feel explaining the following concepts?

	High confidence	Some confidence	Not sure	Low confidence	Very low confidence	No response	Total
<b>3a)</b> The ‘whole school approach’ to RREiS	24 (56%)	17 (39.5%)	0	0	0	2 (4.5%)	43
<b>3b)</b> Preventing Violence against Women (PVAW)	29 (67.5%)	12 (28%)	0	0	0	2 (4.5%)	43
<b>3c)</b> The relationship between gender equality and violence against women	30 (70%)	11 (25.5%)	0	0	0	2 (4.5%)	43
<b>3d)</b> Concepts of sex and gender	32 (74%)	9 (21.5%)	0	0	0	2 (4.5%)	43

Perhaps unsurprisingly, respondents expressed slightly lower levels of confidence (relative to their ability to explain concepts) when it came to assessing their capacity to implement RREiS. Overall, respondents seemed most confident in their ability to:

- Identify different forms of violence against women (95.5% of respondents reported either ‘High confidence’ or ‘Some confidence’),
- Support their staff to engage in respectful and equal professional relationships (93%),
- Articulate a clear vision for the school which promotes gender equality and respect amongst staff and students (93%),
- Plan strategies to promote gender equality within the school (90.5%), and
- Support their staff to deliver the Stepping Out curriculum as part of a whole school approach (90.5%).

Respondents appeared slightly less confident in their ability to:

- Embed key actions to promote respectful relationships and gender equality in existing school plans and policies (85.5%)

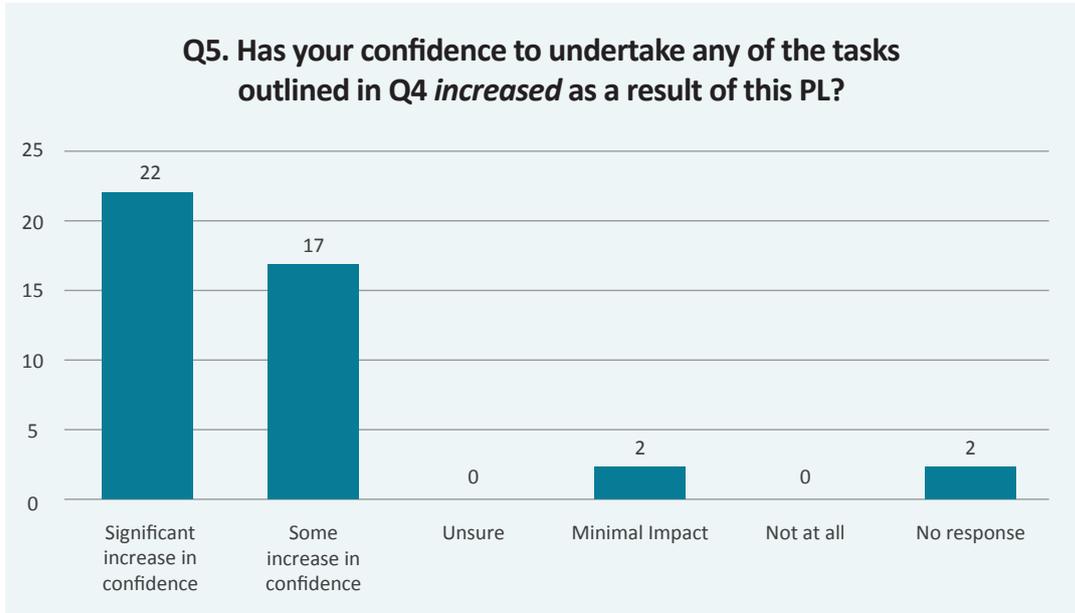
**Q4) Having completed this PL, how confident are you in your capacity to do the following?**

	High confidence	Some confidence	Not sure	Low confidence	Very low confidence	No response	Total
<b>4a)</b> Identify different forms of violence against women	33 (77%)	8 (18.5%)	0	0	0	2 (4.5%)	43
<b>4b)</b> Plan strategies to promote gender equality within you school	16 (37%)	23 (53.5%)	1 (2.5%)	1 (2.5%)	0	2 (4.5%)	43
<b>4c)</b> Embed key actions to promote respectful relationships and gender equality in existing school plans and policies	15 (34.5%)	22 (51%)	2 (4.5%)	2 (4.5%)	0	2 (4.5%)	43
<b>4d)</b> Support your staff to engage in respectful and equal professional relationships	24 (56%)	16 (37%)	1 (2.5%)	0	0	2 (4.5%)	43
<b>4e)</b> Support your staff to deliver the Stepping Out curriculum as part of a whole school approach	22 (51%)	17 (39.5%)	1 (2.5%)	0	1 (2.5%)	2 (4.5%)	43
<b>4f)</b> Articulate a clear vision for the school which promotes gender equality and respect amongst staff and students	26 (60.5%)	14 (32.5%)	1 (2.5%)	0	0	2 (4.5%)	43

### Question 5 – Impact of PL on confidence levels

Over 90% (39 out of 43) of respondents felt that the PL had resulted in either a significant or some increase in their confidence to undertake tasks outlined in Q4. Only two respondents felt that the PL had minimal impact on their confidence levels (see Figure 2)

Figure 2: Professional learning session- confidence to undertake action



Of the 2 respondents who reported that they felt the PL had minimal impact on their confidence, both respondents reported high levels of confidence to explain concepts outlined in Question 3 and the ability to carry out tasks outlined in Question 4. It is likely that these two respondents attended the session already possessing a high level of confidence to implement RREiS. One of these respondents also reported that they enjoyed the session very much, while the other said they felt the workshop format was not suitable for this type of session.

### Recommendations

The vast majority of participants expressed high levels of satisfaction for the way the session was run and many found the session to be both enjoyable and useful.

Some recommendations for consideration:

1. Provide the *Building Respectful Relationships: Stepping Out Against Gender-based Violence* to participants prior to session.
2. Provide other material as prior-reading.
3. Increase the focus on implementation. Some respondents felt that more time in the session should be spent on ‘the practicalities’ i.e. how to implement, plan and allocate resources etc. for RREiS.
4. Provide examples from schools who participated in the 2009 trial of the curriculum resource (commissioned by CASA House). Many respondents wanted to hear about how these school planned and implemented RREiS. They also wanted to learn about the challenges and lessons learnt from these schools.

# Appendix B2: School Culture Baseline Findings

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## SCHOOL CULTURE BASELINE SURVEY

**Purpose:** The purpose of *School Culture Survey*, was to collect baseline information on staff perceptions of school culture - particularly in relation to respectful relationships, gender equality, and work/life balance. A follow-up survey will be administered towards the end of the RREiS Project in December 2015 and will be used to assess the impact and effectiveness of a whole school approach to respectful relationship education.

Given the short implementation period (baseline in March/April 2015 and follow-up survey in October/November 2015) it was anticipated that changes in school culture would be subtle and would require further exploration in focus groups which were conducted at selected schools.

### Summary

This report presents baseline findings from the *Respectful Relationships Education in Schools* (RREiS) Project. The findings reflect the opinions of 980 staff members from 18 secondary schools across Victoria about the culture of their school.

Report prepared June, 2015

### Key Findings:

- The majority of survey respondents expressed positive views about the culture in their school. Over 75% of respondents felt that their school had leaders who value, support, and promote gender equity; were committed to ensuring respectful relationships; and had no tolerance for gender discrimination or sexual harassment.
- According to surveyed respondents, there was room for improvement at their schools on issues such as: flexible work arrangements, work/life balance, and supporting career advancement of staff.
- There were significant differences between male staff's and female staff's perceptions regarding the allocation of roles and responsibilities along gender lines. Compared to female staff, male staff were less likely to perceive gender-imbalance in the allocation of roles and responsibilities.
- When compared to male staff with dependent children, female staff with dependent children were twice as likely to feel that their work opportunities at school were hampered because they played the role of primary carer. Female staff with dependent children were also almost two and a half times more likely to feel that their work opportunities were hampered because having children interrupted their career progression.
- Close to 80% of respondents felt that their school's involvement in RREiS was 'very important' or 'important'. Over 80% of respondents saw a link between the promotion of respectful relationships and prevention of violence against women.

### Introduction

This report presents baseline data gathered from the *Respectful Relationships Education in Schools* (RREiS) Project. All the findings presented in this report were gathered via the *RREiS School Culture Survey*. A follow-up survey will be administered towards the end of the RREiS Project and, along with data gathered from additional focus-group discussions and interviews, will be used to assess the impact and effectiveness of a whole of school approach to respectful relationship education.

This report will focus on:

- presenting self-reported baseline data regarding school culture, particularly in relation to respectful relationships, gender equality, and work/life balance from 18 Victorian secondary schools;
- the differing experiences and perceptions of male and female teachers and school staff in relation to school culture;
- the differing experiences and perceptions for school staff with dependent children;
- the potential role of formal policies in promoting respectful relationships, gender equity, and work/life balance in schools; and

- school staff perceptions regarding the RREiS project and understanding around gender equality, respectful relationships and preventing violence against women.

A follow-up survey will be administered at the end of the project to measure change, however given the short implementation period (the baseline survey was administered in term 2, 2015 and the follow-up survey will be administered in term 4, 2015) changes in school culture are likely to be subtle and will be further explored in focus groups with staff which will be conducted at selected schools.

## Methodology

Key contacts at each of the 19 schools participating in the RREiS project disseminated an electronic survey link to their staff (including teaching and non-teaching employees) in March/April, 2015.

Survey respondents were able to remain anonymous, allowing staff to openly express their opinions about the culture of their school - both as a workplace and as a learning institution - particularly in relation to respectful relationships, gender equality, and work/life balance.

Our Watch provided the school leadership team at each school with an individual report, highlighting key trends and areas for improvement. Project Implementation Leaders met with the school leadership team to discuss their results which were used to inform project planning and prioritisation of activities at the school. If significant negative comments were made about leadership, culture or workplace issues, the project implementation leaders raised these confidentially with Principals as both a professional courtesy and to better understand the context of these comments. Anecdotal feedback from the project implementation leaders indicated that the survey results were informative and motivated school leaders to consider the influence of their staff and their workplace culture on the broader school community and students.

Parts of the *School Culture Survey* were adapted from the Gender Equity Survey that was developed by VicHealth for the *Creating Healthy Workplaces Initiative* (for the *Y Respect Gender* project).

## Sample Characteristics

980 staff members from 18 secondary schools across Victoria provided responses to the *Respectful Relationship Education in Schools (RREiS) School Culture Survey*.

### Characteristic Of Schools

The schools which took part in the *RREiS School Culture Survey* represented a broad spectrum of secondary schools in rural/remote and metropolitan areas in Victoria. Of the 18 secondary schools, there were:

- 2 religious and 16 non-religious schools,
- 2 private and 16 public schools,
- 17 co-ed schools and one single-sex boys school.

Schools also varied significantly in size, with 4 respondents from the smallest school represented in the sample and 143 respondents from the largest school. The average number of respondents per school was 52.

**Characteristics Of Respondents**

**Gender**

Figure 1 presents the gender profile of surveyed respondents.

**Roles**

While over half (55.8%) of those surveyed were teaching staff, the survey also captured responses from administration staff, leadership team members (principals, assistant principals, etc.), welfare team members and other roles. Table 1 below outlines the roles of the survey respondents.

Figure 1: Gender of respondents\* (n=939)

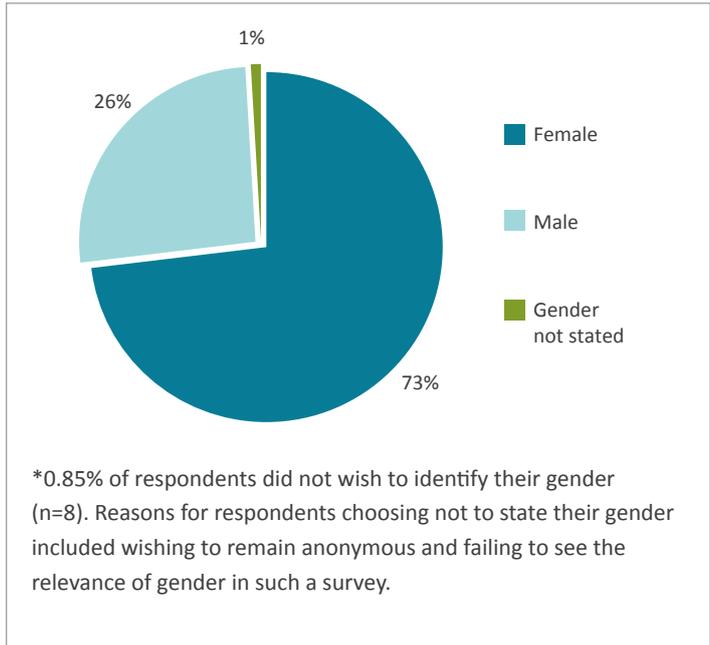


Table 1: Roles Of Respondents

ROLE OF RESPONDENTS (n 939)	Total	Females <sup>1</sup>	Male	Gender not stated*
Administration staff	68 (7%)	61 (90%)	7 (10%)	0 (0%)
Leadership team (principal, asst. principal, coord.)	171 (18%)	114 (66%)	55 (33%)	2 (1%)
Other <sup>2</sup>	130 (14%)	111 (85%)	17 (13%)	2 (2%)
Teaching staff	524 (56%)	362 (69%)	158 (30%)	4 (1%)
Wellbeing team (welfare coord., nurse, chaplin, youth worker)	46 (5%)	41 (89%)	5 (11%)	0 (0%)
<b>TOTAL</b>	<b>939 (100%)</b>	<b>689 (73%)</b>	<b>242 (26%)</b>	<b>8 (1%)</b>

<sup>1</sup> Percentages expressed here for ‘Males’, ‘Females’ and ‘Gender not stated’ represent the percentage make-up of each role group.

<sup>2</sup> This included managers, teacher assistants/aides, library staff, team leaders, education support officers, allied health and staff who did not wish to identify their role.

### Basis of employment

- 62% of respondents were employed at their school on a full-time basis, 24% were part-time, 10% were contract and 2% were casual.
- Male respondents were more likely than female respondent to be in a full-time position: 79% of male respondents were employed as full time compared to 56% of females.
- Female staff were over-represented in other forms of employment such as part-time, contract, and casual – for example, 29% of females were part-time, while only 10% of males were part time.

Women were more likely than men to wish to change the basis upon which they were employed (36% of female staff compared to 25% of male staff). Of the staff who wished to change the basis upon which they were employed, just over half (51%) wish to change to part-time, a little under a third wished to change to full-time (32%). There were no significant difference between men and women.

### Staff with dependent children

44% (n=416) of respondents had dependent children. Of those with dependent children, 75% were female (n= 313), 24% were male (n=101), and less than 1% (n=2) did not wish to state their gender.

Respondents with dependent children were much more likely to be employed on a part-time, casual, or contractual basis. For example, 33% of staff with dependent children were employed part-time, compared to 16% of staff without dependent children.

### School Culture

Survey respondents were asked to answer a series of questions about the culture in their school, particularly in relation to respectful relationships, gender equity, diversity, harassment, discrimination, and work/life balance.

### Findings

- The majority of survey respondents expressed positive views about the culture in their school. In particular, over 75% of respondents felt that their school:
  - **had leaders who value, support, and promote gender equity** (76% ‘strongly agreed’ or ‘agreed’);
  - **was committed to ensuring respectful relationships among students** (90%) and between staff and students (86%); and
  - **had no tolerance for gender discrimination** (83%) or **sexual harassment** (86%).

There were no significant differences between the responses of male and female staff in relation to these issues.

- According to surveyed respondents, there was room for improvement at their schools on issues such as flexibility and promoting work/life balance:
  - 69% of respondents ‘agreed’ or ‘strongly agreed’ that their school **provided staff with the flexibility needed to manage work and caring responsibilities** (12% ‘strongly disagreed’ or ‘disagreed’);
  - 64% agreed that their school **promoted work/life balance for men**<sup>3</sup> (11% disagreed)
  - 68% agreed that their school **promoted work/life balance for women** (12% disagreed); and
  - 59% agreed that their school **supported all staff to advance** in their career (19% disagreed).
- Compared to male staff, **female staff were slightly less likely to have a favourable view of their schools’ commitment to supporting all staff to advance in their career.** 65% of male staff ‘strongly agreed’ or ‘agreed’ that their school was committed to “supporting all staff to advance in their career,” while only 57% of women felt the same way.

Responses to *Question 1* regarding school culture are outlined in Table 2 below. A weighted average was calculated for each question using a Likert scale, where ‘strongly agree’ = 5 and ‘strongly disagree’ = 1. A higher weighted average indicates a higher level of agreement with the statement by respondents. Statements from Question 1 have been arranged by weighted average in descending order, with the statements which received the most positive responses at the top.

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<sup>3</sup> Male staff were much more likely to identify concerns around their work/life balance, with male respondents more than twice as likely to feel that their school did not promote work/life balance for men. 19% of male staff ‘disagreed’ or ‘strongly disagreed’ that their school ‘promoted work/life balance for men’, compared to 8% of female staff who felt the same way.

**Table 2: School Culture**

**Q1) Do you agree or disagree with the following statements regarding your school?**

<b>My School ...</b>	<b>Strongly agree (5)</b>	<b>Agree (4)</b>	<b>Neither agree nor disagree (3)</b>	<b>Disagree (2)</b>	<b>Strongly disagree (1)</b>	<b>No response</b>	<b>Total</b>	<b>Weighted average*</b>
Is committed to ensuring respectful relationships among students	<b>37%</b> F=34% M=49%	<b>53%</b> F=57% M=43%	<b>7%</b> F=7% M=5%	<b>1%</b> F=2% M=1%	<b>1%</b> F=1% M=2%	<b>&lt;1%</b> F=1% M=1%	<b>100%</b> F=100% M=100%	<b>4.23</b> F=4.19 M=4.37
Does not tolerate sexual harassment (student or staff)	<b>44%</b> F=42% M=51%	<b>41%</b> F=43% M=37%	<b>8%</b> F=9% M=6%	<b>4%</b> F=4% M=2%	<b>2%</b> F=2% M=2%	<b>1%</b> F=1% M=1%	<b>100%</b> F=100% M=100%	<b>4.22</b> F=4.21 M=4.34
Does not tolerate gender discrimination (student or staff)	<b>38%</b> F=36% M=45%	<b>45%</b> F=47% M=42%	<b>11%</b> F=12% M=7%	<b>3%</b> F=3% M=2%	<b>2%</b> F=1% M=2%	<b>1%</b> F=1% M=2%	<b>100%</b> F=100% M=100%	<b>4.16</b> F=4.14 M=4.29
Is committed to ensuring respectful relationships between staff and students	<b>35%</b> F=32% M=44%	<b>51%</b> F=54% M=43%	<b>9%</b> F=9% M=7%	<b>3%</b> F=3% M=3%	<b>1%</b> F=1% M=1%	<b>1%</b> F=1% M=1%	<b>100%</b> F=100% M=100%	<b>4.15</b> F=4.12 M=4.26
Has leaders who value, support and promote gender equity	<b>34%</b> F=31% M=41%	<b>42%</b> F=44% M=38%	<b>17%</b> F=19% M=12%	<b>4%</b> F=4% M=6%	<b>2%</b> F=2% M=2%	<b>1%</b> F=1% M=1%	<b>100%</b> F=100% M=100%	<b>4.02</b> F=4.00 M=4.09
Is committed to equal representation of women at a senior level in the school	<b>35%</b> F=33% M=41%	<b>41%</b> F=44% M=33%	<b>16%</b> F=16% M=17%	<b>5%</b> F=5% M=5%	<b>3%</b> F=3% M=2%	<b>&lt;1%</b> F=0% M=2%	<b>100%</b> F=100% M=100%	<b>4.01</b> F=3.99 M=4.07
Promotes gender equity in employment practices	<b>32%</b> F=31% M=38%	<b>43%</b> F=45% M=40%	<b>18%</b> F=20% M=14%	<b>3%</b> F=2% M=5%	<b>2%</b> F=2% M=2%	<b>&lt;1%</b> F=0% M=1%	<b>100%</b> F=100% M=100%	<b>4.01</b> F=4.00 M=4.08
Is committed to ensuring respectful relationships among staff	<b>28%</b> F=25% M=37%	<b>48%</b> F=49% M=45%	<b>14%</b> F=16% M=7%	<b>7%</b> F=7% M=7%	<b>2%</b> F=2% M=2%	<b>&lt;1%</b> F=0% M=1%	<b>100%</b> F=100% M=100%	<b>3.93</b> F=3.88 M=4.07
Is committed to improving the capability of everyone to do their best at work	<b>26%</b> F=24% M=31%	<b>49%</b> F=50% M=47%	<b>13%</b> F=15% M=9%	<b>9%</b> F=9% M=7%	<b>3%</b> F=2% M=4%	<b>1%</b> F=0% M=1%	<b>100%</b> F=100% M=100%	<b>3.88</b> F=3.86 M=3.95

My School ...	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	No response	Total	Weighted average*
Values and supports diversity among its staff	<b>26%</b> F=25% M=31%	<b>46%</b> F=48% M=40%	<b>19%</b> F=19% M=17%	<b>6%</b> F=5% M=7%	<b>3%</b> F=2% M=4%	<b>&lt;1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>3.87</b> F=3.88 M=3.87
Has policies and procedures in place to address incidents of violence, harassment and discrimination among staff	<b>25%</b> F=23% M=30%	<b>46%</b> F=46% M=48%	<b>20%</b> F=23% M=13%	<b>5%</b> F=6% M=5%	<b>3%</b> F=2% M=3%	<b>&lt;1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>3.85</b> F=3.82 M=3.98
Promotes and supports a work/life balance for women	<b>26%</b> F=24% M=32%	<b>42%</b> F=45% M=37%	<b>19%</b> F=19% M=19%	<b>8%</b> F=8% M=7%	<b>4%</b> F=4% M=4%	<b>1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>3.79</b> F=3.77 M=3.86
Provides me with the flexibility I need to manage my work and caring responsibilities	<b>25%</b> F=25% M=24%	<b>44%</b> F=44% M=46%	<b>18%</b> F=18% M=16%	<b>9%</b> F=9% M=9%	<b>3%</b> F=3% M=4%	<b>1%</b> F=1% M=1%	<b>100%</b> F=100% M=100%	<b>3.79</b> F=3.80 M=3.78
Has policies and procedures in place to support gender equality and/or respectful relationships among staff	<b>20%</b> F=19% M=25%	<b>44%</b> F=43% M=46%	<b>27%</b> F=30% M=21%	<b>6%</b> F=6% M=5%	<b>2%</b> F=2% M=3%	<b>1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>3.74</b> F=3.71 M=3.85
Promotes and supports a work/life balance for men	<b>22%</b> F=21% M=24%	<b>42%</b> F=46% M=34%	<b>24%</b> F=24% M=23%	<b>9%</b> F=6% M=14%	<b>3%</b> F=2% M=5%	<b>1%</b> F=1% M=1%	<b>100%</b> F=100% M=100%	<b>3.71</b> F=3.78 M=3.59
Is committed to supporting all staff to advance in their career	<b>19%</b> F=17% M=26%	<b>40%</b> F=40% M=39%	<b>22%</b> F=24% M=17%	<b>14%</b> F=15% M=10%	<b>4%</b> F=3% M=7%	<b>&lt;1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>3.55</b> F=3.52 M=3.68

A significant numbers of school staff were reluctant to or unable to provide a clear opinion regarding some of the issues raised in *Question 1*. Over 20% of respondents ‘neither agreed or disagreed’ with statements regarding the promotion of work/life balance, commitment to supporting staff to advance in their career, and formal policies and procedures to support gender equality and/or respectful relationships among staff. This may suggest a lack of awareness or engagement with these issues.

## Gender Roles/Responsibilities in Schools

Respondents were asked whether they perceived any gender-biases in formal and informal roles and responsibilities in their schools. While keeping in mind that school staff are predominantly female, **most schools reported some degree of gender imbalance in a number of roles/responsibilities:**

- 38% of respondents felt that **female staff were more likely to be responsible for organising social functions;**
- 29% felt that **female staff were more likely to supervise non-sporting extracurricular activities;**
- 28% felt that **female staff were more likely to undertake administrative function;** and
- 22% felt that **male staff were more likely to be responsible for supervising sporting extracurricular activities.**

The only exception to this observation was in relation to ‘yard duty’, for which over 95% of respondents perceived both male and female staff in their school were equally likely to undertake.

**There were significant differences between male staff’s and female staff’s perceptions regarding the allocation of roles and responsibilities along gender lines.** One of the starkest contrasts among these findings showed that 52% of male staff felt that male and female were equally likely to organise social functions in their school, while only 36% of female staff perceived it as a gender-neutral role. Sixty-eight percent of male staff perceived that both men and women were equally likely to undertake administrative functions, while only 60% of female staff felt the same way. **Compared to female staff, male staff were less likely to perceive gender imbalance in the allocation of roles and responsibilities.**

Responses to *Question 2* are outlined in **Table 3** below, with dark green indicating the most frequent response(s) and light green indicating the second most frequent response(s).

**Table 3: Gender Roles/Responsibilities In Schools**

Q2) Under usual circumstances at my school...	Everyone (male and female equally likely)	Mostly men (more likely than female staff)	Mostly women (more likely than male staff)	Not sure	No response	Total
Social functions are organised by	<b>40%</b> F=36% M=52%	<b>2%</b> F=2% M=3%	<b>38%</b> F=43% M=24%	<b>19%</b> F=19% M=19%	<b>1%</b> F=<1% M=2%	<b>100%</b> F=100% M=100%
Sporting extracurricular activities are supervised by	<b>63%</b> F=63% M=61%	<b>22%</b> F=20% M=25%	<b>4%</b> F=4% M=4%	<b>11%</b> F=12% M=10%	<b>1%</b> F=1% M=1%	<b>100%</b> F=100% M=100%
Non-sporting extracurricular activities (e.g. music, drama) are supervised by	<b>56%</b> F=55% M=60%	<b>2%</b> F=2% M=2%	<b>29%</b> F=30% M=26%	<b>12%</b> F=13% M=10%	<b>1%</b> F=1% M=2%	<b>100%</b> F=100% M=100%
Detention is undertaken by	<b>78%</b> F=77% M=81%	<b>1%</b> F=1% M=1%	<b>3%</b> F=3% M=2%	<b>17%</b> F=18% M=14%	<b>1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%
Yard duty is undertaken by	<b>96%</b> F=96% M=95%	<b>&lt;1%</b> F=<1% M=<1%	<b>1%</b> F=1% M=1%	<b>2%</b> F=2% M=2%	<b>&lt;1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%
Administrative functions (e.g. organising meetings, taking minutes, school operational matters) are undertaken by	<b>62%</b> F=60% M=69%	<b>2%</b> F=2% M=2%	<b>28%</b> F=30% M=20%	<b>8%</b> F=8% M=9%	<b>&lt;1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%

### Formal Policies and Procedures

The majority (73%; n=686) of staff stated that they were not aware of formal policies, documents, or procedures that contribute to respectful relationships and/or gender equity at their school.

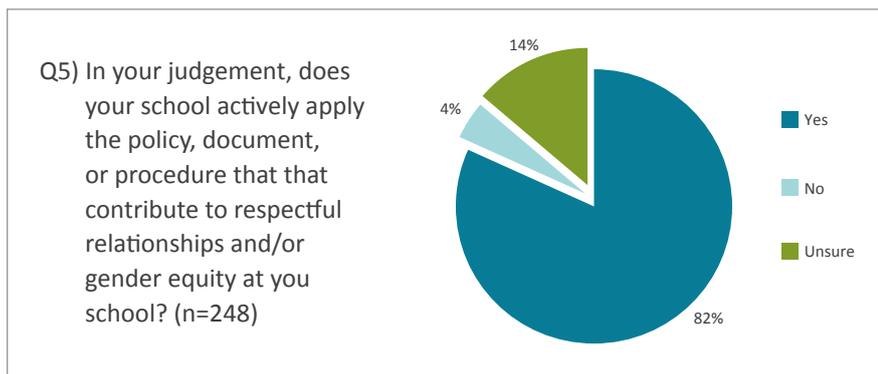
Respondents who were aware of formal policies were able to point to policies/documents such as:

- Policies which specifically address bullying, sexual harassment, discrimination, diversity and equity, well-being and engagement and other issues;
- Broader policy documents, such as: school handbook, code of conduct, school mission and values; and

Recruitment and selection policies and practices, for example, gender balanced interview panels

Of the respondents who were aware of the formal policies, 82% (n=204) felt that their school actively applied these policies, while 4% (n=10) felt their school did not. The remaining 14% (n=34) were unsure (see *Figure 2*).

Figure 2: Awareness of formal policies



It was interesting to note that respondents who were aware of formal policies were much more likely to report positive sentiments about their school culture compared to staff who were unaware of formal policies. A ‘Total Weighted Average’ for *Question 1* was calculated by averaging the weighted averages of all 16 questions from *Question 1* representing respondents’ overall level of agreement to all 16 aspects of school culture combined. A higher ‘Total Weighted Average’ corresponds to a higher level of satisfaction with school culture. Respondents who were aware of formal policies scored a total weighted average of 4.2, compared to respondents who were unaware of formal policies who scored a total weight average of 3.8.

Unsurprisingly, members of school leadership teams were over-represented among respondents who were aware of formal policies and leadership team members were also more likely to report a higher level of satisfaction with school culture. This may partially explain why policy awareness correlates with higher levels of satisfaction with school culture, however, further research is needed in order to establish what role (if any) policy and policy awareness plays in promoting positive school culture.

## Opportunities and Support in the Workplace

When staff were asked whether work opportunities at their school were supported by a variety of personal and institutional measures, overall, the majority of staff responded positively.

### Findings on Supportive Factors

- Over three-quarters of respondents (77%) felt that their opportunities at work were supported by **‘their confidence in their own abilities’**. Male staff were more likely to perceive that their opportunities at work were supported by their confidence in their own abilities, with male respondents scoring a weighted average<sup>4</sup> of 4.07 out of 5, 0.17 points higher than female staff who scored a weighted average of 3.90 out of 5.
- Over half of respondents (55%) felt that their work opportunities were supported by **their willingness to work extra hours and on school holidays**. This finding is reflected in a number of comments from respondents expressing concerns around being over-worked and lacking work/life balance.
- Just over half (54%) of respondents felt that ‘the existence of role models in senior positions’ supported their work opportunities (while 17% of staff disagreed). 54% of staff also felt that their work opportunities were supported by ‘having access to flexible work options’ (17% of staff disagreed).

Questions and their responses regarding supportive factors are outlined in **Table 4** below. As with previous tables in this report, a weighted average was calculated for each question using a Likert scale, where ‘strongly agree’ = 5 and ‘strongly disagree’ = 1. Statements have been arranged by weighted average in descending order.

Staff were also asked whether certain factors hampered their work opportunities.

### Findings on Hampering Factors

- Overall, respondents felt that **the fact that people stay in their positions for years, so opportunities do not arise** was the most significant factor hampering their work opportunities.
- Women were more likely to feel that their **work opportunities were hampered because they made use of flexible work options** (women scored a weighted average 2.50, while men scored a weighted average of 2.38).

Questions and their responses regarding hampering factors are outlined in **Table 5**. As with previous tables in this report, a weighted average was calculated for each question using a Likert scale. Statements have been arranged by weighted average in descending order.

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<sup>4</sup> A weighted average, a score between 5 and 1, was calculated for each question using a Likert scale, where ‘strongly agree’ = 5 and ‘strongly disagree’ = 1. A higher weighted average indicates a higher level of agreement with the statement by respondents.

**Table 4: Supportive Factors in the Workplace**

**Q9) Do you believe your work opportunities are supported by the following:**

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	No response	Total	Weighted average*
My confidence in my own abilities	<b>25%</b> F=23% M=33%	<b>25%</b> F=23% M=33%	<b>15%</b> F=16% M=12%	<b>4%</b> F=4% M=4%	<b>2%</b> F=2% M=2%	<b>1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>3.94</b> F=3.90 M=4.07
My willingness to work extra hours and over school holidays	<b>19%</b> F=19% M=20%	<b>36%</b> F=35% M=41%	<b>27%</b> F=28% M=24%	<b>13%</b> F=13% M=10%	<b>4%</b> F=5% M=4%	<b>1%</b> F=<1% M=2%	<b>100%</b> F=100% M=100%	<b>3.53</b> F=3.51 M=3.64
Informal support from senior staff member/s who mentor me	<b>16%</b> F=16% M=17%	<b>42%</b> F=44% M=38%	<b>23%</b> F=22% M=25%	<b>13%</b> F=13% M=10%	<b>6%</b> F=5% M=8%	<b>&lt;1%</b> F=0% M=2%	<b>100%</b> F=100% M=100%	<b>3.50</b> F=3.53 M=3.46
Having access to flexible work options	<b>15%</b> F=15% M=15%	<b>40%</b> F=41% M=37%	<b>28%</b> F=28% M=29%	<b>14%</b> F=14% M=14%	<b>3%</b> F=3% M=3%	<b>1%</b> F=<1% M=2%	<b>100%</b> F=100% M=100%	<b>3.49</b> F=3.50 M=3.47
The existence of role models in senior positions	<b>15%</b> F=14% M=18%	<b>39%</b> F=41% M=35%	<b>28%</b> F=29% M=25%	<b>12%</b> F=13% M=11%	<b>5%</b> F=4% M=9%	<b>1%</b> F=<1% M=2%	<b>100%</b> F=100% M=100%	<b>3.46</b> F=3.48 M=3.44

**Table 5: Hampering Factors in the Workplace**

**Q10) Do you believe your work opportunities have been hampered by the following:**

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	No response	Total	Weighted average*
The fact that people stay here for years, so opportunities do not arise	<b>7%</b> F=7% M=7%	<b>20%</b> F=20% M=21%	<b>30%</b> F=31% M=29%	<b>30%</b> F=31% M=26%	<b>12%</b> F=11% M=16%	<b>&lt;1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>2.79</b> F=2.79 M=2.77
Because I am overlooked in favour of others	<b>6%</b> F=5% M=8%	<b>16%</b> F=16% M=14%	<b>27%</b> F=27% M=26%	<b>33%</b> F=34% M=30%	<b>18%</b> F=17% M=21%	<b>&lt;1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>2.58</b> F=2.59 M=2.56
Because I make use of flexible work options	<b>3%</b> F=3% M=2%	<b>7%</b> F=7% M=7%	<b>41%</b> F=42% M=39%	<b>33%</b> F=35% M=29%	<b>16%</b> F=14% M=22%	<b>&lt;1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>2.47</b> F=2.50 M=2.38
My inability to work extra hours and over school holidays	<b>3%</b> F=3% M=3%	<b>8%</b> F=7% M=10%	<b>30%</b> F=32% M=26%	<b>39%</b> F=40% M=35%	<b>19%</b> F=17% M=24%	<b>1%</b> F=1% M=1%	<b>100%</b> F=100% M=100%	<b>2.37</b> F=2.38 M=2.33
I don't have the necessary skills and/or qualifications	<b>2%</b> F=2% M=3%	<b>8%</b> F=8% M=8%	<b>25%</b> F=26% M=21%	<b>40%</b> F=41% M=39%	<b>24%</b> F=22% M=29%	<b>1%</b> F=<1% M=1%	<b>100%</b> F=100% M=100%	<b>2.24</b> F=2.27 M=2.16

A significant proportion of respondents 'neither agreed nor disagreed' with statements regarding factors that hamper their work opportunities and/or progression. This is perhaps the result of respondents feeling unclear about the questions, not being able to recognise issues, or unwilling to express their views on issues which negatively impact their work opportunities.

**Staff with Dependent Children**

Close to half (44%; n=416) of surveyed respondents had dependent children. Of those with dependent children, 75% were female (n=313), 24% were male (n=101), and less than 1% (n=2) did not wish to state their gender.

### Findings

- When compared to male staff with dependent children, female staff with dependent children were:
  - o Twice as likely to feel that their work opportunities at school were hampered because they played the role of primary carer (22% of females with dependent children compared to 11% of men with dependent children).
  - o Almost two and a half times more likely to feel that their work opportunities were hampered because having children interrupted their career progression (24% of females with dependent children compared to 10% of men with dependent children).
- When compared to female staff with dependent children, male staff with dependent children were three times more likely to feel **that their work opportunities at school were supported by having a partner who takes primary responsibility for child care** (38% of males with dependent children compared to 12% of females with dependent children).

These findings reflect the traditional roles and expectations for men and women when it comes to child care and child rearing, with women in most cases expected to play the role of primary carer even if this is at the expense of career progression and hampered work opportunities.

### The RREiS Project, Respectful Relationships, & Violence Against Women

79% of respondents felt that their school’s involvement in RREiS was ‘very important’ or ‘important’ (see Figure 3). 14% felt it was ‘neither important nor unimportant’ and the remaining 7% felt it was either ‘unimportant’ or ‘very unimportant’.

Close to half (49%) of respondents felt that link between the promotion of respectful relationships and prevention of violence against women was ‘very clear’ (see Figure 4).

Figure 3: Involvement in the RREiS project

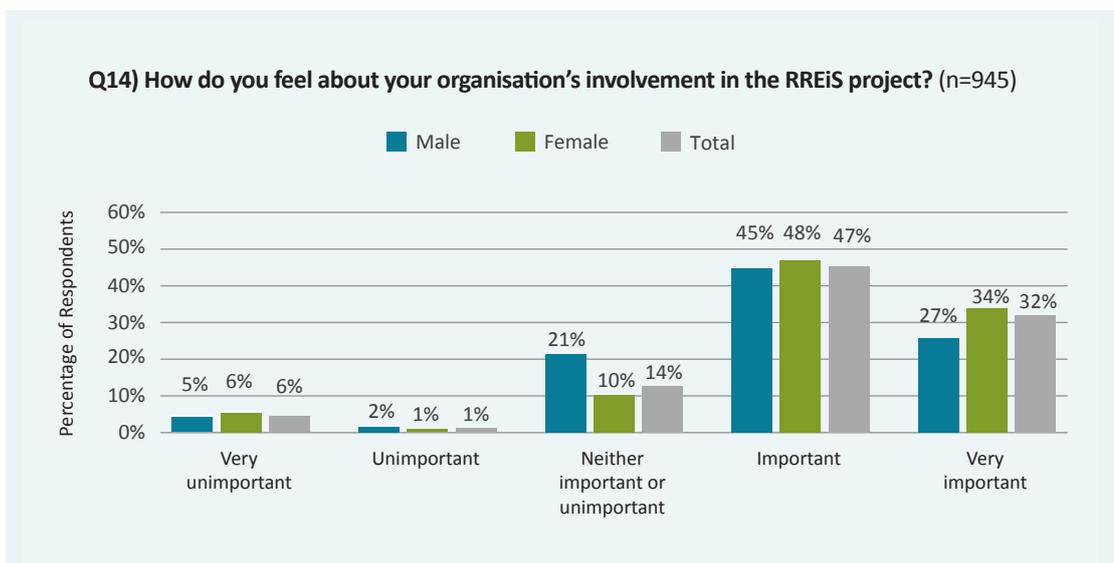
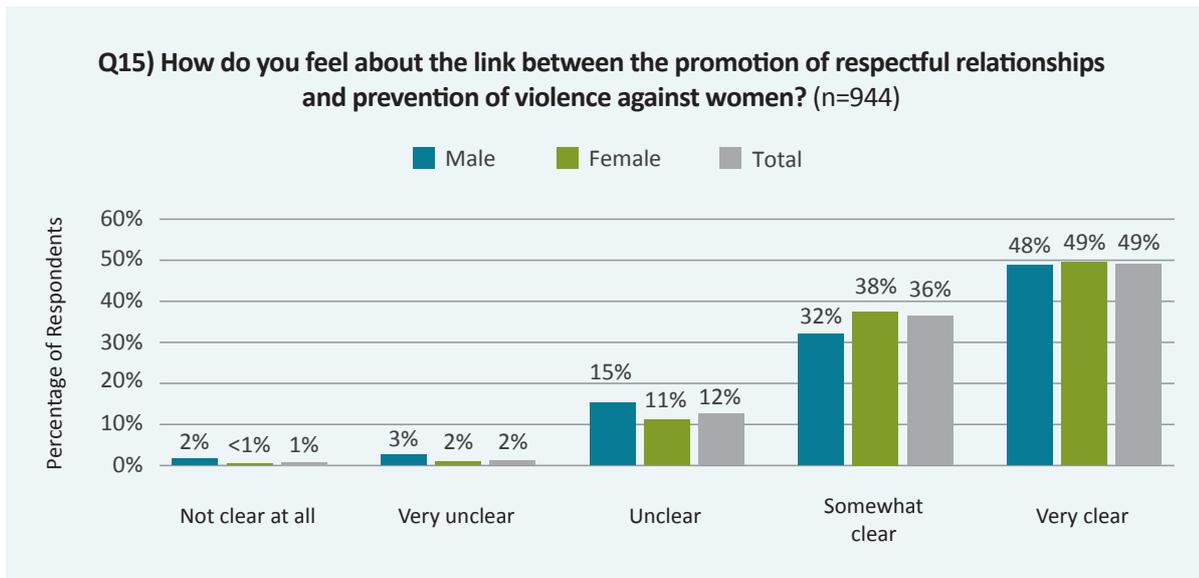


Figure 4: Respectful Relationships and Preventing Violence Against Women



### Other Comments and Qualitative Feedback

Respondents were able to provide additional comments about the survey and reflections about their school culture or the RREiS project. The majority of comments expressed **positive sentiments regarding the respondent’s schools and satisfaction regarding their school culture.** Many comments were also in regard to the **importance of the RREiS project**, some even suggesting that the program be expanded to a wider audience via other channels and also be targeted at younger students.

*I know this course is being run through HPE, but I hope that clear opportunities are found to bring the learning into other subject areas. –Teaching staff*

*I would like to hear more about it in a primary school context. –Teaching staff*

*Will be great when bought in but should be year 6. – Female, Education Support Officer*

*[Program] would apply [...] to senior as well as tafe and uni. –Leadership team member*

*This could not have come at a more critical time in Australia given the current statistics around death/violence against women. I do hope this program is/becomes mandated by state/s government to teach on an ongoing basis. –Teaching staff*

*I think this is a vital initiative for all students and some staff will hopefully learn from it as well. –Teaching staff*

A recurring theme in a number of comments was the **desire to avoid causing male staff and male students discomfort:**

*I do not see issues arising at this school that show any disrespect from men towards women. I believe that it is important to include these issues in the curriculum, but the way it was introduced*

*seemed to be attacking our male teachers, [...] I think a danger could be that all boys are taught that they are 'bad' when is in fact a small minority; just as ignoring the fact that some women are not respect of their partner and painting all women as victims.*  
–Teaching staff

*I felt that the staff meeting we had regarding this was disrespectful to the male staff. [...] My concern is that if I felt this way as a female adult, what will students feel like when this is presented to them?* –Teaching staff

*Don't overlook violence against men (by women and men).*  
–Leadership team mentor

Such comments may reflect staff's discomfort with the topic of gender-based violence, a discomfort which has been documented in previous research in secondary schools.

There were a number of comments regarding **the struggle to balance work and child care**. Some staff perceived that a **predominately male leadership team contributed to a lack of gender equity** particularly around balancing work and family commitments:

*Structural problems like lack of child care and inadequate paid maternity leave create fundamental inequality at work.*  
–Teaching staff

*[There is] a link between single women with children and the difficulties they encounter in the work force. [...] Women on their own are very committed to work, if they don't work they soon lose a knife edge battle. [...] Childcare is very difficult to find. [...] I am always jumping hoops [while] those with no children can be fluid and on time and not stressed.* –Teaching staff

*The senior leadership team at this school are all male. I think that impacts greatly upon the workload expectations that they place on staff. [...] It is necessary for teachers to complete a significant amount of their work in their own private (unpaid) time after hours which impacts greatly upon work-life balance, family life, stress, and career progression. The nature of contracts also disadvantages women and family planning.* –Teaching staff

*It is very hard as a female to be taken seriously when the leadership team are males. [...] There have been cases of bullying particularly women on maternity leave, I believe some of this comes from a lack of understanding.* –Teaching staff

Some respondents also expressed various concerns surrounding **program timelines, limited resources and a 'crowded curriculum'**:

*Project is great but the timeline for implementation of the curriculum to students is unrealistic and will likely affect the success.* –Leadership team member

*Do we have to take up every issue in society? No wonder kids don't learn the 3 R's.* –Teaching staff

*With such a full curriculum it can be difficult to implement this program effectively. The amount teachers are expected to do in the classroom, which includes a lot of time assessing, it can be difficult to assist students in their personal matters.* –Teaching staff

*Although I am a strong believer in this being a great program it really should have been ready to be rolled out at the end of last year [...] I think the unfortunate role out mid-year will lose a lot of forward movement in this due to many structural factors within school.[...] If you don't get the right staff in the correct environment then this will just go to waste. –Leadership team member*

**Others pointed to the role of parents and the wider community** in tackling violence against women and acknowledged the importance of mutually reinforcing messages at home, at school, and beyond:

*I think schools are already very respectful places with high levels of gender equality. Teachers and support staff have always promoted RR and promoted non-violence. I don't see how this program in schools will help that much. The wider community need more education as our good work is undone by a lifetime of children at home witness violence. –Teaching staff*

*Violence against women is done behind closed doors, we can give students some knowledge, but if the home atmosphere is very different, I don't believe RREIS is going to do much good. –Teaching staff*

# Appendix B3: School Culture Follow-Up Findings

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## School Culture Follow-Up Survey

### Summary

This report presents follow-up findings from the *Respectful Relationships Education in Schools (RREIS)* Project School Culture survey, completed in October/November, 2016. The findings reflect the opinions of 740 staff members from 16 secondary schools across Victoria about the culture of their school - both as a workplace and as a learning institution - particularly in relation to respectful relationships, gender equality, and work/life balance. These results follow on from a baseline survey of 18 schools which was administered at the start of the RREIS Project in March/April 2015. This comparison of pre- and post- results will be used to contribute to the overall evaluation of the RREIS project.

Given the short period between pre and post test data collection, it was assumed that quantifiable changes in the survey results would be minimal. Cultural change in any organisation or setting takes time, and these results indicate that the six month implementation period between surveys was insufficient time to see quantifiable shifts on this survey. Subtle cultural and institutional changes were captured via qualitative analysis of staff comments.

Report prepared December 2015

### Key Findings:

- The majority of survey respondents expressed positive views about the culture in their school.
- Comments from staff indicate that the RREiS program was having a positive impact on school culture including:
  - generating open discussion about respectful relationships and gender equality among students and staff;
  - having a positive impact on the language used by the school community;
  - encouraging teachers to model positive behaviour to their students;
  - increase student awareness around respectful relationships and gender equality;
  - changes in the school policies around gender equality and respectful relationships
  - increased access to flexible work arrangements in some schools; and
  - increased commitment to women in leadership and gender equitable employment practices.
- Some staff highlighted the importance of taking a holistic, sustainable and integrated approach to respectful relationships education.
- There was an increase in the proportion of respondents who felt that their school's involvement in RREiS was 'very important' or 'important'.
- There was also an increase in the proportion of respondents who understood the link between the promotion of respectful relationships and prevention of violence against women.

### Introduction

This report presents pre- and post- test survey data gathered via the baseline and follow-up *RREiS School Culture Survey* only. Data gathered from focus-group discussions and interviews with schools, teachers, students, community-based organisations, and the Victorian Department for Education will also be used to assess the impact and effectiveness of the RREiS program and a whole of school approach to respectful relationship education more broadly.

This report will focus on:

- presenting self-reported baseline and follow-up data regarding school culture, particularly in relation to respectful relationships, gender equality, and work/life balance from 16 Victorian secondary schools;
- the differing experiences and perceptions for school staff with dependent children; and
- school staff perceptions regarding the RREiS project and understanding around gender equality, respectful relationships and preventing violence against women.

## Methodology

Key contacts at each of the 19 schools participating in the RREiS project disseminated an electronic baseline survey link to their staff (including teaching and non-teaching employees). Following the implementation of the RREiS project, which included: the delivery of a suite of professional learning to key staff; implementation of the *Building Respectful Relationships: Stepping Out Against Gender-Based Violence* curriculum guidance to Year 8 and 9 students; gender audits; and revising school policies, a follow-up survey was administered electronically to the same schools in October 2015 (16 schools provided responses in the follow-up). Over half of the follow-up survey respondents (52%; n=384) reported that they had completed the baseline survey. A further 35% of respondents were unsure if they had completed the baseline while the remaining 13% reported that they had not completed the baseline.

Survey respondents were able to remain anonymous, allowing staff to openly express their opinions about the culture of their school - both as a workplace and as a learning institution - particularly in relation to respectful relationships, gender equality, and work/life balance.

Our Watch provided the school leadership team at each school with an individual report, highlighting key trends and areas for improvement. Project Implementation Leaders met with the school leadership team to discuss their results which were used to inform project planning and prioritise activities at the school. If significant negative comments were made about leadership, culture or workplace issues, the project implementation leaders raised these confidentially with Principals as both a professional courtesy and to better understand the context of these comments. Anecdotal feedback from the project implementation leaders indicated that the survey results were informative and motivated school leaders to consider the influence of their staff and their workplace culture on the broader school community and students.

Parts of the *School Culture Survey* were adapted from the Gender Equity Survey that was developed by VicHealth for the *Creating Healthy Workplaces Initiative* (for the *Y Respect Gender* project).

## Sample Characteristics

740 staff members from 16 secondary schools across Victoria provided responses to the *Respectful Relationship Education in Schools (RREiS) School Culture Survey*. This was a slightly smaller sample compared to the 980 staff members from 18 secondary schools who participated in the baseline survey.

### Characteristic of Schools

The schools which took part in the *RREIS School Culture Survey* represented a broad spectrum of secondary schools in rural/remote and metropolitan areas in Victoria. Of the 16 secondary schools, there were:

- 2 religious and 14 non-religious schools,
- 2 private and 14 public schools,
- 15 co-ed schools and one single-sex boys school.

Schools also varied significantly in size, with 6 respondents from the smallest school represented in the sample and 114 respondents from the largest school. The average number of respondents per school was 38.

### Characteristics Of Respondents

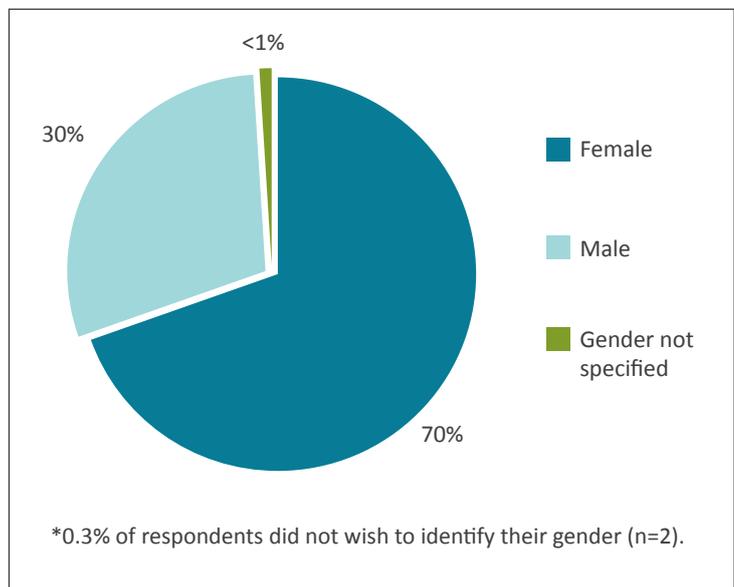
#### Gender

The majority of the respondents (70%; n=427) were female. 30% (n=180) were male. See Figure 1

#### Roles

While close to two-thirds (60%) of those surveyed were teaching staff, the survey also captured responses from administration staff, leadership team members (principals, assistant principals, etc.), welfare team members and other roles. **Table 1** below outlines the roles of the survey respondents.

Figure 1: Gender of respondents\* (n=740)



**Table 1: Roles of Respondents – Baseline and Follow-Up**

Role of Respondents	Baseline (n=939)				Follow-up (n=609)			
	Total	Female	Male	Gender not stated*	Total	Female	Male	Gender not stated*
Administration staff	7% 68	90% 61	10% 7	0% 0	6% 37	92% 34	8% 3	0% 0
Leadership team (principal, asst. principal, coord.)	18% 171	66% 114	33% 55	1% 2	19% 113	65% 74	35% 39	0% 0
Other*	14% 130	85% 111	13% 17	2% 2	11% 65	77% 50	21% 14	2% 1
Teaching staff	56% 524	69% 362	30% 158	1% 4	60% 368	67% 248	32% 119	0% 1
Wellbeing team (welfare coord., nurse, chaplin, youth worker)	5% 46	89% 41	11% 5	0% 0	4% 26	81% 21	19% 5	0% 0
<b>Total</b>	<b>100% 939</b>	<b>73% 689</b>	<b>26% 242</b>	<b>1% 8</b>	<b>100% 609</b>	<b>70% 427</b>	<b>30% 180</b>	<b>0% 2</b>

\* Other category included managers, teacher assistants/aides, library staff, team leaders, education support officers, allied health and staff who did not wish to identify their role.

**Basis of employment**

Similar patterns in respondents’ gender and basis of employment were noted in both the follow-up and baseline survey samples:

- 65% of respondents were employed at their school on a full-time basis, 26% were part-time, 6% were contract and 0.5% were casual.
- Male respondents were more likely than female respondent to be in a full-time position: 80% of male respondents were employed as full time compared to 59% of females.
- Female staff were over-represented in other forms of employment such as part-time, contract, and casual – for example, 33% of females were part-time, while only 11% of males were part time.

**Staff with dependent children**

43% (n=265) of respondents had dependent children. Of those with dependent children, 67% were female (n= 177), 31% were male (n=82), and 2% (n=6) did not wish to state their gender.

Respondents with dependent children were much more likely to be employed on a part-time, casual, or contractual basis. For example, 36% of staff with dependent children were employed part-time, compared to 18% of staff without dependent children.

## School Culture and the Impact of the RREiS Program

As with the Baseline Survey, overall the majority of staff agreed with the positive statements made about their school culture in the follow-up survey. A weighted average score (ranging from 0 to 10) was calculated from the staff responses for each statement. A high weighted average score indicates a high level of agreement with the statement among respondents. The weighted average scores for both the baseline survey and the follow-up survey are presented in the Figure 2. A shift in weighted average scores by more than 2 points in the follow-up results indicates change in staff sentiment; smaller variations can be interpreted as 'no change'. As illustrated in Figure 2, there appears to be no significant shifts in school culture over the 9 month period. In fact, responses were remarkably consistent.

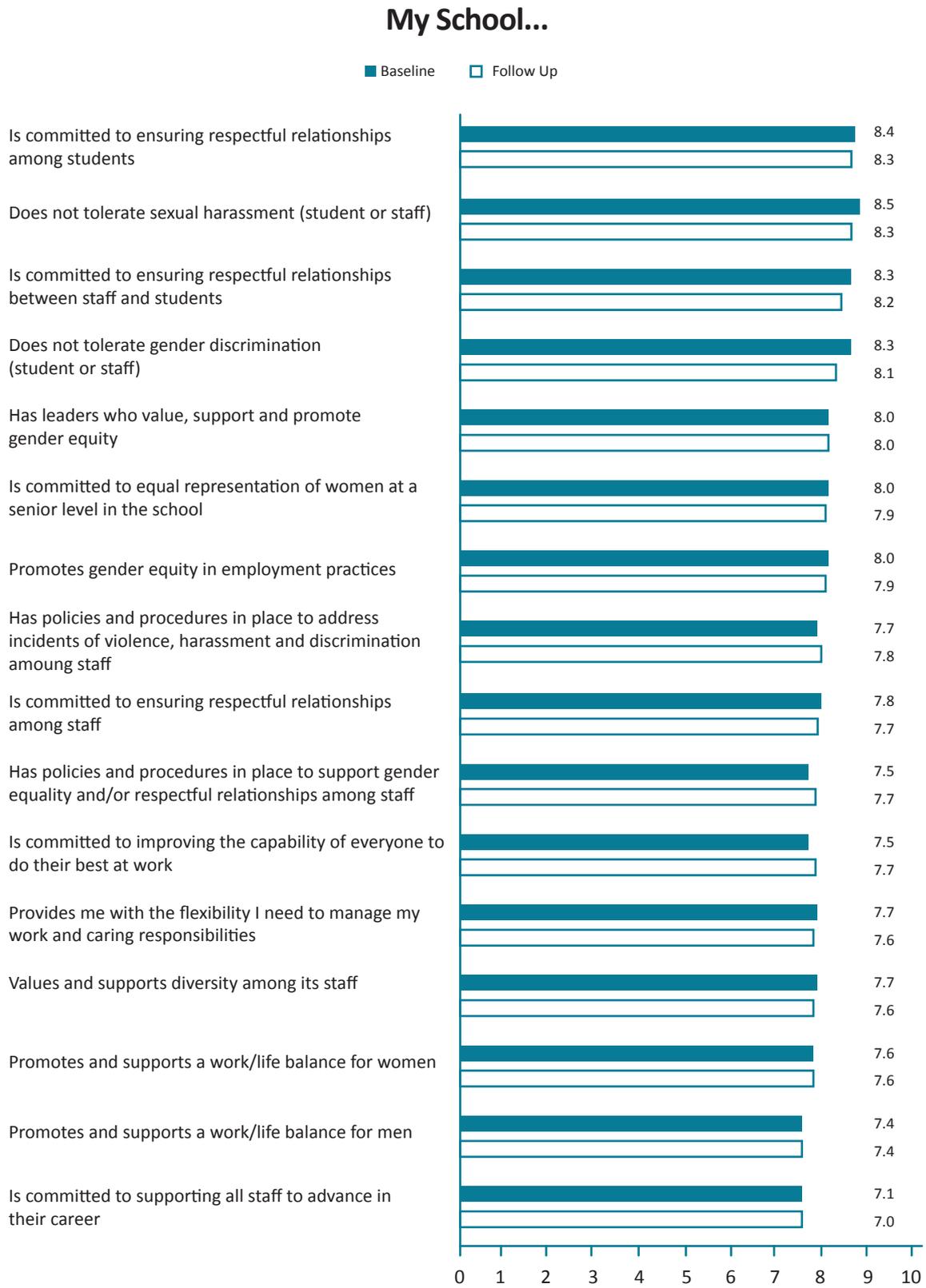
When interpreting the results presented in Figure 2, it is important to bear in mind that it is difficult to categorically demonstrate sustainable cultural change within the relatively short timeframe of less than a year. The small shifts between baseline and follow-up results must be viewed with this in mind. Additionally, as only 52% of follow-up survey respondents reported that they had also completed the Baseline School Culture survey (and 35% were unsure), we are not able to compare the responses of the exact same baseline respondents and follow-up respondents.

## Impacts of the RREiS Program

Respondents were asked to provide comments regarding changes in school culture (both positive and negative) which they had noticed since Term 1, 2015. Respondents were also asked to provide any reflections about their school culture or the RREiS project more generally. The comments we gathered provided some detailed observations on the impact the RREiS program had on individual schools. A total of 168 comments were gathered from the follow up survey. The majority of the comments were in relation to the following topics:

- General positive sentiments about the RREiS program;
- How the program had: generated open discussion about respectful relationships and gender equality among students and staff; had a positive impact on the language used by the school community; and encouraged teachers to model positive behaviour to students;
- Students now had increased awareness around respectful relationships and gender equality;
- Little or no change observed in school culture;
- Changes in the school policies around gender equality and respectful relationships as well as work life balance and flexible work arrangements in schools;
- Women in leadership and gender equitable employment practices; and
- The need for a holistic, sustainable and integrated approach to RRE.

Figure 2: School Culture – Baseline Versus Follow-Up (N=740)



WEIGHED AVERAGE SCORE (Strongly agree = 10; Strongly disagree = 0)

Close to a third (n=55) of all the comments received from respondents **explicitly expressed positive sentiments about the RREiS program:**

*The involvement that the school has had with this project has allowed us to think about the ways we are catering for preventing anti-social behaviour in our schools and how we are addressing the power [imbalance] between men and women.*

*Due to the nature of the community, it is important to have programs such as RREiS in the school so students can become aware of what good relationships are and their rights and be instrumental breaking violent a cycles.*

*It was a good opportunity to have professional discussions and make a change to some of our policies to ensure we are mindful of these things. Interesting to hear some males on staff who did training say how they hadn't even considered some of these issues.*

*I love the RREiS project and think that it should be mandatory in all schools.*

Many identified specific positive impacts the RREiS program had on their school culture and on the awareness, language, understanding, and behaviour of staff and students. Some pointed to the fact that **the program had generated open discussion** about respectful relationships and gender equality among students and staff:

*In small groups I am aware that we are having more conversations about some of the issues related to respect and gender equity.*

*The RREiS Program has helped us have a basis for restorative discussions with students and helps to have those discussions in a more meaningful way.*

The program was also have **positive impact on the language used** by the school community:

*There is an overall improved awareness of the language impact and role modelling required by all staff.*

*More awareness around using the terms "like a girls" "must be a man".*

**Students have an increased awareness** of what respectful relationships looks like and what gender equality is:

*Students, especially females, are becoming more aware of what is appropriate and acceptable behaviour.*

*With the respectful relationships program students at Year 9 are much more aware of issues such as gender inequality and domestic violence.*

*Many of the students at this school [were] unaware about what is acceptable and appropriate behaviour from their peers. Students are [now] more aware and have a greater knowledge of how they should be treated by the opposite sex and girls especially are being more empowered to have a voice.*

*Improved positive culture among students.*

It was also observed that the RREiS program **encouraged teachers to model positive behaviour** to students:

*[The program] is positive and invites the teaching of positive relationships by displaying skills in front of students.*

*Teachers are far more likely to pull students up when they use inappropriate language.*

Given the short program period, it was also not surprising that **some respondents reported that they observed little or no change in school culture**. Of the 168 comments, 16 respondents (10%) reported that they had observed no change.

*I cannot say that I have noticed any significant change.*

Some respondents who reported no observable changes within their school stated that their school already came from a starting point where the culture was quite positive:

*I don't think there has been a major change as I think that respectful relationships have always been a part of the school culture.*

*I honestly have noticed nothing which suggests to me that we need to do more if we want to change from our position before the program was implemented. I'm not saying we're terrible at relationships but that the program hasn't developed a lot of change as far as I can tell.*

Some reported a notable positive **changes in the school policies** around gender equality and respectful relationships:

*We now have developed a Gender Equity Policy and we have made subtle changes to some documents within the school to reflect a lack of Gender bias or inequity. We have also began to have it as an agenda item at key college staff meetings.*

*Policies reviewed in light of this initiative. Staff more aware of this.*

Some respondent expressed frustration over the **lack of policy change or poor implementation of existing policies**:

*Still no equal opportunity staff member.*

*Have policies and procedures on paper but do not follow these policies and procedures (use an ad hoc method).*

*School culture continues to promote 'jobs for the boys' not the best person for the job. My school does not have an EO [equal opportunity] person, and no policy for reporting of harassment etc.*

**Work life balance and flexible work arrangements** which allow staff to balance parenting responsibilities were also raised. Some respondents indicated that their schools involvement in the program led to an improvement:

*The changes that I have noticed is that there is more of a focus on staff welfare. We are being provided with meeting free nights and a welfare week where it is meeting free and we are able to go home early. Meeting free nights are occurring every term which staff appreciate.*

While others noted the need for further change on this issue:

*The decision to remove from leaders the opportunity to retain/ apply for Leading Teacher positions unless they are full-time from Term 4 onwards - even for Leaders on a 0.8 time fraction. This completely goes against our Respectful Relationships philosophy and gender equity. [...] I feel that there is now a great gender imbalance, and this decision will remove highly capable and experienced women from applying for these positions in the future.*

*It seems that there is a push to not have part timers in positions of responsibility. This affects part time staff's career progression, which will have an impact on women predominantly.*

*The school has been very supportive of working parents in the past, but due to timetabling constraints this may change in 2016 as part-time workloads may be less commonly allowed. This may place a lot of stress on the staff who are trying to balance their work and family commitments, mainly female staff I assume. It is difficult for part-time staff to access some positions of responsibility in the school meaning that staff have to choose between their professional advancement and their family's needs.*

There were mixed views expressed around **women in leadership and gender equitable employment practices**:

*There have been a lot of staff changes and this has kept a good gender balance in the leadership positions.*

*Disproportionate amount of women in leadership as compared to men. Significant inequality between men and women, significantly in favour of women. Not balanced.*

There a few comments from respondents questioning why the program focused only on violence against women:

*I would like to see more emphasis of family violence as opposed to violence against women. There are men out there that experience violence from women and I feel they also need to be recognised. I feel there is so much emphasis on violence against women that men are overlooked.*

*In a female dominated workplace there is a need to be mindful of male perspective of the project. Whilst the vast majority of domestic violence cases are against women, men too, suffer from violence perpetrated against them by women.*

*Why only the focus on prevention of violence against women only?*

Not all staff who participated in the survey undertook professional learning for RREiS (in which the statistics around violence, the gendered nature of violence, and the link between gender inequality and violence against women is explained and explored), so it is possible that comments such as “what about violence against men?” reflect **a)** the need for more/all staff to undertake professional learning in RRE and **b)** the need to further explain and discuss with staff the gendered nature of violence and the rationale for focusing on violence against women.

Many respondents also highlighted the need for **a holistic approach to RRE, where governments (at all levels) and various sectors work together to ensure that schools are properly supported and resourced to implement RRE in schools:**

*Greater resources need to be given to unpacking this and delivery priorities with appropriate support from social workers, psychologists and medical practitioners. It must be an integrated approach so the classroom teacher knows there is support beyond the teacher’s role.*

*The response should be coordinated by all Local, State and Federal Governments.*

*I think we need a greater profile in the mainstream media promoting this program, to show what we are trying to achieve in the wider community.*

On the topic of resourcing, some comments also pointed to the **increase in disclosures** (from students and staff) as a result of the program:

*The work load has increased due to reporting and following up on student behaviour issues coming from the yard into the classroom. Students are taking advantage of the safe environment to air the grievances and reporting bullying that has occurred outside of the classroom.*

Staff also called for **reinforcing messages of respectful relationships and gender equity which are integrated into the rest of the curriculum:**

*I think we need to work on integrating the RREiS into more classes so that the message is reinforced continually.*

*[For example,] students do not study a single novel with a female protagonist in English from Years 7 to 10. Currently, [gender equity] does not exist in English, and I would be surprised to learn it existed in other KLAs. Although the school has been making an effort to implement the “Respectful Relationships” program, I don’t think it will be successful until we address the entrenched sexism in our profession.*

Finally, while the RREiS program was having a positive impact on their school, some staff voiced their concern over the **sustainability of RRE** and how such initiatives would continue once the RREiS program had ended. Some staff explicitly warned against implementing “one-off’ programs:

*Really good topics covered by students. Needs a sustained approach to achieve change otherwise it becomes a one-off activity.*

*It should be integrated into the curriculum, not [a] one off program.*

*I think we have made good progress in the initial planning of Gender Equity, Gender-based violence and developing a whole school culture of Respectful Relationships. I would like to see this continue to be built up and built upon over the next few years, not a once off.*

*It is only beginning. This is a process that will take some time and regular reminders, awareness and supporting programs.*

## Formal Policies and Procedures

***There was no change in the proportion of staff who were aware of their schools' policies and procedures which contribute to respectful relationships and/or gender equity.***

Twenty-seven percent (n=175) of staff who responded to the follow-up survey reported that they were aware for formal policies, documents, or procedures that contribute to respectful relationships and/or gender equity. This is consistent with the baseline survey results where 27% of respondents in the baseline survey stated that they were aware of these policies.

Of the follow-up survey respondents who were aware of the formal policies, 79% (n=143) felt that their school actively applied these policies. This is fairly consistent with the baseline survey results where 82% of respondents who were aware of formal policies agreed that their school actively applied these policies.

## Staff with Dependent Children

When compared to male staff with dependent children, female staff with dependent children were:

- Three times as likely to feel that their **work opportunities at school were hampered because they played the role of primary carer** (29% of females with dependent children compared to 8% of men with dependent children).
- Almost three half times more likely to feel that **their work opportunities were hampered because having children interrupted their career progression** (33% of females with dependent children compared to 11% of men with dependent children).

When compared to female staff with dependent children, male staff with dependent children were more than twice as likely to feel **that their work opportunities at school were supported by having a partner who takes primary responsibility for child care** (39% of males with dependent children compared to 18% of females with dependent children).

## Formal Policies and Procedures

***There were small improvements in staff's understanding of the link between respectful relationships and preventing violence against women.***

The vast majority of staff surveyed (81%) felt that their school's involvement in RREiS was either 'very important' or 'important'. This is a small increase compared to the baseline survey result in which 79% of respondents felt the same way.

87% of surveyed staff – compared to 85% of baseline respondents - now felt that the link between the promotion of respectful relationships and prevention of violence against women was 'very clear' or 'somewhat clear'.

# Appendix B4: Student Survey Baseline Findings

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## Student Baseline Survey

Report prepared November 2015

**Purpose:** The purpose of *Student Baseline Survey*, was to collect baseline information on student's self reported knowledge, attitudes and skills, prior to participating in *Building Respectful Relationships: Stepping Out Against Gender-Based Violence* classes.

### Demographics

- Baseline survey was administered to a significant sample size (n=2078). This is larger than the NCAS youth (age 16-24) sample (n=1923).
- The majority of respondents (98%) were in Years 8 and 9 (age 13-16).
- Over 80% of students who participated in the survey were born in Australia, with 23% of respondents speaking a language other than English when at home.
- 45% of students identified as female, 51% of students identified as male and a further 4% of respondents chose to identify in an alternative way.
- 4% of respondent identified as Aboriginal and/or Torres Strait islander.

### Key findings

- For all survey questions, girls overall demonstrated a better understanding of and attitude towards gender equality, domestic violence, and respectful relationship (See Tables 1, 2, 3, 4).
- Girls also reported higher levels of confidence in their ability to negotiate a respectful relationship and their ability to 'help/support a friend who was experience violence in their relationship'. Interestingly, boys reported a higher level of confidence in 'calling out my friends if they're saying or doing something sexist' than girls; this was the only question in the entire survey in which boys 'outperformed' girls (See Table 5).
- Almost one in four (24%) of RREiS students strongly agreed or agreed that if a women is raped while drunk or affected by drugs, she is at least partly responsible. 30% of male RREiS students strongly agreed or agreed.

- Table 6 compares survey findings from the RREiS Student Baseline survey, the National Community Attitudes Survey (NCAS) survey of young people (age 16-24), and results gathered from the first wave of questionnaires for the ‘The Line’ campaign evaluation.
  - o Overall, RREiS students had a poorer understanding of behaviours which constitute domestic violence when compared to the NCAS cohort (noting that the NCAS cohort belong to an older age bracket).
  - o However, overall, RREiS students were more likely to express more gender equal views compared to other cohorts. Specifically, student were less likely hold supportive views for relationships where men exert power over women.
  - o RREiS students were less likely to agree that ‘domestic violence can be excused if it results from people getting so angry that they temporarily lose control’. They were also less likely to agree that ‘women who are sexually harassed should sort it out themselves rather than report it.’

Table 1: Understanding which behaviours constitute domestic violence

**Q1) What things do you think would be counted as domestic violence?**

Rate each of the behaviours below, depending on whether you think is a form of domestic violence:	Yes*	No	Don't know
Slapping or pushing partner to cause harm or fear	<b>72%</b> F=79% M=66%	<b>25%</b> F=19% M=30%	<b>3%</b> F=2% M=4%
Throwing of smashing objects near a partner to frighten them	<b>70%</b> F=77% M=62%	<b>28%</b> F=21% M=35%	<b>2%</b> F=2% M=3%
Yelling abuse at partner	<b>70%</b> F=77% M=64%	<b>28%</b> F=21% M=34%	<b>2%</b> F=2% M=2%
Criticising partner to make them feel bad or useless	<b>68%</b> F=74% M=60%	<b>29%</b> F=23% M=36%	<b>3%</b> F=3% M=4%
Pressuring a partner to have sex	<b>64%</b> F=73% M=58%	<b>31%</b> F=23% M=37%	<b>5%</b> F=4% M=5%
Checking your partners private Facebook or text messages	<b>51%</b> F=52% M=49%	<b>41%</b> F=40% M=43%	<b>8%</b> F=8% M=8%

\*Includes ‘Yes, Always’, ‘Yes, usually’, and ‘Yes, sometimes’.

Table 2: Attitudes about domestic violence and harassment:

**Q4) Tick the box which best describes your opinion**

Statements	Strongly agree and agree	Neutral (neither agree/disagree)	Strongly disagree and disagree	Don't know
Two people have equal power	<b>89%</b> F=92% M=88%	<b>6%</b> F=5% M=7%	<b>3%</b> F=2% M=3%	<b>2%</b> F=1% M=2%
You trust each other	<b>95%</b> F=97% M=94%	<b>3%</b> F=2% M=4%	<b>1%</b> F=1% M=1%	<b>1%</b> F=0% M=1%
You let your partner hang out with their friends	<b>90%</b> F=93% M=89%	<b>6%</b> F=4% M=7%	<b>3%</b> F=2% M=3%	<b>1%</b> F=1% M=1%
You listen to each other	<b>95%</b> F=97% M=94%	<b>2%</b> F=1% M=3%	<b>2%</b> F=1% M=2%	<b>1%</b> F=1% M=1%
You both compromise sometimes	<b>77%</b> F=80% M=77%	<b>13%</b> F=11% M=14%	<b>3%</b> F=1% M=3%	<b>7%</b> F=8% M=6%

Table 3: Attitudes towards gender and relationships:

**Q5) I am confident in my ability to:**

Statements	Strongly agree and agree	Neutral (neither agree/disagree)	Strongly disagree and disagree	Don't know
Men make better political leaders	<b>10%</b> F=5% M=15%	<b>42%</b> F=35% M=47%	<b>43%</b> F=56% M=32%	<b>5%</b> F=4% M=6%
University education is more important for a boy	<b>7%</b> F=3% M=10%	<b>29%</b> F=19% M=38%	<b>59%</b> F=74% M=47%	<b>5%</b> F=4% M=5%
Men should take control in relationships and be the head of the household	<b>13%</b> F=8% M=17%	<b>30%</b> F=21% M=37%	<b>54%</b> F=69% M=43%	<b>3%</b> F=2% M=3%
Women prefer a man to be in charge of the relationship	<b>13%</b> F=9% M=16%	<b>38%</b> F=33% M=41%	<b>35%</b> F=49% M=25%	<b>13%</b> F=9% M=18%

Table 4: Understanding of ‘Respectful Relationships’

**Q2) Having a respectful relationship means:**

Statements	Strongly agree and agree	Neutral (neither agree/disagree)	Strongly disagree and disagree	Don't know
Two people have equal power	<b>89%</b> F=92% M=88%	<b>6%</b> F=5% M=7%	<b>3%</b> F=2% M=3%	<b>2%</b> F=1% M=2%
You trust each other	<b>95%</b> F=97% M=94%	<b>3%</b> F=2% M=4%	<b>1%</b> F=1% M=1%	<b>1%</b> F=0% M=1%
You let your partner hang out with their friends	<b>90%</b> F=93% M=89%	<b>6%</b> F=4% M=7%	<b>3%</b> F=2% M=3%	<b>1%</b> F=1% M=1%
You listen to each other	<b>95%</b> F=97% M=94%	<b>2%</b> F=1% M=3%	<b>2%</b> F=1% M=2%	<b>1%</b> F=1% M=1%
You both compromise sometimes	<b>77%</b> F=80% M=77%	<b>13%</b> F=11% M=14%	<b>3%</b> F=1% M=3%	<b>7%</b> F=8% M=6%

Table 5: Ability and Confidence to negotiate Respectful Relationship:

**Q5) I am confident in my ability to:**

Statements	Strongly agree and agree	Neutral/Not relevant to me	Strongly disagree and disagree	Weighted Average*
Help or support a friend who is experiencing violence in their relationship	<b>88%</b> F=92% M=86%	<b>9%</b> F=7% M=10%	<b>3%</b> F=2% M=4%	<b>4.41</b> F=4.53 M=4.35
Recognise when a relationship is unhealthy or abusive	<b>83%</b> F=86% M=81%	<b>13%</b> F=11% M=14%	<b>4%</b> F=3% M=5%	<b>4.15</b> F=4.22 M=4.12
Talk about my feelings with my partner	<b>82%</b> F=85% M=79%	<b>14%</b> F=12% M=15%	<b>4%</b> F=2% M=5%	<b>4.17</b> F=4.23 M=4.13
Tell my partner things what I want from the relationship	<b>77%</b> F=80% M=76%	<b>18%</b> F=17% M=19%	<b>4%</b> F=3% M=5%	<b>4.02</b> F=4.07 M=4
Call out my friends if they're saying or doing something sexist	<b>74%</b> F=77% M=86%	<b>18%</b> F=17% M=10%	<b>7%</b> F=6% M=4%	<b>3.99</b> F=4 M=4.35

Table 6: Comparison of RREiS Student Survey, NCAS 2013 and 'The Line' Results

Light green shading denotes questions where RREiS students expressed more gender equitable views than NCAS respondents.

Question	RREiS results	NCAS Youth (age 16-24) results	NCAS population results	The Line
<b>What constitutes Domestic Violence?</b>				
Slapping or pushing partners to cause harm or fear is a form of DV	72% agree	97% agree	97% agree	N/A
Throwing or smashing objects near a partner to frighten them is a form of DV	70% agree	97% agree	97% agree	N/A
Yelling abuse at partner is a form of DV	70% agree	Data not collected in 2013		N/A
Criticising partner to make them feel bad or useless is a form of DV	68% agree	82% agree	86% agree	N/A
Pressuring a partner to have sex is a form of DV	64% agree	97% agree**	96% agree**	N/A
<b>Attitudes towards gender equality</b>				
Men make better political leaders	10% agree	24% agree	27% agree	N/A
University education is more important for a boy	7% agree	3% agree	5% agree	N/A
Men should take control in relationships and be the head of the household	13% agree	22% agree	19% agree	24% agree
Women prefer a man to be in charge of the relationship	13% agree	35% agree	28% agree	22% agree
<b>Justifying DV, trivialising violence, and victim blaming</b>				
Domestic violence can be excused if afterwards the violent person genuinely regrets what they have done	20% agree	26% agree	21% agree	N/A
Domestic violence can be excused if it results from people getting so angry that they temporarily lose control	13% Agree	24% agree	22% agree	N/A
Women who are sexually harassed should sort it out themselves rather than report it	7% agree	10% agree	12% agree	N/A
If a woman is raped while she is drunk or affected by drugs, she is at least partially responsible	24% agree	18% agree	19% agree	16% agree

# Appendix B5: Student Survey Follow-Up Findings

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## Student Follow-Up Survey

Report prepared December 2015

### Demographics

- Follow-up survey was administered to a significant sample size (n=1587). This is approximately 76% of the baseline sample (n=2078).
- The majority of respondents (96%) were in Years 8 and 9 (age 13-16).
- Over 86% of students who participated in the survey were born in Australia, with 17% of respondents speaking a language other than English when at home.
- 46% of students identified as female, 48% of students identified as male and a further 6% of respondents chose to identify in an alternative way.
- 5% of respondents identified as Aboriginal and/or Torres Strait islander.

### Key Findings

- The most significant and encouraging finding from the follow-up survey was the improvement in students' understanding, attitudes and confidence regarding domestic violence, gender equality, and respectful relationship across all 24 survey questions.
- Similar to the baseline results, for **all** survey questions, girls overall demonstrated a better understanding of and attitude towards gender equality, domestic violence, and respectful relationship (See Tables 1, 2, 3, 4, and 5) than boys.
- Follow-up survey results showed an improvement in students' understanding of the types of behaviour which constitute domestic violence. See Figure 1. Compared to 70% of students in the baseline survey, 80% of students in the follow-up survey felt that 'slapping or pushing a partner to cause harm or fear' was an action which constituted domestic violence. All other measures indicated an improved ability to identify domestic violence.
- There was also a positive shift in attitudes on issues such as domestic violence, harassment, gender equality and respectful relationships (Figures 2 and 3). Students were less likely to excuse domestic violence. For example, 67% of students disagreed that 'Domestic violence can be excused if, afterwards, the violent person genuinely regrets what they have done', compared to 61% of students in the baseline survey.
- Students were also now less likely to victim blame; 52% of students in the follow-up survey disagreed with the statement 'If

a woman is raped while she is drunk or affected by drugs she is at least partly responsible' compared to 47% in the baseline.

- Although the baseline results indicated that students already had a fairly healthy attitude regarding relationships, the follow-up survey results showed that there were nonetheless improvements in students understanding of what respectful relationships look like (Figure 4). The proportion of students who agreed that 'having a respectful relationship means you both compromise sometimes' rose from 77% to 83%.
- Small improvements were also evident in students self-reported confidence to negotiate Respectful Relationships in their own lives (Figure 5); 79% of students now felt confident to 'call out my friends if they're saying or doing something sexist', compared to 74% in the baseline survey.

Table 1: Understanding which behaviours constitute domestic violence

**Q1) What things do you think would be counted as domestic violence?**

Rate each of the behaviours below, depending on whether you think is a form of domestic violence:	Yes*	No	Don't know
Slapping or pushing partner to cause harm or fear	<b>80%</b> F=88% M=74%	<b>18%</b> F=10% M=25%	<b>2%</b> F=2% M=1%
Throwing or smashing objects near a partner to frighten them	<b>78%</b> F=87% M=71%	<b>21%</b> F=12% M=28%	<b>1%</b> F=1% M=1%
Yelling abuse at partner	<b>79%</b> F=87% M=71%	<b>19%</b> F=11% M=27%	<b>2%</b> F=2% M=2%
Criticising partner to make them feel bad or useless	<b>75%</b> F=85% M=68%	<b>22%</b> F=13% M=29%	<b>3%</b> F=2% M=3%
Pressuring a partner to have sex	<b>74%</b> F=83% M=66%	<b>22%</b> F=14% M=30%	<b>4%</b> F=3% M=4%
Checking your partners private Facebook or text messages	<b>60%</b> F=63% M=56%	<b>33%</b> F=29% M=37%	<b>7%</b> F=8% M=7%

\*Includes 'Yes, Always', 'Yes, usually', and 'Yes, sometimes'.

Figure 1: Improved understanding - behaviours which constitute domestic violence

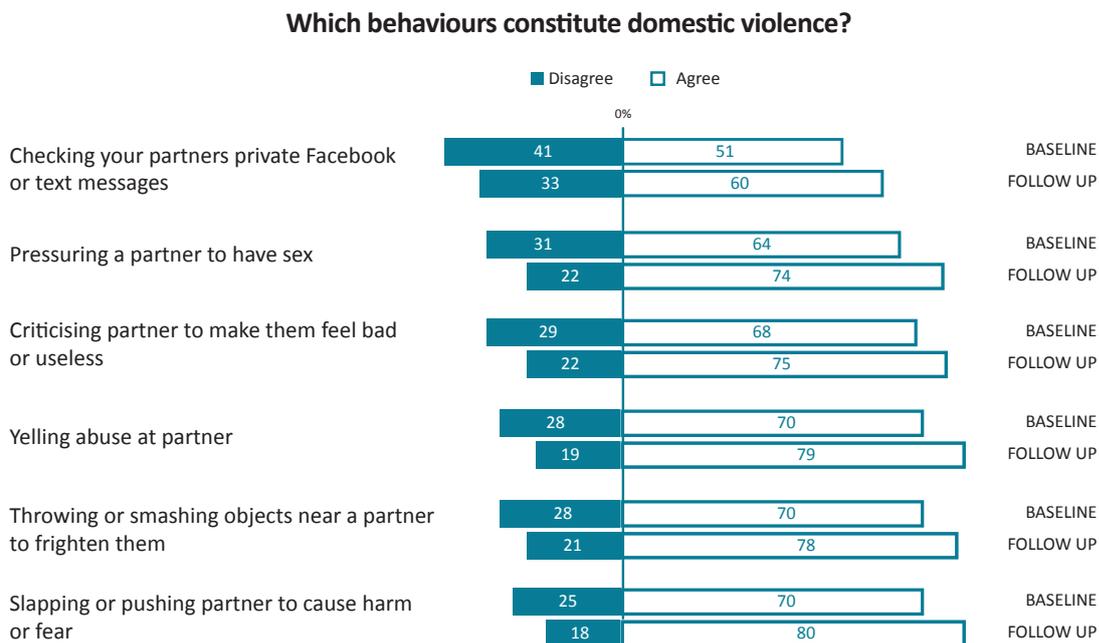


Table 2: Attitudes about domestic violence and harassment

**Q4) Tick the box which best describes your opinion**

Opinions	Strongly agree and agree	Neutral/Not relevant to me	Strongly disagree and disagree	Weighted Average*
Women who are sexually harassed should sort it out themselves rather than report it*	<b>6%</b> F=3% M=7%	<b>9%</b> F=6% M=11%	<b>81%</b> F=88% M=77%	<b>4%</b> F=3% M=5%
Domestic violence can be excused if it results from people getting so angry that they temporarily lose control*	<b>9%</b> F=6% M=11%	<b>15%</b> F=11% M=18%	<b>67%</b> F=75% M=61%	<b>9%</b> F=8% M=10%
Domestic violence can be excused if, afterwards, the violent person genuinely regrets what they have done*	<b>18%</b> F=13% M=22%	<b>19%</b> F=19% M=21%	<b>54%</b> F=61% M=49%	<b>8%</b> F=7% M=8%
If a woman is raped while she is drunk or affected by drugs she is at least partly responsible*	<b>22%</b> F=15% M=27%	<b>19%</b> F=18% M=21%	<b>52%</b> F=60% M=44%	<b>7%</b> F=7% M=8%

Figure 2: Shifts in attitudes about domestic violence and harassment

**Attitudes towards domestic violence and harassment**

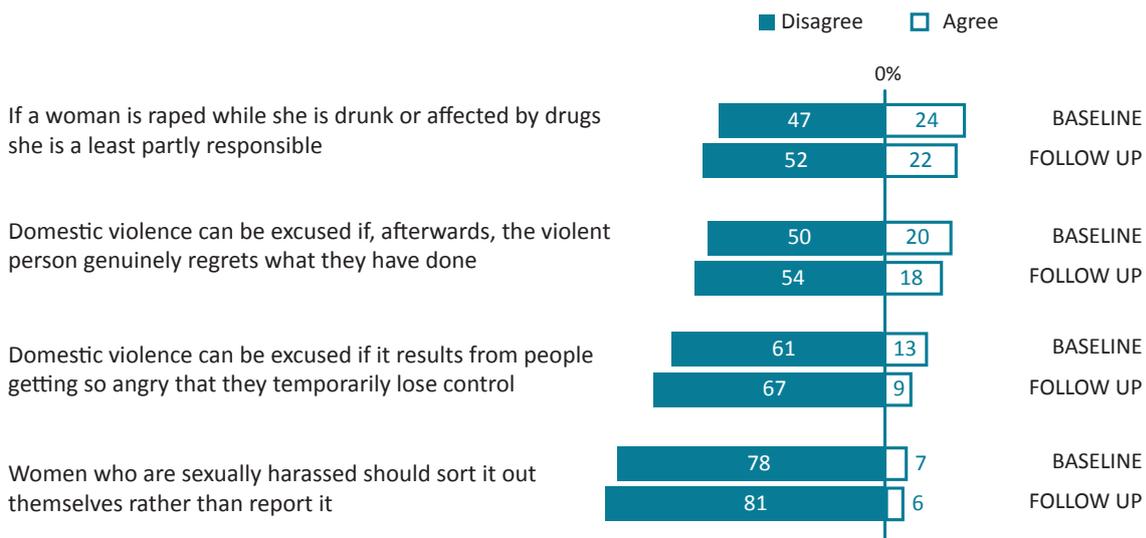


Table 3: Attitudes towards gender and relationships

Q3) Here are some statements about men and women, boys and girls.

Statements	Strongly agree and agree	Neutral/Not relevant to me	Strongly disagree and disagree	Don't know
Men make better political leaders	<b>9%</b> F=4% M=13%	<b>41%</b> F=33% M=49%	<b>45%</b> F=59% M=32%	<b>5%</b> F=3% M=6%
University education is more important for a boy	<b>5%</b> F=2% M=6%	<b>28%</b> F=18% M=37%	<b>64%</b> F=77% M=52%	<b>3%</b> F=3% M=4%
Men should take control in relationships and be the head of the household	<b>11%</b> F=5% M=13%	<b>28%</b> F=19% M=38%	<b>58%</b> F=74% M=46%	<b>3%</b> F=2% M=3%
Women prefer a man to be in charge of the relationship	<b>12%</b> F=8% M=15%	<b>37%</b> F=32% M=41%	<b>38%</b> F=53% M=25%	<b>13%</b> F=7% M=19%

Figure 3: Shifts in Attitudes Towards Gender and Relationships

### Attitudes towards gender and relationships

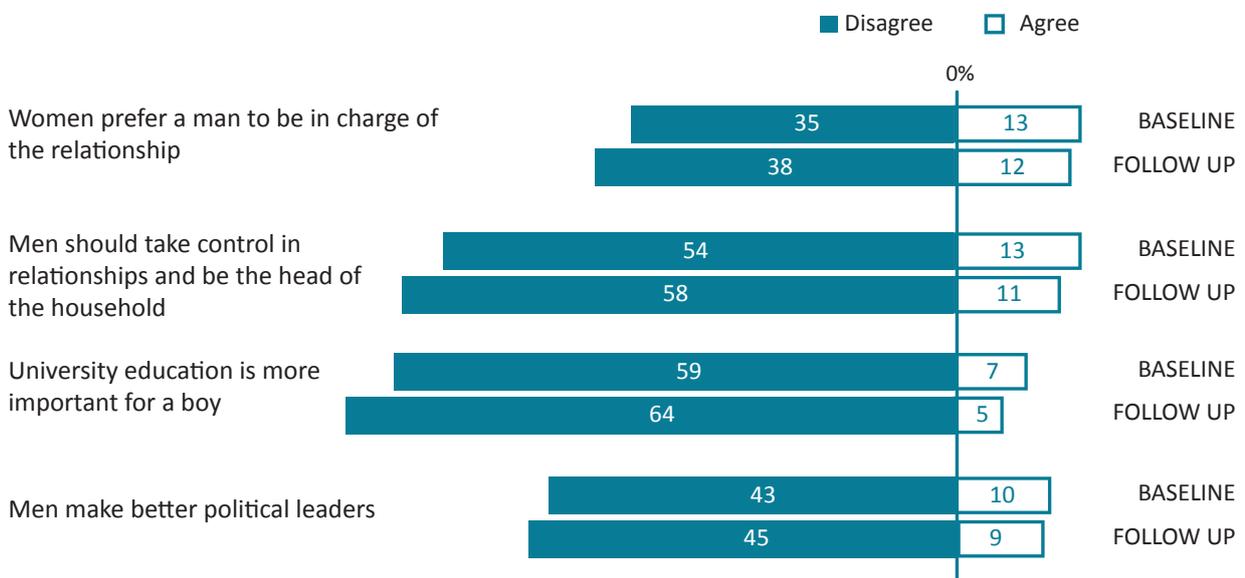


Table 4: Understanding of ‘Respectful Relationships’

**Q2) Having a respectful relationship means:**

Statements	Strongly agree and agree	Neutral/Not relevant to me	Strongly disagree and disagree	Don't know
Two people have equal power	<b>91%</b> F=92% M=91%	<b>6%</b> F=6% M=6%	<b>1%</b> F=1% M=2%	<b>1%</b> F=2% M=1%
You trust each other	<b>96%</b> F=97% M=96%	<b>2%</b> F=2% M=3%	<b>1%</b> F=0% M=1%	<b>1%</b> F=1% M=1%
You let your partner hang out with their friends	<b>93%</b> F=94% M=93%	<b>4%</b> F=4% M=4%	<b>2%</b> F=1% M=1%	<b>1%</b> F=1% M=1%
You listen to each other	<b>96%</b> F=97% M=95%	<b>2%</b> F=1% M=3%	<b>2%</b> F=0% M=1%	<b>1%</b> F=1% M=1%
You both compromise sometimes	<b>83%</b> F=87% M=81%	<b>8%</b> F=6% M=10%	<b>2%</b> F=1% M=2%	<b>7%</b> F=6% M=7%

Figure 4: Improved understanding of ‘Respectful Relationships’

**Attitudes towards gender and relationships**

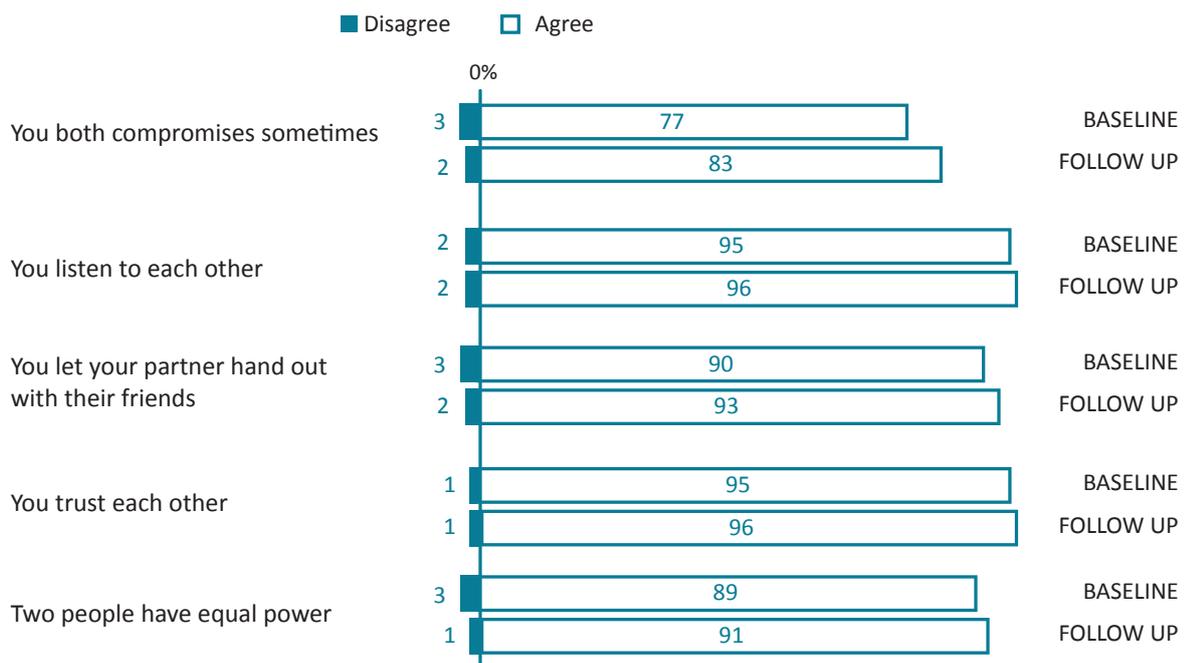
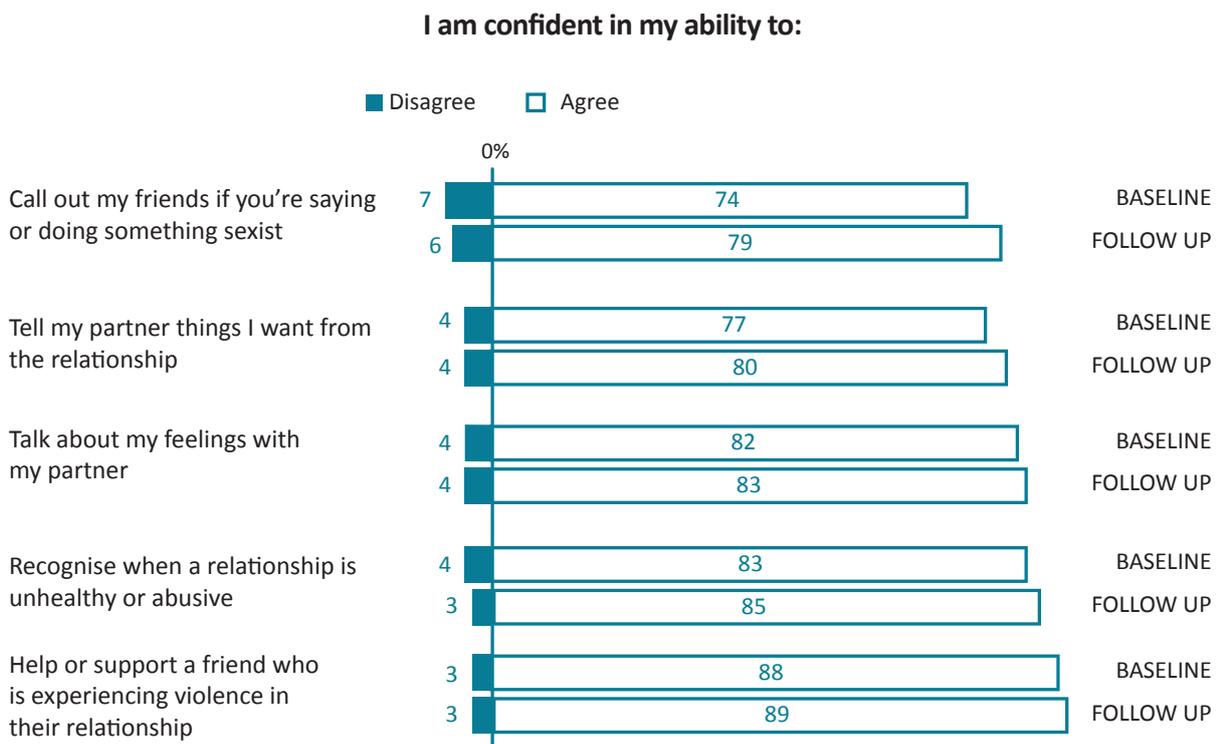


Table 5: Ability and Confidence to Negotiate Respectful Relationship

**Q5) I am confident in my ability to:**

Statements	Strongly agree and agree	Neutral/Not relevant to me	Strongly disagree and disagree
Help or support a friend who is experiencing violence in their relationship	<b>89%</b> F=89% M=83%	<b>8%</b> F=9% M=14%	<b>3%</b> F=2% M=3%
Recognise when a relationship is unhealthy or abusive	<b>85%</b> F=89% M=83%	<b>11%</b> F=9% M=14%	<b>3%</b> F=2% M=3%
Talk about my feelings with my partner	<b>83%</b> F=86% M=82%	<b>13%</b> F=11% M=14%	<b>4%</b> F=3% M=4%
Tell my partner things what I want from the relationship	<b>80%</b> F=83% M=78%	<b>17%</b> F=14% M=18%	<b>4%</b> F=3% M=4%
Call out my friends if they're saying or doing something sexist	<b>79%</b> F=84% M=75%	<b>16%</b> F=12% M=18%	<b>6%</b> F=4% M=7%

Figure 5: Ability and Confidence to Negotiate Respectful Relationships



# Appendix B6: Curriculum Reflection Tool Findings

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## Curriculum Reflection Tool

Report prepared November 2015

**Purpose:** The purpose of *Curriculum Reflection Tool*, was to evaluate the uptake of curriculum across RREiS 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

### Demographics of Respondents

- Overall, 91 teaching staff from 13 (out of 19) RREiS schools responded to all or part of the Curriculum Reflection Tool.
- Compared to the typical gender-split of school staff, males were more represented in the Curriculum Reflection Tool, where 41% of respondents are male and 59% are female (the respondents of the RREiS baseline school culture survey were 74% female and 26% male). This reflects the facts that **a)** over half of the respondents (58%) taught Health and Physical Education (HPE) and **b)** 50% of HPE teachers are male.
- The key learning areas taught by respondents included: Health and Physical Education (59%) Humanities (31%), English (29%), Mathematics (27%), Science (20%), and Religion (11%).

### Teaching the Curriculum

- The majority of respondents (97%; n=88) taught all or some parts of the Stepping Out curriculum. Only 14% of respondents (n=13) taught all of both units - *Unit 1: Gender, Respect, and Relationships* and *Unit 2: The Power Connection* - from the curriculum. Time and resource limitations were the most frequently cited reason for not completing the unit(s).
- The number of students (disaggregated by sex and grade) who were taught the curriculum by survey respondents (n=2048) is outlined in Figure 1 below. The large proportion of male students (61%) represented in *Figure 1* reflected the fact that a high proportion of teachers who answers the survey (11%; n=10) taught at an all-boys school.
- 59% of respondents altered the way the curriculum was delivered. 40% of teachers modified the curriculum to suit literacy and language needs of students, while 56% implemented 'team teaching.' Some comments from teachers who had altered the delivery of the curriculum included:
  - *We added a lot of content from real life situations that were current in today's news and publications. We also elaborated on areas that students were very interested in and wanted to spend more time on.*

- *Teaching as an intensive program over four days, adjusted to students feedback.*
- *Modified some learning activities to suit class dynamics and were selective at times in which case studies to use as stimulus to generate discussions (but this was a positive of the resources that it allowed flexibility in implementation).*
- *Modified to suit low literacy levels of students by including more classroom discussion and visual aids. [...] We also had two aids in the room to support students when/if they became overwhelmed and needed a break.*
- *I found comments/ cards about rape very confronting so removed many of those cards from the activities. [...] At times it got very depressing teaching some of these lessons. I tried to make sure students could articulate what a respectful relationship involved and what respect actually meant.*

### Resourcing For Curriculum Delivery

- Of the teachers who provided responses on whether they felt adequate resources (e.g. training, time allocated to teaching students and/or debriefing) were provided to assist in the delivery of the curriculum (n=47), **over half (53%; n=25) felt that they had been provided with sufficient resources.**
  - *I think the initial half day and full days training were fantastic. The resources were equally wonderful and allowed those of us who trained to pass on an easy to deliver curriculum. I think it would be fantastic if all teachers who are delivering the program to have the training.*
  - *Links to extra resources worked well, great to have some videos to show students on the various topics*
  - *I liked the resource for teachers as they could virtually pick it up and deliver each lesson.*
  - *The PD [professional learning sessions] was a bit rushed but very useful in terms of resources.*
- **Some of these teachers felt that all school staff should be provided with the training:**
  - *I think there was but it would be better if the whole staff had some of the training that we had, for example listening to the psychologist who spoke to leaders.*
  - *I think there should of been more training for staff assisting in the program, this can be achieved be allocating time or having ALL staff trained in the program.*
- Teachers who felt that the resources provided were not adequate had the following comments:  
**More training/direction required**
  - *More training will always be beneficial*
  - *There has not been enough training at our school. There were only a select few staff members chosen for the training.*
  - *Staff need much more training and hands on resources. More class time to cover the activities and smaller groups to suitably explore the content involved*

- *As someone without the training. I went into it with no understanding of the aims etc as I was usually just given material to work with.*
- *More training would have been valuable especially completing all the activities ourselves in a group training setting.*

#### **More planning time required**

- *More time was required but that is a school based issue.*
- *The times allocated for each lesson were often not long enough.*
- *Needed more school time to plan it out*
- *More time allocation at school to organising and co-ordinating the curriculum at school would have been beneficial. XXX [Our Watch Project Implementation Leader] was a fantastic help and resource.*

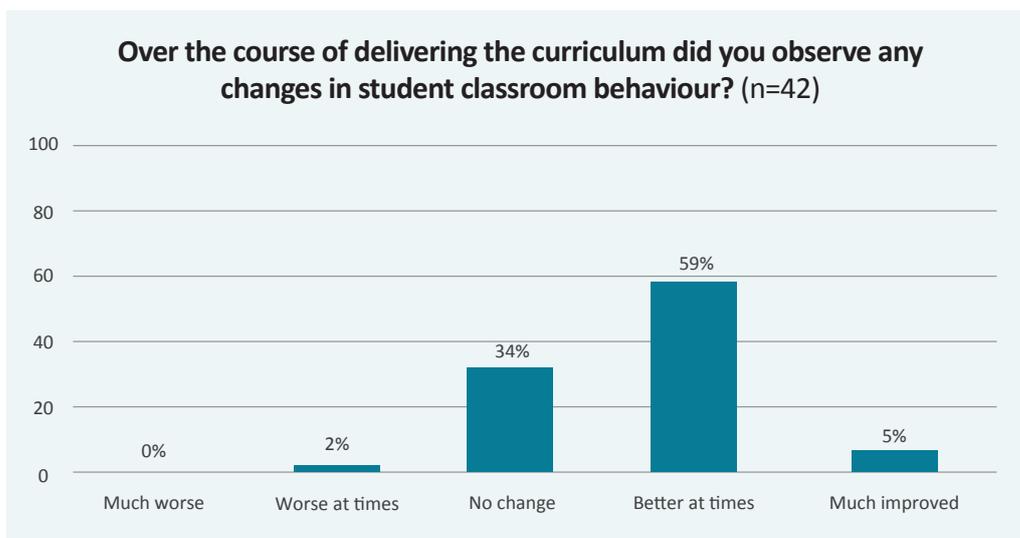
#### **Provide more/improved resources and examples**

- *I believe it would be beneficial seeing how it is taught to students and the strategies used to generate discussion and interest in the topic.*
- *Would like a more tailored version for an all-boys school.*
- *I felt a bit unprepared myself. I would like to maybe have a website set up where examples of these activities being successfully modelled by experienced teachers to know the tips to work this course optimally.*
- *More engaging class room resources, especially visual resources would be helpful. More on learning positive management/skills of relationships is important.*
- *Students enjoyed visual stimulus to complement discussions and consolidate understandings of which 'The Line' and other websites have some great videos/examples, possibly the inclusion of a resource list is required or links provided and referenced throughout.*

#### **Observable Changes in Student Behaviour**

Of the teachers who provided responses on whether they had observed changes in student behaviour over the course of teaching the curriculum (n=42), **64% (n=27) reported that they had observed an improvement in student classroom behaviour.**

Figure 1: Curriculum reflection survey – changes in student classroom behaviour



When asked to provide examples of these observed changes in student classroom behavior, teachers provided the following comments:

**Students displayed improved awareness and understanding of respectful relationships and gender equality. The behaviour of some students also improved.**

- *Understanding of the links between the language the students use with each other and how that leads to situations where women are not treated equally, undervalued, or misrepresented.*
- *Less abusive toward each other or at least more mindful of when they were.*
- *Better at listening to the opinions of others or at listening to alternative interpretations.*
- *Students could engage in a mature discussion about relationships and equality.*
- *Using correct terminology and not making light of examples.*

**Some students felt empowered to call out disrespectful behaviour.**

- *They [the students] were able to have articulate discussions about their thoughts and feelings on various topics throughout the unit and would often hear them using the phrase “that is not respectful please don’t say that/do that”.*
- *Some students addressed sexist behaviour in a mature manner with others.*
- *Students better able to identify violence and label it when something their classmates was saying was sexual, verbal or physical harassment or assault and would call out the student on that behaviour.*
- *Girls told a group of boys that saying “plays like a girl” is sexist and not fair as it is using being a girl as an insult. They also discussed the sexual comments and discussions [sic].*

**Some of the observed change was, however, context-specific.**

- *As individuals, students were able to communicate and connect learning with themselves and immediate friends/school/family/support networks. They were generally mature and responsible. When in groups of their peers - they would not necessarily behave or follow the understandings they express - instead resorting to peer pressure/expectations.*

**At times, it was a challenge to properly engage some students on the topic.**

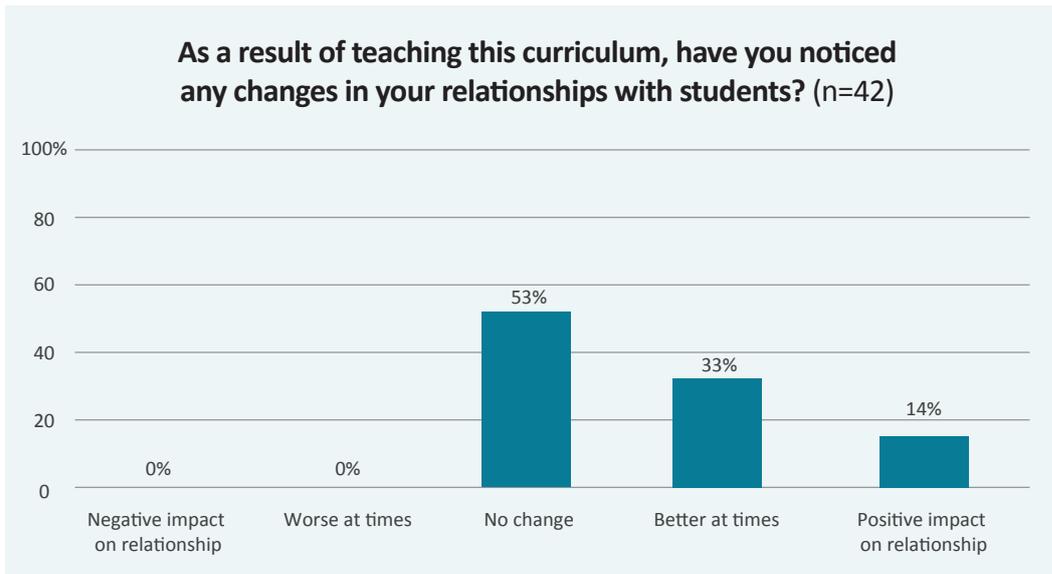
- *Majority of students are not engaged or willing to participate in activities or express any views or opinions.*
- *Some students still did not take it as seriously as I would have likes. These students were students who already had quite challenging behaviour before undertaking this program. I am not 100% sure of they were just mucking around with some of their comments or whether they were being serious or not? They still had a very male dominant opinion and that women were beneath them and less important (this was male students)*
- *Students became giggly and found it difficult to explore the ideas constructively.*
- *Some students did not change opinions from the beginning of the unit. This was rather disappointing.*

**There were some students who appeared to undergo a complete or partial change of perspective.**

- *Students starting off with one opinion with certain topics and after hearing from other peers, those opinions changed or were less 'strong'*
- *Some students at the beginning where not taking it as seriously as they should but through further discussions and activities students started taking it more seriously as they were more aware of the seriousness of the topic.*
- *At the beginning of some discussions, one or two students held strong opinions that were quite controversial. After the discussion they at times changed their opinion or weren't as opinionated.*
- *With one particular student, he had a very strong belief that it was the victims fault or things like girls shouldn't dress certain ways because that spurs on men, etc. I had a really good chat to him about his thoughts and beliefs and I had said that I hoped that through the course he could see the message and that maybe his beliefs and opinions would change. I don't believe his thoughts and opinions portrayed the message we tried to get across but they certainly changed in a positive way.*

- Of the teachers who provided responses on whether they had noticed changes in their relationships with their students as a result of teaching the curriculum (n=42), close to half (47%; n=20) noticed positive changes in their relationships with students as a result of teaching this curriculum.

Figure 2: Curriculum reflection survey – changes in student-teacher relationships



When asked to provide examples of these observed changes in their relationships with their students, teachers provided the following comments:

**Greater respect and understanding from students towards teachers**

- *Students being more respectful of each other and to the teacher I team teach with.*
- *We are on the same page with respect.*

**Greater openness and trust between teachers and students**

- *Opened channels for disclosures or questions by students, request for support from wellbeing and between each other, they were supportive and understanding.*
- *More girls coming to discuss issues of disrespect that they have or are currently experiencing.*
- *Students increased trust in key staff and knew that they had safe spaces and people to talk to. Students were also more likely to disclose confidential information.*
- *Students generally more comfortable talking about difficult issues, like violence or sexism.*
- *I am lucky to have a really good relationship with my students. However, I felt like more [sought] me out afterwards for a chat or even sent me YouTube clips related to topics we had discussed.*

**Strengths of the *Stepping Out* Curriculum**

When asked what they felt were the strengths of the *Stepping Out* curriculum, teachers made the following observations:

### **Curriculum material was relevant and engaging for students**

- *All activities being directed at issues facing Year 9 & 8 students.*
- *Interactive activities and connection with real life situations, e.g.: Candy Man news item mid-year and his treatment of women. Disney movie revelations.*
- *The real life aspect that students can relate to / identify with. It's relevant and makes sense.*
- *Learning objectives/intentions were able to be easily linked back to activities and discussions.*

### **Curriculum was well-planned, easy to deliver and contained useful tools**

- *Easy to understand instructions.*
- *All the lessons were already set out for us with a step-by-step guide.*
- *Having the bulk of the curriculum planned made it much easier to deliver and alter for our students where necessary.*

### **Material was fun, interesting, and interactive**

- *I think the visuals, everyday media, and hands on activities helped.*
- *Variety of activities available.*
- *Great that it's so interactive, hands on, and scenario-based.*
- *Good variety of learning activities that engaged students particularly case study analysis and foot voting/opinion continuums etc. Students enjoyed 'getting up out of their seats'.*

### **Curriculum material prompted discussion, particularly about taboo topics**

- *Curriculum lead to some rich discussions.*
- *The content and ideas were well received by students and they enjoyed discussing the concepts that were delivered.*
- *Fantastic curriculum and activities included in the program. Strengths were the class discussions and activities where students had to make choices and think about things that were important in relationships for themselves. Some fantastic discussions occurred too, especially around gender stereotypes.*
- *The students really enjoyed talking about and exploring issues which are usually taboo. Setting up a safe environment where they could put forth their opinions or ask questions without being ridiculed was genuinely appreciated.*
- *The students appreciated that it was content that was important for life. They enjoyed being able to discuss topics that would otherwise generally be left out.*

- Other comments about the curriculum included:
  - *It is an honest approach that the students appreciate at times.*
  - *Gets students to think about things from someone else's perspective.*
  - *The content where relationship skills are specifically identified e.g. active listening (and it was practised) is great.*
  - *That it gave the impression this was an extremely important part of their education. It had prestige.*

### **Areas of the Stepping Out curriculum which could be improved**

According to teachers, the following aspects of curriculum delivery didn't work as well:

#### **Too much reading and writing**

- *Some of the activities were very literacy heavy, so had to be adjusted.*
- *Some of the reading and matching activities were a little difficult for some to understand however working in small groups seemed to help this and enabled others to lead group discussions.*

#### **Too little reading and writing**

- *Students probably needed more writing tasks/ activities.*
- *Way too much time for student discussion and they did not have to complete much written work to take with them.*

#### **Difficult and confronting material**

- *Some aspects were quite heavy for the students to take on board.*
- *We did have some students refusing to attend the class as it made them feel uncomfortable or expressed that they weren't ready to talk about the issues raised.*
- *Some content got very "heavy".*

#### **Repetition**

- *Some activities very repetitive.*
- *The Zoe/ Sam scenario got a bit repetitive during the last few sessions. It could have been condensed down and got the same result.*
- *The lesson structure involves many of the same things, read something, a discussion. Students are bored of this approach, it is difficult to keep them engaged in this important unit.*

#### **Preparation and resources**

- *Very time consuming to prepare the units before delivery.*
- *I felt a bit unprepared myself. I would like to maybe have a website set up where examples of these activities being successfully modelled by experienced teachers to know the tips to work this course optimally.*

- *There was no resources provided for the lessons (any of the cards, etc.) and I spent all of my last holidays creating the resources for ALL the Year 8 and 9 classes in our school. Was a HUGE amount of work. With other programs in the past, such as the Drug Ed program, all of the resources were provided for us which made it much easier.*
- Some other observations were made about the curriculum, which were not necessarily criticism of the curriculum itself:  
**Some teacher struggled with the volume of the content and time limitations**
  - *Too much content to go through when you have detailed class discussions.*
  - *There was just so much to get through in the time we had.*
  - *Timing was the main concern. Very varied time on each activity that was difficult to fit in our lesson time and predict timing.*
  - *In delivering the sessions I feel the time allocations were too short. The input and resources created a lot of discussion and interaction with the students. Students were engaged and really liked the topics covered and the variety of activities and appreciated the time to talk about the issues raised by the program*

**Some teacher commented on the need for training and building the confidence of the teacher**

- *Teacher knowledge for delivery [was the biggest challenge].*
- *Staffing and confident teaching was an issue.*
- *If you didn't do the training, it was a bit tricky sometimes.*

**Class size**

- *Class sizes have to be small to be effective.*
- *Only 1 presenter for 25 kids, needed smaller groups.*

**The RREiS Program – Unintended Impacts & General Comments**

Teachers provided the following comment in relation to unintended effects associated with the program, both positive and negative:

**Some teachers were surprised by the maturity and ability of their students**

- *I think the maturity of the majority of students from both classes I taught surprised me. Most of them were really engaged and respectful throughout the lessons.*
- *Students being very open about issues being faced at school, inside and outside the classroom.*
- *I was surprised that students were so aware of some of the current issues that are occurring in society.*
- *The girls group seemed quite positive and confident in their expectations on how they should be treated. However, not all were vocal and a couple quieter than usual.*

### **Disclosures**

- *A student did disclose some personal information that was happening at home.*

### **Effects on school policy**

- *Under our suspension regulations we have identified harassment - verbal, sexual and physical have been clearer to advise when suspension is appropriate.*

### **Some impact on students' understanding of sexuality and gender identity**

- *Increase in overt gender identity confusion*
- *Kids discovering their own sexuality*

### **As mentioned earlier, some students were able to call-out disrespectful behaviour**

- *Seeing students identify and call out other students when harassment or assault was occurring.*

Respondents were also given the opportunity to provide general comments about the RREiS program and related issues:

### **The majority of comments were positive feedback about RREiS:**

- *Fantastic program and training, highly recommend.*
- *Great unit for Year 8 and 9 students.*
- *Looking forward to 2016.*
- *Keep up the fantastic work!! It was a really interesting and well planned curriculum. I loved delivering it!*
- *Well-rounded resource.*

### **Some teachers stressed the need for support, funding, and resources:**

- *More funding for more teachers to be trained for the program.*
- *There was some time needed to put in to put the resources together, which hurt a bit.*
- *A continual addition of resources would be helpful for teachers of the future. Support for policy implementation ideal too.*
- *Needs to be a wider variety of resources to support the curriculum.*

### **In particular, some teachers stressed the need for Professional Development:**

- *Facilitator training spent too much time going through the background and need of the program or doing activities that weren't part of it rather than actually doing the activities we would be delivering as facilitators.*
- *More available dates for PD so we could have more staff trained, and more notice to book in for the training.*
- *Training for all staff*

**Teachers acknowledged the importance of teaching RRE:**

- *I think it is a necessary program. How do we change culture?*
- *This should be a state wide mandated training course. It could be worked into the beginning of the year PD days so that all staff are trained and competent on the subject matter; not only health and PE because this content is relevant throughout all areas of education*

# Alternative Text for Figures

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## Appendix B1: Professional Learning Session Survey Findings

### **Alternative text for Figure 1: Responses to the question “this session gave me sufficient information to plan/implement a whole school approach to respectful relationships and gender equality.”**

Eight participants strongly agreed, thirty agreed, three were not sure and two disagreed. No participants strongly disagreed with the statement.

### **Alternative text for Figure 2: Responses to the question “Has your confidence to undertake any of the tasks outlined in question 4, increased as a result of this planning lesson?”**

Twenty two respondents reported a significant increase in confidence. Seventeen respondents reported some increase in confidence, and two reported it had a minimal impact on their confidence. No respondents reported that they were unsure or had no change their confidence levels. Two participants provided no response.

## Appendix B2: School Culture Baseline Findings

### **Alternative text for Figure 1: Gender of respondents to the school culture baseline survey**

Figure 1 depicts a pie chart of the gender profile of surveyed respondents. Seventy three percent of respondents were female, and 26 percent were male. Of the one percent that did not wish to identify their gender and reported that they wished to remain anonymous and did not see the relevance of gender to the survey.

### **Alternative text to Figure 2: Staff perceptions of policies and procedures that promote gender equality and respectful relationships and responses to the school culture baseline survey**

Figure 2 depicts a pie chart of whether respondents agreed with the statement “in your judgment, does your school actively apply the policy, document, or procedure that contribute to respectful relationships and/or gender equity in your school?”

Eighty two percent of respondents answered yes, four percent answered no, and fourteen percent answered that they were unsure.

### **Alternative text to Figure 3: Responses to views of organisational involvement in RREiS pilot from the school culture baseline survey**

Figure 3 shows a graph breakdown of how important respondents felt their organisations involvement the RREiS program, is and disaggregates their responses by gender.

5 percent of male, and 6 percent of female respondents felt that it was “very important.” 2 percent of male, and 1 percent of female respondents felt that it was unimportant. 21 percent of male, and 10 percent of female respondents felt that it was neither important not unimportant. The majority of male and female respondents felt that it was important, at 45 and 47 percent respectively. Of those who felt it was very important, 27 percent were males and 34 were female.

### **Alternative text for figure 4: Respondents’ views on respectful relationships, and preventing violence against women from the school culture baseline survey (currently figure 3).**

Figure 4 shows a graph breakdown of clear respondents felt about the link between respectful relationships and violence against women, and disaggregates responses by gender.

Two percent of male, and 1 percent of female respondents felt that it was “not clear at all.” Three percent of male, and 2 percent of female respondents felt that it was very unclear. Fifteen percent of male, and 11 percent of female respondents felt that it unclear. Thirty two percent of male and 37 female respondents felt that it was somewhat clear. The majority felt that it was clear, with 48 percent of male and 49 percent of female selecting this response.

## **Appendix B3: School Culture Follow-up Findings**

### **Alternative text for Figure 1: Gender of respondents to the school culture follow up survey**

Figure 3 depicts a pie chart breakdown of the gender profile of surveyed respondents. Seventy percent of respondents were female, and 29.6 percent were male. Less than one percent did not specify their gender.

### **Alternative text for Figure 2: School culture - baseline versus follow up**

Figure 2 depicts responses to a set of statements to the culture of gender equality and respectful relationships within their school. Respondents were asked to provide a response on a scale of agreement to disagreement, where strong agreement equals 10 and strong disagreement equals 0.

When asked if their school “is committed to ensuring respectful relationships among students” the average response was 8.4 agreement, compared to 8.3 in follow up.

When asked if their school “does not tolerate sexual harassment” the average response was 8.5 agreement, compared to 8.3 in follow up.

When asked if their school “is committed to ensuring respectful relationships among staff members” the average response was 8.3 agreement, compared to 8.2 in follow up.

When asked if their school “does not tolerate gender discrimination” the average response was 8.3 agreement, compared to 8.1 in follow up.

When asked if their school “has leaders who value, support and promote gender equality” the average response was 8.0 agreement, and was unchanged in follow up.

When asked if their school “is committed to equal representation of women at a senior level” the average response was 8.0 agreement, and 7.9 in follow up.

When asked if their school “promotes gender equality in employment practices” the average response was 8.0 agreement, and 7.9 in follow up.

When asked if their school “has policies, and procedures in place to address incidents of violence, harassment and discrimination among staff” the average response was 7.7 agreement, and 7.8 in follow up.

When asked if their school “is committed to ensuring respectful relationships among staff” the average response was 7.8 agreement, and 7.7 in follow up.

When asked if their school “has policies and procedures in place to support gender equality and/or respectful relationships among staff” the average response was 7.5 agreement, and 7.7 in follow up.

When asked if their school “Is committed to improving the capability of everyone to do their best at work” the average response was 7.7 agreement, and 7.6 in follow up.

When asked if their school “provides me with the flexibility I need to manage my work and caring responsibilities” the average response was 7.6 agreement, and was unchanged in follow up.

When asked if their school “values and supports diversity among its staff” the average response was 7.7 agreement, and 7.6 in follow up.

When asked if their school “promotes and supports a work/life balance for women” the average response was 7.6 agreement, and was unchanged in follow up.

When asked if their school “promotes and supports a work/life balance for men” the average response was 7.4 agreement, and was unchanged in follow up.

When asked if their school “is committed to supporting all staff to advance their career” the average response was 7.1 agreement, and 7.0 in follow up.

## Appendix B5: Student Survey Follow-Up Findings

### Alternative text for Figure 1: Improved understanding - behaviours which constitute domestic violence

Student respondents were asked if they agree with a set of statements relating to behaviours that constitute domestic violence. Figure 1 depicts a graph which shows the change in responses from the baseline survey and the follow up survey.

When students were asked if they agree that “checking your partners private Facebook or text messages” is domestic violence, 41 percent disagreed and 51 percent agreed, compared with 33 percent and 60 percent in follow up.

When asked if they agree that “pressuring your partner to have sex” was domestic violence, 31 percent disagreed and 64 percent agreed, compared with 22 percent and 74 percent in follow up.

When asked if they agree that “criticising partner to make them feel bad or useless” is domestic violence 29 percent disagreed and 68 percent agreed, compared with 22 percent and 75 percent in follow up.

When asked if they agree that “yelling abuse at partner” is domestic violence, 28 percent disagreed and 70 percent agreed, compared with 19 percent and 79 in follow up.

When asked if they agree that “throwing or smashing objects near partner to frighten them” is domestic violence, 28 percent disagreed and 70 percent who agreed, compared with 21 percent and 78 percent in follow up.

When asked if they agree that “slapping or pushing partner to cause harm or fear” is domestic violence, 25 percent disagreed and 70 percent who agreed, compared with 18 percent and 80 percent in follow up.

### Alternative text for Figure 2: Shifts in Attitudes about domestic violence and harassment

Figure 2 depicts student responses to domestic violence and harassment in the base line survey and in the follow up survey. Respondents were asked if they agree or disagree with a set of statements.

When asked “if a woman is raped while she is drink or affected by drugs she is a least partly responsible” 47 percent disagreed, and 24 percent agreed, compared with 52 percent and 22 percent in follow up.

When asked if “domestic violence can be excused if afterwards, the violent person genuinely regrets what they have done” 50 percent of respondents disagreed and 20 percent agreed, compared with 54 percent and 18 percent in follow up.

When asked if “domestic violence can be excused if it results from people getting so angry that the temporarily lose control” 61 percent of students disagreed and 13 percent agreed, compared with 67 percent and 9 percent in follow up.

When asked if “women who are sexually harassed should sort it out themselves rather than report it” 78 percent of students disagreed with this statement, and 7 percent agreed, compared with 81 percent and 6 percent in follow up.

### **Alternative text for Figure 3: Attitudes towards gender and relationships**

Figure 3 depicts student responses to gender roles in relationships, and change from the baseline survey and the follow up. Participants were asked whether they agree, or disagree with a set of statements.

When asked if they agree that “women prefer a man to be in charge of the a relationship”, 35 percent disagreed and 13 percent agreed in the baseline survey, compared with 38 percent and 12 percent in follow up.

When asked if they agree that “men should take control of the relationship and should be the head of the household”, 54 percent disagreed and 13 percent agreed, compared with 58 percent and 12 percent in follow up.

When asked if they agree that “university education is more important for boys” 59 percent disagreed and 7 percent agreed, compared with 64 percent and 5 percent in follow up.

When asked if they agree that “men are better political leaders”, 43 percent disagreed and percent agreed, compared with 45 percent and 9 percent in follow up.

### **Alternative text for Figure 4: Improved understanding of ‘Respectful Relationships’**

Figure 4 depicts student responses to a set of statements relating to values of respectful relationships in the baseline survey and in the follow up survey.

When asked if a respectful relationship means that “you both compromise sometimes”, 3 percent of students disagreed and 77 percent agreed, compared with 2 percent and 83 percent in follow up.

When asked if a respectful relationship means “you listen to each other” 2 percent disagreed, and 95 percent agreed, compared to 2 percent disagreement and 96 percent agreement in follow up.

When asked if a respectful relationship means “you let your partner hang our with their friends” 3 percent disagreed and 90 percent agreed, compared with 2 percent and 93 percent in follow up.

When asked if a respectful relationship means “you trust each other” 1 percent of students disagreed with this statement and 95 percent agreed, compared to 1 percent disagreement and 96 percent agreement in follow up.

When asked if a respectful relationship means “two people have equal power”, 3 percent of students disagreed and 89 percent agreed, compared with 1 percent and 91 percent in follow up.

## **Alternative text for Figure 5: Ability and Confidence to negotiate Respectful Relationships**

Figure 5 depicts student responses to a set of statements relating to confidence in negotiating respectful relationships in the baseline survey and in the follow up survey.

When asked if they felt confident to “call out my friends if they’re saying or doing something sexist” 7 percent of students disagreed and 74 percent of students agreed, compared to 6 percent and 79 percent of in follow up.

When asked if they felt confident to “tell my partner things I want from the relationship” 4 percent disagreed, and 77 percent agreed compared to 4 percent and 80 percent in follow up.

When asked if they felt confident to “talk about my feelings with my partner” 4 percent of students disagreed and 82 percent agreed, compared with 4 percent and 83 percent in follow up.

When asked if they felt confident to “recognise when a relationship is unhealthy or abusive” 4 percent of students disagreed and 83 percent of disagreed, compared 3 percent of 85 percent in follow up.

When asked if they felt confident to “help or support a friend who is experiencing violence in their relationship” 3 percent of students disagreed, 88 percent agreed, compared with 3 percent and 89 percent in follow up.

## **Appendix B6: Curriculum Reflection Survey Findings**

### **Alternative text for Figure 1: Curriculum reflection survey – changes in student classroom behaviour**

Figure 1 depicts charted feedback results derived from the curriculum feedback survey. Staff were asked the question “over the course of the curriculum, did you observe any changes in student classroom behaviour?”

No responses stated that they witnessed worse behaviour, 2 percent reported it was “worse at times”. Thirty four percent stated that they saw no change, while the majority of 59 percent stated that student classroom behaviour was “better at times.” Five percent stated that it was “much improved.”

### **Alternative text for Figure 2: Curriculum reflection survey – changes in student-teacher relationships**

Figure 2 depicts charted feedback results derived from the curriculum feedback survey. Staff were asked the question “as a result of teaching the curriculum, have you noticed any changes in your relationship with students?”

No responses stated that they witnessed a negative impact of relationships, or that relationships had worsened. The majority felt that they saw no change, at 53 percent. Thirty three percent reported that relationships were better at times, and 14 percent reported a positive impact on student relationships.

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