

Evaluation of *Breaking the Silence* Schools Program

University of Technology
Sydney

Institute for Public Policy and Governance


School of Education, Faculty of Arts and Social Sciences

Prepared for White Ribbon Australia
March 2019




Acknowledgments

This evaluation was conducted by the Institute for Public Policy and Governance in partnership with the School of Education at the University of Technology Sydney.



We wish to acknowledge time and insights of schools, stakeholders and White Ribbon program staff who participated in this evaluation.



Citing this report

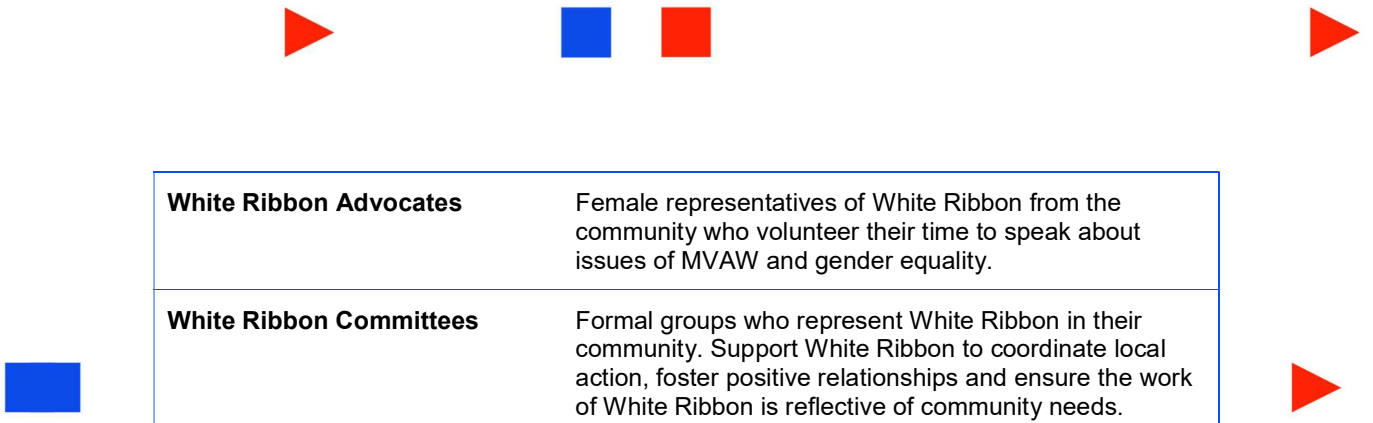
Simoes dos Santos, P., Duxson, S., Burrige, N., Miller, K., Chodkiewicz, A., Ellinson, A. 2019. *Evaluation of 'Breaking the Silence' Schools Program*. University of Technology Sydney, Sydney NSW.

© University of Technology Sydney: Institute for Public Policy and Governance, 2019

UTS CRICOS Provider Code: 00099F

Acronyms and defined terms



Term	Meaning
ACT	Australian Capital Territory
BtS	Breaking the Silence
CALD	Culturally and linguistically diverse
HPE	Health and Physical Education
ICSEA	Index of Community Socio-Educational Advantage
MVAW	Male violence against women
NCAS	National Community Attitudes towards Violence Against Women Survey
Not yet participated	School staff members who enrolled in the BtS program in 2018 and have not yet started the program.
NSW	New South Wales
Participant schools	All schools that have participated, or are participating, in the BtS program.
Participant schools – general staff	General staff members at participant schools
Participant schools – students	Students at participant schools
Past participants	School staff members (teachers, principals etc.) who personally participated in the BtS program from 2013 to 2017.
PDHPE	Personal Development, Health and Physical Education
Qld	Queensland
RRE	Respectful relationships education
SA	South Australia
White Ribbon schools	Schools that have been recognised by White Ribbon as White Ribbon schools.
White Ribbon Ambassadors	Male representatives of White Ribbon from the community who volunteer their time to speak about issues of MVAW and gender equality.



White Ribbon Advocates	Female representatives of White Ribbon from the community who volunteer their time to speak about issues of MVAW and gender equality.
White Ribbon Committees	Formal groups who represent White Ribbon in their community. Support White Ribbon to coordinate local action, foster positive relationships and ensure the work of White Ribbon is reflective of community needs.
White Ribbon representatives	White Ribbon staff, Ambassadors, Advocates and members of White Ribbon Committees.



Contents

	Acronyms and defined terms	3	
	Executive Summary	8	
1	Introduction	13	
1.1	<i>Breaking the Silence</i> schools program	13	
1.2	Evaluation approach	15	
1.3	Evaluation methods	16	
1.4	Ethics	20	
1.5	Considerations and limitations	20	
2	<i>Breaking the Silence</i> and its context	21	
2.1	<i>Breaking the Silence</i> as a primary prevention approach	21	
2.2	Policy alignment	22	
2.3	Program diversity	30	
2.4	School engagement	34	
3	Program implementation	38	
3.2	Workshop facilitators	39	
3.3	eLearning	40	
3.4	Workshops	42	
3.5	Program materials	45	
3.6	Ongoing support	48	
4	Program outcomes	49	
4.1	Indicators of success	49	
4.2	Improved understanding of men's violence against women	49	
4.3	Culture change in schools	56	
4.4	Program sustainability through a whole-school approach	63	
5	Conclusion and recommendations	75	
	References	83	
	Appendix A Program logic	87	
	Appendix B Data collection points	88	
	Appendix C Data limitations	89	
	Appendix D Respectful Relationships education initiatives	91	
	Policy and program context	91	
	Australian Curriculum teaching and learning opportunities	92	

State and territory policy, program and curriculum and implications for BtS	93
Policy alignment of BtS program materials	99
Appendix E Case studies	101
Case Study 1: Western NSW High School	101
Case Study 2: North-West Brisbane Primary School	105
Case Study 3: Canberra Middle School	110
Case Study 4: Sydney High School	116
Case Study 5: South Australian Regional Primary School	122
Case Study 6: South-West Sydney High School	129
Appendix F Activities and engagement	134
Appendix G 2018 Participant Schools – General Staff Survey	135
Appendix H 2018 Participant Schools – Student Survey	143
Appendix I Past Participant survey	149
Table 1: Research instruments and data sources used in the BtS evaluation	17
Table 2: How BtS fits into State and Territory education policies	26
Table 3: Awareness of the BtS program in schools by role	66
Table 4: Awareness of the BtS program in schools by employment status	67
Table 5: Suggested <i>Breaking the Silence</i> data collection points	81
Table 6: <i>Breaking the Silence</i> data collection points	88
Table 7: BtS program year started	89
Table 8: Data sources and demographics	89
Table 9: BtS year started	90
Table 10: Policy context for BtS	91
Figure 1: BtS two-year structure	14
Figure 2: Evaluation approach and areas of inquiry	15
Figure 3: Preventing violence, a spectrum of strategies	21
Figure 4: Number of participant schools by state and territory.	30
Figure 5: Comparison of BtS schools with Australian schools by sector	31
Figure 6: Comparison of BtS schools with Australian schools by type	32
Figure 7: Comparison of BtS schools with Australian schools by remoteness	32
Figure 8: Percentage of Aboriginal and/or Torres Strait Islander students in participant schools	33
Figure 9: Extremely important reasons for schools to participate in BtS	34
Figure 10: Schools' readiness to participate in BtS	35
Figure 11: Schools' participation in other respectful relationships programs over the last two years	37
Figure 12: Participants overall feedback on BtS as a professional learning tool	38
Figure 13: Participants overall feedback on BtS	39
Figure 14: Participants' satisfaction with specific aspects of the eLearning program	41
Figure 15: Extent the eLearning increased understanding of specific topics around respectful relationships and whole-school approach	41
Figure 16: Participants' satisfaction with specific aspects of the Workshop One	43
Figure 17: Extent that Workshop One increased schools' understanding and knowledge	43
Figure 18: Participants' satisfaction with specific aspects of Workshop Two	44
Figure 19: Extent that Workshop Two increased support and provided opportunities	45
Figure 20: Participant feedback on BtS materials and online library: comparing cohorts	46

Figure 21: Helpfulness of the online library and forum at supporting schools to implement BtS in schools	47
Figure 22: Additional support from White Ribbon to implement Breaking the Silence	48
Figure 23: How helpful was the additional support received	48
Figure 24: Responses to question about number of women in Australia that have experienced physical and/or sexual violence perpetrated by someone known to them	50
Figure 25: Responses to question about average number of women killed as a result of intimate partner violence in Australia over 12 months	50
Figure 26: Perceptions about what constitutes domestic violence: comparing cohorts	51
Figure 27: Perceptions about what constitutes domestic violence: comparing cohorts	51
Figure 28: Perceptions on the knowledge and opinion about the nature and causes of men's violence against women in Australia – compared with NCAS	52
Figure 29: Perceptions on the knowledge and opinion about the nature and causes of men's violence against women in Australia – compared with NCAS	53
Figure 30: Statements about domestic and family violence selected as true	54
Figure 31: Agreement with statements around women's position in society (Total agree)	54
Figure 32: Disagreement with statements around women's position in society (Total disagree)	55
Figure 33: Attitudes towards decision-making in relationships – compared with NCAS 'Women prefer a man to be in charge of the relationship'	56
Figure 34: Extent the following changed as a result of participation in BtS	57
Figure 35: Students. Extent to which knowledge and behaviours have changed since starting education at a White Ribbon School	57
Figure 36: Male students' endorsement of respectful behaviours	57
Figure 37: Level of progress schools have made in specific areas due to participation in BtS program	58
Figure 38: Example of activities undertaken by students	62
Figure 39: Participants' agreement with the statement 'BtS enabled me to integrate respectful relationships/violence prevention education through a whole-school approach'	65
Figure 40: Participant ratings of domains impacted by <i>Breaking the Silence</i>	66
Figure 41: General staff agreement with statements around the school's commitment to gender equality and diversity	68
Figure 42: Student agreement with statements regarding behaviours displaying gender equality at school	68
Figure 43: Activities, policies or communications in place at participant schools	72
Figure 44: School built or will continue to build on the initiatives implemented as part of BtS	73
Figure 45: Level of agreement with statements associated with program implementation	74

Executive Summary

Background

White Ribbon's *Breaking the Silence* Schools Program (BtS) is a primary prevention program that has been run in Australian schools since 2009.

BtS provides professional learning for principals and teachers to give them foundational knowledge, tools and strategies to encourage, enable and support respectful relationships and violence prevention in schools. This is delivered through an eLearning course, face-to-face workshops and an online resource hub and forum, which schools can use to implement events and strategies. To date, more than 500 schools have participated in the program.

The University of Technology Sydney (UTS) was engaged by White Ribbon in 2017 to evaluate the BtS program. This document presents the findings and recommendations from this evaluation.

Methodology

UTS evaluated BtS between November 2017 and September 2018. The evaluation used a mix of methods to assess the implementation and effectiveness of the program, which were:

- interviews with BtS stakeholders and facilitators
- online surveys of past participants, those who have enrolled but have not yet participated, general staff members and students
- analysis of the White Ribbon schools dataset
- six site visits to schools to develop case studies, and
- review of BtS program documentation, the *National Plan to Reduce Violence Against Women and their Children 2010–2022*, and related policies across Australian jurisdictions.

Key findings

Overall, the results of the BtS evaluation are positive and promising.

It is evident that BtS can be effective in schools where it is implemented well, particularly when a whole-school approach is adopted and supported at the executive level.

While there are limitations to how outcomes can be quantified, the data shows that students in schools participating in the BtS program (participant schools) are more aware of men's violence against women (MVAW), and are able to identify and 'call out' violent behaviour towards female students.

The evaluation was also able to identify a number of practices within schools that assisted in embedding the program within the school, the curriculum and the community.

Program diversity

White Ribbon reached a diverse range of schools and students through the BtS program.


In particular, regional and remote schools were strongly represented (39% of participant schools as opposed to 29% of Australian schools in general). This accords with White Ribbon's objective of reaching regional and remote students through BtS.

Participant schools had a slightly lower socio-economic status than the national average, which may contribute to White Ribbon's objective of reaching students with additional and/or complex needs.

Aboriginal and Torres Strait Islander students were seven per cent of the student population, on average, in participant schools—comparable to the average in government schools and slightly higher than the Australian school average in 2016. The proportion of students with a language background other than English at participant schools was 14 per cent, which is below the Australian school average.

Reasons to enrol in the program

Schools generally became involved in the BtS program through the initiative of a committed principal, executive, teacher or regional school director—or in response to tragic local and national events involving MVAW.



Furthermore, state and territory education departments have been playing a role in raising awareness of student wellbeing and respectful relationships programs, as schools' impetus for involvement is often related to these policy directions.



Program implementation

The BtS program model changed in 2015 from three face-to-face workshops over one calendar year, to an eLearning module and two face-to-face workshops over an 18 month period.

The change to an educator-led facilitator model has been positively received, and the new model has enhanced rapport with workshop participants and provided a depth of knowledge around the schooling system that wasn't previously available under the old BtS model.

Having well-trained facilitators that are very familiar with the school system helped engage participant schools to more effectively implement strategies that adopt a whole-school approach to BtS. Also, having principals and school network directors present at the workshops has brought a higher level of credibility to the program.

Overall the professional learning program was well received, but there were some suggestions for improvement:

- facilitators mentioned they needed more examples (case studies, templates, list of activities) of what other schools have done to implement workshop strategies
- staff surveyed were less satisfied with the online library and forum than with other aspects of the BtS program—participants are largely unclear about the online library and forum benefits
- staff acknowledged the importance of having strong male teachers facilitating classes and sharing experiences—but there were some concerns among the female staff that this made BtS appear male-dominated
- it was noted by a number of staff that they would like to see more effort to involve girls and women in the program, including providing training and opportunities to

become White Ribbon representatives, and

- a number of staff mentioned they would appreciate classroom-focused materials, like lesson plans, activities and discussion starters, with a BtS focus. They also requested a range of materials targeted to, and appropriate for, different student age groups.

The delivery of the professional learning program may also be enhanced by having additional facilitators or less intense scheduling, and more forward planning time for both schools and facilitators.

Factors that led to success

The success of BtS in schools is founded on leadership from a principal and the senior executive, together with the driving force of a leading teacher or staff group.

A critical factor influencing a school's readiness to participate is the sense of 'buy-in' from their local school community. Levels of support appear to depend on whether participant schools have directly approached staff, students and families to inform them about the program.


Student-led activities are the other critical aspect, which can both reflect and support a whole-school approach. Schools that had implemented the program with some success often facilitated students to take the lead in organising and promoting BtS activities. This enabled them to build their confidence, leadership and capacity to organise and speak out on gender violence issues.

Ongoing support

Staff found that the support White Ribbon provided to connect schools to each other was very helpful and they valued visits from White Ribbon staff, ambassadors and guest speakers to schools, especially schools outside capital cities.

However, results from the past participants survey showed that over one third of respondents did not know that additional support from White Ribbon to implement BtS was available to schools.

Providing templates, case studies and examples of activities to participant schools were mentioned as forms of support that would have a lasting impact.



Participants also noted that ongoing staff awareness training about MVAW is needed, particularly in schools that have been engaged in the program for more than two years.



Culture change in schools

Schools have experienced and have self-reported changes in culture after the implementation of BtS. The early signs of attitudinal and behavioural longer term cultural change are in place, reflected in a number of site visits. This change is not easily quantified over time, or comparable across schools, yet it was observed/ measured that:

- an overwhelming majority of students (87%) affirmed that since starting at their school, they felt more confident standing up to their friends if they are treating a woman or girl badly
- three quarters of students (75%) reported that they know more about what counts as abuse or violence towards girls and women
- staff and students' knowledge and skills to safely challenge disrespectful behaviour towards women and girls increased after having participated in BtS training
- a number of schools reported perceptible changes in behaviour and culture as a result of having run the program, including in the way that students treat each other at school and a closer connection to the local community
- the program has given both female and male students the confidence to 'call out' bad behaviour, and
- knowledge of financial abuse as a form of domestic violence was far greater among schools that participated or are participating in the BtS program when compared to the general public.

Program sustainability through a whole-school approach

A whole-school approach is the cornerstone of a sustainable BtS program, and there are various examples of this, as well as 'focused' and 'staged' approaches.

In addition having strong commitment from the school executive and dedicated staff

connecting with students and the community, assistance from external sources and support from White Ribbon representatives can be critical in helping schools shift gear from a focused or staged approach into a whole-school approach—which should become more self-sustaining over time. The involvement of parents and the wider community is similarly essential.



Curriculum, teaching and learning

The evaluation found that the vast majority of respondents (83%) agreed that BtS has been easy to tailor to their school context and students were receptive to, and engaged with, the messages discussed in the BtS program. Importantly, 79 per cent of respondents mentioned that education on respectful relationships has generally been easy to integrate into the existing curriculum.



Some schools mentioned that the curriculum was crowded and that consequently BtS events were often carried out as extra-curricular activities. Yet other schools were able to include BtS activities as part of the curriculum, in learning areas like English, Media Arts, Drama and Civics. Embedding these activities largely depends on the leadership of one key teacher who is willing to implement this program across different subjects.

Recommendations

There is scope to strengthen, consolidate the program and address implementation challenges. As BtS expands and develops, the major challenges will be to maintain the quality of support to schools, tailor materials and activities, and ensure ongoing and consistent data collection.

It is important to note that White Ribbon has been consistently addressing some aspects of the recommendations below, such as ongoing support to schools, routine follow-ups and check-ins, promoting student-led initiatives and assisting schools to connect and form local partnerships. White Ribbon has also started testing the option to conduct workshops via webinars, and to this date, two workshops were conducted where some participants attended via videoconference (Broken Hill, NSW and Lismore, NSW).

Key recommendations are discussed below in the context of a whole-school approach and



the sustainability of BtS. The following recommendations might have budget implications, in terms of resource allocation, time and training of staff.

More detailed actions are suggested in Section 5.

Rec 1: Keep encouraging schools to adopt a whole-school approach

To continue efforts there is a need to encourage and provide resources to schools to help them develop a comprehensive plan that involves buy-in from executives, teachers, students and their parents, and extends beyond the school gates to the local community.

Drawing on evaluation case studies, practical examples could be developed to illustrate how BtS can be integrated into a whole-school approach, including such things as planning documents, executive leadership, student-led initiatives and community partnerships.

Rec 2: Continue to provide regular and ongoing support to participant schools, together with building awareness of existing support


Routine contact, check-ins and follow-up support from White Ribbon is essential to help schools with strategies to implement BtS in the curriculum, and keep the momentum going in relation to activities and discussions around respectful relationships. This assistance also supports the sustainability of the program.

Currently White Ribbon provides follow up calls after workshops and provides connections to other relevant programs and community initiatives. But there is a need to build awareness of existing available support from White Ribbon so schools proactively seek help, and emphasise the importance of community initiatives. It is also worth considering strengthening the role of BtS facilitators in providing ongoing support to schools after the workshops have ended.

Rec 3: Continue encouraging participation, interaction and knowledge sharing during workshops

Workshops are a great opportunity to share knowledge and practical examples of how to

embed BtS and respectful relationships in the curriculum and school activities.



White Ribbon should continue to focus on this area through encouraging participation and interaction during workshops, include classroom teachers with previous experience in implementing BtS to become workshop facilitators, and provide more practical examples of how to embed BtS in the school curriculum.

Rec 4: Develop classroom materials and activities that are age appropriate for practical application

Currently, White Ribbon does not prepare classroom materials for schools to use, but it does share with schools via the online library, various classroom materials schools have developed themselves.

There is scope for White Ribbon to consider developing classroom materials, in partnership with educational/pedagogy specialists, to help school staff target more varied groups of students and better implement BtS into their classrooms and existing curriculum.





Rec 5: Link the program more directly with respectful relationship curriculum topics

There are a number of opportunities to incorporate the program into various curricula and respectful relationship education programs across the country, and at the state and territory level, BtS-related learnings can be located and connected to the Health and Physical Education, Personal Development Health and Physical Education, and pastoral care curriculum areas for primary and secondary school years.


Rec 6: Tailor program engagement for regional schools

There is a need to engage with rural and remote schools differently as compared with metropolitan schools. Regional schools have specific requirements, which can be due to resource constraints and more transient staff.

White Ribbon is currently adapting the BtS model to remote and rural locations. This includes the delivery of smaller workshops, training of local services providers and the



development of tools for a more trauma informed approach. It is important to continue focusing in regional areas, delivering workshops via other channels and facilitating connections between local domestic violence services and schools.




Rec 7: Emphasise the breadth and diversity of the ways violence can manifest

Recognition of non-physical forms of abuse (for example, financial, social and verbal) needs to be strengthened and reinforced in the school context and wider community. This also includes emerging forms of abuse using mobile technologies and online platforms.

There is a need to engage schools more strongly with the ways in which social media and new technologies are being used, keep materials current in the lives of young people and increase involvement and support of female staff, students and community members in the program, in order to highlight forms of structural inequality and oppression that impact different groups in different ways.

Rec 8: Effective and consistent data collection, analysis and reporting

More effective, ongoing and consistent data collection, analysis and reporting would enable White Ribbon to better understand the program impact over time and in different locations.



To understand change in participating schools over time, and changes in participants compared to the wider population, data collection will need to be resourced over time with items strategically linked to other data sources (e.g. from government departments and public surveys).

There is scope to embed opportunities for data collection into program delivery, such as through annual telephone interviews with a purposive sample of principals across locations and school types, online teacher surveys, and conveniently sampled focus groups and consultations with students.

More broadly, it is useful to be reminded that cultural change is hard (in any context) to quantify, and that there is great value in capturing and communicating rich qualitative stories of change for individuals and communities.

1 Introduction

1.1 *Breaking the Silence* schools program

White Ribbon Australia (White Ribbon) is a not-for-profit organisation, part of a global network of organisations that aim to end men's violence against women and girls, promoting gender equality and creating a new vision of masculinity. Through a combination of nationwide male-led awareness-raising campaigns, primary prevention approaches and community events, White Ribbon works to end the attitudes and behaviours that are the root causes of male violence against women (MVAW).

A key part of White Ribbon's primary prevention approach is its *Breaking the Silence* schools program (BtS). Evidence suggests that school-based programs to address violence can have a significant impact on the behaviour of students, and young people are recognised as a key cohort for changing attitudes.¹ Underpinned by the Australian Curriculum, the BtS program offers professional learning initiatives in gender equality, respectful relationships and violence prevention in schools to principals and teachers. The program provides foundational knowledge about MVAW, along with tools and strategies to help school leaders embed respectful relationships and gender equality within the primary and secondary school curriculum.

Delivered over two school calendar years, BtS takes a whole-school approach that aligns with the principles of respectful relationships education (RRE). Rather than being prescriptive in its delivery of material and activities, BtS works to build on mandatory respectful relationships curricula and attempts to integrate with existing initiatives already underway in schools. The program is contextualised according to a school's environment, helping schools tailor RRE to their specific culture and classroom activities.

In 2009, BtS was piloted across 11 schools in the Sydney region with support from the NSW Department of Education and La Trobe University. Since then, the program has been independently evaluated twice – once in 2011 and again in 2014. These evaluation findings have informed the program's continuous improvement and led to changes in its structure in recent years.

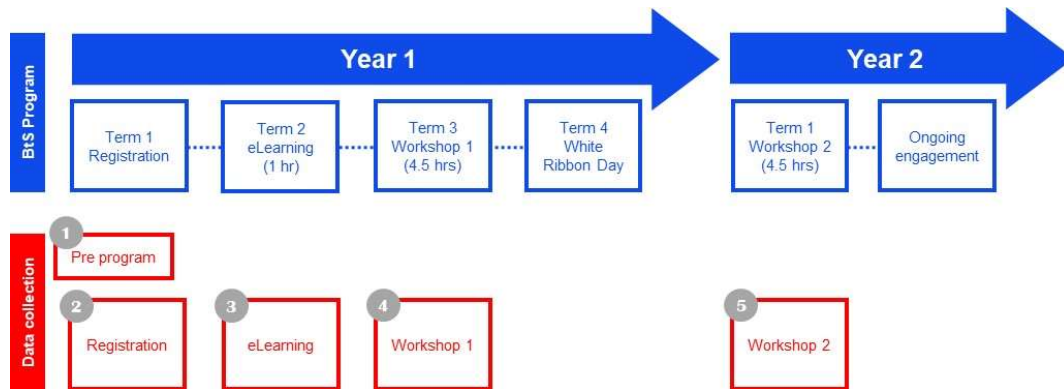
At the start of this evaluation, 564 schools had participated or were participating in the program and 399 schools across Australia had completed the program and were recognised as 'White Ribbon Schools'. In this report, we refer to all schools that were participating or had participated in the BtS program at time of writing as 'participant schools'.

1.1.1 BtS program design and structure

In 2015, White Ribbon changed the BtS model from three face-to-face workshops over one school calendar year to an online eLearning module and two face-to-face workshops over an 18 month period (Figure 1). This blended learning structure has sought to deliver the BtS program in a more sustainable manner, and allow schools greater time to comprehensively embed BtS into the school curriculum and activities. Furthermore, state and territory departments of education provide ongoing support and work collaboratively with White Ribbon to deliver the program across schools in Australia.

¹ Gleeson et al. 2015, p. 9; Campo et al. 2014, p. 36.

Figure 1: BtS two-year structure



The professional learning components of BtS require an initial 12–18 month commitment from schools, with training predominately delivered to Principals and Executives, and other senior school staff.

1.1.1.1 eLearning

After registering in the program, participants gain access to a 1.5 hour self-paced eLearning module during Term 2. This eLearning component of the program aims to provide schools with an initial understanding of:

- the issues of MVAW, including the different types of violence and abuse that occur and the impact it has
- the key causes of MVAW and approaches to support women
- the role of primary prevention and best practice for RRE in schools using a whole-school approach, and
- ideas to implement BtS in schools activities and programs.

After completing the eLearning, participants are asked to report their learnings back to the broader staff community, the next step is to use online resources to start developing plans for the implementation of BtS in their school.

1.1.1.2 Workshop One

In Term 3, school representatives engage in an interactive face-to-face workshop with other participant schools to help develop a working plan for implementing BtS in their own school community. The workshop aims to:

- build on the knowledge gained from the eLearning
- enhance best practice principles for the implementation of primary prevention initiatives
- provide tools and strategies to integrate respectful relationships using a whole-school approach
- develop strategies and an initial plan for schools to adopt a whole-school approach, and
- develop a working strategy for integrating the White Ribbon movement into existing initiatives.

The workshops are facilitated by experienced educators engaged by White Ribbon.

1.1.1.3 Workshop Two

The final face-to-face workshop is delivered in Term 1 during the second year of the program. Schools are required to prepare a presentation and case study of their experiences implementing BtS in the past year, and reflect on lessons learnt. The workshop allows

participants to engage in general discussions, plan activities for the school year and explore further options for continuing to embed BtS initiatives in their school and the wider community.

1.1.1.4 Online hub and ongoing support

After completing the two-year BtS program, participant schools are then recognised as 'White Ribbon Schools' and have ongoing access to the BtS Online Hub. The Online Hub provides access to a resource library, along with a quarterly newsletter and networking forum with other White Ribbon Schools in Australia. A key element of the program is its role in providing connections between schools such that they can share resources and learnings on implementation of the program.

Schools that participated in the program can also receive further support through the White Ribbon Schools Team, White Ribbon Ambassadors, Advocates and Committees. White Ribbon facilitators assigned to participant schools are able to provide advice in relation to implementing the program as well as helping to plan BtS-related events at schools.

1.2 Evaluation approach

In September 2017, UTS was commissioned by White Ribbon to evaluate the BtS program. This evaluation provides White Ribbon with an evidence base to strengthen the effectiveness and implementation of the new program structure and offers practical recommendations for continuous improvement. The evaluation is a collaboration between the UTS Institute for Public Policy and Governance and UTS School of Education in the Faculty of Arts and Social Sciences.

Informed by the tender specifications, as well as desired outcomes outlined in the BtS program logic (Appendix A), UTS developed the following evaluation approach. This approach integrates a suite of research methods and data sources from previous internal evaluations and program materials (Figure 2).

Figure 2: Evaluation approach and areas of inquiry



1.3 Evaluation methods

The BtS program evaluation consisted of a mix of research methods, such as qualitative interviews with stakeholders and facilitators, case studies of specific schools, and quantitative surveys to provide insights into the program implementation and effectiveness. A review of program data throughout the 18 months program period (Appendix B), existing documents, case studies and learning materials was also undertaken to better understand schools' experiences before and after the completion of BtS.

Table 1 outlines the evaluation data sources and instruments used throughout the evaluation.

Table 1: Research instruments and data sources used in the BtS evaluation

Data label	Data sources	Data collection methods	Participant numbers	Purpose
White Ribbon BtS school dataset	Students from participant schools since 2014. Dataset developed and administered by White Ribbon.	Quantitative data	N=439 schools	To assess the program diversity and inclusion, in terms of location, school size and demographics among participant schools.
Program outcomes survey	Online program outcomes surveys provided by White Ribbon, which include: <ul style="list-style-type: none"> o eLearning participant survey (T2, Y1), and o Workshop 1 and 2 evaluation surveys (T1, Y2). 	Quantitative online surveys conducted at each program stage.	Cohorts analysed for the eLearning and Workshop surveys: 2015–2016 N=115 2016–2017 N=155 2017–2018 N=216	To better understand implementation and to measure the perceived changes in awareness, attitudes, skills and behaviours of participants and their schools over the duration of the program.
Past participants	School staff members (teachers, principals, executives) who personally participated in the BtS program from 2013 to 2017. Survey and dataset developed and hosted by UTS.	Quantitative online surveys conducted from 20 Nov 2017 – 28 May 2018.	Past participants (2013–2017) N=197	To measure and compare schools' perceptions and understanding of the causes of men's violence against women, and assess confidence in implementing RRE. Impact of the eLearning and workshops was also analysed from the past participant survey.
Not yet participated	School staff members who enrolled in the BtS program in 2018 and have not yet started the program. Dataset provided by White Ribbon.	Quantitative online surveys conducted throughout 2018 as part of the BtS registration.	Not yet participated (2018) N=147	To assess schools' baseline knowledge and awareness of MVAW and involvement in other respectful relationship programs prior to engagement with the BtS program.

Data label	Data sources	Data collection methods	Participant numbers	Purpose
Participant schools – general staff	General staff members at participant schools. Survey and dataset developed and hosted by UTS.	Online survey conducted from 2 May – 14 Sep 2018	General staff N=130	To measure perceived changes in student and staff awareness, knowledge, attitudes and skills and the change in culture towards MVAW and gender equality at the school since the start of the program.
Participant schools – students	Students at participant schools. Survey and dataset developed and hosted by UTS.	Online survey conducted from 2 May – 14 Sep 2018	Students N=307	
Stakeholder consultations	BtS facilitators and stakeholders (education consultants and advisors, White Ribbon Ambassadors and principals from schools, not for profit and state and territory departments of education) interviewed by UTS.	Qualitative telephone interviews conducted between May – August 2018	N=19 interviews (9 facilitators and 10 stakeholders) selected by White Ribbon	To better understand the BtS program's effectiveness at increasing school communities' awareness of MVAW and determine the impacts of engaging and promoting BtS in schools.
Case studies	Staff and students at six accredited White Ribbon schools across Australia chosen as case studies.	Qualitative face-to-face interviews, focus groups and observational research conducted from July-Aug 2018	Across the six field visits, 67 interviews were conducted; 45 interviews were with school staff, including four school principals and a deputy-principal, 21 students (10 male and 11 female), and one school Parent and Citizen's Association member who also worked as a school liaison officer.	To explore the impacts of the program in the school community, as well as challenges and opportunities faced from each school to implement BtS in the school curriculum.

Data label	Data sources	Data collection methods	Participant numbers	Purpose
Program documentation	BtS program documentation and the <i>National Plan to Reduce Violence Against Women and their Children 2010–2022</i> (National Plan) and state policies.	Review and open code thematic	Policy documents from 6 States, 2 Territories and the Commonwealth Government	To confirm alignment with government priorities and assess BtS program appropriateness against relevant curriculum.

1.4 Ethics

The evaluation methodology was approved by UTS' Human Research Ethics Committee and the NHMRC National Statement on Ethical Conduct in Human Research, application ID ETH17-1767.

UTS was also required to submit research governance applications to all state and territory government education departments, and thirteen Catholic diocese education commission research governance boards to conduct the staff and student surveys and case studies. Research governance approval was granted for all six states and two territories, and for eight Catholic dioceses. The relevant staff members working on this project who conducted site visits obtained a Working with Children Check.

Prior to the fieldwork, the six case study schools were directly contacted, and all schools participating in BtS were emailed and asked to take part in the staff and student online survey. The student survey was based on an opt-in or opt-out consent process, depending on the ethics approval given by individual state education and territory education departments.

The fieldwork was carried out by researchers with significant experience in evaluation, policy development, gender equality and the education sector.

1.5 Considerations and limitations

The methodology gives a picture of the BtS program's effectiveness in raising awareness of MVAW, promoting gender equality and implementing a whole-school approach. Furthermore, the findings from this report give a strong basis for the recommendations around data collection, program structure and the implementation of a whole-school approach. We are confident that the available data allow us to draw conclusions about the program indicators of success, changes in schools, opportunities and challenges to implementation, and provide clear and actionable recommendations.

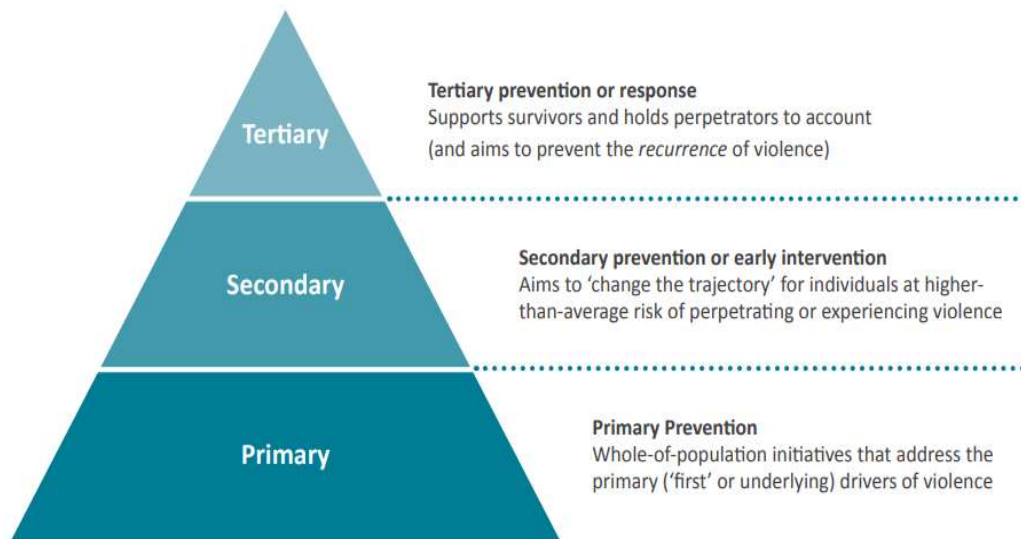
However, limitations in the survey and program data mean that we cannot quantify outcomes at an individual or comparative-school level. While we are able to understand improvements in the program implementation since the new structure was introduced in 2015, we were unable to systematically compare outcomes achieved for the old and new structure. More details on the data limitation and sample size are outlined in Appendix C.

2 *Breaking the Silence* and its context

MVAW is a significant global issue with serious social, economic and health consequences for women, their families and the wider community. Research shows that the drivers predicting higher levels of violence against women relate to structures, social norms and organisational practices supporting gender inequality.²

Like other major social and health issues, gender-based violence can be addressed through a primary prevention approach that deals with the attitudes, practices and power differentials that contribute to its existence. This multidimensional strategy (Figure 3) works across the whole population to intervene before violence has occurred.³

Figure 3: Preventing violence, a spectrum of strategies



2.1 *Breaking the Silence* as a primary prevention approach

BtS is an example of RRE and is a primary prevention approach implemented through primary and high schools and alternative settings. RRE is primary prevention work undertaken in education settings to address the drivers of violence against women. RRE takes a holistic, whole school approach to create a future free from gender-based violence, and views schools as both education institutions and workplaces.⁴ RRE usually takes place in schools, but it can also take place in sporting clubs, youth groups and community settings. Schools-based prevention approaches have the strongest evidence of effectiveness when it comes to reducing students' future perpetration of violence. This is in part due to schools being a major component of the day-to-day lives of young people – allowing education programs to be delivered in a context where the promotion of respectful, non-violent relationships can be normalised.

² Flood et al.2009.

³ However, evidence also indicates that there are notable benefits in targeting and delivering more intensive interventions to certain groups in the population (Webster 2007), such as respectful relationships education aimed at young people in a school setting.

⁴ DVRC Victoria 2018, p. 3.

White Ribbon encourages schools to use a whole-school approach in implementing the BtS program. For White Ribbon this means working across four key domains: school policies and practices, the school culture, the curriculum, and partnerships involving parents, local agencies and the local community.⁵

BtS is not a structured program that enforces specific curriculum material or activities. There is a great deal of variation in how schools can choose to implement the BtS program. As acknowledged by White Ribbon, the design of the BtS program accepts that 'each school and community is different. As such, implementation should be tailored to the context and needs' of each school and school sector.⁶ This variation in approach extends to:

- how schools engage with BtS' objectives
- the types of activities schools choose to engage in
- how the program is embedded into the school's everyday non-formal curriculum
- the extent to which the school's local community and parent body is involved in the program, and
- whether the school utilises a whole-school approach that is spread throughout the year rather than being focused on one or two key days or events.

2.2 Policy alignment

This section of the evaluation report considers the alignment between BtS and available Australian, state and territory curriculum and school policy documentation. It takes into account the Australian school education context, noting how each state and territory has translated the national efforts into their curriculum, school policies and programs.

In summary, the BtS program fits in with, and complements, existing state and territory school education policies and programs regarding respectful relationships. One key advantage of the BtS program is its lack of prescriptiveness – as discussed above, the professional learning program provides a framework to build RRE into school culture and teaching. This fluid approach gives schools significant freedom to tailor BtS to their specific needs and context, and, critically, allows the program to dovetail off other education initiatives and requirements in their state or territory.

Generally, the BtS program aligns most appropriately and most broadly within a school's student Health and Wellbeing policies and can be linked to parts of the Health and Physical Education (HPE) curriculum and respectful relationship programs that exist in different forms in each state and territory. However, the program's fluid approach means it can be linked in with other curriculum initiatives or raised in a range of different disciplines.

NOTE ON EDUCATION POLICY LANDSCAPE

When considering how policies and initiatives, such as the prevention of violence against women, translate into action within state and territory schools, it is important to be aware of the size and intricacy of the Australian school system. The system is stratified and complex. There is a national government department of education and its curriculum authority – the Australian Curriculum, Assessment and Reporting Authority (ACARA) – which is responsible for writing the national curriculum and conducting national assessment of, and reporting on, students. There are eight state and territory departments of education with multiple curriculum bodies across three different school sectors (government, independent, Catholic) and funding comes from a mixture of state and federal governments (Table 10 in Appendix D outlines the key aspects of the policy context for a program like BtS in Australia).

⁵ WRA 2018, p. 9.

⁶ WRA 2018, p. 9.

2.2.1 Alignment with national policies

The national policy agenda on reducing violence against women and countering family and domestic violence has been led by the Australian government since 2008, working through the Coalition of Australian Governments (COAG). A major policy initiative was taken by COAG in 2012 when it released the *National Plan to Reduce Violence against Women and their Children 2010–2022* (National Plan).⁷ Endorsed by all Australian governments at the time, the National Plan is led by, and sits within, the federal government's Department of Social Services (DSS). In addition, COAG has funded a \$30 million *Stop it at the Start* campaign for three years from 2016, focused on preventing violence against women by influencing young people's attitudes and behaviours with regard to respectful relationships and gender equality.⁸

The BtS program supports and sits within the framework of national efforts – through the National Plan and the Third Action Plan 2016–2019.⁹ Two of the six main National Outcomes mention the involvement of schools in their strategies for success and are relevant to BtS – *Communities are safe and free from violence* and *Relationships are respectful*. The six National Outcomes to work towards over 12 years (2010–2022) are:

- communities are safe and free from violence
- relationships are respectful
- indigenous communities are strengthened
- services meet the needs of women and their children experiencing violence
- justice responses are effective, and
- perpetrators stop their violence and are held to account.

Among the strategies supporting these outcomes there are four that are relevant for schools:

- strategy 1.2 – primary prevention of violence against women
- strategy 1.3 – advancing gender equality
- strategy 2.1 – building on young people's capacity to develop respectful relationships, including a whole-school approach involving staff, parents, students and community agencies, and
- strategy 2.3 – promoting positive male attitudes and behaviours. This strategy commits funding for the White Ribbon Day campaign and its expansion to rural and regional areas.¹⁰

In the Third Action Plan, additional roles for schools were included among two of the revised set of six national priority areas for action:

- area 1: *prevention and early intervention* – 'support schools and teachers to deliver respectful relationships education ... covering sexual violence, gender equality issues and a range of other relationships issues',¹¹ and
- area 5: *responding to children living with violence* – 'including schools ensure children living with violence 'have their needs met'.¹²

2.2.2 Respectful relationships on national curriculum – opportunities for *Breaking the Silence*

The three key policy areas identified in the National Plan that relate directly to BtS objectives are: preventing violence against women, developing respectful relationships, and advancing gender equality (the three policy areas).

⁷ COAG 2018.

⁸ DSS 2016, p. 11.

⁹ WRA 2018, p. 3.

¹⁰ COAG 2012, pp. 15–19.

¹¹ DSS 2016, p. 10.

¹² DSS 2016, p. 26.

ACARA has worked over recent years to introduce a national Australian Curriculum in a number of key learning areas and subjects. Their curriculum documents show that teaching and learning about the prevention of violence against women, respectful relationships, and advancing gender equality can be located within the national Australian Curriculum HPE key learning area for Foundation to Year 10 students. That curriculum was nationally endorsed and published in 2015. In broad terms this part of the national curriculum includes a focus on 'the importance of a healthy school environment, including specifically student health, wellbeing and safety.'

The focus on wellbeing and safety provides a way to connect the BtS program to the curriculum. Even if they are not mentioned explicitly, each of the three policy areas relevant to BtS (mentioned above) can be addressed in a number of specific parts of the HPE Australian Curriculum. Focus areas, sequences, strands and statements for Foundation to Year 10, can help the BtS program to better align its materials with the existing curriculum opportunities and point out to school teachers through fact sheets and stage-by-stage school lesson plans, key and relevant curriculum opportunities.

2.2.3 Respectful relationships education in state and territory curricula – opportunities for *Breaking the Silence*

Since 2016 and the Third Action Plan's focus on 'delivering respectful relationships education to all school children and covering sexual violence, gender equality issues, and a range of other relationships issues and tailored to vulnerable cohorts',¹³ significant steps have been taken in a number of states to put in place a respectful relationships curriculum and a program of support (including teaching resources and teacher professional development), across all school years and stages.

Victoria, New South Wales and Tasmania have made the most significant education policy and curriculum changes – mandating teaching about respectful relationships in their curriculum and starting a process of supporting schools to take up that curriculum. Victoria is the most advanced with a full set of teaching and learning materials organised around eight topics by school levels from Foundation to Year 12. This is supported by funding of a Leading and Partner school model, a staff professional learning program, and dedicated departmental staff in each of its 17 government school regions.¹⁴ Victoria introduced its respectful relationships program after a pilot with the non-government agency OurWatch, supported by a set of extensive materials which contain valuable detail for future White Ribbon resource development for schools.

In 2015, the then NSW Board of Studies included a specific focus on domestic and family violence in the Year 7 to 10 PDHPE curriculum (this was achieved before the introduction of the related ACARA's Australian Curriculum HPE draft curriculum). The curriculum amendments were supported by a detailed and comprehensive toolkit of resources for teachers.

The implementation of advanced and sophisticated RRE programs in state curricula (like Victoria and New South Wales) provides opportunities for the BtS program. BtS can support these RRE efforts by, for example, linking materials and resources it produces to specific, relevant, curriculum topics (in the Victorian RRE program this would be Topic 7 *Gender and identity* and Topic 8 *Positive gender relations*). In doing so it can continue to provide a specific focus on taking actions and teaching about topics of male violence, power and control. That is, there is an opportunity for alignment with state and territory policies to further promote White Ribbon's message of specifically reducing MVAW.

The remaining states and territories have yet to translate the Plan's proposals for schools into any new curriculum initiatives.

¹³ DSS 2016, p. 10.

¹⁴ Victorian Department of Education and Training 2018a.

2.2.4 Respectful relationships programs in states and territories

While not all states and territories have embedded RRE into their curricula, they are all either running a respectful relationships program, intend to do so in the near future, or cover issues of violence in some way within the existing pastoral care and HPE curriculum.

In 2017, the Tasmanian Department of Education introduced a Respectful Relationships program aimed at all schools from Foundation to Year 12, as part of Tasmania's whole-of-government *Safe Homes, Safe Families: Family Violence Action Plan 2015–2020*. During 2017 and 2018 the Department has run a series of state-wide professional development workshops and provided online professional learning to support school leadership, teachers and support staff in the implementation of the program.

The Queensland Department of Education and Training is piloting a respectful relationships program in a number of government schools until mid-2019.¹⁵ This was implemented as part of the Queensland Government's *First Action Plan of the Domestic and Family Violence Prevention Strategy 2015–16*.

Our analysis suggests that White Ribbon may wish to focus their efforts on schools in WA, SA and NT, where RRE programs are less advanced and there is greater need for capacity building programs like BtS.

Table 2 below shows the way state and territory governments have translated government policies into a new school curriculum or programs, and where BtS fits into these policies and/or programs. Further details are provided in Appendix D, including details of state and territory based violence prevention government policies, plans, strategies or frameworks and subsequent education initiatives.¹⁶

¹⁵ Our Watch 2018.

¹⁶ WRA 2018, p. 3.

Table 2: How BtS fits into State and Territory education policies

Jurisdiction	Government policies	Policy requirements	Curriculum and program changes	General alignment with BtS	Specific implications for BtS
Victoria	<i>Ending Family Violence Victoria's Plan for Change (2016)</i>	The plan includes a key role for schools: to 'promote respect, equality and safety'. As part of its primary prevention actions, highlights the importance of embedding the <i>Respectful Relationships</i> program and commits to a state-wide rollout in schools from 2017.	A <i>Respectful Relationships</i> education program was piloted and then included into the Foundation to Year 10 HPE curriculum. A whole-school approach is encouraged, supported by a suite of resources, an online professional learning program and staff professional development in leading schools.	<p>Complements policies and the introduction of Respectful Relationships teaching programs across school systems.</p> <p>Provides a vital 'activities' focus - a yearly event (White Ribbon Day), with lead-in or follow-up activities.</p> <p>Can encourage schools to take on other relevant activities during the year – to help maintain and support learning about the issues.</p>	BtS aligns well with Topic 7 <i>Gender and identity</i> and Topic 8 <i>Positive gender relations</i> in the Victorian program. BtS could draw from the comprehensive resources on the topic in developing its own materials.
New South Wales	<i>Domestic and Family Violence Prevention and Early Intervention Strategy 2017–2021</i>	Schools feature in only one of four priority areas under the strategy – <i>Awareness and understanding of gender-based violence</i> – with schools helping 'to shift how people perceive respectful and healthy relationships.'	The NSW PDHPE curriculum for years K to 10 and the <i>Life Ready</i> course for years 11 and 12 includes teaching about respectful relationships. Issues about power, abuse and violence are addressed in the senior years.	<p>Offers schools valuable learning resources, workshop staff training, and ongoing support through Ambassadors and Advocates.</p> <p>Helps maintain a specific focus on education about the</p>	<p>BtS aligns well with <i>Strand 1: Self and Relationships</i> for Stages 4 and 5 in the NSW PDHPE curriculum.</p> <p>Additionally, BtS aligns with the respectful relationships component of the <i>Life Ready</i> course. BtS could draw from the toolkit of resources on the topic developed by BOSTES for its own materials.</p>

Jurisdiction	Government policies	Policy requirements	Curriculum and program changes	General alignment with BtS	Specific implications for BtS
Tasmania	<i>Safe Homes, Safe Families Tasmania's Family Violence Action Plan 2015–2020</i>	A priority for schools in the plan is to develop and deliver in all government schools a <i>Respectful Relationships</i> program and school staff to support school children affected by family violence.	A <i>Respectful Relationships</i> Education program, aligned with the Australian HPE curriculum, has been mandated for Foundation to Year 12 from Term 2 2018. Supported by a departmental website with a teaching package, online resources, teacher professional learning, including face-to-face workshops.	prevention of male violence, power and control.	<p>BtS aligns well with Module 1 in the Foundation-Year 12 teaching and learning package which covers: <i>Understanding respectful relationships; Respect, gender and power; and Communicating and managing conflict.</i></p> <p>White Ribbon could play a role in encouraging or assisting the Tasmanian government to incorporate RRE topics into its state curriculum.</p>
Queensland	<i>First Action Plan of the Domestic and Family Violence Prevention Strategy 2015–16</i>	Commits Department of Education and Training to 'review and map programs to ensure schools equip students to build respectful relationships and act against domestic violence in age appropriate ways.' Encourage Catholic and Independent schools to take this up.	In 2016 a <i>Respectful Relationships Education (RR)</i> program – a set of new curriculum materials – was developed to complement existing CARES positive behaviour program for both Prep to Year 10 and years 11 and 12. Schools encouraged to adopt the program. Department is piloting the program in 10 government primary schools from 2017 to 2019.	<p>Aligns with topics covered in years 7-12 RR program.</p> <p>Given ongoing government school pilot, there may be opportunities to focus on work with Catholic and Independent schools.</p>	Queensland's RR program is still in pilot stage, and only in primary schools. White Ribbon could consider working in partnership with the Department and OurWatch to deliver its own professional learning program, roll out BtS in high schools, or otherwise provide support or guidance in relation to the pilot program.

Jurisdiction	Government policies	Policy requirements	Curriculum and program changes	General alignment with BtS	Specific implications for BtS
Australian Capital Territory (ACT)	<i>ACT Prevention of Violence against women and children strategy 2011–2017- 2nd Implementation Plan 2015-17</i>	The plan sees schools being part of its first priority to prevent violence and create an anti-violence culture, with education in schools starting the discussion and helping to change the culture. Actions planned included 'enhancing respectful relationships into the ACT curriculum'.	No new curriculum initiatives, but the ACT Education Directorate has a new <i>Respectful Relationships Education</i> webpage that brings together resources for schools to use. This builds on existing <i>Positive Behaviour for Learning</i> and <i>Social and Emotional Learning</i> programs.	Aligns with prevention policies, plans or strategies for schools to teach about respectful relationships. Complements a number of other programs and materials available to schools – such as <i>Love Bites</i> for secondary and primary students or <i>16 Days of Activism against gender-based violence</i> .	BtS may be able to play a role in building capacity for ACT teachers who may not have received sufficient training in RRE.
Western Australia	<i>Family and Domestic Violence Prevention Strategy to 2022 (2013)</i>	The 2013 plan recommended schools implement a Respectful Relationship Education program and integrate it into the mainstream curriculum. From 2018 the WA Department of Education planned to deliver the OurWatch respectful relationships program in a number of selected schools. ¹⁷	No recent curriculum changes or programs implemented. Note schools can use existing Department of Health Growing and Developing Healthy Relationships website materials to teach about relationships and sexuality program.	In lieu of mandated respectful relationships programs, each of these states and territories provide opportunities for the BtS program to be taken up by schools across each school sector.	There is work to be done in developing rigorous and comprehensive RRE in WA and there are therefore opportunities for White Ribbon to focus its BtS program in this state. There are no issues with alignment of themes.

¹⁷ Campbell 2017.

Jurisdiction	Government policies	Policy requirements	Curriculum and program changes	General alignment with BtS	Specific implications for BtS
South Australia	<i>Women's Safety Strategy 2011– 2022</i> <i>Domestic Violence Discussion Paper 2016</i>	The Strategy in 2011 noted the <i>Focus Schools</i> Program and taking action to build primary prevention into the work of schools. The Discussion Paper in 2016 noted the government supported organisations like White Ribbon, OurWatch and Zahra Foundation to teach about respectful relationships in schools.	No curriculum changes. Schools address respectful relationships through the Australian HPE curriculum, the <i>Keeping Safe: Child Protection Curriculum</i> and SHINE SA's <i>Focus Schools</i> program ¹⁸ and Port Adelaide's <i>Power to end violence against women</i> year 10-12 program.		There are opportunities for White Ribbon to collaborate with SHINE SA to deliver RRE in South Australian schools, to roll out BtS independently in a greater number of SA schools, and/or to work with the SA government to develop an RRE curriculum and embed BtS concepts within it.
Northern Territory	<i>Domestic, Family & Sexual Violence Reduction Framework 2018–2028.</i>	The framework commits to provide prevention programs for children and young people around consent and respectful relationships. ¹⁹	Respectful relationships resources, including from Victoria, have been provided within the Department's Social and Emotional Learning area. Additional K-1 and Year 7 programs are in development with NAPCAN.		There are opportunities for White Ribbon to focus its BtS program in the NT, and/or to work with the NT government to develop an RRE curriculum and embed BtS concepts within it.

¹⁸ Richards 2018.

¹⁹ NT Government 2018, p. 8.

2.3 Program diversity

Diversity is a focus of White Ribbon through its dedicated Diversity and Inclusion Program.²⁰ The greater the diversity of the students reached through BtS, the broader the impact is likely to be on the student population, and the community as a whole. In this evaluation, UTS assessed the BtS program diversity and whether the program contributes to the aims of the White Ribbon Diversity and Inclusion Program by effectively engaging:

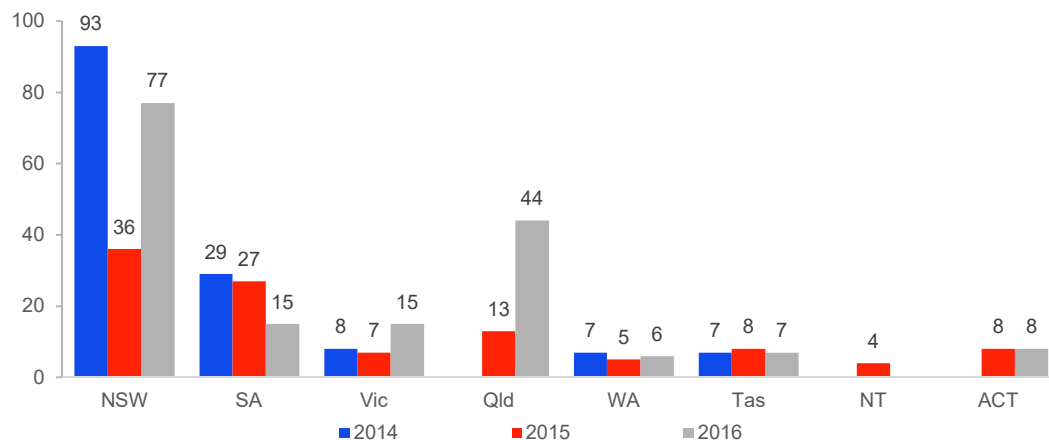
- schools in a variety of states and territories
- schools from a variety of school sectors (e.g. government and independent) and types
- schools for students with additional and/or complex needs
- schools in regional and remote areas, and
- schools with high populations of Aboriginal and Torres Strait Islander and culturally and linguistically diverse students and communities (CALD).

To understand the reach of the BtS program, it is necessary to identify the diversity of schools that have participated, or are currently participating, in the program (participant schools). Accordingly, UTS analysed the demographics of schools that have participated in the BtS program between 2014 and 2016, and compared these results against the Australian school system as a whole. The data contains information on schools' location, state, type (primary, secondary or special), sector and the number of Aboriginal and Torres Strait Islander students and CALD students. A total of 439 schools were analysed, however, specific data items were not always available for every school listed in the database.

2.3.1 Diversity by state and territory

From 2014 to 2016, a greater number of participant schools were based in NSW compared with schools from other states and territories. That is, 206 schools completed the program in NSW between 2014 and 2016, compared to four schools in the Northern Territory and 22 in Tasmania (Figure 4).

Figure 4: Number of participant schools by state and territory.



Source: White Ribbon BtS school dataset 2014–16 (N=424).

²⁰ The White Ribbon Diversity Program was launched in 2014 and was funded for four years by the Australian Government Department of Social Services. The Diversity Program focuses on making the White Ribbon campaign and projects more inclusive through meaningful and respectful collaboration with CALD and Indigenous communities across Australia.

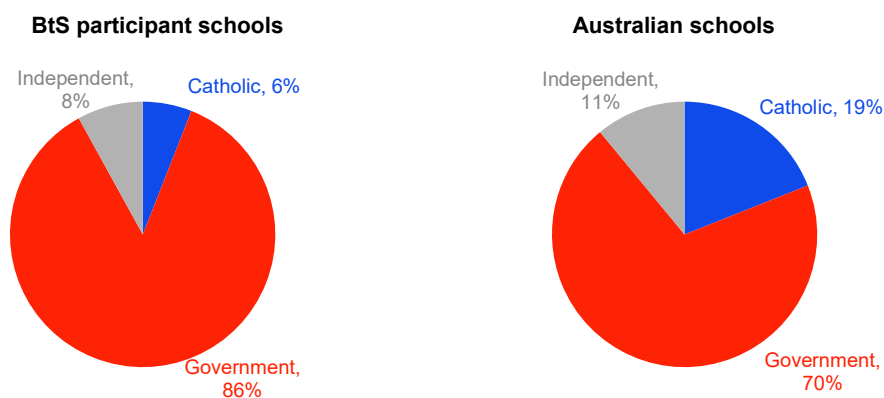
The larger presence of BtS in NSW schools reflects that NSW has more schools compared to any other state or territory, and that BtS was originally planned and implemented in NSW in collaboration with the former Department of Education and Communities, and then funded for delivery in NSW. In later years, program delivery locations were partly determined by donor requirements. However, schools in Victoria and Western Australia are not proportionally reflected by the number of schools completing BtS in those states.

White Ribbon has enjoyed community and stakeholder support in education sectors/jurisdictions across Australia, reflected by activities such as the Qld Department of Education and Training working towards achieving its White Ribbon Workplace Accreditation in 2017.²¹ This has helped drive the growth of the program in NSW, SA and Qld in particular. Additionally, in Qld, there has been increased engagement in the BtS program through volunteer White Ribbon Committees that encourage and support schools to participate in BtS. This goes some way to explain the significant growth in the number of Qld schools completing the BtS program in 2016 (Figure 4).

2.3.2 Diversity by school sector

The great majority of participant schools were part of the government sector (86% of those for which there was data available, see Figure 5), which is largely reflective of the makeup of the Australian school system in general. One notable difference is that the number of Catholic schools that have participated in the BtS program (6%) is proportionally substantially less than the number of Catholic schools operating across the country (19%).

Figure 5: Comparison of BtS schools with Australian schools by sector



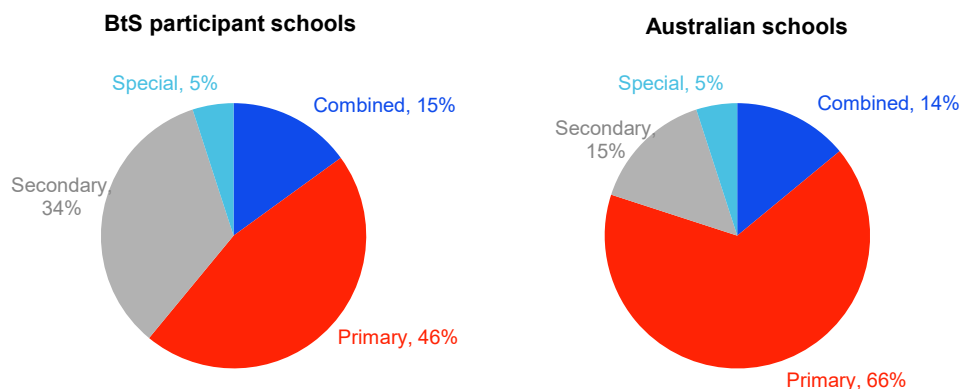
Source: White Ribbon BtS school dataset 2014–16 (N=432), ABS 2018.

2.3.3 Diversity by school type

The data on the schools that participated in the program between 2014 and 2016 shows that more primary schools than secondary schools completed the BtS program – 46 per cent of participant schools were primary schools and 34 per cent were secondary schools (Figure 6). Compared to the Australian school system, this shows that BtS schools are relatively more strongly represented in secondary schools.

²¹ Businesses, organisations and other workplaces can become accredited as White Ribbon Workplaces if they can meet 15 specific criteria under three specific standards. The White Ribbon Workplace Accreditation Program supports workplaces to adapt organisational culture, policies and procedures, equipping staff with the knowledge and skills to address the issue of violence against women. Accredited workplaces demonstrate effective leadership, resource allocation, communication, HR policy development and training. Accreditation lasts for 3 years, evidencing an ongoing commitment to the prevention of violence against women. The Qld Department of Education and Training, along with 12 other Qld Government agencies, became White Ribbon Accredited in November 2017.

Figure 6: Comparison of BtS schools with Australian schools by type

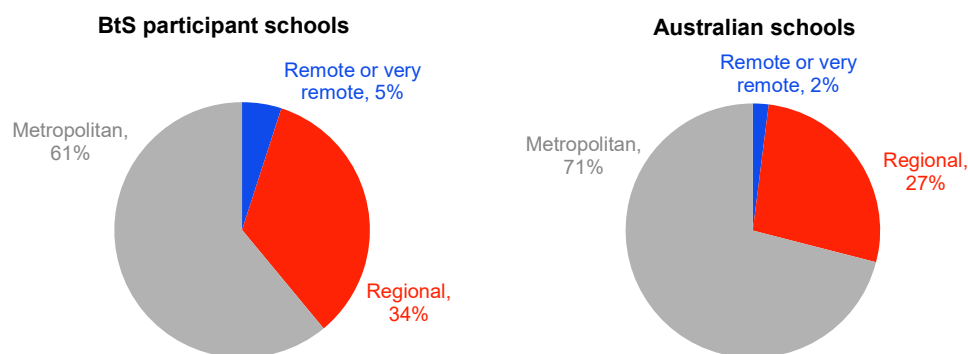


Source: White Ribbon BtS school dataset 2014–16 (N=421), ABS 2018.

2.3.4 Diversity by remoteness

The data shows that, while a majority of BtS programs are run in metropolitan and urban areas (61%), rural and regional schools are well-represented, with 39% of participant schools being classified as regional or remote (Figure 7). As only 29% of Australian schools in general are considered regional or remote, White Ribbon appears to be succeeding in its objective of engaging with a large number of schools in rural and remote areas.

Figure 7: Comparison of BtS schools with Australian schools by remoteness



Source: White Ribbon BtS school dataset 2014–16 (N=421), ABS 2018.

2.3.5 Diversity by Aboriginal and/or Torres Strait Islander and culturally and linguistically diverse students

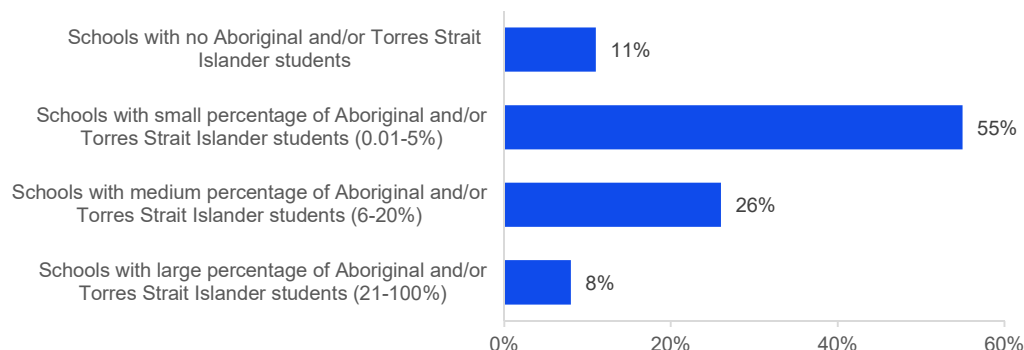
Students who are engaged with White Ribbon are part of a diverse group comprising of CALD and Indigenous people. The BtS program acknowledges cultural diversity and strives for engaging with students in a culturally appropriate manner. On average, the student population of participant schools was seven per cent Aboriginal and/or Torres Strait Islander students. This is comparable to the Australian average in government schools in 2016 (7%), and slightly higher than the average for all Australian schools in 2016 (5.5%).²² We note that the median Aboriginal and Torres Strait Islander population of participant schools was 2% and the range was 100.²³ The data also highlights that a third of participant schools had over 6% Aboriginal and Torres

²² ABS 2017.

²³ One participant school had a population that was 100 per cent Indigenous.

Strait Islander students (Figure 8). Therefore, BtS appears to be tracking well towards its diversity aims in reaching Aboriginal and/or Torres Strait Islander students.

Figure 8: Percentage of Aboriginal and/or Torres Strait Islander students in participant schools



Source: White Ribbon BtS school dataset 2014–16 (N=407).

In order to increase engagement with Indigenous students, it is helpful to engage schools with Aboriginal and/or Torres Strait Islander students and Indigenous school liaison officers that are able to connect with the local Indigenous community. For example, a western NSW high school that was part of the case studies²⁴ had an Indigenous school liaison officer that assisted staff to run the *Boys Night In* program and connect with the local Indigenous community, which was highly successful. The *Boys Night In* activity involved male students and another significant men in their lives participating in an evening of focused activities at the school, which built each boy's capacity to act as a positive male role model in the school and the local community.

White Ribbon also aims to engage with schools that have high proportions of CALD students. On average, the proportion of students with a language background other than English at participant schools was 15 per cent of the 396 participant schools that responded to this question, which is below the 2016 Australian average of 25 per cent.²⁵ We note that the range was 99 and the median of CALD students was 6 per cent.²⁶ This suggests that the BtS program may not be reaching CALD students to the extent it aims to. One factor that may contribute to this is the general over representation of rural and regional schools in the sample, which tend to have fewer CALD students.

White Ribbon also aims to reach students with additional and/or complex needs. Defining this group is challenging, and on the whole the available data does not allow for this analysis. However, one measurement of the percentage of students with complex needs is the school's Index of Community Socio-Educational Advantage (ICSEA) value, which measures the socio-educational backgrounds of school students. ICSEA is a reflection that there are key factors in students' family backgrounds that have an influence on students' educational outcomes at school. The average ICSEA value of participant schools is 981.9 out of the 390 schools who provided this information, which is below the national average of 1000. This suggests that, on average, the schools that White Ribbon is reaching have a cohort of slightly lower socio-economic status than the national average. This may indicate that White Ribbon is reaching students with more complex needs than the average school student.

²⁴ Case study 1, Appendix E.

²⁵ ABS 2017.

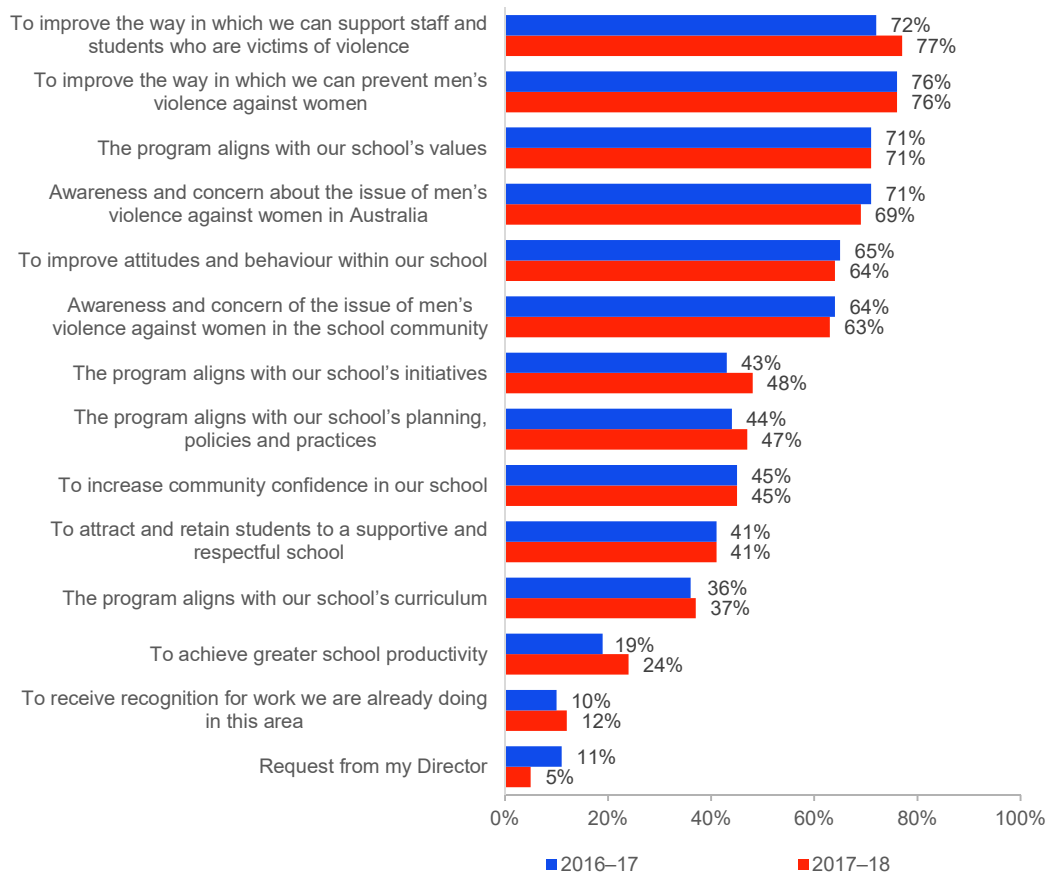
²⁶ We note that nine schools that responded to this question had a CALD population of 90 per cent or greater.

2.4 School engagement

2.4.1 Reasons to enrol in the program

Approximately three quarters of respondents from the program outcomes survey for the 2016–17 and 2017–18 cohorts mentioned that the most important reasons for schools to participate in BtS were associated with the support of staff and students who are victims of violence and the prevention of MVAW (Figure 9). Further, 71 per cent stated that the program aligns with the school's values. Importantly, improving attitudes and behaviour of staff and students within the school context was selected as an 'extremely important' reason to participate by around two thirds of respondents (65% for 2016–17 cohort and 64% for 2017–18 cohort).

Figure 9: Extremely important reasons for schools to participate in BtS



Survey question: The following are potential reasons for the school becoming involved in the Breaking the Silence Schools Program. Please indicate how important each reason is in your decision to take part (where 1= not important at all and 5= extremely important).

Scale used in chart above: Extremely important.

Sample: Program outcomes survey 2016–2017 N=155; Program outcomes survey 2017–2018 N=216.

The case study data showed that the main reasons for schools to become involved in the BtS program were the initiative of a committed principal, executive, teacher or regional school director, or in response to tragic local and national events involving MVAW. In enrolling in the program, schools also seemed to be responding to both violence in the community (some of which is experienced by students and staff themselves) and high profile cases of MVAW that become national news. For example, one of the schools interviewed became involved in BtS after the tragic killing of Rosie Batty's son Luke in 2015.

A number of factors led to school's involvement in White Ribbon, including the publicity around Rosie Batty, the work with parents and boys on a father-son gender stereotype program A Few Good Men, and a parent suggesting that the principal look at the White Ribbon program.

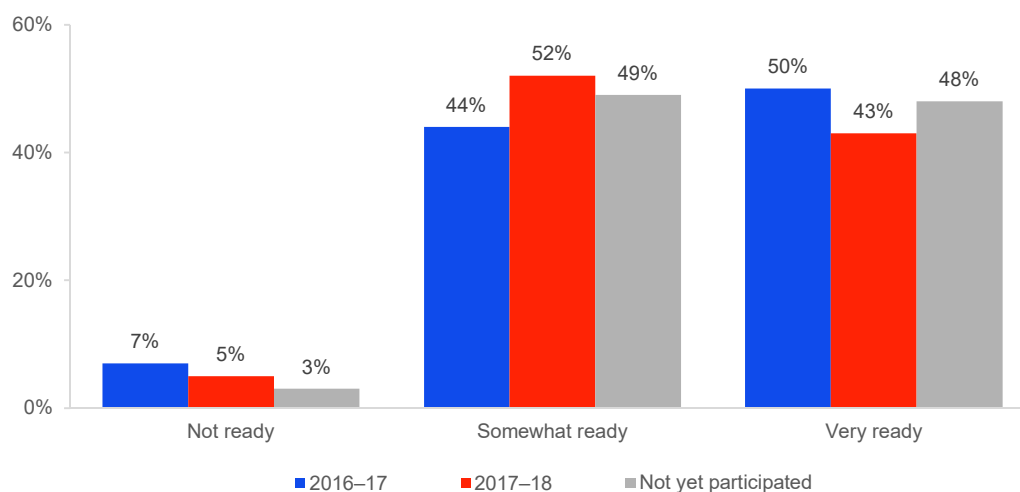
– Principal of a case study school

At the start of each school year, schools across Australia are able to register their interest to participate in the BtS program through White Ribbon. Data from the program outcomes survey showed that schools from both the 2016–17 and 2017–18 cohorts had predominately heard of BtS through their local school networks (35% and 28% respectively) or from other teachers and principals (24% across both cohorts). Notably, a much higher proportion of schools in the 2017–18 cohort had heard about the program through their respective state and territory education departments (14%) than those from the 2016–17 cohort (5%). This shows that schools impetus for involvement is sometimes related to policy initiatives from the state government, such as students' well-being and the respectful relationships program. The case study interviews showed that the Victorian and Queensland governments are at the forefront when introducing these programs in schools, while other state and territory governments included a focus on respectful relationships in their physical education curriculum. Schools in the ACT also engaged in an ACT Education Department funded program titled *Schools for All-Positive Behaviour for Learning* that links with other anti-violence and anti-bullying programs.

2.4.2 Schools' readiness

Overall, surveyed schools felt prepared to take part in the BtS program and integrate initiatives with existing school policies and practices. Very few reported feeling that their school was not ready to participate in the program (3% to 7%), and nearly half of schools (48%) that are not yet participating in BtS mentioned they were 'very ready' to participate (Figure 10).

Figure 10: Schools' readiness to participate in BtS



Survey question: How would you describe your school's readiness to participate in the Program and for what reason?
Sample: Program outcomes survey 2016–2017 N=155; Program outcomes survey 2017–2018 N=216; Not yet participated N=147.

Of those participants in the program outcomes survey for both cohorts (2016–17 and 2017–18) who felt their schools were very much ready to participate, most reported a strong interest in the BtS program from their school community, saying that both staff and students were supportive of the cause. These schools were also more likely to:

- be participating in similar programs
- see BtS as aligned with school core values, and
- have a need to address issues associated with violence in general, and more specifically, domestic violence.

In contrast, survey respondents that mentioned they were 'somewhat ready' to participate in BtS were mainly concerned with the logistics of delivering and implementing the program in a timely manner. Conflicting demands, capacity and workload issues were barriers to schools and staff. Furthermore, the program was seen as a new initiative and staff felt they needed to discuss BtS with colleagues and find out more about the long-term implications for schools and staff.

The case study data showed that schools' engagement with BtS and the extent of their involvement varied across schools. However, it was noted that schools that were previously engaged in other respectful relationships and positive behaviour programs, such as the NSW Department of Education's *Positive Behaviour for Learning* program (PBL) or the *Love Bites* program (NAPCAN), were more geared towards a whole-school approach.

For example, case study schools 1 and 3²⁷ had already implemented PBL programs (which focuses on students' behaviour in academic and social contexts). Case study school 3 catered for a very large and very culturally diverse cohort and had a well-developed pastoral care program. The PBL program was offered by the ACT government and therefore supported by departmental funding and resources. The school was then well placed to implement its BtS program in a comprehensive way, which included the development of male and female student leadership groups, and evening events with parents in attendance and visits from White Ribbon Ambassadors. This school's extensive range of activities that formed its BtS program reflect the existing support from the PBL program.

Case study school 1 had a student cohort which was 30 per cent Indigenous and it also had well-developed pastoral care services – there was a student 'wellness hub' that included a head teacher of wellbeing, a school counsellor and two dedicated Aboriginal support staff. BtS was able to fit in well with that school's existing PBL program (which was supported by the NSW government) and its *Love Bites* program (supported by the National Association for Prevention of Child Abuse and Neglect). The *Love Bites* program was rolled out in the lead up to White Ribbon Day and taught students about building respectful relationships and the prevention of domestic violence and sexual assault through two interactive workshops.

A critical factor influencing a school's readiness to participate in BtS is the amount of 'buy-in' schools have from their local school community. The program outcomes survey found that perceived support for BtS from the wider school community is highly dependent on participant schools approaching and directly communicating with staff, students and families about the program. For example, the 2016–17 cohort only approached approximately 40 per cent of its students, whereas the 2017–18 cohort approached nearly 60 per cent. This increased communication between those cohorts resulted in 'support from a majority of students' nearly doubling from 2016 to 2017. A similar pattern was also experienced for staff and families.

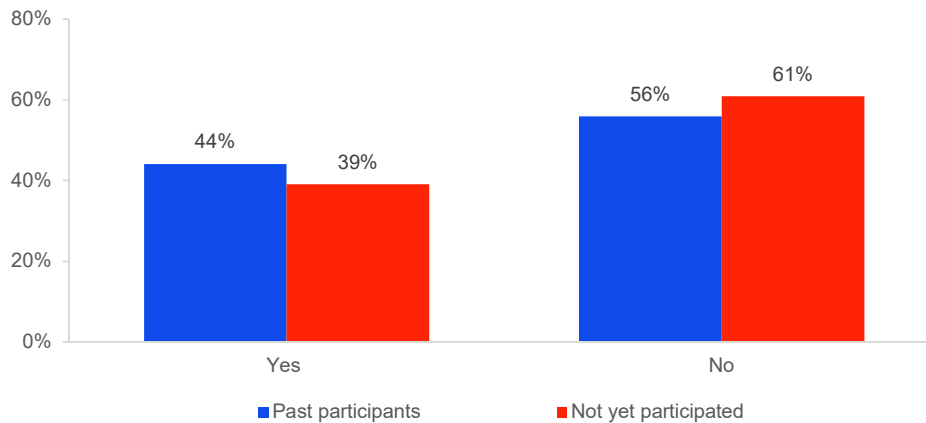
Results from surveys also indicate that less than half of schools have participated in other respectful relationship education programs over the last two years (44 per cent of past participants and 39 per cent of those who have not yet participated) (Figure 11). Importantly, schools' participation in other respectful relationships programs has increased since 2013. The past participants survey found that 33 per cent of schools participated in other programs from 2013–2015, and this number increased to 50 per cent in 2016 and 49 per cent in 2017. The most common RRE program that schools participated in were *Love Bites*, *Safe Schools* and *Play is the Way*.

The case study interviews found that all six schools selected already had programs in place associated with student wellbeing and respectful relationships. One of the high schools worked with a Social Justice Council, which focused on issues relevant to BtS, while all Year 7 students

²⁷ School 1 is located in Western NSW and school 3 in Canberra – see Appendix E.

engaged in a Positive Relationships workshop at the start of the calendar year. Another high school used the PDHPE curriculum to embed the BtS program, and one of the primary school interviewed was involved in a program titled *Rock and Water*, an anti-bullying program for Year 5 students.

Figure 11: Schools' participation in other respectful relationships programs over the last two years



Survey question: Over the last two years, has your school participated in any other Respectful Relationship programs or initiatives (e.g. Love Bites, Safe Schools)?

Sample: Past participants N=197; Not yet participated N=147.

3 Program implementation

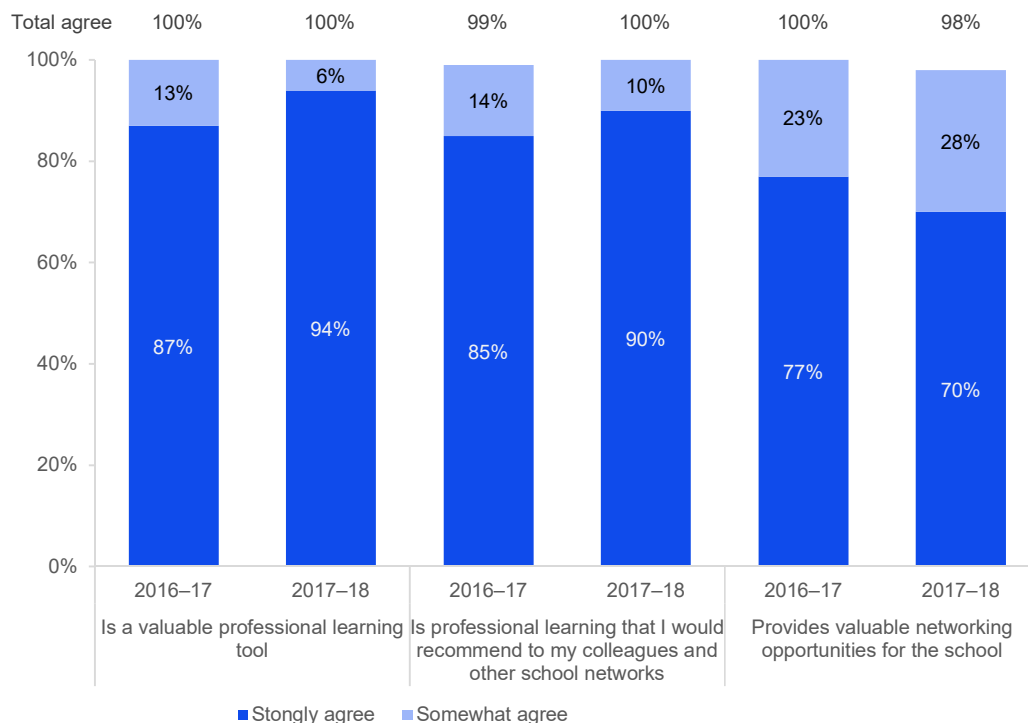
The BtS program model changed in 2015 from three face-to-face workshops over one calendar year, to an eLearning module and two face-to-face workshops over an 18 month period. The evaluation found that the new program model has given more flexibility to staff and offered a more contemporary approach (online teaching and learning) to professional learning that has adapted to new models of education.

The BtS program consists of multiple components and professional learning activities, with particular elements influencing the delivery, effectiveness and sustainability of the program. UTS has sought to evaluate the effectiveness of each component, based on all data sources collected for this evaluation.

3.1.1 Overall satisfaction

Overall, the program outcomes survey found high levels of satisfaction from participants on the professional learning aspect of BtS. In the 2017–18 cohort an overwhelming majority strongly agreed that the professional learning tool is valuable (94%) and they would recommend it to their colleagues and other school networks (90%) (Figure 12). Importantly, over two thirds of participants (70%) from the same cohort strongly agreed that BtS provides valuable networking opportunities for the school.

Figure 12: Participants overall feedback on BtS as a professional learning tool

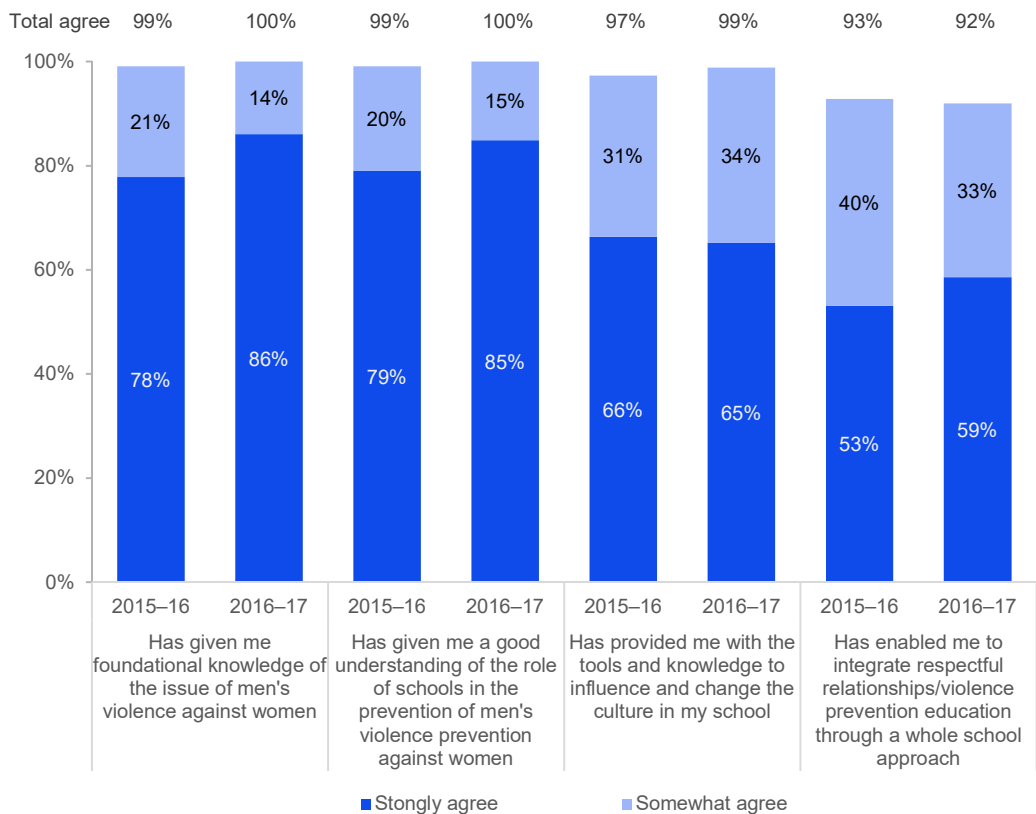


Sample: Program outcomes 2016–17 N=155; 2017–18 N=216.

Furthermore, over eight in ten BtS participants that completed the program outcomes survey from the 2016–17 cohort strongly agreed that the program had given them foundational knowledge of the issue of men's violence against women (86%) and provided good understanding of the role of schools in the prevention of men's violence against women (85%) (Figure 13). We note that in both cohorts, 2015–16 and 2016–17, a majority of participants

agreed that BtS enabled them to integrate respectful relationships/violence prevention education through a whole-school approach (with only 7 per cent selecting 'neither agree nor disagree'). The opportunities and challenges in implementing BtS as a whole-school approach are detailed in the 'Breaking the Silence program implementation' section of this report.

Figure 13: Participants overall feedback on BtS



Sample: Program outcomes 2015-16 N=115; 2016-17 N=155.

Staff, principals and school executives interviewed for the case study had positive feedback on the BtS initial workshop, eLearning, online resources and final workshop. The support White Ribbon offers in connecting schools in the area to each other was particularly important, as this provides an opportunity to share ideas, activities and learn from each other.

3.2 Workshop facilitators

A key element of the new BtS model was the decision to move away from having paid non-educator facilitators delivering workshops, to a model in which workshop facilitators have a strong education background. At present, all facilitators are current or former school directors, principals or relieving principals, and they have been directly approached by White Ribbon after being previously involved with BtS.

Interviews with stakeholders and facilitators found that the change to an educator-led facilitator model was positively received. The new model has enhanced rapport with workshop participants and provided a depth of knowledge around the school system that was not previously available within the BtS model. Having facilitators that were very familiar with the school system helped participant schools to more effectively implement strategies with a whole-school approach. Some stakeholders also stated that having principals and school network directors present at the workshops brought a higher level of credibility to the program.

Having educators facilitate workshops leads to a better sharing of ideas as people already know each other.

– BtS facilitator

Overall, the current facilitator model used for BtS was well-received. It was noted, however, that engaging facilitators at a certain stage in their career can result in bias towards a certain demographic cohort, potentially influencing message delivery which may or may not align with White Ribbon's overall objectives with regard to promoting respectful relationships. It was highlighted by two stakeholders that some facilitators' ideas about gender equality were 'dated' and therefore potentially 'harmful' to the outcomes White Ribbon is trying to achieve through BtS. There is also scope to engage current teachers at participant schools with previous experience in implementing BtS as workshop facilitators. This would ensure the delivery of practical context and examples, as well as messages that are aligned with the White Ribbon mission statement.

3.2.1 Facilitator training, support and delivery

All facilitators interviewed stated that they received adequate induction and training for their role. All of them were already familiar with BtS as they had participated in the program and had been directly approached by White Ribbon. Ongoing support to facilitators is provided through informal communications with the White Ribbon BtS lead facilitator and by virtue of his regular co-facilitation of workshops. The lead facilitator was consistently recognised, by both the facilitators and stakeholders we interviewed, as being a strong and supportive figure within the BtS program. The lead facilitator has successfully established a strong rapport with schools across all jurisdictions, and was said to be a driving force behind the sustained momentum of the program.

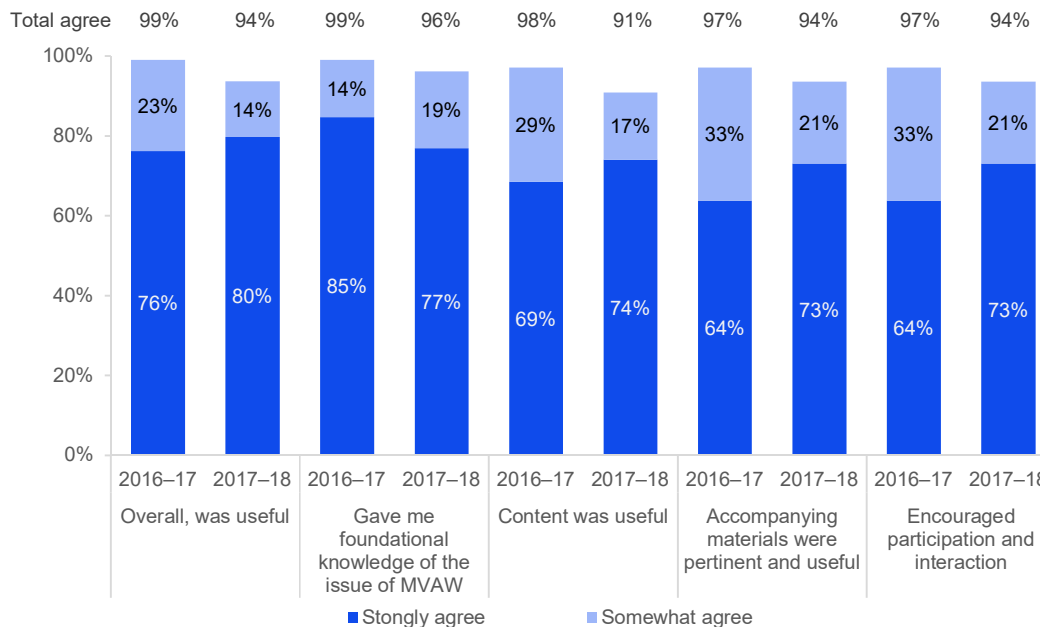
There remains a strong reliance on the lead facilitator's skillset and knowledge as he still co-facilitates most, if not all of the workshops across Australia. The reliance on this one individual is an ongoing issue that has been recognised, and is in the process of being remedied by White Ribbon. It was mentioned in the interviews that facilitators need to continue with the eLearning activities to strength their ability to deliver specialised BtS material without his presence. That is, the lead facilitator tends to present the statistics in relation to domestic violence and the co-facilitators tend to lead the general discussion / brainstorming part of the workshops and would benefit from further training so that they are also across the relevant statistics.

With regard to logistics, most facilitators did not report any serious issues around the scheduling of workshops. However, it was noted that there were significant time pressures associated with travelling long distances and presenting at full-day workshops, suggesting the potential need for more facilitators or a change in scheduling commitments. There was also reference to the fact that there was little forward planning with workshop scheduling at the start of each year's program, with one facilitator describing that 'at the moment I'm running a bit blind on what is expected from me [for the coming year]'.

3.3 eLearning

As part of the BtS program, all participants completed an eLearning module entitled 'Getting Started: Violence Prevention and Respectful Relationships through a Whole of School approach'. The program outcomes survey data showed that the eLearning component experienced slightly lower approval ratings compared with other elements of the BtS program, although participants were still largely satisfied, with 80 per cent of participants from the 2017–18 cohort finding it useful overall (Figure 14). The survey also indicated that 73 per cent of participants mentioned that the eLearning program encouraged participation and interaction.

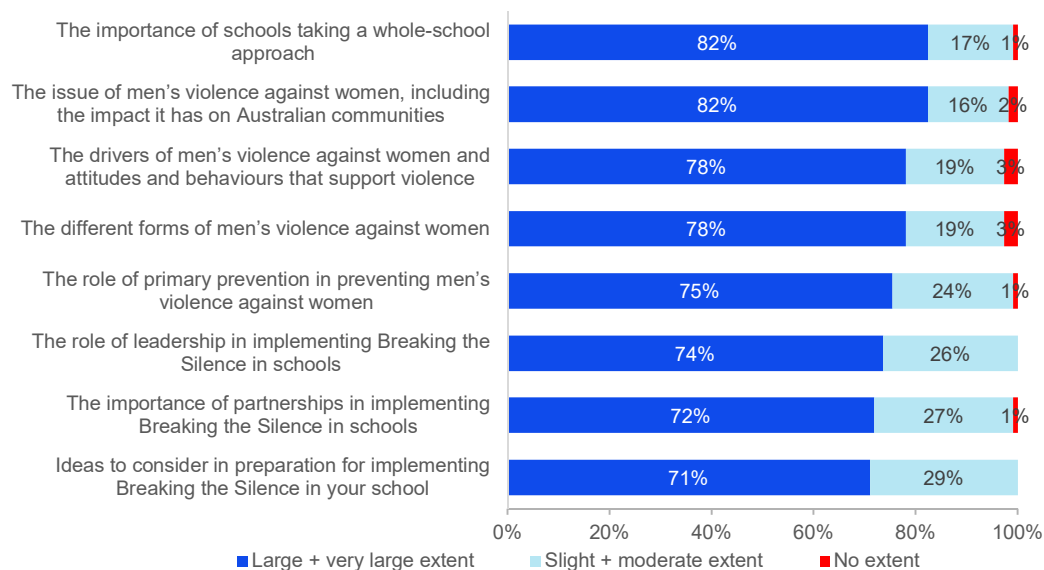
Figure 14: Participants' satisfaction with specific aspects of the eLearning program



Sample: Program outcomes 2016-17 N=155; 2017-18 N=216.

Furthermore, the past participants survey found that the eLearning program increased participants' understanding of the importance of schools taking a whole-school approach and the impact of MVAW on Australian communities (82 per cent mentioned large or very large extent) (Figure 15). We note that there may be scope to increase the focus on the importance of partnerships in the BtS program.

Figure 15: Extent the eLearning increased understanding of specific topics around respectful relationships and whole-school approach



Survey question: To what extent did the eLearning 'Getting Started: Violence Prevention and Respectful Relationships through a Whole of School Approach' increase your understanding of the following.
Sample: Past participants that participated in the eLearning N=114.

3.4 Workshops

BtS school leaders and representatives are required to attend two interactive face-to-face workshops to complete the program and become a White Ribbon school. The workshops are split over two calendar years and are aimed at helping schools develop a working plan for implementing BtS in their context. The workshops are also viewed as an open forum for all schools in the area to reflect upon their experiences and explore further options for continuing to embed BtS initiatives in their school and the wider community.

Workshop One is delivered in Term 3 in the first year of the program and Workshop Two is delivered in Term 1 during the second year of the program. Workshop One aims to build on the foundational knowledge gained from the eLearning program and also provide schools with tools and strategies to plan and integrate respectful relationships into the school's programming, using a whole-school approach. During Workshop Two, schools are required to prepare a presentation and case study of their experiences of implementing BtS, and reflect on lessons learnt. Workshop Two allows participants to engage in general discussions, plan activities for the school year and explore further options for continuing to embed BtS initiatives.

A key part of attending the workshops is the fact that participant BtS schools are required to release teachers from class, and sometimes pay for substitute teachers. For many schools, especially those in rural and remote areas, this is a substantial undertaking and expense. For these reasons, stakeholders and facilitators interviewed emphasised the need for workshops to be 'tight and focused', which means the content needs to be streamlined and with practical examples enabling efficient implementation.

It was noted in the case study and stakeholder interviews that workshop participants tended to be school principals, directors and school welfare officers or social workers, rather than classroom teachers. A number of interviewees noted that it would be beneficial to have different staff members, including classroom teachers and those implementing BtS, attend workshops and be exposed to the training (see Case study 1 for reference).

3.4.1 Workshop One

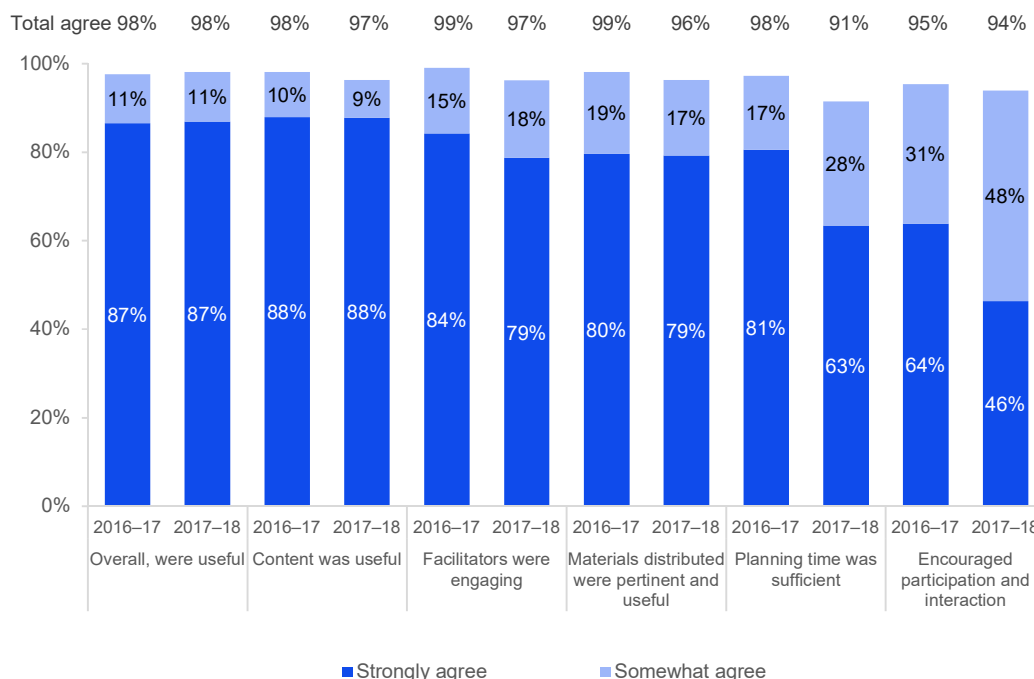
The program outcomes survey data showed that an overwhelming majority of participants (88%) from both cohorts strongly agreed that the content covered during Workshop One was useful (Figure 16). Further, the facilitators were also seen as engaging and the materials distributed were pertinent and useful. However, in the 2017–18 cohort the number of participants that strongly agreed with the statement 'planning time was sufficient' dropped eighteen points (from 81 per cent strongly agree in 2016–17 to 63 per cent strongly agree in 2017–18).

There were instances where Workshop One was held during November, which is traditionally one of the busiest times for schools and when school plans are being finalised. This indicates that more forward planning might be necessary to engage schools earlier in the year, and prevent the initial workshop being held too late in the year. This would allow schools enough time to embed BtS into their school plan and work towards implementing a whole-school approach.

The program outcomes survey also showed that less than half of participants in the 2017–18 cohort (46%) strongly agreed that workshop facilitators encouraged participation and interaction during the workshop. This is an eighteen point drop when compared to the 2016–17 cohort. In interviews, a number of stakeholders mentioned that there was a need for greater interaction and potentially group activities during the workshops. One interviewed stakeholder mentioned that workshops often focused on the importance of BtS, due to the prevalence of MVAW. But this focus was not necessary, as schools that had signed up to the program were already aware of issues associated with MVAW, and instead wanted more ideas on how to implement the BtS program.

When participants were asked to provide more information about what should have been covered, participants frequently reported wanting more examples of what other schools have done to implement the strategies outlined in the workshop. Similarly, participants wanted clear and specific strategies to translate into the curriculum, as well as specific resources they could draw upon to do this.

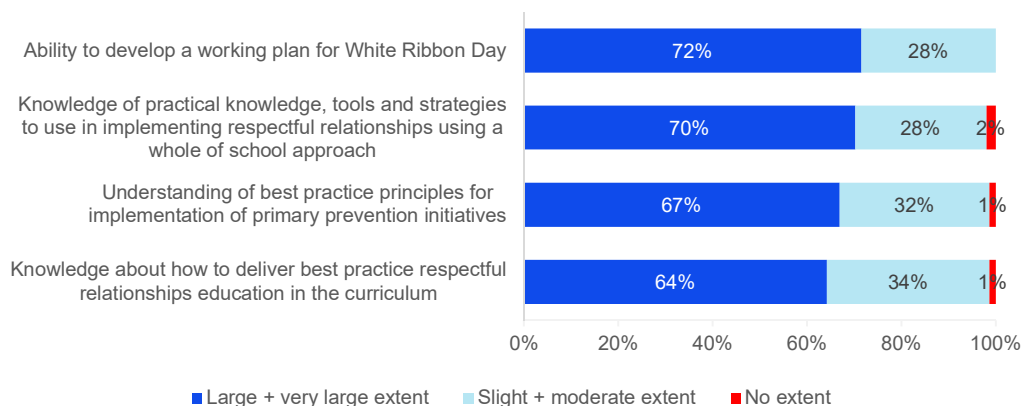
Figure 16: Participants' satisfaction with specific aspects of the Workshop One



Survey question: Please indicate the extent to which you agree with the following statements.
Sample: Program outcomes 2016-17 N=108; 2017-18 N=82.

With regard to increasing understanding of implementation strategies following Workshop One, 72 per cent of past participants mentioned that the workshop increased their ability to develop a working plan for White Ribbon Day (Figure 17). Further, the workshop was seen as largely effective at communicating practical tools and strategies for implementing the program in schools.

Figure 17: Extent that Workshop One increased schools' understanding and knowledge



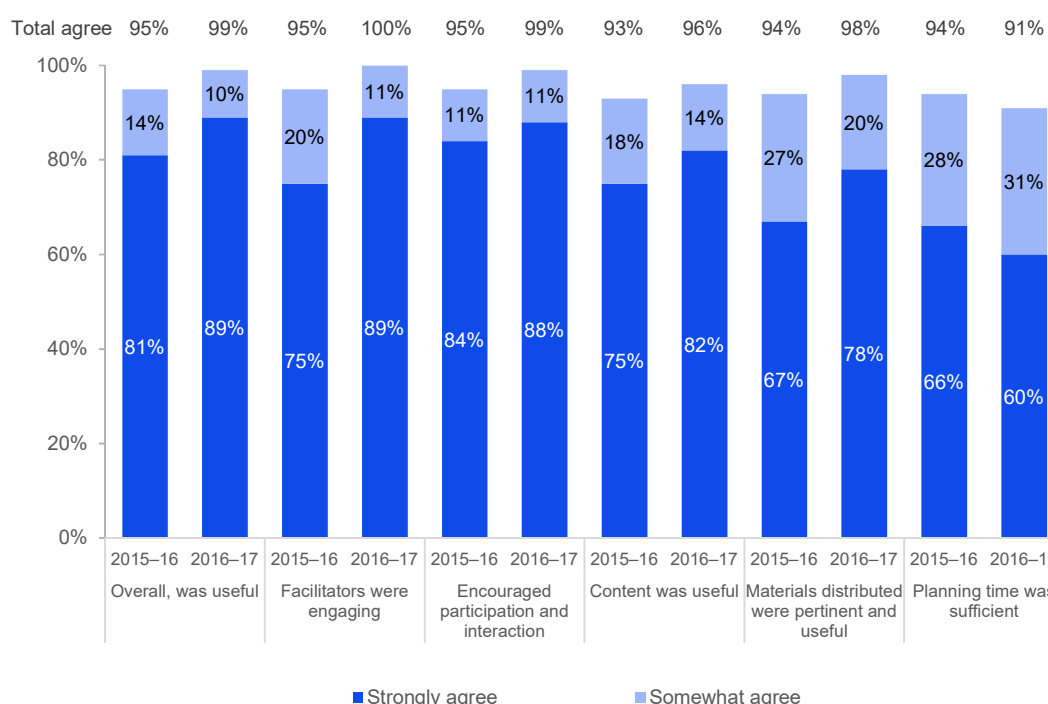
Survey question: To what extent did the first face-to-face workshop increase the following?
Sample: Past participants that attended the first workshop N=153.

3.4.2 Workshop Two

Similar to the levels of satisfaction with Workshop One, the program outcomes survey found that Workshop Two was widely perceived as useful and the facilitators were engaging (89 per cent strongly agreed) (Figure 18). However, there is room to increase the planning time allocated during the workshops, as fewer than two thirds of participants in the 2016–17 cohort (60%) ‘strongly agreed’ that planning time was sufficient.

Some facilitators mentioned that Workshop Two could be streamlined to be more effective and time efficient. It appears that a considerable amount of time is spent setting up schools’ presentations at the expense of general discussion. Facilitators also mentioned that school staff find it helpful to be guided on what a ‘good’ presentation is during Workshop Two. Therefore, the distribution of templates and examples prior to the workshops would help participant schools prepare for the presentation and discussions in Workshop Two.

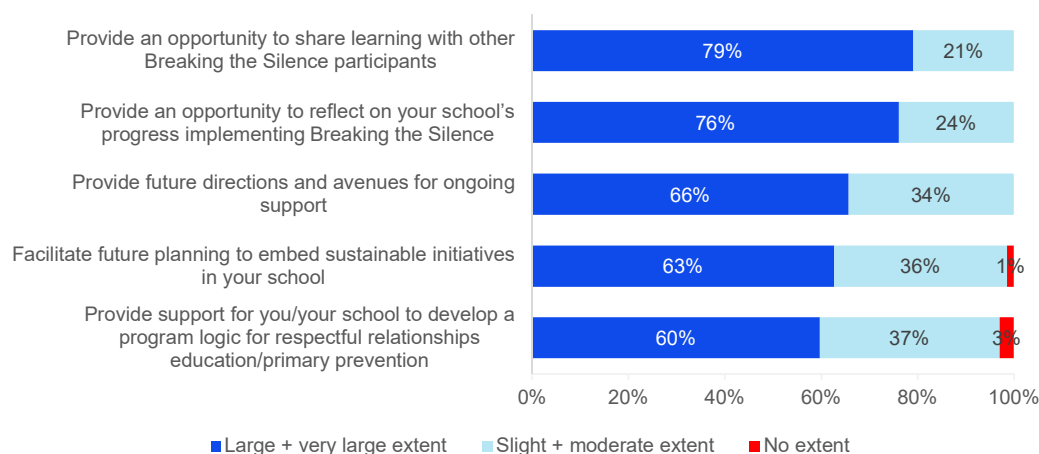
Figure 18: Participants' satisfaction with specific aspects of Workshop Two



Survey question: Please indicate the extent to which you agree with the following statements.
Sample: Program outcomes 2015–16 N=115; 2016–17 N=92.

Importantly, the past participants survey found that Workshop Two provided an opportunity to share learnings with other BtS participants and reflect on their school's progress implementing BtS (79 per cent and 76 per cent respectively of respondents indicated that these factors increased to a large or very large extent) (Figure 19). Only a small number of participants (3%) stated that Workshop Two did not support them to develop a program logic for RRE/primary prevention.

Figure 19: Extent that Workshop Two increased support and provided opportunities



Survey question: To what extent did the first face-to-face workshop increase the following?
Sample: Past participants that attended the second workshop N=67.

3.4.3 Workshops in rural and remote areas

Throughout the stakeholder consultations, it was noted that there is a need to engage with rural and remote schools differently as compared with metropolitan schools. Regional schools, and more specifically those in rural and remote areas, have specific requirements, which are the result of limited resources and a more transient staff population. For many rural and remote schools, turnover among school executives and teaching staff is high, meaning the same staff do not always attend consecutive BtS workshops. This transience creates additional barriers to school leaders successfully embedding BtS into their school plan and environment.

Stakeholders interviewed also recognised that schools in more remote locations across Australia can sometimes feel 'isolated' from the networking structure of the BtS program, and for that reason, may need more time to engage with the program before signing up. White Ribbon could also engage schools in remote areas and keep them up to date via online platforms, such as closed Facebook groups, Slack, or quarterly newsletters reminding principals to seek support when needed. Both stakeholders and facilitators suggested that White Ribbon take a proactive role in helping build capacity and establish support networks for schools in remote areas, which would allow them to sustain BtS activities and engagement.

Another challenge for schools in rural and remote areas is the substantial cost associated with sending teachers to physically attend the workshops. Given that, there is potential to offer webinars for groups of schools in regional areas, and to tap into any education department resources that may be available for rural and remote education.

In rural and remote schools, cost is a big issue. It's exorbitant sending staff into big cities to attend workshops, and backfilling teachers is very difficult.
– Key stakeholder

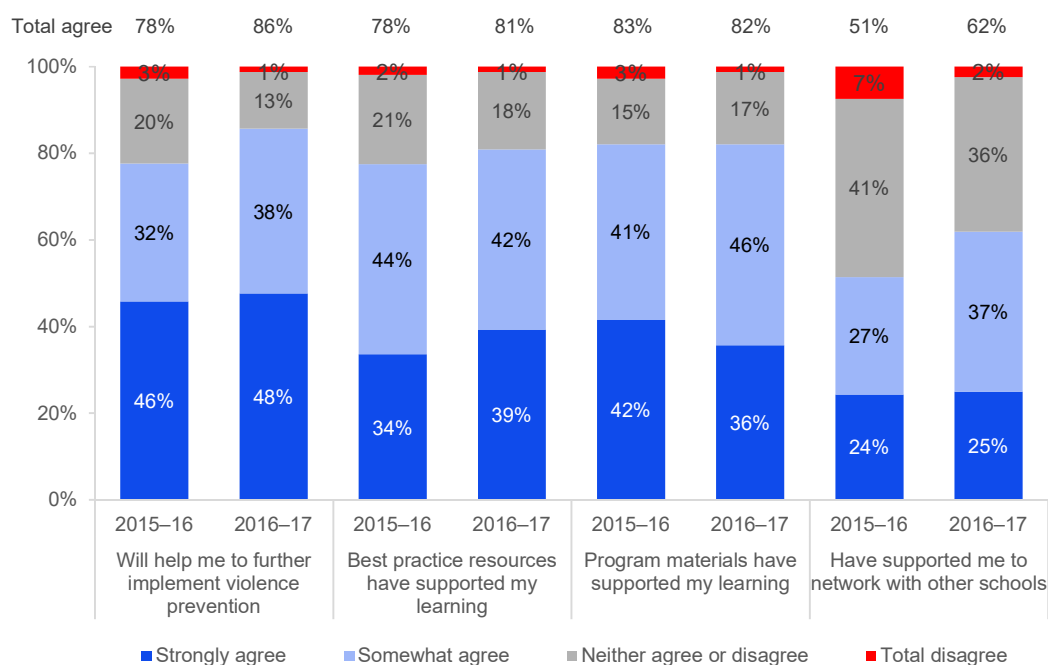
3.5 Program materials

The professional learning program uses a range of materials aimed at supporting schools to build on existing initiatives and embed tailored strategies for the prevention of MVAW. The main materials available to schools are the Welcome Pack, fact sheets on primary prevention and other related topics, workshop booklet, templates, best practice documents, references and

videos. Materials are available in the online library. White Ribbon does not prepare classroom materials for schools to use, but it does provide an online library, which shares various classroom materials schools have developed themselves.

The program outcomes survey found that just over one third of participants in the 2016–17 cohort (36%) were neutral about the BtS materials and online library supporting them to network with other schools (Figure 20). This level of neutrality decreased when compared with the 2015–16 cohort (41%), and 62 per cent of participants in the 2016–17 cohort agreed that the materials supported them. An overwhelming majority of participants in the 2016–17 cohort (82%) agreed that the BtS materials have supported their learnings. These findings indicate that as the BtS program evolves each year, the materials and learning opportunities are evolving with it.

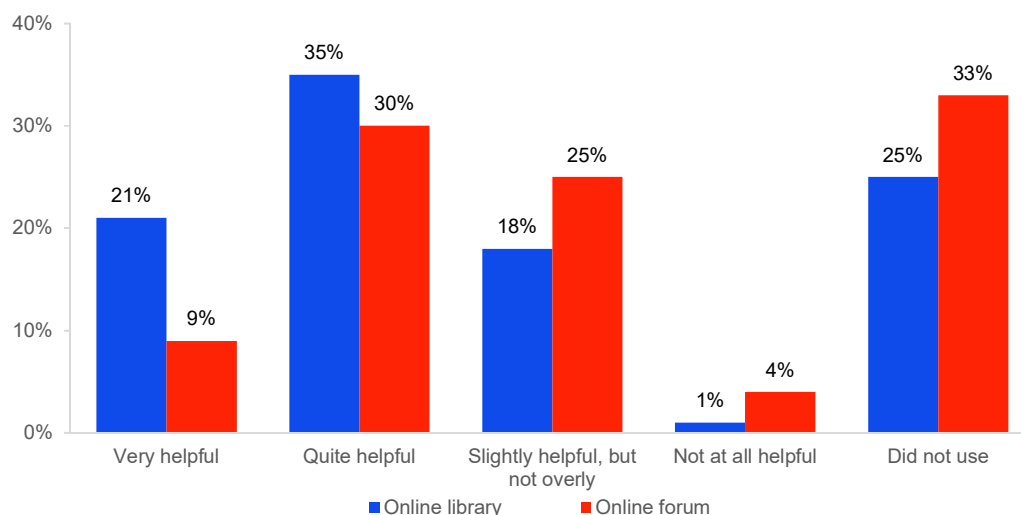
Figure 20: Participant feedback on BtS materials and online library: comparing cohorts



Sample: Program outcomes 2015–16 N=115; 2016–17 N=92.

The past participants survey demonstrated that 56 per cent of respondents rated the online library as a helpful tool to support schools implementing BtS, and 39 per cent rated the forum as helpful (Figure 21). Yet one third of respondents (33%) did not use the online forum at all, and this could be associated with a lack of awareness of this additional resource being available to schools.

Figure 21: Helpfulness of the online library and forum at supporting schools to implement BtS in schools



Survey question: How helpful was the online library / forum at supporting you to implement Breaking the Silence in your school?

Sample: Past participants N=197.

It was noted during the case study interviews and schools' reflections that teachers would greatly appreciate being provided with a range of targeted classroom materials, in order to assist them to implement BtS programs into their classrooms or incorporate them into existing curricula. This could include materials with interactive type tasks, lesson plans or discussion starters.²⁸

Specifically, many BtS participants felt that there were no resources available to support the delivery of the program to primary school students.²⁹ It seemed that a number of teachers used classroom materials available on the online library (that had been developed by other participant schools), and those materials were largely targeted at high school age students. Some school leaders were concerned about the age-appropriateness of the material and content, and how to best deliver the message to younger students. It was clear that teachers considered there to be scope for White Ribbon to 'revive, review and reboot' current resources, in particular, White Ribbon developing classroom materials to help school staff target more varied groups of students. This includes, but is not limited to, primary-aged students and CALD students.

In the case study interviews, staff commented on the BtS online materials and how they could be developed to support teachers attempting to implement a BtS program in their classroom. Some of the suggestions included:

- accessible online resources tailored to specific stages of schooling and age groups, and in particular for primary school students
- more class based resources focusing on units of work, such as lesson activities, lesson plans, interactive tasks and discussion starters
- resources focusing on the impact of social media on respectful relationships and bullying
- provide more 'real life stories' to materials to better engage students, and

²⁸ For example, in Case Study 3, Canberra Middle School (Appendix E), it was noted by a number of teachers that it would be helpful to have more 'classroom specific materials', such as materials with interactive type tasks, lesson plans or discussion starters.

²⁹ For example, in Case Study 5, South Australian Regional Primary School (Appendix E), a staff member mentioned that among the available online program materials, there was not sufficient 'junior [primary] school friendly' materials.

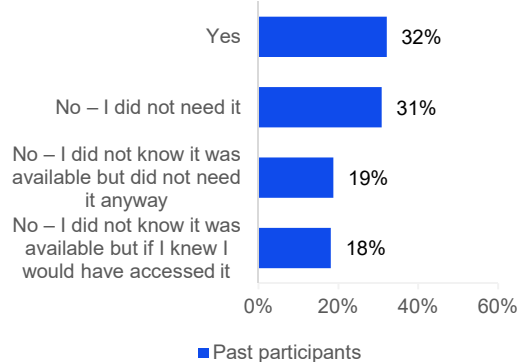
- create links to other relevant programs and community initiatives to improve networking opportunities with other schools and the wider community.

3.6 Ongoing support

The past participants survey showed that over one third of participants (37%) did not know that additional support from White Ribbon to implement BtS was available to schools (Figure 22). Of those that were not aware of support, 18 per cent mentioned they would have accessed further support from White Ribbon if they had known it was available. These findings suggest that there is a need for better communication to schools about available support and how it can be accessed.

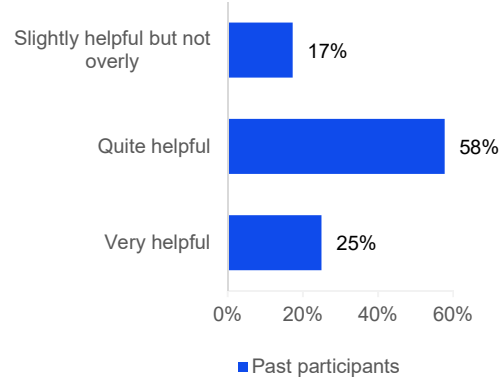
Encouragingly, one third of participants (32%) were provided with additional support from White Ribbon, and of those that received support, a majority mentioned that the support was quite helpful (58%) or very helpful (25%) (Figure 23).

Figure 22: Additional support from White Ribbon to implement Breaking the Silence



Survey question: Were you provided any additional support from White Ribbon to implement Breaking the Silence?
Sample: Past participants N=197.

Figure 23: How helpful was the additional support received



Survey question: Overall, how helpful was the additional support received?
Sample: Past participants that received support N=53.

During the stakeholders' interviews, BtS facilitators stated that the workshops seemed to be effective, with participants appearing fully engaged. Most said that they received very few follow-up requests for support from program participants, explaining that schools are predominately self-sufficient. Whilst this can be considered a positive outcome, it also indicates that schools may not be fully aware that facilitators are able to provide ongoing support after each workshop. We note that one case study school thought it would be helpful if a 'White Ribbon coach' was nominated to stay in touch with the school, which suggests there is scope for White Ribbon to engage BtS facilitators as ongoing support liaison to schools after the workshops have ended.

Generally, the data from the case studies suggested that schools found White Ribbon's support very helpful and meaningful. Some schools would have appreciated further support – for example, staff from one school thought it would be of assistance if White Ribbon provided more face-to-face support and helped to advertise all the events being held at the school. Another school suggested that the provision of further White Ribbon ambassadors, especially people the students know (like sports players and singers), would be very helpful.

It was also noted by some facilitators and stakeholders interviewed that offering refresher workshops to participant schools after they finished the BtS program could help provide momentum to the program and offer a more formal support tool for schools attempting to embed the BtS program into school policies, culture and procedures.

4 Program outcomes

4.1 Indicators of success

The BtS program aims to embed and strengthen a culture of respect and gender equality in schools and local communities. This program outcome is based on a long-term vision that is difficult to tangibly measure in the short-term. This is because ingrained societal and cultural factors that lead to gender inequality, and ultimately gender-based violence, are shaped at the broader community level and cannot always be captured through evaluation of a primary prevention program.

In this section we analyse White Ribbon's success in achieving its outcomes through the delivery of the BtS professional learning program to schools. To measure and better understand the program outcomes, UTS grouped the analysis around the following indicators of success:

- evidence of an increase in knowledge and understanding about the facts related to MVAW among staff and students
- evidence of a culture change in participant schools after engagement with the BtS program, and
- evidence of the program's sustainability in participant schools.

This section aims to understand changes in understanding about MVAW across different data sources and over time. It also analyses self-reported behaviour and attitudes towards gender equality and respectful relationships.

4.2 Improved understanding of men's violence against women

As part of the student and staff surveys, UTS compared knowledge about MVAW among:

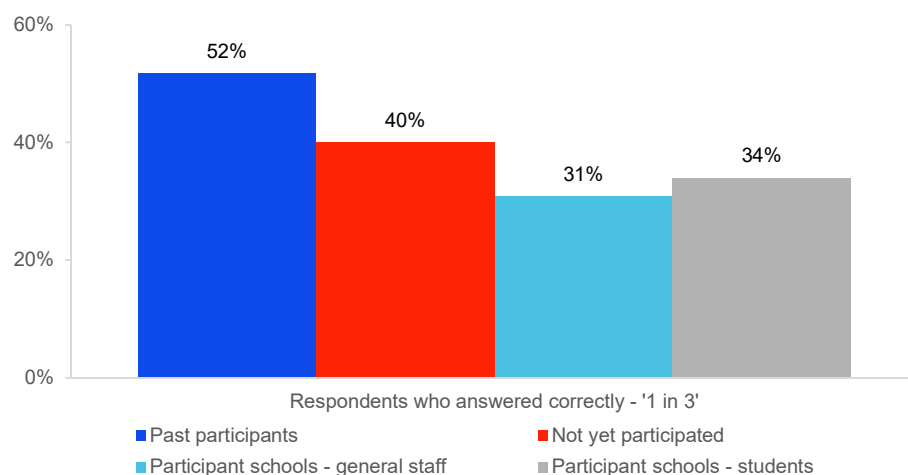
- people who had previously participated in the BtS program
- people who had just enrolled in the BtS program
- staff members in general at participant schools surveyed, and
- school students at participating schools surveyed.

The purpose of this assessment was to understand the difference in knowledge between those who had completed the program and those that had not, and also to assess whether the lessons of the program had successfully permeated throughout the rest of the school. That is: were the lessons of the BtS program making their way to other people in the school, even those who had not themselves participated in the program?

Results across all surveys demonstrated that those that have participated in the BtS program in the past were best able to provide correct answers to questions regarding the prevalence of MVAW (Figure 24). Over half of past participants (52%) gave the correct answer about the number of women that experience physical and/or sexual violence perpetrated by someone known to them in Australia. However, it is concerning that less than one third of general school staff (31%) answered this question correctly. This indicates that, generally, only staff members who were directly involved in the BtS training (eLearning and Workshops) were learning or retaining statistics related to domestic violence and MVAW in Australia. That is, lessons from the training were often not translated into increased knowledge in the rest of the school (a 'whole-school' approach). This could be due to the fact that principals and staff that completed the eLearning and attended workshops did not pass the information to other school staff, including classroom teachers. Even when learnings were disseminated internally, the retention of information might be stronger among those staff that directly participated in the training.

Some interviewed stakeholders suggested that school staff should complete the eLearning part of the training together, or organise meetings to discuss the topic. These provide an opportunity to brainstorm ideas after the eLearning session, include all staff in the program and ensure a whole-school approach.

Figure 24: Responses to the question of the number of women in Australia that have experienced physical and/or sexual violence perpetrated by someone known to them

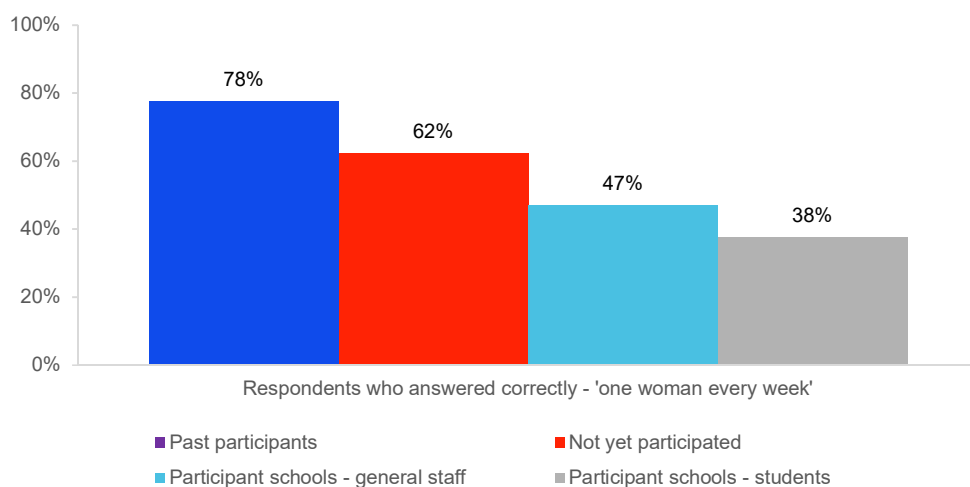


Survey question: How many women in Australia have experienced physical and/or sexual violence perpetrated by someone known to them?

Sample: Past participants N=197; Not yet participated N=147; Participant schools – general staff N=130, Participant schools – students N=307; note that not all students answered this question as it was age-filtered N=141

This trend is repeated in response to other questions. As set out in Figure 25 below, 47 per cent of general participant school staff answered correctly to a question about the average number of women killed as a result of domestic violence in a 12 month period, in contrast to the 78 per cent of past participants in the program who answered that question correctly.

Figure 25: Responses to question about the average number of women killed as a result of intimate partner violence in Australia over 12 months

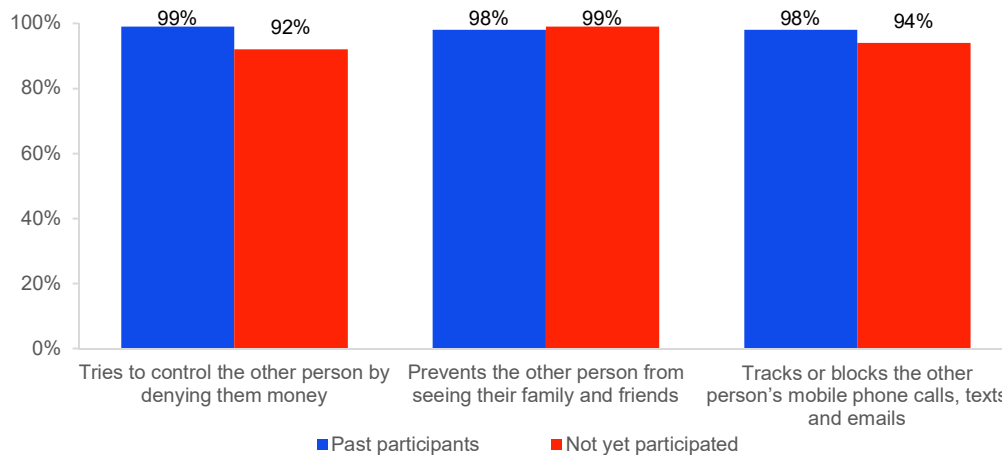


Survey question: On average over 12 months, how many women are killed as a result of intimate partner violence in Australia?

Sample: Past participants N=197; Not yet participated N=147; Participant schools – general staff N=130, Participant schools – students N=307; note that not all students answered this question as it was age-filtered – real N=141.

In relation to questions about what exactly constitutes domestic violence, there was generally a good understanding across the board of the myriad forms that domestic violence can take, including financial, psychological and sexual violence. Past participants' understanding of what constitutes violence against women was the largest of the cohorts. Notably, the difference between the knowledge of past participants and those that had not yet participated was not significant, although those from the not yet participated survey had a bit more trouble identifying financial control as domestic violence (Figure 26).

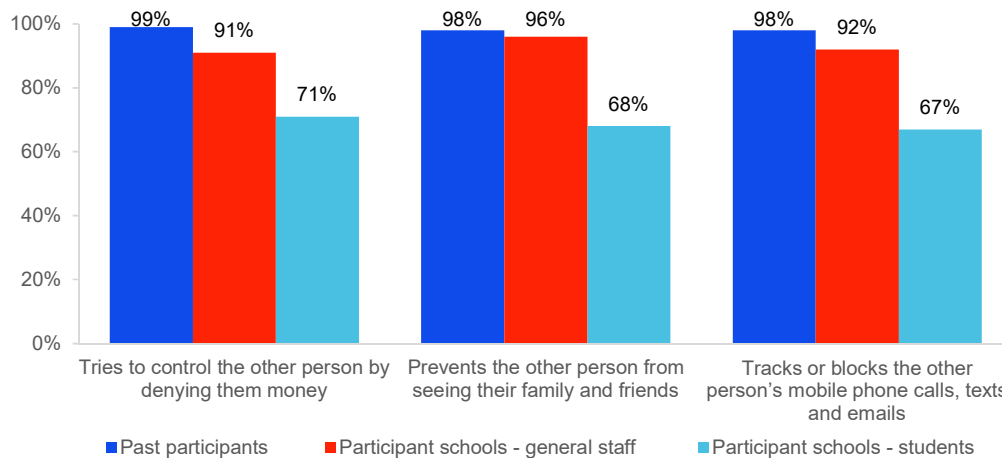
Figure 26: Perceptions about what constitutes domestic violence: comparing cohorts



Survey question: Is it violence or abuse if a person in a relationship...
Sample: Past participants N=197; Not yet participated N=147.

As demonstrated in Figure 27, on the whole students at participant schools were less informed about what constitutes domestic violence as compared with the other cohorts surveyed. Indeed, only 71 per cent of students responded that trying to control another person by denying them money constituted domestic violence. General staff at participant schools were generally more informed than students, although not as informed as those who had participated in the BtS learning program – with only 92 per cent of general staff responding that tracking or blocking someone's calls constituted domestic violence.

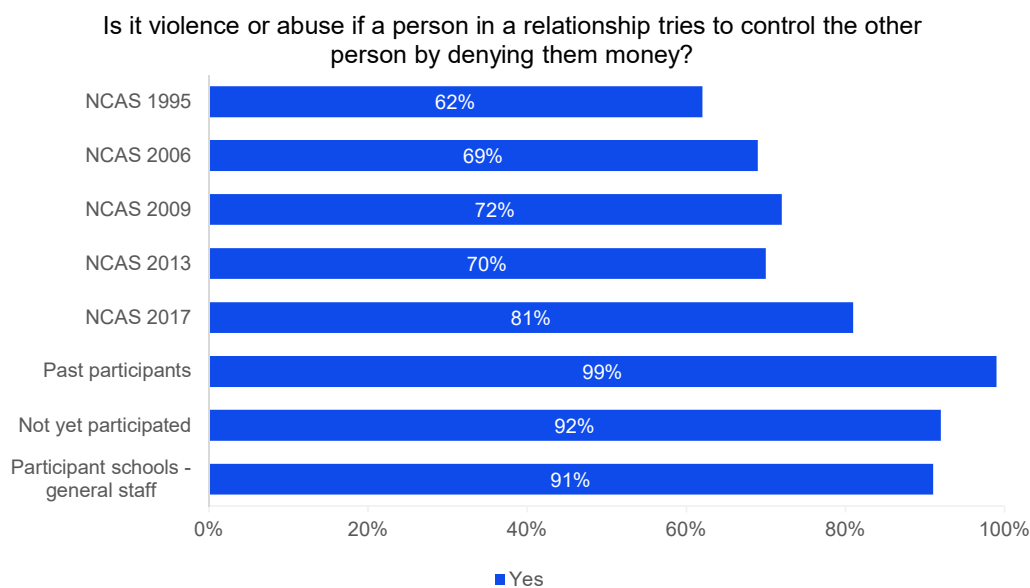
Figure 27: Perceptions about what constitutes domestic violence: comparing cohorts



Survey question: Is it violence or abuse if a person in a relationship...
Sample: Past participants N=197; Participant schools – general staff N=130, Participant schools – students N=307.

Comparing these findings to the National Community Attitudes towards Violence against Women Survey (NCAS)³⁰ we can see that general staff at participant schools are more likely to recognise non-physical forms of abuse as domestic violence than the general population (Figure 28). Financial abuse, social abuse and verbal abuse involve more subtle forms of control and intimidation,³¹ but also constitute violence against women.

Figure 28: Perceptions on the knowledge and opinion about the nature and causes of men's violence against women in Australia – compared with NCAS



NCAS survey question: If one partner in a domestic relationship tries to control the other partner by denying them money, is this domestic violence?

White Ribbon survey question: The following questions will assess your current knowledge and opinion about the nature and causes of men's violence against women in Australia. Is it violence or abuse if a person in a relationship 'tries to control the other person by denying them money'?

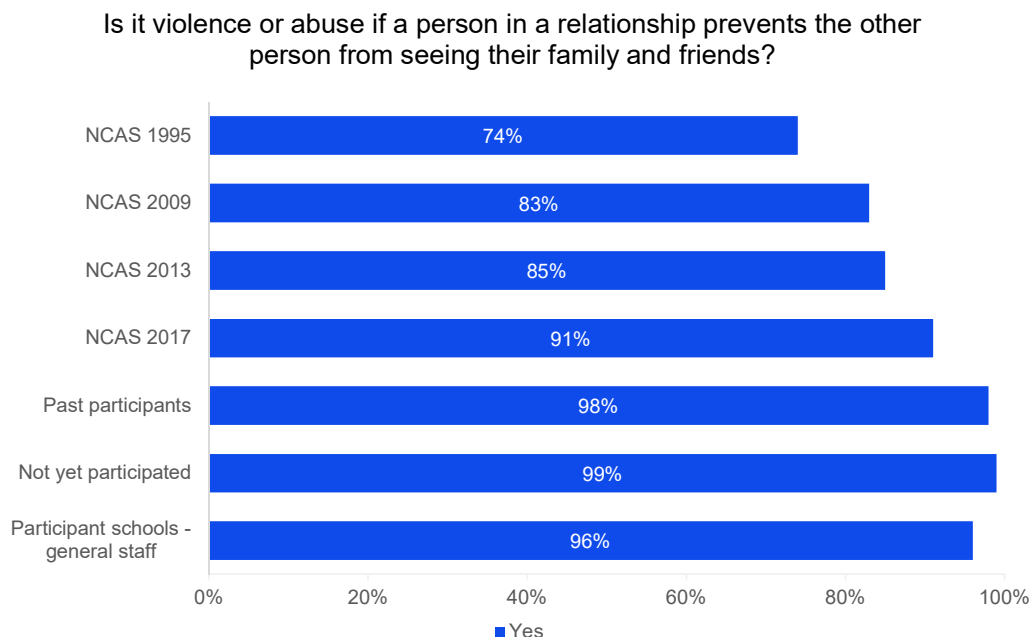
Sample: Past participants N=197; Not yet participated N=147; Participant schools – general staff N=130, NCAS 1995 N=2,004, NCAS 2006 N=2,000, NCAS 2009 N=10,105, NCAS 2013 N=17,517, NCAS 2017 N=17,502.

Similarly, past participants and general staff at participant schools are more likely to agree that preventing other people from seeing family and friends is a non-physical form of abuse when compared to the general population (Figure 29).

³⁰ The NCAS survey randomly selected people aged 16 years and over across Australia to participate in a 20-minute telephone interview. Given the age of NCAS respondents, we have not compared results with White Ribbon participant schools – student survey.

³¹ Webster et al. 2014, p. 68.

Figure 29: Perceptions on the knowledge and opinion about the nature and causes of men's violence against women in Australia – compared with NCAS



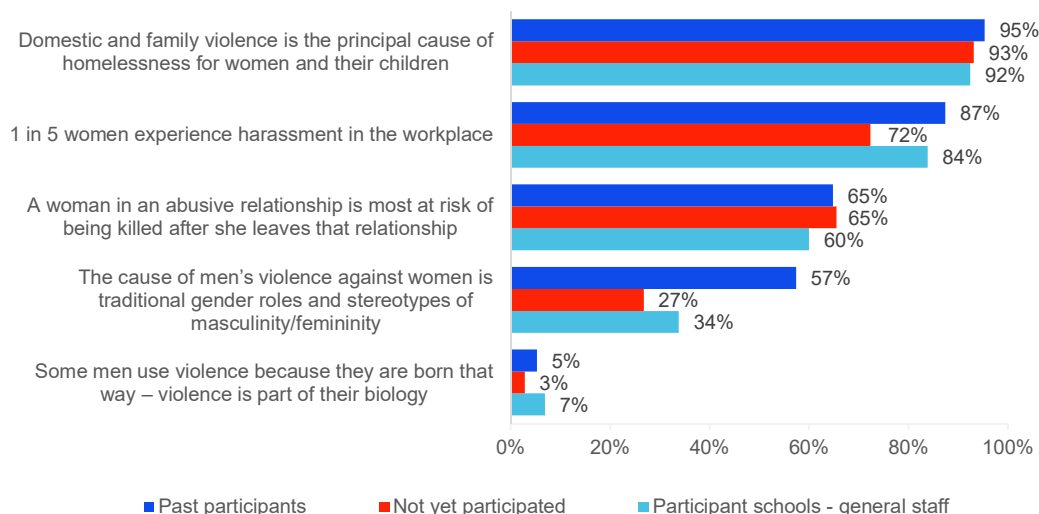
NCAS survey question: If one partner in a domestic relationship controls social life by preventing them seeing family and friends, is this domestic violence?

White Ribbon survey question: The following questions will assess your current knowledge and opinion about the nature and causes of men's violence against women in Australia. Is it violence or abuse if a person in a relationship 'prevents the other person from seeing their family and friends'?

Sample: Past participants N=197; Not yet participated N=147; Participant schools – general staff N=130, Participant schools – students N=307, NCAS 1995 N=2,004, NCAS 2009 N=10,105, NCAS 2013 N=17,517, NCAS 2017 N=17,502.

There was a high amount of awareness of domestic and family violence being the principal cause of homelessness for women and children among past participants, staff and those who had not yet participated in the program (Figure 30). However, responses about the cause of MVAW being traditional gender roles and stereotypes of masculinity/femininity was higher among past participants in the BtS program (57 per cent responded that this was the case). Just over one quarter of those who had not yet participated (27%) and one third of general staff (34%) agreed that the cause of MVAW was traditional gender roles.

Figure 30: Statements about domestic and family violence selected as true

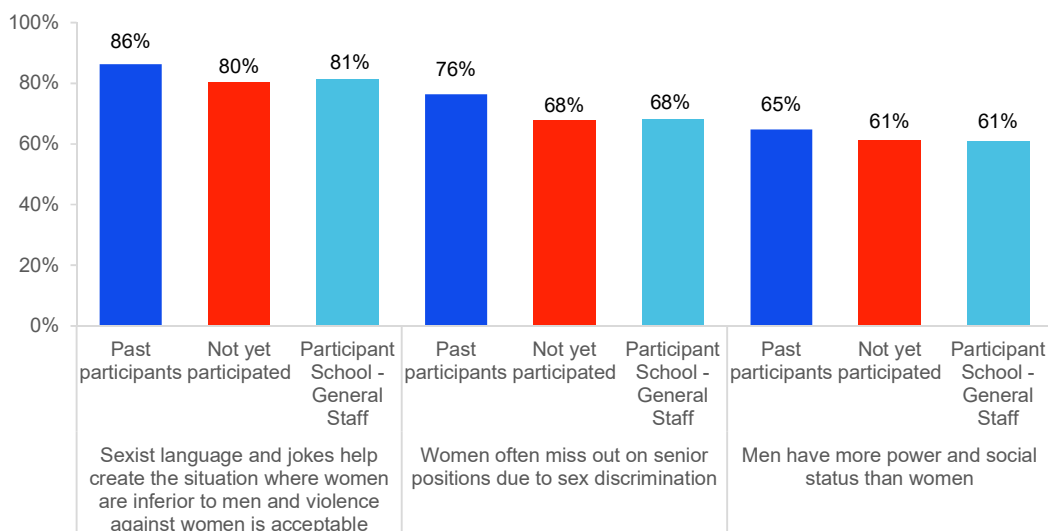


Survey question: Please indicate whether the following statements are true or false.

Sample: Past participants N=197; Not yet participated N=147; Participant schools – general staff N=130.

With regard to attitudes towards women's position in society, there were no significant differences among past participants, those that had not yet participated and general staff. For example, three quarters of past participants (76%) agreed that women often miss out on senior positions due to sex discrimination, compared to 68 per cent of those that had not yet participated and general staff (Figure 31). Previous evaluations of the BtS program have noted a similar phenomenon – that there were few differences in attitudes about gender equality between those who had completed the program and those who had not. The 2014 evaluators concluded that participant schools are already committed to supporting a culture of respect, gender equality and have a heightened motivation to combat MVAW before taking part in BtS.³²

Figure 31: Agreement with statements around women's position in society (Total agree)



Survey question: To what extent do you agree with the following statements?

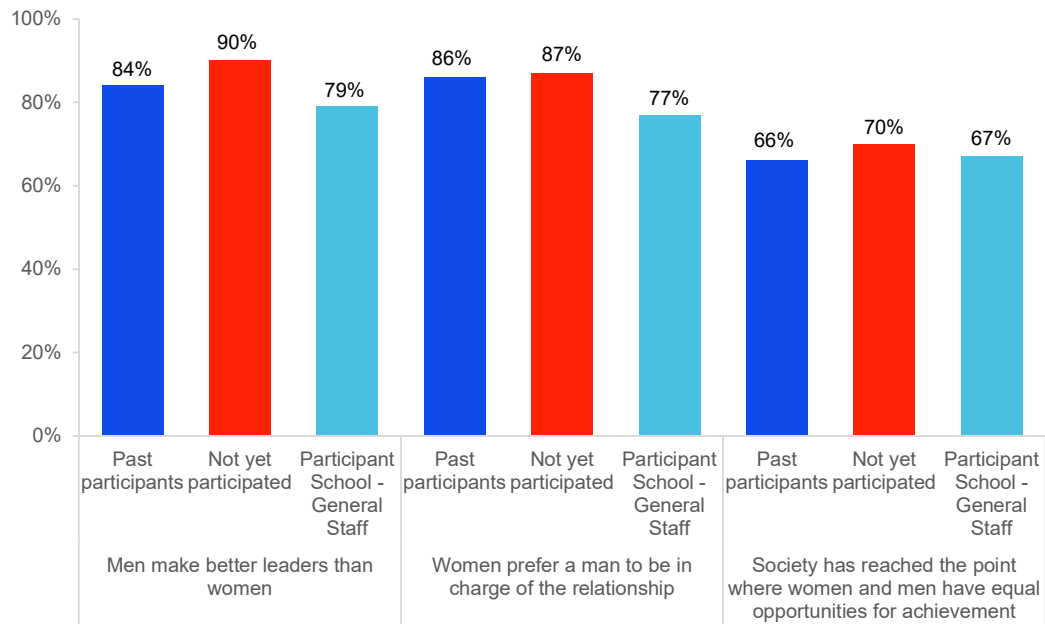
Scale: Total agree: Completely + Mostly + Somewhat agree.

Sample: Past participants N=197; Not yet participated N=147; Staff survey N=130.

³² Breckenridge et al. 2014, p. 20.

Interestingly, staff who had not yet participated in the BtS program were more likely to disagree with statements like ‘men make better leaders than women’ (90% disagree) than those who had participated in the program (84% disagree) (Figure 32).

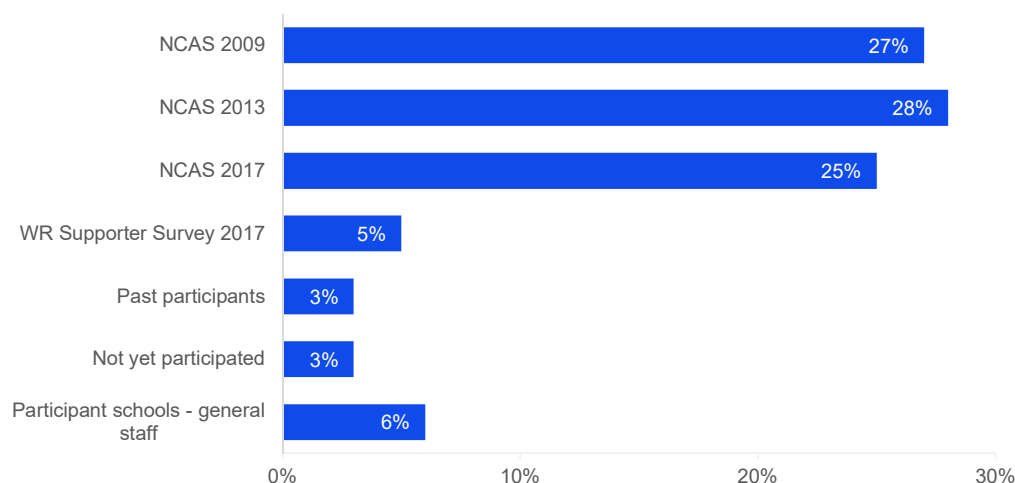
Figure 32: Disagreement with statements around women’s position in society (Total disagree)



Survey question: To what extent do you agree with the following statements?
 Scale: Total disagree: Completely + Mostly + Somewhat disagree
 Sample: Past participants N=197; Not yet participated N=147; Participant schools – general staff N=130.

Comparisons with the NCAS data demonstrated that past participants are less likely to agree with the statement ‘women prefer a man to be in charge of the relationship’ when compared to the Australian public (Figure 33). The low level of agreement among White Ribbon supporters, past participants, people that had not yet participated, and general staff, indicate that the BtS program is making a positive change in the school context. However, we also note (as mentioned earlier) that these positive numbers indicate that participant schools are already highly motivated with respect to MVAW and that messages of gender equality may already be highly accepted within the school environment.

**Figure 33: Attitudes towards decision-making in relationships – compared with NCAS
'Women prefer a man to be in charge of the relationship'**



NCAS survey question: To what extent do you agree with the following statement: 'women prefer a man to be in charge of the relationship'?³³

White Ribbon survey question: To what extent do you agree with the following statements?

Scale: Agreement scales – note that NCAS used a 5 point scale and White Ribbon survey a 7 point scale. Results in net agree.

Sample: Past participants N=197; Not yet participated N=147; Participant schools – general staff N=130, NCAS 2009 N=10,105, NCAS 2013 N=17,517, NCAS 2018 N=17,502.

4.3 Culture change in schools

The stakeholder consultations, case study data and survey data demonstrated that, to some extent, schools have experienced changes in behaviour and culture after the implementation of BtS. This change, however, cannot be quantified over time and responses are usually self-reported. The outcomes associated with strengthening a culture of respect in the school and community are difficult to measure, and this highlights an ongoing challenge with respect to effectively measuring change over time.

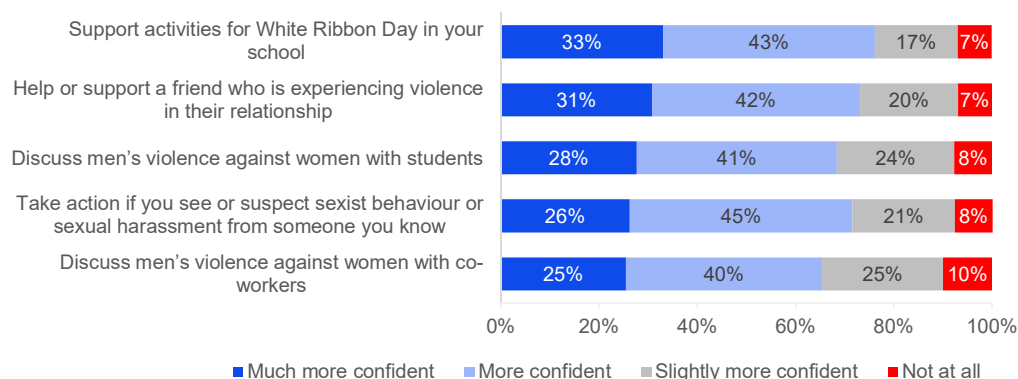
4.3.1 Change in staff and students' attitudes

In the staff survey, general staff in participant schools were asked a number of questions about whether their attitudes or behaviours had changed as a result of the BtS program. An overwhelming majority of staff felt generally more confident to challenge sexist behaviour, including helping or supporting a friend in a violent relationship or taking action against sexual harassment. One third of staff (33%) felt much more confident to support activities for White Ribbon day at their school (Figure 34).

However, it is important to note that ten per cent of staff responded that they did not feel 'at all' more confident in speaking to co-workers about MVAW, which indicates this is a particular hurdle in the context of embedding BtS practices and culture in schools. This may suggest that there is a need for a broader range of staff members (i.e. not just principals, directors or social workers) to participate in the BtS training program – eLearning and workshops. It is worth considering including in the BtS program some role-playing training to assist staff members to develop skills to challenge sexist behaviour or harassment (to the extent that this is not already part of the training).

³³ Webster et al. 2014.

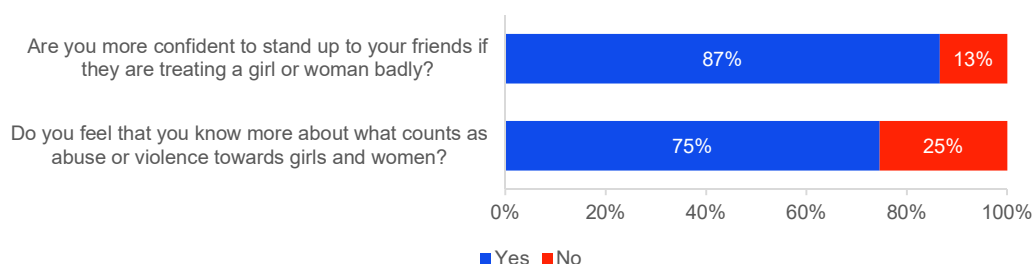
Figure 34: Extent the following changed as a result of participation in BtS



Survey question: To what extent has working at a White Ribbon school increased your confidence to do the following?
 Scale: Much more confident: 7; More confident: 5+6; Slightly more confident: 3+4; Not at all: 1+2.
 Sample: Participant schools – general staff N=130.

Students were asked slightly different questions to staff members about cultural and social change in their schools. The responses were largely positive. An overwhelming majority of students (87%) affirmed that since they had started at their school, they felt more confident standing up to their friends if they are treating a woman or girl badly (Figure 35). Further, three quarters of students (75%) mentioned that they knew more about what counts as abuse or violence towards girls and women. It is important to note, however, that those questions are self-reported and the student data is relatively limited, as the survey was only answered by three schools in Sydney.

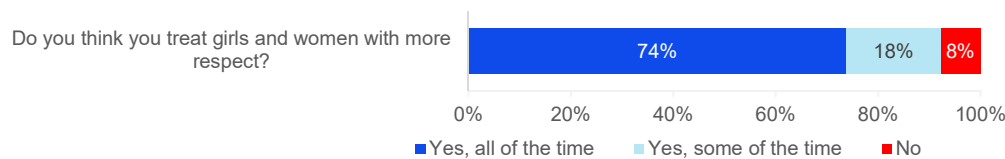
Figure 35: Students. Extent to which knowledge and behaviours have changed since starting education at a White Ribbon School



Survey question: Since you started at your school...
 Sample: Participant schools – students N=307.

As set out in Figure 36, three quarters of male students (74%) self-reported that they treated girls and women with more respect since they started at their current school. These are encouraging results.

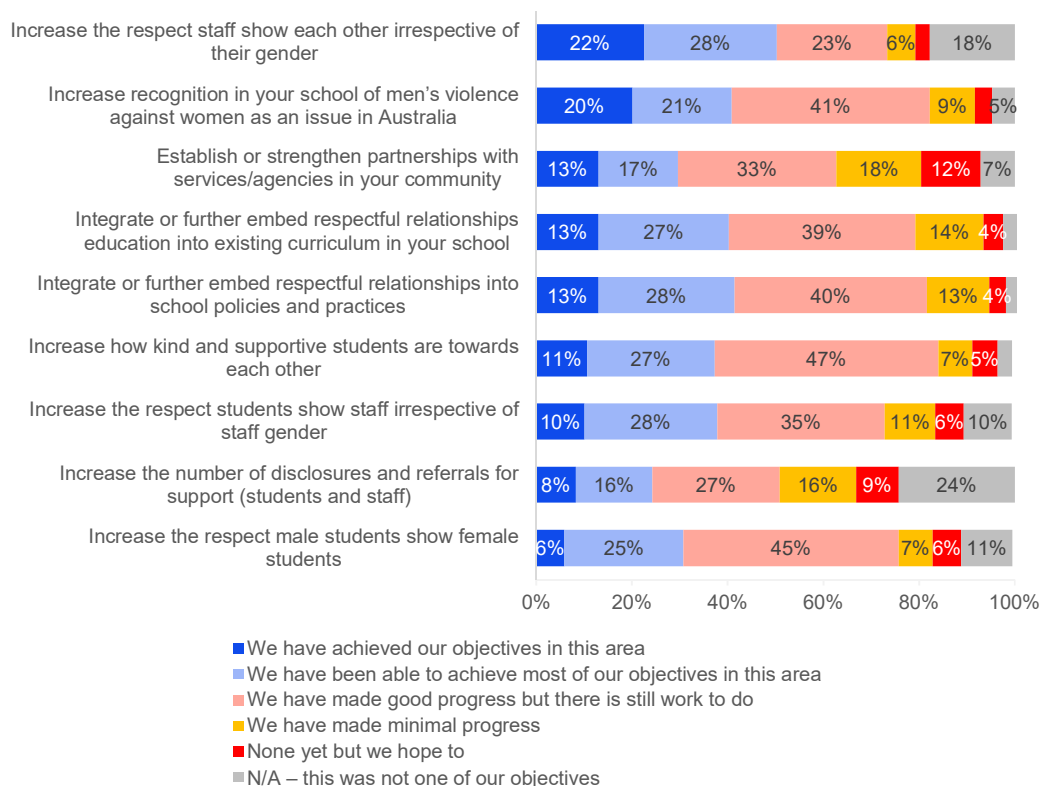
Figure 36: Male students' endorsement of respectful behaviours



Survey question: Since you started at your school do you think you treat girls and women with more respect?
 Sample: Male respondents from the participant schools students survey N=141.

The past participants survey found that schools have made great progress in respectful relationships due to participation in the BtS program. Nearly one quarter of past participants (22%) stated that they have managed to increase the respect staff show each other regardless of their gender, and another 20 per cent increased recognition in the school of MVAW being an issue in Australia (Figure 37). Efforts to change the culture of respect are ongoing, especially among male and female students – 45 per cent of past participants reported their school had made good progress, but there is still work to do in regard to increasing the respect male students show toward female students.

Figure 37: Level of progress schools have made in specific areas due to participation in BtS program



Survey question: How much progress has your school made in the following areas because of participating in *Breaking the Silence*?

Sample: Past participants N=197.

These findings in respect of cultural change at schools are supported by the case study data. Notably, at all case study schools examined by UTS, staff and students identified perceptible changes in students' behaviour as a result of engagement with the BtS program. This included the way that students treated each other at school, and building closer connections with the local community.

At a South Australian primary school,³⁴ a classroom teacher noticed there had been a noticeable improvement in behaviour in the playground:

³⁴ Case study 5, Appendix E.

... I'm out in the yard every recess and every lunch so I feel like I've seen the change in the violence against girls or women has improved dramatically in the yard.

- Teacher at case study school

At a Western NSW high school,³⁵ the deputy principal said they had noticed a change in culture, saying:

Kids, girls, I think are saying "No, I'm not going to cop this" and they'll come up and say "This kid's picking on me, this kid's giving me grief" or "This boy's making sexist comments". And even to the fact that kids will come and say "This is what's going on on Facebook and if it's derogatory they'll let us know."

- Deputy principal of case study school

Importantly, the program has given both female and male students the confidence to 'call out' bad behaviour. According to the school principal of a North-West Brisbane primary school³⁶ the program has helped girls speak out about the issues and helped boys become more aware of their behaviour.

It gives them a language I think, [it] gives our girls a language, [and] gives our boys an awareness ... there are places they will use it, but it's a good example of how kids can apply this stuff.

- Principal of case study school

Two teachers at a Sydney high school³⁷ noted that some students were still acting inappropriately, including in relation to female teachers, and that this was a particular issue among Year 9 and Year 10 boys. Entrenched views among the boys about feminism and gender equality, especially among Year 8 and Year 9 boys, was identified by a female teacher at that school. She felt this was about asserting their masculinity, and among them there was an underlying current of 'feminism being against men and they're losing their power.' The deputy principal of the Western NSW high school³⁸ noted that bringing about change in a school's culture and within the community takes time:

Cultural change is a slow process ... we are trying to be a beacon to the rest of the town and I think we're having some really good traction.

- Principal of case study school

Case study data shows that a few staff members across the schools, but not in all schools, noted negative reactions against aspects of the program among some male staff, male students in some classes, and a small number of male parents.

As an example, one female teacher at a city high school³⁹ linked the reactions of some male students to a sense of male disempowerment and what she saw as the entrenched views

³⁵ Case study 1, Appendix E.

³⁶ Case study 2, Appendix E.

³⁷ Case study 4, Appendix E.

³⁸ Case study 1, Appendix E.

³⁹ Case study 4, Appendix E.

among the boys about feminism and gender equality. She observed among the Year 10 and Year 8 boys a need to assert their masculinity as they were appeared to be feeling an underlying loss of their power:

Those boys are great boys... but that Year 10 group, that Year 8 group, there's a time in their development where they are asserting their masculinity... I don't know where they're getting these images from. O.K, the media, maybe from home, maybe from their peers, but there was this underlying current of women being against the boys or feminism being against men and their rights and they're losing some power. So, it's a thing about power too.

– Teacher of case study school

Another insight on some male attitudes to gender based violence noted in the case studies relates to how anti domestic violence campaigns can result in some 'pushback'. At one school in particular, a female student agreed strongly that there had been pushback among the boys in her class.

This was followed by a comment from a male student where he noted that there are examples of women being the perpetrators of violence against men. Citing his own family circumstances, he said that there are cases of women abusing men and that men should be able stand up for their rights.⁴⁰

Issues on male pushback as a result of MVAW, while not a major finding of the case studies in this report, are currently and extensively studied in academic debate and broader context.⁴¹ White Ribbon should continue to keep up to date with evidence-based debates in this field, and consider meaningful ways to respond to male backlash and inform the BtS program as a result.

4.3.2 Student leadership and confidence building

A key theme that emerged from the case study data was that schools that had implemented the program with some success often encouraged and prompted students to take the lead in organising and promoting BtS activities. Teachers felt that this was a key aspect of the success of the program at their school – because it was building confidence, leadership and student capacity among student 'ambassadors' and other students to organise and speak out about MVAW. Often the students involved in a school BtS organising committee had witnessed domestic violence or were victims themselves.⁴²

The school does a lot of work around trauma informed practices, and staff speak to boys and girls about different types of violence, including domestic violence, because many students have "lived through it", experiencing physical violence, sexual assault, family breakdown.

– Principal of case study school

Furthermore, the BtS program appeared to have given many students the confidence to speak out about their own experiences with domestic violence. In each school where interviews were conducted with student ambassadors of the program, at least one student in each group spoke up about their own experience and what they had learned from working with the program.

⁴⁰ Case study 6, Appendix E.

⁴¹ Researchers like Flood, Keller, Wilkinson and Otjen have written and discussed the topic.

⁴² Case study 6, Appendix E.

Students generally displayed a passion for getting involved and had a clear understanding of the need to raise awareness and discuss MVAW.⁴³

Building off what G said, there's this specific girl and I know who she's talking about and she was like very, very quiet and like you can see the most enormous change in her and like the confidence she's developed through like this program. And not even in the sense of the cause but in the sense of finding something, a way to express passion and finding a way like to do something for the good of others and find her own identity and confidence being built on that and it shows I guess the way that like a cause is so much more than just like what you're doing for it but it's about like the fact of it doesn't just build other people and build like something for change, it also has such a personal impact on people's identity and confidence.

– Female student at case study school

Staff at a Canberra 'middle' school were very impressed by the way that students (particularly, in their case, year 9 and 10 male students) took ownership of the BtS program and appeared to take up and lead behavioural change in the school.⁴⁴

... what we learnt was that our boys' program really took ownership of this. They really wanted to be a part of our school culture; they recognised the values, that it was an important thing for our community and that we needed this in our school. So it was very student-driven, which is probably the key to our success ... the students believed in it, they recognised that it was significant and they wanted the change to start with them.

– Teacher at case study school

Being role models for others was also another reason for students to get involved in BtS activities. Discussions with year 7 students in a regional South Australian primary school illustrated how some students are demonstrating their courage after engaging in BtS activities.⁴⁵

Well, I think if like one of us would see like someone doing something to someone we'd step in now like because we're brave now.

– Student in case study school

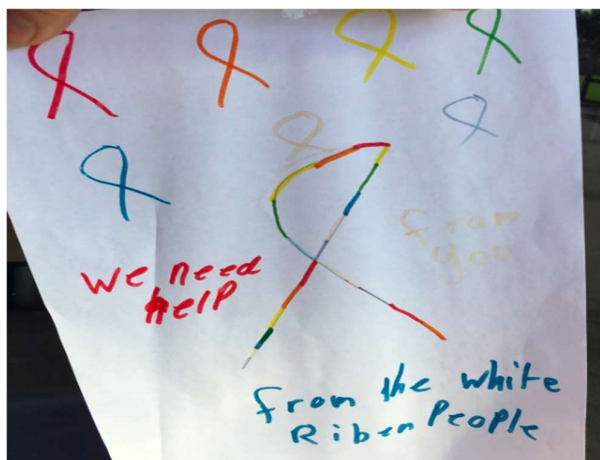
This school had a high incidence of domestic violence in the community, and had A4 posters on the walls outside the library, showing the need for White Ribbon in the school (Figure 38).

⁴³ Case study 5, Appendix E.

⁴⁴ Case study 3, Appendix E.

⁴⁵ Case study 5, Appendix E.

Figure 38: Example of activities undertaken by students



4.3.3 Measuring and understanding culture change in schools

Most schools did not have formal processes for measuring cultural change within the school. Instead they largely relied on observations of behaviour and attitudes of students throughout the day. Schools relied on anecdotal conversations, actions and events to show that the program in their school was a success. These schools raised the importance of visual representations of respectful relationships and gender equality (like White Ribbon murals and posters) throughout the school, and incidental observations that illustrate that students are engaging with the BtS message and vision.

In discussing the BtS program evaluation, while one school did run informal conversational surveys of the program, another school principal noted that a survey on the program itself is not necessarily the best way to measure its effectiveness.⁴⁶

So in the classroom it's observational surveys with the kids. So when we write our programs, we write them per term and so they usually have a few pre-questions and then post-questions so we can kind of ascertain what learning's taken place and they're usually fairly simple and there might only be two or three just because they're only engaging for fifteen minutes every week or fortnight.

If you want schools to do this work [meaning BtS activities] – then you need to provide them with permission to do that ... to say to them “Look, you know what? That’s valuable even though we can’t put a numerical figure on the impact of it but our school opinion survey and our staff opinion survey and our parent opinion survey and our student opinion survey would say that our kids [have] a strong sense of belonging, love their school, feel safe here, have teachers they can talk to, have good communication with us”. And we’re talking kind of 98, 99 per cent satisfaction rate.

– Principal of case study school

The collection of data from schools on cultural change can be a valuable asset, but it needs to be arranged in a way that is easily manageable – in terms of data collection, storage and analysis – and won't be an extra activity or burden to schools.

⁴⁶ Case study 2, Appendix E.

Furthermore, there was interest from one case study school in having someone from White Ribbon check their school's activities and planning for the year, in order to keep schools accountable.

4.3.4 Culture of respect and gender equality in schools and local community

It is difficult to 'measure' cultural change impacts of BtS in a quantitative sense over the period of this evaluation. In order to quantitatively measure culture change in schools, more time would need to be allocated to understand the changes and a behaviour change study would have to consider.

Opinions and ideas about the impact of BtS on culture and behaviour change came from shared discussions and observations during case study interviews. Based on the case study data, there is some evidence of a positive effect of the program in one regional NSW high school and local community.⁴⁷ According to a deputy principal at this same school, when he first arrived in 2016, the local area was in the top three for notifications among the local government areas in NSW. The most recent data shows that over two years of the program, the area figures have improved and it dropped down in that list. This school is well supported by local and state governments and has Indigenous school liaison officers that help to run the *Boys Night In* program and connect with the local Indigenous community.

4.4 Program sustainability through a whole-school approach

Best practice literature maintains that a 'whole-school' approach is the single most important criterion for sustainable, effective violence prevention, and RRE in schools.⁴⁸ This approach aims to embed systemic and sustainable change across the entire school community through policy, practice, procedures, staffing, environment, leadership and culture, and within the classroom.⁴⁹ The whole-school approach is multidimensional and involves building respect and equity into the cultural makeup of the school to help create more gender-equal and respectful attitudes, behaviours, structures and practices.⁵⁰

A whole-school approach does not relegate RRE to one-off lessons, but facilitates continual engagement with the key messages. The approach involves teachers, parents and student welfare coordinators; it has clearly-articulated educational principles; it is integrated into a comprehensive curriculum context; it is reinforced in extracurricular activities through partnerships with organisations and clubs; and is strategically planned to take into account local needs and issues.⁵¹ A whole-school approach requires resources commitment and should not just rely on the goodwill and energy of certain committed teachers.⁵²

To support a whole-school approach, BtS focuses on supporting schools to embed a culture of respect across four overlapping domains:

1. culture, ethos and environment
2. community partnerships: prevention within whole-school communities
3. complementing policy and practice, and
4. curriculum, teaching and learning.⁵³

⁴⁷ Case study 1, Appendix E.

⁴⁸ Flood et al. 2009; Aguilar 2016; Gleeson et al. 2015.

⁴⁹ Aguilar 2016.

⁵⁰ Flood et al. 2009; Aguilar 2016; Gleeson et al. 2015.

⁵¹ Flood et al. 2009.

⁵² Flood et al. 2009, p. 30.

⁵³ Aguilar 2016.

We note that RRE in Australia, of which BtS is part, is driven partly by the 'Change the Story' policy framework developed by OurWatch. That model makes it clear that the drivers of MVAW are gendered and 'arise from gender discriminatory institutional, social and economic structures, social and cultural norms and organisational, community, family and relationship practices that together create environments in which women and men are not considered equal, and violence against women is tolerated and even condoned.'⁵⁴

This section describes and analyses the ways in which participant schools have implemented the BtS program in their school environment and the extent to which schools were able to embed a whole-school approach in each of the above domains.

4.4.1 Enabling schools to integrate respectful relationships education through a whole-school approach

The school reflection and case study data found that although the whole-school approach was mentioned as a cornerstone of the BtS approach, not all schools have been able to implement this approach. Staff interviewed mentioned that the fact that a school celebrates a number of events and/or becomes a White Ribbon School does not mean that the school has taken a whole-school approach.

While most schools from the case study mentioned they were currently working towards a whole-school approach, there was evidence of three kinds of approaches taken – what we have called 'focused', 'staged' and moving towards a 'whole-school approach'. These approaches are described in brief below:

- **Focused** – a focused approach is where a school decides to implement the program with just a few staff involved, targeting students either as a group, a cohort, a single class or across one year. For example, starting with a senior year 11 or an upper primary boys group, led by one teacher, that meet at lunch time to plan activities. There can be an advantage to this approach if the longer term intent is to scaffold the process over two years or more and move towards implementing the BtS program as a whole-school initiative.
- **Staged approach** – a staged approach is where a school starts small, as noted above, with a focused approach and over a number of years grows or expands the program to involve more staff and students thereby increasing the number of classes and school years taking part. This is the case when a school starts with one cohort, often senior students in years 11 or 12, and then expands the program to include students in more junior years 7, 8, or 9. In a staged approach the program may only run in the lead up to the White Ribbon events scheduled for November involving the White Ribbon day.
- **A whole-school approach** – this is perhaps the most difficult approach to implement as it requires a greater level of resources and commitment from the school. A whole-school approach refers to the school developing a broad and comprehensive plan that involves the executive, teachers, students and their parents and extends to the local community beyond the school gates. This means reaching out to organisations, both with like-minded NGOs and local businesses to work together for the common cause of the BtS program. Within this approach, efforts are made to link the resources of BtS to the curriculum, often in the PHE and PDHPE curriculum, but also in other key learning areas such as English or the Social Sciences. Just as importantly, the language of BtS permeates throughout the hidden or informal curriculum, so that it has a positive impact on the culture of the school over a period of time.

A whole-school approach is the most desired outcome for the program, but as noted it does require a greater level of commitment from the school executive and dedicated staff connecting with students and the community, as well as assistance from external sources to maintain the

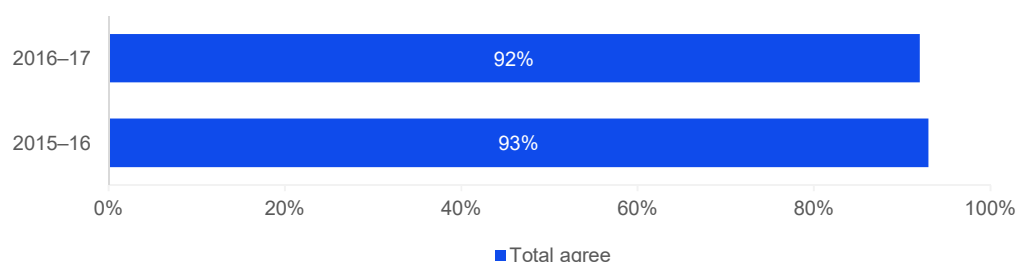
⁵⁴ Our Watch et al. 2015, p 23.

program. Case study interviews found that participant schools need greater support from White Ribbon representatives more broadly who are able to assist with connections to other schools, organisations and potentially connect with high profile White Ribbon Ambassadors (eg high profile sports people, media personalities).⁵⁵ BtS facilitators or the members of the Schools Team within White Ribbon could provide an ongoing support role to participant schools.

The case study data demonstrated that for most schools, the greatest focus on the BtS program was in the lead up to the White Ribbon Day. Schools generally started their involvement with small initiatives and then built on them in following years. Schools that have been involved in similar programs for three to four years had the most comprehensive set of activities.

Overall, the program outcomes survey in the 2015–16 and 2016–17 cohorts found that the vast majority of respondents agreed that the BtS program enabled schools to integrate respectful relationships and violence prevention education through a whole-school approach (Figure 39).

Figure 39: Participants' agreement with the statement 'BtS enabled me to integrate respectful relationships/violence prevention education through a whole-school approach'



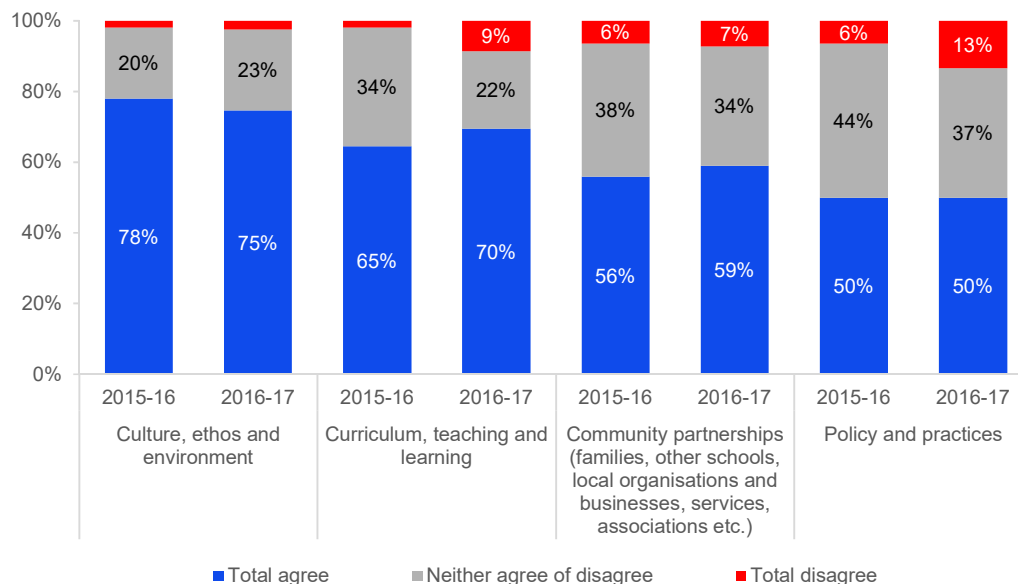
Sample: Program outcomes 2015–16 N=115; 2016–17 N=92.

As mentioned above, to support a whole-school approach, BtS focuses on embedding a culture of respect across four domains. The program outcomes survey asked participants if since commencing the program, they had noticed changes across four domains that could be attributed to their school's involvement in BtS. Over two thirds of participants in both cohorts agreed that the program made an impact on the culture, ethos and environment, and the curriculum, teaching and learning domains. This is a strong result. (Figure 40). Furthermore, participants in the cohort 2016-17 were more likely to see improvements in the curriculum and community partnerships when compared to cohort 2015-16. This positive change could be attributed to improvements to the BtS program over time and the increased number of schools getting involved and sharing experiences.

It is also relevant to note that 13 per cent of participants in the 2016-17 cohort disagreed that BtS supported schools to integrate and further embed respectful relationships into school policies and practices. This indicates there may be scope to continue to focus in this area, and assist schools establishing community partnerships that will ensure the sustainability of the program.

⁵⁵ See for example case study 1, Appendix E.

Figure 40: Participant ratings of domains impacted by *Breaking the Silence*



Sample: Program outcomes 2015–16 N=115; 2016–17 N=92.

The staff survey that is part of the evaluation and referred to as ‘general staff’, collected 130 responses. Of those staff that completed the survey, a third of respondents (34%) were unsure whether their school had participated in BtS, or stated that their school had never participated, despite having done so. Table 3 below shows that of those unsure of schools’ participation, 70 per cent were classroom teachers and 12 per cent had other roles within the school.

Table 3: Awareness of the BtS program in schools by role

Role	Yes, aware	Not aware / Unsure
Classroom teacher	60%	70%
Administrative/Office staff	4%	7%
Head teacher	13%	6%
Wellbeing/Welfare staff	8%	4%
Principal	3%	0%
Deputy or Assistant Principal	6%	0%
Aboriginal Education or Aboriginal Liaison Officer	1%	0%
Other	5%	12%
Total (n)	130	67

Survey question: Which of the following best describes your role/s within your school? / Does, or has your school participated in the White Ribbon Breaking the Silence program?

Furthermore, 21 per cent of staff held temporary full-time positions with the school (Table 4). These findings show that awareness of the program is not reaching all staff, especially

substitute teachers. It is important to note that during the case study visits, there was little to no name recognition among teachers and students of the 'Breaking the Silence' program. Rather, the BtS program was simply referred to as 'White Ribbon'. This lack of awareness of BtS being its own brand and having its own objectives – under the umbrella of White Ribbon – may explain why some staff were unsure of school's participation.

Table 4: Awareness of the BtS program in schools by employment status

Employment	Yes	No / Unsure
Permanent full-time	75%	64%
Permanent part-time	10%	7%
Temporary full-time	12%	21%
Temporary part-time	2%	3%
Casual or relief	2%	4%
Total (n)	130	67

Survey question: Which of the following best describes your employment status? / Does, or has your school participated in the White Ribbon Breaking the Silence program?

4.4.2 Culture, ethos and environment

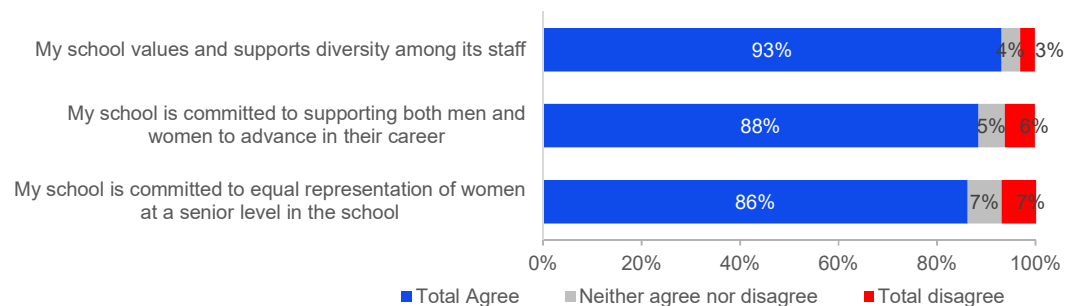
The culture of respect in a school context is a critical element for the implementation of RRE. The 'culture' includes the informal school environment (attitudes, values and practices) as well as extracurricular activities and the social and physical environments.⁵⁶ UTS collected survey data on participant schools to understand the cultural environments that White Ribbon was operating in and whether this was helpful to implementation of the BtS program.

In the staff survey,⁵⁷ participants were asked questions about their school's commitment to gender diversity and equality. The survey found that an overwhelming majority of staff agreed that their schools valued diversity among staff (93%), were committed to support both men and women to advance on their career (88%) and were committed to equal representation at a senior level (86%) (Figure 41). Seven per cent of staff disagreed that their school were committed to equal representation of women at a senior level, which is a reminder of the ongoing importance of programs like BtS in wider processes of cultural change.

⁵⁶ Aguilar 2016, p. 26.

⁵⁷ We note that the staff survey asked questions to staff at schools who were in the process of completing the BtS program.

Figure 41: General staff agreement with statements around the school's commitment to gender equality and diversity



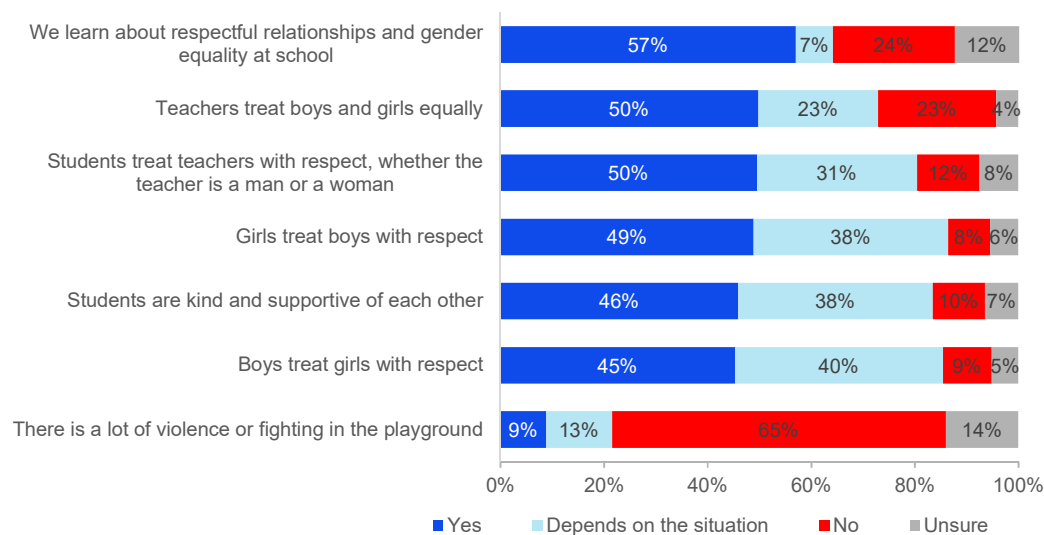
Survey question: How strongly do you agree with the following statements about your school's commitment to gender equality and diversity for staff?

Scale: Total agree: Completely + Mostly + Somewhat agree; Total disagree: Completely + Mostly + Somewhat disagree

Sample: Participant schools – general staff N=130.

The student survey found that over half of students (57%) interviewed affirmed they learn about respectful relationships and gender equality at school (Figure 42). Those students that answered the survey are enrolled in schools that have participated or are currently participating in the BtS program. Given that, some of the activities were not translating into knowledge of the concept, as nearly one quarter of students (24%) were not aware and 12 per cent were unsure if they have learnt about respectful relationships and gender equality. This result could be a reflection of Respectful Relationship Education becoming mainstream and more integrated in the curriculum. Furthermore, 40 per cent of students affirmed that boys treating girls with respect was dependent on the situation.

Figure 42: Student agreement with statements regarding behaviours displaying gender equality at school



Survey question: Please rate your agreement with the following statements about your school

Sample: Participant schools – students N=307

The case study data demonstrated that there are still disrespectful behaviours from students towards teachers, and sexist language directed at female staff. Some teachers mentioned that students, particularly male students, occasionally made rude comments about teachers. As a result, teachers at one school where this happened said their efforts had focused on raising student's awareness and addressing student behaviours and language towards other students and teachers.⁵⁸

So it's not just awareness of [the issue] broadly speaking. It's awareness of specific behaviours and specific actions that are happening in our classrooms. And also, it's the nasty things even from Year 7 male students are saying towards female teachers and it's a really unpleasant dynamic.

– Teacher at case study school

Cyber bullying and sexting on social media among students was also raised as an issue of concern at schools.⁵⁹

4.4.3 Community partnerships: prevention within whole-school communities

Community partnerships are a key element of the whole-school approach. Collaboration with parents, businesses, community groups and other schools in the local area enhances the positive impact of the BtS program in the school setting. In order to engage the wider community, participant schools are provided with access to local White Ribbon Ambassadors, Advocates and accredited White Ribbon Workplaces⁶⁰ throughout the year. Across all the data and interviews, there were examples of successful partnerships between schools and their communities, as well as other organisations and causes.

A number of case study schools mentioned that it is essential to engage parents in the BtS program and White Ribbon activities in addition to White Ribbon Day assemblies or marches. Encouraging parents to attend those events and explain what the program covers are key to engage them and ensuring their support. Some teachers interviewed reported that some parents attended White Ribbon assemblies, and some raised concerns about the appropriateness of having year 7 students involved in a domestic violence workshops. But parents had been reassured that the main focus of the program was on respect and positive relationships. Interviewed staff raised other points for schools to focus on, potentially with White Ribbon support in regards to the provision of information and guidance, to increase parent's engagement and awareness of respectful relationships:

- educate parents about MVAW and gender equality
- make connections and build up the involvement of disengaged families, by having a culturally appropriate community liaison worker
- recognise the role of school Parents and Citizen's Association (P&C)
- use a range of communication means to try and engage parents, such as Facebook, newsletter, flyers, emails, and organising events and morning teas, and
- inform all staff and community partners in one day, so that everyone receives the same information about the program.

⁵⁸ Case study 4, Appendix E.

⁵⁹ See for example: case study 1: western NSW High School and case study 2: north-west Brisbane primary school, Appendix E.

⁶⁰ In order to become accredited, organisations must demonstrate adherence to 15 criteria that sit across three standards. Over an 18-month period, workplaces demonstrate how they fulfil Leadership and Commitment, Prevention of Violence against Women, and Responses to Violence against Women. Accreditation lasts for three years, with organisations able to apply for re-accreditation after this time.

The school reflection and case study data showed that the involvement of parents and the wider community varied across schools, and it was often based on location, the size of the town and opportunities for community-based support. Examples of community support included relationships with other schools, with local business community, with key local service agencies and with services connected to the school. The wider community involvement in BtS was often more successful in centres outside capital cities, in regional locations, due to the proximity and familiarity with community leaders, business owners and sports groups.

Analysis of school reflections data specifically, showed that approximately 25 participant schools took part in community partnerships. These partnerships predominately consisted of relationships with other local schools, including combined White Ribbon Day marches and initiatives, student mentoring programs and teacher networks. Schools also worked closely together with local organisations and councils.

One good example of local community support and parent engagement, as well as Indigenous community support, was at a central western NSW high school.⁶¹ Since the BtS program inception at the school, support from the local community increased over time. Staff interviewed felt that the community is now strongly supporting the BtS program, with many community groups involved in the events, such as the annual White Ribbon march (organised by the school), annual football game and the *Boys Night In* event – where male students and another significant male in their lives are invited to participate in an evening of focused activities at the school. Given that the area where the school is located has a strong focus on football, the games have become a major community event, with organisations like Headspace and *Binaal Billa*, the Family Violence Prevention Legal service, participating in the event. Notably, the events from this school reinforced a sense of community, and more specifically, a White Ribbon community, as mentioned by one female student.

... I was really proud of the boys, not only for their game but for the school as well: like we all showed up, everyone was into it. I feel like community events like that where we're a rivalry, towns against each other, but we're all supporting one cause together. So I feel like boys as well as girls are putting forward their ... opinions and working towards a greater sense of White Ribbon in the community – I think it's really good.

– Female student at case study school

Further, sports emerged as a key activity that can connect regional communities to social issues. In most of the schools interviewed for the case study, sporting events that were held in the area usually involved many other local schools. The games and competition among schools has increased awareness of the BtS program in other schools and the local community.

Staging the game is part of the school's efforts to raise awareness in the local communities, and attendance has grown from a few hundred spectators in the first year to more than two thousand in 2018.

– Staff at case study school

One school interviewed in the ACT holds an event every year called the *Lock-in*, which is a sleepover at the school. The male students invited an important female in their lives for dinner, either their mother, sister or a female teacher. The students prepared, cooked and served the meal, and with the help of conversation starters, the night focused on topics around emotions

⁶¹ Case study 1, Appendix E.

and gender issues. During the *Lock-in* event a well-known NRL player spoke with the boys about gender-based violence.⁶²

... from a male perspective of his beliefs of gender-based violence and his experiences coming from his Samoan community – we have a number of Islander boys which also brought a good link towards that... It was actually really powerful to see this guy talking really down-to-earth and he actually teared up during it, so our boys really recognised that.

– Teacher at case study school

In one primary school in South Australia, students started a letterbox drop in the area asking families to leave a piece of clothing or anything else white, outside their houses to support White Ribbon's core message. This same school also organised a community based event, where fifty two candles were lit to commemorate women who had been victims of domestic violence.⁶³

The case study interviews also found that schools were using social media and technology to create Facebook posts, flyers and newsletters, as well as short videos to inform other students and the community about White Ribbon events and programs. One school produced a video titled *Beneath the Skin*, which featured White Ribbon student ambassadors. The video has been used to expand the BtS program in other schools, and it has attracted more than a quarter million views online.⁶⁴

One principal interviewed reflected on the importance of schools to have a mix of big keynote events and small-scale activities, in order to keep the conversation alive and current. It is also essential to maintain a focus on the White Ribbon values throughout the year, by addressing other initiatives, such as Harmony Day, Wear it Purple Day or NAIDOC.

4.4.4 Complementing policy and practice

A school's structures, policies and procedures are essential to enable respectful relationships and gender equality in the school environment. For reference on this point, it is worth noting a study highlighting a gap between rhetoric and reality in the implementation of engagement and wellbeing policies in Queensland state secondary schools, and the lessons White Ribbon can draw from that study.⁶⁵ The study concluded that to effectively implement programs and policies in schools there is a need to increase professional development for teachers and improve teacher agency in education policies. Furthermore, teachers are encouraged to interpret, adapt and implement policies within their context.

The BtS program can support schools to integrate respectful relationships into school policies and practices through the following:

⁶² Case study 3, Appendix E.

⁶³ Case study 5, Appendix E.

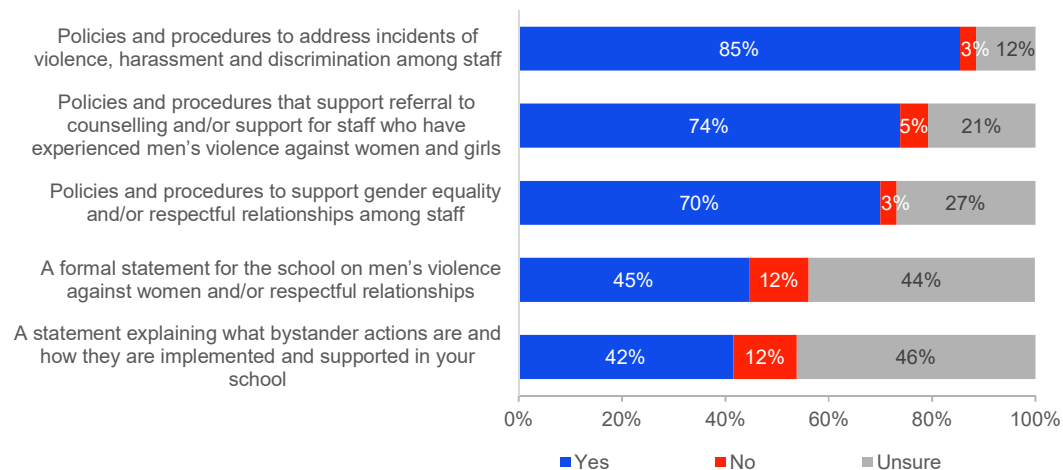
⁶⁴ Case study 4, Appendix E.

⁶⁵ Herbert 2017 highlights key factors in creating this gap – an idealistic policy rhetoric, having aims that are very broad without clear actionable steps, and generalised implementation within a policy laden institution without specific goals (p 115). In that study there was 'a significant gap in knowledge' among school leaders about how to promote and support programs, such as those around student engagement and wellbeing. This resulted in actions that 'reinterpreted policy intentions liberally and often implement policies that are incoherent with the policy aims' (p. 116). Also, Herbert cites 'multiple competing initiatives and unsupportive leadership' as key barriers to implementation, with teacher uncertainty about how to implement a program leading to 'erosion of trust, frustration and reform avoidance' (p. 117). Each of these findings are relevant for White Ribbon to consider, especially the point that staff should be provided with clear actionable steps and knowledge about ways to promote and support the program or link in with other related programs.

- provide clear definition of key terms associated with respectful relationship and gender equality to ensure teachers have a complete understanding of the program and are able to translate commonly used language into actionable steps
- outline clear and actionable steps to promote respectful relationships and ensure policies are supporting those actions, and
- encourage teachers to become active agents in bridging the rhetoric-reality gap of policies and practices that support respectful relationships.

The staff survey found that 85 per cent of schools have policies and procedures in place to address incidents of violence, harassment and discrimination among staff (Figure 43). Nearly three quarters (74%) of schools have policies and procedures that support referral to counselling for staff that have experienced MVAW and 70 per cent have policies and procedures to support gender equality. However, 12 per cent of schools that answered the staff survey do not have a formal statement on MVAW or a statement about bystander actions. Further, nearly half of staff (46%) were unsure about the existence of such statements.

Figure 43: Activities, policies or communications in place at participant schools



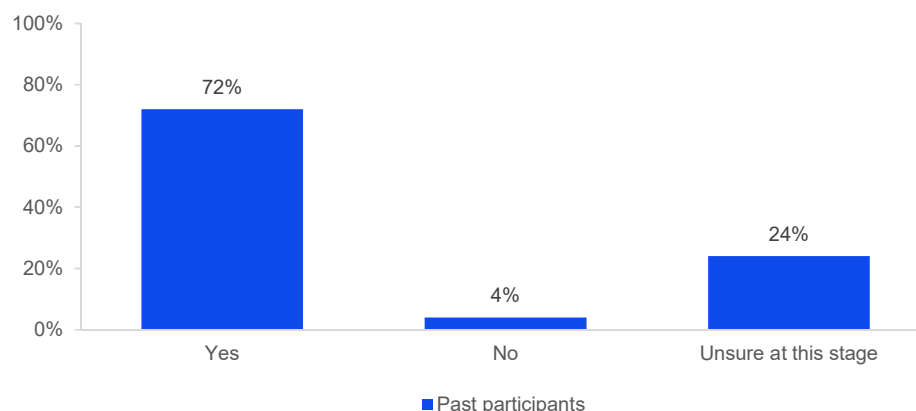
Survey question: Does your school have any of the following in place?
 Sample: Participant schools – general staff N=130.

It is important to note that women in regional, rural and remote areas are more likely to experience domestic and family violence than those in urban areas; those that experience violence have fear of stigma and shame, and they find difficulties in accessing services to support them.⁶⁶ The case study data showed that schools in regional and remote areas are in greater need of the BtS program to challenge traditional gender norms and social structures, and have strong policies in place to support referral to counselling and local services.

The sustainability of the BtS program hinges on the fact that schools need to continue to build on initiatives implemented, foster partnerships and engage the whole community. The past participants survey (of those that have already completed the program) found that nearly three quarters (72%) of respondents said that their school would continue to build on the initiatives implemented as part of BtS in the future (Figure 44). This is an encouraging result and indicates that participant schools are at different stages on the path to embedding BtS policies and practices into their school context, and that a large percentage are working towards further initiatives.

⁶⁶ Campo & Tayton 2015.

Figure 44: School built or will continue to build on the initiatives implemented as part of BtS



Survey question: Has your school continued or built on the initiatives implemented as part of Breaking the Silence, or do you intend to do so in the future?
Sample: Past participants N=197.

4.4.5 Curriculum, teaching and learning

In order to have a better chance at changing attitudes and behaviours among staff, students and the community, it is critical that participant schools implement broader respectful relationships education beyond BtS workshops and training sessions. Schools are a forum in which gender equality can be explored and emphasised. This can be done with a curriculum that challenges gender stereotypes, and ensure teachers across learning areas are drawing on literature, case studies and examples to explore power relations.⁶⁷

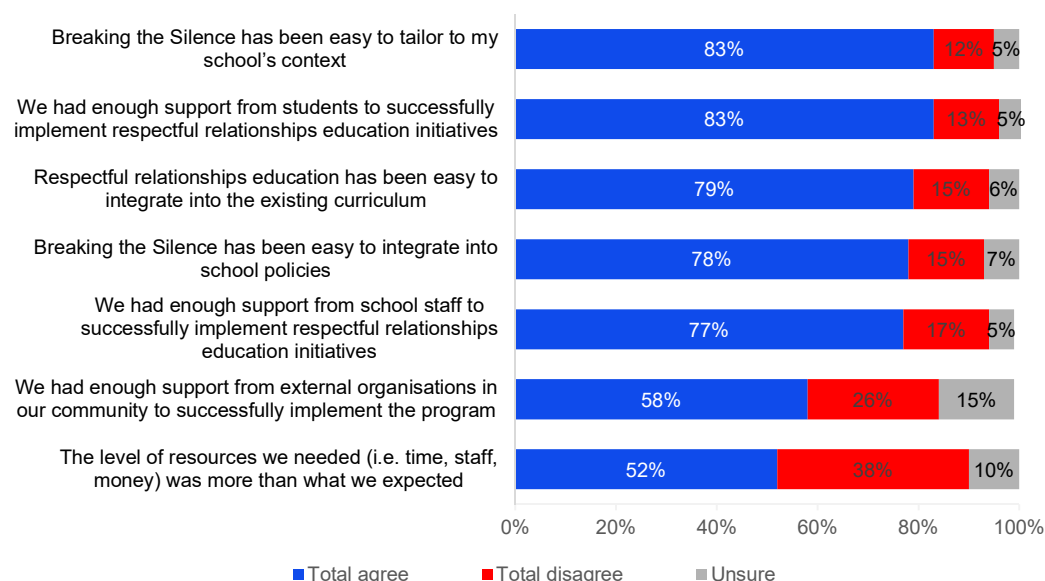
The past participants survey found that the vast majority of respondents (83%) agreed that BtS has been easy to tailor to their school context and schools had enough support from students to successfully implement respectful relationships education initiatives (Figure 45). Importantly, 79 per cent of respondents mentioned that respectful relationships education in general has been easy to integrate into the existing curriculum and, more specifically, 78 per cent mentioned BtS has been easy to integrate into school policies. Despite this positive outlook toward respectful relationships education, the resources and support provided to schools appeared to be an issue for some respondents. Over one third of respondents (38%) disagreed that they needed more resources, such as time, staff or money, than they expected, and around one quarter (26%) did not have enough support from external organisations to successfully implement the program.

The case study data showed that some teachers do not feel qualified or properly trained to deal with emotional issues associated with domestic violence and gender inequality that arise in the school. Thus, schools that have more financial resources and are well connected in the community tend to feel more confident to handle those issues. There is a benefit in both external skilled educators providing specialist knowledge on the topic and relieving pressures on teachers to handle disclosures, and equipping teachers to deliver RRE curriculum and a whole-school approach.⁶⁸ The BtS program enables schools to get the required support and engage teachers on the topic, allowing them to become more confident to handle disclosures and deal with emotional issues.

⁶⁷ Gleeson et al. 2015.

⁶⁸ Gleeson et al. 2015.

Figure 45: Level of agreement with statements associated with program implementation



Survey question: Thinking back to when you decided to implement *Breaking the Silence*, please rate your level of agreement with the following statements.

Sample: Past participants N=197.

The analysis of schools reflections found that 36 schools out of 91 had examples of curriculum-based implementation of BtS. Overall, schools worked to embed both common and inclusive language into the curriculum; held weekly workshops and lessons in the lead up to White Ribbon Day; and dovetailed off other wellbeing lessons and initiatives. It was noted that schools who had implemented BtS into their curriculum, generally, had already integrated Positive Behaviour Learning (PBL) or similarly aligned wellbeing programs into their school environment.

The case study data revealed that while many teachers felt that the BtS program could be more explicitly embedded in the curriculum, there is a sense that the curriculum is already overcrowded. There is an appetite for a structured curriculum focusing on respectful relationships, but teachers are also overwhelmed by their workload. An alternative provided was to informally embed BtS in the curriculum – staff noted in that if a teacher was particularly committed to gender equality and positive behaviour, there was an opportunity to tailor their teachings to certain areas and subjects, focusing on White Ribbon material.

One female English teacher at a case study school said that she was able to tailor her English curriculum to include discussion of White Ribbon issues in her classes, especially with Year 8 and Year 9 boys, and through workshops she ran as part of her work as a year adviser. This has been possible while working on texts, as well as topics in visual literacy, like looking at posters.

Another teacher at a different case study school provided a striking example of taking up the program and working on the integration of issues around domestic violence across her teaching. She was able to introduce opportunities across a number of learning areas throughout the year. As a leading Year 4/5 teacher she has been able to link the program to many curriculum topics, including Civics, English and the teaching of poetry, Media Arts, Dance and Drama, STEM work (applying design and engineering ideas), and higher level creative thinking.

5 Conclusion and recommendations

Overall, the results of the BtS evaluation are positive and promising. The program reached a diverse range of schools and students, and it was effective in schools that are implementing it as part of a whole-school approach. The new BtS model was positively received and allowed schools greater time to comprehensively embed the program into the school curriculum and activities. The new model has also 'given more flexibility to staff' and offered a more contemporary approach to professional learning. Furthermore, the decision to move away from having paid non-educator facilitators delivering workshops, to educator-led facilitator has brought a higher level of credibility and relevance to the program and helped schools to more effectively implement strategies that adopt a whole-school approach.

The evaluation also shows that BtS aligns most appropriately and broadly within a school's student Health and Wellbeing policies, and can be linked to parts of the Health and Physical Education curriculum. Generally, there is good alignment between national, state and territory respectful relationships education policies, and the BtS program. Respectful relationships education is at a different level of advancement and comprehensiveness in each state and territory. The BtS program's flexibility and lack of prescriptiveness means it can adapt to the educational policy context of the relevant state or territory. There are also opportunities for White Ribbon to provide guidance to government, and focus its BtS resourcing in those jurisdictions with less advanced programs.

A major achievement of the program has been changes in behaviour and culture, to some extent, observed in schools that implemented BtS well. This change, however, cannot be quantified over the period of this evaluation or easily compared across schools. Opinions and ideas around culture change came from shared discussions and observations. It is important to emphasise that there is great value in capturing and communicating rich qualitative stories of change for individuals and communities. In order to quantitatively measure culture change in schools, a behaviour change study would need to be considered.

The program had some implementation challenges associated with taking a whole-school approach to respectful relationships. These included high costs for schools to send teachers from regional areas to attend the workshops, and strong reliance on the lead facilitator's skillset and knowledge. Those implementation challenges can be addressed in the short-term and would require a range of interconnected strategies that might have budget implications.

As the program expands and develops, the major challenges will be maintaining the quality and currency of support to schools, tailoring materials and activities, and ensuring ongoing and consistent data collection. The following recommendations might have budget implications, in terms of resource allocation, time and training of staff. Thus, we recognise that while the recommendations outlined here are key to program improvement and sustainability, there might be constraints that will require strategic prioritisation and/or adaptation.

It is important to note that White Ribbon has been consistently addressing some aspects of the recommendations below, such as ongoing support to schools, routine follow-ups and check-in, promoting student-led initiatives and assisting schools to connect and form local partnerships. White Ribbon has also started testing the option of conducting workshops via webinars, and to date, two workshops have been conducted where some participants attended via videoconference (Broken Hill, NSW and Lismore, NSW).

The key recommendations for the BtS program are discussed below.

Rec. 1: Keep encouraging schools to adopt a whole-school approach

This evaluation has demonstrated that many schools are already working towards a whole-school approach, and importantly, schools have mostly evolved in this area as a result of

sharing knowledge and experiences with each other. This collaborative approach has been essential in implementing long-term strategies.

To realise the vision of a whole-school approach, there is a need to encourage and assist participating schools to develop a broad and comprehensive plan that involves the executive, teachers, students and their parents, while also extending to the local community beyond the school gates.

Accordingly, we recommend that White Ribbon continue to focus and promote the following:

- Continue to articulate a strategy that supports implementation over a number of years, whereby activities and events expand and/or diversify over time as part of a shift from a focused or staged approach into one that is school-wide. This could be facilitated by:
 - providing templates or examples for how BtS could be reflected into a school's annual and strategic planning documents
 - providing more practical examples and case studies to schools about implementation approaches, and
 - presenting more examples with detailed strategies and tools of how schools have incorporated BtS into the curriculum.
- Continue to emphasise the critical importance of buy-in from school executives and leaders.
- Emphasise the need for school executives to approach and directly communicate with staff, students and families about the motivations behind participating in the program, and the activities that will be involved.
- Continue to promote student-led initiatives as key to fostering BtS within the school.
- Assist schools, either during workshops or via the eLearning, with various strategies to build support for the program among parents and the local community, such as:
 - engaging with Parents and Citizens committees, and
 - bringing speakers from the local community to tell their stories and act as positive role models.
- Continue to help schools to connect and form local partnerships within the community, e.g. brokering relationships between schools and like-minded NGOs and local businesses to work together for the common cause of the BtS program.

Rec. 2: Continue to provide regular and ongoing support to participant schools, together with building awareness of existing support

Participant schools mentioned that routine contact and regular support from White Ribbon are essential to help them implement BtS in the curriculum, and keep the momentum going in relation to activities and discussions around respectful relationships. Further, this kind of assistance will support the sustainability of the program. It is equally important to build awareness and communicate to participant schools about the additional support from White Ribbon to implement BtS that is currently available and can be easily accessed.

Currently White Ribbon provides follow up calls after workshops and provides connections to other relevant programs and community initiatives. We recommend that regular contact, on a quarterly basis, and ongoing support should continue to be provided through the following:

- Routine follow-ups and check-ins after six months to one year from Workshop Two to see how schools are progressing.
- Engage BtS facilitators to provide ongoing support to schools after the workshops have ended. Distribute flyers and include the contact details of facilitators in the Welcome Pack to each school starting the program.

- Refresher workshops or online training to participant schools after they completed the BtS program, in order to update staff on the prevalence of MVAW, new policies around respectful relationships and better understand schools' progress in implementing the program.
- Continue to provide connections to other relevant programs and community initiatives and existing resources, especially in regional areas. There is a need to give more focus to those links in program materials that are distributed and emphasise the opportunities of community initiatives.

Rec. 3: Continue encouraging participation, interaction and knowledge sharing during workshops

The case study and surveys demonstrated that workshops are a great opportunity to share knowledge and practical examples of how to embed BtS and respectful relationships in the curriculum and school activities. A key element of the new BtS model was the decision to move away from having paid non-educator facilitators delivering workshops to facilitators with strong education backgrounds—current or former school directors, principals or relieving principals. However, at times the workshops were not as efficient or interactive as desired.

We recommend that White Ribbon consider the following approaches to strengthen the workshops:

- Encourage participation and interaction through group activities, presentations and tasks to be delivered during the workshops, such as brainstorming ideas, structured problem solving/decision making and drafting implementation strategies. This way participants can share the knowledge and projects with other schools, and at the same time receive feedback from facilitators. It is also important to ensure that facilitators are well trained and able to use these techniques.
- Consider providing opportunities for classroom teachers who have had previous experience in implementing BtS to become workshop facilitators. Classroom teachers have 'hands on' experience in embedding the program in the curriculum and assessing changes over time.
- Provide more practical examples of how to embed BtS in the school curriculum, and examples of what other schools have done to implement strategies outlined in the workshop. Practical application of the program in the curriculum was mentioned as the main challenge to schools, given the limitations of time and resources.
- Schedule workshops and any other BtS activities at the start of each year to allow schools to plan in advance for staff absenteeism while they attend workshops.

Rec. 4: Develop classroom materials and activities that are age appropriate for practical application

Currently, White Ribbon does not prepare classroom materials for schools to use, but it does share with schools via the online library, various classroom materials schools have developed themselves. The case study interviews and schools' reflections found that teachers would greatly appreciate a range of targeted classroom materials to support the delivery of the program to primary school students.

In light of these findings, we recommend that White Ribbon consider developing classroom materials to help school staff target more varied groups of students and better implement BtS into their classrooms and existing curriculum. More specifically:

- Address each of the three policy areas relevant to BtS - preventing violence against women, developing respectful relationships, and advancing gender equality – in a number of specific parts of the HPE Australian Curriculum. Focus areas, sequences, strands and statements for Foundation to Year 10, can help identify opportunities for the BtS program to better align its materials with the existing curriculum and point out to

school teachers through fact sheets and stage-by-stage school lesson plans, key and relevant curriculum synergies.

- Develop and tailor the content, language and visualisation of online resources to specific year groups, especially primary school children.
- Provide more class-based resources focusing on units of work, such as lesson activities, lesson plans, interactive tasks and discussion starters. These resources should be developed in partnership with educational/pedagogy specialists and there will likely be budget implications.
- Draw on successful examples to encourage schools to plan and undertake activities and learning throughout the school year, as well as plan activities that lead into White Ribbon Day.
- Draw on the extensive resource materials that have been developed by the Victorian government as part of its state-wide RRE program.

Rec. 5: Link the program more directly with respectful relationship curriculum topics

The evaluation highlighted the complexity facing the integration of BtS program into national and state curricula, as each state and territory is at a different stage in implementing RRE programs or policy. However, there are also a number of opportunities in various curricula and education programs across the country. At the state and territory level, BtS-related learnings are generally best located and connected to the HPE, PDHPE and pastoral care curriculum areas for primary and secondary school years.

Importantly there are now opportunities to:

- Enable greater support for teaching and learning in classrooms, link current BtS materials and activities more directly to respectful relationships curriculum topics, use the Victorian Department of Education and Training's 2018 *Resilience, Rights and Respectful Relationships* Learning Materials, and work with teachers to develop more targeted age and stage appropriate content, including where possible, lesson plans or guides with supporting teaching resources.
- Focus first on linking into the secondary years level 11-12 materials (for example in Victoria this is Topic 7 *Gender and identity* and Topic 8 *Positive gender relations* and in NSW it is the respectful relationships component of the *Life Ready* course). Follow on with links to the same two topics in the upper primary school years—Level 5 and 6 materials. Pilot and evaluate their use by teachers in the classroom.
- Consider working more closely with schools in states and territories that have yet to mandate a respectful relationships curriculum and program – including South Australia, Western Australia and the Northern Territory.

Rec. 6: Tailor program engagement for regional schools

The evaluation findings demonstrate a need to engage differently with regional schools compared to metropolitan schools. Regional schools have specific requirements, and staff from schools in more remote locations can feel 'isolated' within the networking structure of the BtS program. Another issue is the cost associated with sending teachers to travel to BtS workshops.

It is important to note that White Ribbon is working to adapt the BtS model to remote and rural locations, which will include the delivery of smaller workshops, training of local services providers and developing tools for a more trauma informed approach.

Taking into account the challenges for regional schools and White Ribbon's current progress in this area, we recommend the following be considered:

- Continue to conduct workshops via webinars and other media technologies (or having this available as an option) in other areas across Australia.
- Conduct (additional) workshops in smaller towns and regional centres.

- Make some means-tested financial and logistical support / small grants available to staff who need to travel long distances.
- Encourage and facilitate schools to strengthen connections between each other to support regional knowledge sharing, joint-delivery or activities or shared events.
- Establish referral protocols and provide practical guides and examples for regional teachers who have been exposed to MVAW, or taking additional steps to ensure that information about support services is highlighted to these teachers.
- Facilitate connections between local family/community/domestic violence services and local schools.

Rec. 7: Emphasise the breadth and diversity of the ways violence can manifest

Those surveyed in this evaluation have a good understanding across the board of the myriad forms that domestic violence can take, including financial, psychological and sexual violence. However, students at participant schools were less informed about non-physical forms of abuse—it appears that the nature and seriousness of financial, social and verbal abuse, and how this manifests in the school and wider community, could be emphasised and given more attention in the coming years. There are also emerging forms of abuse using mobile and internet-based technologies (e.g. cyber bullying and sexting), indicating that efforts should be made to keep materials current in the lives of young people.

Accordingly, we recommend that resources continue to reinforce non-physical abuse and include new forms of abuse, for example:

- include key facts and figures, and examples of how emotional and psychological violence can impact women and their children
- provide examples of emotional abuse in the school context
- engage more strongly with the ways in which social media and new technologies are being used in bullying and abusive relationships (e.g. the use of drones to stalk people)
- amend the BtS Planning Template to align with existing wellbeing initiatives including anti-bullying and cyber-safety, and
- increase involvement and support of *female* staff, students and community members in the program, in order to highlight forms of structural inequality and oppression that impact different groups in different ways.

Rec. 8: Effective and consistent data collection, analysis and reporting

The evaluation showed that there would be value in establishing effective and more consistent data collection, analysis and reporting that better enables White Ribbon to assess the impact of BtS on attitudes and behaviours, and on school practices and culture.

To understand change over time the relevant data sources must be resourced over the long term, and there is a need to improve quality within data sets and the links between them. Furthermore, there is scope to more strategically link BtS data to other data sources from government departments and public surveys to enable comparisons and make use of available information.

As a result, we recommend a number of monitoring and evaluation activities that White Ribbon can take into consideration in the following years, detailed below.

- Develop a monitoring and evaluation framework (linked to wider White Ribbon outcomes) with outcomes and targets to measure long-term changes in the school context as a result of participation in the BtS program. The framework should be able to track shifts in norms, practices and structures around respectful relationships in schools.
- Link the outcomes framework and targets to external data sources. Obtain and analyse government department data and public surveys to be used as baseline data and assist White Ribbon to track changes over time, such as the:

- NCAS data source to compare attitudinal changes around traditional gender roles in schools with the general population - already established and used in surveys.
 - Australian Institute of Criminology (AIC) data source to measure the number of police call outs to intimate partner violence and family violence incidents in specific areas. This data can be used to analyse the increase or decrease of police call-outs.
 - Personal Safety Survey (PSS) data source to understand the proportion of women reporting feeling unsafe in public spaces. The data can be analysed by jurisdiction, age and type of violence, and can complement findings around experience of and exposure to violence as a child at school age.
- Consider including an indicator around backlash factors in BtS surveys to try to ascertain or measure reaction when male dominance, power or status is challenged. The NCAS 2017 survey included new questions around gender inequality denial that measures attitudes at a population-level, and therefore can be used to compare with schools engaged in the BtS program.
- Conduct qualitative research (telephone interviews or face-to-face when possible), as part of the evaluation program, with principals and directors that are involved in implementing BtS in the school curriculum to better understand the challenges and opportunities of the program. Participation in school interviews may also help to drive/encourage engagement in the program. The research methodology should include:
 - A robust purposive sample to reach schools across sectors and in metropolitan, regional and remote areas in each jurisdiction.
 - Around fifty (50) school interviews each year – this should provide a sample that, while not representative, is sufficiently diverse and illustrative.
 - A sub-group of schools undergoing change processes of interest to White Ribbon, so their journey is tracked and documented.
- Identify opportunities for convenient sampling/data collection from students. For example, half-hour lunchtime focus group sessions when a White Ribbon representative is visiting a school. While this would not allow for generalizable findings, it would provide an 'ear to the ground' with regard to the engagement and experiences of students in BtS schools, and how this could be enhanced. Building up this kind of intelligence could also assist in future evaluations if there were a design which included a purposive sample of high engagement/ low engagement schools.
- Consider collecting data with an online survey on a yearly basis from services and community groups that are implementing prevention activities in partnership with BtS participant schools. Services and community partnerships can include local business, local support networks and services, local council and not-for profit organisations engaged in respectful relationships education.
- Streamline the survey data collection points from participant schools to three data points (currently four surveys are conducted in less than one year, see Appendix B and Table 5 below), to increase the return rate and quality of response.
- Instead of conducting the program evaluation survey in Term 1, Year 2 (Table 5), we recommend developing an online survey for teachers on the impact of BtS in the school context that can be distributed three months after Workshop Two (Term 2, Year 2). The survey should ask closed ended questions, although one free response question around the following topics would also be informative, (1) teachers' experiences of embedding the program in the curriculum; (2) successful activities in classrooms with a focus on respectful relationship; (3) policies, procedures, activities or discussions implemented in the school, and; (4) gaps in knowledge and support to teachers to embed the program with a whole-school approach. The online survey could use the following methodology:
 - White Ribbon would create a general survey link to be distributed in each school – principals and directors would be responsible for distributing the survey link to teachers.

- Include a question in the survey that can identify the schools that completed the survey and a code should be allocated for each school, so results can be tracked at a school average (although not individual teacher level) over time.
- Final survey data could be analysed by White Ribbon using an online survey platform that automatically generates summary reports, which can often suffice for rapid, high-level analysis.
- Establish more consistent survey design protocols, data definitions and identification methods for key concepts, consider:
 - using consistent scales—often five-point scales (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree, and with a N/A and/or Unsure option outside the scale)
 - mirroring terms and phrases when asking about the same concepts, so data can be confidently compared over time
 - storing program administration data in a file that includes demographic variables, such as school name, region, year school started BtS, components schools participated in, and so on—accompanied with a data dictionary, and
 - creating a unique ID number for each enrolled and participating school.
- Potential to establish data partnerships with other organisations, support networks and services to enable the pooling of resources and sharing of information.

Table 5: Suggested *Breaking the Silence* data collection points

Date	Current	Proposed
Term 1, Year 1	Registration School registration form: <ul style="list-style-type: none"> ● school name ● number of students ● school and student, and ● demographics. 	Registration School registration form: <ul style="list-style-type: none"> ● school name ● number of students ● school and student, and ● demographics. Participant survey: <ul style="list-style-type: none"> ● personal and school motivation for involvement ● expected benefits of/changes from program participation ● level of support for participation among school staff, students and parents ● awareness of violence against women, and ● ability to identify forms of abuse.

Date	Current	Proposed
Term 2, Year 1	<p>Participant survey:</p> <ul style="list-style-type: none"> personal and school motivation for involvement expected benefits of/changes from program participation level of support for participation among school staff, students and parents awareness of violence against women, and ability to identify forms of abuse. <p>Planning template</p>	<p>No surveys</p> <p>Planning template</p>
Term 3, Year 1	<p>Workshop evaluation survey:</p> <ul style="list-style-type: none"> satisfaction with program content and resources. 	<p>No surveys</p>
Term 1, Year 2	<p>Workshop evaluation survey:</p> <ul style="list-style-type: none"> satisfaction with program content and resources. <p>Case studies and presentations of school implementation.</p> <p>Materials developed by schools and shared at Workshop Two by email and on forum.</p> <p>Program evaluation survey:</p> <ul style="list-style-type: none"> satisfaction with program content and resources, and perceived changes in attitudes and behaviours in teachers and students. 	<p>Workshops evaluation survey:</p> <ul style="list-style-type: none"> satisfaction with program content and resources, and satisfaction with Workshop One and Two. <p>Case studies and presentations of school implementation.</p> <p>Materials developed by schools and shared at Workshop Two by email and on forum.</p>
Term 2, Year 2	<p>None</p>	<p>Program evaluation survey:</p> <ul style="list-style-type: none"> satisfaction with program content and resources perceived changes in attitudes and behaviours in teachers and students teachers' experiences of embedding the program in the curriculum successful classroom activities with a focus on respectful relationship policies, procedures, activities or discussions implemented in the school, and gaps in knowledge and support to teachers to embed the program with a whole-school approach.

References

- Australian Bureau of Statistics (ABS) 2017, *Schools, Australia 2016*, cat. no. 4221.0, ABS, Canberra, <<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>>.
- Australian Bureau of Statistics (ABS) 2018, *Schools, Australia 2017*, cat. no. 4221.0, ABS, Canberra, <<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>>.
- Australian Curriculum, Assessment and Reporting Authority (ACARA) 2014, *The Australian Curriculum and respectful relationships*, ACARA, <http://docs.acara.edu.au/resources/20140212_ACARA_respectful_relationships_seminar.pdf>.
- ACARA 2015, *Health and Physical Education: Sequence of content*, ACARA, <http://docs.acara.edu.au/resources/Health_and_Physical_Education_-_Sequence_of_content.pdf>.
- ACARA 2016, *Health and Physical Education*, <<http://www.acara.edu.au/curriculum/learning-areas-subjects/health-and-physical-education>>.
- ACARA 2018, *My School*, viewed 18 September 2018, <<http://www.myschool.edu.au/>>.
- ACARA n.d., *Health and Physical Education propositions*, <<http://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/key-ideas/>>.
- ACT Education Directorate 2018, *Respectful Relationships Education*, <http://www.education.act.gov.au/teaching_and_learning/respectful-relationships-education>.
- Aguilar, S. 2016, 'Breaking the Silence: Supporting White Ribbon Schools as Drivers of Change and Respectful Relationships', *Redress*, vol. 25, no. 3, pp. 24–8.
- Board of Studies, Teaching and Educational Standards NSW (BOSTES) 2015a, *Amendments to the 7–10 PDHPE syllabus: Domestic violence*, <<http://news.bostes.nsw.edu.au/blog/2015/8/7/Amendments-to-the-710-PDHPE-syllabus-domestic-violence>>.
- BOSTES 2015b, *PDHPE teacher toolkit for implementing content relating to the prevention of domestic violence*, NSW Education Standards Authority, <<http://educationstandards.nsw.edu.au>>.
- BOSTES 2015c, *Personal Development, Health and Physical Education, Years 7-10 Syllabus*, NSW Government, Sydney.
- Breckenridge, J., Browning, L. and Wearing, M. 2014, *Breaking the Silence: School-based Primary Prevention of Men's Violence against Women*, UNSW, Sydney.
- Campbell, K. 2017, 'Our Watch program: WA students to learn about domestic violence', *Perth Now*, 30 April, <<http://www.perthnow.com.au/news/wa/our-watch-program-wa-students-to-learn-about-domestic-violence-ng-6fcaa3c53f86698455308843643f008a>>.
- Campo, M., Kaspiw, R., Moore, S. & Tayton, S. 2014, *Children affected by domestic and family violence: a review of domestic and family violence prevention, early intervention and response services*, Australian Institute of Family Services, Melbourne.
- Campo, M. & Tayton, S. 2015, *Domestic and family violence in regional, rural and remote communities: an overview of key issues*, Australian Institute of Family Services,

<<http://aifs.gov.au/cfca/publications/domestic-and-family-violence-regional-rural-and-remote-communities>>.

Council of Australian Governments (COAG) 2012, *National Plan to Reduce Violence against Women and their Children*, Australian Government: Department of Social Services, <https://www.dss.gov.au/sites/default/files/documents/08_2014/national_plan1.pdf>

Council of Australian Governments (COAG) 2018, *National Plan to Reduce Violence against Women and their Children 2010–2022*, Australian Government: Department of Social Services, <<http://www.dss.gov.au/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022>>.

Cribier, F. 2005, 'The Value of Qualitative Data and their Archiving: the French Situation', *Forum: Qualitative Social Research*, vol. 6, no. 2.

Department of Social Services (DSS) 2016, *Third Action Plan 2016–2019 of the National Plan to Reduce Violence against Women and their Children 2010–2022*, Australian Government: Department of Social Services, Canberra.

Domestic Violence Resource Centre Victoria (DVRC) 2018, *Key terms in respectful relationships education* <<http://www.dvrcv.org.au/sites/default/files/PVAW-key-terms-WEB.pdf>>.

Flood, M. G., Fergus, L. & Heenan, M. 2009, *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*, Communications Division for the Student Wellbeing Division Department of Education and Early Childhood Development, Melbourne.

Flood, M. 2015, 'Work with men to end violence against women: A critical stocktake', *Culture, Health & Sexuality*, vol. 17, no. 2, pp.159-176.

Foshee, V.A., Bauman, K.E., Ennett, S.T., Linder, G.F., Benefield, T. & Suchindran, C. 2004, 'Assessing the Long-Term Effects of the Safe Dates Program and a Booster in Preventing and Reducing Adolescent Dating Violence Victimization and Perpetration' *American Journal of Public Health*, vol. 94, no. 4, pp.619–24.

Foshee V.A., Bauman K.E., Ennett S.T., Suchindran C., Benefield T. & Linder G.F. 2005, 'Assessing the Effects of the Dating Violence Prevention Program "Safe Dates" Using Random Coefficient Regression Modeling', *Prevention Science*, vol. 6, no. 3, pp. 245–58.

Gender Equity Taskforce 1997, *Gender Equity: A Framework for Australian Schools in 1997*, Australian Government: Department of Employment, Education and Training, Canberra.

Gleeson, C., Kearney, S., Leung, L. & Brislane, J. 2015, *Respectful Relationships Education in Schools*, Evidence Paper, Our Watch, Melbourne.

Herbert, A. 2017, 'Closing the Rhetoric Reality Gap: Effectively implementing engagement and wellbeing policies in Queensland state secondary schools', *International Journal of Innovation, Creativity and Change*, vol. 1, no. 3, pp. 115–30.

Jennings, J. 2016, 'Respectful relationships curriculum aims to change a generation', *Sydney Morning Herald*, 15 April, <<http://www.smh.com.au/education/respectful-relationships-curriculum-aims-to-change-a-generation-20160408-go1iwl.html>>.

Johnson, R. and Waterfield, J. 2004, 'Making words count: the value of qualitative research', *Physiotherapy Research International*, vol 6., no. 3., pp. 121-131.

Kerin, L. 2016, 'Domestic violence prevention lessons to begin in NSW classrooms', *ABC News*, 21 March, <<http://www.abc.net.au/news/2016-03-21/domestic-violence-lessons-begin-in-nsw-classrooms/7262644>>.

McGregor, K. 2009, *National Community Attitudes towards Violence against Women Survey 2009: Project Technical report*, Australian Institute of Criminology, Canberra.

NAPCAN 2018, *NT Respectful Relationships Program* <<https://www.napcan.org.au>>

New South Wales Education Standards Authority (NESA) 2018, *Personal Development and Physical Education K-10 Syllabus*, NSW Government, Sydney.

Northern Territory Department of Education (NT DE) 2016, *Social and emotional learning: implementation guide for schools* <<https://education.nt.gov.au/data/assets/pdf.../NT-SEL-Implementation-Guide.pdf>>

Northern Territory Government 2018, *Domestics, Family and Sexual Violence Reduction Framework 2018-2028* <<https://territoryfamilies.nt.gov.au/domestic-violence/domestic-and-family-violence-reduction-strategy>>

NSW Department of Education (NSW DET) 2017, *Child protection and respectful relationships*, <<http://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhp/child-protection-and-respectful-relationships-education>>.

Ollis, D. 2014, *Building Respectful Relationships: Stepping Out Against Gender-Based Violence*, Victoria Department of Education and Training, Melbourne.

OurWatch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth 2015, *Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia*, Melbourne, Australia.
<<https://www.ourwatch.org.au/getmedia/0aa0109b-6b03-43f2-85fe-a9f5ec92ae4e/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx>>

OurWatch 2016, *Respectful Relationships Education in Schools: The Beginnings of Change*, Final Evaluation Report, Victoria Department of Education and Training, Melbourne, <<http://www.education.vic.gov.au/Documents/about/programs/health/ourwatchrespectfulrelationships.pdf>>.

OurWatch 2018, *Queensland schools pilot Respectful Relationships Education*, <<https://www.ourwatch.org.au/News-media/Latest-news/Queensland-schools-pilot-Respectful-Relationships?feed=LatestNewsFeed>>.

OurWatch (n.d.), *Whole School Approach Toolkit* <<https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education/Whole-School-Approach-Toolkit>>.

Queensland Department of Education 2016, *Respectful relationships education program*, <<http://education.qld.gov.au/parents/information/respectful-relationships/index.html>>.

Richards, S. 2018, 'DA prevention should be part of school curriculum: Shelter SA', *InDaily*, 13 February, <<http://indaily.com.au/news/2018/02/13/dv-prevention-part-school-curriculum-shelter-sa/>>.

South Australia Department of Education 2016, *DECD recognised as a White Ribbon workplace*, <<http://www.education.sa.gov.au/departments/media-centre/news/decd-recognised-white-ribbon-workplace>>.

Victorian Curriculum and Assessment Authority (VCAA) n.d., *Learning in Health and Physical Education*, <<http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/learning-in-health-and-physical-education>>.

Victoria Department of Education and Training (Vic DET) 2018, *Resilience, Rights and Respectful Relationships*,
<<http://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=0249f9d6-e536-4122-9298-dbd3d6b29808>>.

Victoria Department of Education and Training (Vic DET) 2018a, *Department program: Respectful relationships*,
<<https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx>>

Wearne, P. 2018, 'WA has nation's highest family, domestic violence figures', *The West Australian*, 28 February, <<http://thewest.com.au/news/wa/wa-has-nations-highest-family-domestic-violence-rates-ng-b88756541z>>.

Webster, K. 2007, 'Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria', VicHealth, Melbourne.

Webster, K., Pennay, P., Bricknall, R., Diemer, K., Flood, M., Powell, A., Politoff, V. & Ward, A. 2014, *Australians' attitudes to violence against women: Full technical report*, VicHealth, Melbourne.

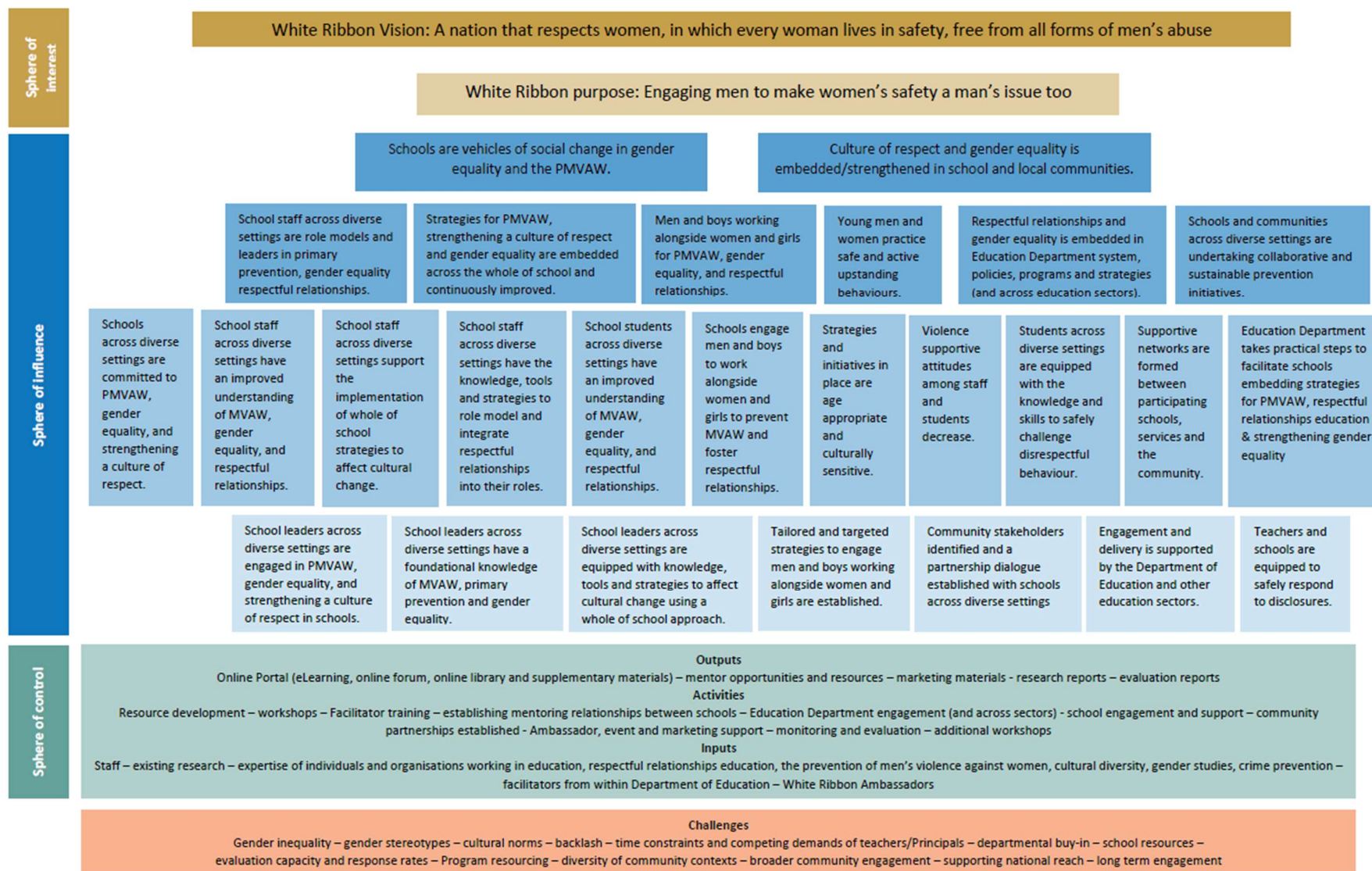
White Ribbon Australia (WRA) 2017, *Breaking the Silence Schools Program, Welcome Pack*, WRA.

White Ribbon Australia (WRA) 2018, *Breaking the Silence – key program information*, Association of Independent Schools of Western Australia,
<http://www.ais.wa.edu.au/sites/default/files/aiswa_media_files/c055%20-%20About%20BtS%20March%202018.pdf>.

Wolfe, D.A., Crooks, C.V., Jaffe, P.G., Chiodo, D., Hughes, R., Ellis, W., Stitt, L. & Donner, A. 2009, 'A universal school-based program to prevent adolescent dating violence: A cluster randomized trial', *Archives of Pediatric and Adolescent Medicine*, vol. 163, no. 8, pp. 693–9.

Zeigler, M. 2008, Involving men in ending violence against women, *Battered Women's Support Services*, <<https://www.bwss.org>>.

Appendix A Program logic



Appendix B Data collection points

Table 6: *Breaking the Silence* data collection points

Date	Pre-program	Term 1, Year 1	Term 2, Year 1	Term 3, Year 1	Term 1, Year 2
Activity	Expression of interest	Registration	eLearning	Workshop One	Workshop Two
Data collection points	<p>Expression of interest form:</p> <ul style="list-style-type: none"> school name teacher name reason for interest, and previous White Ribbon activities. 	<p>School registration form:</p> <ul style="list-style-type: none"> school name number of students, and school and student demographics. 	<p>Participant survey:</p> <ul style="list-style-type: none"> personal and school motivation for involvement expected benefits of/changes from program participation level of support for participation among school staff, students and parents awareness of violence against women, and ability to identify forms of abuse. <p>Planning template</p>	<p>Workshop evaluation survey:</p> <ul style="list-style-type: none"> satisfaction with program content and resources. 	<p>Workshop evaluation survey:</p> <ul style="list-style-type: none"> satisfaction with program content and resources. <p>Case studies and presentations of school implementation.</p> <p>Materials developed by schools and shared at Workshop Two by email and on forum.</p> <p>Program evaluation survey:</p> <ul style="list-style-type: none"> satisfaction with program content and resources, and perceived changes in attitudes and behaviours in teachers and students.

Appendix C Data limitations

To better understand the effectiveness of the new program structure, a comparison of past participants that started the program before 2015 was needed. However, limitations around the availability of data before 2015 (only 20 respondents from the past participants' survey indicated that they started BtS before 2015) (Table 7) has meant that there is insufficient evidence to assess whether the change in the BtS program structure has enhanced program outcomes, such as increasing the awareness of MVAW and gender inequality. Any evidence about the effectiveness of the new program structure has been obtained from stakeholder interviews and schools site visits.

Table 7: BtS program year started

Year	%	n
2013	5%	9
2014	6%	11
2015	19%	38
2016	24%	48
2017	46%	91

Survey question: Please indicate which year your school started the BtS Program.
Sample: Past participants N=197

With respect to capturing the diversity of schools that have implemented the program, UTS was only able to analyse the data on schools that started the program from 2014 to 2016. The data source provided contained 439 schools and information on school location, region, sector, type, ICSEA value, Aboriginal and/Torres Strait Islander students, CALD students, enrolments and numbers of boys and girls, although there was incomplete information across some schools. Analysis on accessibility and relevance of the program resources by schools diversity was not measured quantitatively. There were no variables collected to measure diversity in all previous data sources (past participants' survey and program outcomes survey, as shown in Table 8).

Despite the absence of variables in previous data sources relevant to understanding program diversity, UTS analysed the program reach from schools that completed BtS, and compared results with data in the Australian school population as a whole. In addition, site visits and stakeholder interviews were used to highlight the accessibility and relevance of program materials based on schools diversity.

Table 8: Data sources and demographics

Data source	Variables included – schools demographic	Variables included – respondent demographic
Past participants survey (2013–2017)	<ul style="list-style-type: none"> year school started BtS school completed the program components school participated 	<ul style="list-style-type: none"> gender year born country born speak other language than English

Data source	Variables included – schools demographic	Variables included – respondent demographic
		<ul style="list-style-type: none"> identify as Aboriginal and/or Torres Strait Islander or CALD
Program outcomes surveys (eLearning, Workshop 1 and 2 evaluation)	<ul style="list-style-type: none"> school name state postcode 	
Data on schools (2014–2016)	<ul style="list-style-type: none"> school name year school started BtS state, suburb, location sector, type, year range ICSEA value number of girls and boys enrolments Aboriginal and/or Torres Strait Islander and CALD students 	

The student and staff surveys are not representative of all schools across Australia who have, or are currently implementing the BtS program. The survey completion relied on schools to sign up, circulate the survey internally, and that a representative sample of their staff, students and/or teachers completed the survey within the timeframe (2 May to 14 September 2018). As such, samples were not representative both across and within schools that agreed to participate in the evaluation. The student survey reached three schools in Sydney, with 70 per cent of the sample size coming from schools located in the Sutherland Shire and 30 per cent from the Northern beaches. In contrast, the staff survey had a broader reach within schools from NSW, Qld, ACT and Vic.

Furthermore, the staff survey found that 34 per cent of staff were unsure, or stated that their school did not participate in the BtS program in the past. Those survey respondents (67 staff in total) were removed from the final analysis and charts included in this report. UTS has analysed their responses separately and included findings where appropriate.

Table 9: BtS year started

Year	%	n
Yes	66%	130
No	4%	8
Unsure	30%	59
Total	100%	197

Survey question: Does, or has your school participated in the White Ribbon Breaking the Silence program?

Appendix D Respectful Relationships education initiatives

Policy and program context

Set out in Table 10 below are the key aspects of the policy context for a program like BtS in Australia.

Table 10: Policy context for BtS

Areas	Notes
<i>Size and complexity of the Australian school system</i>	An indicator of the size and complexity of the school system is the fact that there were 9,444 schools across three sectors in Australia in 2017. ⁶⁹ States and territories are responsible for primary and secondary school education. They provide most of the funding and administration for government schools. Importantly, the federal government funds particular national social policy initiatives that enable various state government departments and non-government agencies to work with schools to address specific issues. These include bullying, family and domestic violence, gender equality or respectful relationships. Even with federal support and encouragement, an organisation like White Ribbon, with limited staff and resources, still has to deal with the complexity of the school system and has to work across many state and territory jurisdictions at both a sector-wide and a school level to gain support and involvement in its program.
<i>Multiple curriculum bodies</i>	There are multiple curriculum bodies in the Australian school system. The key national curriculum body, ACARA, works with state and territory governments, and the Catholic and independent school sector curriculum bodies. This means there are multiple curricula across the country, depending on the location and sector of a school. This creates challenges for embedding a program like BtS into the curriculum of every state and territory. The fact that the program was not produced by a government department of education but by a third party, adds to the barriers for entry of the program into formal education.
<i>Controversial social issues</i>	While there may be agreement about the need to address family and domestic violence in Australia and for schools to play a role, the manner of teaching this in schools is contested. Initially, controversies can affect the willingness of schools to be involved. Over time they can affect the willingness of government to support the program in its policies, inclusion in the curriculum, and introduction into classrooms or the extra-curricular activities of schools. When a social issue relates to or contradicts particular religious viewpoints, concerns may arise among some independent and Catholic schools. This pressure can be seen in political and media attacks on the Safe Schools anti-bullying program and its subsequent federal defunding in 2017.

⁶⁹ ABS 2018.

Australian Curriculum teaching and learning opportunities

The Australian Curriculum presents teaching and learning opportunities across three key learning areas related to the BtS program's aims and materials. A brief document analysis highlights them here.

Preventing violence against women

Assessing alignment with the Australian Curriculum involves focusing more closely on key areas, sequences and strands within the Health and Physical Education (HPE) Foundation to Year 10 curriculum content. Although there is no explicit mention of the prevention of violence against women in these curriculum documents, there is content that relates to, and aligns with, the BtS program, thus providing relevant teaching opportunities. This relevant curriculum content is located in the following areas:

- curriculum focus areas – *Mental health and wellbeing, Relationships and sexuality, and Safety*, and
- sequence – *Personal, social and community health* and its relevant sub-strands – *Help seeking, Interacting with others, and Understanding emotions*.⁷⁰

Developing respectful relationships

The place for the development of respectful relationships content in the Australian Curriculum was highlighted by ACARA in 2014, pointing to:

- a General Capability Statement – *Personal and social capability* – that features learning about self-awareness, self-management, social awareness, and social management, and
- inclusion in the HPE curriculum in both primary and secondary school from Foundation to Year 10 in similar focus areas and strands as mentioned above.⁷¹

Gender equality

The treatment of issues around gender equality were first introduced through a national framework for advancing gender equality in school education that goes back to a 1997 policy initiative – *Gender Equity: A Framework for Australian Schools*,⁷² produced for the then Ministerial Council of Education and Youth Affairs. Given the extensive work done since then to include gender equality issues in the curriculum, it is worth noting that issues of gender equality are addressed in the HPE curriculum.

Similarly, state and territory curriculum documents also include sections on gender. For example, the Year 7 to 10 NSW Personal Development, Health and Physical Education (PDHPE) curriculum includes a Life Skills section that refers to cross-curriculum content – *Gender* – that specifically mentions gender stereotyping, social construction of gender, methods of gender discrimination, alleviating gender discrimination, and strategies to redress gender inequality.⁷³

The new PDHPE syllabus for Years 7-10 that will be introduced in NSW in 2019 contains a number of clear opportunities for teachers and students to engage in activities to discuss the causes and impacts and prevention of domestic and family violence in the *Healthy, Safe and*

⁷⁰ ACARA 2015.

⁷¹ ACARA 2014.

⁷² Gender Equity Taskforce 1997.

⁷³ BOSTES 2015c.

Active Lifestyles strand.⁷⁴ For example, the section 'explore power in relationships' specifically notes: 'identify abuse of power in relationships, e.g. family and domestic violence.'⁷⁵

State and territory policy, program and curriculum and implications for BtS

Examples of recent state and territory initiatives are listed below to indicate the variety of ways government policies have been translated into state school education policies, programs and their curriculum documents. We begin with Victoria's respectful relationships program, as it is the most advanced in the country.

1. Victoria – Respectful relationships education program

A good example of moving from the announcement of a new policy into the introduction of a program and curriculum change is the work around respectful relationships education (RRE) in Victoria. It was led by the then Department of Education and Early Childhood Development (DEECD), working in partnership with key agency OurWatch. After piloting the Resilience, Rights and Respectful Relationships program (RRRR), the Victorian Curriculum and Assessment Authority (VCAA) in 2017 included respectful relationships in its HPE Foundation to Year 12 curriculum. Located in its *Personal, Social and Community Health* strand and sub-strand *Being healthy, safe and active*, the *Respectful relationships* section has two relevant focus areas:

- 'Relationships and sexuality (RS) which focuses on establishing and managing respectful relationships. Students develop knowledge, understanding and skills in relation to strategies for respectfully relating to and interacting with others, as well as strategies for dealing with relationships when there is an imbalance of power such as bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality)'; and
- 'Safety (S) addresses safety issues that students may encounter in their daily lives, including those in the home. Students develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others, including strategies for dealing with unsafe or uncomfortable situations, managing personal safety and safety in relationships and dating.'⁷⁶

Among the sub-strands are the following additional themes, further developing the issues to be addressed:

- *Being healthy, safe and active*
 - development of personal identity, including gender and sexual identity, and
 - help-seeking strategies, including protective behaviours.
- *Communicating and interacting for health and wellbeing*
 - the development of social skills necessary for respectful relationships, and
 - exploring emotional responses and how these impact on relationships.
- *Contributing to healthy and active communities*
 - evaluation of factors that influence health and wellbeing within the community, including challenging attitudes and behaviours such as homophobia, sexism, prejudice, violence, discrimination and harassment.

⁷⁴ NESA 2018.

⁷⁵ NESA 2018, p 111.

⁷⁶ VCAA n.d.

The curriculum also identifies sexuality and relationships, violence prevention education, including gender-based violence and domestic violence and mental health as sensitive topics, and warns of the 'risk of harmful disclosure in the classroom ... about abuse or family violence'.⁷⁷

Teaching materials

The teaching and learning materials developed for the RRRR program support teachers and students from Foundation to Year 12, are organised by stages or levels, and cover eight Social and Emotional Learning topics: *Emotional Literacy*; *Personal Strengths*; *Positive Coping*; *Problem Solving*; *Stress Management*; *Help Seeking*; *Gender and Identity*; and *Positive Gender Relationships*.⁷⁸

For Years 8-10 an additional resource is recommended: *Building Respectful Relationships: Stepping Out against Gender-Based Violence*, with 'a set of sequential teaching activities',⁷⁹ including two units specifically addressing the impact of gender-based violence:

- *Gender, Respect & Relationships* – looking at gender-based violence, concepts of gender, relationships and respect, understanding sexual harassment, and
- *The Power Connection* – exploring 'domestic violence and sexual assault in the context of power, social and institutional structures'.⁸⁰

Delivery options

Schools are advised that as well as teaching the issues in HPE they can integrate them into 'less curriculum-specific areas, such as Pastoral Care, Personal Development or Life Skills programs, [or even] ... English, Media or a Drama unit', and if lacking trained health education staff, the school could engage local community agencies to deliver the program.⁸¹

From 2017 the Victorian Government mandated the introduction of its *Respectful Relationships Education* program into every government school in Victoria across all school stages and years and provided a *Leading School and Partner* initiative that provides cross sector training and support to implement the program. Leading schools receive professional development support and funding to implement a whole school approach in their school and to mentor the partner schools in their region. The state government has worked across school sectors to roll out the program – by October 2018 over 1,000 government, Catholic and Independent schools had taken up this initiative.

Implications for BtS

The breadth and sophistication of the Victorian RRE program in government schools provides opportunities for the BtS program to align itself with the curriculum. There are a number of topics in the Victorian curriculum under which BtS could operate – particularly *Gender and Identity* and *Positive Gender Relationships*. The flexibility of the Victorian program also allows for the teaching of RRE principles in subjects outside of HPE, which is also the case for the BtS program.

2. NSW – addressing respectful relationships, power, abuse and violence

In 2017 it was made mandatory for schools across NSW to teach students about child protection and respectful relationships from Kindergarten to Year 10, as part of the PDHPE learning area. For Year 11 and Year 12 students a mandatory 25 hour *Crossroads* course was

⁷⁷ VCAA n.d.

⁷⁸ Vic DET 2018.

⁷⁹ Ollis 2014, p. 6. See also Kearney et al. 2016.

⁸⁰ Ollis 2014, p. 10.

⁸¹ Ollis 2014, pp. 8–9.

developed, which covered respectful relationships, protective strategies, power, abuse and violence.⁸² That course has now been phased out and the NSW government has prepared a replacement 25 hour course called *Life Ready*, which aims preparing students for life after school and encourage senior students to lead healthy, safe and meaningful lives. The *Life Ready* course covers topics of independence, mental health and wellbeing, respectful relationships, sexuality and sexual health, drugs and alcohol, and safe travel. The course is being implemented throughout 2019.

Earlier in 2015, led by the main curriculum authority in NSW, a set of explicit teaching opportunities were embedded into the school curriculum. The then NSW Board of Studies and Teacher Education Standards (BOSTES) which is now known as the NSW Education Standards Authority (NESA) amended the PDHPE curriculum to include a focus on family and domestic violence. This was achieved before the introduction of the related ACARA's Australian Curriculum HPE draft curriculum. The initiative was described as implementing content on the prevention of domestic violence, as well as addressing abuses of power and respectful relationships.

NSW Board of Studies 2015 curriculum initiative

BOSTES worked together with representatives from each of the three school sectors, amending the state's school curriculum to include for the first time an explicit focus on issues related to domestic and family violence in the NSW School PDHPE Years 7 to 10 curriculum.

Curriculum amendments

Amendments were made to the PDHPE curriculum 'Strand 1: Self and Relationships for Stages 4 and 5', with additions (in bold and italics) to:

- Stage 4 Outcome 4.3 – A student describes the qualities of positive relationships and strategies to address the abuse of power. Recognising forms of abuse and neglect that can affect children **and families with the inclusion of e.g.: physical, emotional, sexual abuse, domestic violence**, and
- Stage 5 Outcome 5.3 – A student analyses factors that contribute to positive, inclusive and satisfying relationships. Learning about family **and domestic** violence, examining and identifying situations **in/at home**.⁸³

Teacher toolkit

This addition to the curriculum was also supported by a detailed and comprehensive toolkit for teachers to be better prepared to address these issues in their classrooms.⁸⁴ Most importantly there were sample lesson activities for teachers, organised around addressing specific themes in class together with a set of suggested resources linked to this curriculum, together with available audio-visual resources. Among the Stage 4 and 5 (Years 7 to 10) material, the detailed sample activities for teachers focus on a curriculum strand – *Respectful relationships – balancing power* – and within each of six theme activities, the relevant lesson plans are intended to:

- recognise perceptions and assumptions about gender
- identify influences on assumptions about gender, stereotypes and gender roles, and
- show how assumptions establish acceptance of power imbalances and discuss taking action against gender-based violence.⁸⁵

⁸² NSW DET 2017.

⁸³ BOSTES 2015b, p. 6.

⁸⁴ BOSTES, 2015b.

⁸⁵ BOSTES, 2015b, pp. 41–84.

Implementation

Implementation of this curriculum initiative was further supported by a series of facilitated teacher professional development workshops, run by Domestic Violence NSW at the PDHPE Teachers Association annual conference, to assist teachers with implementation strategies.⁸⁶ As a result of these efforts, by the first term the following year a number of schools were already using the materials in their classrooms, and teachers were being publicly acknowledged for tackling the issues. By March 2016 schools in Sydney, including Macarthur Girls High School and Mt St Benedict College, reported using the new material to teach students about domestic violence.⁸⁷

Implications for BtS

The implications for BtS working in NSW are similar as in Victoria. BtS aligns well with *Strand 1: Self and Relationships* for Stages 4 and 5, and particularly with Stage 4 Outcome 4.3 and Stage 5 Outcome 5.3. Lesson activities developed for the new PDHPE curriculum that are designed to challenge assumptions about gender and encourage taking action against gender-based violence are a good opportunity to discuss the central messages of the BtS program and align well with White Ribbon's gender lens. Additionally, BtS aligns with the respectful relationships component of the *Life Ready* course.

3. Tasmania – respectful relationships

The Tasmanian Department of Education in 2017 introduced a *Respectful Relationships* program aimed at all schools from Foundation to Year 12, as part of Tasmania's whole-of-government *Safe Homes, Safe Families: Family Violence Action Plan 2015–2020*.⁸⁸ To support the initiative it developed a website – *Respectful Relationships Education* – that provides schools with an online package for teachers, school leaders, parents and the community. They include teaching and learning sequences, strategies, processes and skills and links to resources that are designed to enable teachers to explicitly teach respectful relationships. There are additional materials to help involve parents and school communities. During 2017 and 2018 the Department has run a series of state-wide professional development workshops and provided online professional learning to support school leadership, teachers and support staff in the implementation of the program.

In the program, not all of the activities raise family violence and abuse directly, but they have been planned using themes found to be effective in addressing family violence, including challenging assumptions about gender, power and equality; changing beliefs and attitudes about men and women; and creating a culture of respectful relationships.

The 'concepts' that are particularly relevant to BtS in the Foundation-Year 12 teaching and learning package are in Module 1, which covers:

- understanding respectful relationships
- respect, gender and power, and
- communicating and managing conflict

Implications for BtS

There is excellent alignment with Module 1 in the Foundation-Year 12 teaching and learning package. White Ribbon could play a role in encouraging or assisting the Tasmanian government to incorporate RRE topics into its state curriculum.

⁸⁶ BOSTES 2015a.

⁸⁷ Kerin 2016.

⁸⁸ DSS 2016, p. 12.

4. Queensland

The Department of Education and Training developed a *Respectful Relationships* program as part of a review and mapping of programs recommended in the Queensland Government's *First Action Plan of the Domestic and Family Violence Prevention Strategy 2015–16*. The plan aimed to 'ensure schools equip students to build respectful relationships and act against domestic violence in age appropriate ways' (p. 5), included 'a role for schools to embed respectful relationships in the community' (p. 8) and committed the Department to encourage Catholic and Independent schools to take up the resulting initiative.

The Preparatory to Year 10 *Respectful Relationships* program was aligned with the Australian Curriculum HPE area and aims to give students 'opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making'.⁸⁹ Delivery in schools could be either through the HPE curriculum or a school's pastoral care program. Additional Year 11 and 12 materials were developed to focus on building and maintaining respectful relationships, understanding gender equality, and healthy power balances in relationships. Both complement the Department's existing CARES positive behaviour program.

In 2017 the Department of Education established a partnership with OurWatch and the Luke Batty Foundation to pilot the *Respectful Relationships* program in 10 government primary schools during 2018 and 2019. The pilot deals with 'issues such as family violence, respect for women and girls, compassion and gender equality.' The role of OurWatch has been to support the schools by providing teachers in Year 1 and 2 classes with professional development in the preparation of lessons that explicitly address respectful relationships, taking a whole school approach, and engaging parents with the program. It is also working with a university to evaluate the pilot phase.

Implications for BtS

Queensland's RRE the program is still in pilot stage, and only in primary schools. White Ribbon could consider whether it could work in partnership with the Department and OurWatch to deliver its own professional learning program, roll out BtS in high schools, or otherwise provide support or guidance in relation to the pilot program. Otherwise, the focus and themes of the program are well aligned with BtS.

5. Australian Capital Territory

In the Australian Capital Territory the ACT Education Directorate created a *Respectful Relationships Education* (RRE) webpage that brings together a set of resources to support 'developing students' skills, attitudes and understanding of gender inequality, respectful, equal and non-violent relationships.' The RRE resources, including links to resources in other states and OurWatch, are seen as 'a framework to develop teaching practice and a school culture', and are linked to the Australian Curriculum.⁹⁰ A key resource is the OurWatch toolkit, which was developed with the support of the Victorian government as part of the initial RRE pilot in 19 Victorian schools and focuses on 'gender-based violence'.⁹¹

The Directorate highlights that RRE is reinforced in many schools already through 'messaging about respect, equality and kindness', explicitly teaching positive behaviour, like in their existing *Positive Behaviour for Learning* program and the *Social and Emotional Learning (SEL)* program (in line with the ACT Safe and Supportive Schools Policy). It also mentions *Kids Matter* and the *Mindmatters* programs, restorative approaches like *CircleTime* and using Pastoral Care programs to support teaching about relationships. RRE sits alongside the Directorate's Anti-Bullying and Cyber-Safety Education initiatives.

⁸⁹ Queensland Department of Education 2016.

⁹⁰ ACT Education Directorate 2018.

⁹¹ OurWatch n.d.

Implications for BtS

The BtS program is clearly aligned with the ACT's RRE approach. BtS may also be able to provide a role here in building capacity for ACT teachers who may not have received sufficient training in this area.

6. South Australia

The South Australian Department of Education and Child Development includes teaching about relationships for children aged 3 to 12 years as part of its mandated *Keeping Safe: Child Protection* curriculum. There is also work being done in schools by a non-government agency SHINE SA which offers schools a comprehensive whole school approach to relationships and sexual health education, providing teacher training in the use of its age appropriate curriculum and resources for Years 5-7 and 8-10. Teachers and support staff can take part in a two-day workshop to learn about how to use the materials in their classrooms.

The Department was accredited as a White Ribbon workplace in 2016 and has pointed to schools in a region of south eastern SA, along the Limestone Coast, taking up the BtS program.⁹² Even so, a local peak housing authority has called on the state government to introduce a state-wide domestic violence prevention program in schools and draw on the Victorian government's Respectful Relationships program.⁹³

Implications for BtS

There appears to be alignment between BtS and South Australia's general approach to RRE. There are also opportunities for White Ribbon to collaborate with SHINE SA to deliver RRE in South Australian schools, to roll out BtS independently in a greater number of SA schools, or to work with the SA government to develop an RRE curriculum and embed BtS concepts within it.

7. Western Australia

In 2018 Western Australia had the highest proportion of family or domestic violence assaults in the country, according to Australian Institute of Health and Welfare data.⁹⁴ The state appointed its first Prevention of Family and Domestic Violence minister in 2017. The minister committed to working with OurWatch to implement a respectful relationships program in a number of WA schools in 2018, although it is not clear if schools have adopted the program.⁹⁵

The West Australian government in November 2017 did launch a state-wide *16 Days in WA to Stop Violence Against Women* campaign to educate and raise awareness in the community of the impact of violence against women. This follows the launch in 2015 of a *Youth Say No* campaign that set out to raise awareness among young people through a website with online teaching resources to help embed respectful relationships into the school curriculum. Schools have been able to include teaching about relationships and sexuality by drawing on the ongoing work that has been done by the WA Department of Health and its *Growing & Developing Health Relationships* website that has provided both a curriculum and teaching resources.

Implications for BtS

There is work to be done in developing rigorous and comprehensive RRE in WA and there are therefore opportunities for White Ribbon to focus its BtS program in this State. There is no problem with alignment of themes.

⁹² South Australia Department of Education 2016.

⁹³ Richards 2018.

⁹⁴ Wearne 2018.

⁹⁵ Campbell 2017.

8. Northern Territory

In 2016 the NT Department of Education⁹⁶ as part of its focus on teaching issues related to family and domestic violence, included within its Social and Emotional Learning area, two sets of new resources – the Victorian Department of Education's *Resilience, Rights and Respectful Relationships* learning materials and its own *NT SEL Supplementary Resources*. The materials can be used with students from Foundation to Year 12 to address topics including 'emotional literacy, personal strengths, positive coping, gender and identity and positive gender relations.' In 2018 NAPCAN⁹⁷ noted that it was working in NT schools to develop respectful relationships primary school K-1 and Year 7 programs, to be followed up by teacher professional training. This work sits alongside its other respectful relationship programs offered in the Northern Territory, such as *#friends 11-13 years*, *Love Bites Junior 12-15 years* and *Love Bites 15-17 years*.

Implications for BtS

The themes and topics of NT's RRE curriculum generally align with BtS. There is further work for the NT to do in developing its RRE curriculum and there are therefore opportunities for White Ribbon to focus its BtS program in the NT, and/or to work with the NT government to develop an RRE curriculum and embed BtS concepts within it.

Policy alignment of BtS program materials

The BtS program's approach is known as a 'scaffolding' approach, embedding 'respectful relationships across the whole school and strengthening the cultures of respect'. This is to be achieved by supporting, building on and integrating with 'existing school policies, practices and initiatives, such as the Student Health and Wellbeing policy, School Planning and Milestoning', to 'complement and work in tandem with existing social justice and respectful relationships programs.'⁹⁸

As part of the BtS program, staff complete an initial participant survey and eLearning program. They are then encouraged to access resources and tools to prepare an initial plan to guide the school's activities during the second half of the year, and before staff undertake the first workshop. One of these tools is the Planning Template, which helps schools to plan how to implement the BtS program.⁹⁹

The Planning Template is an initial planning document that includes questions about improvements, and about building on existing initiatives. However, there are no specific questions that ask participants to consider setting milestones for their first year plan. In the Workshop Two Case Study and Presentation Guide, as part of a reflection on a school's implementation and the activities carried out during the previous first year, key staff are asked to describe their BtS plans for the following year. After the first year it is worth including more consideration of a school's short and medium term plans and possible milestones. White Ribbon can support this task by providing case studies or examples of schools that have developed a range of activities over a number of years, including those that have been focused or taken a staged approach to implementation of the program.

It may also be valuable for White Ribbon to make the potential for schools to engage in community or government partnerships and ways that they can successfully engage with available supportive programs (for example: *Kids Matter*, *Mindsmatter*, *Love Bites*, *Love Bites Junior*, *Growing Respect framework*, and *Developing the Men We Need*) clearer in its materials. Case studies showing recent school experiences can help. Almost all case study schools stated

⁹⁶ Northern Territory Department of Education 2016.

⁹⁷ NAPCAN 2018.

⁹⁸ WRA 2017, p. 6.

⁹⁹ Other relevant BtS documents that relate to or include a planning dimension can be found in materials prepared by White Ribbon for the second workshop held in Term 1 of the second year of the school's involvement.

that it was very useful to hear about the activities that other schools ran, and their experiences of running them.¹⁰⁰ All schools carry out year by year planning and set various milestones for outcomes they want to achieve, and often they plan which programs they will be taking up or continuing each year. Given that the National Plan runs from 2010 to 2022 and that the BtS schools program has been operating since 2009, it may be worth asking schools to consider their short and medium term plans for implementing BtS, through the lens of the current Action Plan priorities. That means ensuring the school's BtS plans take into account the teaching of respectful relationships and include ways to address the needs of children who experience domestic violence at home.

¹⁰⁰ See "White Ribbon support" headings in all case studies written up in Appendix E, below.

Appendix E Case studies

Case Study 1: Western NSW High School

Background

School context

A central western regional NSW co-educational government high school with an enrolment of almost 400 students, 40 teaching and 12 non-teaching staff. A large proportion of this school's students, just under 30%, are Indigenous and 2% are from language backgrounds other than English. The school has a below average community socio-educational rating.¹⁰¹

Getting involved

The school first became involved with White Ribbon and the *Breaking the Silence* (BtS) program in 2014 and by 2016 it was an official White Ribbon school. The involvement of the school was led by the previous school principal, who became a White Ribbon Ambassador. In 2018 under the leadership of the new principal the school has continued to develop its involvement in the program, with a few staff, including an Aboriginal education officer, also becoming White Ribbon Ambassadors.

School preparedness

Family and domestic violence has been recognised by the police, the community and the school as a serious, but often hidden issue in the local area. In 2010, it was among the top six regions in the state for domestic violence notifications and this has continued to be a major issue in the area, according to NSW Bureau of Crime Statistics and Research data.

The BtS program is located within the school's 'caring for students' wellness hub', that includes a head teacher of wellbeing, a school counsellor and two dedicated Aboriginal support staff. It is also linked in with the school's implementation of the NSW Department of Education's *Positive Behaviour for Learning* (PBL) program, which focuses on addressing issues arising from a student's behaviour in academic and social contexts.

An important program that leads into White Ribbon Day is the *Love Bites* program developed by the National Association for Prevention of Child Abuse and Neglect (NAPCAN), a Sydney based agency delivering programs into schools across Australia. At the school this program involves Year 9 students learning about building respectful relationships and the prevention of domestic violence and sexual assault through two interactive workshops that are led by a male and a female facilitator.

Breaking the Silence implementation

School approach

The school said that it had adopted a whole school approach in its implementation of the BtS program, which started from having a focus on student wellbeing and was linked to the development of positive relationships across the school among students and staff. This approach was led by the previous school principal and a number of key staff and, according to new principal, over time the BtS program has become more integrated into the school to a

¹⁰¹ ACARA 2018.

greater extent than other schools she has worked in that have been associated with the program.

White Ribbon is very much a part of the context of the school, it's got a more organised feel about it, because it's not just something we celebrate once a year.

This teacher observed that addressing the issues of domestic and family violence over a number of years has 'become part of the fabric of the school'.

Activities

The school has been involved in a range of activities that include events engaging the local community. Among them are an annual White Ribbon march and rally; an annual *Boys Night In* event; and an annual White Ribbon rugby league game. At the school there is a White Ribbon boys advocates group and this year there are plans for a *Girls Night In* event to be held at the school.

The school has taken a leading role in organising the annual White Ribbon march and rally through the main street of the local town. This event, which has taken place since 2014, now involves the school together with all the primary schools in the area. After the march, the rally includes speeches by the school's White Ribbon Ambassadors, invited guest speakers, together with various performances, including dance and music.

An annual *Boys Night In* event is organised as a special White Ribbon night, where male students and another significant male in their lives are invited to participate in an evening of focused activities at the school. This event aims to build each boy's capacity to act as a positive male role model in the school and the local community.

Linked to this initiative in 2017, the school also set up a White Ribbon boys' advocates group for Year 8 to 12 boys that was supported by two days training about family and domestic violence and healthy relationships. The group meets regularly at lunchtimes at the wellness hub. According to the principal, it operates like a club that is 'driven by the boys' and has created a forum where the boys can talk, feel safe and connected, with some able to become student ambassadors.

Given the importance of sport and especially rugby league in the area, another recent annual community event organised by the school and focused on White Ribbon is a rugby league game between school teams from the two major local towns in the area. Staging the game is part of the school's efforts to raise awareness in the local communities, and attendance has grown from a few hundred spectators in the first year to more than two thousand in 2018.

A way of involving girls at the school in the program is being led by the Personal Development, Health and Physical Education (PDHPE) teacher. Next year the school will be starting a *Girls Night In* night event with year 12 girls to engage girls directly with the issues. The school also plans to organise a girls' rugby league tag game, alongside the annual boys' match.

Participant experiences

Given the level of domestic violence in the local area, a number of female staff members see that implementing the program is vital for the school to address. For one class teacher:

I see it as very important because [local area] has one of the highest rates of domestic violence in NSW, so it's an issue. Like our kids are coming to school and we know that there's domestic violence in a lot of their homes, so obviously it's a very important issue.

Students also agree that it is important for young people to be involved in the White Ribbon program, because domestic violence happens in their community, especially because they live in the bush. A male student noted that the violence happens every day and it doesn't

discriminate between families or where you live or how you live. And for a female student it is an important issue, because it is a day to day to day occurrence in the community.

Female staff felt it was important to implement the program, because of the strength of the local male culture. According to a teacher, in an area like this, outside the big cities where there are not many support networks, the program faced major challenges, because the area had:

...pretty much a redneck community ...where boys and the males in relationships dominate... girls are the victims a lot of the time.

Parent and community engagement

Since the program began, the school has seen support for it in the local community grow over time, and the school feels that now the community is strongly behind the BtS program, with a lot of community groups involved in events, like the annual march, the annual footy game and the *Boys Night In* event.

The school feels that it has been successful in reaching out to involve all the local primary schools in the community events and has managed to involve the town's local domestic violence committee, a number of local agencies, such as Uniting Care and Catholic Care, as well as a major local copper mining company in the areas. The company is now the first mining company in Australia to become White Ribbon accredited.

There is some evidence of the positive effect of the program on the local community. Although still relatively high, the area's level of domestic violence notifications, since the program began, has shown some improvement. According to a deputy principal at the school, when he first arrived in 2016, the local area was in the top three for notifications among NSW local government areas. The most recent data shows that over the last two years of the program, the area figures have improved, and it has dropped down that list.

Program outcomes

School culture

Staff feel there have been noticeable improvements in the school culture. According to one male Aboriginal staff member who is also a White Ribbon Ambassador:

The culture of the school definitely has changed as we've started stepping in on most of the incidents at the school.

And for the male deputy principal it is important for the school to set an example:

It's really important that we as teachers, educators, as a school, set a different tone because the tone at home we possibly can't change, but we can change, be a positive role of change for the kids at school.

However, he cautioned that bringing about change in a school's culture and within the community takes time:

Cultural change is a slow process we are trying to be a beacon to the rest of the town and I think we're having some really good traction.

Student behaviour

Executive staff reported that among students across the school the level of awareness of the issues had increased and they had become more aware of White Ribbon. Among senior students there was a feeling that not only has there been a greater awareness, but also an increased willingness to have conversations about the issues and a drop in the bad behaviour by students.

A senior female student noted 'a decrease in like bad behavior, activities like fights in school and stuff' and a senior male student said he had seen 'like less like sexist jokes and sexist comments towards girls.' In addition, for one senior female student:

I feel like boys as well as girls are putting forward their influences and their opinions and working towards a greater sense of White Ribbon in the community – I think it's really good.

An important factor has been ensuring that staff and students call out bad behaviour and speak out about the issues. For one of the Aboriginal staff members:

It's just more about standing up and actually having a voice against all of the stuff, like standing up, speaking out and making sure that you can be there to support the person that's actually getting stuff.

The school has also been willing to take action and seek outside support to bring about behaviour change among some students who do cross the line. A number of boys, who have sworn at or have been derogatory towards a female teacher, have been referred, with parental consent, to a program run by a local family violence prevention agency. The agency arranges for students to attend a number of meetings that include time with a family counsellor and a solicitor.

Staff have noted the positive changes in student behaviour, with more students being willing to call out bad behaviour, bullying, sexist comments in the playground or on social media, and also to report it to teachers. According to the deputy principal:

Kids, girls, I think are saying "No, I'm not going to cop this" and they'll come up and say "This kid's picking on me, this kid's giving me grief" or "This boy's making sexist comments". And even to the fact that kids will come and say "This is what's going on on Facebook and if it's derogatory they'll let us know."

Staff have found that students have been more willing to come in and discuss the family and domestic violence they experience at home. According to the deputy principal, this has happened more often, especially after the weekend or a long weekend.

The need to address student behaviour on social media, was highlighted by a male staff member, and students have acknowledged that the everyday use of social media is impacting negatively on young people. For one female student social medias is helping to 'create stereotypes', 'gender expectations and gender roles' and creating a lot of pressure:

I feel like social media puts a lot of pressure on each gender to act a certain way and to be a certain way towards each other.

Staff

A feature of the BtS program has been the school's efforts to overcome the initial resistance of some staff, often male staff, to the program. According to the deputy principal this was achieved by working to raise the awareness of staff, at the beginning of the program. This was crucial, not only because domestic violence has become 'a massive issue', but because many of the staff were not aware of what was occurring within their school families.

Curriculum

Teaching students about domestic violence has been included in the school's PDHPE curriculum, with one lesson a semester devoted to White Ribbon issues being delivered across the whole school.

White Ribbon support

The initial training, the follow up training for staff and the online resources have been rated highly by the school's executive staff. Staff implementing the program were very positive about

the online White Ribbon resources, especially those used to help train ambassadors and staff at the school, and those available to the White Ribbon boys' advocates group at the school.

The provision of a way for schools involved in the BtS program to connect with each other, to share and learn, was 'a really good thing', according to the school's deputy principal, as was featuring interviews with other principals and deputy principals on the White Ribbon website. That was 'really powerful because you can empathise with their experiences.'

The school principal saw the need for continuing to have White Ribbon ambassadors, because they were helpful in sustaining the program at the school and ensuring the school kept on living up to the aims of the program:

I think we'd need to make sure that we've always got ambassadors of White Ribbon because then they're knowledgeable, they're connected and they help us stay authentic to the vision of what we're trying to do so I think that's paramount.

Case Study 2: North-West Brisbane Primary School

Background

School context

A north western Brisbane co-educational government primary school with 840 students. It has 17% of its parents serving at the local Australian Defence Force base, 9% of students are from language backgrounds other than English and 5% are Indigenous. The school also caters for students with disabilities, with a special education program and a purpose-built special education unit. Among its 59 staff the school employs a school chaplain, a Defence school transition aide (who works with students from Defence Force families), and a school parent employed as a school-community liaison officer. The school has a slightly above average community socio-educational rating.¹⁰²

Getting involved

A number of factors led to the school's involvement in White Ribbon, including the publicity around Rosie Batty, the involvement of parents and boys in a father-son gender stereotype program *A Few Good Men*, the pilot of Education Queensland's *Respectful Relationships* curriculum, the principal's involvement in a government forum on domestic violence, and the fact that a parent sent an email to the principal suggesting the school look at the White Ribbon program. After joining in the Breaking the Silence (BtS) program in 2016, the school became the first accredited White Ribbon school in Queensland in 2017.

School preparedness

The BtS program works in with the Queensland education department's *Respectful Relationships* curriculum, which is covered in the first three weeks of the school year. The school was one of the first in the state to take up the *Respectful Relationships* program that focuses on the development of appropriate, respectful, equitable and healthy relationships. Another relevant program is *Rock and Water*, an anti-bullying program that is run with Year 5 classes, a social skills program and a Triple P program (positive parenting progress) for parents at the school. Another relevant Queensland education department initiative is focused on child safety and it features an annual *Day for Daniel* in October, a march in honour of Daniel Morcombe in the local area, and has a related school curriculum.

¹⁰² ACARA 2018.

Breaking the Silence implementation

School approach

Members of the school staff said that the school had taken a whole-school approach to the program illustrated by the way the school began its involvement, by engaging with all the school staff. At this school, after the principal completed his BtS training he decided the first step was to focus on raising awareness of domestic violence issues with all school staff, including teaching and administrative staff. During that phase he noted that a number of the staff shared that they were victims of domestic violence themselves. According to the principal:



A lot of our initial work was with raising awareness with our staff ...we had a student free day in October of 2016 and we spent half of that day running – the whole staff, teaching and non-teaching – through the materials, the Breaking the Silence videos and PowerPoints and all that sort of thing.

This process was important according to the principal in order to show teachers how the program could 'add value to their work and to our school'. This meant the school started with a focused effort that concentrated first on training and raising staff awareness, and then moving onto organising activities around White Ribbon Day. The focus on all the school staff at the beginning is one element of a whole-school approach, which requires involvement of all students, parents and the local community.

Activities

After the school staff training, the school organised a number of White Ribbon events, such as an assembly and White Ribbon display on the school oval, with everyone dressing in white. Following the first staff training day at the school and its White Ribbon Day celebration, a weekend White Ribbon event was organised at the school on a Sunday. It featured a local member of Parliament who was a White Ribbon ambassador and an Indigenous woman from regional Queensland sharing their stories of experiences with domestic violence and was attended by staff, parents and representatives from the local high school.

The school continues to participate in annual White Ribbon Day events held at the school together with their local high school, twilight events at the school, and in community events which are led by a local community committee.

Although it is not a compulsory part of the curriculum, the school teaches students about an important related area – respectful relationships – that are taught over the first three weeks of the year. The principal explained that the focus was on developing relationships and creating connections among children, and children and their teachers.

Participant experiences

The school principal felt that having a principal or senior executive leading and modelling the program and the support of a group of male staff was an important way to build momentum within the whole school:

We're fortunate: most primary schools have very few men in them these days whereas I've got a good dozen blokes. It does make a huge difference and I have enough of them on board with me to give it some momentum ...we need men, good men, who are prepared to stand up and challenge and confront and talk about this issue.

Staff saw the value of having appropriate leadership, because for one staff member, a teacher aide, having 'the right leadership has a huge impact'. Another crucial factor was having a range of support staff to assist teachers. For a male student welfare and engagement teacher, the school was well placed because in addition to support from the executive:

We've got a few other people in support roles ...We've got a real pastoral role with kids who are at risk for whatever reason. We've got a Defence Force transition aide, we've got a very strong special education program, we've got a number of people supporting kids.

Another insight by the principal about ways of implementing and experiencing the program was the need for it to develop organically over time:

Most schools, the schools I've seen, have gone about it very slowly and allowed it to develop organically and made people aware of what they were doing and importantly showed how it fitted with other things.

A female teacher thought it was important to tailor the program to each school setting:

You can't just take an off-the-shelf something or other and go, "Right, we're going to use this in our school. So, it's around providing the information and the resources, which is wonderful, but schools being able to tailor it according to their own culture ... its about adapting it to work in your context.

A male White Ribbon ambassador and a female survivor shared their stories with staff, students and parents attending school events, which had a positive and moving impact on the school. Both the principal and the community liaison worker, who comments below, saw its power:

...so this lady got up to speak and I remember it was really powerful for me because I knew this lady – I went to school with her daughter and her daughter is a parent here and she got up and she spoke about her experience with domestic violence.

Parent and community engagement

The school endeavoured to keep parents informed about the program. These efforts were led by the school's community liaison officer who stressed the importance of working with parents:

What is really important is that parents understand that this is part of what we stand for... respect is in our values and we talk to kids about what that looks like and we model that and we have discussions on parade where there are often parents, reminding them that this is what we are about as a school.

Making sure communication with parents was carried out in different ways was essential. The school used social media including Facebook posts and emails, as well as flyers and newsletters to inform parents and the community about White Ribbon activities and more generally about issues around domestic violence. According to the community liaison officer it was vital to provide a consistent message to parents about the program and showing how the program would involve and affect the children.

Program outcomes

School culture

The school did engage in some evaluation processes about the school (not the BtS program itself) and data collected from student, staff, and parent opinion surveys indicated a high level of

satisfaction with the school – a strong sense of belonging, loving their school, feeling safe, and being able to communicate with teachers.

There have been perceptible changes in the school culture that have involved the development of 'a very strong culture around respectful relationships' and a closer connection to the local community, according to the school principal. Staff also thought that the culture had improved and become more open to address the issues around domestic violence. A female teacher said:

I think the culture that we have here is very open.

A feature of this school, given the number of children from Defence Force families, was the need to address the impact of what was 'a bit of a macho culture'. One teacher said that the program helped address aspects of that culture:

We've got a huge Defence Force culture ... there's a massive amount of transience so these kids flip over every two years. So they come in with a lot of different ideas and cultures ... and [they] carry a lot of that traditional gender role.

The staff were aware of the particular challenges arising from that culture. In addition to transience and an emphasis on traditional gender roles, children were affected by overseas parental deployment and the effects of post-traumatic stress disorder (PTSD) within some of the Defence personnel families.

As well as changing the school culture, the program has helped place the issues into the public sphere, and over the last three years most parents have become aware of White Ribbon and what it means. Staff reported that among parents, some were prepared to disclose and talk about the domestic violence they suffer at home. A female teacher found:

...they use us as a resource to support them when there are issues going on in the home ... when there is violence in the home ...parents are very forthcoming, enabling school staff to better help support the children at school.

Student behaviour

There have been positive changes in student behaviour, with students more willing to call out bad behaviour, more broadly across the school. Children were now more likely to talk about addressing these issues and linking them to their school values, with a teacher's aide noting that:

I think it's interesting when you hear the kids when they are talking addressing things and referring to school values, which are care, compassion, respect, and they're using that in their everyday language.

This was apparent, even among Year 2 students. According to a female class teacher:

Particularly in Year 2 they're always ready to say at that particular age group, "Oh, Mrs.O, someone did this to me" or "Someone's bullying this person" and I see it all the time.

There has been a positive impact on both the girls and the boys at school. According to the school principal the program has helped girls speak out about the issues and boys become more aware:

It gives them a language I think, [it] gives our girls a language, [and] gives our boys an awareness ... there are places they will use it, but it's a good example of how kids can apply this stuff.

Teachers had become more attentive and were taking students to task over incidents, especially in the upper primary school years. This was especially the case with boys' physical behavior and their use of language towards girls.

Social media was also having an impact, even at primary school level. A class teacher mentioned that incidents of inappropriate messaging were occurring, and the way students were using social media and digital devices like iPads was emerging as an issue. The community liaison worker was aware that children were using social media at a much younger age and for more time at home:

Kids are on their social media at a much younger age and for more time when they're at home. So a lot of that happens in the home environment and so there's only so much we can impact at home but again I think that's a crucial part of it is that conversation.

A male teacher reported that student use of social media, such as girls posting on Instagram, and even some children being involved in online gaming, were among his concerns. This meant that children's use of social media and cyber safety needed to be addressed, and this needed to be done together with their parents.

Staff

The principal felt that overall the program has been 'very well received' by staff and to date there has been 'no pushback or resistance' from staff. The level of respect among teachers had improved, following the staff discussions and meetings, according to an experienced Year 2 teacher:

I think the level of respect between teachers improved, particularly when you sort of break up into that groupwork and you're working with other teachers and I could see that people were more respectful of each other, really listening to the other person's point of view and perspective.

Class teachers were more confident to report incidents of family and domestic violence, if reported by a parent or disclosed by a child.

On the other hand staff reported difficulties in identifying forms of abuse that take place at home – both physical and emotional abuse – with emotional abuse more difficult to identify. In addition, there was the issue of what happens once the abuse has been disclosed. For teachers this was a challenge, though they understood it had to be done and that they had to ensure that they were able to link families up to the support they needed.

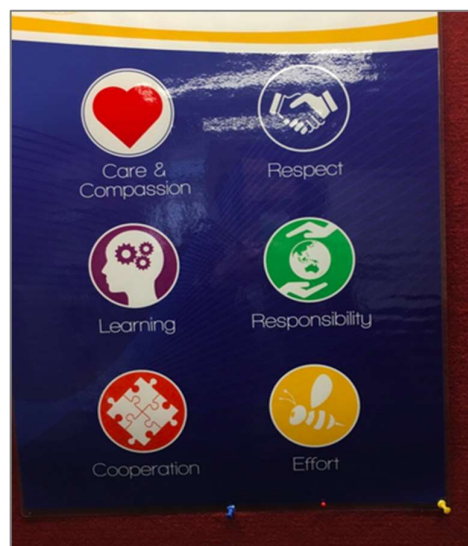
Curriculum

Teachers said that they adopted an 'age appropriate approach' to addressing issues in their teaching. They mentioned working through 'the lens of [the] Respectful Relationships C2C units' and said that they were able to incorporate the program issues into parts of the state's Health & Physical Education (HPE) curriculum.

White Ribbon support

The training and resources provided by White Ribbon were rated highly by school staff. The range of online resources were particularly useful to give staff an overview of the program and the information about the main issues around family and domestic violence.

Annual reporting back to White Ribbon on what a school has done, and hearing about the activities of other schools was considered a very important feature by the school principal:



I like the twelve month thing and I like the fact that there was a bit of accountability at the end of it where you went back and said "Here's what we did" and I think that's important, that it's not just a "Here, come and be dipped in White Ribbon" and away you go.

The community liaison worker saw the need for having simple one page White Ribbon flyers, including visuals that could be given out or emailed to parents to provide them with information about specific issues and aspects of the program would be a valuable addition to the program resources.

Case Study 3: Canberra Middle School

Background

School context

A large northern suburbs Australian Capital Territory (ACT) government Kindergarten to year 10 school with enrolments of over 2,021 students. The school caters for a large, very culturally diverse community, with almost 40% of students from families with English as an Additional Language or Dialect (EAL/D) and 2% Aboriginal and/or Torres Strait Islander students. The community socio-educational rating is slightly above average.¹⁰³

Among its senior executive staff is an executive principal, a primary principal and a secondary principal, together with three deputy principals. The school has a significant pastoral care program. It has a student engagement unit with 9 staff led by an executive teacher, a Defence transition mentor (Secondary), a Defence school transition aide (Primary) (to assist children from Defence families to adjust to moving to a new school), two psychologists, a counsellor, a social worker, a chaplain, and a Duke of Edinburgh award staff member.

Getting involved

The school became involved in the *Breaking the Silence* (BtS) program in 2016 through its newly appointed executive teacher for student engagement, who had developed a relationship with the program in his previous schools, and had been involved in work on gendered violence, crime and prevention.

The interviews illustrate that the school community has directly experienced the impact of family and domestic violence. Over the last five years there have been a number of domestic violence tragedies in the school community, including where students lost their lives. The school finds that violence against children is something they deal with quite regularly. As a large school in the ACT, staff felt they would need to set an example that violence towards women was not acceptable. According to a male class teacher:

We wanted to set a tone for our community. We know as a developing area and with the foresight of the socioeconomic areas that are around our school that we needed to embed this into our school culture as a safeguard, I guess, to develop holistic young men and awareness.

School preparedness

The program is located within the school's Student Engagement area and is taught through the school's Personal Development Health and Physical Education (PDHPE) curriculum. The BtS program links in with the school's values, existing policies and programs, such as a targeted pastoral care program (AMCARES), and is embedded into its LEADAS (Leadership, Engagement, Athleticism, Development, Academic and Service) program for boys and Promoting Empowerment, Achievement, Resilience, Legacy and Support (PEARLS) for girls.

¹⁰³ ACARA 2018.

The pastoral care programs, the LEADAS and PEARLS programs, operate throughout the year and each are important because they address issues of male privilege, gendered violence and its impacts, leadership, values of respect for women (LEADAS program), and they give girls a voice (PEARLS program).

Also, the program fits within the ACT education department's *Wellbeing for Learning* framework that includes the *Schools for All Program – Positive Behaviour for Learning* (PBL) – which operates in 25 ACT schools, with the support of departmental funding and resources. The program aims to achieve positive student behaviours, build stronger student-teacher relationships, improve student learning and wellbeing outcomes.

Breaking the Silence implementation

School approach

As a large school it adopted what was a staged or layered approach to implementing the BtS program. This meant starting with a focus on a group of senior students, first addressing and developing their awareness of respectful relationships and then moving onto tackling the issues around gendered violence. The first stage involved working with a cohort of Year 9 and 10 students, then in the following year with Year 7 and 8 students, and the plan for next year is to introduce the program into upper primary school years.

Activities

The school started its BtS program in its first year in 2016 with a focused, relatively small initiative and built on that in the following year, with a number of staff starting work with a cohort of 55 Year 9 and 10 boys from its LEADAS program, which involved 'teaching them about leadership, responsibility, attitudes and respect'. Two lessons devoted to domestic violence issues were built into the AMCARES pastoral care program and delivered to both boys and girls.

This led into the first major White Ribbon event with the boys taking part in a *Lock-In* sleepover night at the school. A key aspect of the night was that the boys invited to dinner an important woman in their life, such as their mother, sister or a female teacher. The boys cooked and served a meal, and then with the help of conversation starters conducted focused conversations about emotions and gender issues with their invitee. This was followed by a talk by an invited guest, a current Pacific Islander NRL Canberra Raiders player. One male teacher explained that he spoke:

...from a male perspective of his beliefs of gender-based violence and his experiences coming from his Samoan community - we have a number of Islander boys which also brought a good link towards that. So from there he had this conversation, gave a bit of time for a Q&A. It was actually really powerful to see this guy talking really down-to-earth and he actually teared up during it, so our boys really recognised that.

The *Lock-In* night, was followed by the annual White Ribbon assembly, held with the school's secondary years students. The assembly featured over three hundred Year 9 and 10 boys and staff taking an oath, which was 'a sign of allegiance to the White Ribbon principles'.

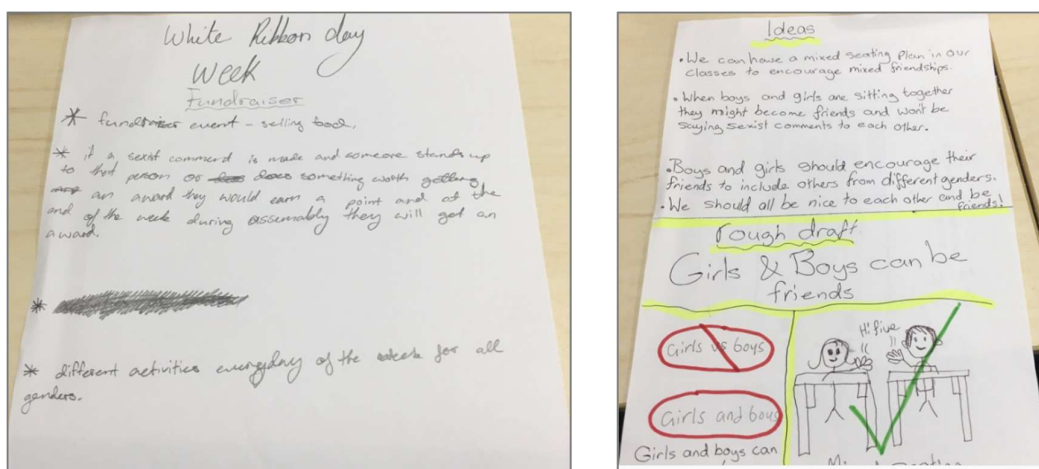
In its 2018 program the school added on a number of focused LEADAS and PEARLS activities around developing respectful relationships and addressing gender biased language, with female and male students in Years 7 and 8. Valuable support was provided by the White Ribbon Year 9 and 10 students, who came in to mentor the younger students over two sessions. The school also staged a White Ribbon Gaelic football match, involving another local White Ribbon Canberra school.

Participant experiences

Students

Students said they found that taking part in the LEADAS and PEARLS and BtS programs¹⁰⁴ at the school had given them the opportunity to become role-models. For girls this included showing that they 'can do as much as the guys can do'. Students also said they valued taking part in the program. One senior female student noted:

I think it's good that we're doing this because I remember as kids we were never taught about these kind of things. I was not aware of this until I came into high school.



Taking part in the *Lock-In* event was also a very positive experience for students. A senior male student who had been part in the boy's leadership program since Year 9 saw the positives of preparing a dinner and having guest speakers at the event:

So I did the dinner with C. and, yeah, that was a lot of fun; we did a lot of good work with that then, had some guest speakers ... it's important to me because a family member of mine was in a lot of abusive relationships and domestic violence and I don't want that happening to anyone else.

The involvement of the senior students as mentors, having the opportunity to give presentations to Year 7 PDHPE classes about domestic violence and White Ribbon, was rated highly. One senior female student felt strongly about this experience:

I've always enjoyed like teaching younger kids ... I've always been very passionate about this kind of thing and I've always done like speeches about this kind of stuff in the past and so this was a chance to spread the message through stuff that I like.

For another female student:

The main reason which I wanted to do it is because, I don't know, I feel like kids, especially when I was their age, I didn't know anything about this stuff and maybe promoting them will help them in future.

Students saw it as their role to raise awareness and develop more compassion among the younger children:

¹⁰⁴ We note that name recognition of "Breaking the Silence" was not high and most staff and students simply referred to the program as "White Ribbon".

I wanted them to become a bit more sympathetic and empathetic towards their friends or people in their class that may be suffering from such a bad environment or home life and just support them when they need it.

They were also able to observe the impact they were having on other students in class:

I just remember there were a group of kids at the front and I remember like their face, their expression, changes since we started talking about it and at the start of the class they were so like loud and boisterous but as soon as we dived into the topic they went so serious and so mature and I loved that change.

Teachers working with girls in their Year 7 and 8 classes said they had focused on building the skills and resilience of the girls, helping to empower them to make good choices in their relationships, by looking at violence, issues of control including financial control, and providing them with information about how to address these issues. According to a Year 7 co-ordinator, many of the female students at the school were already 'quite strong and confident about themselves', and this reflected the local area's profile and this generation of young people.

Staff

Efforts were made to inform and keep school staff up to date about the program, according to one of the teachers leading the program:

I've been working a lot at our staff meetings, where I talk about what we're going to be doing and our ethos and that promotes that school culture and that helps ingrain it and gets the staff on board.

Some staff indicated that they were uncomfortable with the issues and did not want to take part in the program, while others were quite positive towards the program.

According to an executive staff member, although only 12 per cent of the school's staff are male, to a significant degree they have all been supportive of the program. However some female staff questioned why the program was being led by men, and not women in the school.

At the same time, the importance of having strong male teachers leading the program was acknowledged by a number of female staff. They identified examples at the school of the positive impact of having male teachers taking a lead. For example, having one male teacher step up to help run a lesson, and talk about his experiences with domestic violence had a great impact on the students and he was able to engage really well with them.

Parent and community engagement

Taking up White Ribbon and the program is seen as important, not only for the school, but also for the wider community. For a male class teacher it meant:

I guess recognising that it was something we ... would need to stand by and set an example that violence towards women was not acceptable. We wanted to set a tone for our community. We know as a developing area and with the foresight of the socioeconomic areas that are around our school that we needed to embed this into our school culture.

The same teacher reported that there had been a lot of positive feedback from parents, especially those involved in the *Lock-In* night dinner:

Parents are really happy that their students are being exposed to this type of teachings. They're coming back and we got a lot of really positive feedback, particularly from our White Ribbon dinner about that. They loved the idea about restoring relationships and the cue cards that we had at the table and about opening that dialogue over that dinner table.

Given the diversity of the local school community, the level of parental involvement has been impressive, according to an executive teacher for student engagement:

We've had good buy-in, particularly through our White Ribbon Night events through LEADAS in particular, particularly where the boys will invite a special woman for dinner or to our assemblies and that sort of stuff so I think that's been really good.

At the same time, because of the significant proportion of families from diverse cultural backgrounds, staff acknowledged the difficulty of reaching and engaging with many of those families. And there is a sense that the different cultural backgrounds and attitudes of parents, especially towards the independence of children and of women, have impacted negatively on students, according to a female Year 10 coordinator.

Within the local community, the school has worked closely with the Canberra Raiders, the only local NRL rugby league team in the region.

Program outcomes

School culture

At this school, there appeared to have been a positive change in the school culture, with both students and staff noticing increased awareness of the issues, and improvements in behavior and interactions among students. At the same time staff did concede that it was difficult to turn around the school's culture and there were differences in how well students responded to the issues, especially the contrast between older and younger students. A female year 10 teacher said that although the change was slow, there had been noticeable improvements among the older boys and the older girls:

...a lot of the girls are probably quite confident, especially, I guess, some of the more articulate and high-performing are quite confident to call it out and not necessarily say "Look" or say "That's not on" kind of thing.

Senior students had become more aware of the issues. This was evident among the Year 9 and 10 boys, in particular, those who, according to a male class teacher, appear to have taken up and led the behavioural changes at the school:

... what we learnt was that our boys' program really took ownership of this. They really wanted to be a part of our school culture; they recognised the values, that it was an important thing for our community and that we needed this in our school. So, it was very student-driven, which is probably the key to our success ...the students believed in it, they recognised that it was significant, and they wanted the change to start with them.

A male executive teacher involved with the leadership program as well as teaching about technology said that he saw the BtS program had played an important scaffolding role to build upon:

What the White Ribbon's done is provide the scaffold, I think. One of the most useful parts is that it's provided a scaffold for useful conversations and for meaningful engagement with the students.

However, a number of Year 7 and 8 female teachers felt the program needed to be implemented over a longer time frame and in a more consistent manner, in order to bring about the necessary change among some groups of male students in both their attitudes and behaviour.

A male Year 7 coordinator, who has run sessions with Year 7 students, found that at this stage they were not aware of gender equality and domestic violence issues:

...when you talk to them about violence against women they don't get it. They don't understand what that is and what it means.

Student behaviour

Student attitudes and behaviour towards women have improved noticeably, according to a male class teacher who coordinated the LEADAS program:

I feel like dramatically we've seen an improvement in our students' attitudes towards women; also female staff is probably where the respect has increased.... from what I've seen and our views from our female staff is that there is that degree of significant improvement in the student respect towards female staff.

Although more work is needed, specifically on student beliefs about gender equality, staff are continuing their efforts with particular groups of students.

Students also reported that the way students interact with each other has improved, and that there were increased levels of self awareness among the boys about domestic violence, ways of communicating with women, and treating women equally. They highlighted the impact across the school of taking part in the program, as seen in improved interactions among students, increased levels of respect, especially among the boys. According to a senior female student:

I think a lot of the guys around the school, particularly in high school, have become a lot more aware about how sensitive this topic can be for some people and I feel like they're all respecting each other a lot more by doing this program.

While a class teacher said that:

...we're seeing a lot more of our students feeling comfortable that they can come and talk about this and I think that's directly been linked to our raising awareness of it; it's not an accepted behaviour in our school, so they've recognised that... Any confrontational issue where something isn't right, our students, I feel confident they have the skillset where they can have that conversation with those students.

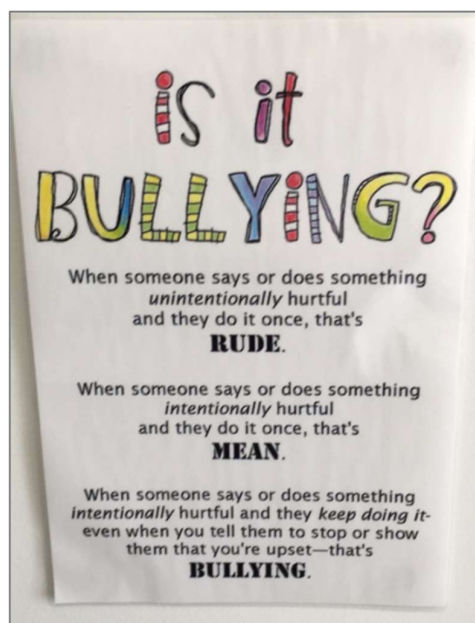
Curriculum

The program is located within the school's student engagement area and is linked in directly with the PDHPE curriculum, as well as with the school's targeted pastoral care program and to its student leadership programs LEADAS and PEARLS.

The pastoral care program, which is included because it is classified as a cross-curricular priority, is important because that program provides approximately half a dozen lessons throughout the year, covering topics related to White Ribbon. According to a male executive teacher:

So they're about an hour specifically focused on gendered relationships, power and how we avoid, I guess, developing abusive behaviours in our intimate relationships ... So we might look at – on a given week it might be looking at transitions, it might be looking at respectful relationships, could be bullying, it could be basically anything that fits into the social emotional capabilities.

A female Year 10 co-ordinator saw that there was also potential to link the BtS program to the school's *Quality Relationships* policy, which was a policy that staff were trying to embed across the school, but that building it further into what was an already a 'cramped' curriculum was always a challenge. A male Year 7 co-ordinator saw that



potentially domestic violence issues could be included in the health and physical education learning areas – where they covered respectful relationships.

White Ribbon support

The BtS training workshops provided to a number of the male staff at the start and who have helped lead the program at the school, were rated as very useful.

The White Ribbon resources and the open online forum were also rated highly, together with the available visual resources, which according to two female teachers 'can be really powerful'. Also, valuable was the ability for staff to go online and share ideas with other schools.

Students said that they found the videos and different links to additional information were useful.

For teachers it would be helpful to have more 'classroom specific materials' – such as materials with interactive type tasks, lesson plans or discussion starters.

Case Study 4: Sydney High School

Background

School context

A large sized co-educational southern Sydney government high school, with an enrolment of 1,230 students, with 14 per cent from a language background other than English, and two per cent Indigenous. The school includes students with disabilities and those from low socio-economic backgrounds, with each supported by specific school programs or initiatives. The community socio-educational index is slightly above average.¹⁰⁵

Getting involved

The school began its involvement with White Ribbon in 2014, led by the Welfare Head Teacher. The current principal, who had taken part in the *Breaking the Silence* (BtS) training and in its implementation at his previous high school and seeing how the program operated in that school. The principal was impressed with how the program involved staff in very positive ways and the manner in which the White Ribbon ambassadors were involved in the program that linked local high schools in the area.

School preparedness

The school has a recent history of actively expanding student leadership, including the Social Justice Council, which included a focus on issues relevant to White Ribbon. This work helped expand the number of student leaders in the school. The principal mentioned the importance of other values programs running at the school, such as Harmony Day, Wear it Purple Day and NAIDOC week. Another activity, a positive relationships workshop that enables Year 7 boys and girls to discuss and engage with issues around student behaviour, was linked to the aims of the BtS program.

Breaking the Silence implementation

School approach

The approach taken by the school, according to the principal, involved making a difference around the issues and doing something that consisted of more than just a single day of action. It was important for the school to have a mix of big keynote events and small-scale activities. In

¹⁰⁵ ACARA 2018.

addition it was vital to maintain a focus on the values of White Ribbon throughout the year, by connecting the school's efforts to other initiatives like Harmony Day, Wear it Purple Day and NAIDOC.

Support from the school leadership was seen as crucial. The principal considered that his role and that of the school executive was important in maintaining the program:

I think it's like all good programs in schools. I think it does have to be not only accepted but energetically defended and pursued from the top ... I've just seen too many things in schools in which even a passive response from let's say the senior executive is enough to not see a program really have the legs and the reach that it should. It will quickly fizzle or people will not apportion the importance to it.

Identifying key people in the staff to carry the program through was another factor for success, as was setting up both a staff and a student team to drive the program. Furthermore, part of the success of the school's approach has been the work done with students. The principal stressed how important it was to provide students with leadership training and skills, giving them chances to take on leadership roles and linking older students with younger students:

It's successful because it is peer-to-peer... you know the relationship with kids – they often see more import in working with an older student than they do a teacher.

Activities

The school has been involved with White Ribbon for four years, starting in 2014. After two years an ongoing student leadership team was established. During 2017, the White Ribbon leadership group, made up of six teachers and students, was highly active and the program grew quickly. Among the initiatives organised were:

- both a male White Ribbon Ambassador and a female White Ribbon Advocate staff and student group
- Year 10 and 11 ambassadors and advocates involving both boys and girls
- student mentors underwent training from White Ribbon patrons and teacher mentors
- the school had a White Ribbon week that led up to celebration of the day and a whole school White Ribbon assembly, which was designed, managed and run by students and also included parents
- a White Ribbon wall was painted and dedicated by students in the middle of the school, as part of the school's visual arts initiative
- the school hosted a cross-school White Ribbon training day, which included a team of the school's White Ribbon teachers
- the school's White Ribbon team of 19 teachers received a World Teachers' Day award from the Australian College of Educators, and
- students produced a video, *Beneath the Skin*, which included the school's White Ribbon ambassadors. The video has helped White Ribbon expand the program into other schools and attracted more than a quarter of a million views online.



Participant experiences

Staff

The program started off with just male leaders, but since then female teachers have become involved as well, with staff, ambassadors and students all taking part in the online training.

Although most of the staff were behind the program, there was some staff resistance. For example, some objected or were unsure as to the efficacy of the 'ladies before gentlemen going into a room' initiative occur across the school on White Ribbon Day. This highlighted the need to regularly inform staff about initiatives that were being run in the school and why, especially when activities proposed were being led by students. A female head teacher stressed that:

I have said we do need to get up at a staff meeting and explain what the kids are doing and why they're doing it. I think, yeah, we probably do need to bring the rest of the staff along on the journey with us.

Teachers found they were often dealing with the impact on student behaviours of domestic violence in the home. This may increase associated behaviour such as name calling, being mean, sexualised comments, or male students exhibiting stereotypical male privilege behaviour. As a result, teachers said their efforts had focused on raising students' awareness and addressing student behaviours and language towards other students and teachers. A male head teacher said:

So, it's not just awareness of [the issue] broadly speaking, it's awareness of specific behaviours and specific actions that are happening in our classrooms. And also, it's the nasty things even from Year 7 male students are saying towards female teachers and it's a really unpleasant dynamic.

The main focus of the workshops and assemblies had been on unconscious male privilege and the use of language, sexism of language, language in the playground, in the classroom and at home. This had been very useful, according to a male teacher.

Maintaining activities across the school, over a longer time throughout the year, and linking with other values programs or events and making it part of the a school's cultural landscape was important according to the principal:

The strategy overall is "How do we make a difference?" and that's got to be something more than a day. It's got to be something which is quite pervasive, it's got to be on a small scale, sometimes on a really large, impressive scale, but for the community it has to be adopted ultimately as culture.

Students

A significant feature of the school's program was moving on to emphasise student leadership and to give senior students opportunities to lead activities. Since the previous year students had taken on an important role in implementing the program. The principal reiterated that it was exciting to see their leadership helping shape the activities the school had taken on:

You know, every year we've had different sort of keynote things. Last year, it was the team of ambassadors and advocates from Year 10, a couple of Year 11, who designed the assembly. So it was the first time I think we'd have a fully student designed White Ribbon assembly and it was brilliant.

For students the main focus of the program in the school, the main take out message, was on being respectful to each other, according to a senior female student:

I think if that changes then you can start to change some of these bigger issues, changing the way people are talking to each other and treating each other.

Also important was gaining an understanding of domestic violence, for a senior female student it meant:

Like if you had asked me before the project what domestic violence was, I wouldn't have known because I grew up in like a culture where it was kind of like normal for like violence to happen.

The program has helped students break down the stigma and the barriers to disclose what happens to them at home, and to be more comfortable talking about it at school. A number of students disclosed to staff the domestic violence they faced at home following a White Ribbon assembly and the showing of a video. According to one female staff member it was through the school counsellors, the head teacher of welfare and other staff, that it was possible to support these students.

The program has helped make teachers more aware of what language and behaviour is appropriate or acceptable among students.

Student ambassadors and advocates have got involved in project-based learning, working on a video, the White Ribbon week, and going into a local primary school as mentors, which they have found very rewarding.

Students noted a change in the way teachers approach issues, and recognised that teachers attending White Ribbon workshops and cross-school forums has helped create 'a bunch of teachers that are really passionate about it', and it was 'powerful to see' so many teachers that care about this issue across the area.

Parent and community engagement

Parents have responded very positively to the program activities over the year. Also noted was that some parents did attend White Ribbon assemblies that were held both in the daytime and in the evening. According to a male head teacher they were taking pride in what the school has achieved:

Parents are very proud of it, especially now the school's got the official tag as a White Ribbon school.

On the other hand there were a few parents that did question the appropriateness of having Year 7 students involved in a domestic violence workshop run by a female member of staff. But they had been reassured when the teacher explained that the main focus was on respect and positive relationships, and it was not just on domestic violence.

The school has focused on working with its three feeder primary schools to engage these schools with White Ribbon issues, including running a 'mateship' program for boys and a 'sisterhood' program for girls. In this initiative some of the school's White Ribbon student leaders were able to take part and act as mentors for the younger primary school students. For a senior female student this part was very rewarding:

It was so rewarding because the girls went and did the program as well with the girls at the [primary] school and just every week going and see them again and being like that little role model for them and look like an old friend that they could go to and seeing the change in them like was just really nice to see.

In a conversation with a parent from another neighborhood high school also involved in the BtS program, the parent noted that for her, the importance of the BtS program was the fact that the boys in Year 12 take the White Ribbon oath, and this for her was a rite of passage into adulthood:

When they do the assembly – It's like a rite of passage into the world of [adulthood] that they are going to respect women – so I think that is important.

For this particular parent, BtS was one part of a broader strategy that a school should employ to promote respectful relationships

It is another piece of the puzzle – you go to school and you learn about it that this is the way you should behave... I think there are simple strategies that ... together it makes a point. [The school having] ...high expectations [and] policies and it reinforces the stuff that we have to be good citizens.

Program outcomes

School culture

Overall the culture of the school has changed positively, and many consider it to be as a result of the program, with most staff 'actively agreeing' with it, and students being more willing to call out bad behaviour. For a female head teacher who has been involved from the start the change achieved by the program has been significant:

If I go back four years, I couldn't believe how it's been received by the students, how it's grown in the school, absolutely; couldn't be happier, really couldn't be happier ... You know, I've been called into meetings where there's been disrespect between students and just sitting there with my White Ribbon badge on. I don't say anything, the deputy doesn't want me to say anything but just sitting there they know what part I belong to and it's very powerful.

A male head teacher sees that the program has brought about change across the school, and established the important connection between respectful relationships and domestic violence:

I think there has in terms of it's now at the forefront. Everyone knows we're a White Ribbon school, everyone knows the ... basic level of expectations in terms of how we think and how we act towards each other. The link between respectful relationships and domestic violence is the thing that's being worked on at the moment.

Across the school, the way the school has taken up the program has helped to normalise the values of White Ribbon. A senior female student noted that:

Just with like how much our school has... emphasised it and the importance our school has placed on it has definitely just seen like the values and attitudes of White Ribbon like being normalised and like what's expected.

Staff noted that by focusing on things like male privilege and the language used at home, in the playground and in class had been very useful in helping to change the school culture in a positive way. A male teacher said:

And I think that that's been really useful because we've brought that to assemblies and they've brought that to workshops, the kids have, and tried to break it down there. ... yeah, it was sort of amazing when you would sit in a room with them and talk about things. They would all, you know, be using emotive language and you could tell it was an important issue with them and so that means that they get more involved and they do things at lunch.

Student behaviour

Becoming a White Ribbon school has set a 'basic level of expectations' in how students and staff act towards each other, according to a male head teacher. One of the student ambassadors, a senior female student, sees that the values and attitudes of White Ribbon have been 'normalized' within the school and become 'what's expected'.

And for another it has given students confidence to speak out about language and inappropriate behavior:

I think every week in that meeting you see so many like people that used to be like shy and timid, you see them really like bring out, project their voices and you see them grow as people and it is the most amazing thing to watch.

A significant outcome was the change achieved among the school's White Ribbon student ambassadors, especially among the senior female students involved and the Year 11 and 12 boys:

It empowered our White Ribbon student ambassadors... it gave them a full understanding of the issue of why it happens and empower them how they can speak up about it and lead generational change.

While there were acknowledged improvements in student behaviour, challenges remained with some classes:

Students are getting there. We've obviously got a bit of a core in Year 9 and 10 that are struggling with their behaviour as it is, inevitably the way they treat the female students in their year.

And another male teacher reported that in his staffroom some teachers commented on how Year 10 boys continued to disrespect female teachers. A female teacher identified what she saw as the still-entrenched views among the boys about feminism and gender equality, especially among Year 8 boys. She felt this was about asserting their masculinity, and there was an underlying current among them of 'feminism being against men and they're losing their power'. A male teacher observed:

Definitely this year's Year 10 have been quite defiant about giving an inch of that power to girls at all and it's been embarrassing for them, really. We were just talking – we've just come from a White Ribbon meeting and we were just talking about the need for the boys in Year 10 to still realise the validity of White Ribbon ideas.

Staff

Teachers were aware that efforts are needed to continue across the years. The program was well-established across the school and it had become a 'part of the school', but:

It's not a problem that's gone away just because we did a couple of workshops and ran a couple of assemblies.

While BtS program activities have worked well, the school principal was conscious of the limits of change that can be achieved, particularly because of what he sees as 'old world values' within some parts of a community that are not always consistent with our contemporary understanding of gender and respectful relationships:

I'm also conscious that we may have some in the community that may be in part quite conservative that hold may be the predominant cultural values of still twenty, thirty, forty, fifty, sixty years ago to those that are quite progressive.

Connecting with the White Ribbon ambassadors was seen as important way to extend the impact of the program

The more workshops we can run, the better but also having [White Ribbon facilitators] speak to a whole group does have a massive impact or anyone who's ready to talk about White Ribbon.

Curriculum

While the school has been involved for over four years with the program and has implemented a wide range of successful activities, it has not been able to embed the program into the curriculum. For the principal that remains a further task, 'a last step' yet to be completed, although the school has achieved 'more of a cross-faculty representation' among its staff participants.

A female English teacher said that she was able to tailor her English curriculum to include discussion of White Ribbon issues in her classes, especially with Year 8 and 9 boys, and through workshops she runs as part of her work as a year adviser. This has been possible while working on texts, as well as topics in visual literacy, like looking at posters. Analysing the images and text of posters from White Ribbon was seen as a useful way to engage in discussion about the messages the posters were conveying.

White Ribbon support

For the principal, White Ribbon was highly regarded as an external agency that is able to provide experts and expertise on the issues. It was able to help reinforce the message, deliver the latest understandings from research and practice, and bring that into the classroom.

The training for both staff and students, the online resources, videos, and overview of what other schools are doing was considered by a female staff member to be very good. School staff said they felt well supported by White Ribbon, noting that things like a number of hands-on visits from a White Ribbon staff member to the school, the recognition of the actions of the school and 'holding it up as a good example' for its achievements, and the online forum set up to exchange ideas, had all been really helpful for staff.

Case Study 5: South Australian Regional Primary School

Background

School context

A south eastern outer regional South Australian government primary school, with about 325 students enrolled from 'Reception' (an extension of pre-school) to Year 7. Among its students, 22 per cent are from language backgrounds other than English and nine per cent are Indigenous. The school has two classes for children with special needs, classes for new humanitarian refugee arrivals, and a significant number of children who are transient. It has an overall very high percentage of low socio-economic families (roughly 85 per cent), and a below average community socio-educational index.¹⁰⁶

With 30 teaching staff, the school also has a wellbeing team, overseen by a student counsellor, two Aboriginal education staff, a Christian pastoral worker, a behaviour support teacher and a school services officer providing administrative and classroom support. It also has a community

¹⁰⁶ ACARA 2018.

hub, which includes local community workers attending each week from Centacare, Re-engage, a local community centre, and a Years 4–7 cadet corps.

Getting involved

The school began its involvement with White Ribbon in 2015, as result of a regional school leadership meeting, where the regional director indicated he wanted all the schools in a local school community partnership family violence action group to join the White Ribbon *Breaking the Silence* (BtS) schools program. One of the female teachers has led the program, after completing the required online training and a day's face-to-face workshop, before the program started at the school.

School preparedness

Staff indicated they were open to involvement in the BtS program and happy to do the work involved, if it would benefit children and families. At the time staff saw domestic and family violence was emerging as a significant issue among their students. According to one female staff member there had been frequent conversations among staff about the impact on children of domestic violence and many children in their classes expressing some kind of trauma, so she felt that staff 'were already primed' and ready to take up the program.

Breaking the Silence implementation

School approach

Staff did not directly mention taking a whole-school approach from the commencement of the BtS program. It was suggested that schools needed to adopt a staged approach over a number of years. A leading female teacher involved in the program noted that although she did not have a good understanding at the beginning, she now saw the importance of developing activities in a staged way over a number of years:

*...really your **first year** was just building awareness, building awareness, making sure people are comfortable, getting the language out there. The **second year** was stepping out a little bit more, being a bit braver, taking a few risks, embedding some more activity into curriculum. I think the **third year** was going for actually embedding it in your curriculum throughout a whole year, making it part of your thematic work, you know, building it into your behaviour policies, those sorts of things. And around that time you need to be building strong connections with your community, linking into what's happening out there.*

Another important feature of the approach adopted at the school was providing students with a leadership role. From the start the Year 4/5 class teacher ensured many of the school activities were developed and led by students, especially during the year that activities were incorporated across the class program over the whole year. For her, this was a key feature of the success of the program.

During that year a group of up to forty boys got involved, meeting regularly at lunch time to brainstorm and plan activities including the Sixteen Days of Action event. A male worker from the school's community hub observed:

It varied from week to week but I think there was up to about thirty to forty ... But there was always a core of at least twenty boys of a lunchtime and they were all quite varied. There was a couple of really, really strong leaders in that group. J. is a really strong leader and he was the older boy as well ... there was a couple of younger boys who quite clearly had lived experience but were really quite smart, switched-on and vocal and determined and passionate about the whole thing.

Activities

The school has built up and implemented an impressive and extensive list of activities and initiatives over three years from 2015 that have included a program of activities across a whole

year in one class, and participation in various events with the local community. Also, a number of students, both boys and girls, have put up their hands to become White Ribbon ambassadors.

2015

In the first year the school organised a White Ribbon assembly, led by a Year 4/5 class and their teacher, that did involve all classes at the school, as well as an outside local guest speaker. At the assembly all the boys took an oath.

The school linked into a number of local community activities that were organised by a proactive community group at the time, like the *Loudest Shout Out* event, and a White Ribbon breakfast.

2016

In the second year the number of activities grew, as did the White Ribbon assembly. In 2016 the assembly featured a guest speaker and a White Ribbon Ambassador (South Australian Young Person of the Year) who talked about witnessing the murder of his mother in a public place, which led to about six students coming up and talking about their experiences of violence at home.

The Year 4/5 class made white ribbons, played a leading role in a big White Ribbon event on the school oval, made White Ribbon posters, painted the old goalposts on the oval white, wrote poems, and also began a candle-lighting ceremony (lighting 52 candles to commemorate the deaths of women from domestic violence), an event that now runs every year. Most significantly that class teacher was able to introduce various White Ribbon/BtS topics into her teaching, integrating issues across a range of learning areas, especially art and poetry and other subjects.

Students initiated a letterbox drop to local homes about White Ribbon, and asking families 'to put something white out front of [their house], if they supported the message'.

The school again participated in *The Loudest Shout Out* community event, organised by a member of the local police force, and it was led by the school's White Ribbon ambassadors. After not being able to run the event in the following year (2017), the school is planning to organise it themselves in 2018, involve five other schools in the area, together with the local Lions club, and then hand it back to the community for the next year, 2019.

2017

The Year 4/5 class again ran the White Ribbon Day assembly, which included a panel with four male teachers discussing issues in relation to domestic violence, talking about their own experiences and answering student questions. In this way staff were able to show students how to be good male models. There was also an inauguration of a number of ambassadors, and a *52 Seconds of Silence* activity.

During that year, the Year 4/5 teacher planned her Term 4 curriculum around White Ribbon and with the help of a Centacare worker decided to engage in a range of activities leading up to White Ribbon Day, starting the *Sixteen Days of Action* program at the school. This involved doing an activity a day for sixteen days to raise awareness of the nature of violence against women, producing a school calendar of events, which had been developed by a group of boys in her class.

The activities ran from White Ribbon Day to International Human Rights Day, and posters were put up around the school, information was put out on social media, in the school newsletter and to local community groups. The students also made a three minute video every day for the two weeks of the days of action. Teachers were asked to show the clip at the beginning of each day, and according to a female head teacher:

So that the students were aware of what they could do to be involved. And I put a folder on a [shared] drive for all the staff to access and use with lots of different activities and information for all of the different year levels.

The class teacher also arranged for a music mentor, a rap and hip-hop singer, to be brought in to work with the boys in class to develop a rap song, *No Violence, No More Silence*, which was performed by the boys at the White Ribbon breakfast in the community and at the White Ribbon assembly.

A White Ribbon teddy bears picnic was organised, with the teddy bears performing a play about non-violence, written by older students for younger students to perform. The event also included a cupcake sale raising money for a local women's shelter, and the White Ribbon teddy bears were donated to the shelter, specifically for children coming there in distress.

Among the successful classroom White Ribbon learning activities used was the 'Like a Girl' exercise that ran across three classrooms. The female teacher leading the exercise reported that although it did take time for it to catch on, it was really important to persevere. This led to a follow up organised by the teacher, bringing in Mind Australia to run a girl's self-esteem program with senior primary school girls, that has run weekly for the last two years. Other valuable classroom exercises included 'Real men are...' and 'Why doesn't she leave?'.

Teachers working with younger children had to choose activities that were appropriate to their needs. Rather than directly addressing domestic violence, they introduced the 'Choose Kind' program (with t-shirts and a life journal project), showed the children the movie and book *Wonder*, and featured songs like *Roar* and *I Will Survive*. These activities worked well with these children.

A female teacher stressed the importance of understanding the needs of each class, especially any traumatised children:

The direction we've taken with our little ones, and even in general this year as feedback too we have lots of traumatised children but if you start throwing 'Women are dying in violence' ... black and white posters, are we re-traumatising children? It's not our intent.

Participant experiences

Teachers highlighted that the BtS program worked within a community that experienced a lot of domestic violence and the impact of drugs and alcohol on families, together they impacted negatively on children. A female teacher saw:

We have a lot of challenging behaviors and a lot of that is ingrained because the culture of domestic violence, some of these children, it's all they've seen and heard since they've come out [from being] in utero.

Another teacher noted:

We have a group of particular children, some of whom family violence was quite a big issue and parents were really struggling with the management of their children.

A male community worker at the school was impressed by the work of a group of older girls, who showed that they were really strong leaders, and by a group of boys:

The first groups I had a couple of years ago was girls and boys and the girls wrote some really powerful things that they actually read out at assembly. They were really strong leaders and they were the older girls as well. And last year, even though I was working with a group of boys, primarily that was the group that was identified by the school, it ended up being that the ambassadors' program, it was boys and girls who became ambassadors.

A female teacher saw the value in sharing materials developed by students with other teachers across the school, enabling them to become involved as well:

...when everything was posted on the intranet at school so people could buy into [it] ...every class got involved because it was flexible for teachers ...it was really good.

Staff highlighted the importance of substantive activities rather than what they saw as activities that were at a shallow level, such as dressing up in white, receiving awards, balloons or white tattoos. These aspects were often treated as more important than the deeper learning that came from the school assemblies and using the materials posted on the intranet in class. For one female teacher:

...our assembly's crucial, that's what celebrates the learning, not balloons or white tattoos.

Two leading female teachers stressed the need for continuity, taking actions across the whole year:

...it's so much more than just celebrating one day of the year and that's what we're trying to get across to other school communities. So that's more than just a hundred and fifty cupcakes and Friday the 23rd. Like it's got to be ongoing and we've still got to work at embedding it and making it all day, every day of the year.

Staff mentioned that the school did have experience in addressing online abuse and online bullying, and staff have been 'very proactive' in dealing with it when it occurs. Sexting has also been an issue, which has also been addressed, with a couple of boys being suspended:

...because there was repetitive ongoing inappropriate sexual connotations and we went through probably a two or three week process.

Students reported bullying last year on Snapchat with a student from their class involved with a student in another class and noted their concerns with particular applications like Tick-Tock or Kick being used against girls in school.

A female staff member was pessimistic about achieving change in gender equality in what is a regional community, with the lack of services and support for women, saying that on these issues there was 'a long way to go'.

Parent and community engagement

Despite the staff being aware of a significant level of domestic and family violence in the community, they felt that overall parents were supportive of the program, and some fathers were willing to get involved. For example:

...we've had dads go down and do The Loudest Shout Out with us because they feel passionate, but it's not that huge a response.



While there have been a couple of very vocal fathers opposing the program, quite a few mothers have been privately very positive about the program with staff, and some have offered to help out with activities like the cupcake sale.

The role of local community organisations was highly valued by the school staff. This included work by the local family violence prevention group. It was really important having a community hub at the school, with community workers from the local agencies regularly visiting the school, because in general local community workers were very supportive of the program.

At the same time there was often 'a gap in the local community', with people and activities dropping away, and local community members being unable to continue to work on issues, even issues as important as preventing domestic violence. As a result, community led activities

in the town have varied over the three years of the program. After a slump in 2017, the community was re-engaging and stepping up again to take on activities like the *Sixteen Days of Activities* event, and the calendar events idea, with different groups taking on the responsibility for events on different days.

More recently support within the local community has been growing, with a noticeable increase in attendance at other community events around family violence, like the annual candlelight vigil held in May, the Day for Daniel event, and the community breakfast.

Program outcomes

School culture

Among the positive changes in the school culture teachers pointed to reductions in the level of violence at the school incidences in the bad behaviour of boys. A female teacher saw the change:

I don't have the stats but I don't think there's as much violence ... I was thinking like we've definitely had reductions in our behaviour data ... Have we had decreased incidences where boys are being disrespectful to girls – because that's actually what we're targeting here. ...I'd probably say yes.

A male class teacher also agreed there had been noticeable improvements in behaviour in the playground:

Yeah, absolutely. And I'm out in the yard every recess and every lunch so I feel like I've seen the change in the violence against girls or women has improved dramatically in the yard.

It was maintaining the effort, work that is often not seen, not just the visual elements of the program that helped to make the difference, according to a female class teacher:

We initially did the White Ribbon, you know, put the posters around, realised very quickly that's not what changes your culture ... it's actually the work you do underneath that actually changes your culture, not a poster.

While there have been improvements in the school culture, more needed to be done around the 'gender imbalance', according to a female class teacher:

The question of equality has got a long way to go ... it's very much about what girls can't do and what boys can do, particularly around sport – you know, we celebrate the footy much more than the netball ... I don't think we could hope to achieve equality through this program, other than helping girls to see and children especially to see it's not OK.

Student behaviour

Staff were pleased to have seen more calling out of inappropriate language and bad behaviour by students – especially against behaviour by boys in the school yard. The change was particular noticeable for a female teacher:

We're not talking about violence in general, we're talking about boys being rude, calling them those disrespectful names, using private body parts inappropriately ... White Ribbon starts with little boys being rude and disrespectful to little girls, either with words or around private body parts and I think if we can teach kids that 'This is the correct terminology and you be respectful' – I don't hear a lot of that going on. I hear a lot of kids stepping in and saying 'Don't say that to her'.

Another female teacher noted that the biggest change in behaviour has been with girls becoming more vocal:

We see most of the change in behaviours is with the girls being less willing to be silent and put up with stuff that they might have done before ... my impression is that the boys might still do stuff, you know, thoughtlessly but when it's explained to them they are aware then of what they've done, of how they've acted.

Changes in the language used by children was evident, especially after White Ribbon assemblies, according to a female class teacher:

It did change the language, I think. The assemblies where it was talked about, using the language of White Ribbon did change the rhetoric amongst the children.

Students clearly saw the benefits of the program, as illustrated by this poignant comment from one female student:

Building off what G said, there's this specific girl and I know who she's talking about and she was like very, very quiet and like you can see the most enormous change in her and like the confidence she's developed through like this program. And not even in the sense of the cause but in the sense of finding something, a way to express passion and finding a way like to do something for the good of others and find her own identity and confidence being built on that and it shows I guess the way that like a cause is so much more than just like what you're doing for it but it's about like the fact of it doesn't just build other people and build like something for change, it also has such a personal impact on people's identity and confidence.

Discussions with Year 7 students illustrated how these young people are demonstrating their courage after engaging in some of the BtS activities:

Well, I think if like one of us would see like someone doing something to someone we'd step in now like because we're brave now.

Staff mentioned that overall children were more willing to disclose to staff the violence they were experiencing at home. But while there was more disclosure by children, there was also more violence happening in families. Having a social worker attached to the school and the right kind of support has helped the school to better address the needs of children and families suffering that kinds of violence.

Staff

For one female teacher, the program helped her to gain the confidence and provide a framework to call out violence in families and to seek out ways to help those families address issues of violence.

I felt like White Ribbon gave me the confidence and the avenue and the opportunity to put it out there and not be afraid to go "This isn't OK". We've actually never had any backlash.

A male teacher saw the importance of staff being involved and working on the program issues throughout the year, not just celebrating in November:

November 27th, when it's sort of all advertised around the school, the teachers do get on board with it and try and relay that message to the kids but then I think it falls apart throughout the year. I think it needs to consistently come across for the entire year because it sort of feels like it gets forgotten about a little bit.

Another female teacher saw there was a need for some male teachers to change their approach and put the program ideas into practice:

Well, my impression is that male teachers do have a blind spot in this area. For instance, they might agree with the ideas and they might think that they are acting, you know, in a very aware manner but then, you know, later on you'll find that girls have asked them for help with harassment and things by the boys ... and they've told them that they have to stop whingeing and just get used to it because that sort of thing's going to happen.

Curriculum

Teachers noted that the program could be linked to the South Australian Child Protection curriculum, as well as to the Respectful Relationships and Power Relationships program. However, one female teacher saw the need to make better and more explicit connections between the BtS program and especially the Child Protection curriculum.

During one year, a female class teacher did provide a striking example of taking up the program and working on the integration of issues around domestic violence across her teaching. She was able to introduce opportunities across a number of learning areas throughout the year. As a leading Year 4/5 teacher she has been able to link the program to many curriculum topics, including Civics, English and the teaching of poetry, Media Arts, Dance and Drama, STEM work (applying design and engineering ideas), and higher level creative thinking.

White Ribbon support

The online White Ribbon resources were useful and some staff liked the various exercises like the 'Real men are' activity which proved to be very effective in class.

Among the available online program materials, a male staff member felt that there was not sufficient 'junior [primary] school friendly' materials.

Case Study 6: South-West Sydney High School

Background

School context

A southwest Sydney co-educational government Year 7 to 12 special high school, with an enrolment of 56 students who have an emotional, behavioural or conduct disorder. Enrolment statistics include 25 per cent Indigenous students, 18 per cent from language backgrounds other than English, and 25 per cent in residential care not living with their family. The school has the equivalent of 13 teaching staff and 10 non-teaching staff.¹⁰⁷

Getting involved

The school's involvement was initiated in 2013 by the principal, who had strong opinions about issues of domestic and family violence. The involvement began with the school organising an assembly where a number of video clips were shown and there was a discussion about the issues. After holding these assemblies the school bought and modified a program called *Be the Hero* and then in 2016 did the training and took up *Breaking the Silence* (BtS). To date four staff have undertaken the BtS program training and the school has become a White Ribbon school.

School preparedness

The principal of the school stated that a number of students had been victims of domestic violence themselves:

The school does a lot of work around trauma informed practices, and staff speak to boys and girls about different types of violence, including domestic violence, because many students have "lived through it", experiencing physical violence, sexual assault, family breakdown.

The school also mentions running programs like the PERMA (Positive Emotion, Engagement, Relationships, Meaning, Achievement) model, the Berry Street restorative practices programs, and the suicide prevention RUOK? Day, which are considered to 'add value' to the BtS

¹⁰⁷ ACARA 2018.

program. The school noted that it also runs a number of other programs, such as in horticulture, science, and Physical Education, where there is a focus on gender inequality.

Breaking the Silence implementation

School approach

From the beginning, the school was cautious in how it introduced the BtS program, starting with assemblies that raised issues around family and domestic violence, before taking up the program and then introducing it into all of its classes, across a number of learning areas. The acting principal acknowledged that it was important to first address the concerns, attitudes and experiences of staff, before embarking on the program. Significantly, the school has introduced a regular fortnightly focus on the issues, through its White Ribbon Wednesdays program (see below for more information), and it is collaborating on a number of events or activities, with three local schools and community groups in its area.

Activities

The school has progressed from just having assemblies to address issues around domestic violence. It celebrates White Ribbon Day together with three other schools in the local area, has a theme-based workshop for students, linked to White Ribbon that has featured poetry, songs, and various artwork, like a mural in the weather shed that is a good constant reminder to the whole school.

The school also established a White Ribbon committee, with five staff involved each year, and last year the committee began involving some of the senior students to attend and give feedback.

Staff organise various events throughout the year, including a big launch event with other schools in Term 2, bringing in guest speakers, or a music event with students singing songs to the whole school.

Across the school White Ribbon Wednesdays were introduced, running first each week and now fortnightly. This involves ten to fifteen-minute sessions that look at different themes each time, as a way of having BtS feature on a more regular basis. This means that the school is developing its own curriculum to support the work across the whole year.

Participant experiences

Organising events throughout the year, not just on White Ribbon Day, that feature guest speakers, performances of songs based around White Ribbon, have proved very positive and inspirational for students. For example at the beginning of the second school term this year the school organised a launch of its BtS program with a large event that, according to one staff member, had a big impact:

It was a huge event. Like we invited all our local schools ... So it was like that integration of not just our school but basically all the schools on this road. We have another high school come, we had four guest speakers and then we had all the kids actually making pledges and statements throughout the day as well.

The school found that it had to work gradually over time with staff to engage them in the program and to acknowledge that some staff were victims of domestic violence also, address staff concerns, and help bring staff around to support the project. According to the principal:

...we have a counsellor for staff and so we would just kind of address them to those support networks as well and debrief and so we didn't have any pushback from staff; most staff wanted to get on board.



A female member of the support staff has acknowledged the challenges of addressing some of the cultural barriers she sees among some students, as well as the impact on a couple of students who suffer from post-traumatic stress disorder that has resulted from their domestic situation.

Students reported difficulties in dealing with bullying on social media of themselves and others, and because of the anonymity, it was 'very hard to stop it'.

The school has experienced some pushback from male parents, who are often the biggest group pushing back against what the school is doing. Staff report examples of parents reacting against the program, storming out of assemblies when White Ribbon is spoken about, throwing chairs when their child receives an award, or coming up and abusing staff about their child's disclosure. Even so the acting principal says:

...we just acknowledge that violence happens within all walks of society ...but our focus on education is around breaking the silence around domestic violence to do with women ...we've had no one in our parent school community not want their child to participate in the program.

Parent and community engagement

The school runs a parent support group at the school, together with the other three local schools, with a series of workshops held every Tuesday, that do include issues related to White Ribbon, breaking the cycle of violence, and up to thirty per cent of the school parent community, all women, will attend.

The school works with a few local community groups, including a women's shelter and the local parents and citizens youth centre, and specialist workers, who come and speak to the whole school community on specific issues like autism, or other issues of concern to the community.

Students also put together packages, with items such as shampoo, conditioner, and a teddy bear, for a local agency to give to children that leave home due to domestic violence.

Program outcomes

School culture

Staff noted that there has been a 'huge shift' in the school culture, together with a reduction in violence among students, and improvement in the language students use. Staff feel that this has to do with embedding the BtS program across the school. A male teacher's aide noted that:

...we noticed a huge shift in the culture because our White Ribbon program looks like many different things. It's involved in art, it's involved in sport, it's involved in music, it's involved in our literacy.

Also, a number of the male staff agreed there had been really positive changes in student behaviour, particularly among some boys. According to a male support officer the changes were noticeable:

I think it has. C. sort of alluded to the fact that, you know, we will see really positive sort of behaviours from some kids and like in recent incidences where kids, particularly the boys, are refusing to tolerate any sort of, you know, aggression against women so we do see that but again I think we're in a bit of a unique situation here, given the type of kids who attend the school.

Student behaviour

By having the program run throughout the year, the acting principal suggests there has been 'a massive impact' on students:

...generally across-the-board the White Ribbon program's had a massive impact. We hear the students in their own social situations and social circles, they will use the White Ribbon language without our involvement.

Staff see positive changes in student behaviour and their language, calling out bad behaviour, and even referring to the program when they say things like: 'that's not White Ribbon'.

Students also feel more confident calling out bad behaviour, 'stepping up and speaking out' and have noticed 'considerable improvement around the school' in student behaviour. For a male student:

I have noticed a considerable improvement around the school, people being aware of the situations and personally taking their own time and their own effort to, you know, just think for a minute and to understand the consequences.

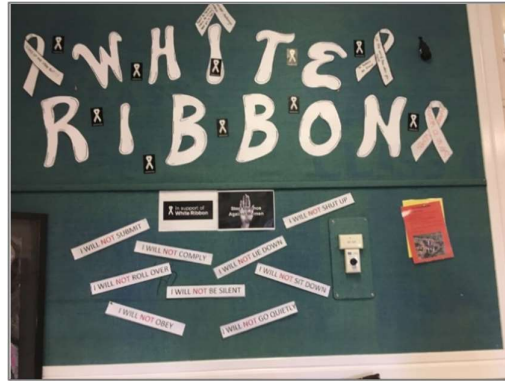
While a female student saw the importance of the program in raising awareness and helping other students to act against bad behaviour when they saw it:

I think it's important to talk about the effects of Breaking the Silence to spread awareness ... at school we have talked about it a lot, especially in the classrooms. Not to get into too much detail but I remember a couple of weeks ago there was someone in the classroom who was saying rude things to me and then one of my friends, she goes 'You can't talk to a girl like that.'

Curriculum

By adopting the program over the whole school year, the school has been able to include the teaching about family and domestic violence issues across its curriculum. This has meant examining topics like the types of violence, available support groups, dating relationships, healthy relationships, and empowering girls by looking at successful women. Teachers note that the work in class features video-led discussion, guided discussion and practical lessons.

The school uses a number of ways to evaluate the success of the program. It does this as part of its regular classroom observational surveys, assessing student's work, and through incidental observations, which assess each student's learning against the school's term-by-term program. Also, a White Ribbon question is included as part of the school's student wellbeing surveys.



White Ribbon support

Staff feel well supported by White Ribbon, particularly in the early stages of the program. As the school has now moved towards embedding the BtS program into the curriculum through the school year, it has endeavoured to develop its own materials. Doing so has helped give staff a greater degree of ownership over the program, so that by owning the programs they have wanted to see it succeed. For the acting principal it began with the program resources, but has involved further adaptation:

They're a great basis for us but we needed to make it our own, to suit our own group of students we have at the moment, our own context here ...But we need to make it our own so that we would have longevity with it. Otherwise we'd be repeating the same thing over and over and over again.

Appendix F Activities and engagement

The case study interviews collected a range of information and knowledge around activities that schools were implementing and engaging the wider community, as part of the BtS program. Some of the activities were embedded in music, art classes and sports events, others were extracurricular and were undertaken after school hours. Below is a summary of key activities conducted as part of the BtS program that was observed by UTS during the interviews.

- White Ribbon marches through the main street of the town
- 'Boys Night In' session after school inviting male parents to attend the session with speakers who share their own experiences and engage in a follow-up discussion focused on the impacts of domestic violence
- sleep over at school where boys invite an important woman in their life to dinner such as their mother or sister, cook and serve a meal for them, and then have a talk from an invited guest (in this case an NRL player)
- painting murals, making white ribbons, writing poems, holding White Ribbon assemblies where male teachers and students take the White Ribbon oath
- community events – lighting candles for women who experienced domestic violence, organised by members of the police force
- annual football match to increase awareness of White Ribbon and the BtS program
- White Ribbon Wednesdays organised by the student White Ribbon group – fortnightly discussions for ten-fifteen minutes about particular topics relevant to MVAW
- participation in the '16 Days of Action' program supported by White Ribbon which included a 'White Ribbon teddy bear picnic' where students used teddy bears to perform a play and some fundraising activities were organised with funds raised going to a women's shelter
- creative musical activity – class wrote a rap song entitled *No Violence. No More Silence*, and performed at a community White Ribbon breakfast and the school's White Ribbon assembly, and
- production of a video entitled 'Beneath the Skin' featuring White Ribbon ambassadors.

Appendix G 2018 Participant Schools – General Staff Survey

Question	Response options
1. Please select which of the following best describes your school?	<select one> 1. Primary school 2. Secondary or high school 3. Both primary and secondary
2. Please select which of the following best describes the student mix of your school?	<select one> 1. Co-educational 2. All boys 3. All girls
3. Does or has your school participated in the White Ribbon <i>Breaking the Silence</i> program?	<select one> 1. No 2. Yes 3. Unsure
The following questions are testing your knowledge about the prevalence of violence against women. Please read each question and select what you think is the correct answer.	
4. How many women in Australia have experienced physical and/or sexual violence perpetrated by someone known to them?	<select one> 1. 1 in 10 2. 1 in 5 3. 1 in 4 4. 1 in 3 5. 1 in 2
5. On average over 12 months, how many women are killed as a result of intimate partner violence in Australia?	<select one>

	1. Two women every week 2. One woman every week 3. Three women every month 4. One woman every fortnight 5. Two women every month
6. Approximately how many children have been exposed to domestic violence in Australia?	<select one> 1. 1 in 10 2. 1 in 5 3. 1 in 4 4. 1 in 3 5. 1 in 2
Here are some questions to test your current knowledge and opinions about the nature and causes of men's violence against women.	
7. Is it violence or abuse if a person in a relationship: <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 	<select one> 1. No 2. Yes 3. Depends on the situation 4. Unsure
8. Please indicate whether the following statements are true or false. <ul style="list-style-type: none"> • Domestic and family violence is the main cause of homelessness for women and their children. 	<select one> 1. True 2. False

<ul style="list-style-type: none"> • 1 in 5 women experience harassment in the workplace. • A woman in an abusive relationship is most at risk of being killed after she leaves that relationship. • Some men use violence because they are born that way – violence is part of their biology. • The cause of men's violence against women is traditional gender roles and stereotypes of masculinity/femininity. 	3. Unsure
<p>Here are some statements about the roles of men and women. Please read each one carefully and tick the box which best describes your opinion.</p>	
<p>9. Please indicate if you agree or disagree with the following statements.</p> <ul style="list-style-type: none"> • Men make better leaders than women. • Women prefer a man to be in charge of the relationship. • Women and men now have equal opportunities for career achievement. • Women miss out on senior positions due to sex discrimination. • Sexist language and jokes help create a culture where women are inferior to men and violence against women is more acceptable. • Men have more power and social status than women. 	<p><select one></p> <p>1. No</p> <p>2. Yes</p> <p>3. Depends on the situation</p> <p>4. Unsure</p>
<p>Here are some statements about attitudes to violence against women. Please read each one carefully and tick the box which best describes your opinion.</p>	
<p>10. Please indicate if you agree or disagree with the following statements.</p> <ul style="list-style-type: none"> • Men make better leaders than women. • Women prefer a man to be in charge of the relationship. • Women and men now have equal opportunities for career achievement. • Women miss out on senior positions due to sex discrimination. • Sexist language and jokes help create a culture where women are inferior to men and violence against women is more acceptable. 	<p><select one></p> <p>1. Completely disagree</p> <p>2. Mostly disagree</p> <p>3. Somewhat disagree</p> <p>4. Neither agree or disagree</p> <p>5. Somewhat agree</p> <p>6. Mostly agree</p> <p>7. Completely agree</p>

<ul style="list-style-type: none"> • Men have more power and social status than women. 	
The following questions ask you to assess aspects of the current culture in your school.	
<p>11. How strongly do you agree with the following statements about your school climate? When you answer think about 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 • Most of the time male students treat female students with respect (co-educational schools only) • Most of the time female students treat male students with respect (co-educational schools only) • Most of the time students treat teachers with respect, irrespective of the teacher's gender • Most of the time teachers treat students with respect, irrespective of the student's gender (co-educational schools only) • Most of the time staff treat each other with respect, irrespective of their gender • My school does not tolerate sexual harassment amongst staff or students • Most of the times students speak respectfully about girls and women (all-boys schools only) 	<p><select one></p> <ol style="list-style-type: none"> 1. Completely disagree 2. Mostly disagree 3. Somewhat disagree 4. Neither agree or disagree 5. Somewhat agree 6. Mostly agree 7. Completely agree
<p>12. How strongly do you agree with the following statements about your school's commitment to gender equality and diversity for staff?</p> <ul style="list-style-type: none"> • My school is committed to supporting both men and women to advance in their career • My school values and supports diversity among its staff • My school is committed to equal representation of women at a senior level in the school 	<p><select one></p> <ol style="list-style-type: none"> 1. Completely disagree 2. Mostly disagree 3. Somewhat disagree 4. Neither agree or disagree 5. Somewhat agree 6. Mostly agree 7. Completely agree
<p>13. Does your school have any of the following in place?</p>	<p><select one></p> <ol style="list-style-type: none"> 1. No

<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 that support referral to counselling and/or support for staff who have experienced men's violence against women and girls • A formal statement for the school on men's violence against women and/or respectful relationships • A statement explaining what bystander actions are and how they are implemented and supported in your school • Other policies and procedures regarding sexual harassment or men's violence against women <please specify> 	2. Yes 3. Unsure
<p>The following questions will ask you about your understanding and confidence to take bystander action if you see or suspect sexist behaviour, sexual harassment or men's violence against women, or receive a disclosure from someone you know.</p>	
<p>14. Please answer the following statements. If I needed to, I am confident that I:</p> <ul style="list-style-type: none"> • Could recognise when a friend's relationship is unhealthy or abusive • Would call out my male friends or colleagues if they're saying or doing something sexist • Would call out a friend if they were insulting or verbally abusing a women they were in a relationship with • Would tell my school leaders if I hear of an incident of sexual harassment or sex discrimination at work • Would know how to help or support a friend who is experiencing violence in their relationship 	<select one> 1. No 2. Yes 3. Depends on the situation 4. Unsure
<p>15. If someone discloses to you that they have been a victim of men's violence against women, how should you respond?</p> <ul style="list-style-type: none"> • Believe and validate the person's experience • Confront the alleged perpetrator • Encourage the person to take action • Discuss the situation with someone else (e.g. school counsellor, police, school leader or other person in a position of authority) 	<select one> 1. No 2. Yes 3. Depends on the situation 4. Unsure

<p>The following questions ask you about changes in your understanding about men's violence against women, and your confidence to take bystander action since you started at your current school.</p>	
<p>16. To what extent has working at a White Ribbon school increased your understanding of the causes of men's violence against women?</p>	<p><slider bar scale from 1 (not at all) to 7 (a great deal)></p>
<p>17. To what extent has working at a White Ribbon school increased your confidence to do the following?</p> <ul style="list-style-type: none"> • Support activities for White Ribbon Day in your school • Discuss men's violence against women with co-workers • Discuss men's violence against women with students • Take action if you see or suspect sexist behaviour or sexual harassment from someone you know • Help or support a friend who is experiencing violence in their relationship 	<p><slider bar scale from 1 (not at all) to 7 (I am much more confident)></p>
<p>Schools may deliver a range of different activities to raise awareness, knowledge and skills around men's violence against women amongst their school community. This can vary depend on the context schools are operating in and there is no 'one-size-fits-all approach.'</p>	
<p>18. To date, has your school undertaken or is your school considering undertaking any of the following?</p> <ul style="list-style-type: none"> • A White Ribbon Day Assembly • Communication with parent(s), families or carers about respectful relationships and violence prevention • Lessons on the issue of men's violence against women as part of the curriculum • Lessons on the issue of men's violence against women in programs that are separate to the curriculum • A White Ribbon awareness-raising or fundraising event at the school (other than a White Ribbon Day Assembly) <please specify> • A White Ribbon awareness-raising or fundraising event in the local community <please specify> 	<p><select one></p> <p>1. No</p> <p>2. Yes</p> <p>3. Not yet but planning to this school year</p> <p>4. Unsure</p>
<p>To finish off, please tell us a few things about yourself.</p>	

<p>19. Which of the following best describes your role/s within your school?</p>	<p><select all that apply></p> <ul style="list-style-type: none"> 1. Principal 2. Deputy or Assistant Principal 3. Head Teacher 4. Classroom Teacher 5. Wellbeing/Welfare Staff 6. Aboriginal Education or Aboriginal Liaison Officer 7. Administrative/office staff 8. Grounds staff 9. Other
<p>20. Which year levels do you currently teach?</p>	<p><select one></p> <ul style="list-style-type: none"> 1. Primary school 2. Secondary school 3. Both 4. I do not teach in a classroom
<p>21. Which of the following best describes your employment status?</p>	<p><select one></p> <ul style="list-style-type: none"> 1. Permanent full time 2. Permanent part time 3. Temporary full time 4. Temporary part time 5. Casual or relief
<p>22. Approximately how many years have you worked at your current school? Please round to the nearest year.</p>	<p><open text></p>
<p>23. What is your gender?</p>	<p><select one></p> <ul style="list-style-type: none"> 1. Male 2. Female

	3. Other
24. What year were you born in?	<drop down>
25. Were you born in Australia?	<select one> 1. Yes 2. No <In which country you were born?>
26. Do you speak a language other than English at home?	<select one> 1. No 2. Yes <What is the main language you speak at home?>
27. Do you identify as Aboriginal and/or Torres Strait Islander?	<select one> 1. No 2. Aboriginal 3. Torres Strait Islander 4. Aboriginal and Torres Strait Islander.
28. Do you have difficulty with any of the following? <ul style="list-style-type: none"> • Seeing, even if wearing glasses • Hearing, even if using a hearing aid • Walking or climbing steps • Remembering or concentrating • Self-care such as washing all over or dressing • Being understood by others when you are communicating in your usual language 	<select one> 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all

Appendix H 2018 Participant Schools – Student Survey

Question	Response options
To start with, here are some questions about you and your school	
1. What is your age?	<select one> 1. 12 2. 13 3. 14 4. 15 5. 16 6. 17 7. 18 or older
2. Please select which of the following best describes the student mix of your school?	<select one> 1. An all girls school 2. An all boys school 3. We have boys and girls
Here are some statements about the roles of men and women. Please read each one carefully and tick the box which best describes your opinion?	
3. Please indicate if you agree or disagree with the following statements. <ul style="list-style-type: none"> • Men make better leaders than women. • Women prefer a man to be in charge of the relationship. • Men and women have equal opportunities when they go for a job. • Discrimination against women is no longer a problem in Australia. • Men and boys have more power and social status than women and girls. • Men should be the head of the household 	<select one> 1. No 2. Yes 3. Depends on the situation 4. Unsure

The following questions are testing your knowledge about the prevalence of violence against women. Please read each question and select what you think is the correct answer.

<p>4. How many women in Australia have experienced physical and/or sexual violence by someone known to them? <i>(15+ only)</i></p>	<p><select one></p> <p>1. 1 in 10</p> <p>2. 1 in 5</p> <p>3. 1 in 4</p> <p>4. 1 in 3</p> <p>5. 1 in 2</p>
<p>5. Approximately how many children have been exposed to domestic violence in Australia?</p>	<p><Select one></p> <p>1. 1 in 10</p> <p>2. 1 in 5</p> <p>3. 1 in 4</p> <p>4. 1 in 3</p> <p>5. 1 in 2</p>
<p>6. On average over 12 months, how many women are killed by their current or former partner in Australia? <i>((15+ only)</i></p>	<p><Select one></p> <p>1. Two women every week</p> <p>2. One woman every week</p> <p>3. Three women every month</p> <p>4. One woman every fortnight</p> <p>5. Two women every month</p>
<p>Here are some statements about what counts as abuse or domestic violence. Please read each one carefully and tick the box which best describes your opinion?</p>	
<p>7. Is it violence or abuse if a person in a relationship does the following?</p> <ul style="list-style-type: none"> Slaps, screams at or pushes to cause harm and fear Pressures the other person to have unwanted sex <i>(15+ only)</i> Repeatedly criticises the other person to make them feel bad 	<p><select one></p> <p>1. No</p> <p>2. Yes</p> <p>3. Depends on the situation</p> <p>4. Unsure</p>

<ul style="list-style-type: none"> • Prevents the other person from seeing their family and friends • Throws objects at the other person, even if they miss • Harasses by repeated phone calls or text messages • Harasses over social media • Tries to control the other person by denying them money • Tracks or blocks the other person's mobile phone calls, texts and emails 	
<p>Here are some statements about attitudes to violence against women. Please read each one carefully and tick the box which best describes your opinion?</p>	
<p>8. Please rate your agreement with the following statements:</p> <ul style="list-style-type: none"> • If a woman or girl is on drugs she is at least partly responsible for unwanted sex (15+ only) • Girls often say 'no' to sex when they mean 'yes' (15+ only) • If a girl wears revealing clothes she is at least partly responsible for unwanted sex (15+ only) • Most girls or women could leave a violent relationship if they wanted to • It is hard to understand why girls and women stay in violent relationships • It is OK if a group of boys or men puts girls down by making jokes or comments about them 	<p><select one></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Depends on the situation 4. Unsure
<p>9. Do you think it is OK for a man or boy to be violent towards his wife or girlfriend if:</p> <ul style="list-style-type: none"> • She admits to having sex with someone else (15+ only)? • She makes him look stupid or insults him in front of his friends? • She breaks up with him? • He is drunk or on drugs? • He is under a lot of stress? 	<p><select one></p> <ol style="list-style-type: none"> 1. No 2. Yes 3. Depends on the situation

<p>10. Please rate your agreement with the following statements. In a relationship:</p> <ul style="list-style-type: none"> • You should let your girlfriend or boyfriend hang out with their friends • You should listen to each other • You both compromise sometimes • Jealousy is a sign that your boyfriend or girlfriend loves you 	<p><select one></p> <p>1. No</p> <p>2. Yes</p> <p>3. Depends on the situation</p>
<p>Here are some statements about your school. Please read each one carefully and tick the box which best describes your opinion?</p>	
<p>11. Please rate your agreement with the following statements about your school.</p> <ul style="list-style-type: none"> • Boys treat girls with respect <i>(co-educational school only)</i> • Girls treat boys with respect <i>(co-educational school only)</i> • Students are kind and supportive of each other • Students treat teachers with respect, whether the teacher is a man or a woman • Teachers treat boys and girls equally <i>(co-educational school only)</i> • There is a lot of violence or fighting in the playground • We learn about respectful relationships and gender equality at school 	<p><select one></p> <p>1. No</p> <p>2. Yes</p> <p>3. Depends on the situation</p> <p>4. Unsure</p>
<p>This set of questions asks about your understanding and confidence to take bystander action. Please respond to the following hypothetical statements about yourself.</p>	
<p>12. If I needed to, I am confident that I could:</p> <ul style="list-style-type: none"> • Recognise when someone I know is in a relationship that unhealthy or abusive • Help or support a friend who is experiencing violence in their relationship • Call out my friends if they're saying or doing something sexist 	<p><select one></p> <p>1. No</p> <p>2. Yes</p> <p>3. Depends on the situation</p> <p>4. Unsure</p>

<ul style="list-style-type: none"> • Intervene if a girl or woman I know is assaulted by her boyfriend • Intervene if a girl or woman who I do not know is being assaulted 	
<p>This final questions, asks you about changes in your knowledge and attitude about violence against women.</p>	
<p>13. Since you started at your school, do you feel that you know more about what counts as abuse or violence towards girls and women?</p>	<p><select one></p> <p>1. No</p> <p>2. Yes</p>
<p>14. Since you started at your school are you more confident to stand up to your friends if they are treating a girl or woman badly?</p>	<p><select one></p> <p>1. No</p> <p>2. Yes</p>
<p>15. Since you started at your school, do you think you treat girls and women with more respect?</p>	<p><select one></p> <p>1. No</p> <p>2. Yes, some of the time</p> <p>3. Yes, all of the time</p>
<p>To finish off, please tell us a few things about yourself.</p>	
<p>16. What is your gender?</p>	<p><select one></p> <p>1. Male</p> <p>2. Female</p> <p>3. Other</p>
<p>17. Were you born in Australia?</p>	<p><select one></p> <p>1. Yes</p> <p>2. No <In which country you were born?></p>
<p>18. Do you speak a language other than English at home?</p>	<p><select one></p> <p>1. No</p>

	2. Yes <What is the main language you speak at home?>
19. Do you identify as Aboriginal and/or Torres Strait Islander?	<select one> 1. No 2. Aboriginal 3. Torres Strait Islander 4. Aboriginal and Torres Strait Islander.
20. Do you consider yourself to have a disability?	<select one> 1. No 2. Yes 3. Prefer not to say

Appendix I Past Participant survey

Question	Response options
Cohort	
1. Please indicate which year your school started the <i>Breaking the Silence</i> Program.	<p><select one></p> <ul style="list-style-type: none"> 1. 2013 2. 2014 3. 2015 4. 2016 5. 2017 6. My current school has never participated in <i>Breaking the Silence</i> and will not in 2018 either 7. My current school has never participated in <i>Breaking the Silence</i> but one of my previous schools did 8. I am not sure
2. Did your school complete the program (i.e. had at least one staff member attend components of the program)?	<p><select one></p> <ul style="list-style-type: none"> 1. No, we withdrew without completing any of the components 2. No, we completed some of the components but not the full program 3. Yes, we completed all components 4. Not yet but we intend to finish the program in 2018 (2017 cohort only) 5. Unsure
3. In which components did your school participate?	<p><select all that apply></p> <ul style="list-style-type: none"> 1. eLearning (2015–2017 participants only) 2. The first face-to-face workshop 3. The second face-to-face workshop 4. The third face-to-face workshop (2013 and 2014 participants only)
4. What was the main reason that your school did not complete the program?	<text box>

<p>5. Do you currently work at the same school as when you personally participated, or intended to participate, in <i>Breaking the Silence</i>?</p>	<p><select one></p> <p>1. Yes</p> <p>2. No <please specify at which school you currently teach></p>
<p>These questions will assess your current knowledge about the prevalence of men's violence against women in Australia</p>	
<p>6. How many women in Australia have experienced physical and/or sexual violence perpetrated by someone known to them?</p> <p>1. 1 in 10</p> <p>2. 1 in 5</p> <p>3. 1 in 4</p> <p>4. 1 in 3</p> <p>5. 1 in 2</p>	<p><Select one></p>
<p>7. On average over 12 months, how many women are killed as a result of intimate partner violence in Australia?</p> <p>1. Two women every week</p> <p>2. One woman every week</p> <p>3. Three women every month</p> <p>4. One woman every fortnight</p> <p>5. Two women every month</p>	<p><Select one></p>
<p>These questions will assess your current knowledge and opinions about the nature and causes of men's violence against women in Australia</p>	
<p>8. Is it 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. 	<p><Select one></p> <p>1. No</p> <p>2. Yes</p> <p>3. Depends on the context</p> <p>4. Unsure</p>

<p>9. Please indicate whether the following statements are true or false.</p> <ul style="list-style-type: none"> Domestic and family violence is the principle cause of homelessness for women and their children. 1 in 5 women experience harassment in the workplace. A woman in an abusive relationship is most at risk of being killed after she leaves that relationship. Some men use violence because they are born that way – violence is part of their biology. The cause of men’s violence against women is traditional gender roles and stereotypes of masculinity/femininity. 	<p><Select one></p> <ol style="list-style-type: none"> True False Unsure
<p>10. To what extent do you agree with the following statements?</p> <ul style="list-style-type: none"> Men make better leaders than women. Women prefer a man to be in charge of the relationship. Society has reached the point where women and men have equal opportunities for achievement. Women often miss out on senior positions due to sex discrimination. Sexist language and jokes help create the situation where women are inferior to men and violence against women is acceptable Men have more power and social status than women. 	<p><Select one></p> <ol style="list-style-type: none"> Completely disagree Mostly disagree Somewhat disagree Neither agree or disagree Somewhat agree Mostly agree Completely agree
<p>School culture – The following question asks you to assess aspects of the current culture in your school</p>	
<p>11. To what extent do you agree with the following statements about your school? When you answer, think about where your school is currently, 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. Most of the time male students treat female students with respect. 	<p><Select one></p> <ol style="list-style-type: none"> Completely disagree Mostly disagree Somewhat disagree Neither agree or disagree Somewhat agree Mostly agree Completely agree

<ul style="list-style-type: none"> • Most of the time female students treat male students with respect. • Most of the time students treat teachers with respect, irrespective of the teacher's gender. • Most of the time teachers treat students with respect, irrespective of the student's gender. • Most of the time staff treat each other with respect, irrespective of their gender. 	
Impact and Effectiveness of Breaking the Silence on participant knowledge and confidence	
<p>12. To what extent did the following change as a result of your participation in <i>Breaking the Silence</i>?</p> <ul style="list-style-type: none"> • Your understanding of the causes of men's violence against women and violence supportive attitudes. • Your confidence to implement respectful relationships education using a whole of school approach. • Your confidence to discuss men's violence against women with other members of your community where appropriate. • Your confidence to support activities for White Ribbon Day in your school. • Your confidence to discuss men's violence against women with co-workers. • Your knowledge about how to deliver best practice respectful relationships education in the curriculum. 	<p><Select one></p> <ol style="list-style-type: none"> 1. Completely disagree 2. Mostly disagree 3. Somewhat disagree 4. Neither agree or disagree 5. Somewhat agree 6. Mostly agree 7. Completely agree
Programmatic Level Impact and learnings	
Impact and Effectiveness of eLearning 'Getting Started: Violence Prevention and Respectful Relationships through a Whole of School Approach'	
<p>13. Did you participate in the eLearning 'Getting Started: Violence Prevention and Respectful Relationships through a Whole of School Approach'?</p>	<p><Select one></p> <ol style="list-style-type: none"> 1. Yes 2. No
<p>14. To what extent did the eLearning 'Getting Started: Violence Prevention and Respectful Relationships through a Whole of School Approach' increase your understanding of the following:</p>	<p><Select one></p> <ol style="list-style-type: none"> 1. No extent 2. Slight extent 3. Moderate extent 4. Large extent

<ul style="list-style-type: none"> • The issue of men's violence against women, including the impact it has on Australian communities. • The different forms of men's violence against women. • The drivers of men's violence against women and attitudes and behaviours that support violence • The role of primary prevention in preventing men's violence against women • The importance of schools taking a whole of school approach. • The importance of partnerships in implementing <i>Breaking the Silence</i> in schools. • The role of leadership in implementing <i>Breaking the Silence</i> in schools. • Ideas to consider in preparation for implementing <i>Breaking the Silence</i> in your school. 	5. Very large extent
Impact and Effectiveness of face-to-face workshop 1	
15. Did you attend the first face-to-face workshop as part of <i>Breaking the Silence</i> ?	<Select one> 1. Yes 2. No
16. To what extent did the first face-to-face workshop increase the following: <ul style="list-style-type: none"> • Your understanding of best practice principles for implementation of primary prevention initiatives. • Your knowledge of practical knowledge, tools and strategies to use in implementing respectful relationships using a whole of school approach. • Your ability to develop a working plan for White Ribbon Day. • Your knowledge about how to deliver best practice respectful relationships education in the curriculum. 	<Select one> 1. No extent 2. Slight extent 3. Moderate extent 4. Large extent 5. Very large extent
Impact and Effectiveness of face-to-face workshop 2	
17. Did you attend the second face-to-face workshop as part of <i>Breaking the Silence</i> ?	<Select one> 1. Yes

	2. No
18. To what extent did the second face-to-face workshop? <ul style="list-style-type: none"> • Provide an opportunity to reflect on your school's progress implementing <i>Breaking the Silence</i>. • Provide an opportunity to share learning with other <i>Breaking the Silence</i> participants. • Provide support for you/your school to develop a program logic for respectful relationships education/primary prevention. • Facilitate future planning to embed sustainable initiatives in your school. • Provide future directions and avenues for ongoing support. 	<Select one> <ol style="list-style-type: none"> 1. No extent 2. Slight extent 3. Moderate extent 4. Large extent 5. Very large extent
Impact and Effectiveness of online Library	
19. How helpful was the online library at supporting you to implement <i>Breaking the Silence</i> in your school?	<select one> <ol style="list-style-type: none"> 1. Not at all helpful 2. Slightly helpful but not overly 3. Quite helpful 4. Very helpful 5. N/A – I did not use it
20. How helpful was the online forum at supporting you to implement <i>Breaking the Silence</i> in your school?	<select one> <ol style="list-style-type: none"> 1. Not at all helpful 2. Slightly helpful but not overly 3. Quite helpful 4. Very helpful 5. N/A – I did not use it
Impact and Effectiveness of follow up support	
21. Were you provided any additional support from White Ribbon to implement <i>Breaking the Silence</i> ?	<select one> <ol style="list-style-type: none"> 1. Yes 2. No – I did not need it 3. No – I did not know it was available but did not need it anyway

	4. No – I did not know it was available but if I knew I would have accessed it
22. Please indicate the types of support you were provided from White Ribbon.	<free text >
23. Overall, how helpful was the additional support you received?	<select one> 1. Not at all helpful 2. Slightly helpful but not overly 3. Quite helpful 4. Very helpful
Program Implementation Reflection	
Opportunities and Challenges	
24. Please describe up to three things about <i>Breaking the Silence</i> that you think could be improved. (Think about the eLearning, the two face-to-face workshops, the online library and forum, and the additional support you received from White Ribbon).	<text boxes> There is nothing that needs to be improved
25. What have been, or were up to three most significant factors that supported you to implement <i>Breaking the Silence</i> in your school?	<text boxes> Unsure
26. What have been, or were, up to three biggest challenges for you to implement <i>Breaking the Silence</i> in your school?	<text boxes> <ul style="list-style-type: none"> ○ Unsure ○ There were no challenges for us to implement <i>Breaking the Silence</i>
27. What are up to three additional factors that could have helped you implement <i>Breaking the Silence</i> better?	<open text boxes> <ul style="list-style-type: none"> ○ unsure ○ nothing, <i>Breaking the Silence</i> met all of my needs
Preparedness to implement	
28. Thinking back to when you decided to implement <i>Breaking the Silence</i> , please rate your level of agreement with the following statements. <ul style="list-style-type: none"> • The level of resources we needed (i.e. time, staff, money) was more than what we expected • Respectful relationships education has been easy to integrate into the existing curriculum 	<select one> 1. Completely disagree 2. Disagree 3. Agree 4. Completely agree 5. Unsure

<ul style="list-style-type: none"> • <i>Breaking the Silence</i> has been easy to integrate into school policies • <i>Breaking the Silence</i> has been easy to tailor to my school's context • We had enough support from school staff to successfully implement respectful relationships education initiatives • We had enough support from students to successfully implement respectful relationships education initiatives • We had enough support from external organisations in our community to successfully implement the program 	
Achievements	
29. What has been the most significant change at your school to date as a result of implementing <i>Breaking the Silence</i> ?	<open text boxes>
Achievements against what participants wanted out of the program	
30. How much progress has your school made in the following areas because of participating in <i>Breaking the Silence</i> ? <ul style="list-style-type: none"> • Increase recognition in your school of men's violence against women as an issue in Australia. • Integrate or further embed respectful relationships into school policies and practices. • Integrate or further embed respectful relationships education into existing curriculum in your school. • Establish or strengthen partnerships with services/agencies in your community. • Increase the number of disclosures and referrals for support (students and staff). • Increase how kind and supportive students are towards each other. • Increase the respect staff show each other irrespective of their gender. • Increase the respect male students show female students. • Increase the respect students show staff irrespective of staff gender. • Other <please specify> 	<Select one> <ol style="list-style-type: none"> 1. None yet but we hope to 2. We have made minimal progress 3. We have made good progress but there is still work to do 4. We have been able to achieve most of our objectives in this area 5. We have achieved our objectives in this area 6. N/A – this was not one of our objectives

Other programs	
31. Over the last 2 years, has your school participated in any other Respectful Relationships programs or initiatives (e.g. Love Bites, Safe Schools)?	<select one> 1. No 2. Yes <please describe>
Sustainability	
Impact and effectiveness to embed causes and drivers of men's violence against women into schools	
32. Does your school do or have any of the following? <ul style="list-style-type: none"> • White Ribbon or respectful relationships activities in the school planning framework, annual calendar etc. • Regular communication with parent(s), families or carers about respectful relationships and violence prevention. • Clear policies and procedures that support referral to counselling and/or support for staff or students who have been the target of male violence against women and girls. • Teach about the issue of men's violence against women as part of the curriculum. • Teach about the issue of men's violence against women in programs that are separate to the curriculum. • School policies that promote respectful relationships and address the causes and drivers of violence against women. • A formal statement for the school on men's violence against women and/or respectful relationships. 	<select one> 1. Yes 2. No 3. Unsure
33. To what extent are the following due to your school participating in <i>Breaking the Silence</i> ? <ul style="list-style-type: none"> • <i>Pipe options selected yes in previous question</i> 	<select one> 1. We would not have done this if we did not participate in <i>Breaking the Silence</i> 2. We would have done this but our participation helped shape it 3. Breaking the Silence had no influence 4. Unsure
34. Has your school continued or built on the initiatives implemented as part of <i>Breaking the Silence</i> , or do you intend to do so in the future?	<select one> 1. No <Please explain why not> 2. Yes <What have you done or what are your plans> 3. Unsure at this stage

Demographics	
35. Which of the following best describes your role/s within your school?	<select all that apply> 1. Principal 2. Deputy or Assistant Principal 3. Head Teacher 4. Classroom Teacher 5. Wellbeing/Welfare Staff 6. Other
36. What is your gender?	<select one> 1. Male 2. Female 3. Other
37. What year were you born in?	<drop down>
38. Were you born in Australia?	<select one> 1. Yes 2. No <In which country you were born?>
39. Do you speak a language other than English at home?	<select one> 1. No 2. Yes <What is the main language you speak at home?>
40. Do you identify as Aboriginal and/or Torres Strait Islander?	<select one> 1. No 2. Aboriginal 3. Torres Strait Islander 4. Aboriginal and Torres Strait Islander.
41. Do you have difficulty with any of the following? <ul style="list-style-type: none"> • Seeing, even if wearing glasses • Hearing, even if using a hearing aid • Walking or climbing steps • Remembering or concentrating • Self-care such as washing all over or dressing • Being understood by others when you are communicating in your usual language 	<select one> 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all

