# Develop an Action Plan
## Staff Wellbeing

**Guidance: Developing an Action Plan**

After assessing the data collected in the Gap Analysis, staff reviews and any other screening tools, develop an action plan. Each goal should be clearly outlined and include the how, what and when. Each strategy will be co-designed with staff and ensure it is meeting current needs. Success should be measured, and each target reviewed when complete.

| | Strategy | Overview | Staff involved and Resources | Timeline | Measure | Evaluation/Review (monitor processes, progress, and outcomes) |
|---|---|---|---|---|---|---|
| **LEADERSHIP** | Establish a Staff Wellbeing Team | Will organise a range of activities and initiatives | Staff from all parts of the school. A meeting room and timetabled meetings | By the end of Term 4 ready to launch in Term 1 | A dedicated group of staff, meeting regularly and delivering activities/initiatives that staff are engaging in | Gather feedback and evaluate each activity/initiative |
| **SCHOOL CLIMATE** | Survey staff on their perception of wellbeing | Incorporate a survey into a staff wellbeing activity e.g. Morning tea or wellbeing day | Create a survey or use an existing one e.g. | Survey at beginning and end of year | Number of surveys completed, quality of data | Use data to review wellbeing and to determine activities/initiatives that are needed |
| **COMMUNITY PARTNERSHIPS** | Staff / Community involvement in whole-school event | Staff V Parents/Carers students swim relay in Swimming Carnival | Staff swim team and a student team (seniors/captains) Practise swim for staff prior to date | Finalise team 4 x weeks prior to carnival | Engaging staff and students on the day and creating a sense of belonging and connection e.g. cheering | Gather feedback from participants and spectators. Observational data: e.g. Number of people watching race |
| **WELLBEING EDUCATION** | YMHFA Training for all staff | Dedicated time on staff days or in term time to participate in training | Book a YMHFA instructor and a venue. Organise release and cover required | By the end of Term 2 | Staff reporting increased confidence in noticing and approaching students regarding their mental health. Early intervention | Feedback from staff who are trained, review student management processes to see if YMHFA is impacting school referral processes |
| **PROCESSES & PRACTICES** | Establish clear referral pathways for supporting students | Create a decision-making matrix for student referrals | Wellbeing Team to create a process | By end of Term 4 ready to launch in Term 1 | Staff reporting feeling supported by transparent process that supports students and therefore supports staff wellbeing | Feedback from staff and evaluate the process |

# ACTION PLAN TEMPLATE

| | Strategy | Overview | Staff involved and Resources | Timeline | Measure | Evaluation/Review (monitor processes, progress, and outcomes) |
|---|---|---|---|---|---|---|
| **LEADERSHIP** | | | | | | |
| **SCHOOL CLIMATE** | | | | | | |
| **COMMUNITY PARTNERSHIPS** | | | | | | |
| **WELLBEING EDUCATION** | | | | | | |
| **PROCESSES & PRACTICES** | | | | | | |

# ACTION PLAN CONSIDERATIONS

| | | |
|---|---|---|
| | **GOALS** | What are we wanting to achieve? A goal will help our work move forward. |
| | **BARRIERS** | What are the barriers to achieving this goal? E.g., staff training, timetabling. |
| | **FACILITATING FACTORS** | What are the driving forces or strengths? E.g., wellbeing time is timetabled, access to resources. |
| | **STEPS** | • List the steps needed to achieve the goal.<br>• Are there steps that need to be prioritised to meet a specific deadline?<br>• What are the proposed approaches/strategies to overcome the barriers and utilise the facilitating factors? |
| | **TIMELINES** | Match the steps with timeframes. |
| | **RESOURCES** | What resources will be required? What materials or assistance will be needed? |
| | **COMMUNICATON** | Whose input is needed to action steps? How will information (progress/feedback) be shared? |
| | **PERSON/S RESPONSIBLE** | List specific people that will be delegated steps/tasks. |
| | **IMPLEMENTATION STATUS** | Reflect on progress with implementation: No/Partial/Yes |
| | **EVALUATION** | How will you measure/record progress? What evidence do you have? E.g., a resource |

# ACTION PLAN TEMPLATE

| | |
|---|---|
| **GOALS** | |
| **BARRIERS** | |
| **FACILITATING FACTORS** | |
| **STEPS** | • |
| **TIMELINES** | |
| **RESOURCES** | |
| **COMMUNICATON** | |
| **PERSON/S RESPONSIBLE** | |
| **IMPLEMENTATION STATUS** | |
| **EVALUATION** | |

# ACTION PLAN TEMPLATE

| GOALS | BARRIERS | FACILITATING FACTORS | STEPS | TIMELINES | RESOURCES | COMMUNICATION | PERSON/S RESPONSIBLE | IMPLEMENTATION STATUS | EVALUATION |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | ☐ No ☐ Partial ☐ Yes | |
| | | | | | | | | ☐ No ☐ Partial ☐ Yes | |
| | | | | | | | | ☐ No ☐ Partial ☐ Yes | |
| | | | | | | | | ☐ No ☐ Partial ☐ Yes | |
| | | | | | | | | ☐ No ☐ Partial ☐ Yes | |