

School Readiness Review – Long version

Stage 1: Getting Ready

Step 2. Task 2. Assessing School Readiness

Readiness aim: Assess the readiness of school for implementation to identify barriers and build capacity.

Schools that assess and improve capacity support help ensure their actions are effective, sustainable and system-wide. The 'School Readiness Check' will provide your school Wellbeing Team with understanding about factors that may influence the successful implementation of a whole-school approach to wellbeing and mental health. This 'check' will help determine what steps are needed to address potential implementation barriers or strengthen implementation capacity. It may also serve as a useful reflection tool to track progress over time.

Who should complete the School Readiness Check?

The School Readiness Check can be completed by the members of the staff implementation/wellbeing team only or you can include other members of the staff to gain a richer picture of your current school readiness context.

Your team will be asked to indicate how much you agree or disagree with each statement by circling one response. The rating scale is 1 to 7, with zero being 'strongly disagree' and 7 being 'strongly agree'. This tool provides lists of statement.

How to conduct the School Readiness Check

- The activity should be conducted together as a group, with all committee members present, if possible, particularly school administration members such the Principal or Deputy Principal.
- It is important that this activity be conducted at the beginning of each year, particularly if committee members have changed, so that capacity can be monitored and built gradually. Some strategies may take some time (maybe two to three years) to put into place and influence program success.
- One member should act as a facilitator to guide the group through the questions and another member as a scribe to record the group's key comments using the master report provided.
- It is acceptable to answer many of these activity questions as 'don't know', 'haven't thought about this yet' or 'not skilled and experienced' as this activity will help to identify those areas where help and support is needed to build your school's capacity.
- Each school will have their unique priorities, resources and skills and knowledge of staff members so each question will be answered differently by each school. There are no right or wrong answers, but the questions are designed to initiate discussion and get the committee thinking about important issues within the school.
- It is an opportunity to reflect upon the planning you may have already done and to think about the reality of implementing the program within your school.

School Readiness Check Items

	Please indicate how much you agree or disagree with each statement by circling one response only.	Strongly Disagree	Disagree	Slightly disagree	Neither Agree nor disagree	Slightly Agree	Agree	Strongly Agree
1.0	These questions relate to <u>leadership</u> in your school							
1.	Our school leadership team has a clear plan to improve student wellbeing and bullying prevention	1	2	3	4	5	6	7
2.	Our principal is actively engaged in strategies to improve wellbeing and bullying prevention	1	2	3	4	5	6	7
3.	A staff champion strongly communicates the benefits of using a whole-school approach to wellbeing and bullying prevention	1	2	3	4	5	6	7
4.	A school team is responsible for implementing a whole-school approach to wellbeing and bullying prevention	1	2	3	4	5	6	7
5.	Our school leadership team is supportive of staff efforts to implement a whole-school approach to wellbeing and bullying prevention	1	2	3	4	5	6	7
6.	Our school leadership team will maintain their commitment to implementing a whole-school approach to wellbeing and bullying prevention over the longer term	1	2	3	4	5	6	7
2.0	These questions relate to your school's <u>staff knowledge and skills</u>							
7.	Members of school team have the knowledge and skills necessary to implement a whole-school approach to wellbeing and bullying prevention	1	2	3	4	5	6	7
8.	Staff have a clear understanding of what is required to implement a whole-school approach to wellbeing and bullying prevention	1	2	3	4	5	6	7
9.	Staff feel prepared to implement a whole-school approach to wellbeing and bullying prevention	1	2	3	4	5	6	7
10.	Teachers have the knowledge and skills to teach social and emotional learning activities to students	1	2	3	4	5	6	7
11.	Staff have the knowledge and skills to effectively implement whole-school bullying prevention and response strategies	1	2	3	4	5	6	7
12.	Staff have the knowledge and skills to effectively implement whole-school wellbeing promotion	1	2	3	4	5	6	7
3.0	These questions relate to your <u>school's climate</u>							
13.	Our school recognises student mental health and social and emotional wellbeing is important to student learning	1	2	3	4	5	6	7
14.	General staff attitude towards new approaches is positive	1	2	3	4	5	6	7
15.	Staff are supportive of one another's efforts to try new practices to help students	1	2	3	4	5	6	7
16.	Staff regularly share information and ideas with one another	1	2	3	4	5	6	7

4.0 These questions relate to your school's <u>staff and resource support</u>								
17.	Resources necessary to implement a whole-school approach to wellbeing and bullying prevention are available to all staff	1	2	3	4	5	6	7
18.	Our school has adequate financial resources to implement a whole-school approach to wellbeing and bullying prevention	1	2	3	4	5	6	7
19.	Our school has adequate staff to implement a whole-school approach to improve wellbeing and bullying prevention	1	2	3	4	5	6	7
20.	Our staff have adequate training and support to implement a whole-school approach to improve student wellbeing and bullying prevention	1	2	3	4	5	6	7
21.	Members of our team have adequate time to plan, implement and review whole-school approaches to improve wellbeing and bullying prevention	1	2	3	4	5	6	7
22.	Teachers have adequate time to plan and teach social and emotional learning activities to students	1	2	3	4	5	6	7
5.0 These questions relate to your school's <u>organisational support</u>								
23.	Whole-school approaches to improve wellbeing and bullying reduction are integrated into our school's strategic planning and accountability processes	1	2	3	4	5	6	7
24.	Whole-school wellbeing and bullying reduction implementation is regularly monitored and evaluated	1	2	3	4	5	6	7
25.	Our school communicates well with other schools who are implementing whole-school wellbeing and bullying prevention approaches	1	2	3	4	5	6	7
26.	Our student wellbeing team communicates well with other staff teams in our school	1	2	3	4	5	6	7
27.	Our student wellbeing team coordinates well with each other when working to implement a whole-school approach to improve wellbeing and bullying prevention	1	2	3	4	5	6	7
28.	School community members are encouraged to participate in whole-school wellbeing and bullying prevention decision-making through regular feedback	1	2	3	4	5	6	7
29.	Adequate time is allocated to implement and sustain whole-school wellbeing and bullying prevention approaches to achieve outcomes	1	2	3	4	5	6	7
30.	Surveys of staff, students and families are conducted regularly to inform school action	1	2	3	4	5	6	7
6.0 These questions relate to how <u>compatible a whole-school wellbeing and bullying prevention approach is to your school</u>								
31.	A whole-school wellbeing and mental health approach will address our current student wellbeing needs	1	2	3	4	5	6	7
32.	A whole-school approach to wellbeing and bullying prevention is compatible with the job expectations of staff	1	2	3	4	5	6	7
33.	A whole-school approach to wellbeing and bullying prevention is compatible with the professional identity of teachers	1	2	3	4	5	6	7
34.	A whole-school approach to wellbeing and bullying prevention is consistent with state and regional education policies and guidelines	1	2	3	4	5	6	7

35.	A whole-school approach to wellbeing and bullying prevention is compatible with the needs and expectations of parents	1	2	3	4	5	6	7
36.	A whole-school approach to wellbeing and bullying prevention is compatible with the needs and expectations of the wider community	1	2	3	4	5	6	7
7.0	These questions relate to how well a whole-school approach to wellbeing and bullying prevention 'fits' into your school							
37.	A whole-school approach to wellbeing and bullying prevention fits well with our school's culture and values	1	2	3	4	5	6	7
38.	A whole-school approach to wellbeing and bullying prevention fits well with other initiatives at our school	1	2	3	4	5	6	7
39.	A whole-school approach to wellbeing and bullying prevention fits well with our school's structures and processes	1	2	3	4	5	6	7
8.0	These questions relate to how <u>feasible</u> a whole-school approach to wellbeing and bullying prevention is to implement in your school							
40.	A whole-school approach to wellbeing and bullying prevention is easy to implement	1	2	3	4	5	6	7
41.	A whole-school approach to wellbeing and bullying prevention is not too complex	1	2	3	4	5	6	7
42.	Our school can practice using a whole-school approach to wellbeing and bullying prevention before full-scale implementation	1	2	3	4	5	6	7
43.	Staff can see that a whole-school approach to wellbeing and bullying prevention will lead to positive outcomes for students	1	2	3	4	5	6	7
9.0	These questions relate to your school's <u>motivation</u> to implement a whole-school approach to wellbeing and bullying prevention							
44.	A whole-school approach to wellbeing and bullying prevention is better than other approaches our school has used	1	2	3	4	5	6	7
45.	Staff feel their input was considered in making decisions about whole-school approaches to address wellbeing and bullying prevention	1	2	3	4	5	6	7
46.	Staff turnover is not a problem	1	2	3	4	5	6	7
47.	Evidence that a whole-school approach to wellbeing and bullying prevention will work is strong	1	2	3	4	5	6	7
10.0	These questions relate to your school's <u>priority</u> of a whole-school approach to wellbeing and bullying prevention							
48.	Student social and emotional wellbeing is a high priority at our school	1	2	3	4	5	6	7
49.	Preventing bullying behaviours is a high priority at our school	1	2	3	4	5	6	7
50.	Using a whole-school approach to address student social and emotional wellbeing is a high priority at our school	1	2	3	4	5	6	7