

## STUDENT WELLBEING MEASURING TOOL – TEACHER

To become their best possible selves is an ongoing process for students of doing good to feel good and feeling good to do good. It is all about them doing the activities in the planners, journals or online to develop the elements of their wellbeing and skills of resilience gradually. From little things, big things grow. The purpose of this Student Wellbeing Measurement Tool is to provide schools with a consistent way to measure student Wellbeing every term or semester so they have a reference point in order to gauge the effectiveness of their Wellbeing Programs in growing student Wellbeing. Students' Wellbeing is a combination of six equally important elements and no one of them on its own shows how healthy their state of Wellbeing is.

The six elements are broken up into two main groups:

- **Intrapersonal** meaning *within and about you* – Strengths and Emotions, Skills and Achievement, Exercise and Health
- **Interpersonal** meaning *around and outside you* – Relationships and Optimism, Meaning and Purpose, Positive Engagement

For each group, choose the descriptor that you believe best describes each student right now and allocate 4, 3, 2 or 1 in the rating column. Add up the ratings for an overall Wellbeing total. Compare them to your previous term or semester's assessment for each student. Encourage students to use Growth Strategies to focus on building components in need of attention. A positive exercise is to compare your assessment for each of your students with their individual self-assessments.

Components of Wellbeing	4	3	2	1	Rating	Growth Strategy
Intrapersonal	<i>Very Healthy Descriptor</i>	<i>Healthy Descriptor</i>	<i>Fair Descriptor</i>	<i>Needs Support Descriptor</i>		<i>Descriptor</i>
<b>A. Self Management and Gratitude</b> » shows gratitude for life » punctual and attends regularly » mindfully prepared for class » plans/ submits home learning and assignments on time » uses time management strategies to organise themselves.	Shows gratitude, punctual, always at school, prepared for class, productive, plans well and organised to effectively finish assignments, assessment/ home learning on time. Always uses time management strategies to remain focused.	Usually shows gratitude, punctual, at school, prepared for class most of the time, organised to complete assignments, assessment/ home learning on time. Usually uses time management strategies to remain focused.	At times shows gratitude, punctual and usually at school, not always prepared for class, most assignments, assessment/ home learning completed on time. At times, uses time management strategies to remain focused.	Not grateful and often late and attends less than 80%, not prepared for class, assignments assessment/ home learning often not completed. Doesn't use any time management strategies to organise tasks.	<input type="text"/>	Break tasks into smaller pieces and use timelines on a forward planner and reminders in phone. Use a daily "Things to do" list.
<b>B. Self-belief, Coping and Resilience</b> » 'can do' and 'want to' attitudes » able to persist and increase effort » believes in self and endures » proactive when under pressure, maintains positive growth attitudes and tries new approaches.	Maintains a positive growth mindset to do the right thing and do the thing right. Does good to feel good and feels good to do good. Always believes in self to persist, push on when challenged and try new approaches to grow abilities.	Most of the time has a positive growth mindset to do the right thing and do the thing right. Does good to feel good and feels good to do good. Usually proactive and able to persist when challenged to try new approaches.	At times has a positive growth attitude to do the right thing and do the thing right. Usually feel good about self, but does not follow up by doing positive things. At times persists when challenged.	Often not positive in approach and won't extend self to strive harder. Not aware of self some of the time and accept that's the way things are. hasn't the personal resilience to persist when challenged.	<input type="text"/>	Use positive self talk, "I can and I will because I'm in control of me". Make a colourful poster of goals for bedroom. Focus on using top strengths daily.
<b>C. Self-development and Autonomy</b> » emotionally aware and controlled » able to rely on self to move forward » makes decisions based on strengths » has a sense of higher purpose and meaning to strive for.	Always mindful of self awareness and choices to move forward with self assurance. All decisions are made based on personal strengths and values and focused on striving for meaning and higher purpose in life.	Usually mindful of self awareness and choices to move forward with self assurance. Most decisions are made based on personal strengths and values and strives for meaning and purpose in life the majority of the time.	Sometimes mindful of self awareness and choices to move forward with self assurance. Some decisions are made based on personal strengths and values and at times looks for meaning and purpose in life.	Not mindful of self awareness and choices to move forward with self assurance. Personal strengths and values do not help to make good decisions. Has little meaning or purpose in life.	<input type="text"/>	Regularly revisit self reflection of Emotional Intelligence. Set short two week goals to achieve, then reset them to focus on again; baby steps.

Continued...

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<b>D. Engagement and Curiosity</b> » aware of what's happening; connected to the moment – NOW » interested to learn better ways to become best possible self » enthusiastically curious » listens attentively/in the zone, not distracted.	Fully aware to what's happening, highly motivated and curious to learn more and not distracted. Connected to the moment. Always focused intently on learning, thinking and becoming best possible self.	Aware to what's happening, interested to learn more and usually not distracted. Usually connected to the moment. Curious and focused on learning, thinking and becoming best possible self most of the time.	Sometimes aware to what's happening. At times interested to learn more and connected to the moment. Often distracted and not focused on learning, thinking and improving best efforts.	Not aware of what's happening and not interested in learning and thinking. Easily distracted and disengaged most of the time. Not living in the moment to make best better.	<input type="text"/>	Every day focus intently on five little actions to do and concentrate on their every detail; connect with the moment. Live every experience in life enthusiastically.
<b>E. Motivation, Optimism and Hope</b> » have optimism and hope for the future » knows and tries different ways to learn, organise and remember » knows how to adapt thinking » focused on making best better » masters learning to apply and extend it to new situations.	Effectively uses dominant Multiple Intelligences, Habits of Mind and Thinking Tools in learning and thinking. Capably applies learning. Is optimistic, hopeful and actively and willingly contributes to and participates in all opportunities to strive, thrive and flourish.	Usually uses dominant Multiple Intelligences, Habits of Mind and Thinking Tools in learning and thinking. Able to apply learning to new situations. Usually optimistic and contributes to and participates in opportunities to strive and thrive.	Aware of Multiple Intelligences, Habits of Mind and Thinking Tools in learning and thinking. Sometimes able to apply learning to new situations. At times optimistic and contributes to and participates in learning opportunities.	Approaches learning and thinking in only one way and is not curious to learn better ways. Rarely optimistic or contributes to and participates in learning opportunities. Unaware of how to apply learning to new situations.	<input type="text"/>	Identify and use dominant Multiple Intelligences, Habits of Mind and Thinking Tools in all learning and thinking. Describe the type of person he/she wants to become.
<b>F. Creativity and Presentation</b> » strive to learn better ways » organised in processing information » structured approaches to learning » strives to be creative in relating to learning to real life » takes pride in presenting learning.	Always approaches learning in an organised and structured way. Shows creativity in striving to make best better, and takes great pride in presenting learning. Always strives to relate to learning to real life.	Usually approaches learning with organisation and structure. At times shows creativity in trying to make best better, and takes pride in presenting learning. Makes an effort to relate to learning to real life.	At times organised and has structure in approach to learning. Lacks creativity in trying to make best better, and takes little pride in presenting or relating to learning to real life.	Has no organised approach or structure to learning. Not creative or focused on making best better. Doesn't take pride in presenting learning or relating to it to real life.	<input type="text"/>	Ask a teacher for help to create a revision program. Read weekly focuses to add structure to the way to learn. Be proud of efforts.
<b>G. Exercise and Vitality</b> » aware of and follow nutritional guidelines and needs » physically and mentally exercise every day » understands safe health care » aware of and shows pride in presentation/appearance, personal hygiene.	Highly aware of and daily follows nutritional and physical exercise guidelines and needs. Focuses on staying safe physically and using measures to be healthy. Personal presentation and hygiene are very good.	Usually aware of and daily follows nutritional and physical exercise guidelines and needs. Knows how to stay safe physically and uses measures to be healthy. Personal presentation and hygiene are usually good.	At times aware of and follows nutritional and physical exercise guidelines and needs. Not fully sure of how to stay safe physically or how to use measures to be healthy. Personal presentation and hygiene are fair.	Unaware of nutritional and physical exercise guidelines and needs. Not focused on the need to stay safe physically or how to use measures to be healthy. Personal presentation and hygiene needs attention.	<input type="text"/>	Ask a trusted teacher/ adult about nutritional, physical exercise needs, preventative health measures and good personal presentation/ appearance/ hygiene.

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<b>H. Empathy and Understanding</b> » shows empathy for others' feelings » believes and shows others matter » respectful of and kind to self » respectful of peers, staff, property » responsible for own actions and accepts consequences.	Always shows empathy for the needs and feelings of others and is always respectful of self, others and property. Takes full responsibility for own actions and willingly accepts both positive and negative consequences.	Usually shows empathy for the needs and feelings of others. Most of time is respectful of self, others and property. Usually takes responsibility for own actions and accepts both positive and negative consequences.	At times shows empathy for the needs and feelings of others. At times is respectful of self, others and property. Sometimes takes responsibility for own actions and at times accepts both positive and negative consequences.	Not aware of the needs and feelings of others. Often not respectful of self, others and property. Takes little responsibility for own actions and not prepared to accept any consequences.	<input type="checkbox"/>	Aim to make someone's day every day with acts of kindness. Greet others with a happy hello and a smile. Give of yourself to help others.
<b>I. Relationships and Acceptance</b> » believes in valuing and trusting social connectedness with others » feels valued and trusted by others » has positive and caring relationships with family and friends » feels a sense of belonging to a number of peer groups.	Places a high focus on valuing others and feeling valued and trusted by them. Feels very happy in self, has a healthy variety of positive relationships, feels a sense of belonging to a number of peer groups and fully contributes to school life.	Has a focus on valuing others and feeling valued and trusted by them. Feels happy in self, mostly has positive relationships, usually feels a sense of belonging to a number of peer groups and contributes to school life in a number of ways.	Aware of the need to value others and feel valued and trusted by them. Most of the time feels happy in self, has some positive relationships, at times feels a sense of belonging to a number of peer groups and contributes little to school life.	Not aware of the need to value others and feel valued or trusted by them. Not really happy in self, has very few positive relationships, doesn't feel a sense of belonging to a number of peer groups and makes no contribution to school life.	<input type="checkbox"/>	List values you admire in others and think how you can show those values. Concentrate on using your strengths and write down three positive actions for each strength.
<b>J. Collaborative Behaviour</b> » senses, values and appreciates others' needs and rights » works with others to value and achieve shared goals » contributes to an atmosphere of cooperation » listens attentively with eyes, ears and heart.	Very aware of the need to value and appreciate the rights/ needs of others and work with them to achieve shared goals. Positively focused on fostering cooperation through listening attentively with eyes, ears and heart.	Aware of the need to value and appreciate the rights/ needs of others and work with them to achieve shared goals. Usually contributes to fostering cooperation through listening attentively with eyes, ears and heart.	At times aware of the need to value and appreciate the rights/ needs of others and work with them to achieve shared goals. Sometimes contributes to fostering cooperation through listening attentively with eyes, ears and heart.	Unaware of the need to value and appreciate the rights/ needs of others and unable to work with them to achieve shared goals. Doesn't contribute to fostering cooperation and doesn't listen attentively with eyes, ears and heart.	<input type="checkbox"/>	Watch how respected people value others and listen attentively to them to build an atmosphere of cooperation to achieve and value shared goals.
<b>K. Communication and Expression</b> » good verbal and written skills » able to recognise inference, bias and implications in communication » ability to logically discuss issues » describes and uses different types of thinking.	Communicates thinking approaches confidently and effectively, both verbally and written. Very capable of recognising inference, bias and implications and able to discuss issues logically.	Communicates thinking approaches fairly well, both verbal and written. Capable of recognising inference, bias and implications and at times able to discuss issues logically.	Able to communicate thinking approaches at a basic level and at times able to recognise, inference, bias and implications. Finds difficulty in discussing issues logically.	Unable to communicate thinking approaches and cannot recognise inference, bias and implications. Unable to discuss issues logically.	<input type="checkbox"/>	Ask for peer feedback on your written and oral communication skills. Listen carefully for messages in what others are saying. Use thinking tools.

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<b>L. Positive Social Behaviour</b> » shows courtesy and appropriate manners » treats others respectfully and ethically » displays positive body language » generous and kind in sharing.	Always show very good manners and is courteous in all of interactions with others. Receives welcoming responses from others through positive body language. Is kind and very generous in sharing self, experiences and knowledge.	Usually shows good manners and is courteous in interactions with others. Uses positive body language quite well. Is kind and generous in sharing self, experiences and knowledge.	Sometimes shows manners and courtesy in interactions with others. Finds difficulty using positive body language. At times shares self, experiences and knowledge.	Doesn't show manners or courtesy in interactions with others. Body language lacks a positive welcoming look. Doesn't share self, experiences and knowledge.	<input type="text"/>	Practise body language with a mirror. Treat others the way they like to be treated. Smile, make others feel that your think they matter.
<b>M. Cooperation/Conflict Resolution</b> » listens to and accepts the opinions and views of others » seeks win-win outcomes » willing to change point of view after hearing other views » recognises ways to help others » seeks help with larger problems.	Always listens to and seeks to understand the views of others. Focuses on win-win outcomes in all interactions and prepared to change opinions after hearing other views. Recognises ways to assist others and seeks help for self.	Usually listens to and seeks to understand the views of others. Focuses on win-win outcomes in most interactions and is usually prepared to change opinions after hearing other views. Able to recognise ways to assist others and seek help for self.	At times listens to and seeks to understand the views of others. Sometimes focuses on win-win outcomes and at times changes opinions after hearing other views at times. Finds difficulty in recognising ways to assist others or seek help for self.	Doesn't listen to and seek to understand the views of others. Unable to focus on win-win outcomes and not prepared to change opinions after hearing other views. Doesn't look for ways to assist others or seek help for self.	<input type="text"/>	Join the Student Representative Body to assist others to thrive and strive. Make an effort to listen and then consider other points of view.
<b>N. Citizenship and Life Values</b> » shows spirit, confidence and purpose » seeks to make a positive difference to the school community » displays a strengths based community conscience » performs caring acts of service for others.	Approaches life with a strong sense purpose, confidence and spirit. Highly aware of strengths and is always prepared to try make a positive difference in the school and community through consistent and caring acts of service for others.	Usually approach life with purpose, confidence and spirit. Aware of strengths and is prepared to try to make a positive difference to others in the school and community. Usually prepared to perform caring acts of service for others.	At times shows some purpose, confidence and spirit. Sometimes aware of strengths in order to make a positive difference to others in the school and community. Doesn't usually perform caring acts of service for others.	Doesn't show purpose, confidence and spirit. Not aware of strengths, doesn't try to make a difference to others in the school and community. Doesn't perform caring acts of service for others.	<input type="text"/>	Find a purpose for getting out of bed and go for it with all of your spirit. Strive to make the world a better place through your caring acts of service for others.
TOTAL					<input type="text"/>	



In the area below tick the components to concentrate on:

x.....Intrapersonal .....x.....Interpersonal ..... x																											
A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>	E	<input type="checkbox"/>	F	<input type="checkbox"/>	G	<input type="checkbox"/>	H	<input type="checkbox"/>	I	<input type="checkbox"/>	J	<input type="checkbox"/>	K	<input type="checkbox"/>	L	<input type="checkbox"/>	M	<input type="checkbox"/>	N	<input type="checkbox"/>

Suggested Rating for Student Wellbeing intervals follow below:

- ☐ Very Healthy ..... 49 - 56
- ☐ Healthy ..... 41 - 48
- ☐ OK ..... 33 - 40
- ☐ Fair ..... 25 - 32
- ☐ Need to use top strengths ..... 21 - 28
- ☐ Need personal support from trusted adults..... below 20