# WELCOME TO THE RESPECTFUL RELATIONSHIPS EXPRESSION OF INTEREST

Welcome to the Respectful Relationships Expression of Interest.

Interested Victorian government, Catholic and independent primary, secondary, P-12 and specialist schools should complete the Expression of Interest to identify how they would like to participate in the Respectful Relationships initiative.

Before completing this Expression of Interest, please read the information for schools at [www.education.vic.gov.au/respectfulrelationships](https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx?Redirect=1).

The EOI comprises two sections:

**Section A** seeks core information about your school and asks you to identify whether you would like to Participate as a Lead School or a Partner School.

It also seeks information about your school’s readiness and capacity to participate in Respectful Relationships by focusing on the key aspects of the Respectful Relationships initiative:

1. A whole school approach to school-based, primary prevention of gender-based violence

2. Development of the school culture and environment

3. Professional learning to support school leaders, teachers and other school-based staff

4. Providing support and resources for staff and students

5. Building relationships with the community, including response services, community groups

and families

**Section B** seeks information about your school’s readiness to support a cluster of Partner Schools

to implement the initiative.

Depending on a school’s experience and readiness to implement a whole-school approach to Respectful Relationships, schools should elect to participate as either a Lead School or Partner School.

Lead Schools mentor Partner Schools and drive change across the state. Lead Schools will assume the role of mentors to Partner Schools by:

• Leading a cluster of Partner Schools

• Providing advice on implementation strategies and sharing expertise and resources

• Modelling respect and equality across the system

• Collaboratively working with Respectful Relationships DET area based staff

Lead Schools will receive $10,000 in funding a year, for two years and support to implement a whole-school approach within their own school, and for mentoring Partner Schools.

Partner Schools will be mentored and supported by Lead Schools to implement a whole-school approach to Respectful Relationships.

Partner Schools will receive $4,000 in funding in the initial year and support to implement a whole-school approach.

Schools wishing to participate as a Lead School should complete both **Section A** and **Section B**.

Schools wishing to participate as Partner School should complete only **Section A** of this form.

**All questions** in the EOI form **must be completed** for the application to be considered, including the declaration.

# SECTION A

# ABOUT YOUR SCHOOL

This section seeks some core information about your school.

Schools wishing to participate in Respectful Relationships as a Lead School or a Partner School should complete this section.

The Department will consider expressions of interest from schools rather than individual campuses. We will work with your school to determine the best approach across your campuses.

\*SCHOOL NAME

\*SCHOOL ADDRESS

\*LOCAL GOVERNMENT AREA (please note: each LGA is attached to the corresponding Region and Area).

If your school has more than one campus, please tick the Local Government Area for each campus.

🌕 NEVR - Alpine (Ovens Murray)

🌕 SWVR - Ararat (Central Highlands)

🌕 SWVR - Ballarat (Central Highlands)

🌕 NWVR - Banyule (North Eastern Melbourne)

🌕 SEVR - Bass Coast (Inner Gippsland)

🌕 SEVR - Baw Baw (Inner Gippsland)

🌕 SEVR - Bayside (Bayside Peninsula)

🌕 NEVR - Benalla (Ovens Murray)

🌕 NEVR - Boroondara (Inner Eastern Melbourne)

🌕 SWVR - Brimbank (Brimbank Melton)

🌕 NWVR - Buloke (Mallee)

🌕 NWVR – Campaspe (Loddon)

🌕 SEVR - Cardinia (Southern Melbourne)

🌕 SEVR - Casey (Southern Melbourne)

🌕 NWVR - Central Goldfields (Loddon)

🌕 SWVR - Colac-Otway (Barwon)

🌕 SWVR - Corangamite (Western District)

🌕 NWVR - Darebin (North Eastern Melbourne)

🌕 SEVR - East Gippsland (Outer Gippsland)

🌕 SEVR - Frankston (Bayside Peninsula)

🌕 NWVR - Gannawarra (Mallee)

🌕 SEVR - Glen Eira (Bayside Peninsula)

🌕 SWVR - Glenelg (Western District)

🌕 SWVR - Golden Plains (Central Highlands)

🌕 NWVR - Greater Bendigo (Loddon)

🌕 SEVR - Greater Dandenong (Southern Melbourne)

🌕 SWVR - Greater Geelong (Barwon)

🌕 NEVR - Greater Shepparton (Goulburn)

🌕 SWVR - Hepburn (Central Highlands)

🌕 SWVR - Hindmarsh (Western District)

🌕 SWVR - Hobsons Bay (Western Melbourne)

🌕 SWVR - Horsham (Western District)

🌕 NWVR - Hume (Hume Moreland)

🌕 NEVR - Indigo (Ovens Murray)

🌕 SEVR - Kingston (Bayside Peninsula)

🌕 NEVR - Knox (Outer Eastern Melbourne)

🌕 SEVR - Latrobe (Inner Gippsland)

🌕 NWVR - Loddon (Loddon)

🌕 NWVR - Macedon Ranges (Loddon)

🌕 NEVR - Manningham (Inner Eastern Melbourne)

🌕 NEVR - Mansfield (Ovens Murray)

🌕 SWVR - Maribyrnong (Western Melbourne)

🌕 NEVR - Maroondah (Outer Eastern Melbourne)

🌕 SWVR - Melbourne (Western Melbourne)

🌕 SWVR - Melton (Brimbank Melton)

🌕 NWVR - Mildura (Mallee)

🌕 NEVR - Mitchell (Goulburn)

🌕 NEVR - Moira (Goulburn)

🌕 NEVR - Monash (Inner Eastern Melbourne)

🌕 SWVR - Moonee Valley (Western Melbourne)

🌕 SWVR - Moorabool (Central Highlands)

🌕 NWVR - Moreland (Hume Moreland)

🌕 SEVR - Mornington Peninsula (Bayside Peninsula)

🌕 NWVR - Mount Alexander (Loddon)

🌕 SWVR - Moyne (Western District)

🌕 NEVR - Murrindindi (Goulburn)

🌕 NWVR - Nillumbik (North Eastern Melbourne)

🌕 SWVR - Northern Grampians (Western District)

🌕 SEVR - Port Phillip (Bayside Peninsula)

🌕 SWVR - Pyrenees (Central Highlands)

🌕 SWVR - Queenscliffe (Barwon)

🌕 SEVR - South Gippsland (Inner Gippsland)

🌕 SWVR - Southern Grampians (Western District)

🌕 SEVR - Stonnington (Bayside)

🌕 NEVR - Strathbogie (Goulburn)

🌕 SWVR - Surf Coast (Barwon)

🌕 NWVR - Swan Hill (Mallee)

🌕 NEVR - Towong (Ovens Murray)

🌕 NEVR - Wangaratta (Ovens Murray)

🌕 SWVR - Warrnambool (Western District)

🌕 SEVR - Wellington (Outer Gippsland)

🌕 SWVR - West Wimmera (Western District)

🌕 NEVR - Whitehorse (Inner Eastern Melbourne)

🌕 NWVR - Whittlesea (North Eastern Melbourne)

🌕 NEVR - Wodonga (Ovens Murray)

🌕 SWVR - Wyndham (Western Melbourne)

🌕 NWVR - Yarra (Inner Eastern Melbourne)

🌕 NEVR - Yarra Ranges (Outer Eastern Melbourne)

🌕 SWVR - Yarriambiack (Western District)

\*SCHOOL SECTOR

🌕 Government

🌕 Catholic

🌕 Independent

\*SCHOOL SETTING

🌕 Primary

🌕 Secondary

🌕 P-12

🌕 Specialist

\* KEY SCHOOL CONTACT 1

 NAME

\*TITLE/ROLE

\*TELEPHONE

\*EMAIL

\* KEY SCHOOL CONTACT 2

 NAME

\*TITLE/ROLE

\*TELEPHONE

\*EMAIL

# KEY ASPECTS OF THE RESPECTFUL RELATIONSHIPS INITIATIVE

This section seeks information about your readiness and capacity to participate in Respectful Relationships by focusing on the key aspects of the Respectful Relationships initiative:

1. A whole school approach to school-based, primary prevention of gender-based violence

2. Development of the school culture and environment

3. Professional learning to support school leaders, teachers and other school-based staff

4. Providing support and resources for staff and students

5. Building relationships with the community, including response services, community groups and families

6. Participating in a cluster of schools to support implementation of the initiative

**All schools wishing to participate in the Respectful Relationships initiative should complete this section.**

# CAPACITY TO SUPPORT STAFF AND STUDENTS

What processes does your school have in place to respond to staff and students who may disclose family violence?

*Consider your policies, procedures and staff resources. Include any processes to support those who are outside the scope of any mandatory reporting requirements.*

# COMMITMENT TO A WHOLE SCHOOL APPROACH TO SCHOOL-BASED PRIMARY PREVENTION OF FAMILY VIOLENCE

\*Who has been engaged to date and expressed commitment to becoming involved in Respectful Relationships at your school?

*Tick the appropriate box for each role below.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not yet | Some commitment | High-level commitment |
| Principal | □ | □ | □ |
| Assistant principals | □ | □ | □ |
| Leadership team | □ | □ | □ |
| School council/School board | □ | □ | □ |
| Student leaders | □ | □ | □ |
| Teachers | □ | □ | □ |
| Wellbeing staff | □ | □ | □ |

\*How will Respectful Relationships support the ethos/values of your school and your school’s identified priorities?

*Consider your school mission/vision statement, values, and priorities identified in the Framework for Improving Student Outcomes (FISO)*

*\**Outline any previous or current involvement with Respectful Relationships.

*Consider your participation in Respectful Relationships if you are currently a Partner School, delivery of initiatives addressing family violence.*

# READINESS TO DEVELOP THE SCHOOL CULTURE AND ENVIRONMENT

How will Respectful Relationships enhance existing health and wellbeing programs at your school?

*Consider - Student Engagement policy, sports programs, Bully Stoppers, School-wide Positive Behaviour Support (SWPBS), cultural groups in your school community, historical practices, school data, support for female staff including teachers, administration and ancillary staff.*

# CAPACITY TO IMPLEMENT PROFESSIONAL LEARNING ACROSS THE SCHOOL

Please provide an example of your school’s involvement in a whole of school initiative that required building staff capacity.

*Please comment on the opportunities and challenges you experienced.*

# CAPACITY TO BUILD RELATIONSHIPS WITH THE COMMUNITY

\*Describe your school’s community partnerships that support student health and wellbeing.

*Consider both formal and informal partnerships, the local context and other family violence prevention activities and initiatives already underway.*

*Consider organisations such as Aboriginal Community Controlled Health Organisations (ACCHOs), Regional Aboriginal Justice Advisory Committees (RAJACs), community health services, community safety groups.*

\*List any organisations that you would like to work with in relation to gender-based and family violence.

# PARTICIPATION IN THE REPSECTFUL RELATIONSHIPS INITIATIVE

Our school would like to participate in the Respectful Relationships initiative as:

🌕 A Lead School from 2020. Lead Schools will also participate in preparation activities from Term 3, 2019, including training to support a cluster of Respectful Relationships schools. **Lead Schools continue to Section B.**

🌕 A Partner School. The rollout to Partner Schools will take place from 2020. **Partner Schools go to *Declaration*.**

# SECTION B

# CAPACITY TO ENGAGE AND SUPPORT A CLUSTER OF SCHOOLS

\*As a Lead School you will be required to engage and support a cluster of Partner Schools by:

* Leading a cluster of Partner Schools
* Establishing mechanisms to meet periodically with Partner Schools to support their implementation
* Providing structured support to Partner Schools on a scheduled basis
* Responding to individual requests for support from Partner Schools

\*What processes do you have / would you put in place to support a cluster of Partner Schools in 2020?

\*Consider your school’s experience with mentoring or being mentored. This may have been formal or informal.

\*If you have already discussed supporting other schools, briefly outline any discussions that you may have had with these schools.

# ADDITIONAL INFORMATION

\*Please note any other information you would like the Department to know in considering your application.

*Consider your school's population, recognising that social and cultural factors may contribute to the prevalence of family violence in the local community. Consider unreported instances of family violence and the related barriers to reporting, such as linguistic or cultural barriers, geographical isolation, disability or homelessness.*

# DECLARATION

\*I confirm that:

🌕 This Expression of Interest to be a Lead or Partner School in the Respectful Relationships initiative has been endorsed by the school Principal.

🌕 The information contained in this application is true and correct. I understand that the information provided in this application and any subsequent project report may be used by the Department of Education and Training for assessment and reporting purposes.

🌕 I understand there is no guarantee that my school will receive funding and support as a result of this submission.