Appendix A

Six-Hazard Self-Assessment

Purpose. Use this tool to identify the psychosocial hazards currently placing the greatest strain on your school, your staff and you as a leader.

How to use it. Complete the assessment individually first. Invite staff to complete it anonymously, or work through it together in a team meeting. Rate each statement based on the current term to date.

Rating scale

Rating	Meaning
1	Strongly disagree / rarely true
2	Disagree / occasionally true
3	Unsure / sometimes true
4	Agree / often true
5	Strongly agree / consistently true

Assessment

Rate each statement 1–5. Total the four statements within each hazard for a subtotal out of 20.

Hazard	Statement	Rating 1–5
The Moving Target	Staff are clear about what matters most this term.	
	Expectations about what good practice looks like are consistent across the school.	
	When priorities change, staff understand what has changed and why.	
	Teachers do not have to guess what the leadership team wants.	
	Subtotal /20	
The Friction Tax	Staff know what behaviour from students, parents and community members is unacceptable.	
	Staff feel backed by leadership when managing difficult behaviour or parent complaints.	
	There is a clear process for escalating difficult interactions with parents or students.	

Hazard	Statement	Rating 1–5
	Difficult interactions are acknowledged rather than simply absorbed as part of the job.	
	Subtotal /20	
The Lone Ranger Effect	Staff know who to go to when they are stuck or concerned about a student.	
	Problems are raised early rather than carried alone until they escalate.	
	Knowledge and responsibility are shared across teams rather than resting with individuals.	
	School leaders have at least one trusted peer, mentor or network outside the school.	
	Subtotal /20	
The Emotional Backpack	Distressing incidents are followed by an appropriate check-in or debrief.	
	Staff have a way to set down the emotional weight of student disclosures, trauma or conflict.	
	Teachers are not expected to carry significant student or family distress alone.	
	School leaders have somewhere safe to discuss the emotional weight of the role.	
	Subtotal /20	
Shapeless Workload	Staff know what can wait when the term becomes busy.	
	New initiatives are not added without reviewing what can be delayed, delegated or stopped.	
	Roles, responsibilities and duties are reasonably clear.	
	Leaders are not the permanent overflow point for every task and decision.	
	Subtotal /20	

Hazard	Statement	Rating 1–5
The Support Gap	Staff know what wellbeing and professional support is available and how to access it.	
	Requests for help with behaviour, workload or wellbeing receive a reliable response.	
	Support is offered before a problem becomes a crisis.	
	The school has clear internal and external support pathways for staff.	
	Subtotal /20	

Scoring — interpret each hazard subtotal

Subtotal	Interpretation	What it may mean
16–20	**Protective conditions are largely in place**	Keep reinforcing the routines and practices that are working.
11–15	**Watch point**	There are early signs of strain or inconsistency. Choose one practical improvement.
6–10	**Active hazard**	This area is likely creating avoidable pressure for staff, leaders or both. Prioritise action.
4–5	**High-risk hazard**	This condition may be contributing significantly to psychological strain and requires prompt attention.

Action plan

Transfer your two or three highest-risk hazards below and commit to one change for each.

Priority hazard	Score	One change we could make this term
1.		
2.		
3.		