Respectful relationships education

School baseline assessment   
and planning tool

Staff version

# Guidance for staff

## What is the purpose of the school baseline assessment and planning tool?

The assessment and planning tool is designed as a guide for discussion and reflection among all members of school staff alongside the team leading respectful relationships education in your school. The presence of senior school leadership on this team will ensure that this assessment has the most impact possible.

## How do we complete the school baseline assessment and planning tool?

The tool has six sections based on the six components of the whole-of-school approach:

Infographic of the six components of a whole-of-school approach to respectful relationships education:
• Leadership and commitment
• Professional learning
• Teaching and learning
• Families and communities
• Support for staff and students
• School culture and environment.
Ongoing evaluation is undertaken across all these components.

There are six tables, one for each component of the whole-of-school approach. Some of the tables are also divided into subsections by topic. For example, school policies and procedures is a subsection of leadership and commitment.

Each table comprises seven columns. The first column presents a series of statements about the school. The six remaining columns cover the three phases of the tool:

* assess
* plan
* monitor.

As there is quite a bit of work involved in completing the tool, you may wish to complete the assess and plan phases separately. For example, you may want to just complete the assess phase initially and then come back at a later date and complete the plan phase of the tool to identify how you are going to address each of the statements (try to keep the timeframe to within a month to complete both phases). The monitor phase is used for ongoing monitoring and should be completed at regular intervals.

Regardless of the approach you decide to take, keeping all this information in one document means that all work undertaken is accessible to all staff and easy to monitor, and ensures consistency and momentum when implementing a whole-of-school approach to respectful relationships education.

### ASSESS

The assess phase ask staff to determine where they think the school is at in addressing the statements.

Under ‘rating’, staff are asked to consider the statement and provide a rating for the school based on the following scale:

1. yet to address
2. some work completed in this area
3. fully addressed.

Under ‘What we are already doing’, staff are asked to record any work that is already being undertaken to address this statement.

### PLAN

The plan phase of the tool then asks staff to identify the actions they are going to undertake to address the statements, as well as determine a timeline and key people to lead on each action.

### MONITOR

The monitor phase allows staff to track progress, review actions and record any activity that has occurred while implementing actions. This column is a useful way to ensure work remains on task, as well as to reflect upon if/how well actions were implemented. Remember, this tool is not designed to externally assess your performance; it helps you to highlight conscious and unconscious gender bias and identify areas of good practice, as well as areas that need to be strengthened across the school.

## Who should complete the school baseline assessment?

While it is recommended the respectful relationships team at your school leads the completion of this task, you may wish to broaden it out to include other staff at your school, both teaching and non-teaching, to gather a more informed and comprehensive assessment of your school's current practice. Capturing student voice is also an important part of the process, so having students complete the appropriate student version of this tool and reviewing and considering their responses should form part of the overall assessment and planning process.

The school baseline assessment and planning tool can be completed in a number of ways, including by staff in small groups, such as via class groupings, or as a whole group as part of a whole staff meeting. It is up to your school to decide how you wish to complete the baseline assessment. You should consult with staff about the process to ensure they are aware of and comfortable with the process of completing the self-assessment. Results from all staff in the assess phase should be used to determine the overall rating for each statement.

It is important to note that the level of detail you are able to record in the assess phase of the tool will have a significant impact when it comes to developing and completing the planning phase of the tool.

## How do we integrate the results from the student survey into staff surveys and action plans?

Capturing student voice is an essential part of ensuring data collected and actions implemented are reflective of both staff and students. This can be achieved by reviewing completed responses from the ‘assess’ phase of both the student and staff surveys alongside one other. For example, staff may indicate that they believe that their school has ‘fully addressed’ a particular statement. However, upon reviewing the student version of the survey, it may be apparent that students do not feel the same way. The result of this would be that the school needs to investigate where there is a discrepancy and look at ways of addressing this in their action plan. It would therefore not be considered ‘fully addressed.’

It is important to note the numbers assigned to each of the statements (left-hand side column) in the student versions are not sequential, but rather aligned with the statements in the staff baseline assessment. This has been done so that the opinions and perceptions of students can be analysed alongside that of staff, to ensure a comprehensive and inclusive assessment and subsequent action plan. While the best efforts have been made to ensure that the statements correlate as closely as possible, at times the language has been adjusted in the student version to make it more accessible for a student audience.

## How long will it take?

We recommend allowing 2–3 hours to complete the self-assessment and planning tool in its entirety. This enables you to record activities you are already doing across your school, as well as to work as a team to think about actions that need to be taken to fully address each of the statements in each component of the whole-of-school approach.

You may also wish to break the task up and complete the assessment and planning phases over a couple of sessions. You may look at just the statements and where the school is at in your first session and then come back and think about actions for each of the statements in another session.

Regardless of the approach you take, having dedicated time during school hours has been identified as a significant enabler to completing this task. So, if possible, it is recommended that you speak with school leadership and encourage them to allocate school hours, potentially through the use of casual reliefs teachers, so that the entire respectful relationships team can complete this self-assessment as a group.

## What do I need to know before completing the school baseline assessment?

Before starting, there are some things to consider:

* Having a facilitator or critical friend with expertise in gender equality – in particular, with experience working with schools – can support and strengthen the process. Your state department of education may have a contacts you can draw upon or there may be violence prevention or community organisations within your local area who can support you. For a list of your local community organisations, visit the [1800REPSECT Service Directory](https://www.1800respect.org.au/services/).
* Ensure staff have access to and have read the [*Respectful relationships education toolkit: Overview*](https://education.ourwatch.org.au/resource/respectful-relationships-education-toolkit) resource, as this provides example actions across the whole-of-school approach that may assist in identify gaps and action planning.
* Step 4: Plan and implement in the[*Respectful relationships education toolkit: Implementation steps*](https://education.ourwatch.org.au/resource/respectful-relationships-education-toolkit-implementation-steps) contains a template for an action plan that connects to this activity. It might be useful to review the action plan alongside your school self-assessment to help record future actions.
* It is recommended that you complete the school baseline assessment at the beginning of your work to implement respectful relationships at your school and then again once you have worked through the various stages of the implementation cycle. Remember, implementation will take time, so while you may not revisit this task for 1–2 years, it is highly recommended that you do revisit it, as it is a great way to measure change and track progress.

## How do we use the results?

Once you have completed the assessment part of the tool, you will need to determine how you are going to address the statements that were marked as ‘Some work completed in this area’ or ‘Yet to address’. You may have already identified how you are going to do this in the ‘Actions for improvement’ column, which means you simply need to identify a timeline and who is responsible for leading on this action. It is also important to think about how you are going to track and measure change – this can be done in the monitor phase of the tool.

It is important that this assessment and planning tool becomes a live document that is reviewed and updated regularly, through ongoing agenda items at staff meetings to ensure accountability and continual improvement. While this work will take time, it is important to set realistic and achievable goals – what can you achieve this term? Next term? By the end of the year? In two years? This action plan should also link to other school documents such as school strategic and annual implementation plans, which should include setting targets and monitoring and measuring progress.

## How do we complete the tool by hand or electronically?

### Handwritten completion

The tool is presented in an A3 table layout that is optimised for completion by hand:

* Print the tool pages on A3 paper – you may find that single-sided printing is more practical.
* Tables are set out as three rows per page to provide enough space for your responses.
* If there is more than one action for a statement, ensure that content in the remaining columns corresponds with each action, either by alignment or by numbering.

### Electronic completion

As the published tool is optimised for completion by hand, some adjustments are advised for electronic completion. This includes observing accessibility best practice when completing the tool to ensure all users will be able to read the document and work on it.

* To ensure that all users are able to read and write in the four columns of the plan phase without difficulty, each action should be entered in its own row. If a statement has more than one action, enter a new row for each additional action. Note that this procedure is different to what is advised above for handwritten completion. If all the actions for a statement have the same timeline and key lead, you do not need a new row for each action.
* Do not enter additional rows for ‘What we are already doing’, as the content in this column will generally not be linked individually to the content of the remaining columns.
* For accessibility reasons, and to avoid table corruption, do not merge any table cells either horizontally or vertically. Where there is more than one action for a statement, enter ‘As above’ in the first three columns of the added rows. You may prefer to enter ‘Statement 1.0 continued’, or similar, in the first row.
* The table body cells have minimum row heights set to ensure three rows fill the entire page. Electronic users will not need this minimum height setting. Prior to completing the tool electronically, follow these steps to reset the row heights to automatic:
  + Place the cursor anywhere in the table. From the Table Layout tab in the ribbon, select the whole table via the Select button.
  + Select the Table Properties button to open the properties dialogue. Select the Row tab at the top.
  + Uncheck Row Height. You may need to click twice to ensure the checkbox is unchecked.
  + Repeat these steps for each table. All tables begin after a heading, and some tables continue over several pages.
* For accessibility reasons, rows are set not to break across pages.

**The guidance for staff continues on the following two A3 pages. The tables on these pages explain the information to include in each column and show example responses. The tool begins on page 8.**

## What information do we need to include in each column?

The table below describes the key information to include when completing the assessment and planning tool.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| This column details the audit statements that school staff need to address to embed respectful relationships education at their school. | Using the scale below, enter the rating that is most applicable to where your school is at against each of the statements outlined in the self-assessment.  1 Yet to address  2 Some work completed in this area  3 Fully addressed | It is important to record work already being undertaken, so in this column write down actions you are already undertaking to address this statement. | Actions are based on the statements.  Each step becomes an action.   * What action do you need to undertake to address this statement? * Have you considered the data collected from the student baseline to inform actions? | Set realistic and achievable timelines. Some actions will be easier to achieve than others and it is important to set realistic and achievable goals.   * How long does the school need to achieve this? * How will we measure if the action was successful? | While the action plan is the responsibility of all staff, it is important that there are people responsible for each action, to ensure actions are achieved and the workload is not left to one individual.   * Who is responsible for leading this action? * Who will they need to work with? What resourcing is required? * Are there opportunities for students to lead on some actions? | Use this column to review and reflect upon actions taken to address the statement. This may be done at intervals over the year.   * What have you tried? * What was successful? How do you know? * What were the outcomes of the action? * Were there any surprises? What might you try next? |

Once you have completed the assessment for all six components of the whole-of-school approach, it is recommended that you review each component to see what has been achieved, as well as what action is still required in each component. This can support your school to determine which areas will be a focus for your school, recognising that this work takes long-term commitment and dedication to drive long-lasting, sustainable change. Also, remember to take into account the information collected in the student baselines assessments when reflecting on work that has been happening and how to address the key statements. Student voice is essential to ensuring ownership and engagement of this work.

Not everything needs to happen at once, it is important to set goals and choose actions that suit your school and school community.

### Example assessment and planning tool responses

To help you in completing the tool, the tables below show how three example statements could be completed.

#### Example 1: Leadership and commitment

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 1.0 Our school leaders demonstrate the knowledge, motivation and confidence required to plan and embed an inclusive whole-of-school approach to gender equality and respectful relationships education. | *2* | *Respectful relationships education team has been established, with a key lead*  *School has committed to undertaken PD for all staff members* | *School leaders to allocate school time (1/2 day per week) for respectful relationships education lead to drive this work throughout the school*  *Review school strategic plan and annual implementation plan to ensure one goal (and associated targets and key improvement strategies) focus on gender equality and supporting respectful relationships education* | *Completed in first six months of implementation* | *School leaders including principal, assistant principal and respectful relationships education lead* | *Allocated school time to respectful relationships education key lead has allowed the school to take a more strategic and coordinated approach.*  *It has also raised the profile and understanding of the work with the school community.* |

#### Example 2: School culture and environment

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 2.2 Our staff use language that is equitable, inclusive and respectful at all times, and consciously challenge gender stereotypes and gender inequality. This includes gender-affirming language that supports and recognises the lives and identities of both staff and students, such as the use of self-identified pronouns. | *2* | *Anecdotally most staff believe they use inclusive language in their teaching practice, although there is no measure or consistency in practice across the school.* | *Through peer review process each staff member to have a trusted colleague observe their teaching practice with a focus on language used in the classroom, i.e. do they reinforce gender stereotypes or challenge them? Does language change depending on who the teacher is talking to? Do teachers ask all students to take on tasks or is there a gender bias?*  *Review school policies to ensure the use of gender affirming language is embedded across all relevant polices* | *Observations to take place across Term 2* | *Year level leaders to coordinate observation sessions and provide feedback to respectful relationships education team around any future actions identified by staff* | *Overall staff were very inclusive in the language they used, however the session really helped them reflect upon what language they use and why. Staff also discussed with each other consistent language they wish to see used across the whole school.* |

#### Example 3: Professional learning

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 3.0 Our school has a professional learning strategy for all staff, both teaching and non-teaching, that build their knowledge and capacity to understand key concepts including:   * a whole-of-school approach to respectful relationships education * gender * applying a gender lens to teaching and curriculum * gender equality * respectful relationships education classroom content and activities * drivers of, and essentials actions to prevent, gender-based violence * the nature and impact of gender-based violence on young people. | *2* | *Classroom teaching staff have attended professional development sessions* | *Support staff/classroom aides have not had access to any professional development in this space*  *Investigate ways of funding support staff to attend professional development. This includes paying them for time attending PD* | *Terms 3 and 4 – rotating basis* | *Assistant principal with support from respectful relationships education lead* | *Support staff have access to same level of PD and can support messages about respectful relationships education in both the classroom and in broader community.* |

# School baseline assessment and planning tool: staff version

Please ensure you have read the guidance for staff prior to completing the self-assessment.

## Leadership and commitment

### Governance and leadership

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 1.0 Our school leaders demonstrate the knowledge, motivation and confidence required to plan and embed an inclusive whole-of-school approach to gender equality and respectful relationships education. |  |  |  |  |  |  |
| 1.1 Our school council/board is:   * provided with information, evidence and guidance about the importance of respectful relationships education * supportive of and committed to a whole-of-school approach to respectful relationships education. |  |  |  |  |  |  |
| 1.2 Our school allocates adequate funding and resourcing to support the promotion of gender equality and respectful relationships education.  *For example, staff such as respectful relationships education lead and/or team have dedicated time during school hours to plan for the roll out of respectful relationships education.* |  |  |  |  |  |  |
| 1.3 Our school leaders, take responsibility for:   1. promoting 2. planning 3. implementing a whole-of-school approach   which fosters gender equality and respectful relationships education. |  |  |  |  |  |  |
| 1.4 Our school’s induction process for new and returning staff or visiting staff includes specific references to:   * prevention of gender-based violence * promotion of gender equality * challenging gender stereotypes * identifying and responding to disclosures from staff and/or students and/or parents/carers. |  |  |  |  |  |  |
| 1.5 Our school has a process to:   1. support all staff who wish to take on leadership positions 2. address the specific barriers women face in becoming leaders.   *For example, job-share or part-time arrangements are supported, valued and promoted for all leadership positions.* |  |  |  |  |  |  |

### Planning, monitoring and coordination

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 1.6 Our school has a respectful relationships education implementation team that has representation from across the school, including the school principal or assistant principal, curriculum leaders, wellbeing leaders, teaching and non-teaching staff, students, and where possible, parents/carers. |  |  |  |  |  |  |
| 1.7 When collecting data, our school endeavours to disaggregate data by gender, to help identify areas of inequality in our school.  For example, student data including NAPLAN, Student Attitudes to School, achievement data, behavioural incidents, positive school-wide behaviour data, parent opinion data and staff surveys. |  |  |  |  |  |  |
| 1.8 Our school communicates on a regular and ongoing basis with:   1. staff 2. students 3. families   on things such as gender equality, respectful relationships, discrimination and harassment. |  |  |  |  |  |  |

### School policies and procedures

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 1.9 Our school has an equal opportunity and sexual harassment policy that includes both staff and students. |  |  |  |  |  |  |
| 1.10 Our school has a student engagement policy that includes a clear statement about our commitment to promoting gender equality and respectful relationships. |  |  |  |  |  |  |
| 1.11 Our school has a staff code of conduct that includes a clear statement that all employees, students, parents/carers, volunteers and visitors will be treated with dignity and respect, regardless of their sex, gender identity, socioeconomic status, cultural background, sexuality or level of ability. |  |  |  |  |  |  |
| 1.12 Our school has a staff response and disclosure policy that clearly defines processes and protocols to follow should a student, staff member or family member disclose violence. |  |  |  |  |  |  |
| 1.13 We have clear policies and procedures to provide appropriate support, including family violence leave entitlements, for staff who experience family and/or domestic violence, and we make sure employees don’t use workplace resources to commit any act of violence. |  |  |  |  |  |  |
| 1.14 Our policies are accessible, visible and disseminated with and promoted to:   1. staff 2. families 3. volunteers/visitors (where relevant). |  |  |  |  |  |  |

## School culture and environment

### Ethos, vision and values

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 2.0 Our school clearly communicates gender equality and respectful relationships to all:   1. families 2. visitors (casual relief teachers, guest speakers, parent helpers etc.).   This could be through the school’s respectful relationships education commitment statement, open days, recruitment processes, student induction packs, guidelines for casual relief staff etc. |  |  |  |  |  |  |
| 2.1 Our school’s dress code or uniform requirements are inclusive, and all uniform items are available to all students, i.e. the school uniform list is not split into a ‘boys’ and girls’ list. |  |  |  |  |  |  |
| 2.2 Our staff use language that is equitable, inclusive and respectful at all times. This includes:   1. gender-affirming language that supports and recognises the lives and identities of both staff and students, such as the use of self-identified pronouns 2. consciously and proactively challenging gender inequality and harmful gender stereotypes. |  |  |  |  |  |  |
| 2.3 Our staff challenge disruptive and dominating classroom behaviour in a framework that understands gender equality, i.e. behaviours that are expressions of the specific gendered drivers of violence.  For example, a male student is not excused from misbehaving through language such as ‘boys will be boys’ and ‘he only did that because he likes you’. |  |  |  |  |  |  |
| 2.4 Our school’s planning and accountability documents (including strategic and annual implementation plans) include actions and measures focused on gender equality and respectful relationships for both:   1. staff 2. students. |  |  |  |  |  |  |
| 2.5 Our school values and recognises the voices of young people in work to address gender inequality. We empower and provide opportunities for students to be leaders and take action to address issues around consent, respectful relationships, inequality and gender-based violence. |  |  |  |  |  |  |

### School environment and facilities

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 2.6 Our school ensures shared spaces are organised to enable and promote social interaction and integration. We undertake regular assessments of the spaces to ensure that:   1. staff of all genders have equality of access and use of all school facilities 2. students of all genders have equality of access and use of all school facilities.   This includes:   * equipment * the school yard/playground * sports areas * toilets * other indoor spaces, such as school library and open learning spaces * classrooms and staffrooms. |  |  |  |  |  |  |
| 2.7 There is access to appropriate private breastfeeding facilities at our school, including storage and equipment cleaning facilities for expressing milk. |  |  |  |  |  |  |
| 2.8 Our school is able to provide information and/or refer staff and families to childcare facilities. |  |  |  |  |  |  |

### Internal and external communications

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 2.9 Our school reviews our communications materials (including our school website, school newsletter, online platforms, orientation, enrolment, and parent information materials) to ensure they promote gender equality and challenge gender stereotypes and are representative of all people in our society. |  |  |  |  |  |  |
| 2.10 Our school promotes messages and themes of gender equality and respect in extracurricular activities and school events such as sporting events, carnivals, school camps, school musicals and school formals. |  |  |  |  |  |  |
| 2.11 Our school has a communications plan, which outlines a process for sharing of information and resources with school families to build their understanding of gender equality and respectful relationships education. |  |  |  |  |  |  |

## Professional learning

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 3.0 Our school has a professional learning strategy for all staff, both teaching and non-teaching, that build their knowledge and capacity to understand key concepts including:   * a whole-of-school approach to respectful relationships education * gender * applying a gender lens to teaching and curriculum * gender equality * respectful relationships education classroom content and activities * drivers of, and essentials actions to prevent, gender-based violence * the nature and impact of gender-based violence on young people. |  |  |  |  |  |  |
| 3.1 Teaching staff are supported through professional development and opportunities to work with colleagues to:   1. deliver 2. assess   inclusive respectful relationships curriculum materials safely and confidently in their classrooms. |  |  |  |  |  |  |
| 3.2 All members of the school community, including:   1. school leaders 2. staff 3. students   are supported to develop their understanding of how other forms of discrimination, such as racism, ableism and homo- or transphobia impact on people’s experiences of gender inequality. |  |  |  |  |  |  |
| 3.3 The school supports both:   1. staff 2. students   to develop their understanding of bystander action and how/when to safely take action should they witness acts of gender-based violence at school. |  |  |  |  |  |  |
| 3.4 Our staff complies with our relevant state or territory mandatory reporting laws, including the completion of annual training. |  |  |  |  |  |  |
| 3.5 Our leadership staff receive training on their roles and responsibility to promote gender equality and respectful relationships education. |  |  |  |  |  |  |
| 3.6 Our school staff, teaching and non-teaching, receive training and are confident in how to identify and respond to incidents, suspicions or disclosures that a **student** has been exposed to family and/or domestic violence. |  |  |  |  |  |  |
| 3.7 Our school staff, teaching and non-teaching, receive adequate training and are confident in how to identify and respond to incidents, suspicions or disclosures that a **staff member and or parent/carer** has been exposed to family and/or domestic violence. |  |  |  |  |  |  |

## Teaching and learning

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 4.0 Our school timetables the teaching of respectful relationships education, across all year levels, in a consistent and ongoing manner, delivered by the classroom/homeroom teacher. |  |  |  |  |  |  |
| 4.1 The respectful relationships teaching and learning materials delivered at our school address social and emotional learning, including help-seeking, personal strengths, coping strategies and stress management, and problem-solving. |  |  |  |  |  |  |
| 4.2 The respectful relationships teaching and learning materials delivered at our school address gender, power and identity, including positive gender identity, gender equality, gender stereotypes, the harm of gender-based violence, and being respectful to others. |  |  |  |  |  |  |
| 4.3 The respectful relationships teaching and learning materials delivered at our school recognise, promote and celebrate LGBTIQ+ identities and relationships. |  |  |  |  |  |  |
| 4.5 Our school regularly reviews curriculum content across curriculum areas to ensure equal representation of the range of identities and experiences of all members of the school community, including but not limited to, those who identify as Aboriginal and Torres Strait Islander, those who identify as LGBTIQ+ and those with a disability. |  |  |  |  |  |  |
| 4.6 Our school ensures that teacher allocation (classes or subjects) actively promotes gender equality and challenges gender stereotypes. |  |  |  |  |  |  |
| 4.7 Our staff ensure that:   * evidence-based teaching, learning resource are used in the classroom * teaching practice and pedagogy promotes gender equality, challenges negative gender stereotypes and work to prevent gender-based violence. |  |  |  |  |  |  |

## Families and communities

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 5.0 Our school works in partnership with parents, carers and families to take action and participate in activities that support gender equality and respectful relationships. |  |  |  |  |  |  |
| 5.1 Our school works in partnership with community organisations and services to take action and participate in activities that support gender equality and respectful relationships. |  |  |  |  |  |  |

## Support for staff and students

| Statement | Rating | What we are already doing | Actions for improvement | Timeline for action | Key lead on action | Review and reflect on actions |
| --- | --- | --- | --- | --- | --- | --- |
| 6.0 Our school is aware of and has purposeful, ongoing partnerships with local or state-based organisations to ensure an inclusive and safe approach to respectful relationships education, including:   * gender equality and violence prevention agencies and/or organisations * family and/or domestic violence response services * LGBTIQ+ organisations * refugee and migrant organisations * disability organisations * Aboriginal and Torres Strait Islander community organisations.   For a list of your local community organisations, visit the [1800RESPECT Service Directory](https://www.1800respect.org.au/services/).  \*Purposeful partnerships means working together to build capacity and support staff and students, not using external organisations to deliver ‘one off’ education sessions. |  |  |  |  |  |  |
| 6.1 Our school ensures that students understand they will be supported should they make a disclosure of violence to a staff member. |  |  |  |  |  |  |
| 6.2 Our school ensures that students are aware of ways they can access support outside the school for issues related to gender-based violence. |  |  |  |  |  |  |