Respectful relationships education

School baseline assessment tool

Student version – primary school

# Information for staff

## What is the purpose of the School baseline assessment tool for students?

The purpose of this tool is to gain insight and feedback from students about how they believe their school is addressing gender equality and respectful relationships.

The results should be used, alongside the staff tool, to inform the development of the school action plan to ensure student voice is captured and embedded in a whole-of-school approach. Please note, the numbers assigned to each of the statements (left-hand side column) 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.

## What do I need to know before using the student version of the School baseline assessment tool?

The School baseline assessment tool: Student version, has been designed for grade 5 and 6 primary school students. While every attempt has been made to ensure it is user friendly and age appropriate, classroom teachers are best placed to make decisions about whether they feel the language used in each of the statements meet the needs of the students in their classroom. We encourage teachers to review this tool prior to using it in the classroom to ensure it is suitable and accessible for all students in their class. It is important to ensure the thoughts, opinions and beliefs of all students – regardless of gender, ability, cultural background, class, race and religion – are captured and inform planning at the school.

There is also a [secondary school version](https://education.ourwatch.org.au/resource/school-baseline-assessment-tool-student-versions) of this tool, which you may wish to view to determine whether the statements used in that version are better suited to the students in your class.

However, we do not recommend removing any of the statements, but rather choosing which statements, from the primary or secondary school versions – based on the language used – best suit the students in your class.

The numbers down the left-hand side of the student assessment tool correlate with the statements from the staff assessment. The purpose of this is to enable the school to look at the data from a student perspective, in addition to staff opinions, to gain a more holistic view of the school culture and environment.

## What is the best way to use the tool?

It is up to the teacher and school to determine the best way to use the tool. Schools may wish to transfer the content to an online platform, such as SurveyMonkey or Alchemer, to analyse and interpret the data more easily. Or you may wish to distribute the tool in traditional paper format.

Regardless of mode of delivery, it is recommended that in a primary school setting, the survey be delivered in small groups with support from teaching staff to ensure students understand each of the statements and can provide informed responses.

As a means of evaluation and tracking progress in your school, it would be best to use this tool prior to implementing respectful relationships teaching and learning classroom activity at your school and then again once you have worked through the various stages of the implementation cycle. Teachers may wish to have their whole class use the tool or it may be used as an activity with junior school leaders.

Regardless of how the tool is used, it is important that the survey is readministered to the same group of students, pre and post, so that you can accurately analyse results and measure change in your school.

## How should the school analyse the results?

Once students have completed the tool, teachers need to analyse the data for individual responses and ‘group’ the data according to demographic information, such as year level and gender. Identifying information, such as names of the students, is not collected as part of this process. Using online survey software will enable you to filter the data according to these groupings easily.

Analysing the data this way enables the school to gain a broader insight into whether there are perceived differences among students in the school culture, practices, classroom and physical environments based on year level and gender. This is important information as it can help to identify, from a student’s perspective, potential inequalities across the school that need addressing, as well as highlight areas of good practice. Comparisons between groups of students (for example, comparing female student responses to male student responses) can uncover interesting patterns in the data.

## Modifying this document for completion by students

Prior to distributing this survey to students, prepare a modified version of this document that does not include the section ‘Information for staff’. Save a copy of this file, and follow these steps:

* Right-click on the heading ‘Information for staff’.
* Select Expand/Collapse > Collapse Heading.
* Triple-click on the collapsed heading to select the entire section, and delete.
* The section ‘Information for students’, should now be on page 1, below the black line that follows the titles.

# Information for students

## Why am I doing this survey?

Our school is working on building respectful relationships. That means a school that is safe and fair and includes everyone. We would like to gather your thoughts, opinions and beliefs about how we can do this together.

## How to complete the survey

The survey presents a series of statements about our school and asks whether you agree with each statement. You can select yes, no, unsure or choose not to answer. You can also write comments if there is more information you would like your school to know about a particular statement. Or you can choose to leave the comments column blank.

## The survey is voluntary

This means you don’t need to complete it if you don’t want to, and you can stop at any time. However, we believe your opinion matters and encourage you to complete the survey. If you would like some help using the survey or are unsure what some of the statements mean, please ask your teacher for help.

## What happens to my answers?

Your answers will remain anonymous. Your teachers will not know whose survey is whose. The information in the survey will be used by your teachers to help them understand how you and your classmates see your school.

## Remember, it’s not a test

There are no right or wrong answers. Your teachers are interested in hearing your thoughts, opinions and beliefs about your school, so you will not get in trouble if there is something that concerns you that you write about. Please answer all questions as honestly as you can.

# School baseline assessment tool: Student version – primary school

To indicate whether you agree with each statement, mark your answer with a tick or an X. If you want to provide more information about a statement, you can add it in the comments column.

|  |  |
| --- | --- |
| **Year level/grade:** |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender:** | Boy |  | Girl |  | Neither |  | Prefer not to say |  | Prefer to self-describe (specify) |  |

## Leadership and commitment

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 1.3 I know respectful relationships is important at our school because I hear and see my principal and teachers talking about it, role modelling it and promoting it to each other, the students and families. |  |  |  |  |
| 1.5 All students at my school have the same opportunities to be school leaders.  E.g. We have a mix (not just via gender, but also ethnicity, cultural background, ability etc.) of students as school leaders/captains/leadership team/Junior School Council. |  |  |  |  |
| 1.6 The activities we do at school teach me how to respect myself and others.  E.g. In class I learn that there are lots of things about me that make me special and all of them are important. I also learn that it is important to treat my peers equally and not judge others based on their gender, the way they look or what they can or can’t do. |  |  |  |  |
| 1.11 I feel safe at school because there are school rules about treating each other respectfully and fairly.  E.g. All students know what behaviour is expected of them while at school and the consequences of stepping outside these expectations. |  |  |  |  |

## School culture and environment

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 2.0 When my teachers talk about gender equality and respectful relationships, I understand what this means.  E.g. Gender equality means treating everyone the same, regardless of their gender and everyone has the same opportunities across the school. |  |  |  |  |
| 2.1 I am allowed to wear any item of clothing from my school uniform list to school.  E.g. The school uniform list is not separated into ‘boys’ and girls’ items. |  |  |  |  |
| 2.1 I would feel comfortable wearing any item from the school uniform list to school.  E.g. If I chose to wear pants/skirt I wouldn’t have to worry about being teased or picked on for wearing this item of clothing. |  |  |  |  |
| 2.2 My teachers and other staff members use my correct pronoun (he/she/they) when talking with me, addressing me in the class and in school documents, like my school report. |  |  |  |  |
| 2.3 Everyone is expected to behave respectfully in the school yard and classroom.  For example, a male student is not allowed to misbehave through excuses such as ‘boys will be boys’. |  |  |  |  |
| 2.5 My school listens to students’ ideas and thoughts about student safety, bullying, violence, respectful relationships, equality and fairness.  E.g. Through class discussion and/or groups like junior school council, students are able to raise ideas and make suggestions for activities about respectful relationships and teachers help us to make these activities happen. |  |  |  |  |
| 2.6 I have *equal access* to the following spaces at my school: | | | | |
| * school library |  |  |  |  |
| * sporting equipment |  |  |  |  |
| * school grounds, like netball courts, football oval |  |  |  |  |
| * other spaces – please name |  |  |  |  |
| 2.6 I feel *safe* using or in the following spaces at my school: | | | | |
| * school oval |  |  |  |  |
| * school grounds, like netball courts, football oval |  |  |  |  |
| * my classroom |  |  |  |  |
| * school library |  |  |  |  |
| * school toilets |  |  |  |  |
| * other spaces – please name |  |  |  |  |
| 2.9 Our school newsletter, website, and posters around school show people of different genders, abilities and cultural backgrounds participating in all kinds of activities such as sports, reading, science, music, etc.  E.g. Posters of sports stars show both male and female stars, books we read in class have people from different countries and show different types of families in them etc. |  |  |  |  |
| 2.10 I am encouraged to try a range of activities at my school, such as sport, music, drama, and science.  E.g. My school encourages everyone to join a range of school activities, including sports teams, school plays, music performances etc. – everyone is encouraged to join in, regardless of their gender. |  |  |  |  |

## Professional learning

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 3.0 My teachers, principal, office staff and classroom aides all role model respectful relationships behaviour.  E.g. The staff at my school listen to each other speak, are respectful and help one another. |  |  |  |  |
| 3.2 My teacher teaches me about respectful relationships and the importance of treating everyone equally, fairly and with respect. |  |  |  |  |
| 3.3 If I see a student being violent or disrespectful towards another student at school, I know what action I can take that is safe and helpful*.* This includes when I see someone physically hurting another student, as well as teasing or bullying.  E.g. I know there are different actions I can take, like using the words I have learnt in class to tell the person to stop, telling the teacher or adult, and helping and supporting the student being hurt. |  |  |  |  |

## Teaching and learning

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 4.0 Respectful relationship lessons are taught in every classroom on a regular basis.  E.g. I am taught about respectful relationships every week/fortnight by my teacher and I know it’s the same in other classes. |  |  |  |  |
| 4.1 We have lessons in class where we learn and practice social-emotional skills.  E.g. Emotional literacy, personal strengths, coping strategies and stress management, problem-solving and help-seeking. |  |  |  |  |
| 4.2 My teachers don’t use gender stereotypes (when they speak to my class or in the school yard).  E.g. ‘I need a couple of strong boys to move the tables’. |  |  |  |  |
| 4.2 When my teacher talks about gender-based violence, I understand what this means. |  |  |  |  |
| 4.2 We have lessons in class where we learn about respectful relationships, including healthy relationships, understanding and respecting differences in everyone, gender stereotypes and understanding the different forms of gender-based violence and how to seek help.  E.g. We learn about having a positive gender identity, gender equality, gender stereotypes, the harm of gender-based violence, and being respectful to others. |  |  |  |  |

## Families and communities

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 5.0 My school encourages me to talk to my family about what I know about respectful relationships.  E.g. My teachers encourage me to talk to with my family about what we are learning in school as part of respectful relationships. |  |  |  |  |
| 5.0 My school helps my family to learn about respectful relationships.  E.g. There are items in the school newsletter about respectful relationships, it is included on our school websites, and it is talked about at school information nights. |  |  |  |  |
| 5.1 My school works with other local schools and clubs, like sporting clubs, to promote respectful relationships. |  |  |  |  |

## Support for staff and students

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 6.1 I would feel comfortable talking to a teacher/staff member at my school if I am feeling unsafe at school, at home or anywhere.  E.g. I know my teacher/s would listen to me and help if I felt unsafe. |  |  |  |  |
| 6.1 I know my teachers would help me if I feel unsafe at school or home.  E.g. If I felt unsafe, I know who I could tell to get help, like a teacher, wellbeing coordinator or principal. |  |  |  |  |
| 6.2 I know how to get help (outside of my school) if I am feeling unsafe at home or at school.  E.g. This could be Kids Helpline, police, a local community organisation/group etc. |  |  |  |  |