

WA Thriving Kids Readiness Checklist

A Practical Guide for School Leaders

As the WA Thriving Kids Initiative continues to evolve, schools are likely to play an increasingly important role in identifying student needs, coordinating supports and implementing inclusive practices that help every child thrive.

While implementation details are still emerging, schools can begin preparing now by reviewing the foundations already in place within their organisation. **Use this checklist as a discussion tool with your leadership team to identify strengths, opportunities and future priorities.**

Leadership & Strategic Planning

- ☐ Our school has discussed how Thriving Kids may impact our students, staff and resources.
- ☐ We have identified a leadership team member responsible for coordinating disability and inclusion initiatives.
- ☐ Disability, inclusion and wellbeing priorities are reflected within our strategic planning processes.
- ☐ We have considered how increased demand for student support services may impact our school.
- ☐ We have established relationships with external service providers who can support implementation if required.

Early Identification & Referral Pathways

- ☐ Staff understand the signs that may indicate a student requires additional support.
- ☐ Clear referral pathways exist for students requiring further assessment or intervention.
- ☐ Staff know who to contact when concerns arise.
- ☐ Referral processes are consistent across year levels and teaching teams.
- ☐ We have systems in place to monitor students who may require additional support.

Student Support Systems

- ☐ We have effective processes for developing and reviewing individual student support plans.
- ☐ Student goals are clearly documented and regularly reviewed.
- ☐ Intervention supports are coordinated and monitored.
- ☐ Support strategies are communicated consistently across staff.
- ☐ Families are actively involved in planning and review processes.

Staff Capability & Confidence

- ☐ Staff feel confident supporting students with diverse learning and developmental needs.
- ☐ Staff have access to professional development relating to disability, inclusion and wellbeing.
- ☐ Staff understand how to implement classroom accommodations and adjustments.
- ☐ Teachers have access to practical support and consultation when challenges arise.
- ☐ New staff receive guidance regarding student support processes and expectations.

Learning Environment & Inclusion

- ☐ Our learning environments support participation for a diverse range of learners.
- ☐ Sensory considerations have been reviewed across classrooms and shared spaces.
- ☐ We have strategies in place to support emotional regulation and engagement.
- ☐ Students can access appropriate accommodations and supports when required.
- ☐ Inclusion practices are embedded within daily school operations.

School Partnerships

- ☐ We have established relationships with allied health providers.
- ☐ External providers work collaboratively with school staff.
- ☐ We can access specialist advice when required.
- ☐ Professional development opportunities are available to staff.
- ☐ We have access to additional resources and expertise to support emerging needs.

Family Engagement

- ☐ Families understand how to access support through the school.
- ☐ Families are involved in decision-making regarding student supports.
- ☐ Communication processes are clear and accessible.
- ☐ We have pathways for connecting families with external supports where appropriate.
- ☐ Staff feel confident discussing support options with families.

How Ready Is Your School?

0-15	Early Planning Stage	16-25	Developing foundations
26-35	Strong Foundations	36+	Well Positioned for Thriving Kids

"This checklist is intended as a discussion and planning tool only. Readiness scores should be used to guide reflection and future planning."

Leadership Reflection Questions

1. Which areas are currently our greatest strengths?

2. Which areas would benefit from further development?

3. What challenges do we anticipate over the next 12-24 months?

4. What resources, partnerships or systems may help address these challenges?

5. What actions could we take now to better prepare for future opportunities?

Need Support?

Down South Therapy has partnered with WA schools for more than 15 years, providing Occupational Therapy, Speech Pathology, Physiotherapy and Psychology services that support students, staff and school leadership teams. We would welcome the opportunity to discuss your school's priorities and explore how we can support your Thriving Kids readiness planning.

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