

RESPECTFUL RELATIONSHIPS

AUDIT AND PLANNING TOOL

INTRODUCTION

The Respectful Relationships Audit and Planning tools enable schools to:

- * identify current programs and resources which address Respectful Relationships education
- * identify what is expected in terms of embedded practice across the five action areas of the Respectful Relationships Package
- * use their understanding of embedded practice to review current practice
- * develop, carry out and review a plan of action to implement Respectful Relationships education in their contexts

How to use the audit tool

1. Before using the audit become familiar with the five action areas of Respectful Relationships outlined in the planning tool. Add any local initiatives or additional programs addressing Respectful Relationships already present in the school. Tick the boxes in the audit tool when an existing school program, initiative or resource addresses the five action areas

How to use the planning tool

2. Using the descriptions for Embedded Practice for the five Action Areas of Respectful Relationships; consider, identify and select those areas achieved in your context
3. Identify any aspects of an Embedded Practice description not fully addressed by current school practice. Note that the examples of Emerging and Developing practice are provided as examples to support this process
4. Develop SMART Goals to address gaps in current practice
5. Develop a plan to implement SMART Goals, review progress and update the Evidence of Embedded Practice

LEADERSHIP AND CULTURE

1. Embedded Practice (What are we aiming for?)

- School leaders are committed to a culture of respect and strategically empower others to collaboratively lead the Respectful Relationships Program
- The underlying commitment to a shared expectation that every student, staff member, parent and community member will be treated with respect is evident
- All interactions are based on mutual respect and equality for all members of the school community
- All policies and practices reflect a culture of respect and equality
- All school staff, including administrative and support staff, are committed to, and advocates of, the Respectful Relationships program

2. Current Practice (Where is our starting point?)

Emerging Practice

- A designated member of staff is responsible for respectful relationships education
- There is a strong focus on the creation of a culture of respect and equality
- Interactions between parents and staff are for the most part respectful and productive
- The school has policies on behaviour, bullying and harassment, however there is a lack of clarity in enacting these policies

Developing Practice

- School leaders are committed to a culture of respect and lead respectful relationships education
- The school ethos is built around a culture of respect and equality
- All communication reflects a culture of mutual respect
- The school effectively implements policies by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly and appropriately

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

LEADERSHIP AND CULTURE

1. Embedded Practice (What are we aiming for?)

- All staff recognise the implementation of the Respectful Relationships program as a key part of their role
- Parents, community members and local organisations are encouraged to take an active role with staff in the implementation of the Respectful Relationships program and inductions for new staff or students

2. Current Practice (Where is our starting point?)

Emerging Practice

- Key staff identify Respectful Relationships education as part of their role within the school
- Information on Respectful Relationships education is provided for community and families

Developing Practice

- All staff demonstrate a commitment to Respectful Relationships education
- The implementation of Respectful Relationships education includes opportunities for dialogue with, and input from parents and community members.

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

LEADERSHIP AND CULTURE

1. Embedded Practice (What are we aiming for?)

- A comprehensive Respectful Relationships implementation plan aligned to the school's strategic planning cycle which includes a strategic focus on teaching and learning and clear goals, strategies and accompanying timelines which are rigorously actioned
- The Respectful Relationships implementation plan includes processes for identifying local needs and systematically addresses those needs
- A school-based action team working within a framework of defined roles, responsibilities and accountability, provides leadership and implementation support for Respectful Relationships across the school and community
- The principal and school action team give high priority to understanding and addressing the drivers and nature of family violence in their local context
- Evidence is available and reviewed by all staff members, to inform the school monitoring and reporting processes

2. Current Practice (Where is our starting point?)

Emerging Practice

- A plan for Respectful Relationships education focused on teaching and learning sets out the objectives, student outcomes, strategies and resources required along with indicators of success
- Respectful Relationships education mainly uses on external programs with limited consideration of local needs
- One or more staff have responsibility for implementing Respectful Relationships education
- The drivers of family violence are considered but not addressed in a systematic way
- Some evidence gathering processes are used to inform school monitoring and reporting processes

Developing Practice

- A school plan for Respectful Relationships education includes clear goals, strategies and accompanying timelines which are rigorously actioned
- The school plan for Respectful Relationships includes processes for identifying local needs and partially addresses those needs
- A Respectful Relationships education team provides support within a framework of defined, roles, responsibilities and accountability
- Implementation actions address the drivers of family violence
- School monitoring and reporting processes provide evidence for consideration by some staff.

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

LEADERSHIP AND CULTURE

1. Embedded Practice (What are we aiming for?)

- Planned and proactive strategies are in place to support staff members who find the Respectful Relationships program content difficult or confronting, and to address any personal experiences of family violence, abuse or trauma
- Timetabling of classes is flexible to ensure staff wellbeing is prioritised and the most appropriate staff members are delivering Respectful Relationships education

2. Current Practice (Where is our starting point?)

Emerging Practice

- Acknowledgement is given to the challenging nature of the content of Respectful Relationships education and it is recognised that some staff may have experienced family violence, abuse and trauma
- Some thought is given to the best allocation of staff to aspects of Respectful Relationships education

Developing Practice

- Issues for staff who find the respectful relationships education content difficult or confronting or have experiences of family violence, abuse and trauma are recognised and responded to
- The school deploys staff in ways that make best use of their expertise while considering the wellbeing of all staff

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

CURRICULUM AND PEDAGOGY

1. Embedded Practice (What are we aiming for?)

- All staff responsible for delivering Respectful Relationships education have had input in developing a whole school approach for the teaching and learning of Respectful Relationships education including a delivery plan, year-level plans and term plans
- Respectful Relationships content is integrated across curriculum areas determined by school planning processes
- The Respectful Relationships program is being implemented and regularly reviewed in all classes throughout the school and is shared openly with parents and the wider community

2. Current Practice (Where is our starting point?)

Emerging Practice

- Key staff have developed a whole school approach for teaching and learning of Respectful Relationships education
- Planning for Respectful Relationships curriculum content delivery is determined in individual teachers' planning
- There is an expectation that teachers will include Respectful Relationships education in their programs and share basic programing details with parents

Developing Practice

- All staff responsible for delivering Respectful Relationships education have had input in developing a whole school approach for its teaching and learning including year level plans
- Respectful Relationships content is integrated across curriculum areas determined by collaborative planning teams
- There is an expectation that collaborative teams will plan for Respectful Relationships education in their programs and share examples of the program with parents and the wider community

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

CURRICULUM AND PEDAGOGY

1. Embedded Practice (What are we aiming for?)

- The Respectful Relationships program content is embedded in learning throughout the year, ensuring consistent reinforcement of messages about respect and equality with all students
- Learning activities are planned and delivered to ensure the development of critical inquiry ethical understanding and the personal and social capability
- Learning activities use age-appropriate, engaging, interactive and participatory pedagogies
- Sharing and showcasing of good practice in teaching the Respectful Relationships program is common and used as a basis for teacher reflection, dialogue and for the refinement of teaching and learning programs.

2. Current Practice (Where is our starting point?)

Emerging Practice

- Teachers include Respectful Relationships education in stand-alone lessons
- Some learning activities may consider the development of critical inquiry, ethical understanding and the personal and social capability
- Some staff employ a range of effective pedagogies
- Conversations about the effectiveness of Respectful Relationships teaching and learning is occurring amongst some staff

Developing Practice

- Teachers include respectful relationships education in a sequence of connected lessons
- Planning of learning activities considers the development of critical inquiry, ethical understanding and the personal and social capability
- Opportunities are provided for staff to develop understanding of, and begin to utilise, age-appropriate, engaging, interactive and participatory pedagogies
- Professional dialogue between teachers about how best to plan for and deliver Respectful Relationships education is underway

3. Actions (What are we going to do to reach Embedded Practice?)

4 S.M.A.R.T Goals (How are we going to measure success?)

CURRICULUM AND PEDAGOGY

1. Embedded Practice (What are we aiming for?)

- The high priority of the Respectful Relationships program ensures it is accessible to all students and is locally relevant and sensitive to addressing cultural diversity, gender diversity and differing family backgrounds

2. Current Practice (Where is our starting point?)

Emerging Practice

- Respectful Relationships teaching and learning resources are used by some teachers to meet the individual needs of students and to address local context

Developing Practice

- Respectful Relationships education programs consider diverse student needs, including students with disability, and acknowledge, cultural diversity, gender diversity, differing family backgrounds and local contexts

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

PROFESSIONAL LEARNING, RESOURCES AND SUPPORT

PLI: Staff skills and confidence

1. Embedded Practice (What are we aiming for?)

- A high priority ensures all staff, including support staff, have access to professional learning aimed at building the skills and confidence required for implementing the Respectful Relationships program
- All school staff, including support staff, understand and can articulate their responsibilities and associated processes in relation to mandatory reporting. These responsibilities and processes are revisited on an annual basis

2. Current Practice (Where is our starting point?)

Emerging Practice

- Key staff have been provided with opportunities to access professional learning about Respectful Relationships education
- Mandatory reporting responsibilities are communicated for information on an annual basis

Developing Practice

- All staff are provided with opportunities to access professional learning related to the implementation of Respectful Relationships education
- All staff, including support staff, are given annual professional learning on mandatory reporting responsibilities focused on developing understanding of their roles and responsibilities

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

PROFESSIONAL LEARNING, RESOURCES AND SUPPORT

1. Embedded Practice (What are we aiming for?)

- School leaders participate in professional learning activities alongside staff to ensure there is a shared understanding and collective knowledge of the Respectful Relationships program across the school
- Staff are supported to access network events, professional learning and training, and online support resources
- All new and existing staff skills are identified and participation in professional learning is provided as required

2. Current Practice (Where is our starting point?)

Emerging Practice

- Some key staff participate in professional learning activities to build their shared understanding and knowledge of Respectful Relationships education
- Some key staff are made aware of network events, professional learning and training, and online support resources
- Opportunities for professional learning are provided to staff but without consideration of their differing skills and needs

Developing Practice

- Most staff participate in professional learning activities to build their shared understanding and knowledge of Respectful Relationships education
- All staff are made aware of network events, professional learning and training, and online support resources
- Induction processes exist for all new staff but the differing skills and needs of new and existing staff are not considered in the provision of professional learning

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

PROFESSIONAL LEARNING, RESOURCES AND SUPPORT

I. Embedded Practice (What are we aiming for?)

- The school prioritises, plans for and funds the ongoing acquisition of quality resources to support the delivery of the Respectful Relationships program
- Strong support networks that connect on a regular basis have been developed to share resources and ideas across schools

2. Current Practice (Where is our starting point?)

Emerging Practice

- A key staff member has responsibility for purchasing resources to support relationships education
- Teachers are encouraged to share resources both within and beyond their own school

Developing Practice

- Members of a planning team and school leaders have accessed a range of up-to-date resources to support the delivery of respectful relationships education
- Collegial support networks are encouraged and supported for the dissemination of resources and sharing of good practice

3.Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

PARENT AND COMMUNITY PARTNERSHIPS

I. Embedded Practice (What are we aiming for?)

- High levels of trust are apparent across the broader school community in relation to the implementation of the Respectful Relationships program
- Feedback from parents and community organisations is sought and acted upon to improve and enhance school-community engagement
- Community satisfaction is measured and incorporated into school monitoring and planning processes
- The broader school community advocates strongly for Respectful Relationships education

2. Current Practice (Where is our starting point?)

Emerging Practice

- Information about Respectful Relationships education is communicated to parents and the broader school community
- Some parents and community members are engaging in informal undocumented conversations with school staff about Respectful Relationships education
- Parent and community satisfaction is gathered informally
- Support is expressed by selected community members and parents

Developing Practice

- Information sessions about Respectful Relationships education are held for parents and community members
- Parents and community members are given opportunities to ask questions, seek clarification and raise concerns
- Some formal surveying of parents and community members is undertaken to measure satisfaction and plan actions
- The community members and parents who have attended sessions and provided feedback are utilised as advocates for Respectful Relationships education

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

PARENT AND COMMUNITY PARTNERSHIPS

1. Embedded Practice (What are we aiming for?)

- Explicit processes are in place to ensure ongoing and effective communication about the Respectful Relationships program with parents and community
- The school engages with the wider community in shared, ongoing dialogue about respect and equality for all
- Information is proactive in promoting positive models and reflects messages of respect and equality in all interactions

2. Current Practice (Where is our starting point?)

Emerging Practice

- Common school communication methods such as isolated newsletter articles are used to highlight the importance of Respectful Relationships education to the wider school community
- Opportunities are provided for parents and members of the community to hear about respect and equality
- Information is provided in a reactive way and does not consider positive models or messages of respect and equality in all interactions

Developing Practice

- A range of communication forms are used inconsistently to highlight the importance of Respectful Relationships to the wider school community
- Opportunities are provided for parents and members of the community to find out about, ask questions and make comments about respect and equality for all
- Information proactively promotes positive stereotypes. Some messaging touches on respect and equality in all interactions

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

PARENT AND COMMUNITY PARTNERSHIPS

1. Embedded Practice (What are we aiming for?)

- The school team makes deliberate and strategic use of partnerships with parents, community members and local organisations to access expertise and resources that may not be available in the school
- Formal links with community organisations and other agencies that protect the welfare of children and families are established, developed, strengthened, reviewed and evaluated

2. Current Practice (Where is our starting point?)

Emerging Practice

- The school has some external partnerships established by individual staff members which provide limited whole-school engagement of community partners
- Community organisations are contacted to offer support in reaction to incidents and for supporting isolated events such a White Ribbon Day

Developing Practice

- Contribution of community organisations is acknowledged and used to foster ongoing positive relationships for collaboration
- Formal links with community organisations and other agencies that protect the welfare of children and families exist or are established and developed

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

SYSTEMS AND PROCESSES

1. Embedded Practice (What are we aiming for?)

- The school action team has gathered and analysed a range of school data and other evidence such as behaviour data, playground incidents, notifications, staff training attendance to inform the development of a whole school approach to Respectful Relationships education and a supporting implementation plan
- Staff are using data regularly to monitor the effectiveness of Respectful Relationships education

2. Current Practice (Where is our starting point?)

Emerging Practice

- Some baseline data such as behaviour incidents and notification data, is collected to guide the implementation of Respectful Relationships education
- Staff revisit data inconsistently to provide some guidance in monitoring the effectiveness of Respectful Relationships education

Developing Practice

- Information and data from a range of sources are collected and used to guide decisions and planning for implementation of Respectful Relationships education
- The school has established a systematic plan for collecting and analysing data to inform the implementation of Respectful Relationships education

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)

SYSTEMS AND PROCESSES

1. Embedded Practice (What are we aiming for?)

- Measures of success for Respectful Relationships education are established through consultation with staff and community
- Data is gathered regularly to inform ongoing review of the Respectful Relationships program and this informs school monitoring and assessment processes
- The progress and success of the Respectful Relationships Program is systematically demonstrated in a range of ways including, the celebration of student work, community events, staff stories, and feedback from parents and the community.

2. Current Practice (Where is our starting point?)

Emerging Practice

- The school plan for Respectful Relationships education includes basic measures of success
- Data to inform review of Respectful Relationships education is gathered irregularly
- Measures of the progress and success of Respectful Relationships education are provided to parents and the community by staff using traditional forms of communication

Developing Practice

- Suitable measures of success for respectful relationships education are established by staff
- An implementation plan ensures data is gathered regularly to inform evaluation and review of Respectful Relationships education
- Measures of progress and success of Respectful Relationships education are shared by staff in a way that seeks to include staff, student, parent and community perspectives

3. Actions (What are we going to do to reach Embedded Practice?)

4. S.M.A.R.T Goals (How are we going to measure success?)