**Reliability**

**Present – Schedule – Wellbeing (SEL) – Committed – Reliable**

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| **Step 1**  **I am not yet ready** | **Step 2**  **I am willing to make change** | **Step 3**  **I want to learn** | **Step 4**  **I can learn** | **Step 5**  **I can transfer learning** |
| * I come into school once a week. * I do not notify the school if I am away. * I do not work on my wellbeing. * I do not follow my timetable. * I shut down and avoid classes. | * I attend 3 hours a week. * I respond to the teacher if they contact me when I am away. * I accept support for my wellbeing but need someone else to manage this. * I attend but don’t know my timetable or what subjects I am doing. * I need reminding about what to do and when to do it. | * I attend 3+ hours a week. * I contact the teacher if I am going to be away. * I take actions to improve my wellbeing. * I make up missed times but life gets in the way of following the timetable all of the time. * I sometimes need prompts from others to remain on task or to attend the correct classes. | * I attend 6+ hours a week. * I contact the teacher before I am away and let them know why. * I take active healthy steps to improve my physical, social and mental health. * I am on time, I follow my timetable and I know what subjects I have. * I’m generally ready to learn and I support others to remain on task and stick to the timetable. | * I attend 15hrs+ a week. * I am rarely away but I notify in advance and follow up on missed learning and schoolwork. * I maintain my own safety plan and apply healthy living practices. * I want to be here and I stick to my plans. * I independently attend all scheduled events both in school and all social obligations I have. |

**Resilience**

**Self-Control – Coping – Inclusive – Pathways – Persistence**

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| **Step 1**  **I am not yet ready** | **Step 2**  **I am willing to make change** | **Step 3**  **I want to learn** | **Step 4**  **I can learn** | **Step 5**  **I can transfer learning** |
| * I have meltdowns, I get angry and violent, I run away from situations. * At school, I am on guard and stressed. * My friendships do not last long. I work 1:1. * I will not get a job; I do not see the point. * I stop when things get difficult and I avoid it or get emotional. | * I disrupt others when I am not happy; I often have shutdowns and often leave situations. * Coming to school is hard, at school, I am nervous. I do things to reduce the stress but not much helps. * School is okay, I have a few friends, I can work in a small group. * I am working on making IEP Career goals. * I stop when things get difficult but let people know when/how I feel. | * I sometimes leave situations and sometimes have shutdowns or meltdowns. * At school I only feel nervous or stress occasionally, I refer to my safety plan to feel better. * I feel I belong at school, I help new students feel welcome, I accept other people’s differences. * I have reviewed my CAP and IEP goals. * I always have a go, I ask for help when needed. | * I am calm and positive in familiar situations. * At school, I have a go at new things; I know what to do when I feel stressed. * I respect others. I cooperate with everyone. I work in groups. * My IEP has a transition plan. * I look for challenges in my learning, I accept feedback and I provide feedback. | * I am always cooperative and positive in new and familiar situations. * I participate in new experiences at school and in the community, I am confident. * I value others. I embrace diversity. * My transition plan is on track and in my IEP and I am working on it. * I make a plan and stick to it. I overcome barriers. I set goals that challenge me. |

**Resourcefulness**

**Empathy – Connecting – Communication – Networking – Up-Skilling**

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| **Step 1**  **I am not yet ready** | **Step 2**  **I am willing to make change** | **Step 3**  **I want to learn** | **Step 4**  **I can learn** | **Step 5**  **I can transfer learning** |
| * I do not think anyone likes me. * At school, I do not feel like I belong. If my Teacher is away, I will not go to school. * I try to control others by shutting down, sulking or getting angry. * I do not have many or any friends. I have friends online. * I know what I need to know, I do not need to learn. | * I sometimes think negative thoughts ‘no one wants me around’. People do not accept me for me. * I feel like an outsider. I am willing to get to know my teacher but if they are away, I most likely will be too. * I sometimes communicate well with my teacher and peers. * I have friends and know what a friend is. I occasionally fight with my friends and they encourage unhealthy behaviours and sometime make me feel bad. * I know what learning areas I like and what I want to learn more about. | * I think other accept me for who I am and think I am Ok. * I often feel like I belong at school. I support classmates and accept help from teachers. * I communicate well unless I become upset or stressed. * I have friends at school and outside of school. I know how to make and maintain friendships. My connections with my town are beginning to form. * I seek opportunities to learn more about what I am interested in. I know where and who to go to and I make time to do it. | * Most people like me and enjoy my company. * I feel valued by the school community and I make an effort to make others feel valued to. * I generally relate to people who are different to me. * I build connections with a range of different people. I have friends and know what they value. My networks help make me a better person. * I find ways to learn about things I do not know. I practice and improve my skills in different areas. | * Most people like me and think that I am a happy person. * I see good in all people. I look for ways to make friends and health relationships. * I know how to talk to people in most circumstances. * I have a good group of friends. I am friends with people from a range of different industries and backgrounds. I use my connections to support my learning and career plan. * I know my pathway forward with learning and I believe in lifelong learning. |

**Learning**

**Individual Education Plans – Learning Mindset – Feedback – Career Readiness – Help Seeking Behaviours**

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| **Step 1**  **I am not yet ready** | **Step 2**  **I am willing to make change** | **Step 3**  **I want to learn** | **Step 4**  **I can learn** | **Step 5**  **I can transfer learning** |
| * I do not like talking about my IEP or working on my IEP. * I avoid learning; I cannot learn. * I do not want feedback. I deflect and distract others. * My Literacy and Numeracy are so bad I will not get a job. * No one can help. | * I work with my Teacher to record my IEP. * I can easily get overwhelmed or districted. I only learning if I get something I want. * When my Teacher gives me feedback, I hear criticism. * My Literacy and Numeracy skills are getting ready to do formal study. * I need regular 1:1 help to learn. | * My IEP is becoming more challenging and has clear curriculum achievement links. * I trust my Teacher. I ask questions. I remember what I have read. I can work with others. * I can discuss how, why and where I am going with my learning. * I have the Maths and English skills I need to be successful at school. * I will accept support from the school and any recommended support. | * I have a transition plan in my IEP. * I value learning. I listen to instructions. I seek new challenges. I enjoy learning. * I can seek assistance and know what I have to do next with my learning. * I have English and Maths skills that will support me to be successful in senior secondary school. * I accept that everyone need support sometimes. I appreciate getting support. | * I am well prepared to go on to Employment, Further Education or Return to a Full-Time Mainstream School. * I am a self-directed learner. I can complete my studies. * I seek feedback from experts to improve my learning. * I am ready to do study (TAFE, Employment, Uni). * I understand giving and receiving support is important to my personal growth. I do this freely. |

**Respect**

**Safety and Self – Respecting Others – Community Inclusivity and Belonging, Ready to Learn – Empowerment**

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| * I generally feel unsafe. * I withdraw from others or hurt others. * I am disconnected from others. I do not care about other people. * I believe I cannot learn. I will not accept assistance. * I feel flat. I keep things to myself and do not share anything about myself. | * I am willing to be safe at school. I have created a safety plan with my teacher. Things easily trigger me. * I do not connect emotionally with others. I do not show regard for others points of view. * I talk positively with peers. I go to school because I have to. * I need lots of teacher support to complete my IEP. * I believe that I can do well. | * I accept support to put in place my safety plan. I use my coping strategies. I look after the wellbeing of others by looking after myself. I cooperate with the Teachers. * I seek friendships with peers but are often unsatisfied and there is often dramas. * I interact effectively with peers. I generally feel liked by others. * I need teacher support to begin and complete my learning tasks. I am willing to learn new strategies to overcome challenges. * I am willing to try new things. I accept some people appreciate my talents. | * I am rarely overwhelmed. I can self-sooth negative emotions. I demonstrate respect to people. * I interact positive with most people at school and in community contexts. I feel connected to school. * I demonstrate empathy and tolerance to others and their feelings and beliefs. * I practice skills to build my knowledge and complete work to a high standard at school. I like my peers. * I know my capabilities. I seek opportunities to grow my talents and support others to do the same. | * I have integrity. I am responsible. I have a positive regards for others and support others in life. * I create healthy relationships with people in school and in the community. * I am welcoming and inclusive to all people. * I seek opportunities to stretch my capabilities in meaningful ways and support mine and others learning/ * I have a high level of self-agency. I use my talents to increase the prosperity of myself, friends, family and community. |