



**Respectful Relationships Action Plan: Scoresby Primary School**

Element of Whole School Approach	Key Improvements/Outcomes			
<b>1. Leadership and Commitment</b>	<p>Provide the foundation that allows clear expectations, professional learning, feedback and promote visual displays that demonstrate our commitment to Respectful Relationships and gender equity within our school community.</p> <p>Work with student leadership to discuss issues of gender equality and how to promote this within the school.</p>			
<b>2. School Culture and Environment</b>	<p>We strongly encourage all members of the school community to show respect for all people regardless of their gender, and promote gender equality.</p> <p>We will continue to monitor and review our school culture and school policy to ensure there is a safe and inclusive environment for our students and staff.</p>			
<b>3. Professional Learning Strategy</b>	<p>All teachers complete relevant PL with the RR team during Staff meetings, including curriculum, assessment and responding to disclosures, incidents and suspicions.</p> <p>Staff are trained in how to effectively respond to disclosures of family violence from students, and staff and aware of Mandatory Reporting requirements. Staff are aware of where to seek help or support if needed.</p>			
<b>4. Teaching and Learning</b>	<p>All teachers will effectively deliver the RRRR curriculum to all students by following the lessons set out in the RRRR curriculum on a planned scope and sequence delivery. We will continue to build our professional knowledge by sharing information, experiences and resources within our teams and school. Students have the opportunity to learn and feel safe at school regardless of age, gender or ethnicity.</p>			
<b>5. Community Partnerships</b>	<p>Establish connections with community organisations to support our school community in building a culture of respectful relationships.</p> <p>Raise awareness with families and the wider community about Respectful Relationships. Include RR in the parent information booklet/document and in level newsletters.</p>			
<b>6. Support for Staff and Students</b>	<p>We will ensure that all staff members are supported to respond to disclosures and suspicions of family violence and will build relationships with external services such as EDVOS and Eastern Community Legal Centre. We will ensure students have access to support when required.</p>			

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### 1. Leadership and Commitment:

This section focuses on the following three areas: Governance and Leadership, Planning, monitoring and coordination and School policies and procedures.

Key Improvements/ Outcomes  <i>Strategies and significant projects</i>	What  <i>Activities and programs to progress the key improvement strategies</i>	How  <i>Budget, equipment, IT, learning time, learning space</i>	Who  <i>Individuals or teams responsible for implementation</i>	When  <i>Start and anticipated end dates to track progress</i>	Achievement milestones  <i>Changes in practice or behaviours</i>	Status  <i>C=Completed I=In Progress N=Not Started</i>
<i>1.1 Our school leaders demonstrate the skills and confidence required to plan and embed a whole school approach to Respectful Relationships and gender equality</i>	Leadership team to attend professional learning opportunities provided by Outer East RR team to support implementation of whole school approach to RR m – Including: Introduction to RR full day PD, Community of Practice meetings, 2 x Online half day sessions, Responding to disclosures, etc.	Shantelle, Merran and Nicole (AP) released to attend full day Introduction PD.	RR team	Feb 2020 – Nov 2020  Community of practice meetings - ongoing	RR Team knowledge and capacity has increased regarding RR and gender equality.	<b>C</b>
	Formal discussions among staff and proving thinking about key gender issues and the impact of sexist comments and gender stereotypes in the classroom, workplace and wider community.	Staff meeting presentations	Shantelle and Merran	2020 and ongoing	A culture where staff discuss and address the impact of gender issues and stereotypes	<b>C</b>
	RR staff have attended additional professional learning and have the skills and knowledge to adequately respond to sexism and discrimination when seen or observed.	Online PDs scheduled into teachers remote learning schedules	RR team	2020	RR Team knowledge and capacity has increased regarding RR and gender equality.	<b>C</b>
	Engage in reflection and assessment of the whole school approach to RR to build capacity and sustainability.	Survey all staff and analyse the results	Shantelle, Merran and Samantha (ES)	End of Term 2 2021 OR Term 3 2021	RR is embedded in annual planning	<b>N</b>
<i>1.2 Our school allocates RR funding and other</i>	A budget is developed allocating relevant RR funds as stipulated in the Action Plan.	CRT full day– for Shantelle to	RR team	2020 – End of Term 1 2021	RR funding is used appropriately.	<b>I</b>

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<p><i>appropriate resources to the promotion of gender equality and RR.</i></p>	<p>This could include CRT costs, resources promoting gender equality such as books, teaching and learning materials, sporting equipment, etc.</p>	<p>develop Action Plan</p> <p>Brochure/pamphlet holders for attaching to the wall</p> <p>Development of a RR brochure to add to school transition packs for new school members</p>				
<p><i>1.3 Our school leaders take responsibility for planning and implementing activities to promote gender equality and RR.</i></p>	<p>Develop an RR team ensuring a diverse range of champions and leaders.</p>	<p>Shantelle sent out expression of interest. Samantha (ES) to join team.</p>	<p>Shantelle</p>	<p>Term 4 2020</p>	<p>Established RR team – Shantelle, Nic, Merran and Sam</p>	<p><b>C</b></p>
	<p>Identify a key contact to drive RR, facilitate meetings and lead initiative.</p>	<p>Shantelle is RR coordinator</p>		<p>2020</p>	<p>RR team is established and all staff are aware of team members who can support them.</p>	<p><b>C</b></p>
	<p>Identify appropriate meeting time for regular RR team meetings to ensure implementation of action plan.</p> <p>Build capacity of RR team by holding information sessions and planning days sharing learning from PD opportunities.</p>	<p>Schedule RR team meetings into the meeting schedule.</p>	<p>Shantelle &amp; Nic</p>	<p>End of Term 1 2021</p>	<p>RR is embedded in annual planning</p>	<p><b>N</b></p>
<p><i>1.4 Our school leaders, including the principal, actively promote gender</i></p>	<p>Principal to speak about the school's commitment to gender equality and RR.</p>	<p>Assembly agenda and Newsletter items.</p>	<p>Sue</p>	<p>Term 2 2021</p>	<p>Increased awareness within the school community.</p>	<p><b>N</b></p>

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<i>equality and respectful relationships and regularly express commitment to these issues</i>	Student Leaders talk about respect and our school values at assembly. School captains and HEART captains promote respectful behaviours.	Ensure student leaders have time each week to promote these values -assembly.	All	Ongoing - weekly	Student Leaders model and express commitment to Respectful Relationships	<b>C</b>
	Ensure that the school council is regularly updated on RR and reviews of policies are understood in terms of gender equality and respectful relationships.	RR is on the agenda each semester. School Council informed about updated policies.	Sue - ongoing  Shantelle & Merran info presentation 2020 Term 4	Ongoing – From Term 4 2020	Increased awareness within the school community.	<b>I</b>
	RR is regularly (at least once per semester) on the staff meeting agenda to reflect on RR and updates are communicated to all staff.	Time allocated shown on meeting agendas.	Nic /Shantelle?	2021 Term 2 onwards	Increased awareness and conversations.	<b>N</b>
	Include RR and gender equality into the Induction program for all new staff to ensure they are informed of the initiative.	Induction handbook/ Staff Handbook	Sue (Principal) And RR team	2021	All new and existing staff understand the RR initiative and commitment to gender equality.	<b>N</b>
<i>1.5 Our school has a process for the early identification of staff with leadership potential which addresses any systemic barriers women may face in becoming leaders.</i>	Ensure active encouragement of staff regardless of gender to seek leadership opportunities.  Provide mentoring and leadership networks and pathways for women as needed.	Middle Leader's group started.	Nic and Sue	Term 4 2020 - ongoing	Evidence of gender equality and balance where possible.	<b>C</b>
	Ensure gender balance on internal leadership groups, school council and committees including recruitment panels.  Non-bias staff recruitment, job selection and promotion.	Gender lens	Sue	Ongoing	Evidence of gender equality and balance where possible.	<b>C</b>
<i>1.6 We allocate a senior member of staff responsibility to ensure that activities on gender equality and respectful relationships are</i>	Year 5/6 coordinator (Merran) ensures equity and gender equality in opportunities that arise for students and staff.	Attend team leader meetings.	Merran	Ongoing	A senior staff member shows responsibility for ensuring there is gender equality.	<b>C</b>

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<i>coordinated in our school.</i>		Day-to-day duties with the students.				
<i>1.7 We ensure that any data and information we collect is disaggregated by gender to support our school to better understand how we can address gender inequality.</i>	Attitudes to school surveys are analysed and gender differences are addressed.  The Resilience survey is separated into gender and grade level. Analyse results, identify any gender differences and address these concerns.	Administer student surveys  Allocate time to analyse the data – in Wellbeing Team meeting/s.	All staff  Level meetings. Wellbeing team	Ongoing  Ongoing	Staff are competent in analysing data and responding to gender inequality.	<b>C</b>  <b>I</b>
<i>1.8 We conduct regular discussions with staff, students and families on safety, gender equality, respectful relationships, discrimination and harassment</i>	Staff – Revision of RR during staff meetings.	Staff meetings	RR team	Ongoing	Open communication between staff, students and families.	<b>C</b>
	Students – During RR lessons taught explicitly in each class, discussions take place with the students.	In each class during RR time	All staff	Started 2020 - Ongoing		<b>C</b>
	Families – Communication via whole school newsletter and level newsletters about RR and gender equality	Newsletters Phone calls as needed	All teachers	Ongoing		<b>C</b>
<i>1.9 We incorporate key issues and actions identified using surveys or this assessment tool annually into our school planning process</i>	Key issues that are identified are incorporated into planning day agendas and actions planned from survey results.	Planning days each term - teams add 'wellbeing and gender equality' to their agenda. Analyse data. Plan actions based on data.	Team leaders and teachers.	Each term	Staff are competent in regularly analysing data and responding to gender inequality.	<b>N</b>
<i>1.10 We have an equal opportunity policy and sexual harassment policy</i>	NA SPS follows the Charter of Human Rights and Responsibilities Policy from DET.	Policy development is made in conjunction with this umbrella policy	Sue / Nic	Education Sub-Committee		<b>C</b>
<i>1.11 We are confident in how to identify and respond to incidents, suspicions or disclosures that a</i>	Whole staff training by Liaison Officer about responding to disclosures, incidents or suspicions.	Online via Webex during staff meeting time.	Liaison Officer from RR	Term 3, 2020	Staff are confident and feel supported to manage disclosures and suspicions	<b>C</b>

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<i>student has been exposed to family violence</i>	Staff PD about RR at Scoresby PS, including guidelines about responding to disclosures of family violence, the Four Critical Actions, where to find these posters in the school and online, and who to speak to if they need support.	PD in staff meeting.  Nic – disclosure support person	Shantelle plan and deliver staff PD.	Term 1, 2021		<b>C</b>
<i>1.12 Our Staff Code of Conduct includes a clear statement that all employees and students will be treated with dignity and respect regardless of their sex, gender identity, socioeconomic status, cultural background, sexual orientation or level of ability.</i>	Review 'Staff Code of Conduct' document to align with RRRR philosophies.  - add RRRR information to the induction process?  Staff Code of Conduct is available to staff in the staff handbook, given as a hardcopy each year and on the Google Drive.	Staff Code of Conduct signed by all staff at the beginning of the year in accordance with DET.	Principal team	2021	Staff Code of Conduct reflects the school's value of gender equality.	<b>I</b>
<i>1.13 Our policies are accessible, visible, disseminated and regularly promoted to staff, students and families.</i>	The most updated policies will be available to staff on our Google Drive, and to families and students on the school website. Families notified of any policy updates via the school newsletter.	Ensure updated policies are on Scoresby PS website.	Principal team  Jordyn - website coordinator	In progress 2021	All school policies will be published and clearly accessible to all.	<b>I</b>
<i>1.14 We provide training to staff on relevant policies when updated and as part of the induction process</i>	Training provided to staff when required on updated policies and all new staff are informed about school policies during the induction process.	Update staff of any policy updates during staff meetings.	Principal	Ongoing as needed	Staff are aware of school policies and all policy changes.	<b>I</b>
<i>1.15 Our Student Engagement Policy includes a clear statement about our commitment to promoting gender equality and respectful relationships (Govt schools)</i>	The education sub-committee to revise this policy to include: <i>Ensure statement regarding students having right to access a safe and inclusive learning environment free from harassment, bullying, discrimination or threat or acts of violence.</i>  The updated policy to be made accessible on the Staff Google Drive and to families via the	Ensure updated policies are on Scoresby PS website.  Update staff of any policy	Education sub-committee team  Jordyn - website coordinator	2021	Our Scoresby PS Student Engagement Policy includes a clear statement about gender equality.	<b>I</b>

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	school website. Staff informed about the policy update in staff meeting and/or during induction for new staff.	updates during staff meetings.				
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### 2. School culture and environment:

This section includes focusing on the following three areas: School ethos, vision and values, Internal and external communications and School environment and facilities.

Key Improvements/ Outcomes  <i>Strategies and significant projects</i>	What  <i>Activities and programs to progress the key improvement strategies</i>	How  <i>Budget, equipment, IT, learning time, learning space</i>	Who  <i>Individuals or teams responsible for implementation</i>	When  <i>Start and anticipated end dates to track progress</i>	Achievement milestones  <i>Changes in practice or behaviours</i>	Status  <i>C=Completed I=In Progress N=Not Started</i>
2.1 <i>Our school values statement includes a focus on gender equality and RR for all members of the school community</i>	As part of our school HEART values, R = Respect. The statement we abide by is we demonstrate acceptance and respect to all people.  Respectful Relationship section on the school website.	Display values on school website.  Sue Jordyn - website	All staff Jordyn - website	2020	School values of gender equality and RR is understood by the school community.	C
2.2 <i>We have mechanisms in place to ensure that our staff, students, and visitors to the school model school values on gender equality and RR.</i>	Ensure staff are aware and accountable for their actions in relation to the Staff Code of Conduct and process for addressing harassment, discrimination and gender based violence. Add a statement to Staff Code of Conduct related to RR and gender equality.  Have support materials for staff to suggest appropriate language (eg. posters/display in staffroom or conference room showing how to praise students with a gender lens. Not "Good boy." - instead "Great effort.") - Look at '100 ways to praise your child'	Staff sign Code of Conduct each year. Update/review policy each year.  Posters/displays in staff areas for positive gender lens language -No 'good boy'	Principal team Education sub-committee team  RR team Wellbeing team	Term 1 each year & Ongoing  Term 2, 2021	Staff, students, families and visitors reflect positive attitudes and behaviours inline with gender equality.	N  N
2.3 <i>We use OHS management system (OHSMS) and the related Occupational Violence Hazard</i>	This is current practise.	OHS current practise	OHS representatives  Leaderships	Ongoing	Scoresby PS has processes in place to identify risks of family violence and put in	C



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<p><i>Guide and Workplace Bullying Hazard Guide to identify (and report where appropriate) risks of family violence and bullying and put in place appropriate local controls to manage these risks</i></p>					<p>place appropriate controls.</p>	
<p><i>2.4 Our Annual Implementation Plan includes at least one goal (and associated targets and key improvement strategies) that focuses on increasing gender equality and supporting respectful relationships relevant to both staff and students</i></p>	<p>Scoresby PS 2021 AIP - Goal 2: 'Health and Wellbeing'  <b>Actions listed:</b> 'Refine the whole school approach to wellbeing through the implementation of The Resilience Project, and Respectful Relationships and Friendship Savers (Years 5-6)'  <b>Activity 2 listed:</b> 'Plan for and schedule professional learning, on The Resilience Project, respectful relationships and Friendship Savers'</p>	<p>Implement actions and activities stated in our AIP.</p>	<p>Principal Team Whole staff</p>	<p>Annually</p>	<p>Our AIP will reflect our commitment to embedding RR and gender equality by including at least 1 associated goal.</p>	<p>C</p>
<p><i>2.5 Catholic and Independent schools</i>  <i>Our schools annual plan/strategic includes a focus on increasing gender equality and supporting respectful relationships for both staff and students</i></p>	<p>NA</p>					
<p><i>2.6 We produce and disseminate material relevant to both staff, families and students which indicates our commitment to gender equality and respectful relationships</i></p>	<p>Staff will ensure that all communication to families and students do not promote gender inequality or stereotypes.</p> <p>Update website to reflect the schools commitment to RR.</p>	<p>Ensure level newsletters have an equal representation of genders in all news items.</p> <p>Add a 'Respectful Relationships'</p>	<p>Teaching teams</p> <p>Leadership RR team</p>	<p>Ongoing</p> <p>Ongoing as needed</p>	<p>Our commitment to gender and equality is visible to all members of the school community.</p>	<p>C</p> <p>I</p>

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	<p>Upload videos of students (eg. both genders saying what job they want when they're older)</p> <p>Create a Wellbeing bulletin board for staff and students to contribute information to - including RR. Students create displays to reflect their learning and understanding of RR and gender equality.</p> <p>Booklet/pamphlets/cards, (eg. kids helpline, etc) readily available for students to collect privately when needed. (outside of the staffroom on the wall?)</p> <p>Create whole school staff email signature/disclaimer to include: Aboriginal recognition &amp; RR gender equality.</p>	<p>page to the school website.</p> <p>Display RR term focus. HEART captains work with Shantelle to display student work and student made posters</p> <p>Install pamphlet holders to the wall</p> <p>Collaborative write statement in wellbeing meeting or whole school staff meeting</p>	<p>Jordyn (website coordinator)</p> <p>Wellbeing team RR team HEART captains</p> <p>Leadership team Maintenance</p> <p>Wellbeing team Leadership team</p>	<p>Start Term 2, 2021 Ongoing</p> <p>By the end of Term 3</p> <p>By the end of Term 2</p>		<p>N</p> <p>N</p> <p>N</p>
<p><i>2.7 We regularly review our communications materials (including our school website, school newsletter, orientation, enrolment and parent information materials) to ensure they promote gender equality and support respectful relationships</i></p>	<p>Audit school communications materials (including school website, school newsletter, orientation, enrolment and family information materials, posters) to ensure they do not unconsciously promote gender inequality, gender stereotypes or use language that promotes inequality or stereotypes.</p> <p>Ensure policies prohibit material being distributed that is sexist, discriminatory or which stereotypes gender (e.g., Staff Code of Conduct, anti-discrimination policy etc.)</p>	<p>Principal team review and update policies.</p> <p>All staff review communication materials used.</p>	<p>Principal team Education sub-committee team</p> <p>All staff</p>	<p>Ongoing as needed</p>	<p>Our commitment to gender and equality is evident in our communications materials.</p>	<p>C</p>

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<p>2.8 We provide practical information to staff and students and skill them to take bystander action, promote gender equality and support victims of sexism, harassment, discrimination or family violence.</p>	<p>All staff have attended a RR introduction PD by Janelle Dymock and Responding to disclosure PD in 2020. Staff participate in Respectful Relationships PL planned and delivered by the Scoresby PS RR team.</p> <p>Provide training to students leaders on how to speak out on issues of gender based violence and promoting gender equality eg: bystander action</p>	<p>All staff attend PD and PL.</p> <p>Leadership breakfast - talk to students about speaking out</p>	<p>RR Liaison Officer RR Team</p> <p>5/6 team Principal team</p>	<p>2020 and Term 1 2021</p> <p>Term 1 2021</p>	<p>Staff and students are informed about actions that can be taken.</p>	<p>C</p> <p>C</p> <p>C</p>
<p>2.9 We look for opportunities to promote messages and themes of gender equality and respect in extracurricular activities and school events, such as sporting events, carnivals, musicals and formals and we ensure extracurricular activities do not promote negative gender stereotypes</p>	<p>Extracurricular activities examined to ensure equal opportunity for all students:</p> <ul style="list-style-type: none"> <li>- Interschool sports: offer mixed gender teams</li> <li>- Twilight sports: separate students based on age and house team, not gender</li> <li>- School production: all students provided with equal opportunities to play lead roles and be involved</li> <li>- Christmas concerts: no gender-stereotyped costumes. all involved in performances</li> </ul>	<p>Audit extracurricular activities</p>	<p>RR team All staff</p>	<p>Term 1 2021</p>	<p>Our commitment to gender and equality is visible to all members of the school community.</p>	<p>C</p>
<p>2.10 We have communication materials visible in the school for staff and students indicating our commitment to gender equality and respectful relationships</p>	<p>Purchase resources for the library that challenge stereotypes:</p> <ul style="list-style-type: none"> <li>- Not all princesses dress in pink, by Jane Yolen</li> </ul> <p>Explore and display significant people in history showing gender equality</p> <ul style="list-style-type: none"> <li>- Broad Strokes, by Bridget Quinn</li> <li>- The Art of Tasha Tudor, by Harry Davis</li> </ul>	<p>Library books:</p> <p>Art books:</p> <p>Art - female artists as much as male. Displays show equality.</p> <p>Music - same</p>	<p>RR team</p> <p>Specialist staff</p>	<p>Term 1-3 2021</p>	<p>Our commitment to gender and equality and RR is visible to all members of the school community.</p>	<p>I</p>

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	Ensure gender equality in posters around the school eg: science, PE, library	Review posters around the school. New posters:	RR team			
<i>2.11 We prohibit material being placed or distributed that is sexist, discriminatory or which stereotypes gender</i>	This is current practise.  Principal team reviews all materials applying a gender lens. Staff ensure materials are free from gender stereotypes and discrimination.	Ensure materials have a gender lens.	Principal All staff	Ongoing	The school has a 'gender lens' culture.	C
<i>2.12 We undertake regular assessments of the physical school environment to ensure that staff and students regardless of gender have equality of access and use of all school facilities and areas including the school yard, computer labs, library, sports areas and facilities and all indoor areas</i>	All classroom teachers have attended RR PL provided by Liaison Officer and the RR team, to support the implementation of the whole school approach.  Ensure facilities and areas in the school are available to everyone regardless of gender.  Ongoing assessment of the school environment and classrooms to ensure equal access.	During staff meeting time  Teacher observations and considerations during the day	All staff	Ongoing	Staff have the knowledge to identify equality of access in the school environment and input is encouraged.	C
<i>2.13 Women have access where possible to appropriate private breastfeeding facilities including storage facilities for expressing milk.</i>	School leaders to ensure access to appropriate breastfeeding or expressing facilities for staff as required.	Consultation with principal	Staff and principal as needed	Ongoing as needed	Women are able to breastfeed at Scoresby PS.	C
<i>2.14 Classrooms and shared spaces are organised to enable and promote social</i>	Apply a gender lens to the classroom spaces to ensure staff aren't unintentionally sending gender-stereotyped messages.	Teachers attend PL and apply a gender lens in their classroom	All staff	Ongoing	All learning spaces promote social interaction and integration.	C

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<i>interaction and integration</i>	<p>Levels use Collaborative Teaching spaces and promote social interaction and integration in these spaces.</p> <p>Group activities in the classroom promotes social interaction between boys and girls (eg. using sorting tokens, random grouping and ability groups)</p>	and shared spaces.				
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### 3. Professional Learning:

This section focuses on professional learning and capacity building.

Key Improvements/ Outcomes	What	How	Who	When	Achievement milestones	Status
<i>Strategies and significant projects</i>	<i>Activities and programs to progress the key improvement strategies</i>	<i>Budget, equipment, IT, learning time, learning space</i>	<i>Individuals or teams responsible for implementation</i>	<i>Start and anticipated end dates to track progress</i>	<i>Changes in practice or behaviours</i>	<i>C=Completed I=In Progress N=Not Started</i>
3.1 <i>Our relevant teaching staff are trained to deliver respectful relationships education aligned with the Victorian Curriculum to students</i>	Leadership ensures selected teaching staff attend professional learning to support RRRR curriculum delivery.	2 teaching staff and 1 AP trained with Outer East RR Team	Shantelle, Merran, Nicole	2020	All staff are trained and confident to deliver the RRRR curriculum.	C
	Staff who are trained in the delivery of RRRR provide PL to build the capacity of all other teaching staff.	Shantelle and Merran provide PL in staff meetings	Shantelle, Merran	2020-2021		
3.2 <i>We have mechanisms in place to ensure that staff have adequate support when undertaking activities to promote gender</i>	Provide staff with relevant PL as needed and respond to staff questions/concerns in a timely manner. RRRR coordinator used as a resource by classroom teachers to share information about RRRR curriculum delivery.	PL in staff meetings. Email all staff to clarify any questions.	Shantelle & Merran	2020-2021 and ongoing as needed.	All staff feel supported to promote RRRR and gender equality.	C  C

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<i>equality and respectful relationships</i>	Professional discussions with staff to identify gaps in curriculum delivery. RR team to devise future actions in response to any gaps or misconceptions.	Allocate time in a staff meeting to discuss RR, share concerns, successes and questions.	All staff input	Ongoing  End of Term 2, 2021		N
<i>3.3 Our staff PL development strategy is regularly reviewed to ensure female and male staff have equal access to and participate equally in all professional development.</i>	All staff have equal access to PL. PL is based on needs, not gender.  Leadership informed staff of PDP options for 2021. Staff to develop 3 PDP goals - Goal 2 is 'wellbeing' focused.	All teaching staff participate equally in PL and PD.  Staff PDP includes a wellbeing goal.	Leadership  Leadership and individual staff members	Ongoing  Term 1, 2021	All staff have access to PL and PD based on needs.	C
<i>3.4 Our staff receive adequate training on responding to and referring to disclosures and incidents of violence from staff and students, aligned with school policies and procedures.</i>	Ensure all staff attend RR staff meetings, including those delivered by RR Liaison Officer and those delivered by RR team, to ensure staff have capacity to respond to disclosures and can locate related school policies (including 'Four Critical Actions' doc)  Ensure all staff have completed Child Safe Standards PROTECT training regarding identifying and responding to all forms of violence.	Staff meeting 'Responding to Disclosures' by Liaison Officer.  RR PL at staff meeting  Staff complete modules on EduPay - My LearnED	Liaison Officer  RR team  All staff	Term 3 2020 Term 1 2021 Ongoing as needed	Staff are trained to respond to disclosures and incidents.	C
<i>3.5 Our leadership staff receives training on their roles and responsibilities to promote gender equality and RR through their leadership roles.</i>	Shantelle, Merran and Nicole attend the RR Induction conducted by the Outer East RR team.  Leadership staff to be updated on efforts to promote the whole school approach via the RR team.	Time release from the classroom  RR staff to meet with leadership to discuss progress in implementing	RR team  RR team Leadership team	2019  Ongoing	RR team is trained and capable of promoting gender equality and RR through the whole school approach.	C

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### 4. Teaching and Learning:

This section focuses on teaching and learning practices

Key Improvements/ Outcomes	What	How	Who	When	Achievement milestones	Status
<i>Strategies and significant projects</i>	<i>Activities and programs to progress the key improvement strategies</i>	<i>Budget, equipment, IT, learning time, learning space</i>	<i>Individuals or teams responsible for implementation</i>	<i>Start and anticipated end dates to track progress</i>	<i>Changes in practice or behaviours</i>	<i>C=Completed I=In Progress N=Not Started</i>
<p><i>4.1 Our staff uses language that is equitable and respectful and does not consciously promote gender stereotypes or gender inequality.</i></p>	<p>Share professional reading with all staff to build capacity in using equitable and respectful language. For example: -The Excuse Interpreter: Discover the hidden meanings of common expressions that can excuse disrespectful behaviour towards girls. <a href="https://www.respect.gov.au/resources/recognising-disrespect/">https://www.respect.gov.au/resources/recognising-disrespect/</a></p>	<p>Email staff the link or present at staff meeting</p>	<p>RR team</p>	<p>2021</p>	<p>Staff are mindful of using language that is equitable and respectful at all times.</p>	<p>C</p>
	<p>RR team provide PL and present clips such as 'Run like a girl' and TV ad 'It's just boys being boys' for staff discussion.</p> <p>Staff attend RR training to ensure staff model positive, equal and respectful communication at all times. Discuss how to be a gender equitable teacher at staff meetings and discuss the importance of language.</p>	<p>RR team present in staff meeting</p>	<p>RR team</p>	<p>2020</p>	<p></p>	<p>C</p>

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	<p>Create a display board for staff (in the staffroom or conference room) to suggest appropriate language of how to praise students with a gender lens. Not “Good boy.” - instead “Great effort.”)</p> <ul style="list-style-type: none"> <li>- Look at ‘100 ways to praise your child’ <a href="https://megandredge.com/100-ways-to-praise-a-child/">https://megandredge.com/100-ways-to-praise-a-child/</a></li> </ul>	<p>RR team work with the Wellbeing team to decide location and create display</p> <p>Paper for display</p>	RR team Wellbeing team	By the end of 2021		N
<p>4.2 Our school explicitly plans for teaching about respectful relationships and social and emotional learning and ensures that every student has the opportunity to learn the knowledge, understandings and skills defined in the Victorian Curriculum,</p>	<p>Support teaching staff to deliver the Resilience, Rights and Respectful Relationships teaching and learning materials.</p> <p>Create a plan for delivering a balanced SEL curriculum, including RRRR and The Resilience Project.</p> <p>Explicitly teach all students appropriate language and strategies when dealing with conflict</p>	<p>Provide all teachers with RR training</p> <p>All staff teach RR and The Resilience Project in alignment with the Vic Curric.</p>	RR team  All staff	Ongoing as needed  Ongoing	Scoresby PS explicitly teaches RR and SEL to every student.	C
<p>4.3 Our school teaches, assesses and reports student progress in relation to Respectful Relationships content in the Victorian Curriculum Achievement Standards for Health and Physical Education and the Personal and Social Capability, consistent with the whole school teaching and learning plan</p>	<p>Staff members have attended RR PL during staff meetings, including assessment requirements, curriculum links and showing staff where to get assessment resources on the school Google Drive.</p> <p>Assessment ideas for RR are provided and accessible to all staff on the Google Drive.</p> <p>RR progress reported to parents every two years.</p>	<p>RR team present during staff meeting.</p> <p>Upload RR resources onto Google Drive</p> <p>Staff report on RR/SEL every 2 years</p>	Shantelle  Shantelle  All classroom teachers	Term 1, 2021  2020, ongoing  Ongoing	Teachers assess student progress in SEL and report on their progress following a 2-year cycle.	C (ongoing)



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<p>4.4 Our school regularly reviews curriculum content across curriculum areas to ensure equal representation of the range of experiences, knowledge, skills and aspirations of students regardless of gender</p>	<p>Support curriculum leaders to integrate gender equality into the curriculum across all key learning areas.</p> <p>Specialist classes to present content with an equal representation of male and females.</p>	<p>Whole staff RR PL in staff meeting and ongoing support from RR team.</p> <p>Provide specialists (art, music, PE) with support to deliver balanced content</p>	<p>RR team</p> <p>RR team Specialist teachers</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All curriculum content ensures an equal gender representation.</p>	<p>C</p>
<p>4.5 Our school ensures that teacher allocation (classes and subjects) actively promotes gender equality and challenges gender stereotypes.</p>	<p>Teacher allocation is decided based on need, experience, qualifications and staff preferences without gender bias or stereotyping.</p> <p>Allocations promote gender equality and challenge stereotypes where possible. (eg. Female PE teacher, Male music teacher, etc) where possible.</p>	<p>Leadership consider staff allocation with a gender lens.</p>	<p>Leadership</p>	<p>Ongoing</p>	<p>Teacher allocation does not promote gender stereotypes and uses a gender lens.</p>	<p>C</p>
<p>4.6 Our school uses evidence based teaching and learning resources that promote gender equality and the prevention of FV.</p>	<p>Teachers use the evidence based teaching and learning materials provided by RRRR and accessible on FUSE.</p> <p>Staff are supported to use these materials where needed and shown where to find these resources (hard copy and online).</p>	<p>Staff PL during staff meeting.</p> <p>Levels provided with hard copy of materials.</p> <p>T&amp;L material saved to school Google Drive.</p>	<p>RR team</p> <p>Shantelle</p> <p>Shantelle</p>	<p>2020 - ongoing</p> <p>2020</p> <p>2021</p>	<p>All levels are using the RRRR teaching and learning materials.</p>	<p>C</p> <p>C</p> <p>C</p>
<p>4.7 Our school challenges disruptive and dominating student behaviour in a framework that understands gender equality. For example the term 'boys will be</p>	<p>Staff understand the impact of gender inequality in schools and how this can be displayed through behaviour promoting power imbalances.</p> <p>A school culture is developed where all students and staff are treated equitably and disruptive/disrespectful student behaviour is not tolerated.</p>	<p>Staff meeting PL - professional discussions.</p> <p>Teachers set high expectations for</p>	<p>RR team</p> <p>All staff</p>	<p>Ongoing as needed</p> <p>Ongoing</p>	<p>Staff have high behaviour expectations showing gender equality.</p>	<p>C</p> <p>C</p>

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<i>boys' is challenged when a male student misbehaves.</i>		all student behaviour.			
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### 5. Community Partnerships and engagement with school community:

This section focuses on school community and parent/family relationships

Key Improvements/ Outcomes	What	How	Who	When	Achievement milestones	Status
<i>Strategies and significant projects</i>	<i>Activities and programs to progress the key improvement strategies</i>	<i>Budget, equipment, IT, learning time, learning space</i>	<i>Individuals or teams responsible for implementation</i>	<i>Start and anticipated end dates to track progress</i>	<i>Changes in practice or behaviours</i>	<i>C=Completed I=In Progress N=Not Started</i>
<i>5.1 We work in partnership with all members of our school community including parents and families, the school council and community partners to take action in support for our approach to gender equality and respectful relationships.</i>	<i>Inform School Council about RR, what it is, why we are doing it and what it will look like at Scoresby PS.</i>	<i>Shantelle to attend a School Council meeting as guest speaker. Present RR with Merran</i>	<i>RR team</i>	<i>Term 3, 2020</i>	<i>School Council is aware of RR and gender equality at SPS.</i>	<i>C</i>
	<i>School newsletter and level newsletters to provide updates about RR to the school community when appropriate.</i>	<i>Levels include what they have been learning in RR</i>	<i>Alison, Sue, all teachers</i>	<i>Ongoing when appropriate</i>	<i>A partnership between students, staff and families is evident.</i>	<i>I</i>
	<i>Students recite the school oath (includes showing respect to all) at the end of each assembly, with Student Leaders leading this.</i>	<i>Every assembly</i>	<i>School Leaders All staff</i>	<i>Every week</i>	<i>We have louder student voice within the planning and implementation of RRRR.</i>	<i>C</i>
		<i>Create a RR tab on the website.</i>	<i>Jordyn/Sue RR team Wellbeing team</i>	<i>Start of 2021 and updated ongoing</i>		<i>I</i>

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	<p>Ensure the school's commitment to RR is visible on the school website, in classrooms and on a school noticeboard in the main corridor.</p> <p>Encourage student voice - Consult Student leaders, HEART captains and SRC regarding the whole school approach to RR. Consider causes such as: 16 Days of Activism, International Human Rights Day, White Ribbon, Week without Violence, when planning student events - students involved in leading these and raising awareness. Consider getting student leaders to complete 'hotspots' activity: using a map of the school to get an idea of student concerns re safe and unsafe areas – this can be used to inform yard duty etc.</p> <p>Work in collaboration with the PFA to encourage gender equality. eg. Looking at Mothers Day &amp; Father's Day stalls with a gender lens, ensuring items do not promote gender stereotypes.</p>	<p>Develop a 'wellbeing' noteboard, including RR</p> <p>SRC meetings Student leaders meetings</p> <p>Have a meeting with PFA. Inform about RR and gender equality</p>	<p>RR team SRC team</p> <p>RR team PFA</p>	<p>Term 2 or 3, 2021, Ongoing</p> <p>Term 2, 2021</p>		<p>N</p> <p>N</p>
<p><i>5.2 We undertake joint activities focused on gender equality and respectful relationships with other organisations in the wider school community including other local schools, sports clubs, youth services, local governments or community health centres.</i></p>	<p>To support the implementation of a whole-school approach, the RR team works with Lead School (Scoresby Secondary) to share information, resources and offer support during regular Community of Practise meetings.</p>	<p>RR team attends CoP meetings on-site and via Webex</p>	<p>RR team</p>	<p>2020-Ongoing</p>	<p>A partnership between students, staff, families and the broader community is evident to promote gender equality.</p>	<p>C</p>
	<p>Sporting days and opportunities are open and available to all genders. Including Twilight Sports, interschool sports and PE incursions run by external organisations.</p>	<p>Ensure gender equality in sport. Invite community organisations in be involved in sport/PE.</p>	<p>RR team PE team Teachers</p>	<p>Ongoing</p>		<p>C</p>

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	<p>Explore organisations in the community that promote gender equality and respectful relationships. Eg. Knox City Council: “In Knox we say NO.” and “Be kind to each other.”</p> <p>Contact local community health centres and EDVOS who can offer support, guest speakers, activities etc.</p>	<p>Build connections with local councils</p> <p>Contact EDVOS to arrange a guest speaker</p>	<p>RR team Leadership</p> <p>RR team</p>	<p>From semester 2 onwards</p> <p>Semester 2, 2021</p>		<p>N</p> <p>N</p>
<p><i>5.3 We actively facilitate and promote staff participation in events focusing on preventing FV and promoting gender equality</i></p>	<p>Staff are made aware of events within the community that support our RRRR whole school approach.</p> <p>EDVOS - invite to have a stall/tent at our whole school fete, have EDVOS brochures readily available for staff, organise an EDVOS guest speaker</p> <p>Consider having a ‘Careers Day’ with guest speakers from different professions challenging gender stereotypes.</p>	<p>Via email or Compass</p> <p>Opt in guest speaker session with EDVOS \$?</p> <p>Get expressions of interest from parents, invite police, firefighters, scientist, etc.</p>	<p>RR team Leadership</p> <p>RR team</p> <p>RR team Level Leaders</p>	<p>Ongoing</p> <p>Term 3, 2021?</p> <p>Term 3 or 4?</p>	<p>Staff are actively involved in events that promote RR and gender equality.</p>	<p>Y</p> <p>N</p> <p>N</p>
<p><i>5.4 We engage families as active supporters of gender equality and violence prevention in our school, where possible</i></p>	<p>Invite families along to key RR sessions/classes that their students are involved in throughout the year.</p> <p>School Council is consulted on new and updated policies.</p> <p>Consider having a parent representative on the RR team?</p>	<p>Send invites via Compass notifications and level newsletters</p> <p>During School Council meetings</p> <p>Expressions of interests from parents if we go down this path</p>	<p>RR team All level teams</p> <p>Leadership</p> <p>RR coordinator</p>	<p>Term 3 or 4, 2021 and ongoing</p> <p>Ongoing as needed</p>	<p>Families are actively involved in promoting RR and gender equality.</p>	<p>N</p> <p>C</p> <p>N</p>

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### 6. Support for staff and students:

This section focuses on support for staff and students

Key Improvements/ Outcomes  <i>Strategies and significant projects</i>	What  <i>Activities and programs to progress the key improvement strategies</i>	How  <i>Budget, equipment, IT, learning time, learning space</i>	Who  <i>Individuals or teams responsible for implementation</i>	When  <i>Start and anticipated end dates to track progress</i>	Achievement milestones  <i>Changes in practice or behaviours</i>	Status  <i>C=Complete I=In Progress N=Not Started</i>
6.1 <i>We are aware of local community organisations with expertise in gender equality and violence prevention</i>	Connections made with Eastern Community Legal Centre (ECLC) and working closely with Anita Koochew.	RR team assigned Critical Friend. Consult with to assist with planning and implementing. Contact EDVOS and/or WHE	RR team	2021, ongoing	Close connections developed with the wider community.	C
	Will build further connections with EDVOS and/or Women's Health East?	Staff meetings Emails	RR team Leadership			N
	All staff are made aware of these organisations.					I
6.2 <i>We are aware of local community organisations with expertise in responding to family violence</i>	Strengthen the relationship with EDVOS and other family violence service providers for referrals, training and support - as above	Staff meetings and emails to inform staff	RR team Leadership	Ongoing	Staff are aware of our community connections.	I
6.3 <i>We have access to advice and support through the Liaison Officer on response and referral policies and processes and</i>	All school staff have undertaken PL on managing disclosures, incidents and suspicions of FV	Staff meetings by Liaison Officer and by RR team	Liaison Officer RR team	Term 3 2020, Term 1 2021 and ongoing as needed	Staff can seek support from our Liaison Officer (Janelle) and school support (Nicole).	C

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<p><i>training opportunities for all staff on responding to violence and gender equality as needed.</i></p>	<p>The staff member responsible for managing disclosures of FV in the school (Nicole - AP) has undertaken PL with the Liaison Officer which includes MARUM training.</p>	<p>Nicole to attend MARUM training</p>	<p>Nicole Liaison Officer</p>	<p>Term 3 2020 &amp; Term 1, 2021</p>	<p>Nominated disclosures manager has completed training.</p>	<p>C</p>
<p><i>6.4 We are confident that we have clear and well understood policies and protocols on how staff should respond to disclosures from staff and students</i></p>	<p>All staff have PL on policies and protocols for responding to disclosures of FV. All staff have been informed where to find the Four Critical Actions on-site and on the Google Drive. Staff know to see Nicole or Sue for support.</p> <p>Protocols on staffroom walls, in offices and online.</p> <p>New staff will be informed of this process as part of their induction.</p>	<p>Staff PL in staff meeting. Four Critical Actions easily accessible.</p> <p>Staff induction process</p>	<p>RR team Leadership</p> <p>RR team/ Leadership</p> <p>Leadership</p>	<p>Term 1, 2021</p> <p>2020</p> <p>Ongoing</p>	<p>We have processes in place to manage disclosures.</p> <p>Staff are aware of where to get support within the school.</p>	<p>C</p> <p>C</p> <p>C</p>
<p><i>6.5 We are confident that our staff feel capable and competent to respond to disclosures from staff and students</i></p>	<p>Training has been provided by the Liaison Officer and by the RR team.</p> <p>RR is discussed at staff meetings and in Wellbeing team meetings where cases are discussed sensitively, confidently and professionally.</p> <p>Ensure help cards/posters and family violence services and supports information is visible and made available for students and staff and displayed around school. eg: sick bay, toilets, wellbeing bulletin board and brochure wall displays</p>	<p>Staff PL and PD</p> <p>Professional discussions in meetings</p> <p>Ensure support posters are visible. Install wall mounted brochure stand to provide information</p>	<p>Liaison Officer RR team</p> <p>RR team Leadership Wellbeing team</p> <p>RR team</p>	<p>Term 3 2020 and 1, 2021</p> <p>Ongoing as needed</p> <p>By the end of 2021</p>	<p>Staff are confident and will follow the correct processes when managing disclosures.</p>	<p>C</p> <p>C</p> <p>N</p>