



School Self-Review Tool (SSRT)

(FOR COMPLETION BY SCHOOL SELF-REVIEW TEAM)



This survey is a hardcopy version for reading and discussion.

Please complete the actual survey online.



Information

The Wellbeing@School School Self-Review Tool (SSRT) aims to build a picture of how your school is currently promoting a safe and caring social climate. By exploring different layers of school life, the SSRT is designed to encourage self-review. It asks questions about:

- school-wide leadership, climate, policies, and practices
- how teachers teach, and what happens in classrooms
- student culture and behaviour, and
- how connections are made with the school community and external providers.

The aim of the SSRT is to support schools to review these different layers of school practice to identify areas of strength and possible next steps that could be taken to promote a safe and caring climate.

There are two types of questions in this survey:

1) Some questions ask how strongly you **agree or disagree** with a statement. Four answer options are provided. These are:

- **Strongly disagree** (this is not in place **OR never or hardly ever** happens at school)
- **Disagree** (this might happen sometimes **OR this varies a lot** across the school)
- **Agree** (this is in place **OR this is true for many** staff, classes, or students)
- **Strongly agree** (there is a shared view **OR this is true for all** staff, classes, or students).

2) Other questions ask **how often things happen**. Five answer options are provided:

- **Never** or hardly ever
- 1 or 2 times a **year**
- 1 or 2 times a **month**
- 1 or 2 times a **week**
- Almost **every day**

Please answer every question. If you are not sure about an answer, please choose the option that is closest to your experience at school or how you feel. Think about what your school is like **this term** when you are answering these questions.



School-wide climate and practices: This section asks about leadership, school climate and culture, and how students' different cultures and backgrounds are affirmed.

How much do you agree?

Strongly disagree Disagree Agree Strongly agree

At this school...

1	Staff share a strong collective vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	School leaders promote the school as a caring and culturally inclusive community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The leadership teams work collaboratively with staff to set school directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	School leaders encourage staff to share ideas rather than compete with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Staff respect and care about students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Staff always behave how they would like students to behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Staff treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Staff consider students' wellbeing to be a priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Staff have a strong sense of belonging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Staff and students are committed to the school values (e.g., respect for others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Students' successes are shared widely (e.g., at assemblies, during staff meetings, in newsletters).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Staff recognise and acknowledge students' caring and helpful behaviours (e.g., in classrooms, on duty, at assembly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	We have effective ways of celebrating students who demonstrate care and concern for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Staff encourage students to be inclusive and respectful of peers from other cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Staff relate well to students from different cultures or backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Staff are supported to learn effective ways of working with students from different cultural groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Staff have an awareness of the concepts and practices of tāngata whenua.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	The cultural practices of our students are reflected in school life (e.g., new students are welcomed with a powhiri, fono are held for parents).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	We make connections to local community events and festivals (e.g., Matariki, White Sunday).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	The buildings, equipment, and grounds are well looked after.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	There are lots of examples of student work in school corridors and classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

