**Appendix 4**

**Promoting Wellbeing: Growing an Inclusive Community Checklist**

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| **Element** | **Observation / Initial Judgement** | **Evidence /artefacts** | **Self-Rating** |
| What should be evident? | What can be felt or observed?  What you think is happening? | Gather broad and specific evidence and use the evidence to critically analyze what is occurring.  How do you know? | How well is this being achieved by class teacher/ teaching teams/ the educational community? |
| 1. **Expert educational leadership** | Clear guidance and direction are provided by educational leaders. |  |  |
| Educational leaders commit to the promotion of students and staff wellbeing. |  |  |
| 1. **Strategic visioning** | The educational community has a clear strategic vision for wellbeing. |  |  |
| Student wellbeing is clearly evidenced in educational policy documents and programs. |  |  |
| Staff wellbeing is clearly evidenced in educational policy documents and programs |  |  |
| 1. **Quality teaching and learning** | All members of members of the educational community accept responsibility for developing and sustaining supportive teaching and learning that supports wellbeing. |  |  |
| Use of cooperative learning and other relational teaching strategies. |  |  |
| There is a clear focus on the enhancement of student engagement with learning. |  |  |
| Skills and understandings related to personal safety, protective behaviours, values, and social and emotional skills are explicitly taught and integrated into the learning programs and whole educational processes. |  |  |
| Early intervention and targeted student support is provided for students who show signs of social, emotional, and behavioural problems, or are at greater risk of experiencing poorer mental health. |  |  |
| 1. **A supportive, caring, and inclusive educational community** | Individuals feel welcomed, valued, respected and free form discrimination and harassment. |  |  |
| Individuals have a sense of connectedness and are provided with opportunities to develop deep personal connections with other individuals and groups. |  |  |
| Individuals have a sense of belonging |  |  |
| Individuals feel safe. |  |  |
| Individuals are treated fairly. |  |  |
| Individuals feel included. |  |  |
| Individuals experience mutual respect. |  |  |
| Individuals have positive view of self and identity that is respected. |  |  |
| Individuals experience positive peer and adult relationships which have an affirmative influence on wellbeing. |  |  |
| Individuals experience positive learning behaviours. |  |  |
| 1. **A safe learning environment** | Positive safe and responsible behaviour, respect, cooperation, and inclusion are promoted. |  |  |
| Putdowns, bullying, violence, harassment, and threats are managed in a timely manner. |  |  |
| Student’s sense of self-worth and self-efficacy are nurtured and encouraged. |  |  |
| Effective stakeholder communication strategies are used. |  |  |
| Productive and safe use of technologies {cyber safety}is promoted as an enabler which supports wellbeing, relationships, and health. |  |  |
| 1. **Social & emotional competencies** | The presence of programs that develop social and emotional coping skills, self-awareness, emotional regulation skills, empathy, goal achievement skills, relationship skills. |  |  |
| The presence of programs that develop effective emotional intelligence, regulation of emotion and managing stress. |  |  |
| The presence of programs that develop resilience. |  |  |
| The presence of programs that develop positive self-efficacy. |  |  |
| 1. **A sense of meaning and purpose** | Provision of opportunities for active pursuits and special interests. |  |  |
| 1. **Using, monitoring, and evidencing strengths-based approaches** | The presence of programs that develop character strengths of students. |  |  |
| The individual and collective strengths of students, teachers and parents are valued in a meaningful way. |  |  |
| 1. **Use of Strategies encouraging a healthy lifestyle** | The presence of programs that students in fitness and exercise. |  |  |
| The presence of programs that students in good nutrition. |  |  |
| The presence of programs that students in avoiding harmful substances, illegal drugs, alcohol and other self-harming actions and situations. |  |  |
| 1. **Programs to develop pro-social values** | Promotion of pro-social values including core values such as respect, trust, kindness, understanding, acceptance, honesty, compassion, acceptance of difference, fairness, responsibility care and inclusion. |  |  |
| The presence of daily rituals that embed core values such as greetings, and visual image. |  |  |
| The presence of anti-bullying, anti-harassment and anti-violence strategies, policies, procedures, and programs. |  |  |
| 1. **Family and community partnerships** | Positive teacher-student relationships. |  |  |
| Positive peer relationships |  |  |
| Positive educational-family and educational-community relationships |  |  |
| Staff have opportunities to have a ‘voice’ and to be authentically involved in decision making. |  |  |
| Students have opportunities to have a ‘voice’ and be authentically involved in decision making and peer-led approaches. |  |  |
| Parents and caregivers have opportunities to have a ‘voice’ and be authentically involved in decision making. |  |  |
| 1. **Spirituality** | Students have opportunities to engage in a range of activities that promote spiritual wellbeing. |  |  |
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