

TEACHER WELLBEING ACTION PLAN – ITEM BANK

The following list of 200 action items, grouped by Risk Factor, has been compiled following TWD facilitated focus groups with 25 different schools.

#	ACTION ITEM to be implemented	KEY RISK FACTOR to be addressed	RESOURCE COSTS		EXPECTED IMPACT Low, Medium, High
			HUMAN COSTS Low, Med, High	FINANCE COSTS 0, \$, \$\$, \$\$\$	
1	Develop and seek input on a Staff Working from Home policy including purpose, guidelines, and boundaries	Autonomy	Low	0	Low
2	Education Support Staff who work part-time during school holidays be supported to have flexibility in working days where practicable	Autonomy	Low	0	Low
3	Ensure staff are always asked to submit preferences whenever creating rosters (eg. Yard duty, Devotions, ...)	Autonomy	Low	0	Low
4	Give staff greater flexibility to book outside appointments and to be able to leave school during recess/lunch and non-contact periods	Autonomy	Low	0	Medium
5	Leadership team to share a 'draft' version of Home Groups for teachers to provide input, prior to it being finalised each year	Autonomy	Low	0	Low
6	Line Managers to use performance conversations and/or team meetings to seek input from staff on how they would like to organise their work	Autonomy	Low	0	Medium
7	Provide early notice (August) and discussion opportunities regarding proposed work schedules for the following school year	Autonomy	Medium	0	Medium
8	Provide the option to work at home in afternoons during work break periods	Autonomy	Low	0	Low
9	Review Performance Review and Development system with the goal of providing staff with greater autonomy in the process and within their role	Autonomy	Medium	0	Medium
10	Promote task enabling, where team members are considering how best to help colleagues perform their roles/tasks to the best of their ability	Autonomy	Low	0	Low
11	Actively seek input and suggestions from staff during the development/drafting phase of major new school initiatives/projects	Change Management	Medium	0	Low
12	Develop, with input from staff, a change management policy and procedure	Change Management	Medium	0	Low
13	Each term, provide a comfortable, open forum for staff discussions	Change Management	Medium	0	Medium

14	Encourage participation in Principal's Advisory Groups and establish a fair and transparent way of selecting team members	Change Management	Low	0	Low
15	Ensure for all major changes, staff are invited to be involved in the planning of the initiative and encouraged to provide ongoing feedback	Change Management	Low	0	Medium
16	Ensure staff are consulted about the staffing of Home Groups	Change Management	Low	0	Low
17	Ensure the results of staff consultations are fed back to the staff, including reasons behind final decisions	Change Management	Low	0	Low
18	Establish a weekly communication system (email update) that keeps staff up to date with the developments of any major school project	Change Management	Low	0	Low
19	Following a significant organisational change or restructure, hold optional focus groups to check-in with staff and to understand their views	Change Management	Low	0	Medium
20	Following an organisational change or restructure, schedule a check-in with staff to ensure they understand any additional duties or responsibilities	Change Management	Medium	0	Medium
21	Forward plan and pro-actively communicate structural or operational changes to staff – aiming to minimise stress and pressure	Change Management	Medium	0	Medium
22	Hold optional information sessions, as appropriate, to ensure staff are (and feel) consulted whenever significant change is introduced to the College	Change Management	Low	0	Medium
23	Leadership team to communicate with staff about how and why decisions are made and explain key purpose and objectives of the change	Change Management	Low	0	Low
24	Promote the role of the Consultative Committee (CC) in change processes and ensure the CC is representative of all staff	Change Management	Low	0	Low
25	Promptly update organisational charts and role descriptions when change occurs.	Change Management	Low	0	Low
26	Provide staff with background reading material regarding purposes and reasons for major school changes and master plan projects	Change Management	Low	0	Low
27	Publish and align start times and key calendar dates across states/campuses and communicate this with staff prior to the beginning of school year	Change Management	Medium	0	Medium
28	Reintroduce termly cross campus meetings either in person or on Teams	Change Management	Medium	0	Medium
29	Review and disseminate the process of advertising internal positions	Change Management	Low	0	Medium

30	Review educational programs within a three year cycle through a method of review, reflection and action	Change Management	Medium	0	Medium
31	Send a weekly staff email/message listing recent and/or upcoming changes	Change Management	Low	0	Low
32	Involve staff in decision-making processes to ensure their impact is considered.	Change Management	Low	0	Low
33	Provide a central location for College Executive to share decisions and actions, thoughts on upcoming projects etc and include a way for staff to ask questions, collaborate and communicate with the College Executive.	Change Management	Low	0	Medium
34	Provide a central location for all staff to view progress and actions of working groups and include a way for feedback and questions.	Change Management	Low	0	Low
35	Assign a representative group to update Staff Code of Conduct policy to clearly articulate appropriate and inappropriate work behaviours	Conflict: Colleagues	Medium	0	Medium
36	Develop opportunities for staff to cooperate, collaborate and communicate with Executive Team	Conflict: Colleagues	Low	0	Medium
37	Engage an external expert to provide whole staff training on conflict management and relationship management	Conflict: Colleagues	High	\$\$	Medium
38	Familiarise all staff with Code of Conduct policy and have staff acknowledge they have read policy	Conflict: Colleagues	Low	0	Medium
39	Identify and address work design issues that may lead to relationship conflict	Conflict: Colleagues	Low	0	Low
40	Introduce a weekly lunch gathering opportunity for staff (rotate days) to promote relationships	Conflict: Colleagues	Low	0	Medium
41	Introduce regular (blend of informal and formal) morning tea gatherings for staff	Conflict: Colleagues	Low	0	Low
42	Introducing staff activities during meetings, or in the staff room that can promote wellbeing (ie. kindness, gratitude, teamwork, ...)	Conflict: Colleagues	Medium	0	Low
43	Provide bullying and harassment training to all staff, including how to report and address poor workplace behaviour	Conflict: Colleagues	Medium	0 - \$\$	Medium
44	Provide middle leaders with training on effective conflict resolution techniques	Conflict: Colleagues	Medium	0 - \$\$	Medium
45	Provide opportunities for staff to collaborate across departments or school sectors on specific projects to improve outcomes and promote relationships	Conflict: Colleagues	Low	0	Medium
46	Provide training to leaders to aid in early identification and effective resolution of conflict situations	Conflict: Colleagues	Medium	0 - \$\$	Medium

47	School Leaders role-model supportive and open communication	Conflict: Colleagues	Low	0	Low
48	Establish effective colleague debriefing and mentoring structures	Conflict: Colleagues	Medium	0	Medium
49	Introduce Foodie Fridays to promote staff connection over lunchtime or afterschool	Conflict: Colleagues	Low	0	Low
50	Outline to staff access to mediation if experiencing workplace relationship conflict	Conflict: Colleagues	Low	0 - \$\$\$	Medium
51	Provide opportunities for staff to collaborate across departments or school sectors on specific projects to improve outcomes and promote relationships.	Conflict: Colleagues	Medium	0	Low
52	Inform parent community of teacher communication expectations – within a certain time, or not outside certain hours, and channels	Conflict: Parents/Teachers	Low	0	Medium
53	Provide clear guidelines for parents in regard to who is the correct contact for different situations	Conflict: Parents/Teachers	Low	0	Low
54	Review with staff and provide updated details to staff and parents on the parent-teacher-child conversations protocols	Conflict: Parents/Teachers	Medium	0	Medium
55	Staff members encouraged and reminded to contact parents with good news emails or phone calls	Conflict: Parents/Teachers	Medium	0	Medium
56	Adopt a consistent approach to student behaviour management, informed by an external expert	Conflict: Parents/Teachers	High	\$\$ - \$\$\$	High
57	Assist staff to separate the action from the student and help them deal effectively with the misbehaviour and ensure student feels valued	Conflict: Parents/Teachers	Low	0	Low
58	Engage external expert as a whole-school PL experience regarding managing students with challenging needs	Conflict: Parents/Teachers	Medium	\$\$ - \$\$\$	Medium
59	Identify and train Contact Officers to support grievance processes	Conflict: Parents/Teachers	Low	0	Low
60	Introduce a fun activity each term which promotes cross student and teacher participation and relationships (eg. Debates, charity, challenges...)	Conflict: Parents/Teachers	Medium	0	Low
61	Offer external PL courses for specific teachers regarding behavioural management	Conflict: Parents/Teachers	Low	\$ - \$\$	Low
62	Prepare and present one Positive Behaviour Support staff PL session per term	Conflict: Parents/Teachers	Low	0	Low
63	Provide PL and introduce the principles of restorative practices to strengthen, sustain and repair relationships	Conflict: Parents/Teachers	High	\$\$ - \$\$\$	High
64	Provide teachers with further PL to assist with dealing with difficult students	Conflict: Parents/Teachers	Medium	0 - \$\$	Medium

65	Provide time and resources for staff involved in following up challenging student behaviour cases (support from Executive Leadership team)	Conflict: Parents/Teachers	Medium	0	Medium
66	Review (incl students) and Update Community Expectations Agreement – one for staff, one for students – clearly articulating appropriate and inappropriate behaviours including consequences	Conflict: Parents/Teachers	Medium	0	High
67	Review student behaviour policies and include broad student, parent, and staff representation	Conflict: Parents/Teachers	Medium	0	Medium
68	Provide tailored professional learning opportunities (internal or external) for specific staff to address developmental needs	Conflict: Parents/Teachers	Low	0 - \$\$	Low
69	Trial a new initiative each semester where students and/or parents are encouraged to express their gratitude for the efforts of teachers	Conflict: Parents/Teachers	Medium	0	Medium
70	Assist staff to develop personal work strategies to help them prioritise and delineate home and work life	Emotional Demands	Low	0	Low
71	Encourage employees to add their contactable hours to their email signatures and then encourage them to stick to them	Emotional Demands	Low	0	Low
72	Provide training to team leaders on how to delegate responsibility for decision making and welcoming staff improvement suggestions	Emotional Demands	Medium	0	Low
73	Inform staff of the system for monitoring the allocation of students with special needs	Emotional Demands	Low	0	Medium
74	Formalise a 'mental health' (catch-up) day per staff member per term (can be donated/paid forward)	Emotional Demands	Low	0 - \$	Medium
75	Provide information and training on personal and professional boundary setting	Emotional Demands	Low	0	Medium
76	Schedule a meeting free week, to be known as a 'breathing week' or a 'catch-up week', each term (Generally around Week 7)	Emotional Demands	Low	0	Medium
77	Strongly encourage staff to take breaks and to have down time and promote spaces for this intended use	Emotional Demands	Low	0	Low
78	Create a lunchtime walking club, and create other ways to promote physical activity amongst staff	Emotional Demands	Low	0	Low
79	Establish an ongoing Staff Mental Health and Wellbeing committee (rotating members) to sustain Action Plan	Emotional Demands	Medium	0	Medium
80	Include a student and staff safety agenda item on each termly whole staff meeting	Emotional Demands	Low	0	Low
81	Introduce an optional regular (weekly) staff exercise activity (ie. morning walk, lunchtime walk, afternoon yoga, ...)	Emotional Demands	Low	0	Low

82	Remind staff to take sick leave when necessary	Emotional Demands	Low	0	Medium
83	Review Wellbeing Week – clarify purpose, roles, events and guidelines	Emotional Demands	Low	0	Low
84	Set the expectation that staff must take their scheduled breaks (ie. Lunch breaks)	Emotional Demands	Low	0	Medium
85	Ensure staff feel supported when dealing with emotionally challenging situations, including PL for de-escalation strategies	Emotional Demands	Low	0	Medium
86	Include an agenda item in all faculty meetings for the upcoming year to identify peak stress times/issues for each subject area	Emotional Demands	Medium	0	Low
87	Provide feedback to line managers regarding their role-modelling of effective care-giving and support for their team members	Emotional Demands	Low	0	Medium
88	Review processes regarding staff absences, illnesses, and covers – seeking input and feedback from staff members	Emotional Demands	Medium	0	Medium
89	Staff to watch wellbeing e-Learning videos and then discuss in small team meetings, at least once per term	Emotional Demands	Medium	\$	Low
90	Provide Middle Leaders with professional learning/collegial support to manage challenging situations with parents, staff, and students.	Emotional Demands	Low	\$ - \$\$	Medium
91	Consult with staff to review and enhance current performance management processes	Job Insecurity	Low	0	Low
92	Implement ‘Thrive’ program for staff performance based reviews	Job Insecurity	Medium	0	Medium
93	Provide staff with opportunities to complete PL to ensure they have the skills required to perform their roles	Job Insecurity	Low	\$ - \$\$	Medium
94	Review and enhance staff induction and probation processes including having a formal ‘buddy’ system (including a buddy from another part of the business).	Job Insecurity	Medium	0	Low
95	Establish and communicate clear career progression paths within our school system.	Job Insecurity	Low	0	Low
96	Implement regular performance reviews which provide constructive feedback and recognise achievements and areas for improvement.	Job Insecurity	Medium	0 - \$	Medium
97	Develop and enforce HR policies that promote job security, such as contracts with clear terms	Job Insecurity	Low	0 - \$\$\$	Medium
98	Publish a staff guidelines handbook which clearly outlines ICT and storage platforms – Teams, Hub, email, Synergetic, Operoo, ...	Role Clarity	Low	0	Medium
99	Promote weekly briefing notes that are online, to ensure all staff are receiving the information	Role Clarity	Low	0	Low

100	Each term, formally remind and encourage staff to talk to their line manager early if they are unclear or unsure of their role responsibilities	Role Clarity	Low	0	Low
101	Heads of Departments (Heads of Sub-Schools) to undertake a review of Position Descriptions for direct reports and make recommendations to HR	Role Clarity	Medium	0	Medium
102	Heads of Faculty (Line Managers) to assist team members to develop personal work plans that clearly define task objectives and expected outputs	Role Clarity	Medium	0	Low
103	Hold an open staff forum inviting conversations regarding roles, responsibilities, and expectations	Role Clarity	Low	0	Medium
104	Introduce and implement a Daily Comms sheet for staff – publish it the afternoon beforehand to staff	Role Clarity	Medium	0	Low
105	Provide a mini, but still comprehensive, induction program and package at the start of each term for any staff member joining the school	Role Clarity	Medium	\$-\$\$	Medium
106	Provide more direction around what Education Support staff are to do following students leaving and on planning days	Role Clarity	Low	0	Low
107	Provide new employees with a comprehensive induction program	Role Clarity	Medium	0	Low
108	Provide new staff members with an updated staff handbook and a comprehensive induction program and package	Role Clarity	Medium	\$-\$\$	Medium
109	Review formal Position Description statements particularly focussing on Role Purpose, Reporting lines, and Key Duties	Role Clarity	Medium	0	Low
110	Review Organisational Chart with staff, and ensure each staff member knows who they are directly accountable to	Role Clarity	Low	0	Low
111	Review with staff and provide updated information on report writing expectations	Role Clarity	Low	0	Medium
112	Review, update and disseminate an updated Organisational Chart for all staff members, clearly emphasising communication channels	Role Clarity	Low	0	Low
113	Tailor a comprehensive induction program for Operational Staff members, which has considerable overlap and connection with teachers	Role Clarity	Medium	\$-\$\$	Medium
114	Update and promote the 'Who do I turn to when I need help with...?' register	Role Clarity	Low	0	Medium
115	Establish a dedicated mentor for beginning and early career teachers to support growth in their profession	Role Clarity	Medium	0	Medium

116	Ensure all staff have accurate position descriptions which are available centrally.	Role Clarity	Medium	0	Medium
117	Allocate staff with 1 session per exam period for staff to use in correction and report writing	Workload	Low	0	Medium
118	Calendarise two planning days per year where staff can plan in teams or individually (no other meetings to be held on these staff days)	Workload	Low	0	Medium
119	Consult with staff and then Leadership to draft a staff working hours expectations document	Workload	Medium	0	Medium
120	Consult with staff with regard to taking on extra-curricular activities and committees so that workload is managed and distributed evenly	Workload	Medium	0	Low
121	Design and introduce a process for report writing if staff member can't meet deadline for unforeseen circumstances.	Workload	Low	0	Low
122	Develop and publish explicit expectations and engagement of educational teams to support a team approach, planning and teaching	Workload	Medium	0	Medium
123	Encourage staff to speak with their Line Manager if they feel their task demands are excessive	Workload	Low	0	Medium
124	Establish a dedicated space where teachers can go where disruptions will be minimised/avoided	Workload	Low	0 - \$\$\$	Medium
125	Establish and maintain realistic expectations surrounding the implementation of new teaching and learning programs	Workload	Low	0	High
126	Explore use of support staff to supervise 'cool off' at times of high staff absences to take load of teachers	Workload	Low	0	Low
127	Explore, and report to staff, the option of 'bank' staff, on call casual teachers/ES who can fill in more fully to take load of permanent staff	Workload	Low	0 - \$\$	Medium
128	Formalise process around filling staff absences to ensure the load is shared and is transparent. Consider options such as collapsing classes	Workload	Low	0	Medium
129	Formally monitor staff workloads each semester to ensure staff have sufficient resources to cope with and manage work demands	Workload	Medium	0	High
130	Heads of Departments offer assistance to their team members to develop personal work plans and ensure adequate time is provided for tasks	Workload	Medium	0	Medium
131	Introduce a system where a staff member can be provided with additional support when needed during peak periods	Workload	Medium	0 - \$\$	High

132	Investigate the costs of qualified support staff to assist with running and staffing school camps, therefore reducing number of teachers needed	Workload	Low	\$\$	Medium
133	Leadership team to review roles of interns / aides / assistants / volunteers / gappies and see what tasks they can carry out to support staff workload	Workload	Low	0	Low
134	Line Managers to monitor staff workloads during periods of peak demand and provide additional support where required.	Workload	Medium	0 - \$	Medium
135	Lock in the exam timetable prior to the start of semester. Provide an up to date exam schedule to all subject teachers prior to the start of term	Workload	Low	0	Low
136	Provide a minimum of one term's warning regarding upcoming tasks, events, and deadlines	Workload	Low	0	Low
137	Provide Middle Leaders with PL to assist with managing difficult people (staff, students and parents)	Workload	Medium	0 - \$\$	Medium
138	Provide opportunities for staff to debrief and problem solve work demands and challenges that are being experienced	Workload	Medium	0	Medium
139	Provide refresher and ongoing training on organisational systems (ie Synergetic and mE) to ensure staff are aware of various efficiencies	Workload	Low	0	Medium
140	Provide staff with education and resources relating to teacher burnout	Workload	Low	0 - \$\$	Low
141	Provide training for staff to assist with better managing emails	Workload	Medium	0 - \$\$	High
142	Reduce whole staff meeting times by reducing administrative talk and having notices to read in the agenda	Workload	Low	0	Low
143	Remind staff of starting and finishing times for morning devotions – ensure it starts and finishes on time (staff can't go over the finish time)	Workload	Low	0	Low
144	Review email communications system – subject line system: Must Read or Optional or FYI and timing of sending emails	Workload	Low	0	Low
145	Review subject/course assessments – consider a policy and standardised guideline around the level of assessment for each department	Workload	Medium	0	Medium
146	Roster staff on to attend school assemblies, rather than all staff needing to attend	Workload	Low	0	Medium
147	Schedule and promote the use of shared planning time for teachers	Workload	Low	0	Low

148	Sharing of teacher pastoral care responsibilities (teacher devotions and dismissals) between two teachers	Workload	Low	0	Medium
149	State and share expectations of staff meetings including dates, and starting and finishing times.	Workload	Low	0	Low
150	Transparent recording, displaying, and monitoring of Daily Extras across a term/semester	Workload	Low	0	Medium
151	Undertake a review of meeting schedule and school calendar in Term 4, inviting staff input, to set priorities for meeting schedule in 2023	Workload	Medium	0	Low
152	Undertake a review of systems and processes with the goal of creating efficiencies.	Workload	Medium	0	Medium//
153	Undertake a review of Yard Duty – areas, allocations, benchmarking other schools, seeing if LSOs can undertake supervision	Workload	Medium	0	Low
154	Provide timelines and expectations for major school events	Workload	Low	0	Medium
155	Review finish time for staff on non-meeting nights	Workload	Low	0	Low
156	Establish a focus group to draft and circulate an email communications policy	Workload	Medium	0	Low
157	Inform staff of available additional assistance (human and financial resources) when staff are undertaking new or challenging tasks	Workload	Low	\$ - \$\$\$	Medium
158	Middle Leaders to formally check-in with direct reports at least twice per term	Workload	Medium	0	Medium
159	Enhance the automation of tasks including risk assessments, staffing, leave, timetabling and payroll.	Workload	Medium	\$\$ - \$\$\$	Medium
160	Provide refresher and ongoing training on organisational systems such as Synergetic and The Dash.	Workload	Low	0	Low
161	Where appropriate, roster staff members onto activities, rather than requiring all staff members to attend.	Workload	Low	0	Low
162	Identify and address work environment issues that may negative affect team communication	Workplace Fairness	Medium	0	Medium
163	Review process for reporting workplace hazards, to include psychological as well as physical hazards	Workplace Fairness	Low	0	Low
164	Undertake a physical work health and safety audit across the campus	Workplace Fairness	Medium	0	Low
165	Apply fair and consistent consequences for behaviour that infringes the Code of Conduct policy	Workplace Fairness	Medium	0	Medium
166	Provide meeting schedules for the term ahead prior to the end of the previous term.	Workplace Fairness	Low	0	Medium

167	Encourage and increase staff ownership of key policies by engaging staff at all levels of the school during development and review	Workplace Fairness	Medium	0	Medium
168	Introduce staff 'wellbeing representatives' to support the role of employee OH&S (physical and psychological)	Workplace Fairness	Medium	0	Low
169	Outline to staff the best way to communicate any perceptions they have as to unfair work practices so that they can be heard	Workplace Fairness	Low	0	Low
170	Provide several avenues for staff to provide feedback regarding the impact of any recent procedural changes	Workplace Fairness	Low	0	Low
171	Publish the key procedures that occur each time there is a job vacancy and ensure these key procedures are followed each and every time	Workplace Fairness	Low	0	Low
172	Review and update formal and informal confidential complaint handling processes	Workplace Fairness	Low	0	Medium
173	Provide staff with a list of strategies to choose from to support a range of organisational needs (eg. managing email, hours of communication, ...)	Workplace Fairness	Low	0	Low
174	Seek input from staff regarding any ways that improvements can be made to support diversity, equity, and inclusion	Workplace Fairness	Low	0	Medium
175	Ensure adequate and flexible staffing to cover roles and backfill roles when staff are absent and ensure staff are notified of extended leave.	Workplace Fairness	Low	\$ - \$\$\$	Medium
176	Regularly seek input from staff as to how they like to be engaged in their work (performance reviews, team meetings, 1:1 conversations)	Workplace Recognition	Low	0	Low
177	Celebrate staff achievements (aim to do this in a way that is warmly received by the particular staff member)	Workplace Recognition	Low	0	Medium
178	Enable and recognise staff teamwork and collaboration	Workplace Recognition	Low	0	Medium
179	Executive team members prioritise the recognition and acknowledgement of individual and team efforts	Workplace Recognition	Low	0	Low
180	Explore ways to assist students and parents to recognise and thank staff (ie. How is staff leaving communicated to families to allow for this?)	Workplace Recognition	Low	0 - \$	Low
181	Include all staff groups in special morning tea events (increase inclusivity)	Workplace Recognition	Low	\$	Low
182	Introduce a formal process to recognise departing staff members to thank and celebrate their contribution and to wish them well	Workplace Recognition	Low	0	Medium
183	Introduce a process to celebrate milestones of service	Workplace Recognition	Low	0 - \$	Low

184	Introduce termly 1:1 meetings with line managers and their direct reports to strengthen relationships and to provide greater feedback to staff	Workplace Recognition	High	0	Medium
185	Officially acknowledge College Support Staff annually	Workplace Recognition	Low	0	Low
186	Provide staff with a financial allowance for attending school camps	Workplace Recognition	Low	\$\$	Low
187	Recognise and celebrate individual and team successes promptly, regularly and in a nuanced manner	Workplace Recognition	Medium	0	Low
188	Team Leaders are encouraged to truly know their direct reports and this includes understanding what form of recognition and reward is most valued	Workplace Recognition	Low	0	Low
189	Establish a schedule where Executive Team members are available in the Staff Room on a roster during Recess to promote collaboration	Workplace Recognition	Low	0	Low
190	Heads of Department to conduct a formal 30 minute 1:1 meeting with each direct report per semester, simply to listen, understand and support	Workplace Recognition	High	0	Medium
191	Provide opportunities for team leaders to share PD opportunities widely and recognise areas for development	Workplace Recognition	Low	0	Low
192	School Leaders demonstrate a commitment to staff psychological safety through regular reminders and addressing relevant issues	Workplace Recognition	Low	0	Low
193	Senior Leadership team to raise presence and availability to staff (staff room, open door, greater accessibility)	Workplace Recognition	Medium	0	Low
194	Team leaders encouraged to regularly ask themselves 'What am I currently doing for my team to foster positive staff wellbeing?'	Workplace Recognition	Low	0	Low
195	Team leaders to model check-ins with team members and encourage all staff to look-out for fellow colleagues	Workplace Recognition	Low	0	Low
196	Assign all operational/support staff to a House.	Workplace Recognition	Low	0	Medium
197	Offer one staff activity per term which promotes gratitude, teamwork and kindness.	Workplace Recognition	Low	0 - \$	Medium
198	Ensure all leaving staff are appropriately farewelled from the College.	Workplace Recognition	Low	0 - \$	Medium
199	Revisit and then communicate the purposes of our staff briefing.	Workplace Recognition	Low	0	Low
200	Include an appreciation section in staff eNews, ensuring eNews is for all staff.	Workplace Recognition	Low	0	Medium
Summary Statistics of Item Bank:			Low = 128 Med = 67 High = 5	0 = 163	Low = 96 Med = 97 High = 7