**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.
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**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.
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**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.
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**Learning**

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

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| * 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.
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**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.
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