

Action Team Implementation Checklist

Tasks	Notes	✓
Leadership support		
Has the principal signed the <i>Statement of Commitment</i> and ensured school leadership is represented on the Action Team?		<input type="checkbox"/>
Action Team information and training		
Have all members of the Action Team attended <i>Getting Started</i> professional learning and read the <i>Action Team Handbook</i> ?		<input type="checkbox"/>
Has everyone reviewed the online resources for Action Teams, watched the <i>Introduction to KidsMatter</i> DVD and read the <i>Essential Reading</i> and Briefing pack?		<input type="checkbox"/>
If any members have not yet attended <i>Getting Started</i> , have they been booked into another session or an Overview session?		<input type="checkbox"/>
Has your Action Team identified who will attend KidsMatter implementation support network meetings each term?		<input type="checkbox"/>
Establishing Action Team roles		
Is the Action team representative of the whole school community?		<input type="checkbox"/>
Have tasks been matched to skills?		<input type="checkbox"/>
Will establishing working groups involving the broader school community be useful if there are skill gaps or extra resources needed?		<input type="checkbox"/>
Leading the Action Team		
Who is best placed to take on this coordination role?		<input type="checkbox"/>
Is leadership distributed among all members of our Action Team?		<input type="checkbox"/>
Identifying external supporters		
Have we sought supporters from outside the school from the education, health or community sector to be on the Action Team?		<input type="checkbox"/>
Have we recruited parents and carers with specialist knowledge in mental health, wellbeing, cultural diversity, parenting or organisational change?		<input type="checkbox"/>
Are there any KidsMatter schools nearby that our Action Team can connect with?		<input type="checkbox"/>

Planning meetings

Is meeting twice per term sufficient?		<input type="checkbox"/>
What time and where will we meet?		<input type="checkbox"/>
Who will develop the agenda, keep minutes, gather working group feedback and circulate these the week after each meeting?		<input type="checkbox"/>

Engaging, consulting and collaborating with the school community

Has the <i>Introduction to KidsMatter</i> DVD presentation been viewed by all staff?		<input type="checkbox"/>
What steps have we taken to engage all staff, students and families using the <i>Introduction to KidsMatter</i> DVD, Briefing pack and Guiding Principles?		<input type="checkbox"/>
What creative strategies are we using to collaboratively involve staff, students and families and to empower them to participate in the KidsMatter journey?		<input type="checkbox"/>
How will we regularly seek opinions, provide feedback and information?		<input type="checkbox"/>

Clear vision and goals

Has the Action Team completed the 'How does KidsMatter build on what we are doing?' diagram in this handbook?		<input type="checkbox"/>
Has this diagram been filled out by all school teaching, administration and support staff?		<input type="checkbox"/>
Have students and families been invited to contribute to the wellbeing vision of our school?		<input type="checkbox"/>
Have we considered the KidsMatter framework and Guiding Principles to help inform our vision and goals?		<input type="checkbox"/>

Gathering and interpreting evidence-based data

Have we identified and collected any existing data that relates to mental health and wellbeing in our school community?		<input type="checkbox"/>
Have we used the KidsMatter survey tools and Mental Health Map?		<input type="checkbox"/>
Are we following the step-by-step instructions for interpreting KidsMatter data?		<input type="checkbox"/>
What mechanisms have we developed to check back with our school community and KidsMatter Project Officers after collating and interpreting data?		<input type="checkbox"/>
Are we using KidsMatter professional learning component Target Areas and Goals and literature reviews to support interpretation of school data?		<input type="checkbox"/>

Coordinating whole-staff professional learning

Have we decided who will facilitate the training?	<input type="checkbox"/>
Have we organised external support for the delivery of Components 3 and 4?	<input type="checkbox"/>
Have all members of the Action Team read the literature review prior to each component being delivered to staff?	<input type="checkbox"/>
Has the professional learning developed a shared understanding of mental health and wellbeing among all staff?	<input type="checkbox"/>
How will the Action Team grow this shared understanding across the school community?	<input type="checkbox"/>
Did the Action Team use the professional learning sessions to inform and build the strategic planning and school change process?	<input type="checkbox"/>

Strategic planning

Are we using the KidsMatter step-by-step process?	<input type="checkbox"/>
Are issues arising from the data collection that require immediate attention being addressed?	<input type="checkbox"/>
Have we included staff feedback from the professional learning component training sessions?	<input type="checkbox"/>
To inform planning did we use the KidsMatter vision, goals and current practice detailed in the 'How does KidsMatter build upon what we are doing diagram'?	<input type="checkbox"/>
Did we use KidsMatter Guiding Principles, professional learning Target Areas and Goals, and literature reviews to support strategic planning?	<input type="checkbox"/>
How are we involving students and parents and carers in planning, developing and implementing strategies?	<input type="checkbox"/>

Working through step-by-step implementation

Has the step-by-step process been used?	<input type="checkbox"/>
Did we successfully use our school data and KidsMatter literature to inform our policies and practices?	<input type="checkbox"/>
Have we successfully developed and implemented strategies across all four components at the same time?	<input type="checkbox"/>
Have we revisited the 'How does KidsMatter build upon what we are doing?' diagram and updated this to reflect deleted, refined and new practices?	<input type="checkbox"/>
Has the implementation process provided opportunities for all members of the school community to be empowered to work together?	<input type="checkbox"/>

Reviewing progress and celebrating achievements

Have we discussed revisiting the vision and change processes?		<input type="checkbox"/>
Is there a plan for ongoing data collection, analysis and strategic planning?		<input type="checkbox"/>
Have we celebrated the achievements, learnt from challenges and promoted the improvements along the journey?		<input type="checkbox"/>
What strategies are in place to motivate and sustain change and continual improvement?		<input type="checkbox"/>
Have we reviewed internal and external supporters?		<input type="checkbox"/>
Have the literature reviews and online Action Team resources been utilised to challenge us to reflect and continue to improve practices?		<input type="checkbox"/>
Do we share our experiences with other schools?		<input type="checkbox"/>