

1. Leadership and Culture
2. Curriculum.
3. Professional Learning
4. Parents and Community Partnerships
5. Systems and policies

SECTION 1_ What are you currently doing?? (example given below)

School planning tool - RRE 2023

LEADERSHIP AND CULTURE

AIMS

- ☐ School leaders are committed to a culture of respect and strategically empower others to collaboratively lead the Respectful Relationships Program
- ☐ 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
- ☐ A comprehensive Respectful Relationships implementation plan includes a strategic focus on teaching and learning and clear goals, strategies and accompanying timelines which are 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
- ☐ 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
- ☐ 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

STARTING POINTS : EXAMPLES- this can include external providers and programs

- ☐ 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
- ☐ 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
- ☐ 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

OUR ACTIONS

ACTION	Timeline	Responsibility

CURRICULUM – LEARNING AND TEACHING

AIMS

- ☐ **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
- ☐ **Education Department revised curriculum is known, understood and used by staff.**
- ☐ **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**
- ☐ 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.

STARTING POINTS : EXAMPLES – this can include external providers and programs

- ☐ 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
- ☐ Planning for Respectful Relationships curriculum content delivery is determined in individual teachers' planning
- ☐ Conversations about the effectiveness of Respectful Relationships teaching and learning is occurring amongst some staff

OUR ACTIONS

ACTION	Timeline	Responsibility

PROFESSIONAL LEARNING – RESOURCES AND SUPPORT

AIMS

- ☐ 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
- ☐ **School leaders participate in professional learning activities alongside staff** to ensure there is a shared understanding and collective knowledge of the Respectful Relationships program
- ☐ **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

STARTING POINTS : EXAMPLES : this can include external providers and programs

- ☐ Key staff OR all 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
- ☐ Some key staff participate OR all staff participate in professional learning activities to build their shared understanding and knowledge of Respectful Relationships education
- ☐ Some key staff / all 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
- ☐ 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

OUR ACTIONS

ACTION	Timeline	Responsibility

PARENT AND COMUNITY PARTNERSHIPS

AIMS

- ☐ **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**
- ☐ 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

STARTING POINTS : EXAMPLES : this can include external providers and programs

- ☐ 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 used as advocates for Respectful Relationships education
- ☐ Some baseline data such as behaviour incidents and notification data, is collected to guide the implementation of Respectful Relationships education
- ☐ 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

OUR ACTIONS

ACTION	Timeline	Responsibility

SYSTEMS AND PROCESSES

AIMS

- ☐ **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
- ☐ Development of a **whole school approach to Respectful Relationships education and a supporting implementation plan**
- ☐ **Measures of success** for Respectful Relationships education are established through **consultation with staff and community**
- ☐ Staff are using data regularly to **monitor the effectiveness of Respectful Relationships education**
- ☐ Data are 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.

STARTING POINTS : EXAMPLES : this can include external providers and programs

- ☐ An implementation plan ensures data is gathered regularly to inform evaluation and review of Respectful Relationships education
- ☐ Some baseline data such as behaviour incidents and notification data, is collected to guide the implementation of Respectful Relationships education
- ☐ Staff revisit data to provide some guidance in monitoring the effectiveness of Respectful Relationships education
- ☐ Suitable measures of success for respectful relationships education are established
- ☐ 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
- ☐ The school plan for Respectful Relationships education includes basic measures of success
- ☐ Measures of the progress and success of Respectful Relationships education are provided to parents and the community by staff using traditional forms of communication. OR in a way that seeks to include staff, student, parent and community perspectives

OUR ACTIONS

ACTION	Timeline	Responsibility