



Evaluation of the *Steps to Respect* Primary School Kit



This is just a little step in building a better community.

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- Kerry Anne Raynor [Kariong Public School]
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- Kerry Moore [Warnervale Public School]
- Mark Jennings [Lake Munmorah Public School]

Note that the cover photograph was taken in Kerry Anne Raynor's Year 4 classroom at Kariong Public School.

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Evaluation of the *Steps to Respect* Primary School Kit

Evaluation Highlights

The following are the highlights of the evaluation. They are drawn from the conclusions of the study.

1. It is clear from this evaluation that the *Steps to Respect* Primary Schools' Program is effective in positively influencing respectful behaviour among young people in schools, from kindergarten to year 6.
2. There is also some evidence of attitudinal change occurring as a result of the program and there is substantial evidence of growth in knowledge and awareness
3. Twenty-seven schools across the Central Coast are known to have implemented the program and all but one of these found it to be very effective. Among these, four case study schools have been identified; these represent high level practice in implementation of the *Steps to Respect* program.
4. Where schools have implemented the program they have reported that it links well with the PD/H/PE curriculum, contains activities and materials that engage students and positively links with broader student welfare and values education approaches and is a high quality addition to their work.
5. Where implementation is most successful there has been a significant level of integration with other student welfare activities that the school is undertaking.
6. Teachers report that their children like the material in the kit and engage very well with it. Stickers and Magnets are viewed very positively.
7. Further teachers report that the lessons give young people a 'language' that they can use to talk about respectful behaviour. This has become part of the way that young people and their teachers talk about and promote respectful behaviour.
8. It is discouraging however to report that less than 50% of those schools provided with the kit have implemented it during 2006. Further, the kit was not provided to many non-Government schools on the Central Coast, so implementation in these schools was not possible.
9. Further, there was little evidence that the program engaged the school community and no evidence that its impacts spread from the school to the wider community.

This is just a little step in building a better community.

Introduction

The *Steps to Respect* Campaign was launched on the Central Coast in September 2001. Members of the Steps to Respect Campaign are strong believers in the value of prevention (as well as intervention) of violence and the development of resilience and self-esteem in school children. Research shows that development of respect for others can reduce the incidence of bullying in and outside schools.

The *Steps to Respect* Primary Schools program commenced in 2006

To facilitate this process the Education Working Party decided to develop a *Steps to Respect* Kit for primary school teachers. The kit was designed to be used from the first day of Term 2006 to set Respectful Rules for the classroom and the playground and to both encourage an understanding of the term respect and to encourage the growth of respect in the community. A small group of teachers, a Health Promotion Officer from Northern Sydney Central Coast Health and the Jigsaw Project Officer worked on the initial Lesson Plans and links to the PD/H/PE Curriculum.

The project was managed by the Education Working Party, which included staff from the Department of Education & Training [DET], Northern Sydney Central Coast Health (Women's Health and Health Promotion) and the Jigsaw Project, the Department of Community Services and Chertsey Community Cottage.

During the development phase focus groups were held in several primary schools to choose a logo and the Respect Bee and tagline – it begins with you was generated by these groups. Over several months a wider group developed the final Lesson Plans and Worksheets. Funding for printing and distribution, stickers, magnets and temporary tattoos was sought.

The kit contains a magnet and sticker for each child, a poster with blank steps to write their own Daily Respect Principles, and age specific classroom resources for Kindergarten to Year 6 students. The magnets, which the students took home, reinforce the concept of respect in the home (every time the fridge is opened). The project also asked School's to consider linking their own behaviour reward systems to reinforce the Steps to Respect values and messages.

The purpose of this document is to independently evaluate the first year of the delivery of the *Steps to Respect* program.

Evaluation Objectives and Purpose of the Report

This evaluation provides some summative information, in that it measures uptake of the program at the school level. It provides information that indicates any impact of the program on student behaviour and schools disciplinary systems. The evaluation process also provides formative information that enables modification of the program in the future, if that is desirable and can be funded.

The project brief determined that the project should identify:

- ◆ Numbers of schools using the kit
 - Number of schools who have implemented the kit
 - Number of schools who intend to implement the kit
 - Any issues related to progressing or hindering implementation of the kit

- ◆ Numbers of classes within Schools using the kit
 - Number of classes who have implemented the kit
 - Number of classes who intend to implement the kit
 - Any issues which have contributed to implementing / not implementing the kit
- ◆ Teacher feedback on lesson plans – ease of use, usefulness, impact, any gaps, possible changes
- ◆ Teacher feedback on magnets, stickers and poster – ease of use, usefulness, impact (any other suggested support materials)
- ◆ Anecdotal and written information on number of disciplinary incidents since kit introduced (and baseline data if available)
- ◆ Any linkage with Schools own behaviour systems

This report goes further than that however, in that it identifies knowledge, attitudinal and behaviour change among students and it records high quality implementation processes at the school level.

As an evaluation report, this document is written for the *Steps to Respect* Committee and the teachers and parents of the Central Coast primary schools who delivered program or will deliver *Steps to Respect* in the future.

Brief Description of the Steps to Respect Kit Evaluation Framework

The evaluation framework for this project involved the development of an Outcome Hierarchy. This was developed in line with the project brief but extended it somewhat. During the development of the framework significant input was provided by the Project Manager and members of the Education Working Party

The hierarchy is outlined in the table below and findings are reported against each of the evaluation questions identified in the hierarchy. Note that all data collection methods identified below were used to generate information upon which the evaluation was based. Appendix 2 contains copies of all data collection instruments. In general all were successful with the exception of the survey of school counsellors, where only one response was received, despite a number of prompts. This was a disappointing result because it was assumed at the outset that counsellors would be vitally interested in the success of this project.

Steps to Respect Evaluation: Hierarchy of Outcomes

Final draft of Outcomes Hierarchy July 31 2006: Note shaded section identifies the highest priority outcome

Project Outcome	Evaluation Questions	Data Sources	Instruments for Collecting the Data	Comments
8. Reduced violence, abuse and neglect and increased evidence of respectful relationships on the Central Coast	Is there any evidence of reduced violence, abuse and neglect on the Central Coast as a result of the Steps to Respect Schools Program? Is there evidence of high level support for the program?	Education Working Party Teachers in Case Study Schools Desk research	Discussion Guide for Reference Group.	It is unlikely that there will be direct evidence that can measure achievement of this outcome. Perhaps extrapolation might be possible
7. Increased in-school respectful behaviour by students. *	Is there evidence of improved in-school student behaviour as a result of the delivery of the kit? Is there evidence of an increased level of respect between teachers and parents?	Data from 4 Case Study schools Data from Education Working Party	Discussion Guide for use with Case Study Schools, including questions for community [P&C] members Discussion Guide for Reference Group. Survey of School Counsellors	Who are these schools: <ul style="list-style-type: none"> • Warnervale PS • Tuggerawong PS • Tacoma PS • Brisbane PS • Chertsey PS • Woogarra PS Others schools to be identified through the reference group and the school survey?
6. Improved attitudes among teachers, students and members of the school community towards a more respectful approach	Is there evidence of more respectful attitudes among teachers, students and members of the school community?	Data from case study schools Data from survey of school counsellors	Discussion Guide for use with Case Study Schools, including questions for community [P&C] members School counsellor survey	Assessing parent community attitudes will be difficult. Availability of data?
5. Improved knowledge	To what extent is there improved	All schools	School survey	

of the Steps to Respect program and knowledge of the need for respectful behaviour among students, teachers and the school community.	knowledge about respectful behaviour among students, parents and teachers?	Data from Case Study Schools	Discussion Guide for use with Case Study Schools, including questions for community [P&C] members School counselor survey	
4. High level of teacher/school satisfaction with the kit and related products	To what extent were teachers satisfied with the kit in all of its components? What improvements could be made to the kit if it was to be amended?	All schools Data from Case Study Schools	School survey Discussion Guide for use with Case Study Schools, including questions for community [P&C] members School counsellor survey	Case study template to be developed and approved. DET to be approached to facilitate access to possible case study schools
3. Numbers of classes within Schools using the kit • Number of classes who have implemented the kit • Number of classes who intend to implement the kit	Of the schools that have implemented the program, what grades have been targeted Of the schools that intend to implement the program in what grades will it be conducted	All schools	School survey	Make sure that the school survey is simple to complete and requires limited teacher time
2. Numbers of schools using the kit • Number of schools who have implemented the kit • Number of schools who intend to implement the kit	What schools have implemented the Steps to Respect program during 2006? What schools intend to implement the program in the future?	All schools	School survey	Note, school survey to go to all government schools but only non government schools that nominated a contact person. Note: that the other non-government schools did not get a copy of the kit. Hence

				only 4 non-government schools to be followed up.
1. Number of schools aware of the presence of the kit	Are schools aware that the kit has been provided?	All schools	School survey	

Notes on this hierarchy

1. Read hierarchy from the bottom [1] up. Each outcome relates to the ones below it
2. *Grey shading indicates the primary outcome to be evaluated.
3. There are five data collection methods/ instruments proposed
 - Written survey of all schools. DET to be approached to circulate
 - School counsellor survey. DET to be approached to circulate
 - Identification of schools that might be case studies and discussion guide developed for use with them. Teacher and community input will be sought by telephone interview and/or the use of in-school focus groups. Some schools have already been identified, others to be sought through the Project Reference Group and/or school responses to the written survey. Mixture of large and small and north and south schools, if possible.
 - Discussion guide to be developed for use with Education Working Party
 - Desk research
4. Products of the evaluation
 - Evaluation report; identifying findings, conclusions and recommendations for how to improve the program
 - Case study of x schools [number and schools to be negotiated]
 - Brief document written for schools about how to implement Steps to Respect [linked to case studies]
 - Brief document [or part of report that is written for parents]
 - Instruments for further evaluation of the program [for example feedback sheet, teacher evaluation form]
5. This table should be seen the framework for the evaluation of the schools component of the Steps to Respect Program.

Findings of the Study

The findings are reported under the evaluation questions outlined in the hierarchy above.

It should be noted that the data provided in *italics* is directly quoted from responses from participants in the evaluation.

Are schools aware that the kit has been provided?

Advice from the Education Working Party indicates that the kit was distributed to all sixty Government primary schools on the Central Coast and to four non-government schools that responded to the initial letter to be involved in the program. The kit was sent to a nominated staff member in the school, where the Principal responded to an initial request from the project manager.

Overall the response rate to the schools survey was 64% [41 schools]. Two of these schools were from the non-Government sector – 50% of those provide with the kit. This response rate is somewhat disappointing given that a number of prompts were sent by the project manager/evaluator and the DET and given that responses could be provided direct to the evaluator to maintain school confidentiality.

All of the 64% who responded were aware that the kit had been provided to the school. It might be reasonably assumed however, that many or all of the remaining 36% were unaware of the existence of the kit. This might explain their non-completion of the written survey.

According to one member of the Education Working Party, in some schools *the kit sat undelivered to teachers for some time at the beginning of 2006.*

Another said: *I think our distribution process could be improved and maybe a reminder letter mid Term would help.... Plus actually visiting forums where teachers or Principals can be accessed to inform them of the program.*

It is clear that: *All schools that have looked at it (that I have heard about) have decided to implement but some did not even look at the kit until they had heard [sic: been told] about it several times.*

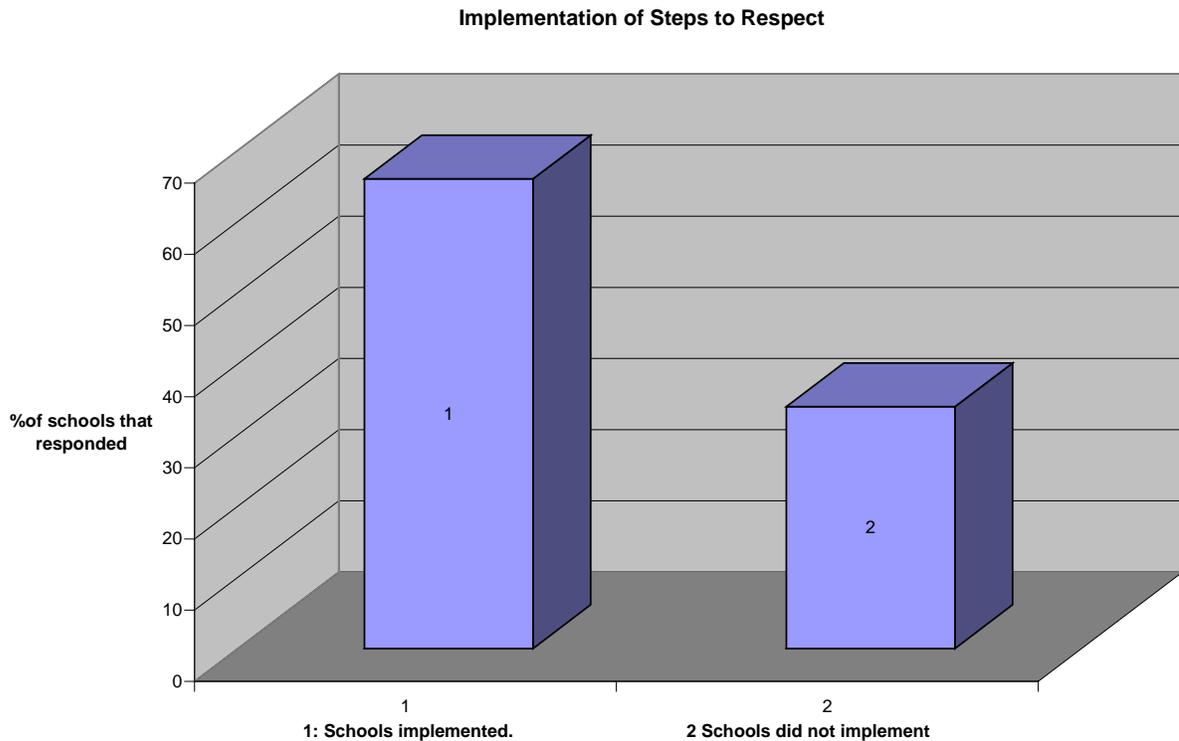
It was reported by a number of informants that the evaluation process itself had sparked some interest in the kit. Teachers had dragged it off the shelf when they heard it was being evaluated: *Some are now going to implement it after becoming aware of the Kit because of this evaluation process.* [member of the Education Working Party]

If only 64% of schools acknowledge the availability of the kit in the school, it is impossible for it to contribute to a comprehensive improvement in respect across the whole primary school community of the Central Coast. Additionally, the minor level of distribution of the kit into non-Government primary schools has also limited its potential impact.

What schools have implemented the Steps to Respect program during 2006?

Of the 41 schools that responded to the survey, 27 - or 66% had implemented the program. However a further 34% [14 schools] of respondents indicated that they had not yet implemented the program. The graph below illustrates this finding.

If taken across all 64 schools that might have implemented the program in 2006, this data means that only 42% of the targeted schools are known to have implemented the program in 2006.



Which schools intend to implement the program in the future? Of the schools that intend to implement the program in which grades will it be conducted?

As indicated above, fourteen schools who responded to the survey had not yet implemented the program. Eight of these indicated that they would definitely be implementing the program in 2007. The other six indicated that they intended to implement in 2006, but later in the year – after the survey had been completed. Of course no information can be provided about the schools that failed to respond to the survey.

Of the schools that intend to implement the program in the future and have not yet implemented it, only six responded with specific implementation information.

- Four schools intend to implement K-6
- One school will implant 1-6
- One school will implement in every second grade.

Of the schools that have implemented the program, what grades have been targeted?

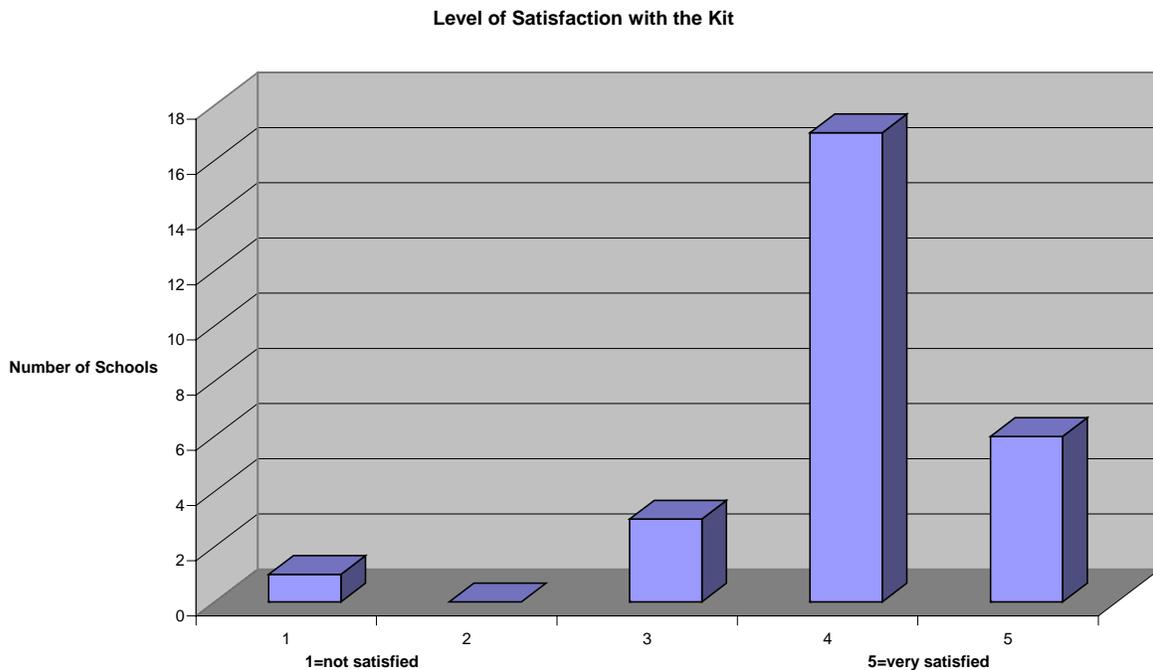
Twenty of the twenty-seven schools that have implemented the program in 2006 have implemented it across all grades from Kindergarten to Year 6. Of the remaining seven a number of variations have been identified.

- Two schools have implemented only in Kindergarten, 1 and 2.
- One school has only implemented in grades 1, 2, 3, and 4
- One school implemented the program in grades 1, 2, 3, 5 and 6
- Another implemented in 1, 2, 5 and 6
- Another in grades 3 and 4 only
- One school did not indicate its implementation spectrum.

The data is not available to explain this variation in the implementation spectrum. However given that implementation is the responsibility of those in schools, local issues will impact on the decisions about where the program will be of greatest value.

To what extent were teachers satisfied with the kit in all of its components?

The twenty-seven schools that responded that they had used the kit expressed a high level of satisfaction with it, with 85% rating it as a 4 or 5 on a five point scale, see graph below.



Most of the responses to this question were very positive. Aspects that were particularly appreciated were that the material fitted well with existing PD programs, was manageable, easy to use, required little preparation and had useful support materials. Magnets in particular were very popular, and while most liked the stickers, one teacher thought that they weren't appropriate for senior students. For many respondents these materials characterised the program and are crucial to it.

The following comments reflect the degree of satisfaction with the kit.

- *The content of the kit is user friendly and raised age appropriate issues. It is easily adapted to the curriculum... the worksheets are useful and applicable to the age and ability of the children.* [Brisbania Public School]
- *One kit can't solve all the world's problems, but the more frequently we address issues in a fun, easy to understand manner where students can become involved, then we're on the right track.* [Woongarra PS]
- *The charts were useful... the stairway was great in explaining the steps when respecting others.* [Tacoma PS]
- *Teachers liked that lessons were planned, relevant to curriculum and age appropriate.* [Gosford East]. *We think it is a really helpful, useful resource.* [Kariang PS]

Some negative comments were expressed however, one school (Wadalba PS) thought the lessons a little boring for teachers and students, another (Wyong PS) said that more resources were needed for stage 1.

Wyong Creek PS was very negative in its written response, saying that: *the kit was an insult to teachers who always teach this*. Wyong Creek saw no change in behaviour and indicated that they would no use the kit in the future. This response is of some concern. It is so substantially different from other responses to the material, that some follow-up might be warranted to identify the specific nature of the problem and what might be done about it.

What improvements could be made to the kit if it was to be amended?

Despite the positive response to the kit reported above, improvements are still possible. Teachers from across a range of schools suggested that the following needs to occur to improve the kit.

- *It needs better teacher support resources... 'how to' material. It would have been great to have more teacher resources/references to assist with implementation. There were a few but more would have made it more user friendly.* [Gorokan PS]
- *Material to assist teachers to follow up the block of lessons is required. As can be seen from the four case study schools reduction [decay over time] of the impact of the program is an issue, especially in schools that implement the program within a five week block at the commencement of the year. Lessons need to be developed that can be delivered throughout the year to reinforce learning.*
- *Some schools found activities a little repetitive. More visual activities are needed to provide deeper engagement.* [Tacoma PS]

- *Kindergarten would like a program for Early Stage.* [Warnervale PS] A number of schools indicated this need.
- *Stage 1 worksheets could be made more visual and easier for students to understand.* [Woongarra PS and others]
- Another school wanted more aids for stage 3, another more aids to use for year 2 students and another wanted more aids in general.
- One school [Lake Munmorah PS] requested for a 10 week program.
- One school [Lisarow PS] requested a focus on other values as well as respect and more up to date examples.
- *A covering letter with the kit/resources when it first arrived in our school would have been helpful.* [Erina Heights PS]

Given the success of the stickers and magnets most schools report that they would like this material to be provided again in the future.

To what extent is there improved knowledge about respectful behaviour among students, parents and teachers?

Knowledge growth was difficult to determine through this evaluation because no pre and post-measures of knowledge were available. Resources for the evaluation were limited and implementation of the program had begun before the evaluator was appointed so that it would not have been possible to collect this data even if sufficient resources had been available.

The lack of benchmark knowledge or behavioural data is problematic to determining whether this outcome has been met.

However it is clear, particularly from the case study schools that there has been growth in understanding of 'respect'. As one teacher said: *When we work on the unit, I try to embed, what does respect look like... and therefore what doesn't it look like.* There is real improvement in how the *students understand respect... The kids at my school now use the language... they say have a bit of respect* and know exactly what that means.

At Warnervale PS the program underpins the school's *Peer Mediation Leader* program, whereby students learn to resolve conflict themselves. See Case Study below for a more detailed description of the impact of the program on student knowledge in this school.

At Lake Munmorah Public School the Principal, Mrs Alison Miller, took the theme of respect for her speech day address late in 2006; an extract follows.

R....Responsible: Responsible students are in charge of their own behaviour
E....Endeavour: Always try to do your best and apply what you learn to everyday life
S....Smart: Smart kids are those who know right from wrong
P....Participation: It is important to show respect by joining in all school activities
E....Excellence: this is something we should be always striving to achieve
C....Choices: Making the right choices is a goal we must all work towards every day
T....Trying all the time: to follow the school rules and teachers instructions

Staff of the school indicated that there was a significant increase in knowledge about respect across the whole school community.

Is their evidence of more respectful attitudes among teachers, students and members of the school community?

One school [Gorokan PS] reported a *growth in the whole school ethos about respect*. Clearly at this school the program is having a positive effect on attitudes.

Most schools commented that the material was user friendly, that the children responded well, that the material was easy to incorporate into other programs and will be implemented repeatedly from year to year. Influencing attitudes was an important part of this process.

For example: *We felt it would more effectively be used as part of our whole-school Peer Support program rather than left to individual teachers. Consequently the Stage 1 and 2 activities were most appropriate. Stickers and magnets were also distributed as part of this program.* [Copacabana PS]

At Wyoming PS there is a strong linkage between this program and the broader *Community Liaison Program* which is funded by the Department of Education and Training's Priority Schools Program. The community cottage forms a focus for discussion about issues and values. See case study below.

One member of the Education Working Party said that: *This is just a little step in building a better community.*

It is unfortunate that no school reported a significant level of activity within their whole community as a direct result of the program. Most reported implementation within the classroom only and at in-school activities [assemblies etc] rather than more broadly. Few schools did more than inform the community that the program was being implemented. There was therefore no evidence that the program had developed more respectful attitudes among members of the community.

It is notable that while the Education Working Party would like to have seen evidence of a wider level of implementation into the community, there is little material in the kit that promotes or supports this.

Is there evidence of improved in-school student behaviour as a result of the delivery of the kit?

This program enables teachers to catch them [sic 'the students'] being good. [Lake Munmorah PS].

Many schools indicated that the program had a really positive impact on the behaviour of students. This is a most encouraging finding for all involved in the project. When taken across the board teachers felt that:

- Significant awareness raising occurred as a result of the program.
- *Students enjoyed it – it provided a great lead into Peer Support - Anti Bullying program* [Tacoma PS]. There is increased *student willingness to report bullying and not accept lack of respect as appropriate behaviour. This led to a decline in instances of bullying being reported.*
- At Northlakes PS: *Continued efforts show improved attitudes and behaviour by most students.*

- *The key teaching point – Respect is shown by staff to students. It should be reciprocated by students. [Tacoma PS]*
- *Woongarra PS reported that: Knowledge has increased – Yes definitely. Attitudes and behaviour – I'd like to think so, but it's very hard to assess.*
- *“Respect” is regularly mentioned at assemblies etc. Children understand what this means and generally show it more consistently. [Copacabana PS]*
- *We spoke at length and discussed ‘respect’ in terms of beginning our class award of ‘Star of the Week’ – The ‘Respecting Others’ topic was great as it highlighted valuing the uniqueness of others. [Pretty Beach PS]*
- *Some schools noticed a decrease in bullying, detention referrals and days lost to suspension. This was particularly reported by staff at Wyoming PS, see case study below.*
- *Many schools noticed improved behaviour, better peer interaction. They reported that words like ‘respect’ and ‘responsibility’ were becoming more used in conversation and interaction and said that students seemed to understand the concepts taught.*
- *Many teachers reiterated that the material worked well with other programs to improve behaviour [see Warnervale PS and Kariong PS case studies below].*

However, a number of teachers thought that it was too soon to tell, or to know whether behaviour improved as a result of this program or because of/or in conjunction with other activities. Clearly behaviour shift is: *Hard to quantify, even though children seemed to understand material. [Pretty Beach PS].*

There is also no pre/post data in any school to support the view in any quantifiable way, that student behaviour has shifted. Schools are just not so directly focused on such rigorous evaluation of their efforts and they have no resources available to do this.

Ongoing reinforcement is essential following the program. For example Kariong PS do this through their Citizen of the Month program. See case study below.

The issue of decay of the impact over time is important. A number of schools reported this to be the case and it needs to be addressed directly in the design of the program. For example: *Students need re-cuing at all possible times – daily if possible – if a fundamental and beneficial change is to be achieved.[Point Clare PS]*

Is there evidence of high level support for the program?

The program is auspiced by the Central Coast *Steps to Respect* campaign and it is coordinated by the JigSaw project in NSW Health. This program has existed on the Central Coast for a number of years.

In January 2006 Premier Iemma declared that ‘respect’ was to be introduced into the school curriculum. This provided the highest level of support for the school program.

The Education Working Party for the schools program involves staff from the Department of Education and Training, Women’s Health, Health Promotion, Chertsey School as a Community Centre, and the Department of Community Services. This provided a solid partnership for the management of the project.

To quote one Education Working Party member: *Partnerships have come from a loose working committee who discussed concept/ possibilities and this now has become a close working action orientated working committee.*

Another said: *It is an excellent partnership – people getting together because they believe in something and doing work that is not part of their normal duties. It is an up and down process – sometimes lots of activity and sometimes little but it continues and there is no lack of interest in the program and the campaign.*

While this is clearly the view of the key informants to this evaluation, the fact that only two members of the Education Working Party attended the focus group for this evaluation does somewhat contradict the view of a vibrant working partnership. It is of note that two others provided written comment when requested.

Within schools there was little understanding of where the kit came from. Some schools are aware that the kit has Government support because *materials sent to school (the kit) has DET and other Government departments listed. Also faxes and various communication sent to schools go via the DET.*

With regard to use beyond the Central Coast a member of the Education Working Party noted that the: *District office of DET is trying to encourage State office to use it as part of the Values Education Framework but with no success so far. District Office staff certainly support it and a number of Principals support it also. It was recently promoted by the Minister for the Central Coast and received good press.*

Another measure of the support for the program is that: *funding has been provided for the development of the Secondary Schools Program.*

Is there any evidence of reduced violence, abuse and neglect on the Central Coast as a result of the Steps to Respect Schools Program?

Not surprisingly, no evidence can be found for achieving this outcome through this evaluation process. It should be noted that this is a very high level outcome and that it could not be reasonably expected to have been influenced in the first year of a school-based program.

Conclusions

- **It is clear from this evaluation that the *Steps to Respect Primary Schools Program* is effective in positively influencing respectful behaviour among young people in stages 1, 2 and 3 [K – 6].** Some schools have reported a reduced incidence of negative behaviour and fewer suspensions at the time that the program was being implemented and soon afterwards.
- **There is also some evidence of attitudinal change occurring as a result of the program and there is substantial evidence of growth in knowledge and awareness.**
- **Twenty-seven schools across the Central Coast [42% of the total number of schools that were provided with the kit] are known to have implemented the program and all but one of these found it to be very effective.** This is an

encouraging finding, especially given the relatively low key way in which the kit was distributed and promoted and the fact that there was no professional development provided. It must be stated however, that there is still a long way to go before this program reaches its lofty goals across all schools on the Coast.

- **Among those schools that implemented the program four case study schools have been identified; these represent high level practice in implementation.** Three of the case study schools implemented the program early in the year; all integrated this program within other student welfare initiatives. It is of note that twelve schools were identified as potential case studies because of the depth of their implementation, but only four schools carried through with the process. This was somewhat disappointing.
- **Where schools have implemented the program they have reported that it links well with the PD/H/PE curriculum, contains activities and materials that engage students and positively, links with broader student welfare and values education approaches and is a high quality addition to their work.** Schools that have implemented the program in 2006 will be undertaking it again in 2007.
- **Where implementation is most successful there has been a significant level of integration with other student welfare activities that the school is undertaking.** It would appear to be no coincidence that schools that have implemented this program well also have taken a proactive approach to student welfare. Each of the four case study schools and some of the others have implemented broader student welfare [values education] initiatives and this program has been and integral part of a larger whole.
- **Teachers report that their children like the material in the kit and engage very well with it. Stickers and magnets are viewed very positively by most teachers.**
- **Further, teachers report that the lessons give young people a 'language' that they can use to talk about respectful behaviour.** It would seem that one of the major benefits of this program is that it expands the understanding of the language of respect and helps young people to incorporate this into their communication.
- **It is discouraging however to report that less than 50% of those schools provided with the kit have implemented it during 2006. Further, the kit was not provided to many non-Government schools on the Central Coast, so for those schools implementation was not possible.**
- **Further, there was little evidence that the program engaged the school community and no evidence that it spread from the school to the wider community.** If the school program is to make a real impact it must support the broader community campaign. It must also forge much stronger links with the parents in each school. In 2006, few schools did more than inform the community that the program was occurring.

Recommendations

The following recommendations result from the formative aspect of the evaluation. They are written for the consideration of the *Steps to Respect* Education Working Party

1. It is recommended that the Education Working Party strongly promotes the ongoing implementation of the *Steps to Respect* Primary Schools Program by:
 - a) proactively informing all school Principals that the kit is being redistributed for ongoing use.
 - b) engaging with all non-Government primary schools [systemic and non-systemic] and strongly encouraging the use of the program in these schools.
 - c) providing professional development for an identified member of staff in each school in the implementation of the program. It is important that case study schools are given a role in the development and delivery of professional development activities.
 - d) re-distributing the kit into all schools for use in 2007 and 2008.

2. In order to promote improved implementation of the program it is recommended that:
 - a) a copy of this evaluation report is provided to all schools who responded to the request for data.
 - b) case studies developed as a part of this evaluation are placed on the DET website and their availability is widely promoted.
 - c) the highlights of the evaluation are publicized widely through the education community on the Central Coast and more widely if possible.
 - d) follow-up activity is undertaken with Wyong Creek Public School to determine why they evaluated the program negatively and what can be learned from this.
 - e) the DET strongly encourages all Government schools to implement the program each year and part of the student welfare program.

3. In order to improve the kit itself the Education Working Party should:
 - a) review the suggestions for change made in the Findings section of this report and upgrade the kit accordingly.
 - b) develop additional activities that can be delivered in all classrooms to reinforce learning about respect throughout the year. The intention of these activities would be to promote ongoing respectful behaviour and thus guard against the 'decay' identified in this evaluation.

4. Given that to date the program has had little impact into the wider school community, it is recommended that:
 - a) The Education Working Party identifies how additional material can be added to the program so that it has impact into the adult community of the school. Engagement with the case study schools and beyond, should be an important part of this process.

Case Studies

As part of this evaluation a number of schools were approached to develop case studies of the ways in which the *Steps to Respect* Program. Twelve schools that had undertaken a significant level of implementation of the program were approached to work up written case studies. Four schools took up this offer. They were:

- Warnervale Public School
- Wyoming Public School
- Lake Munmorah Public School
- Kariong Public School

It was agreed at the outset of the project that these case studies are to be published on the DET website.



Steps to Respect Program School Case Study

This case study provides information about how a school implemented the *Steps to Respect* program during 2006. It is designed to recognise good practice in the implementation of the program and to promote comprehensive delivery of the program in other schools across the Central Coast.

Warnervale Public School



Contact:

Kerry Moore

Principal

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Email: warnervale-p.school@det.nsw.edu.au

Student Numbers: 275 students

Location:

Warnervale Public School

Hunter Central Coast region

Lot 75 Warnervale Road

WARNERVALE NSW 2259

How did the School implement the *Steps to Respect* program?

The whole school undertook the lessons in Term 1 as part of the introductory Personal Development Unit. Each staff member was given copy of the program

and some professional development was provided prior to its implementation. The program was strongly supported by the Principal and all members of the school executive. *Steps to Respect* was fully implemented across all grades. The program was used to introduce the establishment of class rules and to build 'class culture'.

In addition, the school holds a Friday morning whole school assembly. Each week one class presents an item for the school. Three of the items presented during term 1 were related to the 'respect' theme. One class presented the Aretha Franklin song, '*Respect*', another presented a short play and a third wrote a poem on respect. It is important to note that each class is responsible for decisions about what is presented at the assembly and so those classes that chose 'respect' did so because the students wanted to present this concept to their peers. These assembly items reinforced the in-classroom teaching that was occurring in all classes and made *Steps to Respect* somewhat special in the eyes of the students. Teachers valued this activity in that it reinforced their classroom teaching.

It is of note that the *Steps to Respect* program is one of a number of student welfare initiatives that the school uses to underpin its *School Mediation Leaders* program. In this program year 5 students are trained as peer leaders and are involved in mediating any relationship issues between students of all grades. They assist in playground management by mediating disputes and supporting students' well being.

The *Steps to Respect* program has also been of assistance to the school in its attempt to address learning difficulties for some of its students. The school runs a weekly Learning Support Team and this program has featured in discussions about how it might be used to assist some students with learning difficulties.

An important aspect of the use of this program is that it fits within a context of whole school teaching about values and spreads across the entire school. Significantly, it is reinforced by the *Building Resilience Program* which is conducted in terms 2 and 3. All staff believe that such reinforcement is essential. It is important to note that the approach used at Warnervale PS recognises that student values and relationships cannot just be built only within a five week block. A great deal of reinforcement and building of the complex issues involved in education about values needs to occur throughout each year of each child's school life. Staff at Warnervale PS are conscious of this need and are working towards identifying further ways to address it.

What impact did the *Steps to Respect* program have on knowledge, attitudes and behaviour?

The program raised awareness of the whole school community towards respect as an issue and students were encouraged to use the language of respect at school and at home. From the early stages of the implementation of the program

staff and students were using this language in the classroom, in the playground and outside of the school. Appropriate behaviour was rewarded.

The school uses a referral to a 'Planning Room' approach as a part of its student management program. The number of planning room referrals for disrespectful behaviour decreased in Term 1 as a direct result of the program. Suspension rates were also down in Term 1.

The staff reported that for the vast majority of their students there was an increase in tolerance and empathy that can be directly attributed to the program.

While there has been some decay of the impact and ongoing reinforcement is a challenging issue, there have clearly been behaviour impacts as a result of the program over the entire school year.



What did the school staff think about the program?

The staff at Warnervale Public School love this program. It is extremely user friendly and appropriate for the students. The resources are effective and the stickers etc are a great motivator. All staff report that the program is easy to run and is well accepted by all students. The positive emphasis on respectful language is a real feature of the program. Some students need help in finding the way to express their respect for others and this program helps them to do that.

Perhaps the only part of the program that needs more work is the Kindergarten section. At Warnervale Kindergarten children did Stage 1 activities and these were a little advanced for some of them.

What did the school community think about the program?

There was an extremely positive reaction from the community. The school included information about the program in the School Newsletter. All classes also

send out class newsletters for Term 1 and information about the *Steps to Respect* program was included in all of these. The program was discussed at P&C and parents attended the assemblies. No concerns were expressed by any parent about the program.

What did the school students think?

The students enjoyed this program. The activities were appropriate for their level and the stickers are a bonus. Students talked about this program outside of the classroom and began to use the concept of respect in the playground.

One significant example of the impact of the program on students involves a young student who was transferred into the school late in primary because he was the subject of bullying behaviour in a previous school. He has not been bullied at Warnervale PS, is now a school leader and his story is an example of a success story for the whole school welfare approach at Warnervale Public School.

The *Steps to Respect* will be implemented again in 2007 and this is a testimony to the usefulness of the program





Steps to Respect Program School Case Study

This case study provides information about how a school implemented the *Steps to Respect* program during 2006. It is designed to recognise good practice in the implementation of the program and to promote comprehensive delivery of the program in other schools across the Central Coast.

Wyoming Public School



Contact:

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Wyoming Public School
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Email: enquiries@wyoming-p.schools.nsw.edu.au

Student Numbers: 307

Location:

Maidens Brush Road
Wyoming NSW 2250

How did the school implement the Steps to Respect Program?

Wyoming Public School implemented the program during the first weeks of Term 1, 2006. Each classroom teacher was given a copy of the program and they integrated the lessons into their programming. This followed an in-house professional development session for all teachers during which time they were introduced to the kit and it was discussed in some detail.

Implementation at grade level was the responsibility of individual teachers except for year 5 and Kindergarten, where implementation occurred through the Class Buddies Program. This involved Year 5 and Kinder students working and learning

together, with Year 5 students taking on a leadership and supportive role with the younger students.

This approach was initiated because of the organisational issues that the school faced in implementing the program. But as it became implemented it was seen as an important approach in the roll-out of the whole program and it was strongly supported by teachers in both grades. This approach will be used again in 2007.

The culmination of the program occurred through a whole school assembly where year 5 and the Kindergarten presented a role play about various aspects of respect. The well known Aretha Franklin song 'Respect' featured in this presentation. This was very successful and enjoyed by all students.

An important aspect of the implementation of the *Steps to Respect* program at Wyoming is that the school has spent the better part of this year developing new school values [instead of school rules]. This incorporated values education for students and the community, so opportunity to implement the *Steps to Respect* program as part of the curriculum was quite timely.

The school now has endorsed four key values and respect features in each of them. Below are the four values and samples of the words that staff, parents and children communicate about the values.

Value	Words that are used
Well-mannered	Treat each other with dignity and respect Always use a friendly voice Listen to others
Proud	Always wear school uniform Respect Australian values and symbols
Safe	Always keep your hands and feet to yourself
Responsible	Always make the best choice Be responsible for your own actions and behaviours Encourage your peers

What impact did the Steps to Respect program have on knowledge, attitudes and behaviours?

Given the broad school approach to the school values, and the specific classroom focus of the *Steps to Respect* program, it is difficult to analyse specific data related to attitudes and behaviours (days lost to suspension, detention referrals, Sort and Talk referrals, Principal's Awards, Merit certificates). All staff at Wyoming PS are confident however that the *Steps to Respect* program, together with the new and improved Student Well-being program, has been successful in increasing positive behaviours and decreasing negative behaviours.

What did the school staff think about the program?

Staff were initially impressed with the ‘user-friendly’ nature of the lessons and the way the outcomes could be incorporated into an already stacked curriculum. They also provided positive feedback regarding the lesson content, levels of engagement and outcomes achieved. The kit was really useful from the start.

Teachers also found the incentives and prompts in the kit [magnets, stickers etc] of great value. At this school the kit was timely; activities could be used as a lesson break and also integrated into a program

What did the school community think about the program?

Respect has been strongly supported in the community. Input/communication occurred by way of a survey about the values that the community saw as important, through the newsletter and on the front of school notice board. Communication via the Community Liaison Officer and at the community cottage, which is on the school grounds, was most important.

The school community were impressed with the way the children, from Kinder to Year 6 could confidently discuss respect, responsibility and other values.

Wyoming PS has also encouraged the school community to embrace the core values that underpin its Student Well-being policy. Laminated copies of the values have been sent home and can be used within families for display and to refer to. The school has received a great deal of positive feedback about this. Members of the community were impressed with the integration between the lessons and the school value-setting process.

What did the students think?

The students responded to the *Steps to Respect* program with high levels of engagement and participation. It is the school’s aim to embed to core values into its entire curriculum, and the *Steps to Respect* program has been a fine launching pad for this.





Steps to Respect Program School Case Study

This case study provides information about how a school implemented the *Steps to Respect* program during 2006. It is designed to recognise good practice in the implementation of the program and to promote comprehensive delivery of the program in other schools across the Central Coast.

Lake Munmorah Public School



Contact:

Mark Jennings
Assistant Principal
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Student Numbers: 580 students

Location:

Lake Munmorah Public School
Carters Rd
Lake Munmorah NSW 2259

How did the School implement the *Steps to Respect* program?

The school implemented the *Steps to Respect* program during the first five weeks of Term 1. All classes across the whole school implemented the program at the same time every week. During this time the weekly focus for the school was the topic of the week's *Steps to Respect* lesson. This became the school theme for the week and was discussed at each weekly assembly. Reinforcement of the theme in this way did have a real impact of the students.

The school executive decided to implement the program at the commencement of the year for a number of reasons:

- The program assisted teachers to get to know their new students.
- The program enabled them to set a culture in the classroom that could be beneficial to their teaching for the remainder of the year.
- The program was fun, new and different.
- The children would be engaged by the content and the resources in the program.

As part of the delivery of the program children had their behaviour discussed within the framework of the lessons taught. There were solid expectations that respectful behaviour would occur throughout the school.

What impact did the *Steps to Respect* program have on knowledge, attitudes and behaviour?

Throughout the five week program it was noticeable that the attitudes of the children and staff were positive and there was an increase in the observations of 'respect' being witnessed in the classrooms and the playground. The behaviour of the children was also maintained after the program was concluded as there were fewer referrals for behaviour management for a longer period of time at the beginning of the year, than in previous years. Although there were still referrals for disrespect the number of referrals was lower. The children could see how their behaviour could be seen as disrespectful, especially after general discussion of respect had occurred in each lesson.

It was noted that there was some decay in the impact of the program in the second half of the year and staff are aware that reinforcement needs to occur during the last two terms.

The program was so successful that the school has already programmed it into the 2007 schedule

What did the school staff think about the program?

The school staff and the executive were very pleased with the program as it delivered a clearly defined definition of 'respect' and how to show it. The resources assisted the delivery of the program and reinforced the messages taught. The lessons were grade appropriate and the concepts were targeted correctly to allow for clear understanding by the children. The language used to describe respect was highly appropriate, especially for Stages 1 and 2 students. At the higher Stage [3], it was felt by some teachers that the kit could be improved if it provided some assistance in how to translate the concept of respect at a more complex level.

The teachers would like to see *Steps to Respect* extended to a 10 week program and they would also like to see the provision of resources continue. If the program was extended to 10 weeks Lake Munmorah Public School would implement it over a two term period. Additional wall charts and other teaching

aids would also assist. Wall charts would be used as reminders, to reinforce appropriate respectful behaviour.

What did the school community think about the program?

The school community was not specifically involved in this program. There was no orchestrated approach to inform the community about the program. It was felt that because of the existing school culture the community would accept the program. This proved to be the case. There were no concerns raised by the community as the program was being implemented. Given that the program was highly visible, through the theme of the week and the assembly process, this indicated that the program had community support.

What did the school students think?

Discussion with different children at the times indicated that they seemed to enjoy the lessons and they could tell staff the concept that was taught for that week. The students also enjoyed receiving the stickers etc that formed an integral part of the program.

The *Steps to Respect* program Lake Munmorah Public School was successful and the staff would like to see it offered every year and even extended in depth and length.



Steps to Respect Program School Case Study

This case study provides information about how a school implemented the *Steps to Respect* program during 2006. It is designed to recognise good practice in the implementation of the program and to promote comprehensive delivery of the program in other schools across the Central Coast.

Kariong Public School



Contact:

Kerry-Anne Raynor
Assistant Principal
PD Health PE Coordinator
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Student Numbers: Approximately 800 students

Location:

Kariong Public School
52 Langford Drive
Kariong NSW 2250

How did the school implement the Steps to Respect Program?

In 2006 the Student Welfare Committee at Kariong Public School introduced a new program based on the core values of education. Each month a different core value is the focus across the whole school. This value is taught explicitly in every classroom and reinforced in the playground and newsletter articles. For the month of July 2006 the focus value was 'respect.' This is when most class teachers used the lessons in the *Steps to Respect* kit. Other values that have been considered are illustrated in the photo below.



The Steps to Respect kit was given out to each class teacher. They could then use it whenever they felt appropriate, but most used it in the July/August period as a way of teaching about respect. Some teachers continue to use it at different times in their classroom when the need arises or they feel it is appropriate.

The school also reinforced the respect theme through its weekly assembly and *Citizen of the Month* program. Each month one class is selected to put on an item at assembly. During July this item involved a presentation about 'respect'. Also all citizens of the month for July were chosen because of their respect for others.

This is a major program across all grades and nominations are highly valued. Students are photographed and presented to the whole school.



At Kariong, a major feature of the program was the perfect fit between the objects and content of the kit and the new school values program. It was almost as though the kit was written for the program. It is of note that 2007 implementation is already being planned and that there is much enthusiasm for the *Steps to Respect* kit among teachers and students.

What impact did the Steps to Respect program have on knowledge, attitudes and behaviour?

The lessons in the kit raised awareness about the importance of respect and gave teachers and students increased knowledge about respect.

Overall during the month of July when respect was the focus value, the lessons really heightened awareness of the importance of this value. There has been some improvement in students' attitudes towards each other. The language of respect is used widely and there has been improvement in behaviour across the school.

As with all programs, it is difficult to single out whether the impact was due to a single activity or lesson or because the whole school was involved more fully in teaching about values. Regardless of the trigger for the change, impact is certainly occurring at Kariong PS.

The school's student management program uses a series of levels as a way of managing inappropriate behaviour. Level 5 is suspension from school and suspensions have reduced substantially since the implementation of the values program. Also far fewer children are placed at levels 3 and 4. There are positive examples across most grades, of students who have been consistently placed on levels 3 and 4 who are now on level 1 – 'acceptable behaviour'. For example one Year Four student has been on level 1 ever since the teaching about respect

occurred in his classroom. Prior to that time he had been a significant behaviour challenge for the school.

What did the school staff think about the program?

Most staff found the program to be very practical and useful. The lesson ideas are clearly set out and easy to follow and understand. The staff at Kariong were more than happy to use the kit to supplement and enhance teaching about the core value of respect. The kit forms a useful part of the Personal Development program.

Some staff reported that teaching about this value helped them to respect their students more completely. They became more aware of what it meant to respect others.

What did the school community think about the program?

The school did not specifically inform the general or the school community that the *Steps to Respect* program was being used although there was significant communication about the broader school values program. The school community has responded positively to the focus on a different value each month, including the month during which the school focussed on respect. The community has provided positive feedback about this program and no complaints were received or concerns raised.

What did the school students think?

The students participated fully in the lessons from the *Steps to Respect* kit. Most students enjoyed the lessons. They liked receiving the fridge magnet which came with the kit. Of particular value was that the kit gave students and teachers a common language to use when talking about 'respect'. It is of interest that although teachers have been using this word to describe appropriate behaviour for a long time, it may be that many students have not really understood what the word means. The lessons in the kit have helped bring about a much more in-depth understanding of the language and concepts.

Kariong will continue to implement the kits in class lessons when it is appropriate and necessary. The kit will be utilised well during the month next year when respect is the focus.

Appendix 1: Data Collection Instruments



T Issues Consultancy

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Mobile: 0419 148 551

Fax: 02 9948 8243

Email: tissues@acay.com.au

Website: www.tissues.com.au

Steps to Respect Program Evaluation

Central Coast Primary School's Survey

Introduction: The Steps to Respect Campaign is promoted by a network of agencies whose aim is to reduce the high levels of violence, abuse and neglect (VAN) on the Central Coast. The school's component of this program commenced early in 2006. Its focus is on increasing respectful behaviour among students and a kit was provided for each classroom in your school. The kit contained a magnet and sticker for each child, a poster with blank steps for classes to write their own Daily Respect Principles, and age specific classroom resources/lessons for use with Kindergarten to Year 6 students.

The program is currently being evaluated and your help is sought to assist this process. Can you complete the following questionnaire for your school? It will take you about 6 or 7 minutes to complete and should be returned by September 1, 2006.

Once completed please email it to the Program Evaluator Grahame Collier at tissues@acay.com.au or fax it to Grahame on 02 9948 8243.

Questionnaire:

1. Name of School:.....
2. Name and role of person completing this form [Please answer all questions on behalf of the school]:.....
3. Are you aware that the Steps to Respect material has been provided to your school? Please circle appropriate response. If 'No' is circled please return the form to the evaluator [see above].

YES
NO
4. To what extent has the program been implemented in your school? Place a cross in the answer box, if the statement is correct. Add additional information where possible or requested.

Question	Answer	Please add comments that might help evaluate the program
The Steps to Respect Program is in my school but has not been implemented in any year.		
The Steps to Respect program has not yet been implemented but		

my school intends to implement it in the future.		
If the school intends to implement it, when will this occur and in what years?	When? What Years?	
The Steps to Respect Program is in my school and has been implemented.		
If the Steps to Respect program has been implemented in the school what years has it been taught in?	What years?	

5. To what extent were teachers satisfied with the kit in all of its components (lesson plans, stickers, magnets, posters)? Please circle the appropriate response on the continuum below.

1.....2.....3.....4.....5
 Not at all satisfied Very satisfied

6. Can you provide comments about the level of teacher satisfaction with the kit?

7. What improvements could be made to the kit if it was to be amended?

8. What benefits were observed as a result of the implementation of the kit?

9. Was there any evidence of changes in student knowledge and/or attitudes and/or behaviour?

10. Do you have any other comments that might help to evaluate this program?

Steps to Respect Program Evaluation Written Feedback from Partner Agencies

Can you please provide written input into the evaluation by completing the following questions? Even if you can only provide input into one question, it would be helpful. Please send your response direct to Grahame Collier at tissues@acay.com.au

1. In your view are there any schools that have implemented Steps to Respect really well? Why?
2. Are you aware of schools that intend to implement the program in the future? When? Why have they not done so already?
3. Do schools have any understanding of the following; if so what?
 - The school's program is a part of a broader Central Coast Steps to Respect campaign
 - The Steps to Respect program is supported by state government and the DET? If yes, do they know how?
 - Who is providing the Steps to Respect program?
 - That the Steps to Respect program is linked to the curriculum. If so which one?
4. Can you make comment about the quality and extent of the partnerships between agencies that lead to the development/delivery of Steps to Respect?
5. Do you have information about the extent to which teachers were satisfied with the kit in all of its components? How do you know this?
6. What improvements should be made to the kit if it was to be amended?
7. Is there any evidence of more respectful attitudes among teachers, students and members of the school community as a result of the implementation of the kit? Can you provide any evidence of an increased level of respect between students [and their teachers]?
8. Do you know if there is evidence of improved in-school student behaviour as a result of the delivery of the kit?
9. Is there any evidence of high level support for the program – in schools/outside schools?
10. Any other input?

**Steps to Respect Program
Evaluation
Discussion Guide for use with Education working party**

1. What are the key elements of the school's component of the Steps to Respect program in Schools?
2. To what extent are you aware that schools know that the kit has been provided? How do you know this?
3. What schools have implemented the Steps to Respect program during 2006? In your view have any done it really well? Can you suggest potential case study schools?
4. Of the schools that have implemented the program, are you aware of which grades have been targeted? Why?
5. Are you aware of schools that intend to implement the program in the future? When? Why have they not done so already?
6. Do schools have any understanding of the following; if so what?
7. The school's program is a part of a broader Central Coast Steps to Respect campaign
8. The Steps to Respect program is supported by state government and the DET? If yes, do they know how?
9. Who is providing the Steps to Respect program
10. That the Steps to Respect program is linked to the curriculum. If so which one?
11. Do you have information about the extent to which teachers were satisfied with the kit in all of its components? How do you know this?
12. What improvements could be made to the kit if it was to be amended?
13. Are you aware of improved knowledge about respectful behaviour among students, parents and teachers? How, what, where?
14. Is there any evidence of more respectful attitudes among teachers, students and members of the school community as a result of the implementation of the kit? Is there evidence of an increased level of respect between teachers and parents?
15. Is there evidence of improved in-school student behaviour as a result of the delivery of the kit?
16. Is there any evidence of high level support for the program – in schools/outside schools?
17. Is there any evidence of reduced violence, abuse and neglect on the Central Coast as a result of the Steps to Respect Schools Program?
18. Any other input?

Steps to Respect Program Evaluation

Case Study Schools Discussion Guide

Opening Discussion

Overview of evaluation and apologies

Email addresses so I can send final case study for approval

What will happen with the final case studies

Pictures

General Questions

- Describe how/when the kit was used
- Is there evidence of improved in-school student behaviour as a result of the delivery of the kit?
- Is there evidence of an increased level of respect between teachers and parents?
- Is there evidence of more respectful attitudes among teachers, students and members of the school community?
- To what extent is there improved knowledge about respectful behaviour among students, parents and teachers?
- To what extent were teachers satisfied with the kit in all of its components?
- What improvements could be made to the kit if it was to be amended?

Other additional questions

- Is there a link with school counsellor/other programs or services?
- How involved have the community been in the program? Are they aware of it?
- Are there stories of anecdotal evidence of success from the school community, individual teachers and students etc

Note the following additional questions were developed specifically for each school following review of written information submitted.

Wyoming Additional Questions

- Is there a link with the work of the parent support worker?
- Find out more about buddies system of implementation?
- More about Student Wellbeing policy and link.

Lake Munmorah Additional Questions

- Particular decision to implement during weeks 1 to 5. Will they do this again next year?
- Examples of behaviour change
- Decay issues... did the more positive behaviour continue after week 5
- If it was extended to a 10 week program would they implement for whole of term 1?

Warnervale Additional Questions

- Did the program work particularly well in certain grades/
- What is the need for kindergarten
- What community support was there for the program?

Kariong Additional Questions

- How did the program fit with the school's broader values framework?
- What evidence is there of behaviour shift?

Appendix 2: Schools that Responded to the Written Survey

St John of Baptist PS [phone]

St Cecelia's Wyong

Avoca Beach PS

Berkeley Vale PS

Blue Haven PS

Budgewoi PS

Chittaway Bay PS

Copacabana PS

Empire Bay PS [phone]

Erina Hts PS

Gosford PS

Gosford East PS

Gorokan PS

Lake Munmorah PS

Kanwal PS

Kariong PS

Killarney Vale PS

Kincumber PS

Kulnura PS

Lisarow PS

Narara PS

Northlakes PS

Ourimbah PS

Peats Ridge PS

Pretty Beach PS

Pt Clare PS

Tacoma PS

Toukley PS

Tuggerah PS

Umina PS

Wadalba PS

Wamberal PS

Warnervale PS

Woodport PS

Woongarra PS

Woy Woy South PS

Wyoming PS

Wyong PS

Wyong Creek PS

Wyong Grove PS

Yarramalong PS

Note that the Project Manager also had received preliminary information from Brisbania PS, prior to the commencement of the evaluation.