Respectful relationships education

School baseline assessment tool

Student version – secondary 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 secondary 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 meets 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 [primary school version](https://education.ourwatch.org.au/resource/school-baseline-assessment-tool-student-versions) of this tool, which you may wish to view and compare for appropriateness for your students. 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 picture 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.

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 school leaders, or in particular subject areas.

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 peers 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 – secondary 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 into the comments column.

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender:** | Man |  | Woman |  | Non-binary |  | 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 My school principal talks about and promotes gender equality and respectful relationships through school newsletters, assembly, posters and in conversation. |  |  |  |  |
| 1.3 My school talks about and celebrates many different kinds of student achievements, not just academic and sporting achievements. |  |  |  |  |
| 1.5 I can be a leader at my school.  E.g. We have a diverse 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 There are opportunities for me to be involved in student-led activities around gender equality and respectful relationships at school (e.g. Student Representative Council, respectful relationship working group, action groups, awareness-raising days, celebration days, student-led activities etc.).  E.g. The Student Representative Council and other student leaders host activities about respectful relationships at my school.  I get to participate in activities run by students, about respectful relationships at my school.  I know who the student respectful relationships team/rep is at my school. |  |  |  |  |
| 1.11 I know that my school has a policy stating that bullying, discrimination, homophobia, and sexual harassment will not be tolerated.  E.g. All students know what behaviour is expected of them while at school and the consequences of inappropriate behaviour. |  |  |  |  |

## School culture and environment

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 2.0 I know that respectful relationships is a priority for my school.  E.g. I am taught about it in class, I see it communicated to families, it is evident in the way our school leaders and teachers model and promote gender equality, the school has a school gender equality policy. |  |  |  |  |
| 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. |  |  |  |  |
| 2.2 My teachers use language that is inclusive and respectful, including self-identifying pronouns. Language that reinforces negative gender stereotypes is not used, e.g. ‘I need a couple of strong boys to move the tables’.  E.g. Students self-identified pronouns are used consistently in verbal and written communication by the school. |  |  |  |  |
| 2.3 Everyone is expected to behave respectfully in the school yard and classroom.  E.g. A male student is not allowed to misbehave through excuses such as ‘Boys will be boys’. |  |  |  |  |
| 2.3 My teacher/s calls out disrespectful behaviour from all students.  E.g. Disrespectful behaviour is not ignore by teachers and is always called out regardless of the individual displaying the disrespectful behaviour. |  |  |  |  |
| 2.5 My school listens and acts on what students have to say about safety, gender equality, respectful relationships, discrimination and harassment.  E.g. My school empowers students through student voice, agency and leadership. |  |  |  |  |
| 2.6 I have *equal access* to the following spaces at my school: | | | | |
| * school grounds, like netball courts, football oval |  |  |  |  |
| * school library |  |  |  |  |
| * sporting equipment |  |  |  |  |
| * other spaces – please name |  |  |  |  |
| 2.6 I feel *safe* in or using the following spaces at my school: | | | | |
| * school oval |  |  |  |  |
| * my classroom |  |  |  |  |
| * school library |  |  |  |  |
| * school toilets |  |  |  |  |
| * school grounds, like netball courts, football oval |  |  |  |  |
| * other spaces – please name |  |  |  |  |
| 2.9 Our school newsletter, website, social media, and visual posters displayed around our school depict people of different genders, abilities and cultural backgrounds participating in all kinds of activities such as sports, reading, science, music etc. They do not reinforce restrictive gender stereotypes.  E.g. Posters of sports stars show both male and female and other gender diverse stars, classroom texts or readings promote diversity of characters and roles and challenge stereotypes etc. |  |  |  |  |
| 2.10 My school promotes gender equality and respectful relationships in extracurricular activities and school events such as sporting events, carnivals, school musicals and school formals. |  |  |  |  |

## Professional learning

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 3.0 My teachers, principal, office staff and classroom aides/support staff all role model respectful relationships behaviour.  E.g. The staff at my school listen to each other speak, are respectful and help one another. |  |  |  |  |
| 3.1 My teacher teaches me about respectful relationships and the importance of treating everyone, regardless of gender, sexuality, race and ability, equally, fairly and with respect. |  |  |  |  |
| 3.2 My school teaches us how to safely be positive bystanders if we see bullying or acts of gender-based violence.  E.g. I have the skills to be a positive bystander and know how to safely help someone who has experienced sexism, harassment, discrimination or gender-based violence. |  |  |  |  |

## Teaching and learning

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 4.0 Respectful relationships education lessons are part of the curriculum and are taught in an ongoing basis at every year level.  E.g. I have lessons dedicated specifically to respectful relationships on a regular basis and this happens across the entire school. |  |  |  |  |
| 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 When my teacher talks about gender-based violence, I understand what this means.  E.g. I understand that gender-based violence is not just physical, but is also includes emotional abuse, controlling behaviours and image based abuse. |  |  |  |  |
| 4.2 We have lessons in class where we learn about respectful relationships, including gender, power, identity, gender stereotypes and gender-based violence.  E.g. We learn about having a positive gender identity, gender equality, gender stereotypes, prevention of gender-based violence and human rights. |  |  |  |  |
| 4.3 The teaching about relationships is inclusive and includes information and experiences of all relationships including LGTBIQ+ relationships. |  |  |  |  |

## Families and communities

| Do you agree with this statement? | Yes | No | Not sure | Comments |
| --- | --- | --- | --- | --- |
| 5.0 My school encourages my family to be involved in learning about respectful relationships and gender equality.  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 and student inductions. |  |  |  |  |
| 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 staff member at my school if I am feeling unsafe at school, at home or anywhere.  E.g. I know my teacher/s or other school staff would listen to me and help if I felt unsafe. |  |  |  |  |
| 6.1 I know my school has processes in place to help me if I was feeling unsafe at home or at school.  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. |  |  |  |  |