

## Review tools: Engage the whole setting

### What are these tools?

These tools are designed to help you reflect on how your school is currently progressing, as well as highlighting any future areas for development. They have been designed for your school to use for reflection only, and will not be collected or reviewed by external parties.

### Who are they for?

They are for the health and wellbeing team to use to gather the perspectives of other members of the school community such as staff, students and families.

### When can they be used?

It is useful for the health and wellbeing team to use these tools regularly so that they can review their current practice, see what progress they have made and identify future possibilities. They can be used initially at Step 3 of the Achievement Program as they provide a baseline or starting point. They can then be used again at Step 7, so that the school can measure any changes.

### How can they be used?

The health and wellbeing team can use the tools on their own, or they can involve other staff, students and community members. The team can ask staff, students and families separately for their thoughts on each of the areas, and then compare the results and use them to guide future actions. The team can complete these tools in a number of ways:

- In brief, with ticks and crosses and brief notes.
- As an example, after which the health and wellbeing team can develop a more detailed and specific version for the school.
- As a basis for discussion, using them to help influence or guide discussion around an issue.

### Staff notes from Family Planning Victoria (FPV):

This document is from the Healthy Together Victoria's Achievement Program. Steps 3 and 7 referred to on this page relate to the Achievement program, not FPV's Whole School Approach to Relationships & Sexuality Education.

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<http://www.achievementprogram.healthytogether.vic.gov.au/>

## Engaging staff review tool

This tool will help the health and wellbeing team consider how staff are being engaged and if there are areas that can be improved.

Statement	Yes/No	Current practice	Future possibility
<b>Principal is supportive of health and wellbeing</b>			
<b>Health and wellbeing is a regular agenda item at staff meetings</b>			
<b>Staff are provided with health and wellbeing professional learning opportunities</b>			
<b>Input from staff guides planning around health and wellbeing activities:</b> <ul style="list-style-type: none"> <li>• for students</li> <li>• for families</li> <li>• for their own health and wellbeing</li> </ul> <b>This is achieved through:</b> <ul style="list-style-type: none"> <li>• staff meetings</li> <li>• committee meetings</li> <li>• other (please state)</li> </ul>			

## Engaging students review tool

Look at the statements in the below review tool. This can help the health and wellbeing team determine the schools current level of engagement with students. Try to keep in mind that participation is about genuine involvement in decision making to build collaborative social environments, and not simply involving students in pre-defined activities.

Statements	Yes/No	Current practice	Future possibility
<p><b>We give students a voice in decision making</b></p> <ul style="list-style-type: none"> <li>• Students contribute to fair decision-making about matters that affect them</li> <li>• Opportunities are planned for all students to participate in meaningful ways in group discussions and to share decision-making responsibilities about rules and expectations</li> <li>• Teachers discuss health and wellbeing issues with students and involve them in developing policies</li> </ul>			
<p><b>We have a student committee</b></p> <ul style="list-style-type: none"> <li>• Formal committee: student action team or student representative council</li> <li>• Informal committee: students who are keen to be involved in leading or participating in activities</li> </ul>			
<p><b>We encourage students to be active participants</b></p> <ul style="list-style-type: none"> <li>• Students are engaged in experiences, conversations and routines that promote health and wellbeing</li> <li>• Students are encouraged to participate in a variety of rich and meaningful inquiry-based experiences</li> </ul>			
<p><b>We support students to lead</b></p> <ul style="list-style-type: none"> <li>• Students' ideas are listened to, discussed and developed and are reflective of the entire student population's needs and wants</li> <li>• Careful consideration is made regarding how students interact across year levels and with their peers, e.g. peer support for senior students to act as mentors to junior students</li> </ul>			
<p><b>We collaborate within the school</b></p> <ul style="list-style-type: none"> <li>• Students are encouraged to listen to others and to respect diverse perspectives</li> <li>• Students are supported to participate with others to solve problems and contribute to group outcomes</li> <li>• Contributions students make to shared projects and experiences are recognised</li> <li>• Staff collaborate with students to document their achievements and this is shared with the school and their families</li> </ul>			

## Engaging families review tool

There are varying levels at which families can be involved. The stages below will help determine the current level of engagement and how to increase this. It will help the health and wellbeing team to review current practice.

Statements	Yes/No	Current practice	Future possibility
<p><b>Families are informed:</b> via email, newsletter, brochures, and displays</p> <ul style="list-style-type: none"> <li>• Are our communication processes effective?</li> <li>• Do we communicate with hard-to-engage families?</li> </ul>			
<p><b>Families are consulted:</b> their views are captured and considered using strategies such as parent surveys and forums</p> <ul style="list-style-type: none"> <li>• Do we ask the views of culturally diverse and hard-to-reach families in the community?</li> </ul>			
<p><b>Families are involved:</b> in various aspects of school life and decision-making, family events, action planning and in running activities</p> <ul style="list-style-type: none"> <li>• Do we encourage families to become involved in the school?</li> </ul>			
<p><b>Families are fully engaged:</b> in decision-making processes and planning and working in partnerships with staff. For example, is there representation on the health and wellbeing team?</p> <ul style="list-style-type: none"> <li>• If families are not engaged, do we know the reason?</li> </ul>			

## Engaging external partners review tool

This tool will help determine partnerships that already exist and opportunities for the future. The level and type of support available from local organisations, such as community health or local government, will vary between communities.

Statements	Yes/No	Current practice	Future possibility
<p><b>We are currently working in partnership with the following professionals from local agencies to support our work in health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Health promotion officer</li> <li>• Dietician</li> <li>• School nurse</li> <li>• Careers counsellor</li> <li>• School-focused youth service</li> <li>• Psychologist</li> <li>• Drug education officer</li> <li>• Active after-school coordinator</li> <li>• Sport and recreation officer</li> <li>• Youth worker</li> <li>• YMCA</li> <li>• Local businesses</li> <li>• Other (please state)</li> </ul>			
<p><b>Our school currently partners with other schools/services on health and wellbeing issues through these methods:</b></p> <ul style="list-style-type: none"> <li>• Health and PE network</li> <li>• Student wellbeing network</li> <li>• VET</li> <li>• VCAL</li> <li>• Student transition from school life (Universities/TAFE etc.)</li> </ul>			

# Whole school engagement planning tool

This tool will help collate all the information on the individually grouped review tools and should raise some questions for the health and wellbeing team to consider.

