

# 5.1 Appraisal Tool for Principals

These appraisal tools have been designed to assist principals, school communities and potential service providers to assess the suitability of psychosocial recovery programs for their school community following exposure to a disaster or mass trauma event, such as a bushfire. Choosing a psychosocial support program that may be most suited to the needs of your unique educational community may be an overwhelming task for principals due to the many ongoing bushfire-related impacts on the school community. Therefore, this appraisal criteria tool has been designed to be simple, easy-to-use and able to provide principals with some level of guidance and reassurance about what it is they should be considering when procuring psychosocial support programs for students from external providers.

This checklist has been designed for principals to document their unique school needs to support the psychosocial recovery of their students post experience of a disaster or mass trauma event. This can then be cross-checked with the Appraisal tool for Providers tool completed by individual service providers to aid in informing the decision of which program to procure.

	Information and examples	Comments
<b>1. Program feature</b>		
1.1	Which time frame best fits your school's current need to support psychosocial recovery?  May select all that apply	Immediate (days-weeks)  Medium term (months/up to a year)  Long term recovery and resilience (>1 year)
<b>2. Participants and scale</b>		
2.1	Which group of students do you want the program to target?	Primary School      Specialist School  Secondary School
2.1.1	What scale of program is appropriate and feasible?	School-wide  Classroom based. Specify age or year groups:  Individual/small group based. Specify:
2.2	Do you want the program to include teacher and staff professional development?	Yes  To support their own wellbeing  To upskill teachers to deliver components of the program  To upskill teachers to better understand and so respond appropriately to students who may be struggling psychologically  To assist in making the program sustainable  Other:  No

	Information and examples	Comments
<b>2. Participants and scale</b>		
2.3	Do you want the program to include parents/caregivers?	<p>Yes</p> <p>Information about the student program</p> <p>To support students with home-based activities</p> <p>To support their own wellbeing</p> <p>Other:</p> <p>No</p>
<b>3. Critical features of psychosocial programs for students</b>		
3.1	Are these key focus areas covered and/or do you need support for them?	<p>Promotion of coping with trauma/trauma-informed practice in schools (E.g. Returning to regular routines, Providing distraction, Using the arts or other activities for emotional processing)</p> <p>Existing programs in the school</p> <p><b>Support needed</b></p> <hr/> <p>Promoting resilience and disaster recovery (E.g. Sense of safety/security, Self-worth, Social connection, Self-efficacy and collective-efficacy, Sense of purpose, Calming, Hope)</p> <p>Existing programs in the school</p> <p><b>Support needed</b></p> <hr/> <p>Promotion of social and emotional learning (E.g. Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision making)</p> <p>Existing programs in the school</p> <p><b>Support needed</b></p> <hr/> <p>Other needs of your students &gt; (Please specify)</p>
3.2	Do you require the program to have a referral program for individual students with high needs?	<p>Yes</p> <p>No</p>

	Information and examples	Comments
<b>4. Program modules and modalities</b>		
4.1 What outcomes or skills for your students are you interested in the program developing?	Outcomes:	
	Skills:	
4.2 Is it important for the program to be aligned with the curriculum, and/or teaching standards? Do you need materials that demonstrate how it aligns?	Integration into subject materials: which subjects?	
	No	Align with teaching standards. Please specify:
	No	
4.3 What types of activities best suit your school's needs at this time?	Psychological support	
	Art-based activities	
	Play-based activities	
	Nature-based activities	
	Movement/dance/drama	
	Stress management	
	Emotional regulation	
	Mindfulness/meditation	
	Problem solving	
	Other:	

	Information and examples	Comments
<p><b>5. Delivery style</b></p>	<p><b>5.1 Preferred delivery style</b></p> <p><b>Delivered by:</b></p> <p>External presenters</p> <p>School staff</p> <p><b>Delivery mode:</b></p> <p>Live, interactive online presentation</p> <p>Pre-recorded online presentation</p> <p>Face to face in school grounds</p> <p>Face to face off-site</p> <p>Mixed</p> <p>Other:</p> <p><b>Content:</b></p> <p>Fixed content – i.e. same program for all schools</p> <p>Flexible – i.e. tailored to the school needs</p>	
<p><b>5.2 Preferred time commitment</b></p>	<p>Intensive block delivery</p> <p>Small time commitment spread over the term/year</p> <p>During school hours</p> <p>After school</p>	
<p><b>5.3 Do you require the program to be tailored culturally or be accessible for students with a disability?</b></p>	<p>Yes</p> <p>Culturally and linguistically diverse populations</p> <p>Aboriginal and Torres Strait Islander populations</p> <p>Students with disabilities</p> <p>Other:</p> <p>No</p>	

	Information and examples	Comments
<b>6. Provider credentials</b>		
6.1 Ask program providers for proof of their suitability to deliver the program	Working with children checks  Police checks  Experience with trauma/disaster recovery in other settings	

**7. Available budget**

Please specify: