

# Strengths Assessment Tool for Respectful Relationships Education

The Strengths Assessment Tool is designed as a guide for discussion and reflection among all members of school staff alongside the team leading Respectful Relationships Education (RRE) in your school.

## Respectful Relationships Education

The Strengths Assessment Tool is based on the 6 components of the [RRE whole-school approach](#). The tool aligns directly with the [School Excellence Framework](#) (SEF V3) and RRE School-based Practice Indicators. It supports schools to reflect on their systems, leadership and practice in implementing RRE as part of a safe, inclusive and continually improving school culture.

- The purpose of this tool is to help identify your strengths and focus areas for the year ahead.
- Schools are advised to complete the tool at the start of Term 1 to identify a starting level. Complete again towards the end of the year to reflect on your actions and growth and to determine areas of focus for the following year.

## How to use the Strengths Assessment Tool

The tool can be used by the RRE school committee to assess, plan and monitor RRE implementation in their school.

### Assess

The Assess step enables school teams to determine where they are in relation to addressing the components of RRE.

### Plan

The Plan step requires school teams to identify the actions they will undertake to move from one level to the next for each component of RRE. Planning involves identifying the resources needed, a timeline for action and individuals or others who can support the actions.

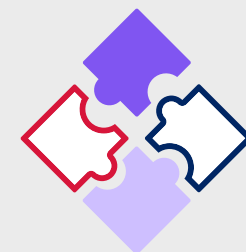
### Monitor

The Monitor step allows teams to track progress, review actions and record activities that support growth or improvement.

The tool provides smooth progression across levels. Each step reflects a logical and achievable growth in capacity, from minimal (Level 1) to exemplary practice (Level 5).

Each component of a whole-school approach to RRE has practical and actionable examples. Each level includes statements to illustrate how schools can develop incrementally, ensuring achievable and observable growth at each level.

The tool has been aligned with the School Excellence Framework version 3 (SEF3). Language and descriptors focus on consistency, collaboration and excellence, making this tool more practical for schools aiming to improve their RRE practices as part of their School Excellence Plan (SEP).



**Whole school approach**



**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 (DFS SV).

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Leadership recognises the importance of RRE but has no formal policies or plans in place.</p> <p>Leadership expresses commitment during meetings but takes no further action to implement or resource RRE initiatives.</p>	<p>Leadership creates initial references to RRE in school plans or wellbeing documents, showing early commitment but limited consistency.</p> <p>Implementation is delegated to individual staff members or a designated 'champion', with minimal coordination or shared accountability.</p>	<p>Leadership integrates RRE principles into school policies, wellbeing systems and professional learning programs.</p> <p>Leaders model respectful relationships and inclusion through explicit language and consistent communication.</p>	<p>Leadership actively promotes, monitors and evaluates RRE implementation through aligned planning, data collection and ongoing review.</p> <p>RRE goals are embedded in the School Excellence Plan, wellbeing strategy and staff performance processes.</p>	<p>Leadership demonstrates, evaluates and sustains a culture of respect and equality through evidence-informed and networked practice.</p> <p>School leaders mentor other schools, share RRE outcomes and innovative strategies, and are recognised as advocates for RRE within and beyond the department.</p>
<p>There is limited awareness of how RRE connects to student wellbeing, inclusion or school improvement priorities.</p> <p>RRE is not yet prioritised within strategic planning or wellbeing frameworks.</p>	<p>Some school leaders participate in RRE professional learning with developing understanding of RRE's prevention and education focus.</p> <p>Monitoring and evaluation processes are informal, and leadership decisions rely on anecdotal evidence or external prompts.</p>	<p>Leadership teams monitor implementation and provide feedback to support consistency across classrooms, wellbeing programs and community engagement.</p> <p>School-wide initiatives such as restorative practice or anti-bullying programs are reviewed and resourced to reflect RRE values.</p>	<p>Leadership aligns RRE principles with Centre for Education Statistics and Evaluation (CESE) research, SEF3 domains and the school's wellbeing framework to create a coherent whole-school approach.</p>	<p>Data and evaluation evidence inform policy development, professional learning and strategic planning across the network.</p> <p>RRE contributes to whole-system improvement as part of ongoing strategic leadership.</p>
<p>Policies and procedures related to gender-based violence, bullying or discrimination are reactive rather than preventive, and accountability for respectful behaviour is inconsistent.</p>	<p>Policies acknowledge diversity and equality but may not yet address drivers of gender-based violence, power imbalance or discrimination.</p>	<p>Policies and procedures align with RRE and provide staff with clear expectations for promoting respect, safety and equality.</p>	<p>Policies and practices are reviewed and refined annually in consultation with staff, students and the school community, ensuring alignment with departmental priorities and RRE School-based Practice Indicators.</p>	<p>Policies addressing discrimination, harassment, bullying and violence are systematically implemented, reviewed and celebrated as part of the school's culture of safety and inclusion.</p>



**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) (continued).

Level 1	Level 2	Level 3	Level 4	Level 5
No coordinated review exists regarding how effectively the school responds to disclosures or RRE related wellbeing concerns.	RRE related wellbeing systems exist on paper but are not yet embedded in daily practice or known by all staff.	RRE related wellbeing concerns processes are reviewed periodically to ensure accuracy, visibility and accessibility.	Data from behaviour, attendance and wellbeing systems inform planning, targeted improvement and decision-making.  The school regularly evaluates accessibility of supports using staff and student voice, wellbeing data and community feedback.	Leadership uses school data, feedback and external evaluation to refine RRE related wellbeing systems and share best practice across networks.
Staff express low confidence in managing sensitive conversations, with limited training on trauma-informed or culturally safe responses.	Some staff receive professional learning on responding to disclosures or supporting wellbeing, though attendance is limited.	Professional learning and supervision equip staff to recognise signs of distress and respond appropriately, aligned with departmental policy and CESE research.	Staff engage in regular training and reflective practice to strengthen confidence and empathy in responding to disclosures.  RRE implementation is supported by targeted professional learning.	Staff and leaders contribute to system-wide capacity building through mentoring, sharing expertise and participating in regional or network-level RRE initiatives.



## School culture, environment and practices that promote respect, diversity and equality.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Leadership recognises the importance of RRE but has no formal policies or plans.</p> <p>Commitment is expressed during meetings, but no systematic action or resourcing follows.</p>	<p>Leadership acknowledges the need for consistent responses to bullying, harassment, discrimination and gender-based violence, though processes remain informal or inconsistent.</p> <p>RRE principles begin to appear in school plans or wellbeing documents.</p>	<p>Leadership uses school-based data and community feedback to guide RRE culture initiatives to improve consistency in practices.</p>	<p>Leadership aligns RRE practices with wellbeing and learning frameworks.</p> <p>Staff collect and analyse data to inform targeted actions addressing gender-based violence, discrimination and exclusion.</p>	<p>Leadership demonstrates, evaluates and sustains a culture of respect and equality through evidence-informed and networked practice.</p> <p>Leaders mentor others, share outcomes and are recognised as system advocates for RRE.</p>
<p>Respect, diversity, and equality are acknowledged mainly through reactive or occasional events.</p> <p>Staff and student understanding is limited, and gender-based violence or bias is often minimised or unaddressed.</p>	<p>Staff build early understanding of respect, diversity and equality.</p> <p>Some staff model inclusive language or behaviour, though school-wide systems remain inconsistent.</p>	<p>Respectful practices are implemented across policies, programs and interactions.</p> <p>Staff model inclusive language, positive conflict resolution, fairness and diverse masculinities that emphasise empathy and care.</p>	<p>A culture of respect, diversity and equality is consistently modelled, reinforced and celebrated through whole-school approaches.</p> <p>Staff destigmatise mental health conversations and normalise help-seeking.</p>	<p>The culture of respect and inclusion is recognised as exemplary through SEF3 and external validation.</p> <p>Respect, diversity and equality are deeply embedded in school identity and practice.</p>
<p>Staff and students recognise respectful relationships but links to learning and wellbeing are not explicit.</p> <p>RRE is not embedded in curriculum or routines.</p>	<p>RRE principles begin appearing in some routines, wellbeing practices or programs, but not consistently across the school.</p>	<p>RRE content and inclusive practices are adopted in curriculum, classroom interactions and co-curricular programs.</p> <p>Representation and positive role models are intentionally promoted.</p>	<p>RRE is embedded across curriculum and co-curricular learning, strengthening student agency, voice and inclusion.</p> <p>Staff consistently model equitable and inclusive language, including preferred pronouns.</p>	<p>RRE is embedded in school excellence planning and shared across the system to build collective efficacy.</p> <p>Curriculum and learning environments are recognised for exceptional inclusion and respect.</p>



## **School culture, environment and practices** that promote respect, diversity and equality (continued).

Level 1	Level 2	Level 3	Level 4	Level 5
School community involvement in diversity or inclusion is minimal and largely event based.	Early collaboration occurs through RRE routines and communications, but shared responsibility is limited.	The school collaborates with families and the wider community to promote diversity and inclusion through consistent messaging and shared responsibility.	The school deepens collaboration with families and the school community to strengthen RRE-aligned supports and shared values. Focus is on reinforcing consistent messages rather than relying on external agencies.	Partnerships within the school community are sustained and aligned to RRE expectations. The impact of school on diversity and shared values extends beyond its site and contributes exemplars across the system.



Effective delivery of well designed, evidence informed, strengths based, trauma-responsive, culturally safe RRE **curriculum and programs**.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Leadership is aware of RRE requirements but has not yet established systems to support consistent, high-quality RRE planning or delivery.</p> <p>Programs outline syllabus content but lack integration of RRE principles of effective practice.</p>	<p>Leadership and staff collect student feedback but do not yet use it to drive curriculum planning.</p> <p>RRE appears in PDHPE or Life Ready but is not systematically planned.</p>	<p>Leadership provides structures and time for collaborative planning.</p> <p>Staff collaboratively plan, implement and review RRE units using critical inquiry.</p>	<p>Leadership reviews data and collaborates with curriculum teams to ensure RRE is coherent, sequenced and aligned to whole-school priorities.</p>	<p>Leadership drives system improvement by modelling exemplary RRE practice and supporting other schools to embed consistent approaches.</p>
<p>RRE lessons are occasional, disconnected from students' lives and often rely on unadapted existing resources.</p>	<p>Lessons embed explicit learning intentions and interactive approaches, with inclusive models of masculinity, identity and family structures.</p>	<p>Programs are strengths-based and trauma-informed, reflecting diverse lived experiences.</p> <p>Media literacy and critical analysis of norms are explicitly taught.</p>	<p>RRE principles are fully embedded across wellbeing initiatives and learning frameworks.</p>	<p>The school co-designs, mentors and innovates RRE curriculum delivery across networks, embedding culturally safe, inclusive and trauma-responsive practices.</p>
<p>RRE content reflects only 1–2 principles and is confined to limited subjects.</p> <p>Staff view RRE capability as primarily located within PDHPE programs.</p>	<p>RRE remains contained within a small number of subject areas, with early attempts at broader relevance.</p> <p>Staff begin to recognise that RRE skills can be developed across multiple learning areas.</p>	<p>Cross-faculty collaboration begins, with RRE principles visible across multiple KLAs.</p> <p>Staff develop a shared understanding that RRE capability extends beyond PDHPE and Life Ready.</p>	<p>RRE principles are fully embedded across multiple KLAs, wellbeing initiatives and whole-school learning systems.</p> <p>Staff apply common language and pedagogical approaches to build whole-school RRE capability.</p>	<p>Curriculum review and lesson observation cycles are embedded in school planning to ensure system-level consistency.</p> <p>The school models RRE as a whole-school capability, supporting other schools to integrate RRE beyond PDHPE.</p>



Effective delivery of well designed, evidence informed, strengths based, trauma-responsive, culturally safe RRE **curriculum and programs** (continued).

Level 1	Level 2	Level 3	Level 4	Level 5
Feedback on RRE is anecdotal and not used for improvement cycles.	Feedback on RRE is collected informally but not systematically analysed.	Formative assessment is used to monitor RRE learning outcomes and link them to wellbeing or academic achievement.	The school evaluates RRE using attendance, engagement, wellbeing and behaviour data. CESE and SEF3 evidence informs scope and sequence refinement.	School data and external validation are used to refine and showcase exemplary RRE practice across networks.
Resources are not adapted for local context or diverse learners.	Programs include diverse identities, masculinities and family structures.	Staff use evidence-informed and trauma-responsive materials, adapting lessons based on student feedback.	Curriculum teams ensure RRE remains developmentally appropriate and responsive to student needs.	Curriculum materials are regularly reviewed to ensure representation of Aboriginal and Torres Strait Islander peoples, LGBTQIA+ communities, learners from culturally and linguistically diverse backgrounds, and students with disability.



**Professional learning** that builds the knowledge, understanding, skills and confidence of school staff to address the gendered drivers of domestic, family and sexual violence (DFS), and promote positive, equal, respectful relationships.

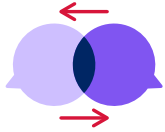
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Leadership does not yet provide structured or RRE-specific professional learning.</p> <p>Sessions are on general wellbeing and not aligned with DFS drivers or RRE practice.</p> <p>There is no plan for differentiated capability building over time.</p>	<p>Leadership recognises the need for targeted professional learning, but delivery is one-off or surface level.</p> <p>Professional learning references inclusion or respect but lacks explicit focus on RRE principles.</p> <p>Follow-up, scheduling and mechanisms to share learning are inconsistent.</p>	<p>Leadership allocates time and structures for regular, targeted professional learning.</p> <p>Sessions build staff capability to address RRE principles and drivers of DFS.</p> <p>Professional learning is linked to curriculum and wellbeing priorities, with emerging systems for feedback and evaluation.</p>	<p>Leadership facilitates professional dialogue, coaching and reflection.</p> <p>Professional learning is aligned with school improvement priorities and departmental frameworks.</p> <p>Staff engage in ongoing cycles of learning, feedback and refinement of RRE implementation.</p>	<p>Leadership co-designs and delivers professional learning across networks.</p> <p>The school supports system improvement by modelling exemplary RRE practice and contributing to collective capability building.</p>
<p>Professional learning is inconsistent, reactive and not connected to the needs of different staff roles.</p> <p>Staff have limited access to learning that builds confidence or practical skills to teach RRE safely.</p>	<p>Professional learning introduces basic concepts but lacks practical strategies or classroom application.</p> <p>Only a small number of staff access professional learning; knowledge is not shared school-wide.</p>	<p>Professional learning includes evidence-informed, trauma-responsive and inclusive strategies.</p> <p>Staff apply learning in their roles and share insights through faculty or stage processes.</p>	<p>Professional learning is coherent and sequenced, supporting staff to build advanced capability in trauma-informed, culturally safe RRE practice.</p> <p>Staff refine their approaches using data, student feedback and observation.</p>	<p>The school is recognised for exemplary RRE professional learning that influences system practice.</p> <p>Staff mentor others, contribute to communities of practice, and demonstrate high-quality, culturally responsive RRE learning design.</p>
<p>Staff do not yet apply RRE concepts in teaching, wellbeing or school processes.</p> <p>Learning is not monitored for impact.</p>	<p>Staff begin to embed RRE concepts in limited ways but lack confidence to translate professional learning into consistent practice.</p> <p>Reflection is minimal.</p>	<p>Staff apply professional learning across curriculum, wellbeing and student engagement.</p> <p>RRE principles appear consistently in teaching and interactions.</p> <p>Impact is monitored informally.</p>	<p>Staff implement RRE confidently and consistently.</p> <p>Practice is refined using data, feedback and departmental frameworks such as SEF3.</p> <p>Impact is evaluated through observation and student outcomes.</p>	<p>RRE professional learning drives whole-school change.</p> <p>Staff capacity is high, implementation is consistent, and the school contributes to system-level improvement through modelling and mentoring.</p>





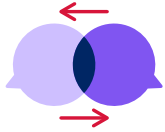
**Professional learning** that builds the knowledge, understanding, skills and confidence of school staff to address the gendered drivers of domestic, family and sexual violence (DfSV), and promote positive, equal, respectful relationships (continued).

Level 1	Level 2	Level 3	Level 4	Level 5
Professional learning is not yet aligned with departmental priorities.	Professional learning reflects emerging links to inclusion, wellbeing and equity priorities.	Professional learning is intentionally aligned with departmental priorities for student wellbeing, inclusion and safe, respectful school environments.	Staff demonstrate strong understanding of how RRE supports departmental priorities. Alignment appears in planning, practice and school improvement documents.	The school contributes exemplars showing how RRE professional learning strengthens departmental priority areas, supporting networks to embed these approaches.
Professional learning does not address cultural safety, diverse identities or inclusive approaches.	Professional learning includes introductory awareness of diverse identities but lacks depth.	Professional learning builds capability in culturally responsive, inclusive and trauma-informed RRE practice. Staff adapt approaches to context and learner needs.	Professional learning is embedded in school improvement. Staff demonstrate culturally safe practice and adapt RRE with student voice and feedback.	Professional learning reflects ongoing review, collaboration and refinement. Staff contribute to high-quality, culturally safe RRE practice across networks.



**Communication with parents and carers** to build and enable functional, collaborative partnerships and pathways to support.

Level 1	Level 2	Level 3	Level 4	Level 5
Leadership provides minimal communication about RRE. Information shared with families is reactive, administrative or compliance focused.	Leadership communication is occasional and generic, prepared by one staff member. No coordinated approach or consistent messaging across the school.	Leaders implement structured RRE communication processes to ensure parents and carers are regularly informed of goals, content and links to the curriculum.	Leaders build reciprocal partnerships with families that extend beyond information sharing, to shared responsibility for promoting respect and equality.	The school leads system-level improvement through active parent and community partnerships that influence RRE communication practice across networks.
Parents and carers receive little or no information about RRE lesson purpose, timing or content. Communication does not support understanding of RRE.	Messages focus on what will be taught but provide limited explanation of why, offering minimal context for home conversations.	Regular updates through newsletters, information sessions or online platforms promote shared understanding of RRE content and its relevance for student wellbeing.	Families participate in events that deepen understanding of RRE, strengthening their capacity to reinforce equality, consent and respectful communication at home.	Communication is transparent, timely and collaborative, enabling families to take an active role in shaping the school's respectful relationships culture.
Staff have limited confidence discussing sensitive or values-based topics. Staff respond to parent questions individually rather than through consistent school processes.	Staff acknowledge the need for improved family engagement, but guidance is limited and opportunities to collaborate with parents are not embedded in planning.	Staff receive ongoing guidance and resources to confidently discuss RRE with families, aligning conversations with wellbeing and curriculum messaging.	Staff engage families through collaborative events and learning opportunities, modelling inclusive, culturally responsive communication about RRE.	Staff lead and mentor others within the education network, sharing strategies for effective communication about respect, gender equality and violence prevention.



**Communication with parents and carers** to build and enable functional, collaborative partnerships and pathways to support (continued).

Level 1	Level 2	Level 3	Level 4	Level 5
Communication does not yet consider the needs of families and may overlook cultural, linguistic or accessibility requirements.	Communication begins to acknowledge diversity but is not yet differentiated or inclusive in language or format.	Information is presented using inclusive language, multiple formats and accessible communication methods tailored to family needs.	Communication strategies are culturally responsive and multimodal, ensuring all families feel represented and respected.	The school's communication approach is recognised as exemplary for cultural safety, inclusion and accessibility across education networks.
Contact with parents is limited to administrative or permission-based communication, with no partnership-focused engagement.	Families are informed about RRE but have limited opportunities to provide input or engage in collaborative planning or review.	Parents and carers engage in structured communication opportunities that build shared understanding and support co-learning about RRE.	Schools co-plan and co-host events with families, promoting shared responsibility for strengthening respect, equality and positive communication.	Parent leadership groups and advisory panels mentor other schools, sharing resources and approaches that demonstrate effective RRE partnerships.
Communication practices do not yet contribute to broader school or community understanding of RRE or gender equality.	The school shares basic information but does not actively participate in broader initiatives or community partnerships.	The school engages in community information sessions or forums that support shared understanding of RRE.	RRE messages are reinforced through school and home alignment and collaborative community projects focused on respect, wellbeing and equality.	The school's partnership model contributes to broader social change, influencing network-wide understanding of gender equality and violence prevention.



**Support for staff and students** with lived or living experience of domestic, family and sexual violence (DFSV) to access the help they need.

Level 1	Level 2	Level 3	Level 4	Level 5
Minimal communication about available referral pathways or departmental resources.	Referral pathways begin to take shape through the wellbeing team or school counsellor, but application is inconsistent across staff and stages.	Referral pathways are clear, accessible and consistently communicated to all staff, students and families.	Referral and support processes are integrated into whole-school wellbeing and inclusion planning, supported by leadership oversight and data review.	The school's commitment to safety and inclusion is publicly visible, with policies, environments and culture reflecting a deep understanding of trauma-informed and recovery-oriented practice.
Support systems for staff and students are informal, fragmented or unclear, with posters or helpline information displayed, but staff and students are often uncertain about how to access internal or external supports.	Communication about available support is provided, often through staff notices or induction materials, yet follow-up and evaluation are irregular.	Staff actively support students and colleagues to connect with trauma-informed, culturally responsive and evidence-based services, both internal and external.	The school demonstrates leadership in DFSV prevention and response, coordinating comprehensive and sustainable care for all stakeholders.	The school's commitment to safety and inclusion is publicly visible, with policies, environments and culture reflecting a deep understanding of trauma-informed and recovery-oriented practice.
Referrals rely heavily on individual staff knowledge or initiative rather than a consistent, school-wide process.	Some staff receive professional learning on responding to disclosures or supporting wellbeing, though attendance is limited.	The school's wellbeing team coordinates multilayered supports, including referrals, check-ins and follow-up for those affected by DFSV.	Wellbeing teams proactively review and adapt support systems, ensuring responsiveness to evolving staff and student needs.	Partnerships with external agencies (for example NSW Health, community services and specialist organisations) are formalised and collaborative, resulting in co-delivered programs, joint professional learning and wraparound support.



## Support for staff and students with lived or living experience of domestic, family and sexual violence (DHSV) to access the help they need (continued).

Level 1	Level 2	Level 3	Level 4	Level 5
Posters or helpline information may be displayed, but staff and students are often uncertain about how to access internal or external supports.	Communication about available supports improves, often through staff bulletins or induction materials, yet follow-up and evaluation are irregular.	Professional learning and supervision equip staff to recognise signs of distress and respond appropriately, aligned with departmental policy and CESE research on effective wellbeing practices.	Referral and support processes are integrated into whole-school wellbeing and inclusion planning, supported by leadership oversight and data review.	Staff wellbeing is prioritised through supervision, debriefing and access to employee assistance services, ensuring sustained professional care.
No coordinated review exists regarding how effectively the school responds to disclosures or wellbeing concerns.	Student and staff feedback is collected informally but not analysed to drive improvement.	Behaviour, wellbeing and attendance data are used to monitor trends and support accountability through restorative approaches and targeted initiatives.	Data and wellbeing systems inform planning, targeted improvement and decision-making.  Accessibility of supports is regularly evaluated using staff and student voice, wellbeing data and community feedback.	Leaders use school data, community feedback and external evaluation to refine wellbeing systems and share best practice across networks.
Staff express low confidence in managing sensitive conversations, and there is limited training on trauma-informed or culturally safe responses.	Student and staff feedback about access to support is collected informally but not analysed to drive improvement.	Staff develop increasing confidence in managing sensitive conversations, supported through targeted professional learning and supervision that reinforce trauma-informed and culturally responsive practice.	The school promotes a visible culture of safety and trust, where seeking help is normalised and confidentiality and care are upheld.	Staff and students experience a consistently safe, trusting and supportive environment, where wellbeing needs are anticipated, responses are coordinated and seeking help is embedded as a normal part of school culture.

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

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### Contact Respectful Relationships Education

 RRE-schools@det.nsw.edu.au

 [education.nsw.gov.au/teaching-and-learning/curriculum/  
respectful-relationships-education](https://education.nsw.gov.au/teaching-and-learning/curriculum/respectful-relationships-education)

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