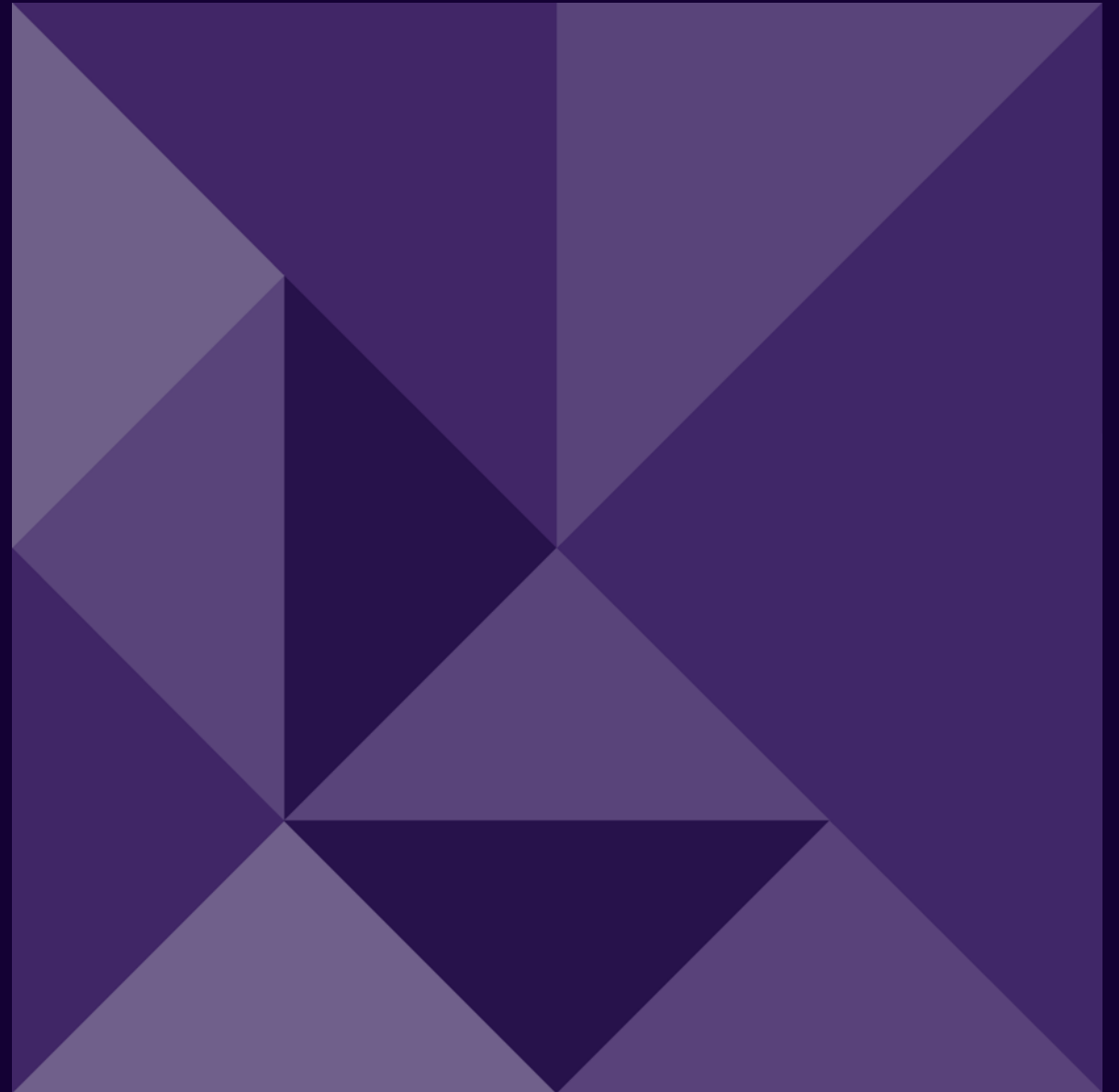


Respectful Relationships Evaluation 2023

School Data Snapshot
Student Survey

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Introduction

This data snapshot presents results for the Student Survey, conducted in Term 1, 2023.

The results are shown for:

- Students in your school (represented by columns, disaggregated by gender)
- Other schools in Victoria (represented by the ◆)

School: Heathmont College

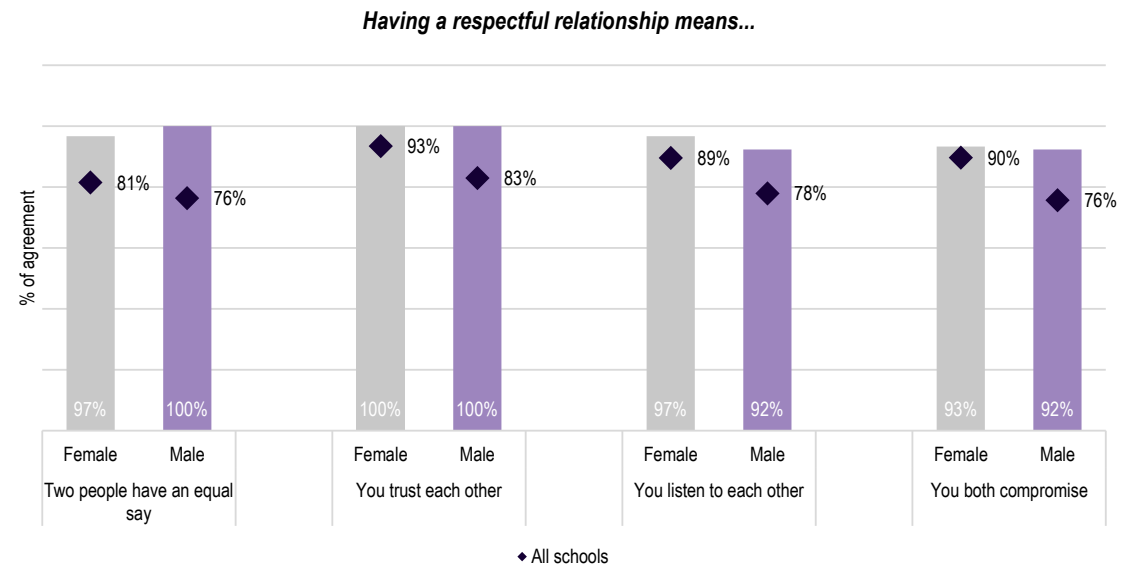
Number of survey participants: 46

A note on reporting

In this report we comment on whether results from your school were **lower**, **higher**, or **similar** to (within three percentage points) other schools. If your area responses are **higher** by ten percentage points or more, we report you as '**much higher**'.

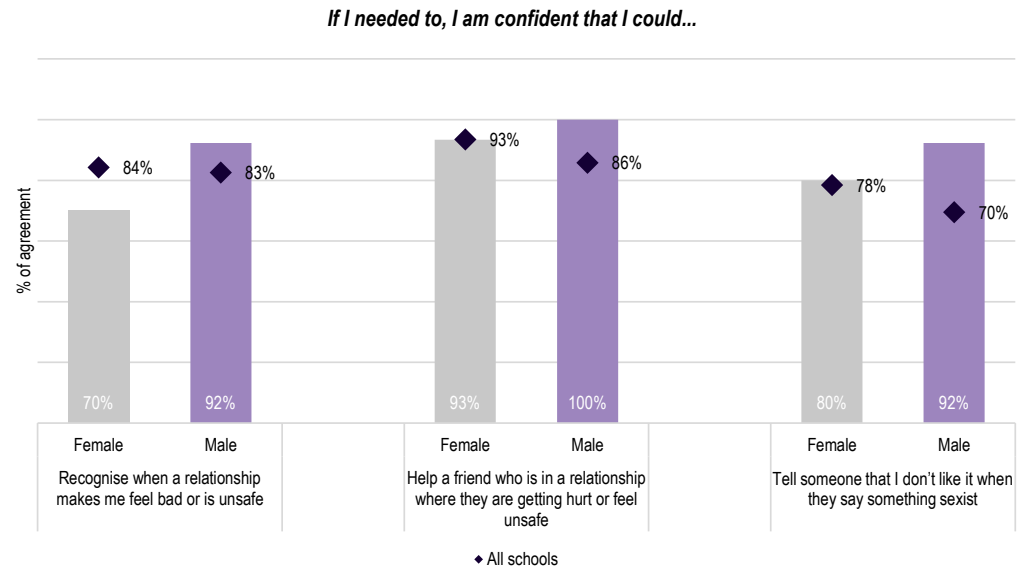
Section 1. What it means to have a respectful relationship

- The following questions examine student attitudes and understanding of what it means to have a respectful relationship.
- The chart (right) displays only students that **'agreed'** or **'strongly agreed'** to the statements.
- Compared to other schools in Victoria, your students' levels of **agreement** with the statements were:
 - **higher** on having an equal say
 - **higher** on trust
 - **higher** on listening
 - **lower** on compromise.



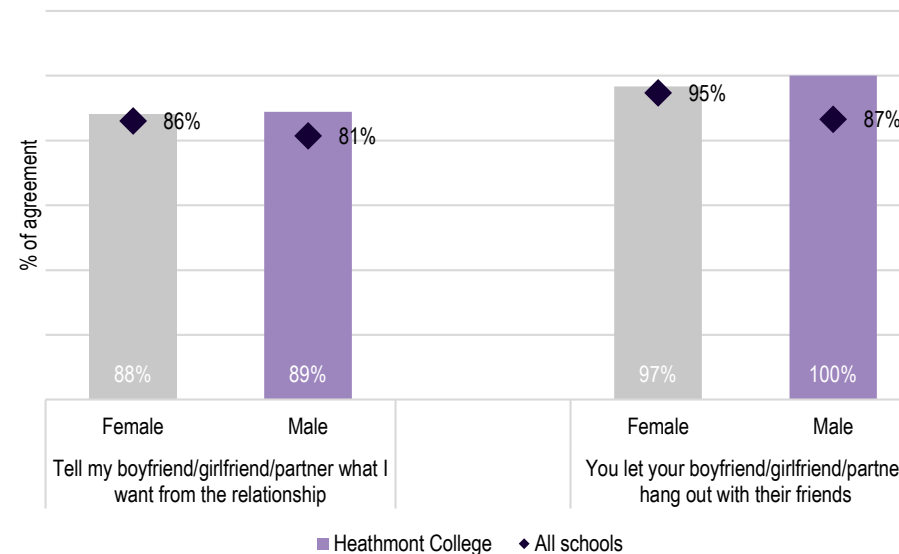
Section 2. Confidence and capabilities in relationships

- The following questions examine student confidence and capabilities to engage in equal and respectful relationships.
- The chart (right) displays only students that **'agreed'** or **'strongly agreed'** to the statements.
- Compared to other schools in Victoria, your students' levels of **agreement** with the statements were:
 - **much higher** on recognising when a relationship is bad or unsafe
 - **much higher** on helping a friend when they are getting hurt or feel unsafe
 - **much higher** on standing up to negative gender stereotypes.



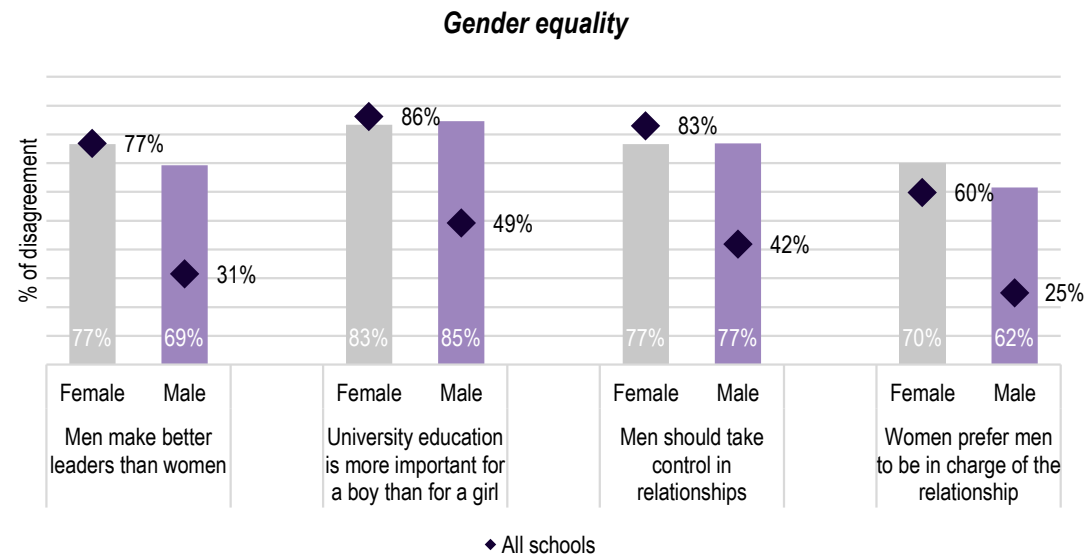
Section 2. Confidence and capabilities in relationships (yr 10-12 only)

- The following questions examine student confidence and capabilities in relationships with a partner.
- The chart (right) displays only students that **'agreed'** or **'strongly agreed'** to the statements.
- Compared to other schools in Victoria, your students' levels of **agreement** with the statements were:
 - **much higher** on letting your boyfriend/girlfriend hang out with their friends
 - **much higher** on telling a partner what they want from a relationship.



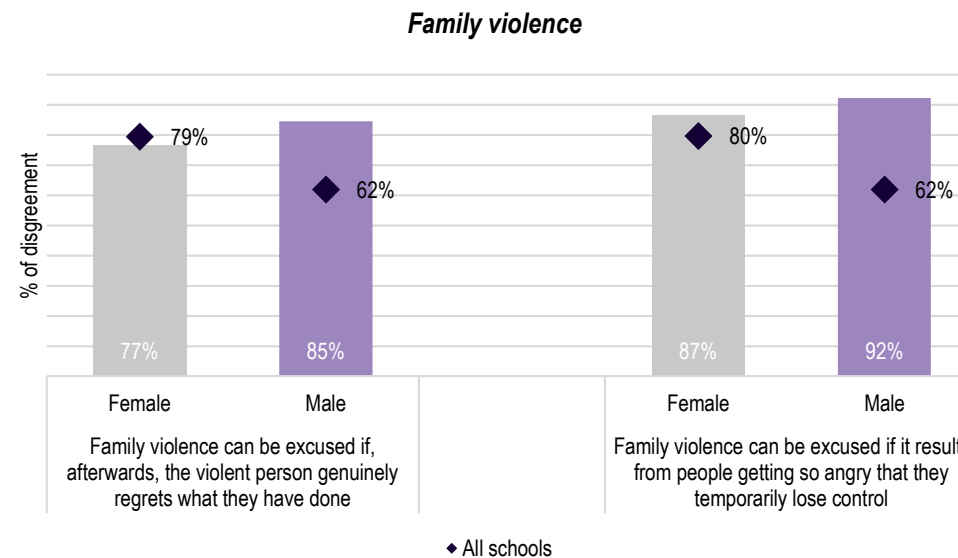
Section 3. Challenging traditional gender roles

- The following questions examine student views on gender roles and equality. They show the extent to which students challenge traditional gender roles.
- The chart (right) displays only students that **'disagreed'** or **'strongly disagreed'** to the statements.
- Compared to other schools in Victoria, your students' levels of **disagreement** with the statements were:
 - **much higher** on leadership
 - **much higher** on the importance of education
 - **much higher** on gender roles in relationships
 - **much higher** on perceptions of women's preference for gender roles.



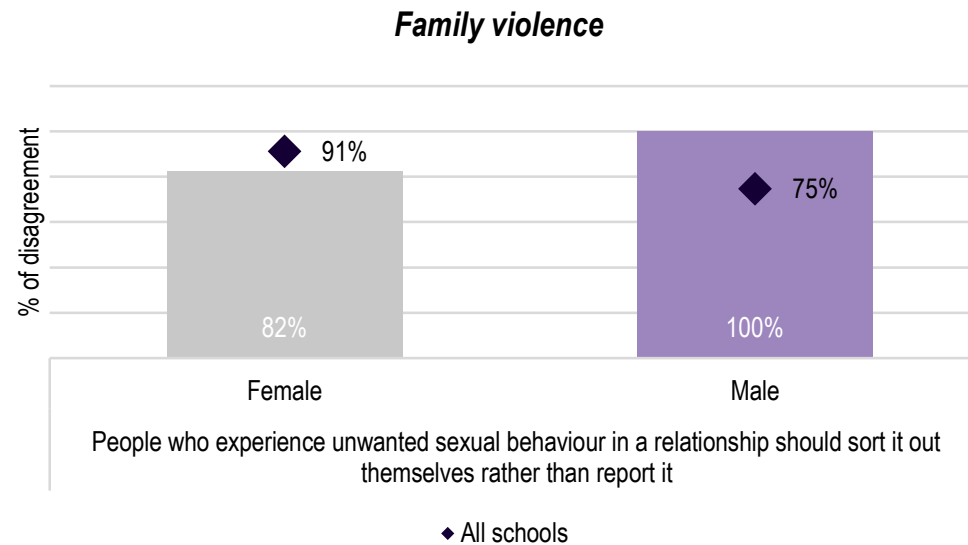
Section 4. Dispelling myths about family violence

- The following questions examine student attitudes, aligned with the objective of preventing family violence. They show the extent to which students are dispelling myths about family violence.
- The chart (right) displays only students that **'disagreed'** or **'strongly disagreed'** to the statements.
- Compared to other schools in Victoria, your students' levels of **disagreement** with the statements were:
 - **higher** on excusing family violence if the person regrets it
 - **much higher** on excusing family violence if it results from people getting so angry that they lose control



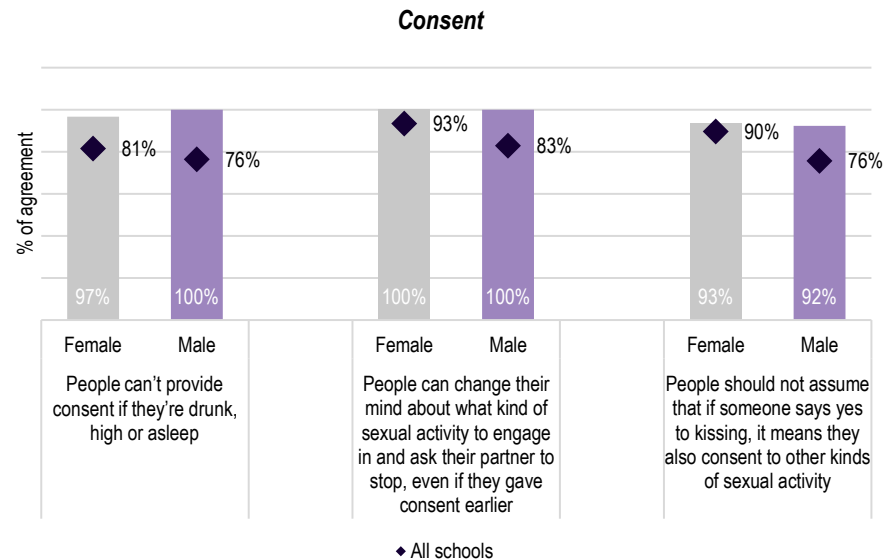
Section 4. Dispelling myths about family violence (yr 10-12 only)

- The following questions examine student attitudes to unwanted sexual behaviours in a relationship. They show the extent to which students are dispelling myths about unwanted sexual behaviours, and about shifting blame.
- The chart (right) displays only students that **'disagreed'** or **'strongly disagreed'** to the statements.
- Compared to other schools in Victoria, your students' levels of **disagreement** with the statements were:
 - **similar** on shifting blame from the perpetrator to the victim.



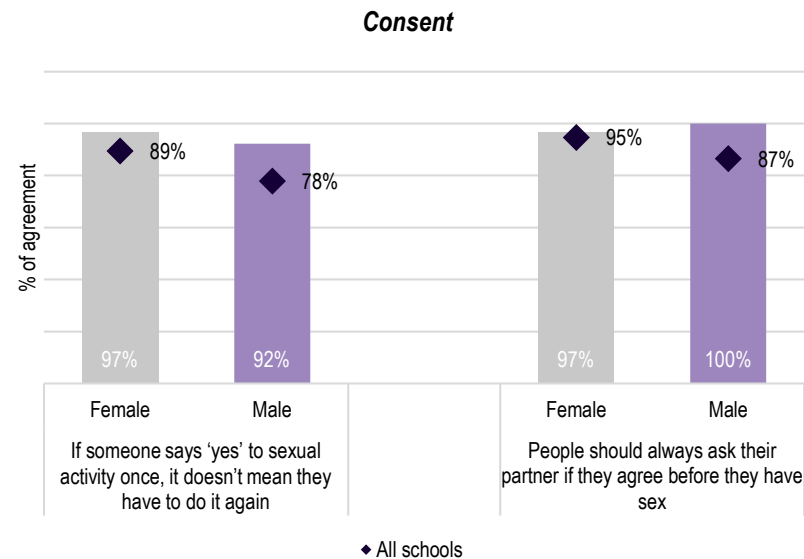
Section 5. Consent

- The following questions examine student understanding of consent. They show the extent to which students are able to apply their knowledge of consent to situations.
- The chart (right) displays only students that **'agreed'** or **'strongly agreed'** to the statements.
- Compared to other schools in Victoria, your students' levels of **agreement** with the statements were:
 - **much higher** on consent under the influence of drugs or alcohol
 - **much higher** on people changing their mind about what kind of sexual activity to engage in
 - **much higher** on assuming consent to one activity means consent to another



Section 5. Consent

- The following questions examine student understanding of consent. They show the extent to which students are able to apply their knowledge of consent to situations.
- The chart (right) displays only students that **'agreed'** or **'strongly agreed'** to the statements.
- Compared to other schools in Victoria, your students' levels of **agreement** with the statements were:
 - **much higher** on saying 'yes' to sexual activity once doesn't mean they have to do it again
 - **higher** on always asking for consent of a partner.



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