Audit Tool

**How to use thi****s tool**

1. This Audit Tool is for staff to use before running Healthy Young People (HYP) in your school or service to:
* Identify current programs, initiatives or resources that address the six HYP missions
* Identify evidence of practices that support a whole school approach to wellbeing
* Develop a staff action plan to support the HYP missions
1. Before using this tool, become familiar with the six HYP Missions.
2. For examples of strategies that support embedded practice, see Strategies for Embedding the HYP Missions

**Child and Student Wellbeing**

When completing your audit, also consider how your school supports the six wellbeing domains from the Department of Education [Child and Student Wellbeing Strategy](https://documentcentre.education.tas.gov.au/Documents/Child%20and%20Student%20Wellbeing%20Strategy.pdf). HYP activities and resources address the following domains and descriptors:

*Being loved and safe*

* Have a voice and the ability to raise concerns and have these concerns addressed

*Having material basics*

* Have access to nutritious food and clean water
* Have access to materials to support participation in activities

*Being healthy*

* Are mentally and physically healthy
* Are emotionally well, happy and supported
* Are as physically active as they can be
* Have access to appropriate health and care services

*Learning*

* Are developing literacy and numeracy skills appropriate to age

*Participating*

* Are engaging with peers and community groups
* Are an active participant in their own life; including being able to have a say and have their opinion heard and valued

*Having a positive sense of culture and identity*

* Have a positive sense of self- identity and self-esteem

| **What is our current practice?**List existing programs, initiatives or resources that address the Healthy Young People (HYP) Missions | Make Water the Main Drink | We Respect Every Body | Healthy Food is the Main Food | We Log Enough Sleep | Stand up, Sit less, Screens Down | We Work Our Hearts | Choose your own mission (other) |
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| **Water is the Main Drink**This mission is about making it easy for people to choose water as the main drink at school and helping people recognise the many benefits of drinking water. | No evidence | Some evidence | Embedded |
| --- | --- | --- | --- |
| All staff recognise the importance of drinking water and strategies are implemented to ensure water is the main drink | [ ]  | [ ]  | [ ]  |
| Young people are encouraged to drink water. | [ ]  | [ ]  | [ ]  |
| Opportunities are provided for students to be involved in the implementation of strategies to ensure water is the main drink. | [ ]  | [ ]  | [ ]  |
| The school environment supports water as the main drink. | [ ]  | [ ]  | [ ]  |
| Guidelines have been developed to promote water as the main drink. | [ ]  | [ ]  | [ ]  |
| Parents and carers and community are key partners in promoting water as the main drink. | [ ]  | [ ]  | [ ]  |
| Learning activities and discussion provide students with skills, knowledge, values and attitudes to support choosing water as the main drink. | [ ]  | [ ]  | [ ]  |

**Actions (what are we going to do to reach Embedded Practice?)**

**SMART Goals (How are we going to measure success?)**

| **We respect every body**This mission is about making it easy and normal for people at school to accept the physical differences between people, so that people feel good about their bodies and respect differences in other people's bodies. | No evidence | Some evidence | Embedded |
| --- | --- | --- | --- |
| All staff recognise the importance of being inclusive of body diversity and strategies are implemented to ensure every body is respected. | [ ]  | [ ]  | [ ]  |
| Young people are encouraged to respect every body. | [ ]  | [ ]  | [ ]  |
| Opportunities are provided for students to be involved in the implementation of strategies to ensure every body is respected. | [ ]  | [ ]  | [ ]  |
| The school environment supports respect of every body. | [ ]  | [ ]  | [ ]  |
| Guidelines have been developed to promote respect of every body. | [ ]  | [ ]  | [ ]  |
| Parents and carers and community are key partners in promoting respect of every body. | [ ]  | [ ]  | [ ]  |
| Learning activities and discussion provide students with skills, knowledge, values and attitudes to support respect of every body. | [ ]  | [ ]  | [ ]  |

**Actions (what are we going to do to reach Embedded Practice?)**

**SMART Goals (How are we going to measure success?)**

| **Healthy food is the main food**This mission is about making it easy for people to choose healthy food as the main food at school, and helping people recognise the benefits of making healthy food the main food. | No evidence | Some evidence | Embedded |
| --- | --- | --- | --- |
| All staff recognise the importance of healthy food and strategies are implemented to ensure healthy food is the main food. | [ ]  | [ ]  | [ ]  |
| Young people are encouraged to make healthy food the main food. | [ ]  | [ ]  | [ ]  |
| Opportunities are provided for students to be involved in the implementation of strategies to ensure healthy food is the main food. | [ ]  | [ ]  | [ ]  |
| The school environment supports healthy food as the main food. | [ ]  | [ ]  | [ ]  |
| Guidelines have been developed to promote healthy food as the main food. | [ ]  | [ ]  | [ ]  |
| Parents and carers and community are key partners in promoting healthy food as the main food. | [ ]  | [ ]  | [ ]  |
| Learning activities and discussion provide students with skills, knowledge, values and attitudes to support healthy food as the main food. | [ ]  | [ ]  | [ ]  |

**Actions (what are we going to do to reach Embedded Practice?)**

**SMART Goals (How are we going to measure success?)**

| **We log enough sleep**This mission is about making it easier for people to log enough sleep every night, and helping people recognise the many benefits of getting enough sleep. | No evidence | Some evidence | Embedded |
| --- | --- | --- | --- |
| All staff recognise the importance of getting enough sleep and strategies are implemented to ensure students log enough sleep. | [ ]  | [ ]  | [ ]  |
| Young people are encouraged to log enough sleep. | [ ]  | [ ]  | [ ]  |
| Opportunities are provided for students to be involved in the implementation of strategies to they ensure log enough sleep.. | [ ]  | [ ]  | [ ]  |
| The school environment supports students to log enough sleep. | [ ]  | [ ]  | [ ]  |
| Guidelines have been developed to promote students to log enough sleep. | [ ]  | [ ]  | [ ]  |
| Parents and carers and community are key partners in supporting students to log enough sleep. | [ ]  | [ ]  | [ ]  |
| Learning activities and discussion provide students with skills, knowledge, values and attitudes to log enough sleep. | [ ]  | [ ]  | [ ]  |

**Actions (what are we going to do to reach Embedded Practice?)**

**SMART Goals (How are we going to measure success?)**

| **We take a stand! Sit less**The mission is about making it easier for people to limit recreational screen time, limit sitting time and break up long periods of sitting at school. | No evidence | Some evidence | Embedded |
| --- | --- | --- | --- |
| All staff recognise the importance of reducing recreational screen time and sedentary behaviours and strategies are implemented to break up long periods of sitting. | [ ]  | [ ]  | [ ]  |
| Young people are encouraged to limit recreational screen time, limit sitting time and break up long periods of sitting. | [ ]  | [ ]  | [ ]  |
| Opportunities are provided for students to be involved in the implementation of strategies for limiting recreational screen time and sitting time and breaking up long periods of sitting. | [ ]  | [ ]  | [ ]  |
| The school environment supports limiting recreational screen time and sitting time and breaking up long periods of sitting. | [ ]  | [ ]  | [ ]  |
| Guidelines have been developed to limit recreational screen time, limit sitting time and break up long periods of sitting. | [ ]  | [ ]  | [ ]  |
| Parents and carers and community are key partners in limiting recreational screen time and sitting time and breaking up long periods of sitting. | [ ]  | [ ]  | [ ]  |
| Learning activities and discussion provide students with skills, knowledge, values and attitudes to limit recreational screen time, limit sitting time and break up long periods of sitting. | [ ]  | [ ]  | [ ]  |

**Actions (what are we going to do to reach Embedded Practice?)**

**SMART Goals (How are we going to measure success?)**

| **Choose your own mission…**This mission is about identifying a different health and wellbeing need in your school community.  | No evidence | Some evidence | Embedded |
| --- | --- | --- | --- |
| All staff recognise the importance of and strategies are implemented to ensure  | [ ]  | [ ]  | [ ]  |
| Young people are encouraged to  | [ ]  | [ ]  | [ ]  |
| Opportunities are provided for students to be involved in the implementation of strategies to  | [ ]  | [ ]  | [ ]  |
| The school environment supports  | [ ]  | [ ]  | [ ]  |
| Guidelines have been developed to promote  | [ ]  | [ ]  | [ ]  |
| Parents and carers and community are key partners in promoting  | [ ]  | [ ]  | [ ]  |
| Learning activities and discussion provide students with skills, knowledge, values and attitudes to support  | [ ]  | [ ]  | [ ]  |

**Actions (what are we going to do to reach Embedded Practice?)**

**SMART Goals (How are we going to measure success?)**