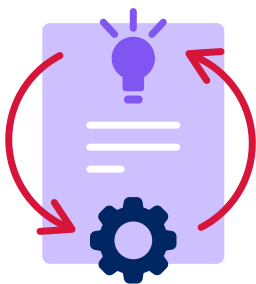# Contributing Factors Tool

Respectful Relationships Education

This is one of a suite of tools to support planning and implementation of Respectful Relationships Education (RRE) in schools. This document provides a worked example of the RRE – Contributing Factors Tool. Schools can download this document and use the worked example as a guide.

Purpose

The Contributing Factors Tool enables school leadership teams to collaboratively review and identify processes, practices and existing programs to identify the extent to which whole-school implementation of RRE is being enacted. The tool supports schools to identify and leverage current strengths, make evidence-based judgements and clarify what is already in place to build upon for improvement.

Schools can use the Contributing Factors Tool alongside the RRE Strengths Assessment Tool to generate hypotheses about which RRE components to prioritise. Together these tools build a clear line of sight between school practice, student wellbeing, staff capability, and the conditions that enable improvement and create safe, respectful and supportive learning environments.

Implementing and embedding a whole-school approach to RRE requires schools to gather evidence across the 3 domains of the School Excellence Framework (SEF). Implementation of RRE in schools aligns clearly with the following elements:

Wellbeing

Curriculum

Effective classroom practice

Learning and development

Educational leadership

RRE whole-school approach components and priority areas

RRE whole school approach components and priority areas	Learning				Teaching		Leading
	Wellbeing			Curriculum	Effective classroom practice	Learning and development	Educational Leadership
	Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning
Leadership, management and policies that support and promote a whole school approach to RRE and reflect a commitment to preventing domestic, family and sexual violence (DFSV).	●	●	●	●	●	●	●
A school culture, environment and practices that promote respect, diversity and equality.	●		●	●	●	●	
Effective delivery of well designed, evidence informed, strengths based, trauma-responsive, culturally safe **RRE curriculum and programs**.	●		●	●	●	●	●
Professional learning that builds the knowledge, understanding, skills and confidence of school staff to address the gendered drivers of DFSV, and promote positive, equal, respectful relationships.					●	●	
Communication with parents and carers to build and enable functional, collaborative partnerships and pathways to support.							
Support for staff and students with lived or living experience of domestic, family and sexual violence to access the help they need.	●	●			●		

More information on the alignment of RRE to the SEF can be accessed on the **Respectful Relationships Education website**.

How to use the tool

As part of implementation, schools identify 2 components of a whole-school approach to RRE to focus on each year. This is identified through the Strengths Assessment Tool. Schools can use the Contributing Factors Tool to make an on-balance judgement in the 'To what extent?' column to determine whether implementation is Limited, Partial, High or Full. Judgements should be based on what can be described through processes, seen in practices and demonstrated through products.

Options in the 'To what extent?' column

To what extent?

Choose an item.

Limited
Partial
High
Full

Schools may use or adapt the suggested evidence in this tool and are encouraged to add their own processes, practices and products that reflect their context.

Suggested data sources to support evidence collection

- NSW Public Schools Student Survey (aspects of belonging, attendance and engagement)
- School wellbeing referrals
- Student behaviour and suspension data
- SEF self-assessment
- External validation report, School Excellence Plan (SEP) and associated documents in SPARO

Worked example

The coding used in this worked sample is drawn from the RRE School-based practice indicators. The sample provides observable practice statements across the 6 components of a whole-school approach as they align to the SEF statements of excellence for key audiences – leaders (L), school staff (WS) and students (St).

Overview of Learning domain and Caring for students theme

Learning				Teaching		Leading
Wellbeing			Curriculum	**Effective classroom practice**	**Learning and development**	**Educational Leadership**
Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning

SEF domain	SEF element	SEF theme/s	SEF statement of excellence – Wellbeing
Learning	Wellbeing	Caring for students	In schools that excel, there is a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Modelled example of how RRE aligns to SEF statement of excellence

Consider the SEF statement of excellence through an RRE lens.	To what extent?	What RRE School-based practice indicators and/or school-identified existing processes, practices and programs contributed to your assessment?
Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.	Choose an item.	L3.2 targeted professional learning, L4.1 leaders model practice, WS3.4 inclusive delivery, WS4.1 staff collaboration, WS4.3 trauma-informed practice. **Evidence:** professional learning records and reflections, observation notes, meeting minutes, wellbeing adjustments in plans
Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.	Choose an item.	L6.1 clear referral systems, L6.2 consistent trauma-informed responses, WS6.1 help-seeking pathways, WS4.3 safe, trusting environments, WS5.2 student voice. **Evidence:** referral flowchart, student communications, wellbeing logs, escalation pathways and scripts.

Overview of Learning domain and A planned approach to inclusion and wellbeing theme

Learning				Teaching		Leading
Wellbeing			Curriculum	**Effective classroom practice**	**Learning and development**	**Educational Leadership**
Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning

SEF domain	SEF element	SEF theme/s	SEF statement of excellence – Wellbeing
Learning	Wellbeing	A planned approach to inclusion and wellbeing	In schools that excel, there is a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Modelled example of how RRE aligns to SEF statement of excellence

Consider the SEF statement of excellence through an RRE lens.	To what extent?	What RRE School-based practice indicators and/or school-identified existing processes, practices and programs contributed to your assessment?
There is an embedded school-wide and data-informed approach to support student and staff wellbeing.	Choose an item.	L2.4 evidence-informed planning, WS3.5 data-driven wellbeing decisions L4.6 evaluation and adjustment, WS4.6 monitoring implementation, WS4.1 collaborative routines, WS4.2 reflective improvement. **Evidence:** wellbeing data sets, meeting records, reflection notes, adjustments documented in plans.
Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging need.	Choose an item.	L2.9 feedback-informed planning, WS2.3 student voice structures, WS4.1 collaborative review routines, WS3.1 voice-informed decision-making, WS5.2 student consultation. **Evidence:** student feedback summaries, consultation records, updated actions in wellbeing and implementation plans.

Overview of Learning domain and Behaviour theme

Learning			Teaching			Leading
Wellbeing			Curriculum	**Effective classroom practice**	**Learning and development**	**Educational Leadership**
Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning

SEF domain	SEF element	SEF theme/s	SEF statement of excellence – Wellbeing
Learning	Wellbeing	Behaviour	In schools that excel, there is a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Modelled example of how RRE aligns to SEF statement of excellence

Consider the SEF statement of excellence through an RRE lens.	To what extent?	What RRE School-based practice indicators and/or school-identified existing processes, practices and programs contributed to your assessment?
Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school.	Choose an item.	L1.1 leadership expectations for respectful behaviour, L2.4 data-informed planning, WS2.3 student voice actions, WS3.4 inclusive practice, WS4.1 collaboration, WS4.3 trauma-informed and strengths-based culture. **Evidence:** wellbeing data summaries, classroom norms, positive behaviour routines, meeting notes, student voice snapshots.
Maximised learning time is a focus in every classroom.	Choose an item.	L1.4 leadership communicates high expectations, L2.4 ongoing data analysis, L6.1 consistent response systems, WS2.2 collaborative planning for wellbeing and learning, WS6.1 aligned pathways, WS4.3 proactive wellbeing practice, WS4.4 adjustments based on feedback, St3.1 targeted support. **Evidence:** behaviour logs, referral data trends, escalation pathways, classroom adjustments, intervention records.

Overview of Learning domain and Teaching and learning programs theme

Learning				Teaching		Leading
Wellbeing			**Curriculum**	**Effective classroom practice**	**Learning and development**	**Educational Leadership**
Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning

SEF domain	SEF element	SEF theme/s	SEF statement of excellence – Curriculum
Learning	Curriculum	Teaching and learning programs	In schools that excel, an evidence-informed approach to quality teaching, curriculum planning, implementation and assessment promotes learning excellence. Teaching and learning programming is responsive to the learning needs of students and syllabus requirements.

Modelled example of how RRE aligns to SEF statement of excellence

Consider the SEF statement of excellence through an RRE lens.	To what extent?	What RRE School-based practice indicators and/or school-identified existing processes, practices and programs contributed to your assessment?
Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection.	Choose an item.	L2.4 data-informed planning, L3.2 professional learning aligned to student needs, L4.4 continuous improvement cycle, WS3.4 inclusive delivery, WS4.1 collaboration, WS4.3 trauma-informed adjustments. **Evidence:** annotated programs, reflection notes, professional learning records, observation feedback, unit adjustments.
Programs are consistent with reliable student assessment to support student progress and achievement.	Choose an item.	L2.4 use of evidence to monitor impact, L4.6 review of learning data, WS4.2 collaborative monitoring, WS4.4 adjustments based on evidence, St3.1 targeted support, St4.2 skills-based assessment. **Evidence:** assessment schedules, work samples, progress tracking, moderation notes, student feedback tools.

Overview of Teaching domain and Explicit teaching theme

Learning				Teaching	Leading	
Wellbeing			Curriculum	Effective classroom practice	Learning and development	Educational Leadership
Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning

SEF domain	SEF element	SEF theme/s	SEF statement of excellence – Explicit teaching
Teaching	Effective classroom practice	Explicit teaching	In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies.

Modelled example of how RRE aligns to SEF statement of excellence

Consider the SEF statement of excellence through an RRE lens.	To what extent?	What RRE School-based practice indicators and/or school-identified existing processes, practices and programs contributed to your assessment?
Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.	Choose an item.	L3.2 targeted professional learning, L4.1 instructional leadership, L4.4 continuous improvement cycles, WS3.4 explicit inclusive delivery, WS4.3 trauma-informed adjustments, St3.1 differentiated support. **Evidence:** lesson observation notes, annotated programs, modelling scripts, worked examples, professional learning reflections.
Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.	Choose an item.	L4.1 modelling and coaching, L4.6 review of impact, WS4.2 collaborative monitoring, WS4.1 shared goals, WS4.4 refinement based on evidence, St4.2 skills-based assessment. **Evidence:** growth data, work samples, feedback records, coaching notes, shared practice artefacts.

Overview of Teaching domain and Professional learning theme

Learning				Teaching		Leading
Wellbeing			**Curriculum**	**Effective classroom practice**	**Learning and development**	**Educational Leadership**
Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning

SEF domain	SEF element	SEF theme/s	SEF statement of excellence – Professional learning
Teaching	Learning and development	Professional learning	In schools that excel, professional learning is informed by the professional needs of teachers and aligned with the SEP. Its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Modelled example of how RRE aligns to SEF statement of excellence

Consider the SEF statement of excellence through an RRE lens.	To what extent?	What RRE School-based practice indicators and/or school-identified existing processes, practices and programs contributed to your assessment?
Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.	Choose an item.	L3.2 targeted professional learning, L4.1 instructional leadership, L4.6 monitoring and review, WS4.1 shared goals, WS4.2 collaborative evaluation, WS4.4 refinement based on evidence. **Evidence:** professional learning reflections, evaluation notes, coaching records, action plans, updated programs.
Teachers collaborate with staff in other schools to share and embed good practice.	Choose an item.	WS5.2 cluster collaboration, WS4.6 shared improvement cycles, L4.1 leadership support, L4.4 peer feedback and refinement, WS4.2 collective efficacy, WS3.5 shared review. **Evidence:** shared resources, moderation records, cluster professional learning artefacts, meeting minutes, observation notes.

Overview of Leading domain and Leading, teaching and learning theme

Learning				Teaching		Leading
Wellbeing			**Curriculum**	**Effective classroom practice**	**Learning and development**	**Educational Leadership**
Caring for students	A planned approach to inclusion and wellbeing	Behaviour	Teaching and learning programs	Explicit teaching	Professional learning	Leading, teaching and learning

SEF domain	SEF element	SEF theme/s	SEF statement of excellence – Leading, teaching and learning
Leading	Educational leadership	Leading, teaching and learning	In schools that excel, the principal is the primary educational leader. The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion and community engagement, resulting in sustained and measurable whole-school improvement.

Modelled example of how RRE aligns to SEF statement of excellence

Consider the SEF statement of excellence through an RRE lens.	To what extent?	What RRE School-based practice indicators and/or school-identified existing processes, practices and programs contributed to your assessment?
The leadership team maintain a focus on distributed educational leadership to support collective efficacy and aspiration.	Choose an item.	L1.1 leadership structures, L1.4 allocation of time and resources, L4.1 leaders model practice, L4.2 visible leadership expectations, L4.3 collaborative monitoring, WS4.1 shared implementation goals. **Evidence:** leadership agendas and minutes, role statements, action plans, professional learning calendar, communication updates.
There is a sustained culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.	Choose an item.	L4.6 evaluation cycles, WS4.5 monitoring impact, WS3.5 evidence-informed review, WS4.2 collective efficacy, WS4.4 refinement of teaching, WS3.4 inclusive delivery. **Evidence:** data walls, progress tracking, observation notes, adjusted programs, wellbeing and engagement data.

We acknowledge the homelands of all Aboriginal and/or Torres Strait Islander peoples and pay our respect to Country.

Contact Respectful Relationships Education

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