



Respectful Relationships evaluation 2025-28

Research tools – Longitudinal study | Version 1 | 16 July 2025

Survey

Introduction

Thank you for considering this survey. Your feedback is extremely valuable.

You don't have to answer any of the questions if you don't want to.

What is the survey about?

The survey is about Respectful Relationships.

Your school has been running Respectful Relationships classes or activities that will help students build healthy relationships and develop resilience and confidence. This is a survey about your opinions, ideas and beliefs. Please answer all questions as honestly as you can.

The survey is not a test—there are no right or wrong answers. The survey is voluntary. This means you do not need to complete it if you don't want to. If you do start the survey, you can stop at any time. Your teachers will not know what you say and the results will be grouped together with other students at your school.

What should I do if I find the survey upsetting?

You might find it hard to think about some of the questions in the survey. If you get upset, you can speak to your school wellbeing team, counsellor, school nurse, year level coordinator or teacher.

If you don't feel comfortable talking to someone at school, you can call 1800Respect on 1800 737 732. 1800Respect provides free counselling, information and support anywhere in Australia, 24 hours a day, 7 days a week.

You can also stop the survey at any time. You will not get in trouble if you don't want to take part in the survey, or stop answering questions.

How long will the survey take?

The survey will take about 5 minutes.

Further information

If you have any queries or would like further information about the project, please contact the project manager Eamon Fitzpatrick, at e.fitzpatrick@acilallen.com.au or +61 3 8650 6024.

1. Please select your year level.
 - Year 5
 - Year 6
 - Year 7
 - Year 8

Part A: What do you think about your social and emotional skills?

Social and emotional skills are ways to understand and manage our feelings, get along with other people, and make good choices.

Choose the option that describes what you think about your social and emotional skills.

2. I can tell when... [LIKERT SCALE - Never, a little bit, sometimes, a lot, all the time]
 - a) I am feeling sad, excited, or angry
 - b) Someone else is feeling sad, excited, or angry

Choose the option that describes what you feel about your social and emotional skills.

3. I can... [LIKERT SCALE - Never, a little bit, sometimes, a lot, all the time]
 - a) Bounce back quickly from a stressful event or hard time
 - b) Stay calm when I'm upset or angry
 - c) Talk about how I'm feeling with someone else
 - d) Help a friend when they are feeling sad or angry
 - e) Think carefully before I act to make sure I do the right thing.

Part B: What do you think about relationships?

People have different opinions about relationships and we are interested in yours.

Choose the option that describes what you think about relationships.

4. Having a respectful relationship means... [LIKERT SCALE - Never, a little bit, sometimes, a lot, all the time]
 - a) You trust each other
 - b) You listen to each other
 - c) You both find a way to agree

Choose the option that describes what you feel about relationships.

5. If I needed to, I think that I could... [LIKERT SCALE - Never, a little bit, sometimes, a lot, all the time]
 - a) Know when a friend, other student or adult makes me feel unsafe
 - b) Help a friend when they are getting hurt or feel unsafe
 - c) Tell someone that I don't like it when they say something bad about someone being a girl, boy, or gender diverse.

Part C: What do you think about gender equality?

The word 'gender' means whether someone sees themselves as a girl, boy, non-binary or something else.

People have different opinions about what roles people can do based on their gender, and we are interested in yours. Choose the option that describes what you feel about gender.

6. Girls and boys can... [LIKERT SCALE - Never, a little bit, sometimes, a lot, all the time]

- a) be interested in the same thing if they want to
- b) both be good leaders
- c) both go to school and university
- d) do the same jobs.

Part D: What do you think about consent?

People have different opinions about how to treat other people, and we are interested in yours.

Choose the sentence that you think is right.

7. If you are friends with someone, you can... [LIKERT SCALE - Never, a little bit, sometimes, a lot, all the time]
- a) touch them even if they don't want you to
 - b) make them do something if they don't want to
 - c) make them keep doing something even if they change their mind
 - d) tell them to do something because they did it last time

Part E: What do you think would be considered as 'family violence'?

The term 'family violence' includes things like physical violence, or a person being threatening or controlling to someone they are in a relationship with or who is their family member. People have different opinions about family violence, and we're interested in yours.

Choose the sentence that you think is right.

8. Being mean or violent is... [LIKERT SCALE - Never, a little bit, sometimes, a lot, all the time]
- a) okay if the person who is mean or violent regrets it
 - b) okay if it happens when people get so angry that they lose control.

Part F: About you

To finish off, please tell us some information about yourself.

9. Country you were born in (select one)
- Australia
 - Other (optional text)
10. Language spoken at home (select one)
- English
 - Other (optional text)
11. Do you identify as Aboriginal and/or Torres Strait Islander? (select one)
- Yes
 - No
12. Gender identity
- Female or girl
 - Male or boy

Discussion guide

Background

The Royal Commission into Family Violence identified the role that schools have in creating a culture of respect to change the story of family violence for future generations.

The whole school approach to Respectful Relationships supports schools to embed a culture of respect and gender equality across the entire school community and leads to positive impacts on students' academic outcomes, their mental health, classroom behaviour and relationships between teachers and students.

The Victorian Curriculum provides the basis for teaching and learning about respectful relationships and identifies the knowledge, skills and understanding for students to be able to engage in respectful relationships.

Over 2,000 Victorian government, Catholic and independent schools are signed on to the Respectful Relationships whole school approach, including all government schools.

ACIL Allen has been engaged by the Department of Education to evaluate the Respectful Relationships initiative.

Longitudinal study

As part of the evaluation, ACIL Allen are conducting a longitudinal study. This means that we are surveying and interviewing over 100 students once per year for 3 years. Doing this will help us to understand how the views, knowledge, understanding and skills of students changes over time.

You have been invited to participate in the longitudinal study to see how your perspectives change over time.

The questions overleaf provide an indication of the areas that will be covered in the interview.

Further information

If you have any queries or would like further information about the project, please contact the project manager Eamon Fitzpatrick, at e.fitzpatrick@acilallen.com.au or +61 3 8650 6024

Interviews – Year 5/6

Introduction

1. Can you tell us a bit about you?

Probe: How old are you, what is your favourite subject at school?

2. What do you think a 'respectful relationship' is?

Probe: Are people in your school respectful to each other? Do they treat each other well? Do you feel safe at school?

Outcomes

3. How do you know how you or a friend is feeling?

Probe: Can you tell how someone is feeling by looking at them?

4. What are some things you can do to stay calm when you are feeling upset or angry?

Probe: Can you find a safe place to stay calm? Is there someone you might talk to about how you are feeling?

5. What are some things a friend or family member does if they care about you?

Probe: Can they talk to you if you are feeling down? Can they make you feel better?

6. What do you know about gender? Do you think that different genders can be the same and different?

7. Can different genders be interested in the same things if they want to?

Probe: Can girls and boys both be good at sports/maths/art? Do you think girls/boys are better at some things than boys/girls?

8. How much do people with different genders get along at your school?

Probe: In your school, do boys and girls play together? Are you friends with girls and boys?

9. Can you tell me what you think 'violence' means?

Probe: Can you hurt someone without even touching them? What are some of the ways that people can get hurt?

10. Does it mean violence is bad even if that person says they are sorry?

Probe: How does it make you feel if you get hurt by someone if they say it was an accident?

11. How can you help someone who is getting hurt?

Probe: What would you do if your friend was hurt in the school yard?

Opportunities

12. What do you think your school could do to make it safer or fairer for everyone?

Probe: Would you like people to be more respectful in your school, and if so how?

Interviews – Year 7/8

Introduction

1. Please tell us a bit about yourself?

Probe: How old are you, what is your favourite subject at school.

2. What do you think a 'respectful relationship is?

Probe: Are people in your school respectful to each other? Do they treat each other well?

Outcomes

3. What are some things you can do to manage your emotions?

Probe: Can you find a safe place to stay calm? Is there someone you might talk to about how you are feeling?

4. What are some things a friend or family member does if they care about you?

Probe: Can they talk to you if you are feeling down? Can they make you feel better?

5. What does gender equality mean to you?

6. Can different genders be interested in the same things if they want to?

Probe: Can girls and boys both be good at sports/math/art? Do you think girls/boys are better at some things than boys/girls?

7. At your school, how do people with different genders get along?

Probe: In your school, do boys and girls play together? Are you friends with girls and boys?

8. What do you think causes family violence?

Probe: Why might someone want to hurt someone else? Can you think of any reasons why someone might want to hurt someone or say something mean to someone?

9. Does it mean violence is bad even if that person says they are sorry?

Probe: How does it make you feel if you get hurt by someone if they say it was an accident?

10. How can you help someone who is getting hurt?

Probe: What would you do if your friend was hurt in the school yard?

Opportunities

11. How important is it for you to learn about Respectful Relationships?

12. Are there any additional areas or topics that you think needed to be covered in Respectful Relationships?

13. Could your school do anything else to make it a more respectful and equal place?

Probe: Would you like people to be more respectful in your school, and if so how?

Melbourne

Suite 4, Level 19, North Tower
80 Collins Street
Melbourne VIC 3000 Australia
+61 3 8650 6000

Canberra

Level 6, 54 Marcus Clarke Street
Canberra ACT 2601 Australia
+61 2 6103 8200

ACIL Allen Pty Ltd
ABN 68 102 652 148

acilallen.com.au

Sydney

Suite 603, Level 6
309 Kent Street
Sydney NSW 2000 Australia
+61 2 8272 5100

Perth

Level 12, 28 The Esplanade
Perth WA 6000 Australia
+61 8 9449 9600

Brisbane

Level 15, 127 Creek Street
Brisbane QLD 4000 Australia
+61 7 3009 8700

Adelaide

167 Flinders Street
Adelaide SA 5000 Australia
+61 8 8122 4965