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WA Respectful Relationships Teaching Support Program. Evaluation Report for Cohorts Two, Three, and Four.

COLLABORATION FOR EVIDENCE, RESEARCH & IMPACT IN PUBLIC HEALTH

WE ACKNOWLEDGE THE TRADITIONAL CUSTODIANS OF THE LAND ON WHICH WE COME TOGETHER TO CONDUCT OUR RESEARCH AND RECOGNIZE THAT THESE LANDS HAVE ALWAYS BEEN PLACES OF LEARNING FOR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES. WE HONOUR AND PAY RESPECT TO ALL ABORIGINAL AND TORRES STRAIT ISLANDER ELDERS – PAST AND PRESENT – AND ACKNOWLEDGE THE IMPORTANT ROLE OF ABORIGINAL AND TORRES STRAIT ISLANDER VOICES, AND THEIR ONGOING LEADERSHIP IN RESPONDING TO DOMESTIC, FAMILY, AND SEXUAL VIOLENCE.

THIS EVALUATION REPORT WAS COMMISSIONED BY STARICK AS PART OF A BROADER CONTRACT TO CONDUCT VARIOUS EVALUATION ACTIVITIES RELATED TO THE WA RESPECTFUL RELATIONSHIPS TEACHING SUPPORT PROGRAM.

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Acronyms

AIHW	Australian Institute of Health and Welfare
CERIPH	Collaboration for Evidence, Research and Impact in Public Health
DoE	Department of Education
FDV	Family & Domestic Violence
RRTSP	Respectful Relationships Teaching Support Program
RRE	Respectful Relationships Education
RSE	Relationships and Sexuality Education
RSE Project	Curtin University Relationships and Sexuality Education Project
WA	Western Australia

Executive Summary

This report presents the evaluation findings for the final three cohorts of schools (cohorts 2-4) that participated in the pilot of the Western Australian (WA) Respectful Relationships Teaching Support Program (RRTSP). The RRTSP is delivered by the not-for-profit, WA-based organisation, Starick and has been evaluated externally by a research team from Curtin University's Collaboration for Evidence, Research, and Impact in Public Health (CERIPH).

The RRTSP was developed for government primary and secondary school staff across Western Australia, including regional and remote areas. Cohort 1 schools (n=10) were recruited in 2019, with cohorts 2-4 recruited in years 2020 to 2021 consecutively. The final workshop for cohort 4 was run in March 2022. The program seeks to ensure a whole-school approach to Respectful Relationships Education (RRE), that permeates the broader school culture. This is achieved through curriculum enhancement; teaching and learning; culture, ethos and environment; partnerships; and policy, plans and procedures. In addition to two day-long workshops, Starick provides schools with tailored, online support through a variety of additional tools and resources. Overall, the RRTSP aims to foster and enhance individual school cultures. It seeks to build workforce capacity throughout the education sector, to support students to build relationships characterised by non-violence, equality, mutual respect, and trust.

Evaluation design

The evaluation of this program has been ongoing and multifaceted, including quantitative and qualitative methodologies and data collection. This specific report summarises the quantitative process and impact evaluation collected during workshops held for cohorts 2-4. These are the final three cohorts who participated in the pilot program.

The following are reported:

- participants' demographics
- current and previous delivery, and promotion of, and training in respectful relationships education (RRE)
- support for addressing the issue of family and domestic violence in the school from staff, students, and families
- ability of staff to teach and promote RRE in relation to their knowledge, comfort or confidence and facilitation skills
- knowledge, beliefs and attitudes towards RRE
- the presence of school policies and procedures pertaining to RRE
- school culture
- confidence in implementing whole-school RRE strategies

- RRE knowledge
- beliefs and attitudes about family, domestic and gender-based violence.

The pre-training questionnaire also asked about personal and school motivations for participation, expectations and anticipated benefits from workshop participation, and school readiness to participate. Additionally, the post-training survey collected feedback regarding the content, quality, delivery, and impact of the training. All questions were taken or adapted from previously validated questionnaires and scales used to measure the impact of RRE and relationships and sexuality education (RSE) in Australia. Frequencies and percentages are reported for all variables.

Demographics

Across cohorts 2-4, there were a total of 12 primary, 12 secondary and two district schools¹, in addition to three schools that offered education from kindergarten to year 12. However, a number of schools participated in workshop one but did not participate in workshop two. These included two primary schools in cohort two, two primary schools and one secondary school in cohort three, and one primary, one secondary, and one district school in cohort four. A breakdown of the schools who completed all training is provided in Table 1. Eight of these schools were in regional WA, including one primary school, five secondary schools, one district school and one school which offered education from kindergarten to year 12. Ninety-nine school staff attended workshop one, and 56 attended workshop two.

Table 1. Number of schools who completed all training

School type	N
Primary school	7
Secondary school	10
District school	1
Education for k-12	2

Key evaluation findings

All workshop participants were offered the opportunity to complete a pre-training and post-training survey. Ninety-two participants completed at least one question on the pre-training survey, and 41 participants completed at least one question on the post-training survey. The staff worked across various roles within their schools, including school administrators (e.g. Principals and Deputies),

¹ A district school is an educational institution which offers education up to year 10.

Heads of Learning Areas, classroom teachers, and student services. Most were aged between 35 and 54 years of age.

Preworkshop outcomes

Amongst the 92 participants who completed the pre-training survey, most had minimal experience delivering or promoting RRE, and had not participated in any individual or school-based professional development relating to RRE. Participants identified a range of personal motivations for participating in the program, which included increasing their knowledge about RRE and supporting their students and school community to reduce family and domestic violence (FDV). School motivations centred on the belief that FDV was a widespread issue in their community, and a desire to implement an effective whole-school approach to FDV and gender-based violence.

Participants anticipated the workshop would address the following areas: RRE knowledge, signs of abuse, and how FDV can be taught within the curriculum. They were, however, concerned about the potential for additional workloads on teachers, highlighting a need to provide simple ways of incorporating RRE into the whole-school environment and curriculum. Three participants raised additional concerns regarding the level of detail provided about the workshops, suggesting they were not sure what to expect from the program. Two participants were unsure of what areas would be prioritised in the training due to this lack of information. Participants wanted to gain an understanding and knowledge of RR, and information which would assist them to promote RRE through a whole-school approach. Nine participants also wanted to gain skills and strategies to create a safe and supportive environment within their school, and a further two expanded on this goal, wishing to have the tools and contacts necessary to respond to any disclosures of FDV or gender-based violence. The majority of participants noted their school was “*somewhat ready to participate*” and approximately one-third reported their school was “*very ready*” to participate in the program.

Participants’ perceptions of the RRTSP

Overall, at post-training, the majority of participants saw the value of the RRTSP program and felt the workshops were useful. Most participants indicated that the program had professional utility, particularly in relation to understanding the experiences of other schools, and gaining examples of what had been done at other schools. Several participants believed more planning time would have enhanced the program, along with explicit examples of policies and procedures, or resources to assist in teaching and learning RRE in school. Cohort four was also impacted by the additional challenges of COVID-19. Under direction from the WA Department of Education (DoE), in response to increasing COVID-19 cases at the time in WA, workshop two for this cohort was facilitated as an online workshop. The online format was identified as a limitation, with one participant confirming

they believed that “*online delivery may not be the best way.*” The findings outlined in this report may help to guide the facilitation formats of future online workshops.

Participants showed an increase in self-rated confidence for safely responding to disclosures of FDV, with the majority rating themselves as “*confident*” or “*very confident*” post-training. Participants also showed an overall increase in RRE knowledge, as well as confidence in where to go for support for someone about FDV. However, some participants were ambivalent about the online library and resources, which, along with the request for more resources and explicit details, may indicate that some participants did not receive the tools or resources they felt they needed to tackle FDV and gender-based violence in their schools. It is recommended that Starick continue to support schools with resources on how to address FDV within the school context and consider expanding their online library to ensure school staff are equipped with the resources they need to address FDV from a whole-school perspective.

Summary of recommendations

1. **Provide detailed pre-training engagement with all school staff attached to the RRTSP.**

Findings from this report highlight that many issues for participants were evident prior to attending and participating in workshop one. There was low engagement with delivering and promoting RRE, and limited professional opportunities, which indicates the RRTSP was an initiation to RRE. Although participants were motivated to gain RRE knowledge from the RRTSP, and schools appeared ready to participate in the program, several had queries about what the program entailed and/or were unsure of the benefits of participating in the RRTSP. Therefore, it is recommended that Starick provides all participants with documents setting realistic expectations of the program and its parameters, highlighting the benefits and outlining resources which could be used within the classroom setting to assist in RRE delivery. They should then follow this with a pre-training survey to determine individual understandings, motivations and needs in relation to RRE training. This may help Starick to identify broader issues that impact several schools, and account for personal experiences of FDV. This will ensure content is trauma focused, and the information can be integrated into workshop planning and delivery. It also gives Starick the opportunity to curate appropriate resources to assist schools, and provide RRE professional development and evidence-based resources to help increase RRE skills beyond the workshops.

2. **Schools should be assisted to complete a climate audit before participating in the workshop.**

Many participants were unsure of the existence of the broad range of procedures and policies relating to RRE. There seemed to be an increase in knowledge of several policies such as *policies to support gender equality and RRE among staff, policies to address incidents of violence, harassment and discrimination among staff, RRE activities included in the school planning framework or annual calendar, and more awareness of RRE included in the classroom curriculum* at post-

training. However, a large proportion of respondents noted that they were either unaware of, or did not have *formal statements on violence, and RRE* implemented within their school. It is recommended that the RRTSP support schools in completing a school climate audit before and after participation in the program, to assist schools to identify current policies, potential gaps, and provide time for planning and implementation. Exemplars of school policies should be provided by the Department of Education that schools can adapt and edit to suit their needs.

3. **Provide explicit support for implementing a whole-school approach to RRE and violence prevention, with particular attention to family and parental involvement.** A whole-school approach to RRE, including all members of school staff, and the wider school community, is supported by extensive international and national evidence. Findings in this report suggest engagement and training with key stakeholders, including staff, students, and families, was minimal, if not absent in some school sites. While reported support from the staff and students for RRE delivery increased post-training, there was a less notable increase in support from families. Therefore, it is recommended schools committing to the RRTSP continue to engage multiple professional, leadership and teaching staff as ambassadors of the program. Without adequate drive from the school community (staff/students/families), strategies, knowledge, and resources, then self-efficacy and effectiveness can be limited. A whole-school approach which includes well-rounded support from a variety of participants in different community groups, can enhance positive outcomes and increase the effectiveness of the whole-school approach to RRE. RRTSP should provide specific strategies, resources and technical assistance to help staff ambassadors to engage with professional staff, students, and particularly families, and include discussion on parental resistance, including resources on how to engage the parent body. Furthermore, and where appropriate, the RRTSP should support schools to deliver RRE in an integrated way across the school community, promoting consistency of messages between staff, students, and families within the school community, to ensure the implementation is feasible and successful.

4. **Provide specific support for schools around communication about RRE.** Most participants were unsure if their school had regular communication with parents/families/carers about RRE and violence prevention, and were not aware if their school had a policy for communication with these stakeholders. To facilitate a whole-school approach to RRE, involvement of families is crucial. Therefore, it is recommended that the RRTSP provide practical examples of how to communicate with families, for example providing a template policy for stakeholder communication, and/or exemplars of other communication strategies, such as suggested content for newsletters, social media posts, and letters or emails that can be sent to families. The RRTSP should also provide a guide that assists schools to understand the best language and phrasing when teaching and

promoting RRE. It is essential that evidence-based message framing is attached to all communications related to FDV and RRE in schools.

5. **Provide assistance with implementing and embedding strategies from the workshops into schools.** The findings suggest schools require additional support in how to implement specific strategies and to embed these sustainably into their school. Post-training, only one third of participating schools had delivered or promoted RRE in their school. This indicates that six months into the program, the vast majority of schools across all cohorts were yet to implement *any* RRE. Although self-reported comfort and confidence, knowledge in RRE, and facilitation skills increased post-training for both teaching and promoting RRE, either they lacked time, resources, or the ability to translate this knowledge into practice, or teaching and learning programs. Therefore, it is recommended that the RRTSP provides participants with a wide variety of existing evidence-based Australian RRE materials, and illustrations of practice for classroom teaching (see www.gdhr.wa.gov.au and www.respectfulrelationships.education.tas.gov.au as examples). Further, the program needs to examine its fidelity and utility within classroom settings and adapt workshops to ensure teaching staff are well-equipped to implement the strategies in practice.

6. **Dedicate time to the discussion of difficulties, barriers, and promotion strategies.** Most participants valued hearing from and sharing information and strategies with other schools. It is recommended that the program continue to dedicate time during the workshops for schools to discuss strategies they have implemented. However, it is also recommended there should be more time allocated to focus on overcoming barriers and scaling up their promotion of RRE within the school, rather than discussing success stories. As it is important to highlight successes, the RRTSP should consider creating short case study videos of such “success stories”, and make these accessible online for the participating schools to access at any time. It is also recommended that the RRTSP facilitate networking opportunities between all cohort schools post-training participation, to allow for opportunities to engage outside of the program and create support networks in implementing a whole-school approach to RRE. Connecting or matching schools with similar needs, demographics, student populations, profiles, and experiences may help facilitate strong networks, which will have benefits to the school involved in the program.

7. **The RRTSP should increase the focus on improving overall school culture.** There were some concerns at post-training regarding student kindness and support of their peers, how students treated each other and their teachers, as well as teachers treating their students with respect. It is recommended future iterations of the RRTSP focus on teaching and providing schools with strategies that will assist students in identifying disrespectful behaviour, but more importantly, providing examples of how to treat peers respectfully, within an ethics framework. It should also promote

reciprocal respect between students and their teachers. Further, the program should provide staff with ways to treat their students respectfully, while maintaining the authority needed to effectively manage their classroom and the broader school setting.

8. **RRTSP must include attitudinal reassessment as part of staff training.** Participants' post-training attitudes and beliefs related to FDV and gender-based violence indicated adherence to some problematic traditional gender stereotypes and role beliefs. Furthermore, some controversial beliefs and attitudes were more polarised at post-training than pre-training, where some participants became more strongly opposed to the desired attitude in several instances. Further, as there was significant attrition in survey responses from pre- to post-training, the data did not capture the attitudes of those who did not complete the post-training survey and therefore may not capture all variance or nuance. As attitudinal change can be highly effective in creating a lasting impact on school culture, it is recommended that the RRTSP continue to provide information, that challenges traditional gender roles. The RRTSP workshops must provide support for participants to engage with research and literature surrounding FDV, and undertake various values clarification activities that can promote attitudinal shifts. Activities should ensure that desired messages and attitudes become internalised, and participants take ownership of their belief change and assessment. Thus, participants can better understand the importance of challenging these stereotypes in preventing FDV and gender-based violence.

9. **Create opportunities for knowledge consolidation utilising the eLearning module.** Contextual knowledge of abusive or violent behaviours improved post-training; however, participants' knowledge of FDV statistics seemed lower compared to their knowledge of the behaviours that constitute abuse or violence. Including this information within the eLearning module, with a brief revision in workshop one may provide this information efficiently. Including a discussion and reflection on the statistics seen in the eLearning module may provide schools with additional time to work on strategies and planning for the school's future, to identify issues which may be present in their community and explore topics that can be taught in an age-appropriate way within the school curriculum. In addition, more discussion and reflection on this knowledge may assist in planning lessons to increase student self-efficacy related to FDV and gender-based violence. Starick should consider revising the eLearning modules so that formative and summative assessment tasks can be undertaken by participants. Stronger analytical data on usage of the platform (e.g. who is accessing it, how long they are engaging with each section, how they perform on quizzes etc.) should also be captured.

10. **Ensure resources easily and digitally accessible.** The comments provided by participants on suggested improvements for workshop two centred on the desire for the RRTSP to provide detailed

case studies and explicit examples to help them address FDV in their school communities, as well as extra planning time. It is recommended resources such as those suggested in recommendations 2 to 7, be provided to participants, including where to find additional resources and information, and putting resources and support in an easily accessible format, such as online (see www.gdhr.wa.gov.au and www.respectfulrelationships.education.tas.gov.au as examples). This would further integrate the whole-school approach to RRE and ensure that quality, evidence-based support, and resources were accessible to a broader audience. Furthermore, providing additional time in the workshops for schools to build a strategic plan for RRE based on integrated knowledge, understanding, reflection, and brainstorming is vital, as per recommendation 6.

11. **Continue to engage with key stakeholders of the program.** It is acknowledged that there were significant staff changes within Starick and other organisational stakeholders across the pilot of the RRTSP. The period of implementation for cohort three experienced the greatest changes, with all Starick team members changed between workshop one and workshop two. It is noted that Starick staff who started post-training one of cohort three worked to achieve improvements to the program, which included school site visits, and providing strategies and support for implementation. Additional information about these changes will be included in the holistic embedded case study evaluation report including schools involved in cohorts two to four. It is recommended Starick continue to engage with the key stakeholders of the program, to ensure ongoing receptivity to recommendations for improvement while providing schools with continued support.



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1.0 Introduction

The Western Australian (WA) Respectful Relationships Teaching Support Program (henceforth RRTSP or 'the program') is a professional development program designed to train and support teachers in government schools to provide respectful relationships education (RRE). The program is intended to complement the WA curriculum and has been delivered state-wide since 2019 by the WA-based not-for-profit organisation Starick. The Collaboration for Evidence, Research and Impact in Public Health (CERIPH) at Curtin University was appointed as the external evaluator of this program in 2019, however was not involved in the evaluation of cohort 1. Therefore, this report collates and summarises the quantitative process and impact evaluation collected before and after the workshops for cohorts 2-4 (conducted from 2020-2022), who comprised the final three cohorts of the pilot program.

The program strives to embed RRE into the broader school community through the implementation of a whole-school approach, including strategies that seek to enhance:

- curriculum, teaching and learning;
- school culture, ethos and environment;
- partnerships; and
- policy, plans and procedures.

In addition to training, Starick is required to offer schools enrolled in the RRTSP ongoing tailored support via email, phone, and online tools such as a forum and library. In doing so, it aims to foster and enhance individual school cultures of respect and gender equality.

1.1 Family and domestic violence in Australia

Violence is a significant public health issue in Australia and RRE is one primary prevention strategy that aims to prevent gender-based violence [1]. Gender-based violence includes any violence which includes a gender bias [1], the most common being violence against girls and women [2]. Although violence against girls and women is the most common, data from the Australian Institute of Health and Welfare (AIHW), and La Trobe University highlight that men, non-binary, and transgender people also experience FDV [2,3]. For instance, in 2018, men and women were equally likely to report they had experienced at least one instance of image-based abuse [2], and 41.9%, 45.9% and 52% of trans women, trans men, and non-binary people respectively had experienced verbal violence from an intimate partner [3].

In addition, Aboriginal and Torres Strait Islander people, people from cultural and linguistically diverse (CaLD) backgrounds, and people with a disability are also identified as at-risk

groups for FDV. Data from 2016 reported that 1 in 5 Indigenous Australians had experienced physical or threatened violence, with 63% of women and 35% of men reporting that the perpetrator of the most recent incident was a current or previous partner, or a family member [4]. Experiences of emotional abuse by a current or previous partner were more likely to be reported by women and men with disability than people without disability [5]. Although there is limited research on FDV within CaLD communities, the AIHW references the existence of forced marriage, visa abuse, and female genital mutilation [5].

Concerningly, data from the AIHW suggests that up to one in 20 Australians believe violence against women may be justified in some situations with this belief more common among young people [2], highlighting the need for school-based programs. There is evidence to suggest that evidence-based school-based RRE when implemented appropriately, can reduce future rates of victimisation and perpetration [6].

1.2 RRTSP

The RRTSP commenced in 2019 and has been developed for Western Australian government schools including regional, rural and remote schools. The purpose of the program is to support teachers and school staff to develop knowledge, skills, confidence, and community partnerships to achieve the following outcomes:

- A whole-school approach to respectful relationships education (RRE).
- Family and domestic violence (FDV), and gender-based violence content is included in RRE.
- Gender equality and respect is taught across all areas of learning and curriculum.
- Responses to disclosures of experiences and/or perpetration of violence are safe.
- The whole-school community and relevant community providers partner in, and champion intervention and prevention.
- Schools are safe spaces for students to learn, explore and disclose without fear of judgement or silencing.
- Norms, cultures and attitudes that support, condone and/or excuse FDV and gender-based violence are changed at the school community level.

Program structure

The RRTSP is required to provide participating schools with ongoing support and engagement specific to their local context and needs. Professional development is provided for nominated staff from each school. Participants initially engage in an eLearning session, then attend two face-to-face workshops. This structure was slightly changed for cohort four, workshop two (conducted 2022). The WA Department of Education directed all school staff to participate in professional development

online due to increasing numbers of COVID-19 in WA. Therefore, workshop two for cohort four was conducted online via WebEx.

Schools were able to express their interest in participating in the program via the school Information Knowledge Online platform (IKON) and would then be contacted by the Department of Education, where further information would be provided. Additionally, some schools were directly approached to participate as they were recommended by regional directors, or had Ministerials submitted highlighting the schools' need to be involved in this program. In all cases, the Department of Education would provide a list of interested schools to Starick, who would then make contact with the schools. If a school expressed their interest, they were automatically added in to the program.

E-learning

The e-Learning module (one to two hours) is required to be completed prior to the first face-to-face workshop. This module includes content on:

- the issue of FDV and violence prevention
- understanding the structure of RRE in schools.

The e-Learning included a range of statistics related to FDV prevalence, violent and abusive behaviours, an explanation of primary prevention, and a brief discussion of what RRE was. The e-Learning was created by White Ribbon and Starick and delivered via the DoE's intranet page called the Connect community. Resources and videos from OurWatch were included in the e-Learning, and links were provided to external fact sheets and websites which provided more information. Starick was unable to confirm if RRTSP participants had completed the e-Learning before, or after they attended any workshop. No assessment or evaluation tasks were attached to this module.

Following the e-Learning module, participants were required to attend two 5 to 7-hour, face-to-face or online workshops. These workshops are delivered approximately six months apart. This gap enables schools to implement strategies in their school community. Workshop two for cohort four was facilitated online, whilst all others were conducted face-to-face.

Workshop Structure

Workshop 1

- Revisit the e-Learning material, reinforce knowledge and background of FDV, and emphasise the prevalence of FDV.
- Explore best practice principles and practical tools for addressing FDV in schools (including presentations from guest speakers).
- Planning time for schools to implement information received throughout the day.

Workshop 2 (online for cohort 4)

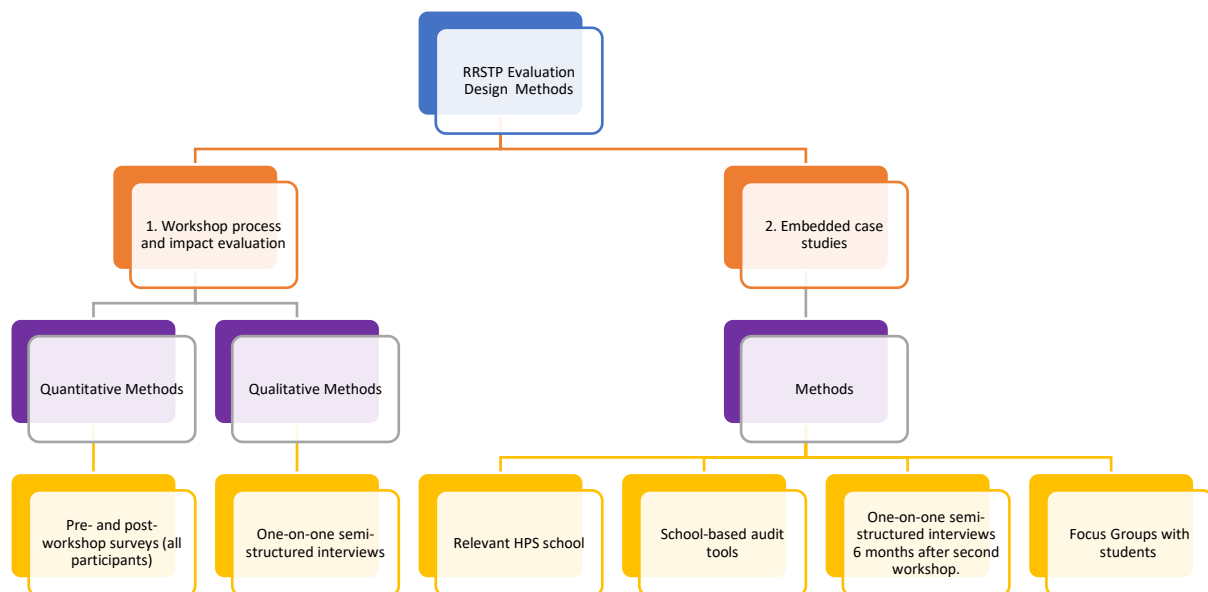
- Reflect on and share learnings from the implementation of RRTSP in schools since workshop 1 (includes guest speakers, exemplar schools and external agencies).
- Explore future directions and supports (includes external agencies).
- Planning time to build on additional information and presentations from workshop 2.

1.3 Evaluation design

Evaluation of this program has been ongoing and multifaceted, including quantitative and qualitative research methods. This mixed-methods approach has enabled a triangulation of data and has been employed to measure the implementation of the RRTSP from a whole-school perspective (see Figure 1). This report describes findings from the pre- and post-training evaluations, where process and impact evaluation data were collected. Quantitative data collected in the pre-training survey (administered prior to the e-Learning module) and the post-training survey (administered at the conclusion of workshop 2) have been collected and compared. Frequencies and percentages are reported for all variables and domains.

Additional evaluation activities are also underway and will be reported separately. To provide supplementary data about the process and impact of the RRTSP workshops, one-on-one semi-structured interviews will be conducted with a subset of workshop participants. To provide data about the broader impact of the RRTSP for school sites, a range of embedded case studies are being explored.

Figure 1. Evaluation design and methods for the RRTSP²



Pre- and post-training surveys

Survey instruments collected key demographic data, knowledge and attitudes towards RRE, and confidence to implement whole-school RRE strategies. Questions used were based on previously validated questions and scales used to measure the impact of RRE [4] and RSE [13] in Australia. Previously validated questions focusing on knowledge and attitudes towards family and domestic violence were employed. These questions have been used previously in National population-based surveys [14-18]. Knowledge-based questions were revised using items from population-based studies [2, 19]. The same questions were included at pre- and post-training, however some knowledge questions were revised to reflect more current data at cohort three and four. The pre-survey also included questions on school readiness for the program, while the post survey included questions about the usefulness of the program strategies.

² The Health Promoting Schools (HPS) framework advocates and promotes a whole-school approach to health issues, such as RRE [7]. The HPS framework provides a structure to enable schools to plan, implement and evaluate programs focusing on key domains of: Culture, learning and teaching; school organisation, ethos and environment; and partnerships and services [8,9]. The HPS framework encourages health lessons to not be delivered in an ad hoc way [10]. Rather, lessons delivered in the classroom are reinforced by policies, procedures and practices which are embedded within the school's culture and strategic direction, and interactions with stakeholders and the wider school community [10]. Variations of the HPS have been implemented [11,12]. The RRTSP focuses on the following domains: teaching and learning; policy and practice; culture and environment; community partnerships.

In both the pre- (see Appendix A) and post-surveys (see Appendix B), the first section asked about the participant's current delivery of, and training in RRE. Participants were initially asked about their current school location, their role at the school, RRE delivery and promotion, student diversity, and previous personal and school involvement in RRE training. Participants were asked to self-assess their ability to teach and promote RRE, specifically in relation to their knowledge, comfort or confidence, and facilitation skills (three items; four-point Likert scale from poor to very good). These questions were adapted from previously used questions focusing on RSE [20]. Items then measured support for addressing FDV in the school from staff, students and families (three items; six-point Likert scale from no support to full support, including not yet approached). Participants were then asked if their school had a range of whole-school strategies in place (10 items; yes, no, unsure). Support among students and staff was measured using five statements pertaining to student and teacher respect (six-point Likert scale from strongly agree to strongly disagree). Confidence in dealing with disclosures of experiences and/or perpetration of violence within the school environment were also measured at pre- and post-training (five-point Likert scale from very confident to not confident).

The second section focused on knowledge about, and attitudes towards FDV. This section included knowledge-based questions: four multiple choice questions and six true/false statements; and attitude-based questions: nine statements (yes, no, depends on the context, unsure) and nine statements (six-point Likert scale, strongly agree to strongly disagree).

The pre-training survey included several additional questions (see Appendix A), about participants' and schools' motivations for their involvement in the RRTSP, what they hoped to gain from the program, and their school's readiness to participate in the program.

The post-training questionnaire additionally asked for participant feedback regarding the content, quality, delivery, and impact of the e-Learning and face-to-face or online modules (see Appendix B).

A copy of the pre-training survey (Appendix A), and post-training survey (Appendix B, showing all the items used in the surveys. The table also includes questions which were changed in later rounds.

NOTE: For some tables included in the report, "*strongly agree*" and "*agree*", and "*strongly disagree*", "*disagree*", and "*neither agree nor disagree*" responses were collapsed. There were low responses to the extremes on the scale, especially for "*strongly disagree*" which had no to very low responses. It is common practice to collapse options when responses are low for some options of a Likert scale.

NOTE: In some instances, participants skipped questions. Where there are missing responses, the number of respondents is indicated. For example, if seven of the 92 respondents to the pre-training

evaluation survey did not answer the question, the title will appear as: 2.2.5. School readiness to participate (n = 85). Percentages will be a percentage of the number of respondents to the question, not of the total number of participants.

1.5 Ethics

Ethics approval was received from Curtin University Human Research Ethics Committee (HRE2019-0470), and approval to conduct the study by the Department of Education WA (D19/0504063).

1.6 Considerations and limitations

The data presented in this report is self-reported and reflects participants' perceptions. To ensure the integrity of this evaluation, data from this report will be triangulated at a later date with other data as outlined in section 1.3.

The Department of Education (DoE) required that all data collected was de-identified and not re-identifiable. Thus, participants were instructed to create a personalised, non-identifying code to enable pre- and post-training responses to be matched. Given the difficulties in participant recollection of codes and subsequent data matching issues in cohorts two and three, participants in cohort four were given clear instructions to create this code (i.e. their birth month and the last two digits of their phone number) in the recruitment email for the survey. However, the instructions in the survey and email were inconsistent, which may have caused confusion as codes developed at pre- and post-training appeared different. Therefore, all pre- and post-data from the three cohorts were unable to be matched. In addition, there were some changes to workshop participants at pre- and post-evaluation. This included changes to schools as well as changes to staff within schools. For example, in cohort four, of the 11 schools that attended workshop one, three did not attend workshop two. Additionally, 10 school staff who attended workshop one, were not present at workshop two. This attrition was mostly due to staff shortages and drop-outs due to COVID-19.

Questions relating to knowledge of domestic and family violence prevention differed between pre- and post-training over the different cohorts. However, one question was only asked pre-training, and one post-training for cohorts three and four. These were: *prevalence of workplace sexual harassment is similar regardless of sexual orientation* (asked pre-training), and *adults are more likely to be abused in the workplace if they are male or LGBTIQ* (asked post-training). The variability in the questions asked in this section meant knowledge of the prevalence of domestic and family violence was unable to be compared between the workshops, and cohorts. Therefore, no inferences can be made on what, if any, effect the workshops had on participants' knowledge of prevalence, or if any changes in presentations made between cohorts increased the participants' self-efficacy/knowledge.

The second workshop of cohort four presented a challenge that was not present in any of the previous cohorts. Due to the increasing prevalence of COVID-19 in WA, the DoE required that all professional development was completed online. The RRTSP thus changed the workshop modality to online to adhere to these requirements, which meant new procedures needed to be employed for participant engagement. However, this move was not well-received, with some participants reporting that conducting the workshop online was not beneficial and they wanted more time to plan their strategies and discuss them with other schools.

The move to online also affected the way post-training evaluations were conducted. For cohorts two and three, participants were given a hard copy evaluation form and were asked to complete this before leaving the workshop. As workshop two of cohort four was online, the evaluation survey was sent via a Qualtrics link. In this cohort, 18 participants began the online post-training survey, however, two participants answered a few questions, and only six completed most of the survey. This high attrition rate posed a challenge over all cohorts for the interpretation of results, specifically for comparing pre- and post-training answers.

The limited number of participants for both pre-and post-training overall (pre-training $n = 92$, post-training $n = 41$; less missing data) makes the statistical power of the data weak. Therefore, inferential statistics were not able to be calculated meaningfully. Therefore, all statistics reported below are descriptive.

2.0 Program Outcomes

2.1 Participants

Participating staff from cohorts two, three and four came from 12 primary, 12 secondary, two district schools³, and three schools that offered education from kindergarten to year 12. Pre-training surveys were submitted with at least one question answered by 20 participants in cohort two, 40 in cohort three, and 32 in cohort four; a total of 92 participants. At post-training, 12 participants completed at least one question for cohort two, 22 for cohort three, and 7 for cohort four; a total of 41 participants.

The majority of pre-training participants were female ($n = 66, 76.7\%$) and aged between 35-54 years of age ($n = 54; 59.0\%$). Of the 91 participants who provided a response confirming their current role: 31 were either a classroom teacher (34.1%), or senior administrator (including Principal, or Deputy); 12 were Program Coordinators (13.2%); eight were wellbeing/welfare/health service staff (8.8%); six were a Head of Learning Area (6.6%); and three were Aboriginal Education Officers/Education Assistants (3.3%) (see Table 2).

Post-training participants were also majority female ($n = 32; 82.1\%$) and aged between 35-54 years of age ($n = 23; 59.0\%$). Of the 40 participants who provided a response confirming their current role: 13 were classroom teachers (31.7%); nine were senior administrators (including Principal, or Deputy) (22.0%); eight were Program Coordinators (19.5%); five were a Head of Learning Area (12.2%); five were Wellbeing/Welfare/Health Service Staff (12.2%); and one was an Aboriginal Education Officer/Education Assistant (2.4%) (see Table 2).

³ A district school is an educational institution which offers education up to year 10

Table 2: Participant and school demographics

	Pre-training (n = 92)	Post-training (n = 41)
Role in the school	n(%)	n(%)
Senior Administrator (Including Principal, Deputy)	31(34.1)	9(22.0)
Head of Learning Area	6(6.6)	5(12.2)
Program Coordinator	12(13.2)	8(19.5)
Classroom Teacher	31(34.1)	13(31.7)
Wellbeing/Welfare/Health Service Staff	8(8.8)	5(12.2)
Aboriginal Education Officer/Education Assistant	3(3.3)	1(2.4)
Total	91	41
Gender	n(%)	n(%)
Male	20(23.3)	7(17.9)
Female	66(76.7)	32(82.1)
Total	86	39
Age	n(%)	n(%)
18-24 years	3(3.5)	1(2.6)
25-34 years	15(17.4)	7(17.9)
35-44 years	25(29.1)	12(30.8)
45-54 years	29(33.7)	11(28.2)
55-64 years	12(14.0)	7(17.9)
65 and over	2(2.3)	1(2.6)
Total	86	39

^ missing data; percentage calculated = n – missing data

2.2 Pre-training overview

Previous RRE delivery, and promotion ($n = 91$), and RRE training ($n = 86$)

Pre-training survey results indicated that most participants had not delivered, or promoted RRE previously, nor had they engaged in RRE with Aboriginal or Torres Strait Islander students or children with special needs (see Table 3). Seventy-nine (91.9%) participants had not previously completed any professional development in RRE before the RRTSP. At post-training, the participants were asked if they, or their school had undertaken training and/or there was more training happening outside of the RRTSP. Previous professional development completed included training offered by the Curtin University RSE Project, Child Protection and Family Services (CPFS), White Ribbon, or some other FDV-focused training. Some participants had also received training in the specific RELATE teaching and learning program (previously offered by Sexual Health Quarters).

When asked to confirm the number of hours spent delivering RRE in their current school, 16 participants responded. Ten participants responded with a range of hours across the school term or week, including a range of one to eight hours per week, and one participant who reported “10-20 hours per term”. Three confirmed they spent “0” hours, one participant noted RRE was delivered on an “as-needed basis”, and a further two confirmed RRE was part of the health curriculum. However, there was no confirmation whether this was delivered by the individual responding, or if other educators at the school were delivering these sessions.

Personal and school motivations for participation ($n = 85$)

The majority of participants heard about the RRTSP through word of mouth from another Principal or teacher ($n = 30$, 34.5%), the DoE ($n = 25$, 28.7%), or through their local school network ($n = 21$, 24.1%). Eighty-five participants provided a response to questions asking about personal and school motivations to participate in the program.

Personal motivations to participate in the RRTSP centred mostly on a desire to support their students ($n = 35$, 41.2%), and concerns regarding the presence of FDV within their school community and student cohort ($n = 14$, 16.5%) and a desire to help these students. One participant noted a personal experience driving their motivation, “as someone who personally experienced this as I grew up, I wish I had been taught my rights and what to do if they aren't being met. I'm determined to empower as many children as I can.” This passion could also be seen in other responses: “I am motivated to learn more and transfer my learning to others”, and “I'm always really interested and passionate about adopting respectful relationships in school environments”. Six participants (7.1%) also confirmed that their motivation focused on the future direction or planning for their school, particularly “...delivering a whole-school approach to supporting students' wellbeing and social and emotional capabilities.”

School motivations to participate were similar, acknowledging widespread community issues with FDV ($n = 24, 28.2\%$), and a desire within the school to support their community ($n = 17, 20.0\%$). One participant noted that the school desired to increase RRE within the school community to overcome the lack of knowledge and understanding in the general community: *"it is 1 of many areas where my students need explicit instruction that they are not getting outside of school."* A further nine participants (10.6%) understood their school aimed to integrate a whole-school approach and needed assistance from RRTSP to achieve this goal. These responses indicate the cohorts involved were generally receptive and had either a passion or desire to reduce FDV and gender-based violence within their communities, but felt they currently lacked the tools, skills, and knowledge to achieve this task.

Program priorities ($n = 52$) and concerns ($n = 56$)

Participants reported a large number of workforce development priorities, indicating the need for the workshops to cover a wide variety of topics beyond knowledge about RR, including trauma-informed care, protective behaviours, strategies for dealing with violence in marginalised communities, signs of abuse, addressing FDV through school curricula, self-harm, toxic masculinity, gender roles, language, consent, violence in peer groups, emotional intelligence, and how to report violence. Other participants felt that their priority was to learn about specific resources, including those which help *"develop formal statements from the school on violence and RRE. Update policies/procedures. Develop whole-school approach - planning embedded for [respectful relationships] in well-being plan. Develop whole staff PL re RR"*, and tools to help create *"a positive culture in our school."* A further 12 participants (23.1%) didn't identify any specific priorities at pre-training, and a further 10 (19.2%) were *"unsure"*. One participant specifically mentioned they were confused about what the program could offer. They stated: *"I'm not entirely sure of what this program actually offers, so will hopefully have a better idea when we have attended the first workshop"*, indicating there may be a lack of detailed information before the workshop to guide the potential participants on the overall benefits and outcomes of the program.

The majority of participants indicated that they had *"no"* concerns ($n = 45, 80.4\%$) about the program pre-training. Other participants were concerned about how to implement the program within the school curricula, deliver the training effectively, and how to fit it within an over-programmed workload. One stated that they were worried *"it'll be one more thing our teachers need to do"*. Other concerns were related to managing risks and responding to violence appropriately. One participant did raise some concerns regarding the information which was already provided to them: *"A little concerning that the information provided so far is a little vague - I'm not sure exactly what is being proposed by this program and what we as a school will be provided with, if anything, or"*

whether we have to produce our own resources - the information webinar was not very detailed".

This supports the need for detailed workshop information to be provided to schools before they attend the workshop.

Anticipated benefits from workshop participation ($n = 83$)

Most participants anticipated that the program would provide them with facilitation skills; an understanding and knowledge of RR; and give them the ability to implement best-practice RRE programs within their schools to the benefit of their students and families, including how to embed RRE as part of a whole-school approach. The following response from a participant effectively summarises the anticipated benefits: *"that I will have a greater knowledge and understanding of family and domestic violence and its impact on those involved, and an ability to deliver effective teaching programs based on respectful relationships and develop a supportive educational environment that promotes the underlying ethos of respectful relationships."*

Some participants requested resources to add to the *"toolkit for supporting complex needs of students"*, or support in order to create a *"culture shift in regards to gender violence."* Nine participants specifically requested strategies to help and support students and their families, how to open the lines of communication to ensure students feel safe to disclose violence, and skills that would enable them to respond and support other staff appropriately.

School readiness to participate ($n = 85$)

Most participants stated their school was ready to participate in the RRTSP, with 50 reporting their school was *"somewhat ready"* (58.8%) and 29 stating their school was *"very ready"* (34.1%). Six participants across all three cohorts believed their school was *"not ready"* (7.1%) (cohort 2 $n=2$; cohort 3 $n=3$; cohort 4 $n=1$). When asked if the participant felt that the *staff, students and/or wider community will be supportive or resistant to the school's participation in the program*, 65 responded, with the majority indicating that they felt these groups would be supportive ($n = 49$, 75.4%), or hoped they would be supportive ($n = 3$, 4.6%). However, two participants (3.1%) explicitly stated *"no"*, and a further four (6.2%) believed there would be resistance either within the parent community due to the nature of the topics, or from teachers due to the potential for additional tasks in their workloads: *"some will be resistant as they will be thinking about whether this requires more work from them"*. Some also felt there would be mixed reactions ($n = 7$, 10.8%), with some feeling *"apathy rather than resistance"*, and others feeling *"[they] will be in denial that it is an issue for our community"*. This highlights a need to provide simple ways of incorporating RRE into the whole-school environment that does not add further pressure to classroom teachers' workloads.

2.3 Post-training overview

Previous RRE delivery, promotion and training ($n = 40$)

Amongst all participants who completed the post-training evaluation, 13 participants (31.7%) had delivered and/or promoted RRE in schools prior to the survey being administered. Twenty-six participants (65.0%) reported they had engaged with Aboriginal and/or Torres Strait Islander students in RRE, and 28 (70.0%) had engaged with students with special needs in RRE over the course of their careers (see Table 3). Sixteen participants provided a specific time response as to how many hours they spend delivering/promoting RRE in their current school, which ranged from 60 to 90 minutes per week, to 25 hours a week. In addition, two participants reported incidental education occurring outside of these lessons, *“embedded throughout the school 60-90 mins/week, wellbeing/incidental”*, and *“2/week informally”*. These results were an increase in the time commitments that had been reported pre-training, however, without further information and matching data, it is difficult to determine if this could be attributed to the RRTSP or other factors.

Additional RRE Training ($n = 40$)

Forty post-training participants responded to the question about additional RRE training. Twenty-five participants (62.5%) had not completed any additional training since beginning with the RRTSP. Of the 15 participants (37.5%) who confirmed that they had completed some form of additional training, ten provided further detail confirming they had done *“online learning”*, *“DoE Gender Diversity PD, Gender Equality in the Workplace, Respectful Relationships online PD”*, Aboriginal and Torres Strait Islander cultural training sessions such as *Reconciliation Action Plan* training, as well as other programs focusing on training in mental health and Aboriginal and Torres Strait Islander cultures and reconciliation, providing a few different professional development options than reported pre-training.

Other comments about the RRTSP / details about their school ($n = 4$)

Participants were all offered the opportunity to provide additional details about their school that would help the RRTSP. Four participants elected to provide a response, with two in particular, providing detailed responses that indicate a strong desire for a deep understanding of the root causes of gender-based violence, as well as relevant examples based on real-life events or situations: *“(our) community has limited services, historically high levels of [domestic violence] in community that has impacted on students, cultural division in town, very strong desire of admin to build the culture of respectful relationships”* and *“scenarios experienced by [school name] in the past that would be relevant to use as examples to learn from regarding reducing instances of violence in the school”*.

When asked to share any comments about the RRTSP that they felt relevant or necessary to share with the evaluation team, four participants provided responses. Three participants offered their

thanks and praises of the program, such as *“very relevant program in this community of [location] and surrounding areas”* and *“session 2 provided a strong reminder of the core work”*. One participant provided a suggestion regarding future opportunities: *“I'd like more meetings - even to zoom with everyone- "where are you at"? What has worked for you? etc. I think we need to keep communicating to keep each other on track”*.

Table 3. Participants experiences delivering/promoting/engaging in RRE

Delivering/Promoting/Engaging in RRE	Pre-training (n = 92) n(%)^			Post-training (n = 41) n(%)^		
	Yes	No	Unsure	Yes	No	Unsure
Have you delivered and/or promoted RRE in a school setting previously (ab)	19(20.9)	72(79.1)	-	13(31.7)	28(68.3)	-
Have you ever engaged with Aboriginal and/or Torres Strait islander students in respectful relationships education? (ab)	18(20.7)	69(79.3)	-	26(65.0)	14(35.0)	-
Have you ever engaged with children with special needs in RRE? (ab)	19(21.8)	68(78.2)	-	28(70.0)	12(30.0)	-
Have you completed professional development training in RRE previously? (a)	7(8.1)	79(91.9)	-	-	-	-
Since your involvement with WA RRTSP have you (or your school) participated in any additional RRE training? (b)	-	-	-	15(37.5)	25(62.5)	-
Over the last 2 years, has your school participated in any other respectful relationships programs or initiatives (eg Love Bites, Promoting Respect, others)? (a)	11(12.9)	42(49.4)	32(37.6)	-	-	-

^ missing data percentage calculated = n – missing data

Key: letter (a) denotes questions that were asked in the pre-training survey, (b) denotes questions asked in the post-training survey, (ab) denotes questions asked in both pre- and post-surveys.

2.4 School engagement with RRE (pre- and post-training)

Support for addressing the issue of domestic and family violence in schools

Staff (Pre: $n = 87$; Post: $n = 40$)

At pre-training, staff were asked to indicate the level of support for addressing FDV in their school community. Only four (4.6%) participants reported receiving “*no support*”, while the rest reported some level of support from staff was evident in their schools (see Table 4). More than half the participants ($n=45$, 51.7%) felt they had “*support from a majority*”, or “*full support*”.

At post-training, there appeared to more participants reporting “*full support*” ($n = 17$, 42.5%), or “*support from a majority*” ($n=10$, 25%) of staff to address FDV within the school community (see Table 4). Notably, however, eight (17.5%) reported the issue was “*not yet approached*” with staff, only a slight decrease compared to pre-training ($n=19$, 21.8%). One participant (2.5%) also indicated they had “*no support*” from staff in addressing the issue of FDV at post-training.

Students (Pre: $n = 86$; Post: $n = 38$)

At pre-training, most participants indicated they had “*not yet approached*” their students to determine their level of support for tackling FDV in their community (see Table 4). A further five (5.8%) confirmed they received “*no support*”, one participant (1.2%) reported “*passive resistance*”. Only three participants (3.5%) indicated they received “*full support*” from their students in addressing FDV (see Table 4).

At post-training, most of the participants ($n=19$, 55.3%) reported receiving some level of support from students at their school in addressing the issue of FDV (see Table 4). A marginal improvement was noted between pre- and post-training with nine participants (23.7%) reporting the issue was “*not yet approached*” with students. A total of three (7.9%) participants believed there was “*no support*” from students within their school.

Families (Pre: $n = 85$; Post: $n = 38$)

At pre-training, 17 participants (20%) reported some level of support from families, either reporting “*support from a majority*” or “*full support*” (see Table 4). However, the majority of respondents ($n = 33$, 38.8%) had “*not yet approached*” families in their school. Further, a total of 34 (40%) participants reported either limited support or no support.

At post-training, most participants ($n = 18$, 47.3%) reported receiving “*support from a majority*” or “*full support*” from families in addressing the issue of FDV in their schools (see Table 4). Although, 12 (31.6%) participants still indicated they received “*limited support*” or “*no support*” from families. A further eight (23.7%) participants reported that FDV was an issue that was still “*not yet approached*” with families in their school.

Ability to teach and promote RRE in schools (pre- and post-training)

Pre-training

For RRE knowledge, and comfort and confidence in both teaching RRE and promoting RRE, most participants self-rated themselves as “*poor*” or “*fair*” at pre-training, with only three participants (3.5%) rating their knowledge in teaching RRE as “*very good*”, and 8 rating their knowledge in promoting RRE as “*very good*”. Ten participants (11.9%) rated their comfort and confidence in teaching and promoting RRE as “*very good*”, and 17 participants (20.0%) rated their facilitation skills as “*very good*” in teaching RRE. Eighteen participants (21.2%) self-reported their facilitation skills in promoting RRE with parents and the wider community to be “*very good*” (see Table 5). This suggests there was an overall deficit in participants' knowledge in the RRE subject area and their comfort and confidence, both in teaching RRE, and their ability to promote RRE.

Post-training

At post-training, RRE knowledge, comfort and confidence to deliver RRE, and RRE facilitation skills seemed to increase. Notably, at post-training, no participants provided a self-rating of “*poor*” for knowledge, comfort and confidence, or facilitation skills (see Table 5). The majority of participants self-rated themselves as “*good*” or “*very good*” across all of the domains in both teaching and promoting RRE. Some lack of confidence was noted with almost a quarter of participants ($n = 9$, 22.5%) rating their comfort and confidence in teaching, and promoting RRE as “*fair*”. Similarly, a total of 25% ($n=10$), and 22.5% ($n=9$) rated their knowledge in the RRE subject area as “*fair*” for both teaching RRE and promoting RRE respectively. Facilitation skills were also rated as “*fair*” by six participants (15%) for teaching RRE. Additionally, 11 participants (27.5%) rated their facilitation skills in promoting RRE with parents and the wider community as “*fair*”. This indicates a continued lack of confidence or self-efficacy in their knowledge, comfort and confidence, and facilitation skills. It is important to note that although self-perceptions of knowledge, comfort and confidence, and facilitation skills seemed to increase, this does not always indicate increased efficacy in these areas.

Table 4: Support in school community for addressing family and domestic violence

	Pre-training (n=92)	Post-training (n=41)
Amount from Support <u>Staff</u>	n(%)^	n(%)^
No support	4(4.6)	1(2.5)
Passive resistance	-	-
Limited support	19(21.8)	5(12.5)
Support from a majority	24(27.6)	10(25.0)
Full support	21(24.1)	17(42.5)
Not yet approached	19(21.8)	7(17.5)
Total	87	40
Amount from Support <u>Students</u>	n(%)^	n(%)
No support	5(5.8)	3(7.9)
Passive resistance	1(1.2)	1(2.6)
Limited support	23(26.7)	4(10.5)
Support from a majority	22(25.6)	12(31.6)
Full support	3(3.5)	10(26.3)
Not yet approached	32(37.2)	8(21.1)
Total	86	38
Amount from Support <u>Families</u>	n(%)^	n(%)^
No support	5(5.9)	3(7.9)
Passive resistance	1(1.2)	-
Limited support	29(34.1)	9(23.7)
Support from a majority	16(18.8)	14(36.8)
Full support	1(1.2)	4(10.5)
Not yet approached	33(38.8)	8(23.7)
Total	85	38

^missing data; percentage calculated = n – missing data

Table 5: Teachers pre- and post-training self-rating for teaching and promoting RRE in their schools

	Teaching RRE n(%)		Promoting RRE n(%)	
	Pre-training (n=92)^	Post-training (n=41)^	Pre-training (n=92)^	Post-training (n=41)^
Knowledge in RRE subject area				
Poor	20(23.5)	-	20(23.5)	-
Fair	40(47.1)	10(25.0)	36(42.4)	9(22.5)
Good	22(25.9)	16(40.0)	21(24.7)	14(35.0)
Very good	3(3.5)	14(35.0)	8(9.4)	17(42.5)
Total	85	40	85	40
Comfort and confidence				
Poor	13(15.5)	-	12(14.1)	-
Fair	34(40.5)	9(22.5)	35(41.2)	9(22.5)
Good	27(32.1)	17(42.5)	28(32.9)	14(35.0)
Very good	10(11.9)	14(35.0)	10(11.8)	17(42.5)
Total	84	40	85	40
Facilitation skills				
Poor	9(10.6)	-	14(16.5)	-
Fair	24(28.2)	6(15.0)	22(25.9)	11(27.5)
Good	35(41.2)	19(47.5)	31(36.5)	15(37.5)
Very good	17(20.0)	15(37.5)	18(21.2)	14(35.0)
Total	85	40	85	40

^ missing data; percentage calculated = n – missing data

School policies and procedures (pre- and post-training)

There was a general increase in the awareness of RRE policies and procedures in schools, as evidenced by the post-survey results (see Table 6). The pre-training data indicated there may be existing policy gaps within the schools due to large numbers of “no” or “unsure” responses in relation to *formal statements on violence and RR, [respectful relationships] activities included in the school planning framework or annual calendar, [respectful relationships] included in the classroom, and school has regular communication with parents/families/carers about [respectful relationships] and violence prevention*. In addition, many participants were “unsure” if their school had *policies/procedures to support gender equality/[respectful relationships] among staff (n=28, 32.9%), has other policy/procedure regarding sexual harassment and/or violence (n=31, 36%), and the school has policies/procedures to support referral counselling and/or support for staff that have experienced sexual harassment and/or violence (n=24, 35.3%)*.

At post-training, there were still some gaps in participants’ awareness of policies, namely in relation to, *formal statements for the school on violence (“no” n = 6, 15.0%; “unsure” n = 18, 45.0%); a formal statement for the school on respectful relationships (“no” n = 17, 42.5%; “unsure” n = 13, 32.5%); the school has regular communication with parents/families/carers about respectful relationships and violence prevention (“no” n = 18, 45.0%); and school has policies/procedures to support referral counselling and/or support for staff that have experienced sexual harassment and/or violence (“unsure” n = 8, 20.0%)*. As there were fewer “unsure” responses to most of these statements regarding policies and procedures at post-training, this may indicate that participants actively sought out the policies that were already in place or implemented new policies due to attendance at the workshops.

There were still a large number of policies that were confirmed as not implemented post-training. The most commonly reported policies being *school has regular communication with parents/families/carers about respectful relationships and violence prevention (n = 18, 45.0%); has a formal statement for the school on respectful relationships (n = 17, 42.5%); respectful relationships activities included in the school planning framework or annual calendar (n = 11, 28.2%); policies/procedures to support gender equality/respectful relationships among staff (n = 10, 25%); and has other policy/procedure regarding sexual harassment and/or violence (n = 10, 25%)*.

School culture (pre- and post-training)⁴

The pre-training data ($n = 86$) on self-reported school culture was generally positive, with the majority of participants reporting they “agree” with all statements (see Table 7). The statement *most of the time students treat teachers with respect* had the most negative rating, with one participant (1.2%) “strongly disagreeing”, eight (9.3%) “disagreeing”, and 15 (17.4%) “neither agreeing or disagreeing”, which may indicate some issues with student behavioural concerns. At post-training, the most positive responses were related to the statements “most of the time teachers treat each other with respect”, and “most of the time teachers treat students with respect.” Six participants provide an open-ended text response for the question that asked them to “describe any instances where gender has impacted the treatment of staff and/or students”. Three of these comments detailed issues where male students had either disrespected female staff or students had reinforced traditional masculine stereotypes. For example: “male dominated student population and male students show little respect to female students.” The other comments related to preconceived beliefs amongst staff and students which had permeated the school setting, and the use of “gender specific derogatory language between students, misogynist comments from one member of staff to others [and] gender imbalance in expectations of staff in terms of students.” It appears that school cultures are susceptible to, and negatively impacted by, prevalent societal gender stereotypes and ingrained misogynistic and sexist attitudes and beliefs. These issues should be directly targeted when addressing overall school culture.

Although there were a smaller number of participants who completed the post-training survey (see Table 7), it appears that there may have been a decrease in the reporting of positive school culture, particularly amongst students. It may be that the increased knowledge and awareness of respectful behaviours may have helped participants identify students’ and teachers’ behaviours that were problematic, and not respectful. There was also a discrepancy in the Likert-Scales for these questions between the pre- and post-training versions and this may have also influenced the result. As the post-training survey did not have a “strongly agree” option, it is possible participants assumed “agree” was the strongest positive response they could give. This may have also been shaped by the attrition between pre- and post-training, and the attitudes of the school staff, who were more likely to complete the evaluations.

⁴ There was a discrepancy in the Likert-Scales for this measure where in the pre- workshop scale ranged from “strongly disagree” to “strongly agree”, however, in the post-training survey for cohort 3 and 4 only, the final option was “somewhat agree”.

RRE knowledge (pre- and post-training)

This section of the questionnaire asked participants to identify if a behaviour was violent or abusive (see Table 8). Whilst there was wide variability regarding the different behaviours, the majority of participants could correctly identify the violent or abusive behaviours. The statements which garnered the most variability in responses included *tracks or blocks the other person's mobile phone calls, texts and emails* ("no" $n = 2$, 2.4%; "unsure" $n = 2$, 2.4%; "depends on context" $n = 9$, 10.6%), *tries to control the other person by denying them money* ("no" $n = 2$, 2.4%; "unsure" $n = 1$, 1.2%; "depends on context" $n = 8$, 9.4%), and *repeatedly criticises the other about their body* ("no" $n = 3$, 3.5%; "unsure" $n = 4$, 4.7%). Comparatively, at post-training, almost all participants could identify the types of violent and abusive behaviours. Although, one participant (2.6%) answered with "depends on the context" for the statement *repeatedly criticises the other about their body*. While there is a smaller overall sample for the post-training data, these findings suggest the program materials which explore different abusive or violent behaviours do seem to enhance participants' knowledge about these behaviours.

Additional questions were asked to compare pre- and post-training contextual knowledge of FDV prevalence. There were some inconsistencies in the questions provided to the different cohorts, with some asked in cohort two only, some in cohort three and four, and others in all three cohorts (see Table 9). Of the 10 questions, at pre-training the majority answered four of the questions correctly, whilst at post-training, most selected the correct answer for eight of the questions, indicating a slight increase in RRE knowledge (see Table 9). The questions the majority of participants answered incorrectly included *almost 1 in 4 women have experienced sexual harassment in the workplace* (false) ("true", $n = 38$, 97.4%; "unsure" $n = 1$, 2.6%), *1 in 4 young people think it's pretty normal for guys to pressure girls into sex* (false) ("true" $n = 10$, 83.3%; "unsure" $n = 1$, 8.3%), *about 5000 men sought homelessness services as a result of FDV* (false) ("true" $n = 3$, 25%; "unsure" $n = 6$, 50%), and *adults are more likely to be abused in the workplace if they are male or LGBTIQ* (false) ("true" $n = 7$, 25.9%; "unsure" $n = 8$, 29.6%). It is important to note the final question was not asked in the same manner at pre- and post-training, and therefore cannot be directly compared.

Cohort two included four additional questions related to FDV statistics that were not asked in cohorts three and four. These questions asked how *many men/women have experienced physical/sexual violence perpetrated by someone known to them* (female = 1 in 3; male = 1 in 16), and *how many men/women are killed as a result of intimate partner violence in Australia* (female = one/week, males = one/month). Overall, there was an increase in correct answers post-training, supporting an increase in FDV knowledge, however this may not be translatable to lesson planning.

Beliefs and attitudes about FDV (pre- and post-training)

Post-training responses to statements measuring beliefs and attitudes about FDV and gender-based violence were similar across pre- and post-training (see Table 10). Three statements: *the societal cause of family violence is traditional gender roles and stereotypes of masculinity/femininity, sexist language and jokes help create the perception that women are inferior to men and violence against women is acceptable, and in domestic situations where one partner is physically violent toward the other it is entirely reasonable for the violent person to be made to leave the family home* showed the most variability in responses across the 5-point Likert scale. Some attitudes became polarised in one direction, which at times was not the desired direction. One participant at post-training responded in the opposite way to all other participants for two statements: *men rather than women should hold positions of responsibility in the community, and women prefer men to be in charge of a relationship*, indicating they “strongly agreed” with these statements (see Table 10). Interestingly, no participants at pre-training strongly agreed with either of these statements. The participants’ attitudes reflected in the responses may not be the desired direction. For example, at pre-training the majority of participants “strongly disagreed” ($n = 72, 83.7\%$) that *[domestic violence] can be excused if the violent person was themselves abused as a child*; however, at post-training, the majority “disagreed” ($n = 37, 94.9\%$). It is important that there is consistency in messaging regarding RRE. In addition, conflicting or rigid attitudes may hinder the overall success of these programs.

There was still some rigidity to traditional gender roles seen post-training. For example, one participant (2.6%) “strongly agreed” with the statements that *men rather than women should hold positions of responsibility in the community, and women prefer men to be in charge of a relationship*. This could highlight defined gender roles and limitations, which could affect the school environment or classroom that may need to be addressed in future workshops. Overall, however, responses for most of the statements showed desirable attitudes towards FDV.

2.5 Workshop evaluation

Overall use of workshops ($n = 40$)

At post-training the majority of respondents stated they “agreed” with the statement that *overall, the workshop was useful* ($n = 23, 57.5\%$) (see Table 11). One respondent selected each of the following ratings “strongly disagree”, “disagree”, and “neither agree or disagree”, whilst 14 (35.0%) “strongly agreed” that the workshop was useful.

Reviewing the two individuals who rated “disagree” or “strongly disagree” to the usefulness of the workshop overall, both also “disagreed” that the workshop content was useful. The respondent who rated that they “disagreed” the workshop was useful overall marked all other questions “agree”. However, the individual who “strongly disagreed” that the workshop was useful indicated issues with workshop materials, facilitators, and allocated planning time; however, did

believe that the workshop messages were clear and found it useful to be “*chatting to another school*”.

When asked what they felt was the most useful part of workshop two, most of the 33 respondents who provided a written response acknowledged the value of hearing from and sharing information with other schools ($n = 20$, 60.6%). Other notable comments praised the TED Questioning activity ($n = 2$, 6.06%), and “[stakeholder] *communication activity*”. Six respondents (18.18%) made explicit mention of the benefit of discussion and group sharing of ideas, for example: “*time to discuss + interact with others + revisit the underlying issues that are so normalised it's easy to overlooked*”. The guest speakers were also mentioned by one participant, referencing them as “*contextually appropriate, engaging...*”.

Twenty-nine respondents provided further information when asked, *how could workshop two be improved*. Responses could be split into three themes: suggestions for improvement ($n = 19$), criticisms of the workshop ($n = 14$), or no improvements necessary ($n = 2$) (see Figure 2). Most comments providing suggestions for improvement requested a greater variety of resources and templates, as well as detailed, explicit examples that provided “*real life examples/case studies*”, and a “*more hands-on focus*”. Criticisms centred on both the need for more planning time, and more effective use of time. Some made a request for “*more time to plan for the year*”, whilst others highlighted a desire to reduce inefficiencies, for example they “*found some speakers were repeating information*”.

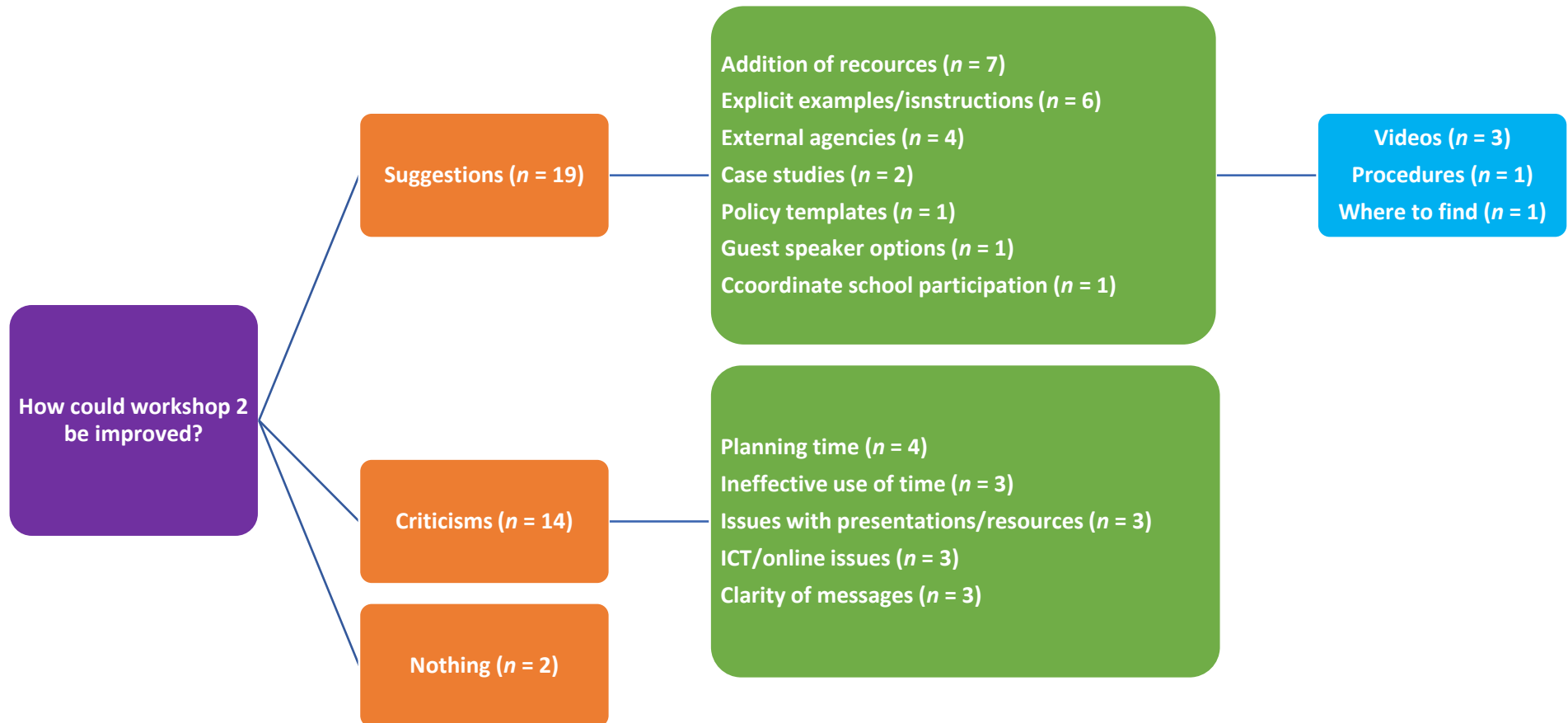
Professional learning and value of the program

Over the three cohorts evaluated, participants’ level of satisfaction was high, with the majority of participants either “*somewhat*” or “*strongly*” agreeing with the statements in the post-program evaluation (see Tables 11 and 12). Pre-training responses indicated there was confusion regarding where to go for outside support for someone about FDV, (“*strongly disagree*” $n = 1$, 1.2%,; “*somewhat disagree*” $n = 8$, 9.3%,; “*neither agree or disagree*” $n = 7$, 8.1%,), as well as low confidence in safely responding to disclosures of FDV (“*not at all*” $n = 1$, 1.2%, “*slightly confident*” $n = 14$, 16.3%,). At post-training, there was an overall increase in participants’ confidence in safely responding to FDV, and knowing where to go for support.

In terms of recommending the program to their colleagues and other schools in their network, whilst most “*somewhat*” or “*strongly*” agreed, three participants were apathetic, indicating they “*neither agree or disagree*”. This may be related to the participants “*somewhat disagreeing*” with knowing where to go for outside advice or support ($n = 1$, 2.6%), increasing their confidence addressing RRE in the curriculum ($n = 1$, 2.6%), the online library being useful ($n = 1$, 2.6%), the workshop providing valuable networking opportunities ($n = 1$, 2.6%), and the program being useful

overall ($n = 1$, 2.6%). There were also several participants who “*neither agreed or disagreed*” with the online library and resources being useful ($n = 4$, 10.3%) or that the workshops provided a good understanding of the role of schools in the prevention of men’s violence against women ($n = 5$, 12.8%). This may mean some participants did not receive the tools or resources they felt they needed to tackle gender-based violence in their schools.

Figure 2: Participant post-training responses to how Workshop 2 could be improved (n = 29)



Note: one person's response may have fit within multiple themes and/or sub-themes.

Table 6: School policies and procedures pertaining to respectful relationships

Policies/Procedures implemented in school	Pre-training (n = 92) n(%)			Post-training (n = 41) n(%)		
	Yes	No	Unsure	Yes	No	Unsure
Policies/procedures to support gender equality/RRE among staff [^]	39(45.9)	18(21.2)	28(32.9)	24(60.0)	10(25.0)	6(15.0)
Policies/procedures to address incidents of violence, harassment and discrimination among staff [^]	60(70.6)	5(5.9)	20(23.5)	33(82.5)	1(2.5)	6(15.0)
Policies/procedures to address incidents of violence, harassment and discrimination among students [^]	73(85.9)	3(3.5)	9(10.6)	36(90.0)	-	4(10.0)
Has a formal statement for the school on violence [^]	37(43.0)	21(24.4)	28(32.6)	16(40.0)	6(15.0)	18(45.0)
Has a formal statement for the school on respectful relationships [^]	16(18.6)	37(43.0)	33(38.4)	10(25.0)	17(42.5)	13(32.5)
Has other policy/procedure regarding sexual harassment and/or violence [^]	44(51.2)	11(12.8)	31(36.0)	24(60.0)	10(25.0)	6(15.0)
RRE activities included in the school planning framework or annual calendar [^]	17(20.0)	40(47.1)	28(32.9)	24(61.5)	11(28.2)	4(10.3)
RRE included in the classroom curriculum [^]	37(43.5)	29(34.1)	19(22.4)	29(72.5)	8(20.0)	3(7.5)
School has regular communication with parents/families/carers about RRE and violence prevention [^]	8(9.4)	47(55.3)	30(35.3)	15(37.5)	18(45.0)	7(17.5)
School has policies/procedures to support referral counselling and/or support for staff that have experienced sexual harassment and/or violence ^{5^}	34(50.0)	10(14.7)	24(35.3)	27(67.5)	5(12.5)	8(20.0)

[^] this item has missing data – missing data percentage calculated = n – missing data; percentage calculated = n – missing data

⁵ This question did not appear in the pre-training survey for cohort two.

Table 7: Participants pre- and post-training perceptions of school culture and climate in their schools

	Pre-training (n=92) n(%)^	Post-training (n=41) n(%)^
Most of the time <u>students</u> are kind and supportive of one <u>another</u>, irrespective of gender		
Agree	69(80.3)	30(78.9)
Neither Agree or Disagree	10(11.6)	6(15.8)
Total	79(91.9)	36(97.4)
Most of the time <u>students</u> treat <u>each other</u> with respect		
Agree	72(83.7)	32(80)
Neither Agree or Disagree	5(5.8)	4(10.0)
Total	77(89.5)	36(90)
Most of the time <u>students</u> treat <u>teachers</u> with respect		
Agree	62(72.1)	29(72.5)
Neither Agree or Disagree	15(17.4)	7(17.5)
Total	77(89.5)	36(90)
Most of the time <u>teachers</u> treat <u>each other</u> with respect		
Agree	74(86.1)	39(97.5)
Neither Agree or Disagree	10(11.6)	1(2.5)
Total	84(97.7)	40(100)
Most of the time <u>teachers</u> treat <u>students</u> with respect		
Agree	79(91.8)	37(94.8)
Neither Agree or Disagree	4(4.7)	1(2.6)
Total	83(96.5)	38(97.4)

*^ missing data; percentage calculated = n – missing data

Table 8: Pre- and post-training knowledge of types of violent/abusive behaviours

It is violence/abuse if a person in the relationship if...	Pre-training (n=92)^				Post-training (n=41)^			
	Yes n(%)	No n(%)	Unsure n(%)	Depends on context n(%)	Yes n(%)	No n(%)	Unsure n(%)	Depends on context n(%)
Tries to control the other person by denying them money	74(87.1)	2(2.4)	1(1.2)	8(9.4)	39(100.0)	-	-	-
Repeatedly criticises the other about their body	78(91.8)	3(3.5)	-	4(4.7)	38(97.4)	-	-	1(2.6)
Prevents the other person from seeing their family and friends	80(94.1)	2(2.4)	1(1.2)	2(2.4)	39(100.0)	-	-	-
Tracks or blocks the other person's mobile phone calls, texts and emails	72(84.7)	2(2.4)	2(2.4)	9(10.6)	39(100.0)	-	-	-
Pressures the other person into unwanted sex	82(96.5)	1(1.2)	1(1.2)	1(1.2)	39(100.0)	-	-	-
Throws objects even if they miss	83(97.6)	-	1(1.2)	1(1.2)	39(100.0)	-	-	-
Slaps, screams or pushes to cause harm and fear	85(100.0)	-	-	-	39(100.0)	-	-	-
Harasses by repeated phone calls or text messages	80(94.1)	2(2.4)	1(1.2)	2(2.4)	38(100.0)	-	-	-
Harasses over social media	79(92.9)	2(2.4)	1(1.2)	3(3.5)	39(100.0)	-	-	-

^ missing data; percentage calculated = n – missing data

Table 9: Pre- and post-training knowledge of domestic and family violence prevalence

	Pre-training (n=91) n(%)			Post-training n(%)		
	True	False	Unsure	True	False	Unsure
1. Domestic/family violence is the principle cause of homelessness for women and their children (True) (2,3,4ab)^	76(89.4)	1(1.2)	8(9.4)	38(97.4)	-	1(2.6)
2. Almost 1 in 4 women have experienced sexual harassment in the workplace (False – 1 in 5) (2ab)^	12(70.6)	1(5.9)	4(23.5)	11(91.7)	-	1(8.3)
3. Males and females are at risk of experiencing sexual harassment (True) (3,4ab)^	68(100.0)	-	-	27(100.0)	-	-
4. 1 in 6 girls and 1 in 9 boys experienced abuse before the age of fifteen (True) (2ab)^	13(76.5)	1(5.9)	3(17.6)	12(100.0)	-	-
5. Adults are more likely to be abused in the workplace if they are male or LGBTIQ (False) (3,4b)^	-	-	-	7(25.9)	12(44.4)	8(29.6)
6. Prevalence of workplace sexual harassment is similar regardless of sexual orientation (False) (3,4a)^	27(40.3)	19(28.4)	21(31.3)	-	-	-
7. 1 in 4 young people think it's pretty normal for guys to pressure girls into sex (False – 55%) (2ab)^	11(64.7)	2(11.8)	4(23.5)	10(83.3)	1(8.3)	1(8.3)
8. There is no difference in rates of partner violence based on socio-economic status (False) (3,4ab)^	26(34.3)	27(40.3)	17(25.4)	10(37.0)	15(55.6)	2(7.4)

^ missing data; percentage calculated = n – missing data.

Key: number denotes cohort, letter (a) denotes questions which were asked in the pre-training survey, (b) denotes questions asked in the post-training survey, (ab) denotes questions asked in both pre- and post-surveys.

Table 9 continued: Pre- and post-training knowledge of domestic and family violence prevalence

	Pre-training (n=92) n(%)			Post-training (n=41) n(%)		
	True	False	Unsure	True	False	Unsure
9. Compared to men, women are more likely to experience violence by a stranger (False) (2,3,4ab)^	48(56.5)	19(22.4)	18(21.2)	7(17.9)	30(76.9)	2(5.1)
10. About 5000 men sought homelessness services as a result of domestic and family violence (False – 9000) (2ab)^	5(29.5)	2(11.8)	10(58.8)	3(25.0)	3(25.0)	6(50.0)
11. People from regional and remote areas are more vulnerable to family, domestic or sexual violence compared to those from metropolitan areas (True) (3,4ab)^	42(61.8)	7(10.3)	19(27.9)	22(81.5)	3(11.1)	2(7.4)
12. Women over the age of 35 years are more likely to experience intimate partner violence than those aged 18-34 years (False) (3,4ab)^	9(13.2)	19(29.7)	40(58.8)	3(11.1)	17(69.0)	7(25.9)

^ missing data percentage calculated = n – missing data.

Key: number denotes cohort, letter (a) denotes questions which were asked in the pre-training survey, (b) denotes questions asked in the post-training survey, (ab) denotes questions asked in both pre- and post-surveys.

Table 10: Participants' pre- and post-training beliefs and attitudes about family, domestic and gender-based violence

Question	Pre-training (n=92) n(%)^					Post-training (n=41) n(%)^				
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. Some people use violence because they are born that way	28(32.6)	43(50.0)	10(11.6)	5(5.8)	-	18(46.2)	20(51.3)	1(2.6)	-	-
2. The societal cause of family violence is traditional gender roles and stereotypes of masculinity/femininity	6(7.0)	19(22.1)	30(34.9)	27(31.4)	4(4.7)	3(8.3)	4(11.1)	8(22.2)	17(47.2)	4(11.1)
3. Men rather than women should hold positions of responsibility in the community	63(73.3)	16(18.6)	7(8.1)	-	-	34(87.2)	4(10.3)	-	-	1(2.6)
4. Women prefer men to be in charge of a relationship	63(74.1)	17(20.0)	5(5.9)	-	-	30(76.9)	7(17.9)	1(2.6)	-	1(2.6)
5. Discrimination against women is no longer a problem in the workplace in Australia	59(68.6)	24(27.9)	3(3.5)	-	-	32(82.1)	7(17.9)	-	-	-
6. Sexist language and jokes help create the perception that women are inferior to men and violence against women is acceptable	8(9.4)	5(5.9)	7(8.2)	33(38.8)	32(37.6)	4(10.3)	1(2.6)	2(5.1)	13(33.3)	19(48.7)
7. Domestic violence can be excused is the violent person was themselves abused as a child	72(83.7)	13(15.1)	-	-	1(1.2)	2(5.1)	37(94.9)	-	-	-
8. In domestic situations where one partner is physically violent towards the other it is entirely reasonable for the violent person to be made to leave the family home	8(9.3)	4(4.7)	12(14.0)	25(29.1)	37(43.0)	-	6(15.8)	7(18.4)	8(21.1)	17(44.7)

^ missing data; percentage calculated = n – missing data.

Table 11: Participant post-program evaluations (n=41)

I found this workshop:	Strongly Disagree n(%)	Disagree n(%)	Neither agree or disagree n(%)	Agree n(%)	Strongly Agree n(%)
Messages clear^	-	-	3(7.7)	20(51.3)	16(41.0)
Content useful^	-	2(5.1)	2(5.1)	23(59.0)	12(30.8)
Materials distributed pertinent and useful^	-	1(2.6)	-	19(48.7)	19(48.7)
Encouraged participation and interaction^	-	-	1(2.5)	19(47.5)	20(50.0)
Facilitators to be engaging^	-	1(2.5)	1(2.5)	20(50.0)	18(45.0)
Content clear and understandable^	-	-	2(5.0)	23(57.5)	15(37.5)
Planning time sufficient^	2(5.0)	-	2(5.0)	22(55.0)	14(35.0)
Overall, the workshop was useful^	1(2.5)	1(2.5)	1(2.5)	23(57.5)	14(35.0)

^ missing data; percentage calculated = n – missing data

Table 12: Participant post-program evaluations continued (n=41).

Question	Strongly disagree n(%)	Somewhat disagree n(%)	Neither agree or disagree n(%)	Somewhat agree n(%)	Strongly Agree n(%)
If you needed to get outside advice or support for someone about domestic violence you would know where to go? (pre-training)^	1(1.2)	8(9.3)	7(8.1)	52(60.5)	18(20.9)
If you needed to get outside advice or support for someone about domestic violence you would know where to go?^	-	1(2.6)	2(5.1)	17(43.6)	19(48.7)
This professional learning has given me a good understanding of the role of schools in the prevention of men's violence against women^	-	-	5(12.8)	11(28.2)	23(59.0)
This professional learning has provided me with the tools and knowledge to positively influence the culture in my school^	-	-	3(7.7)	16(41.0)	20(51.3)
This professional learning has increased my confidence to address respectful relationships in the curriculum^	-	1(2.6)	2(5.1)	16(41.0)	20(51.3)
The program provides valuable professional learning^	-	-	1(2.6)	13(33.3)	25(64.1)
The program provides valuable networking opportunities for the school^	-	1(2.6)	-	14(35.9)	24(61.5)
The online library and resources were useful^	-	1(2.6)	4(10.3)	11(28.2)	23(59.0)
I would recommend this program to my colleagues and other schools in my network^	-	-	3(7.7)	10(25.6)	26(66.7)
Overall, the program was useful^	-	1(2.6)	-	12(30.8)	26(66.7)

^ missing data; percentage calculated n – missing data

3.0 Recommendations

1. **Provide detailed pre-training engagement with all members of school staff.** It was evident that for most participants, enrolment within the RRTSP was their first initiation into RRE. Participants wanted baseline knowledge about FDV and RRE, and expressed limited previous professional development in this area. Although participants were motivated to gain RRE knowledge from the RRTSP, and schools appeared ready to participate in the program, several participants had queries about what the program entailed and/or were unsure of the benefits of participating in the RRTSP. Several professional and personal motivations for participating in the program were noted.

Therefore, it is recommended that Starick provides all participants – not just the school representative who attend RRTSP training events – with clear documentation that (1) sets realistic expectations of the program and its parameters, (2) highlights the benefits to participation, and (3) provides tangible resources that staff can access prior to and after workshop participation. They should then follow this with a pre-training survey to determine individual understandings, motivations and needs in RRE training. While it is unrealistic to address school-specific issues within a workshop, providing the opportunity for all schools to communicate these issues prior to the program may help Starick to identify broader issues that impact several schools, and account for personal experiences of FDV. Starick can then integrate this information into workshop planning, to ensure the content is trauma informed. Moreover, it gives Starick the opportunity to curate appropriate resources to assist schools with RRE professional development opportunities and evidence-based RRE to help increase their RRE skills beyond the workshop. This will help to alleviate any uncertainty or lack of preparedness prior to engaging in the workshops and ensure a cohesive approach to tackling any school-specific issues in the workshops.

2. **Schools should be assisted to complete a climate audit before participating in the workshop.** Building on the above recommendation, many participants at pre-training were unsure of the existence of the broad range of school procedures and policies relating to RRE. At post-training, there seemed to be an increase in knowledge of several policies such as *policies to support gender equality and RRE among staff, policies to address incidents of violence, harassment and discrimination among staff, RRE activities included in the school planning framework or annual calendar, and more awareness of RRE included in the classroom curriculum*. A large proportion of respondents, however, noted that they were either unaware of, or did not have *formal statements on violence, and RRE* implemented within their school. It is recommended that the RRTSP encourage and assist schools in completing a school climate audit before and after participation in the program. This will help the schools to identify their current policies and procedures, any potential gaps in current school policies, and provide them with dedicated time for planning and implementation.

Ideally, the Department of Education should provide assistance to help draft some exemplar policies that schools can then adapt and edit to suit their own needs, as it is clear that policy creation and refinement presents an ongoing time burden for schools.

3. **Provide explicit support for implementing a whole-school approach to RRE and violence prevention, with particular attention to family and parental involvement.** International and national evidence ubiquitously supports the implementation of a whole-school approach to RRE (i.e., all members of school staff, not just teachers and leadership, and the wider school community are involved and invested in RRE). Findings in this report made clear that engagement and training with key stakeholders, such as other staff, students and families, was minimal, if not absent, in some school sites. Most notably, while reported support from the staff and students for RRE delivery increased post-training, an increase in support from families was less notable. Therefore, it is recommended schools committing to the RRTSP continue to engage multiple professional, leadership and teaching staff as ambassadors of the program. As noted above, some participants had personal experiences of FDV and/or a specific passion for the area. While personal drive can motivate action, without adequate support from the school community (staff/students/families), strategies, knowledge, resources, self-efficacy and effectiveness can be limited. A whole-school approach which includes well-rounded support from a variety of participants in different community groups, can enhance positive outcomes and increase the effectiveness of the whole-school approach to eliminate FDV and gender-based violence. RRTSP should provide specific strategies, resources and technical assistance to help staff ambassadors to engage with professional staff, students, and particularly families. Specifically, the RRTSP should include a support to address parental apathy or resistance, including resources and strategies to engage them as part of the whole-school approach. Furthermore, and where appropriate, the RRTSP should support schools to deliver RRE in an integrated way across the school community, promoting consistency of messages between staff, students, and families within the school community. This will ensure the implementation of a whole-school approach is feasible and successful.

4. **Provide specific support for schools around communication about RRE.** Expanding on the previous recommendation, most participants responded that they were unsure if their school had regular communication with parents/families/carers about RRE and violence prevention. Most also indicated they were not aware if their school had a policy for communication with these stakeholders. To facilitate a whole-school approach to RRE, the involvement of families is crucial. Therefore, it is recommended that the RRTSP provide practical examples of how to communicate with families. This may entail providing an exemplar or template policy for stakeholder communication, and/or exemplars or templates of other communication strategies, such as

suggested content for newsletters, examples of social media posts, and examples of letters or emails that can be sent to families. The RRTSP should also provide a guide that assists schools to understand the language and phrasing that is best to use, and best to avoid when teaching or promoting RRE.

5. **Provide assistance with implementing and embedding strategies from the workshops into schools.** The findings suggest that many of the schools require additional support with how to implement strategies, and successfully embed these into their school. Post-training, only one third of participating schools had delivered or promoted RRE in their school. This indicates that six months into the program, the vast majority of schools across all cohorts were yet to implement *any* RRE. Although participants self-reported more comfort and confidence, knowledge in RRE and facilitation skills post-training for both teaching and promoting RRE, either they lacked time, resources or the ability to translate this knowledge into practical implementation or teaching and learning programs. Implementing practical teaching and learning programs is a core component of a whole-school approach. Therefore, it is recommended that the RRTSP provides the participants with the wide variety of existing evidence-based Australian RRE materials, and provide additional illustrations of practice for classroom teaching, as well as provide participants with the tools needed to know where and how to gather reliable and valid RRE knowledge (see www.gdhr.wa.gov.au as an example). Further, the program needs to examine its fidelity and utility within classroom settings and adapt workshops to ensure teaching staff are well-equipped to implement the strategies in practice.

6. **Dedicate time to the discussion of difficulties, barriers, and promotion strategies.** When participants were asked to discuss what they felt most useful about the RRTSP, most responses highlighted the value of hearing from, and sharing information and strategies with other schools, as well as the group sharing of ideas. It is recommended that the program continue to dedicate time during the workshops for cohort schools to discuss strategies they have implemented. However, more time should also be allocated to overcoming barriers and scaling up their promotion of RRE within the school. Teachers and school staff require further information about teaching and learning resources, as well as planning time. As it is important to highlight successes, the RRTSP should consider creating short case study videos of such “success stories”, and make these accessible online for participating schools to access at any time. In addition, it is recommended that the RRTSP facilitate networking opportunities between all cohort schools post-training participation. This may allow for opportunities to engage outside of the program and create a support network to assist schools in implementing a whole-school approach to RRE. Further, connecting or matching schools with similar needs, demographics, student populations, profiles, and experiences may help facilitate strong networks, which will have benefits to the school involved in the program.

7. **The RRTSP should increase the focus on improving overall school culture.** Participants' perceptions of school culture at post-training were generally positive, although there were some concerns regarding student kindness and support of their peers, how students treated each other and their teachers, as well as teachers treating their students with respect. There was also a lack of "strongly agree" responses at post-training across all domains pertaining to student respect for their peers and teachers. It is recommended future iterations of the RRTSP focus on teaching and providing schools with strategies that will assist students in identifying disrespectful behaviour, but more importantly, providing examples of how to treat peers respectfully, within an ethics framework. It should also promote reciprocal respect between students and their teachers. Further, the program should provide staff with ways to treat their students respectfully, while maintaining the authority needed to effectively manage their classroom and the broader school setting.

8. **RRTSP must include attitudinal reassessment as part of staff training.** Despite participants' condemnation of student behaviour, their own post-training attitudes and beliefs related to FDV and gender-based violence indicated adherence to some problematic traditional gender stereotypes and role beliefs. Furthermore, some controversial beliefs and attitudes were more polarised at post-training than pre-training. Unfortunately, some participants became more strongly opposed to the desired attitude in several instances. While this may capture nuance and individual circumstances, it is concerning these attitudes are held by staff who were selected to attend these workshops. Further, as there was significant attrition in survey responses from pre- to post-training, the data did not capture the attitudes of those who did not complete the post-training survey and therefore may not capture all variance or nuance. Evidence suggests that attitudinal change can be highly effective in creating a lasting impact on school culture. It is therefore recommended that the RRTSP continue to provide information that challenges traditional gender roles. Crucially, the RRTSP workshops must provide support for participants to engage with research and literature surrounding FDV, and undertake values clarification activities, along with providing resources to promote attitudinal shifts. Along with providing resources to promote attitudinal shifts, the RRTSP should employ interactive activities within their workshops. Activities should be such that they ensure that desired messages and attitudes become internalised, and participants take ownership of their belief change and assessment. Thus, participants can better understand the importance of challenging these stereotypes in preventing FDV and gender-based violence.

9. **Create opportunities for knowledge consolidation utilising the eLearning module.** Contextual knowledge of abusive or violent behaviours improved post-training; however, participants' knowledge of FDV statistics seemed lower compared to their knowledge of the behaviours that constitute abuse or violence. Including this information within the eLearning

module, with a brief revision in workshop one may provide this information efficiently. Including a discussion and reflection on the statistics seen in the eLearning module may provide schools with additional time to work on strategies and planning for the school's future, to identify issues which may be present in their community and explore topics that can be taught in an age-appropriate way within the school curriculum. Several participants highlighted the latter point in their suggestions to improve the workshop. In addition, more discussion and reflection on this knowledge may assist in planning lessons to increase student self-efficacy related to FDV and gender-based violence. Starick should consider revising the eLearning modules so that formative and summative assessment tasks can be undertaken by participants. Stronger analytical data on usage of the platform (e.g. who is accessing it, how long they are engaging with each section, how they perform on quizzes etc.) should also be captured.

10. **Ensure resources are easily and digitally accessible.** The comments provided by participants on suggested improvements for workshop two centred on the desire for the RRTSP to provide detailed case studies and explicit examples to help them address FDV in their school communities, as well as extra planning time. While some of these materials may be provided by Starick, a greater variety of resources and templates are strongly recommended. In particular, additional resources that relate to recommendations 2 to 7 are needed. It is also important to provide participants with information on where to find additional resources and information, and putting resources and support in a clear and easily accessible place, such as online (see www.gdhr.wa.gov.au as an example). This would further integrate the whole-school approach to RRE and ensure that quality, evidence-based support, and resources were accessible to a broader audience. Furthermore, providing additional time in the workshops for schools to build a strategic plan for RRE based on integrated knowledge, understanding, reflection, and brainstorming is also required.

11. **Continue to engage with key stakeholders of the program.** It is acknowledged that there were significant staff changes within Starick and other program stakeholders across the pilot of the RRTSP. The third cohort experienced the greatest disruption, with a complete changeover of Starick staff attached to the RRSTP. Since this time, additional strategies have been added to the program such as school site visits, and providing some strategies and support for implementation. Additional information about these changes will be included in the holistic embedded case study evaluation report. It is recommended Starick continue to engage with the key stakeholders of the program, to ensure ongoing receptivity to recommendations for improvement while providing schools with continued support.

4.0 Conclusion

This report outlined the quantitative findings from the final three cohorts of schools involved in the pilot of the RRTSP. Overall, it appears the program increased participants' knowledge, comfort and confidence, and facilitation skills from pre- to post-training across teaching and promoting RRE within their respective schools. However, some gaps in conceptual knowledge were noted by evaluators, and the participants themselves. Some attitudes and beliefs about FDV also improved post-training, which suggests the program may have had some influence on participants' beliefs and opinions. However, it is evident that these attitudes were not ubiquitous amongst participants and incorporating attitudinal reassessment activities is essential.

Whilst a whole-school approach to RRE is considered best practice, it is clear that staff and schools currently enrolled in the RRTSP require additional assistance and resources to help guide whole-school implementation. There is currently a strong focus on disseminating knowledge about FDV, but it is important that all staff involved in such a program have the opportunity to consider and reflect upon their personal attitudes. Schools require assistance to self-audit their current practice; develop appropriate school policies and procedures that address or recognise FDV; communicate effectively with staff, students and families; and receive instruction in best-practice teaching and learning programs. Mutually supportive inter-school relationships and networking opportunities may be of great benefit to schools that are on a similar journey of implementing a whole-school approach to RRE.

The findings presented in this report will be supplemented with additional research and evaluation tasks. One-on-one interviews and focus groups conducted for the holistic embedded case studies will provide additional qualitative data to strengthen the overall understanding of the RRTSP.

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6.0 Appendices

Appendix A: Pre-Training Survey Questions

PRE-TRAINING SURVEY QUESTIONS	Cohort 2	Cohort 3	Cohort 4	Comments
What school do you currently work at?	X	X	X	
Which of the following best describes your roles/s within your school? <ul style="list-style-type: none"> • Senior administrator (Including Principal Deputy) • Head of Learning Area • Program Coordinator • Classroom Teacher • Wellbeing/Welfare/Health Service Staff • Aboriginal Educational Officer/Education Assistant 	X	X	X	
Have you delivered and/or promoted respectful relationships education in a school setting previously? (yes/no)	X	X	X	
How many hours per week/term/year do you spend delivering/promoting respectful relationships education in your current school?	X	X	X	
Have you ever engaged with Aboriginal and/or Torres Strait Islander students in respectful relationships education? (yes/no)	X	X	X	
Have you ever engaged with children with special needs in respectful relationships education? (yes/no)	X	X	X	
Have you completed professional development training in respectful relationships education previously? (yes/no)	X	X	X	
What professional development training in respectful relationships education have you undertaken?	X	X	X	
Over the last 2 years, has your school participated in any other respectful relationships programs or initiatives (eg Love Bites, Promoting Respect, others)? (yes/no/unsure)	X	X	X	

<p>How did you first hear about the WA Respectful Relationships Teacher Support Program?</p> <ul style="list-style-type: none"> • Through my school network • from the Department of Education WA • We were approached directly by Starick • Other contact with Starick stakeholders • From another Principal/teacher • Attendance at a network information session • Other (please specify) 	X	X	X	
Briefly describe your motivations for getting involved in the WA Respectful Relationships Teaching Support Program	X	X	X	
Briefly describe your school's motivations for getting involved in the WA Respectful Relationships Teaching Support Program	X	X	X	
What benefits do you hope to gain from your participation in this professional learning?	X	X	X	
Are there any priorities your team would like to focus on throughout the program?	X	X	X	
Do you have any concerns regarding the program?	X	X	X	
Do you think staff, students, and/or the wider community will be supportive or resistant to the school's participation in the program? Please clarify	X	X	X	
<p>How would you describe the support you currently have for addressing the issue of domestic and family violence in your school from each of the groups below?</p> <ul style="list-style-type: none"> • Staff • Students • Family <p>(scale: no support, passive resistance, limited support, support from a majority, full support, not yet approached)</p>	X	X	X	
<p>How would you describe your school's readiness to participate in the WA Respectful Relationships Teaching Support Project?</p> <p>(scale: not ready/somewhat ready/very ready)</p>	X	X	X	

<p>In relation to your ability to teach respectful relationships education, how would you rank yourself in each of these areas?</p> <ul style="list-style-type: none"> • My knowledge of the subject area • My comfort or confidence with the subject area • My facilitation skills in the classroom <p>(scale: poor, fair, good, very good)</p>	X	X	X	
<p>In relation to your ability to promote respectful relationships education, how would you rank yourself in each of these areas?</p> <ul style="list-style-type: none"> • My knowledge of the subject area • My comfort or confidence with the subject area • My facilitation skills with parents and the wider community <p>(scale: poor, fair, good, very good)</p>	X	X	X	
<p>Does your school have any of the following in place?</p> <ul style="list-style-type: none"> • Policies and procedures to support gender equality and/or respectful relationships among staff • Policies and procedures to address incidents of violence, harassment and discrimination among staff • Policies and procedures to address incidents of violence, harassment and discrimination among students • A formal statement for the school on violence • A formal statement for the school on respectful relationships • Other policies and procedures regarding sexual harassment and/or violence • Respectful relationships activities included in school planning framework and/or annual calendar • Respectful relationships included in the classroom curriculum • Regular communication with parent(s), families or carers about respectful relationships and violence prevention • Policies and procedures that support referral counselling and/or support for staff who have experienced sexual harassment and/or violence <p>(scale: yes/no/unsure)</p>	X	X	X	

<p>To what extent do you agree with the following statements about your school? When you answer, think the current situation in your school, including the classroom, the staff room, the playground, the sports field and the canteen.</p> <ul style="list-style-type: none"> • Most of the time students are kind and supportive of one another, irrespective of student's gender • Most of the time students treat each other with respect, irrespective of student's gender • Most of the time students treat teachers with respect, irrespective of teacher's gender • Most of the time teachers treat each other with respect, irrespective of student's gender • Most of the time teachers treat with respect, irrespective of student's gender <p>(scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)</p>	X	X	X	
<p>If you have answered 'strongly disagree/disagree' to any of the questions above, can you describe any instances where gender has impacted the treatment of staff and/or students</p>	X	X	X	
<p>How confident do you feel to safely respond to disclosures of experiences and/or perpetration of violence within the school environment?</p> <p>(scale: not at all confident, slightly confident, somewhat confident, confident, very confident)</p>	X	X	X	
<p>It is violence or abuse if a person in a relationship</p> <ul style="list-style-type: none"> • Tries to control the other person by denying them money • Repeatedly criticises the other person about their body • Prevents the other person from seeing their family and friends • Tracks or blocks the other person's mobile phone calls, texts and emails • Pressures the other person to have unwanted sex • Throws objects at the other person, even if they miss • Slaps, screams at or pushes to cause harm and fear • Harasses by repeated phone calls or text messages • Harasses over social media <p>(scale: yes, no, depends on the context, unsure)</p>	X	X	X	
<p>Please indicate whether the following statements are true or false (Australian data, 2019)</p>	X	X	X	Six of these questions were only asked during cohort 2.

<ul style="list-style-type: none"> • Domestic violence and family violence is the principle cause of homelessness for women and their children • Almost 1 in 4 women have experienced sexual harassment in the workplace[^] • 1 in 6 girls and 1 in 9 boys experienced abuse before the age of fifteen[^] • 1 in 4 young people think it's pretty normal for guys to pressure girls into sex[^] • Women are more likely to experience violence by a stranger compared to men[^] • About 5000 men sought homelessness services as a result of domestic and family violence[^] <p>(true/false/unsure)</p>				<p>The six questions are denoted by a ^ symbol. These questions were changed as they did not yield much information about participant engagement or knowledge. Questions included for cohort 3 and 4 are below.</p>
<p>Please indicate whether the following statements are true or false (Australian data, 2019)</p> <ul style="list-style-type: none"> • Domestic and family violence is the principle cause of homelessness for women and their children • Males and females are at risk of experiencing sexual harassment • Prevalence of workplace sexual harassment is similar regardless of sexual orientation • There is no difference in rates of partner violence based on socio-economic status • Compared to men, women are more likely to experience violence by a stranger • People from regional and remote areas are more vulnerable to family, domestic or sexual violence compared to those from metropolitan areas • Women over the age of 35 years are more likely to experience intimate partner violence than those aged 18-34 years 	X	X	X	
<p>To what extent do you agree with the following statements:</p> <ul style="list-style-type: none"> • Some people use violence because they are born that way – violence is part of their biology • The societal cause of family violence is traditional gender roles and stereotypes of masculinity/femininity • Men, rather than women, should hold positions of responsibility in the community • Women prefer a man to be in charge of the relationship • Discrimination against women is no longer a problem in the workplace in Australia • Sexist language and jokes help create the perception that women are inferior to men and violence against women is acceptable 	X	X	X	

<ul style="list-style-type: none"> • Domestic violence can be excused if the violent person was themselves abused as a child • In domestic situations where one partner is physically violent towards the other it is entirely reasonable for the violent person to be made to leave the family home <p>(scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)</p>				
<p>If you needed to get outside advice or support from someone about domestic violence you would know where to go</p> <p>(scale: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree)</p>	X	X	X	
<p>What is your gender?</p> <ul style="list-style-type: none"> • Male • Female • other 	X	X	X	
<p>What is your age?</p> <ul style="list-style-type: none"> • 18-24 years • 25-34 years • 35-44 years • 45-54 years • 55-64 years • 65 and over 	X	X	X	

Appendix B: Post-Training Survey Questions

POST-TRAINING SURVEY QUESTIONS	Cohort 2	Cohort 3	Cohort 4	Comments
Which of the following best describes your roles/s within your school <ul style="list-style-type: none"> • Senior administrator (Including Principal Deputy) • Head of Learning Area • Program Coordinator • Classroom Teacher • Wellbeing/Welfare/Health Service Staff • Aboriginal Educational Officer/Education Assistant 	X	X	X	
Have you delivered and/or promoted respectful relationships education in a school setting previously? (yes/no)	X	X	X	
How many hours per week/term/year do you spend delivering/promoting respectful relationships education in your current school?	X	X	X	
Have you ever engaged with Aboriginal and/or Torres Strait Islander students in respectful relationships education? (yes/no)	X	X	X	
Have you ever engaged with children with special needs in respectful relationships education? (yes/no)	X	X	X	
Since your involvement with the WA RRSTP have you (or your school) participated in any additional respectful relationships education training? (yes/no)	X	X	X	
If yes, please provide details	X	X	X	

<p>The following questions relate to workshop two. I found the workshop:</p> <ul style="list-style-type: none"> • Content useful • Messages clear • Materials distributed pertinent and useful • Encouraged participation and interaction • Facilitators to be engaging • Content clear and understandable • Planning time was sufficient • Overall, the workshop was useful <p>(scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)</p>	X	X	X	
What did you find most useful about workshop 2?	X	X	X	
How could workshop 2 be improved?	X	X	X	
What actions do you plan to take regarding delivering/promoting respectful relationships education?	X	X	X	
What additional professional learning events, support or resources would be useful for building this program in your schools?	X	X	X	
<p>How would you describe the support you currently have for addressing the issue of domestic and family violence in your school from each of the groups below</p> <ul style="list-style-type: none"> • Staff • Students • Family <p>(scale: no support, passive resistance, limited support, support from a majority, full support, not yet approached)</p>	X	X	X	
<p>In relation to your ability to teach respectful relationships education, how would you rank yourself in each of these areas?</p> <ul style="list-style-type: none"> • My knowledge of the subject area • My comfort or confidence with the subject area • My facilitation skills in the classroom <p>(scale: poor, fair, good, very good)</p>	X	X	X	

<p>In relation to your ability to promote respectful relationships education, how would you rank yourself in each of these areas?</p> <ul style="list-style-type: none"> • My knowledge of the subject area • My comfort or confidence with the subject area • My facilitation skills with parents and the wider community <p>(scale: poor, fair, good, very good)</p>	X	X	X	
<p>Does your school have any of the following in place?</p> <ul style="list-style-type: none"> • Policies and procedures to support gender equality and/or respectful relationships among staff • Policies and procedures to address incidents of violence, harassment and discrimination among staff • Policies and procedures to address incidents of violence, harassment and discrimination among students • A formal statement for the school on violence • A formal statement for the school on respectful relationships • Other policies and procedures regarding sexual harassment and/or violence • Respectful relationships activities included in school planning framework and/or annual calendar • Respectful relationships included in the classroom curriculum • Regular communication with parent(s), families or carers about respectful relationships and violence prevention • Policies and procedures that support referral counselling and/or support for staff who have experienced sexual harassment and/or violence <p>(yes/no/unsure)</p>	X	X	X	
<p>To what extent do you agree with the following statements about your school? When you answer, think the current situation in your school, including the classroom, the staff room, the playground, the sports field and the canteen.</p> <ul style="list-style-type: none"> • Most of the time students are kind and supportive of one another, irrespective of student's gender • Most of the time students treat each other with respect, irrespective of student's gender 	X	X	X	

<ul style="list-style-type: none"> • Most of the time students treat teachers with respect, irrespective of teacher's gender • Most of the time teachers treat each other with respect, irrespective of student's gender • Most of the time teachers treat with respect, irrespective of student's gender <p>(scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)</p>				
If you have answered 'strongly disagree/disagree' to any of the questions above, can you describe any instances where gender has impacted the treatment of staff and/or students	X	X	X	
How confident do you feel to safely respond to disclosures of experiences and/or perpetration of violence within the school environment? (scale: not at all confident, slightly confident, somewhat confident, confident, very confident)	X	X	X	
Please share any other details about your school that would help the WA RRTSP team to support your school in delivering/promoting respectful relationships	X	X	X	
How many women in Australia have experienced physical and/or sexual violence perpetrated by someone known to them? <ul style="list-style-type: none"> • 1 in 10 • 1 in 6 • 1 in 4 • 1 in 3 • 1 in 2 	X			These questions were changed as they did not yield much information about participant engagement or knowledge.
How many men in Australia have experienced physical and/or sexual violence perpetrated by someone known to them? <ul style="list-style-type: none"> • 1 in 20 • 1 in 16 • 1 in 6 • 1 in 4 • 1 in 2 	X			These questions were changed as they did not yield much information about participant engagement or knowledge.
On average, how many women are killed as a result of intimate partner violence in Australia? <ul style="list-style-type: none"> • Two women every week 	X			These questions were changed as they did not yield much

<ul style="list-style-type: none"> • One woman every week • Three women every week • One woman every fortnight • Two women every month 				information about participant engagement or knowledge.
<p>On average, how many men are killed as a result of intimate partner violence in Australia?</p> <ul style="list-style-type: none"> • One man every month • Two men every week • Two men every fortnight • Two men per month 	X			These questions were changed as they did not yield much information about participant engagement or knowledge.
<p>It is violence or abuse if a person in a relationship</p> <ul style="list-style-type: none"> • Tries to control the other person by denying them money • Repeatedly criticises the other person about their body • Prevents the other person from seeing their family and friends • Tracks or blocks the other person’s mobile phone calls, texts and emails • Pressures the other person to have unwanted sex • Throws objects at the other person, even if they miss • Slaps, screams at or pushes to cause harm and fear • Harasses by repeated phone calls or text messages • Harasses over social media <p>(scale: yes, no, depends on the context, unsure)</p>	X	X	X	
<p>Please indicate whether the following statements are true or false (Australian data, 2019)</p> <ul style="list-style-type: none"> • Domestic violence and family violence is the principle cause of homelessness for women and their children • Almost 1 in 4 women have experienced sexual harassment in the workplace^ • 1 in 6 girls and 1 in 9 boys experienced abuse before the age of fifteen^ • 1 in 4 young people think it’s pretty normal for guys to pressure girls into sex^ • Women are more likely to experience violence by a stranger compared to men^ • About 5000 men sought homelessness services as a result of domestic and family violence^ 	X			Six of these questions were only asked during cohort 2. The six questions are denoted by a ^ symbol. These questions were changed as they did not yield much information about participant engagement or knowledge. Questions included for cohort 3 and 4 are below.

(true/false/unsure)				
<p>Please indicate whether the following statements are true or false (Australian data, 2019)</p> <ul style="list-style-type: none"> • Domestic and family violence is the principle cause of homelessness for women and their children • Males and females are at risk of experiencing sexual harassment • Prevalence of workplace sexual harassment is similar regardless of sexual orientation • There is no difference in rates of partner violence based on socio-economic status • Compared to men, women are more likely to experience violence by a stranger • People from regional and remote areas are more vulnerable to family, domestic or sexual violence compared to those from metropolitan areas • Women over the age of 35 years are more likely to experience intimate partner violence than those aged 18-34 years 		X	X	
<p>To what extent do you agree with the following statements:</p> <ul style="list-style-type: none"> • Some people use violence because they are born that way – violence is part of their biology • The societal cause of family violence is traditional gender roles and stereotypes of masculinity/femininity • Men, rather than women, should hold positions of responsibility in the community • Women prefer a man to be in charge of the relationship • Discrimination against women is no longer a problem in the workplace in Australia • Sexist language and jokes help create the perception that women are inferior to men and violence against women is acceptable • Domestic violence can be excused if the violent person was themselves abused as a child • In domestic situations where one partner is physically violent towards the other it is entirely reasonable for the violent person to be made to leave the family home <p>(scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)</p>	X	X	X	
<p>If you needed to get outside advice or support for someone about domestic violence you would know where to go</p> <p>(scale: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree)</p>	X	X	X	

<p>To what extent do you agree with the following statements:</p> <ul style="list-style-type: none"> • If you need to get outside advice or support from someone about domestic violence you would know where to go • This professional learning has given me a good understanding of the role of schools in the prevention of men’s violence against women • This professional learning has provided me with the tools and knowledge to positively influence the culture in my school • This professional learning has increased my confidence to address respectful relationships in the curriculum <p>(scale: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree)</p>	X	X	X	
<p>Please indicate the extent to which you agree with the following statements about the WA Respectful Relationships Teaching Support Program</p> <ul style="list-style-type: none"> • The program provides valuable professional learning • The program provides valuable networking opportunities for the school • The online library and resources were useful • I would recommend the program to my colleagues and other schools in my network • Overall, the program was useful <p>(scale: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree)</p>	X	X	X	
<p>Please share any other comments about the WA Respectful Relationships Teaching Support Project</p>	X	X	X	
<p>What is your gender?</p> <ul style="list-style-type: none"> • Male • Female • other 	X	X	X	
<p>What is your age?</p> <ul style="list-style-type: none"> • 18-24 years • 25-34 years 	X	X	X	

<ul style="list-style-type: none">• 35-44 years• 45-54 years• 55-64 years• 65 and over				
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