

Achieving School Excellence in Wellbeing and Inclusion

Evaluation Support Resource | October 2022



Contents

Introduction	1	Theme 9: Teaching and learning programs	22
Disability legislation and policies	2	Theme 10: Differentiation	24
Principles of inclusive practice	2	Theme 11: Formative assessment	26
How to use this tool	3	Theme 12: Student engagement	28
Worked example: How wellbeing programs map to Inclusive Practices and the SEF	4	Theme 13: Student reports	30
How to read the tool	5	Theme 14: Parent engagement	32
Theme 1: High expectations	6	Theme 15: Lesson planning	34
Theme 2: Transitions and continuity of learning	8	Theme 16: Explicit teaching	36
Theme 3: Attendance	10	Theme 17: Feedback	38
Theme 4: Caring for students	12	Theme 18: Classroom management	40
Theme 5: A planned approach to wellbeing	14	Theme 19: Data analysis	42
Theme 6: Individual learning needs	16	Theme 20: Data use in planning	44
Theme 7: Behaviour	18	Theme 21: Community engagement	46
Theme 8: Curriculum provision	20	Theme 22: Staff deployment	48
		Theme 23: Facilities	50
		Theme 24: Community use of facilities	52
		Theme 25: Service Delivery	54
		Theme 26: Community satisfaction	56

Introduction

This resource integrates the:

- **School Excellence Framework V2**
- **NSW Wellbeing Framework for Schools**
- **Inclusive Education Statement for students with disability**
- **Inclusive Education Policy for students with disability**

These resources describe what 'excellence' looks like in schools. By comparing these resources and highlighting their individual measures of excellence, schools are supported to reflect on the commonalities across the four documents. This tool supports schools to evidence school achievement in wellbeing and inclusion in each theme of the School Excellence Framework.

The **School Excellence Framework Version 2** (SEF) includes wellbeing as an element of the learning domain. However, as wellbeing and learning are inextricably linked, the elements and themes of the School Excellence Framework listed below can be used to evidence impact of a school's wellbeing and inclusion initiatives and interventions.



LEARNING DOMAIN

- **Learning culture:** High expectations, transitions and continuity of learning, attendance
- **Wellbeing:** Caring for students, a planned approach to wellbeing, individual learning needs, behaviour
- **Curriculum:** Curriculum provision, teaching and learning programs, differentiation
- **Assessment:** Formative assessment, student engagement
- **Reporting:** Student reports, parent engagement



TEACHING DOMAIN

- **Effective classroom practice:** Lesson planning, explicit teaching, feedback, classroom management
- **Data skills and use:** Data analysis, data use in planning



LEADING DOMAIN

- **Educational leadership:** Community engagement
- **School resources:** Staff deployment, facilities, community use of facilities
- **Management practices and processes:** Service delivery, community satisfaction.

The **NSW Wellbeing Framework for Schools** is an overarching resource that assists schools in their work as they support all students to connect, succeed and thrive. A planned approach enables schools to implement evidenced based strategies that are strengths based, preventative, protective and focus on early intervention. This includes strengthening their cognitive, physical, social, emotional and spiritual development.

Inclusive practice should be embedded in all aspects of school life, and supported by culture, policies and everyday practices. The **Inclusive Education Policy** for students with disability aims to support schools to implement inclusive education and better understand their roles and responsibilities.

The Department's **Inclusive Education Statement for students with disability** furthers our commitment to improve learning and wellbeing for students with disability in every public school. The statement sets out the principles of inclusive practice to guide how we continue improving practice in our schools.

Disability legislation and policies



We must

'...ensure that students with disability can access and participate in education on the same basis as students without disability.'

(Disability Standards for Education 2005)

Australia is a signatory to the United Nations Convention on the Rights of Persons with Disability.

This Convention, created in 2006, is a commitment to create an inclusive society that protects the rights of people with disability. By ratifying in 2008 the United Nations Convention on the Rights of Persons with Disabilities, Australia joined other countries in a global effort to promote the equal and active participation of all people with disability.

Under the Disability Standards for Education 2005

all schools have legal obligations to ensure that every student is able to participate in the curriculum on the same basis as their peers through rigorous, meaningful and dignified learning. The standards are Australian law under the Disability Discrimination Act 1992.

In NSW, we strive to embed inclusive education across all of our public schools. The NSW Department of Education's Disability Strategy outlines the vision for building a better education system for students with disability in NSW public schools. It is a living document that sets out our plan for improving outcomes for children and young people, and their families.

The Inclusive Education Statement for students with disability marks the next stage of our work to further embed inclusive practice in NSW public schools and builds on the commitment of the Disability Strategy. It outlines the six principles of inclusive practice for students with disability.

Principles of inclusive practice

Opportunities to enhance these principles should be considered when using this resource.



1. Student agency and self-determination



2. Parent and carer inclusion



3. Social and cultural inclusion



4. Curriculum inclusion



5. Workforce capability for inclusion



6. System inclusion

How to use this tool

Inclusive practice and wellbeing should be embedded throughout all school activities. They should also, therefore, be evidenced throughout the SEF.

This resource supports schools to understand what excellence 'looks' like in schools and how excellence could be evidenced in **External Validation** and the **SEF self-assessment**. It includes extensive sources of data and practical ideas about what schools can use as evidence of wellbeing and inclusion practices, and examples of best practice for planning purposes.

This tool can be used as part of planning. **One example is enhancing student reports.** Schools could consider adding student reflections to existing reports to ensure wellbeing is **visible**, student reports are **personalised** and student voice is **amplified**. The reflections would evidence students are connecting to their learning, and have developed skills in self-awareness and self-determination.

The tool can also be used as part of evaluating existing programs with potential data sources. For example, when evaluating student reports, the resource proposes using screen shots of current and past student reports to evidence improvements made. This would be strengthened with stakeholder focus group data about the changes.

The resource also suggests positioning reports as part of a wellbeing program to show parents how their children are connecting, succeeding, and thriving. This shows how the school values wellbeing outcomes and learning outcomes. The data collected participation in each extra-curricular activity can also show how student wellbeing is improving. A participating student is a student with good wellbeing.

Each page of this resource gives a range of strategies and data sources that could be used in **planning** or **evaluation** to enhance student outcomes.

This resource has been created in collaboration with CESE and the Inclusion and Wellbeing directorate, following the recommendations of the 2019 Wellbeing of secondary schools students audit conducted by the Audit Office of NSW.

Theme 13: Student reports

School Excellence Framework – Version 2

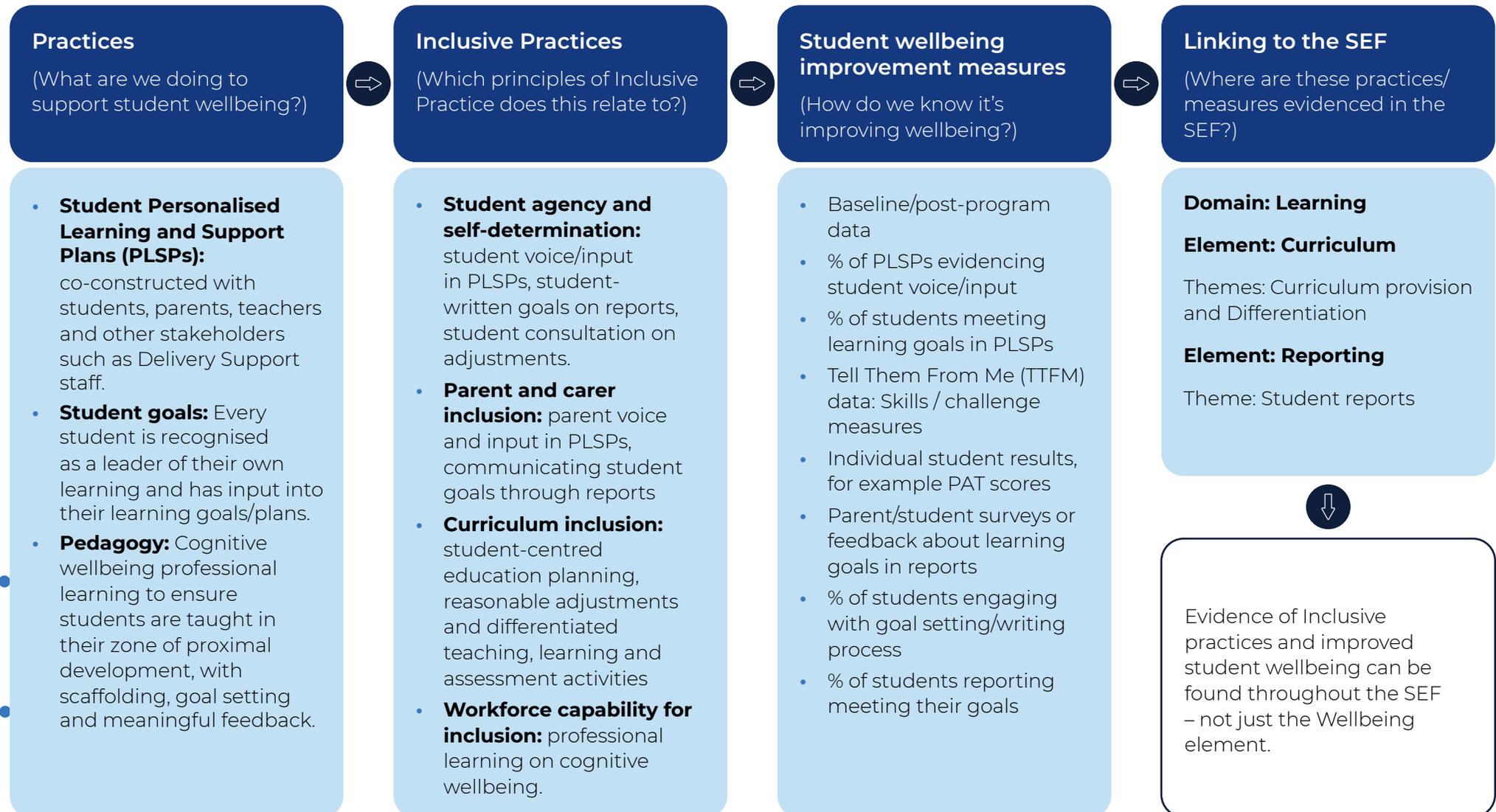
<p>Domain: Learning</p> <p>Element: Reporting</p> <p>Theme: Student reports</p>	<p>Wellbeing Framework for Schools</p> <p>Domains: Cognitive and Spiritual wellbeing</p> <p>Elements: Teaching and learning, Discipline and character education, Learning and support</p> <p>Themes: Connect, Succeed, Thrive</p>	<p>Inclusive Education</p> <p>Legislation: Disability Standards for Education 2005</p> <p>Policy: Inclusive Education Statement for students with disability</p> <p>Statement: Inclusive Education Statement for students with disability</p>		
<p>Delivering</p> <p>Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.</p>	<p>Sustaining and growing</p> <p>Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.</p>	<p>Excelling</p> <p>Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.</p>	<p>Connect</p> <p>Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.</p> <p>Succeed</p> <p>Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.</p> <p>Thrive</p> <p>The school has high expectations for every student.</p> <p>Students have a strong sense of meaning.</p>	<p>Inclusive practice</p> <p>Effective partnerships with students/parents and student voice mechanisms foster ownership of decisions around their education. Collaborative curriculum planning informs reporting decisions. Reporting against personalised learning goals is strength-based and includes information about age-appropriate curriculum content.</p>

Student reports: some sources of evidence/data for evaluation of school programs and practices

- Accessible and inclusive parent forums and communications, including translated documents and/or access to translators if required
- Participation in wellbeing programs is evidenced at the front of student reports
- Personalised Learning and Support Plans (PLSPs) outline goals and adjustments that students, parents and teachers have negotiated
- Reports and student led conferences are presented in multiple modes, for example, student portfolios, student learning journals, online meeting platforms such as Zoom and Teams, phone conferences
- Reports are written in plain English
- Students have the opportunity to lead their learning with negotiated learning goals and learning reflections on their reports
- student engagement with goal setting/ reflection writing in each year of implementation (percentage of student engaging with the process)
- pre and post report formats – before and after inclusion of student reflections
- student/parent surveys (school created) pre-post report changes.
- Student reports are personalised and strength-based, refer to the student's achievements and refer to the support and adjustments needed to achieve the outcome
- Student surveys about reporting/teacher conferences
- Student-led conferences
- Wellbeing comments/section on reports being individualised and constructive

30

Worked example: How wellbeing programs map to Inclusive Practices and the SEF



How to read the tool

Statements from the School Excellence Framework Version 2

Statements from the NSW Wellbeing framework

Inclusive Education indicators

Theme 13: Student reports

School Excellence Framework – Version 2			Wellbeing Framework for Schools	Inclusive Education
Domain: Learning Element: Reporting Theme: Student reports			Domains: Cognitive and Spiritual wellbeing Elements: Teaching and learning, discipline and character education, learning and support Themes: Connect, Succeed, Thrive	Legislation: DSE 2005 Policy: Inclusive Education Policy for students with disability Statement: Inclusive Education Statement for students with disability
Delivering Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.	Sustaining and growing Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.	Excelling Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.	Connect Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. Succeed Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student. Thrive The school has high expectations for every student. Students have a strong sense of meaning and purpose.	Inclusive practice Effective partnerships with students/parents and student voice mechanisms foster ownership of decisions around their education. Collaborative curriculum planning informs reporting decisions. Reporting against personalised learning goals is strength-based and includes information about age-appropriate curriculum content.

Shared measures of high quality practice across key documents

Examples of data sources and practices that relate to this theme

Student reports: some sources of evidence/data for evaluation of school programs and practices

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Theme 1: High expectations

School Excellence Framework – Version 2



Domain: Learning
Element: Learning culture
Theme: High expectations

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional wellbeing
Elements: Teaching and learning, Behaviour, discipline and character education, Learning and support
Themes: Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005
Policy: Inclusive Education Policy for students with disability
Statement: Inclusive Education Statement for students with disability

Delivering

Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.

Sustaining and growing

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Excelling

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Succeed

Students are succeeding in their learning. Students strive toward and achieve meaningful goals. Parents and the broader school community actively participate in supporting and reinforcing student learning.

Thrive

The school has high expectations for every student. Parents and the broader community support and enable the aspirations of every student. Students have a strong sense of meaning and purpose.

Inclusive practice

Schools work in partnership with students and parents to develop individualised learning goals that set high aspirations for students, with ongoing review. Learning is meaningful, rigorous and dignified. Curriculum options are appropriately matched to student's learning strengths and needs. Whole school planning reflects that every student is expected to participate in all school activities. Reasonable adjustments to the learning program or to the school's physical environment – and the provision of additional support – assists each student to fulfil their potential.

High expectations: some qualitative and quantitative data sources and examples of practices for evaluation

- Evidence that **Personalised Learning Pathways (PLPs)** for Aboriginal students are developed in genuine partnership with students, their parents/carers and teachers
- Evidence that the **Inclusive Education Policy** is being implemented
- Evidence of personalised learning and support planning for **children and young people in Out of Home Care**
- Evidence of **student voice**, such as student learning goals, students co-constructing teaching resources, formal student-led leadership groups, student reflections in reports, student-led parent/teacher conferences, engagement of students in staff appointment panels. Adjustments are made to student voice mechanisms to be inclusive of students with disability and EAL/D students
- Evidence of targeted EAL/D support mapped to the EAL/D survey and the **EAL/D School Evaluation Framework**, including staff allocation, differentiated resources, timetabling of Stage 6 English EAL/D and/or targeted PL for staff
- Evidence that the school has high expectations for all students, including students who may experience additional challenge in achieving their educational potential (**HPGE Policy statement 1.3, Aboriginal Education Policy 1.1.2, Disability Standards for Education, Out of Home Care in Government Schools Policy, Multicultural Education Policy 1.4**)
- Evidence that the school has high expectations for all students, including HPGE students who may experience additional challenge in achieving their educational potential (See **HPGE Policy statement 1.3**)
- Internal and external student performance data
- **Positive Behaviour for Learning (PBL)** schools: school-based data from PBL evaluation tools such as the **School-Wide Evaluation Tool (SET)** or **Tiered Fidelity Inventory (TFI)**
- Records of regular PLSP meetings which include the student and their parents/carers (**Disability Standards for Education** section 3.5: Students and their parents/carers are consulted about all adjustments)
- Teaching and learning programs and practices show that students are provided with opportunities to respond to universal practices and are provided with adjustments at the appropriate level
- **Tell Them From Me surveys**: 'Expectations for academic success' measures
- The inclusion of all students is captured in whole school planning documentation

Theme 2: Transitions and continuity of learning

School Excellence Framework – Version 2



Domain: Learning

Element: Learning culture

Theme: Transitions and continuity of learning

Wellbeing Framework for Schools

Domains: Social, Emotional and Spiritual wellbeing

Elements: Learning and support, School planning

Themes: Connect, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The school actively plans for student transitions (for example, into Kindergarten; Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community.

Sustaining and growing

The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

Excelling

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Connect

Students are actively connected to their learning through meaningful, engaging, and rewarding personalised learning experiences.

Students experience a sense of belonging and connectedness that respects diversity and identity.

Enabling school environment

Collaborative partnerships are built with students, staff, families, communities, and other organisations to support and develop students and school communities.

Resources are used to best meet individual and collective student need.

Inclusive practice

Students and their parents are supported to prepare for and navigate key transitions. They are treated as partners and their insights shape any plans and supports put in place.

Transitions for students with disability may be year to year in same setting, to different settings across the week, to different settings throughout the day or even between activities in the classroom.

Transitions and continuity of learning: some qualitative and quantitative data sources and examples of practices for evaluation

- Attendance of students with disability pre- and-post year to year transition
- **Australian Early Development Census (AEDC)** data used to inform school strategic planning
- Data on Peer Support or other student support programs, for example, participation rates, evidence of adjustments made to include students with disability
- Evidence of adjustments in the enrollment process made for parents/carers, for example, for parents/carers with disabilities or language backgrounds other than English
- Evidence of effective collaboration within and between schools, as well as with parents/ carers and the wider community to meet the needs of all students, including high potential and gifted students (**HPGE Policy statement 1.5.2**)
- Evidence of individual transition planning for students with disability which includes the voice of the student and their parents/carers.
- Evidence of professional learning or environmental adjustments made to meet the needs of students transitioning to the school
- Evidence of schools extending wellbeing programs into feeder schools and **post-school** to support transitions
- Evidence of support for **students from refugee backgrounds** with or without disrupted schooling, including accessing **professional learning for staff, a whole school response**, working with learning and support teams to implement personalised approaches to supporting refugee students and collaboration between schools and external agencies supporting refugee students and families
- Evidence that Advanced Learning Pathways/ acceleration options are being offered to students based on learning needs
- Information from professional learning about **collaborative partnerships and supporting transition for young children with disability**
- Kindergarten orientation programs evidencing **road safety awareness**
- Minutes of handover meetings with relevant staff/teams to support student transition. For example, from Year 6 – 7, from SSP – mainstream, from grade to grade, from high school to post-school
- Parent feedback on transition process
- Participation rates of students with disability in Transition to School/ Orientation programs including the use of evidence-based practices such as **social stories**
- **Personalised Learning and Support Plans (PLSPs)** reflect adjustments students require to transition successfully across all learning environments
- Suspension and attendance data in Kindergarten and Year 7 informing interventions for all, some and few students
- Transition strategies embedded in PLSPs/behaviour support plans for students transitioning between schools
- Transition to School/Orientation programs including evidence of orientation programs for students transitioning from Intensive English Centres/High Schools to mainstream schools

Theme 3: Attendance

School Excellence Framework – Version 2



Domain: Learning
Element: Learning culture
Theme: Attendance

Wellbeing Framework for Schools

Domains: Social, Emotional and Spiritual wellbeing
Elements: Teaching and learning, Behaviour, discipline and character education, Learning and support, School planning
Themes: Connect, Succeed, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005
Policy: Inclusive Education Policy for students with disability
Statement: Inclusive Education Statement for students with disability

Delivering

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.

Sustaining and growing

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Excelling

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Connect

Parents and the broader school community actively participate in the school and in helping students to develop positive connections. The school is focused on building individual and collective wellbeing through a climate of care and positivity.

Succeed

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Enabling school environment

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities. Resources are used to best meet individual and collective student need.

Inclusive practice

Effective partnerships with students and parents and student voice mechanisms foster ownership of decisions around their education. Connectedness to school to maintain continuity of learning for students with disability with low attendance.

Attendance: some qualitative and quantitative data sources and examples of practices for evaluation

- Attendance data, including Scout enrolment, EBS4, and attendance reports
- Copy of Learning and Support or Wellbeing team minutes reflecting student attendance as an agenda item
- Evidence of effective use of **Functional Behaviour Assessment** to determine the cause of poor attendance
- Documentation outlining the escalation of attendance concerns requiring further intervention. For example, recurring agenda item on Learning and Support Team agenda, referral to or advice sought from Home School Liaison Program, request for **attendance support**, reports to the Child Wellbeing Unit and/or Family and Community Services Child Protection Helpline, about suspected risk of harm relating to educational neglect
- Evidence of access of specialist department staff including: out of home care teachers/coordinators, Home School Liaison Officers (HSLOs), **Education Court Liaison Officers**, behaviour specialists, **itinerant support teachers** and support teachers transition to meet the needs of specific students
- Evidence of community engagement, such as parent workshops or newsletters/social media information
- Evidence of **individual attendance plans** developed in collaboration with the student and parent/carer
- Evidence of working with parents to support student attendance and engagement. For example, meeting minutes outlining attendance strategies such as phone logs, requests for medical certificates as a concern, copies of requests for medical certificates, evidence of work sent home (if applicable)
- Evidence that the **Inclusive Education Policy** is being implemented
- Facilitating external agency referrals
- Learning and Support team minutes reflect a collaborative approach with all key stakeholders to address the attendance needs of students
- Other strategies as outlined in the **Planning to improve attendance** pages or the **School Attendance Policy**
- **Parent communication** promoting the importance of school attendance outlined in school information booklets and orientation programs
- Part-day attendance data and evidence of ongoing review of its appropriateness
- Personalised learning and support plans reflect strategies to engage students and families to maintain connectedness
- School-wide **anti-bullying programs** and **evidence-based social skill programs** for all students
- Targeted **spiritual wellbeing programs** for individual/student cohorts to support their feeling of connection and belonging to the school

Theme 4: Caring for students

School Excellence Framework – Version 2



Domain: Learning
Element: Wellbeing
Theme: Caring for students

Wellbeing Framework for Schools

Domains: Social, Emotional and Spiritual wellbeing
Elements: Teaching and learning, Discipline and character education, Learning and support, School planning
Theme: Connect

Inclusive Education

Legislation: Disability Standards for Education 2005
Policy: Inclusive Education Policy for students with disability
Statement: Inclusive Education Statement for students with disability

Delivering

The wellbeing of students is explicitly supported by identified staff.

Sustaining and growing

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Excelling

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support, and assistance to help students fulfil their potential.

Connect

The school is focused on building individual and collective wellbeing through a climate of care and positivity.
 Staff nurture professional relationships with students which are safe, respectful, and supportive, and which help students to reach their full potential.
 Students have positive and respectful relationships with each other, their teachers, and the community.

Inclusive practice

The school community embraces all learners, has respect for, and values diversity.
 Students are supported to develop their social and emotional skills to create a positive school environment.
 School leaders promote, model, and embed inclusive education in school practice and school culture.
 All students have accessible opportunities to communicate their sense of wellbeing.

Caring for students: some qualitative and quantitative data sources and examples of practices for evaluation

- Accommodation of student prayer practices
- Evidence of availability of key staff members, such as Learning and Support teacher and Year Advisor, to consult with students with disability and their parents/carers
- Evidence of dissemination of information about complaint processes and support available
- Evidence of dissemination of information about the rights of students with disability to the wider school community
- Evidence of effective use of external agencies and/or community partnerships
- Evidence of access of specialist department staff including: out of home care teachers/coordinators, Home School Liaison Officers (HSLOs), behaviour specialists, **itinerant support teachers** and support teachers transition to meet the needs of specific students
- Evidence of mentoring program data including **student mentoring** goals and their progress towards achieving them, student attendance records, changes in behaviour patterns at class and whole school level, student contributions to whole school, faculty and class activities/co-curricular, school reports, evaluation of the program using the Department's mentoring resources, student self-reflection, mentor, staff and parent surveys
- Evidence of participation in school-based wellbeing programs such as breakfast club
- Evidence of review of school records student-initiated meetings/check ins
- Evidence of the availability of the **Anti-Racism Contact Officer** (ARCO) and how this role has been implemented in the school
- Evidence of wellbeing programs/practices targeting the needs of individual students, groups of students, and all students such as Art4life, Drumbeat, check-in/checkout
- Evidence that the High Potential and Gifted Education Policy is being implemented (**Statement points 1.5, 1.5.1 and 1.5.2**).
- Evidence that the **Inclusive Education Policy** is being implemented
- Learning and Support team/Wellbeing team meeting records
- **Social wellbeing programs** for individuals or groups focusing on conflict resolution
- Staff member case notes for meetings with individual students or after working with a group of students
- Student Support Officer programs including formal and informal group interventions
- **Tell Them From Me surveys**: 'Advocacy at school' and 'Positive student-teacher relationship' measures
- Year Advisor/Assistant Principal meeting agendas

Theme 5: A planned approach to wellbeing

School Excellence Framework – Version 2



Domain: Learning

Element: Wellbeing

Theme: A planned approach to wellbeing

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support, School planning, Professional practice, Effective leadership

Themes: Connect, Thrive, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Policy for students with disability

Delivering

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.

The school plans for and monitors a whole school approach to student wellbeing and engagement.

Sustaining and growing

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Excelling

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Connect

The school is focused on building individual and collective wellbeing through a climate of care and positivity.

Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Students are connected with their cultural, religious, or spiritual backgrounds.

Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

Thrive

Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health, and safety.

Students have a strong sense of meaning and purpose.

Enabling school environment

Students are recognised, respected and valued.

Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Resources are used to best meet individual and collective student need.

The school environment is a safe and healthy place to be.

Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.

Inclusive practice

The school community embraces all learners, has respect for, and values diversity.

Students have a voice, and are supported to express their views.

The capacity of students to solve problems, set goals, make decisions and self-advocate is valued and developed.

The school environment is a safe and healthy place to be. It is welcoming and accessible for students, families and the wider school community.

Planned personalised adjustments are implemented across all domains of wellbeing to ensure equitable access.

Whole school and targeted programs are planned and implemented in response to identified needs across all wellbeing domains.

Whole school community voice is captured in wellbeing data collection.

A planned approach to wellbeing: some qualitative and quantitative data sources and examples of practices for evaluation

- Adjustments are made to student voice mechanisms to be inclusive of students with disability and EAL/D students
- Data from individual wellbeing programs such as SRC attendance/initiatives
- Disability awareness programs and strategies are implemented for all students
- Evidence that the **Inclusive Education Policy** is being implemented
- Evaluation of individual wellbeing programs. For example, homework centres, breakfast clubs, student interest groups, student leadership initiatives
- Evidence of a continuum of support; universal approaches/programs for all students, targeted supports for some students, and more intensive individualised approaches or programs for a few students
- Evidence of planned adjustments to school events and activities to support the participation and inclusion of students with disability
- Evidence of planned school-wide **social and emotional learning** (SEL) programs
- Evidence of programs being facilitated in schools to meet identified student need, such as Seasons of Growth, Batyr and Stormbirds
- Evidence of programs that build cognitive, emotional, physical, social, and spiritual wellbeing in students mapped across the school
- Evidence of school diversity and inclusion events including frequency, participation, and learning modifications, such as International Day of People with Disability, Harmony Day, NAIDOC Week, Lunar New Year
- Evidence of support for **students from refugee backgrounds** with or without disrupted schooling, including accessing **professional learning for staff, a whole school response**, working with learning and support teams to implement personalised approaches to supporting refugee students and collaboration between schools and external agencies supporting refugee students and families
- Evidence that the High Potential and Gifted Education Policy is being implemented (**statement points 1.5, 1.5.1 and 1.5.2**) to support the **Social and Emotional learning needs** of HPG students
- Feedback from focus groups, questionnaires, and locally designed surveys
- Focus groups results
- Individual, contextualised school wellbeing policies and procedures
- Mapped wellbeing programs/approaches across stages and terms for the year or a situational analysis of wellbeing programs mapped to domains and ALL/SOME/FEW
- **PBL** schools: school-based data from PBL evaluation tools such as the **School-Wide Evaluation Tool** (SET)
- Referral systems and evidence they are used
- Representation of students with disability on student bodies
- School-wide behavioural data across the **continuum of care**. For example, evidence of individual behaviour plans and student meeting goals
- **Tell Them From Me surveys**: 'Positive learning climate' measures (students), 'Collaboration' measures (teachers)
- The implementation of **evidence-based programs** with pre-during and post-intervention data to evidence improved student wellbeing. For example, Smiling Mind, **PAX GBC**, Youth Aware of Mental Health (YAM), Functional Behaviour Assessment, Social Narratives, Video Modelling, Visual Supports
- Wellbeing data collection practices adjusted to be inclusive of the whole school community
- Whole school PL on 'Safeminds', 'Using the Wellbeing Framework for School Excellence' or 'Youth Mental Health First Aid'
- Whole school **anti-bullying programs** including evidence:
 - the school has procedures in place to prevent bullying and harassment of any person with disability
 - staff are trained to recognise and resolve harassment of people with disability
 - students with disability are consulted about whether they can access all aspects of school life
 - students are consulted about whether any adjustments are needed to support participation (see sections 5.2, 5.3, and 8.5 of the **Disability Standards for Education**).

Theme 6: Individual learning needs

School Excellence Framework – Version 2



Domain: Learning

Element: Wellbeing

Theme: Individual learning needs

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Themes: Connect, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The needs of all students are explicitly addressed in teaching and learning programs.

Sustaining and growing

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Excelling

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Connect

Students are actively connected to their learning through meaningful, engaging, and rewarding personalised learning experiences.

Students strive toward and achieve meaningful goals.

Students experience a sense of belonging and connectedness that respects diversity and identity.

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Thrive

Parents and the broader community support and enable the aspirations of every student.

Inclusive practice

Effective partnerships with students/parents and student voice mechanisms foster ownership of decisions around their education.

Students strive toward and achieve meaningful goals. They are supported by student-centred education planning, differentiated teaching and reasonable adjustments.

The collaborative curriculum planning process takes place within the broader context of personalised planning

Collaborative decisions about goals, strategies and tailored adjustments are based on assessment.

All teaching and learning is rigorous, meaningful and dignified.

Planned adjustments are agreed, implemented with fidelity, monitored for impact and reviewed as part of an ongoing process.

Individual learning needs: some qualitative and quantitative data sources and examples of practices for evaluation

- Individual Behaviour Support Plans, Personalised Learning, and Support Plans, **Individual Health Care Plans**, Student Management Plans (prescribed by a treating medical team), and/or Risk Management Plans. For example, percentage of students with a plan, percentage of students meeting goals in plans if appropriate
- Documented personalised learning and support plans that are collaboratively planned, implemented and reviewed with changes made when required
- Evidence of environmental adjustments. For example, personalised learning spaces, hearing augmentation supports
- Evidence of organisational adjustments. For example, adjusted student and staff timetables
- Evidence of personalised resources developed to support learning. For example, visual supports, augmentative and alternative communication, accessible materials
- Evidence that the **Inclusive Education Policy** is being implemented
- Evidence of research-based procedures, programs, and practices and reasonable adjustments (where required) that meet the needs of all, some, and few students
- Evidence that students and/or their parents/carers are consulted about all adjustments. Adjustments are reviewed throughout the student's schooling life (see **Disability Standards for Education** section 6.2)
- Learning and Support team referrals and results
- **Delivery Support staff support accessed:** Learning and Wellbeing advisors, Itinerant Support Teachers (IST), Networked Specialist Facilitators, Behaviour Specialists
- Embedding results and strategies from specialists, such as psychologists, speech pathologists and occupational therapists
- Student profiles include formative and summative assessment to identify the functional needs of a student with disability
- **Student voice** evidenced in teaching and learning programs: Inquiry or project-based learning/entrepreneurial learning
- Teaching and learning programs and assessment tasks include personalised adjustments to ensure equitable access to the curriculum and provide students with opportunities to demonstrate what they have learned
- **Tell Them From Me surveys:** 'Quality instruction' and 'Effective learning time' measures

Theme 7: Behaviour

School Excellence Framework – Version 2



Domain: Learning

Element: Wellbeing

Theme: Behaviour

Wellbeing Framework for Schools

Domains: Social and Emotional wellbeing

Elements: Teaching and learning, Discipline and character education, Professional practice

Themes: Connect, Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The school's wellbeing approach focuses on creating an effective environment for learning.

Teachers and other school staff explicitly communicate expectations of behaviour across school settings.

Sustaining and growing

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Excelling

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Connect

Students have positive and respectful relationships with each other, their teachers and the community.

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

The school is focused on building individual and collective wellbeing through a climate of care and positivity.

Succeed

Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.

Students are self-aware and regulate their own emotions and behaviours.

Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Thrive

Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.

Inclusive practice

The school community embraces all learners, has respect for, and values diversity.

A whole school approach to positive behaviour supports all students to engage in learning.

Personalised adjustments are implemented to ensure students with disability can:

- understand expectations and rules
- develop skills to meet behavioural expectations
- develop self-awareness and self-regulation skills

Social emotional learning is differentiated and adjusted to meet the identified needs of students with disability.

Regular information is provided to the whole school community to develop understanding of disability and promote inclusion.

Behaviour: some qualitative and quantitative data sources and examples of practices for evaluation

- Annotated teaching and learning programs demonstrating social/emotional learning is embedded into the curriculum across the school
- Data from **evidence-based programs**, such as Smiling Mind, PAX GBG
- Disability awareness programs and strategies are implemented for all students
- Evidence of a mapped school-wide incremental/sequential development of social skills with pre-and-post program data
- Evidence of explicit teaching of social skills
- Evidence of proactive adjustments and adjustments made as a response to an arising issue before suspending a student with disability
- Evidence of regular reviews of **Individual Behaviour Support Plans** and Personalised Learning and Support plans
- Evidence of research-based procedures, programs, and practices that meet the learning and wellbeing needs of all, some and few students
- Evidence that the **Inclusive Education Policy** is being implemented
- Evidence of the implementation of social and emotional learning programs such as Zones of Regulation
- Evidence of the use of **restorative practice** across the school and the impact on student behaviour (pre-post intervention data)
- Evidence that data informs planning and practice
- Evidence that Personalised Learning and Support Plans (PLSPs) and **Individual Behaviour Support Plans** are collaboratively planned and communicated
- Participation rates in school activities such as SRC, fundraising, playground engagement
- **PBL schools**: school-based data from PBL evaluation tools such as the School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)
- Provision of **parent/carers fact sheets** on supporting positive behaviour
- Records of engagement with specialist support services (internal and external)
- Records of targeted professional learning to build capacity of staff to improve understanding of student behaviour
- School **anti-bullying plans** and implementation/results
- Student **Behaviour Support and Management Plan** development processes
- **Student Support and Specialist Programs staff**. For example, Learning and Wellbeing advisor, Itinerant Support Teachers (IST), Networked Specialist Facilitator
- Suspension rates and other behaviour incidents
- **Tell Them From Me survey** data, including 'Behaviour at school' measures
- Transparent whole school behaviour systems and guidelines clearly outline all processes and practices for the school community

Theme 8: Curriculum provision

School Excellence Framework – Version 2



Domain: Learning

Element: Curriculum

Theme: Curriculum provision

Wellbeing Framework for Schools

Domains: Cognitive and Social wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Themes: Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

Sustaining and growing

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Excelling

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

Succeed

Students are succeeding in their learning.

Students strive toward and achieve meaningful goals.

Thrive

The school has high expectations for every student.

Inclusive practice

Students strive toward and achieve meaningful goals. They are supported by student-centred education planning, differentiated teaching and reasonable adjustments.

Students with disability are provided with effective adjustments to access age-appropriate curriculum content.

Planning for learning is informed by holistic information about student strengths, interests and learning and support needs, in consultation with students and their parents/carers.

Students are provided with needs-based curriculum options as guided by the collaborative curriculum planning process.

Curriculum provision: some qualitative and quantitative data sources and examples of practices for evaluation

- Annotated faculty plans and teaching and learning programs demonstrating mapping of progress
- **Australian Early Development Census** (AEDC) data used to inform school strategic planning
- Curriculum options such as Pathways, VET and Life Skills are offered and supported and documented in Personalised Learning and Support Plans (PLSPs)
- Evidence of differentiated teaching and learning programs and **reasonable adjustments** to support individual learners where required
- Evidence of targeted EAL/D support mapped to the **EAL/D survey and the EAL/D School Evaluation Framework**, including staff allocation, differentiated resources, timetabling of Stage 6 English EAL/D and/or targeted PL for staff
- Evidence that students can access alternative learning centres and programs and associated success/completion rates
- Evidence that the school has high expectations for all students, including students who may experience additional challenge in achieving their educational potential (**HPGE Policy statement 1.3, Aboriginal Education Policy 1.1.2, Disability Standards for Education, Out of Home Care in Government Schools Policy, Multicultural Education Policy 1.4**)
- Use of **ACARAs social and personal capability** continuums to map student social and emotional skill acquisition K-12



Theme 9: Teaching and learning programs

School Excellence Framework – Version 2



Domain: Learning

Element: Curriculum

Theme: Teaching and learning programs

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Themes: Connect, Succeed, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Teaching and learning programs describe what all students are expected to know, understand and do.

Sustaining and growing

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Excelling

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Connect

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Succeed

Students are succeeding in their learning. Staff enable success by personalising student learning and supporting students to achieve.

Enabling school environment

Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

Inclusive practice

All teaching and learning programs are grounded in high expectations and support students to achieve their best learning and wellbeing outcomes.

Planning for learning is informed by holistic information about student strengths, interests and learning and support needs, in consultation with students and their parents/carers.

Teaching and learning programs are differentiated and include personalised adjustments to support students with disability.

Teaching and learning programs: some qualitative and quantitative data sources and examples of practices for evaluation

- Evidence that teaching and learning programs are designed to support students to meet their intended educational outcomes
- Evidence that the **Inclusive Education Policy** is being implemented
- Evidence that programs are accessible, sufficiently flexible, and account for the learning and support needs of students with disability
- Evidence that extra support is provided to students where needed (see sections 5.3, 6.2 and 6.3 of the **Disability Standards of Education**)
- Evidence of mandatory policies being implemented through curriculum. For example, **Road Safety Education** and **High Potential and Gifted Education Policy**
- Evidence that evidence-based or evidence-informed procedures, programs, and practices that meet the learning and wellbeing needs of all, some and few students are embedded in differentiated teaching and learning programs to engage and challenge students including **social/emotional learning**, adjustments for learning, and **general capabilities**
- Evidence of **student voice**, such as exit slips, self-assessment, students co-constructing teaching resources
- Evidence that adjustments are made to student voice mechanisms to be inclusive of students with disability and EAL/D students
- Teaching and learning programs show evidence of differentiation and adjustments that have been monitored and adapted according to need
- School planning documents mapping incremental/sequential development of social/emotional skills across the school
- **Tell Them From Me** (TTFM) data (TTFM web portal and Scout reports) – teacher survey, ‘use data to inform practice’ measures



Theme 10: Differentiation

School Excellence Framework – Version 2



Domain: Learning

Element: Curriculum

Theme: Differentiation

Wellbeing Framework for Schools

Domains: Cognitive, Social and Emotional wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Themes: Connect, Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Staff enable success by personalising student learning and supporting students to achieve.

Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

Sustaining and growing

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Excelling

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Connect

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Succeed

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

Thrive

The school has high expectations for every student.

Students contribute to the learning of other students and to the school community more broadly.

Inclusive practice

Effective partnerships with students/parents and student voice mechanisms foster ownership of decisions around their education

Staff are supported to differentiate to meet the needs of a diverse range of learners.

A whole school approach to inclusion ensures all school activities are differentiated to include full access and participation by all students.

Teaching, learning and assessment is differentiated to meet the specific learning needs of students across the full range of abilities.

Differentiation: some qualitative and quantitative data sources and examples of practices for evaluation

- Adjustments are made to student voice mechanisms to be inclusive of students with disability and EAL/D students.
- Collaborative differentiation planning of whole school activities is documented
- Data for **Nationally Consistent Collection of Data** on School Students with a Disability (NCCD) mapped to PLSPs/adjustments
- Evidence of school-wide student goal setting, differentiated tasks, and assessments
- Evidence of students having **choice, voice, influence, and working together** in the classroom
- Evidence of targeted EAL/D support mapped to the EAL/D survey and the **EAL/D School Evaluation Framework**, including staff allocation, differentiated resources, timetabling of Stage 6 English EAL/D and/or targeted PL for staff
- Evidence that **evidence-based procedures, programs, and practices** that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development are embedded in teaching and learning programs to engage and challenge students (**HPGE Policy statement 1.4**)
- Evidence that the **Inclusive Education Policy** is being implemented
- MyPL records of relevant training/courses
- Percentage of staff with annotated teaching and learning programs
- Percentage of teacher resources and assessments showing differentiation from year to year
- Personalised Learning and Support Plans. For example, percentage of students with plan, percentage of students meeting goals in PLSPs
- Teaching and learning programs include differentiated strategies and are evaluated using assessment data
- **Tell Them From Me** (TTFM) data (TTFM web portal and Scout reports) – Skills/challenge measures



Theme 11: Formative assessment

School Excellence Framework – Version 2



Domain: Learning

Element: Assessment

Theme: Formative assessment

Wellbeing Framework for Schools

Domains: Cognitive wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Theme: Succeed

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

Sustaining and growing

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Excelling

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Succeed

Staff enable success by personalising student learning and supporting students to achieve.

Inclusive practice

Staff are supported to provide differentiated and adjusted assessment tasks to meet the needs of a diverse range of learners. Assessment options are offered to provide all students with an opportunity to demonstrate what they have learned. Personalised adjustments provided for teaching and learning tasks must also be provided in all assessment tasks for all students.

Formative assessment: some qualitative and quantitative data sources and examples of practices for evaluation

- Adjustments to assessment tasks are included in teaching programs and Personalised Learning and Support Plans (PLSPs)
- Differentiation of formative assessment strategies to meet the needs of every student. For example, translated marking criteria in Intensive English Centres, additional processing time given to students, varying levels of scaffolding in exit slips, self-assessment resources in accessible formats
- Evidence that **assessment and data** are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional, and physical (HPGE Policy statement 1.2). See CESE paper's '**Reassessing assessment**'
- Evidence that assessment tasks are adapted and adjusted so that students with disability can demonstrate their knowledge/learning (see section 6.3 of the **Disability Standards for Education**)
- Evidence that the **Inclusive Education Policy** is being implemented
- Formative assessment data evidencing improvement in student learning, growth/progression, and cognitive wellbeing
- Formative assessment is used consistently across the school; evidenced by faculty plans and individual PDPs
- Other external student performance data (Scout Reports)
- Professional learning data
- School-wide use of peer assessment/self-assessment against marking criteria
- Teaching and learning programs evidencing self-assessment, peer-assessment, and formative assessment
- Whole school assessment guidelines reflect differentiation and personalised adjustments



Theme 12: Student engagement

School Excellence Framework – Version 2



Domain: Learning
Element: Assessment
Theme: Student engagement

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing
Elements: Teaching and learning, Discipline and character education, Learning and support, Professional Practice
Themes: Connect, Succeed

Inclusive Education

Legislation: Disability Standards for Education 2005
Policy: Inclusive Education Policy for students with disability
Statement: Inclusive Education Statement for students with disability

Delivering

Students know when and why assessment is undertaken.

Sustaining and growing

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Excelling

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Connect

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Succeed

Students strive toward and achieve meaningful goals. Staff enable success by contributing to a positive, supportive and encouraging learning environment.

Inclusive practice

Effective partnerships with students/parents and student voice mechanisms foster ownership of decisions around their education.

Students strive toward and achieve meaningful goals. They are supported by student-centred education planning, differentiated teaching and reasonable adjustments.

Students are supported to provide feedback on the delivery of teaching and learning programs. This feedback drives improvement.

Learning and assessment is meaningful, rigorous and dignified for all students.

Personalised adjustments support equitable access to assessment tasks.

Student engagement: some qualitative and quantitative data sources and examples of practices for evaluation

- Adjustments are made to student voice mechanisms to be inclusive of students with disability and EAL/D students
- Clear documentation of identified student strengths, interests and learning goals to improve student engagement
- Documented adjustments for each activity that are available for all staff, students, and parents to access
- Evidence of community engagement, such as parent workshops/information evenings that are accessible and inclusive
- Evidence that the **Inclusive Education Policy** is being implemented
- Evidence of modification of delivery/assessment methods based on student feedback
- Evidence of **student voice** in assessment, such as students co-constructing teaching resources, students having voice/choice in how learning is assessed
- Internal student performance data
- Internal student surveys
- Records of regular PLSP meetings which include the student and their parents/carers
- Student voice data representative of all students
- **Tell Them From Me** (TTFM) data (TTFM web portal and Scout reports)
- Use of technology to improve student engagement in learning



Theme 13: Student reports

School Excellence Framework – Version 2



Domain: Learning
Element: Reporting
Theme: Student reports

Wellbeing Framework for Schools

Domains: Cognitive and Spiritual wellbeing
Elements: Teaching and learning, Discipline and character education, Learning and support
Themes: Connect, Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005
Policy: Inclusive Education Policy for students with disability
Statement: Inclusive Education Statement for students with disability

Delivering

Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.

Sustaining and growing

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Excelling

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Connect

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Succeed

Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

Thrive

The school has high expectations for every student.
 Students have a strong sense of meaning and purpose.

Inclusive practice

Effective partnerships with students/parents and student voice mechanisms foster ownership of decisions around their education. Collaborative curriculum planning informs reporting decisions. Reporting against personalised learning goals is strength-based and includes information about age-appropriate curriculum content.

Student reports: some qualitative and quantitative data sources and examples of practices for evaluation

- Accessible and inclusive parent forums and communications, including translated documents and/or access to translators if required
- Participation in wellbeing programs is evidenced at the front of student reports
- Personalised Learning and Support Plans (PLSPs) outline goals and adjustments that students, parents and teachers have negotiated
- Reports and student led conferences are presented in multiple modes. For example, student portfolios, student learning journals, online meeting platforms such as Zoom and Teams, phone conferences
- Reports are written in plain English
- Students have the opportunity to lead their learning with negotiated learning goals and learning reflections on their reports
 - student engagement with goal setting/ reflection writing in each year of implementation (percentage of student engaging with the process)
 - pre-and-post report formats – before and after inclusion of student reflections
 - student/parent surveys (school created) pre-post report changes.
- Student reports are personalised and strength-based, refer to the student's achievements and refer to the support and adjustments needed to achieve the outcome
- Student surveys about reporting/teacher conferences
- Student-led conferences
- Wellbeing comments/section on reports being individualised and constructive



Theme 14: Parent engagement

School Excellence Framework – Version 2



Domain: Learning

Element: Reporting

Theme: Parent engagement

Wellbeing Framework for Schools

Domains: Cognitive and Spiritual wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Themes: Connect, Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

Sustaining and growing

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Excelling

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Connect

Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

Succeed

Parents and the broader school community actively participate in supporting and reinforcing student learning. Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

Thrive

Parents and the broader community support and enable the aspirations of every student.

Inclusive practice

Parents and school staff work in partnership to achieve the best outcomes for each child's education.

Regular information is provided to the whole school community to develop understanding of disability and promote inclusion.

Parent engagement: some qualitative and quantitative data sources and examples of practices for evaluation

- Accessible and inclusive parent forums. For example, providing translators, translated documents, accessible reports (see section 4.3 of the [Disability Standards for Education](#))
- Evidence parent consultation has occurred and their feedback incorporated
- Evidence that permission notes are accessible to all parents (For example, plain English, accessible formats, translated into community languages) and that parents are able to contact the school with queries
- P&C meeting agendas with disability and inclusive education related topics
- Parent and/or P&C involvement with school planning
- Parent information evenings/orientation nights/webinars
- Parent information sheets/webpages about student learning
- Parent surveys about reporting/teacher conferences
- School diversity and inclusion events, such as International Day of People with Disability. Data on frequency of events, school community participation and adjustments made to make them accessible
- School newsletters include disability and inclusive education information
- Student learning goals, reflections and participation in wellbeing programs on **reports**
- Student-led conferences and parent attendance/feedback
- School newsletters giving feedback about parent/teacher conferences or changes to student reports



Theme 15: Lesson planning

School Excellence Framework – Version 2



Domain: Teaching

Element: Effective classroom practice

Theme: Lesson planning

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Themes: Succeed, Thrive, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.

Teachers regularly use student progress and achievement data to inform lesson planning.

Sustaining and growing

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Excelling

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Succeed

Students are succeeding in their learning.

Thrive

Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

The school has high expectations for every student.

Enabling school environment

Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

Inclusive practice

School staff are supported to strengthen inclusive practice and personalised planning to meet individual student needs. Support includes evidence-based resources, professional learning, mentoring and supervision.

Lesson planning: some qualitative and quantitative data sources and examples of practices for evaluation

- Evidence that:
 - the curriculum, all teaching materials and assessment tasks are accessible for students with disability
 - adjustments are made to ensure equitable access
 - extra support is provided to students where needed (see sections 5.2, 5.3, 6.2 and 6.3 of the [Disability Standards for Education](#)).
- Evidence of school-wide student goal setting, differentiated tasks and assessments
- Evidence of students having choice, voice, influence and working together in the classroom
- Evidence of evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students, and facilitate talent development are embedded in teaching and learning programs to engage and challenge students ([HPGE Policy statement 1.4 implementation](#))
- Personalised Learning and Support Plans. For example, percentage of students with plan, percentage of students meeting goals in PLSPs
- Record of adjustments in annotated programs
- Records of regular PLSP meetings which include the student and their parents/carers
- Staff case notes about individual student goal setting/reflection writing
- Student feedback and reflection. See examples at: [Using feedback and reflection to amplify student voice](#)
- Teacher professional learning/Performance and Development Plans (PDPs)/annotated teaching/learning programs
- [Tell Them From Me](#) (TTFM) data (TTFM web portal and Scout reports)

Theme 16: Explicit teaching

School Excellence Framework – Version 2



Domain: Teaching

Element: Effective classroom practice

Theme: Explicit teaching

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: Teaching and learning, Learning and support, Professional Practice

Themes: Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Policy for students with disability

Delivering

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Sustaining and growing

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Excelling

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Succeed

Students are succeeding in their learning. Students strive toward and achieve meaningful goals.

Thrive

The school has high expectations for every student. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

Inclusive practice

All elements of explicit teaching are outlined in teaching and learning programs and are observable in all classrooms.

Information and tasks are broken into manageable parts and built on as part of the teaching and learning cycle.

Success criteria is personalised and clearly communicated to students with disability.

Students can communicate that they know what they are learning, why they are learning it and how they are progressing.

Explicit teaching: some qualitative and quantitative data sources and examples of practices for evaluation

- Annotated teaching and learning programs reflecting explicit teaching
- Evidence that **effective, explicit, evidence-based teaching** create optimal learning environments where all students are challenged and engaged to achieve their educational potential (**HPGE Policy statements 1.1.1, 1.1.2 and 1.4**)
- Evidence that **student cognitive load** is being managed in resource creation and teaching
- Evidence that teachers use learning intentions, organise lessons well, and provide guidance and support
- Evidence that the **Inclusive Education Policy** is being implemented
- Participation in school based teacher PL such as **future focused learning** and **learning modes**
- Teaching resources evidencing explicit teaching including online teaching forums such as Google classrooms and TEAMS sites
- **Tell Them From Me** (TTFM) data (TTFM web portal and Scout reports) – Explicit teaching measures



Theme 17: Feedback

School Excellence Framework – Version 2



Domain: Teaching

Element: Effective classroom practice

Theme: Feedback

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Themes: Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

Sustaining and growing

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Excelling

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Succeed

Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning. Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

Thrive

Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

Inclusive practice

Students have a voice, and are supported to express their views. Student feedback is used to drive continuous improvement. Feedback for students with disability is immediate, task focused and specific.

Feedback: some qualitative and quantitative data sources and examples of practices for evaluation

- Evidence of multi-modal feedback to ensure accessibility for all students. For example, verbal, written, recorded, criteria rubrics
- Instructional rounds, observations and feedback
- School-wide, accessible feedback processes
- Staff professional development plans and reviews
- Staff professional learning being embedded into practice, for example, What works best: 2020 update
- Tell Them From Me (TTFM) data (TTFM web portal and Scout reports) – ‘Student behaviour’ and ‘Positive learning climate’ measures
- Work samples evidencing feedback in combination with tracked student performance data



Theme 18: Classroom management

School Excellence Framework – Version 2



Domain: Teaching

Element: Effective classroom practice

Theme: Classroom management

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: Teaching and learning, Discipline and character education, Learning and support

Themes: Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning.

Sustaining and growing

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Excelling

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Succeed

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

Thrive

Students are recognised and celebrated. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

Inclusive practice

Staff use evidence-based practices that address the diverse needs of students in their classes. Teachers' classroom management strategies are flexible to accommodate learning adjustments for students with disability.

Classroom management: some qualitative and quantitative data sources and examples of practices for evaluation

- Classroom environment evaluations to assess the effectiveness of all elements of the classroom. For example, classroom layout, organisation of resources, visual supports, teaching strategies
- Classroom environments reflect accommodation of students' needs as identified in class profiles and student profiles
- Data: **PBL evaluation tools**, student behaviour incident records, suspension data, **Individual Behaviour Support Plans**, Learning and Support team referrals
- Evidence of coaching and mentoring at school
- Evidence of implementation (and resulting data) from whole school behaviour management processes. For example, data evidencing 'Step' system use and efficacy
- Evidence of proactive adjustments and supports in place for students with disability. All adjustments for students with disability have been consulted on with the student and/or their parent/carer
- Evidence of **professional learning** to support classroom management with pre and post program data evidencing improved classroom management
- Evidence of school values being embedded into teaching and learning programs
- Evidence that the **Inclusive Education Policy** is being implemented
- Evidence of school-wide universal/**Tier 1 strategies** for behaviour management such as school-wide behavioural expectations
- Evidence of **student voice**, such as: students co-constructing teaching resources, formal student-led leadership groups, student reflections in reports, student-led parent/teacher conferences, students engaging with local government and initiating community partnerships or enabling students to develop and implement projects to change and improve school operations, culture, climate or practices
- Evidence that effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential (**HPGE Policy statements 1.1.1, 1.1.2 and 1.4**)
- Whole school classroom observation processes
- Whole-school **professional learning** data and outcomes mapped to the school's strategic plans

Theme 19: Data analysis

School Excellence Framework – Version 2



Domain: Teaching

Element: Data skills and use

Theme: Data analysis

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: School Planning, Teaching and learning, Learning and Support

Themes: Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Sustaining and growing

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Excelling

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Succeed

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

Thrive

Students are recognised and celebrated. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

Inclusive practice

Student feedback is used to drive continuous improvement.

Data analysis: some qualitative and quantitative data sources and examples of practices for evaluation

- Assessment strategies/differentiation mapped to goals
- Evidence of school-wide student goal setting, differentiated tasks and assessments
- Learning goals mapped to student need and results (pre-post data)
- Percentage of students meeting learning goals
- Analysis of Personalised Learning and Support Plans and **Individual Student Support Plans**. For example, percentage of students with plan, percentage of students meeting goals in plans
- Evidence that 100% of Aboriginal students have **Personalised Learning Pathways** (PLPs) and that progress towards goals is monitored through collection of quality, valid and reliable data.
- Students have the opportunity to lead their own learning with negotiated learning goals and learning reflections on their reports – data source
- **Tell Them From Me** (TTFM): teacher survey, 'use data to inform practice' measures



Theme 20: Data use in planning

School Excellence Framework – Version 2



Domain: Teaching

Element: Data skills and use

Theme: Data use in planning

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, Spiritual and Physical wellbeing

Elements: School Planning, Teaching and learning, Learning and Support

Themes: Succeed, Thrive

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Sustaining and growing

Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Excelling

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Succeed

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

Thrive

Students are recognised and celebrated. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

Inclusive practice

Effective partnerships with students/parents and student voice mechanisms foster ownership of decisions around their education.

Learning and support team data informs whole school decision making.

Data use in planning: some qualitative and quantitative data sources and examples of practices for evaluation

- Collaborative design of wellbeing interventions with students, parents/ carers/external providers/staff
- Evidence of whole school surveys, TTFM, Internal and external student performance data analysed by students and staff
- Learning and Support team minutes
- PLSP/NCCD data/Learning and Support referrals as basis for decision making
- Professional learning logs
- School **wellbeing programs** mapped to domains as part of situational analysis to determine areas of need
- Staff meeting minutes with evidence of staff input
- Using Social and Emotional learning data (For example, students mapped on **ACARA Personal and Social capability** continuums) to inform planning



Theme 21: Community engagement

School Excellence Framework – Version 2



Domain: Leading

Element: Educational leadership

Theme: Community engagement

Wellbeing Framework for Schools

Domains: Social, Emotional and Spiritual wellbeing

Elements: Discipline and character education, Effective leadership, School Planning

Themes: Connect, Succeed, Thrive, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Sustaining and growing

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Excelling

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Connect

Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

Succeed

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Thrive

Parents and the broader community support and enable the aspirations of every student.

Enabling school environment

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Inclusive practice

The school community embraces all learners, has respect for, and values diversity.

Students, and their families and the wider school community receive effective communications and resources.

It is welcoming and accessible for students, families and the wider school community.

Community engagement: some qualitative and quantitative data sources and examples of practices for evaluation

- Accessible and inclusive parent/carer forums. For example, providing translators or translated documents
- All school facilities and activities are designed to be accessible for students with disability (see section 5.3 of the [Disability Standards for Education](#))
- EAL/D professional learning with evidence of TESOL strategies being used across all stages/ KLAs
- Evidence of communicating the value of diversity and the importance of inclusion to the wider school community
- Evidence of consultation with students and parents/carers in developing situational analysis and strategic improvement plan
- School newsletters giving feedback about parent/teacher conferences or changes to student reports to make them more accessible
- Evidence that the school, parents/carers and the wider community have high expectations for all students, including [HPGE students](#)
- Evidence of the use of [Parer and Carer Engagement Principles](#)
- Focus groups with vulnerable student groups and their parents/carers
- Frequency of, and attendance rates for, school cultural events, such as NAIDOC Week, Harmony Day, Lunar New Year
- Parent & Citizens (P&C) meetings such as minutes
- Parent and community engagement in co-curricular and extra-curricular activities and school events. For example, [Live Life Well@School](#) program data: parent engagement with student learning, for example, participating in parent forums, supporting community garden activities, volunteering with class activities
- Parent initiated and/or led projects
- Parent Teacher nights and other information sessions, for example, attendance, frequency
- Provision of [parent/carer fact sheets](#) on supporting positive behaviour
- [Tell Them From Me](#) (TTFM) data (TTFM web portal and Scout reports)



Theme 22: Staff deployment

School Excellence Framework – Version 2



Domain: Leading

Element: School resources

Theme: Staff deployment

Wellbeing Framework for Schools

Domains: Social, Emotional and Spiritual wellbeing

Elements: Effective leadership, School Planning, Teaching and learning, Learning and Support

Themes: Connect, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities.

Sustaining and growing

The leadership team allocates noneducational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.

Excelling

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Connect

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

Enabling school environment

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.

Resources are used to best meet individual and collective student need.

Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.

Inclusive practice

School staff are supported to strengthen inclusive practice and personalised planning to meet individual student needs. Support includes evidence-based resources, professional learning, mentoring and supervision.

Staff deployment: some qualitative and quantitative data sources and examples of practices for evaluation

- Accessible and inclusive parent/carer forums. For example, providing translators or translated documents
- Allocating support to meet student need as evidenced by Wellbeing Team/Learning and Support team minutes
- EAL/D and Learning and Support Teacher timetables evidencing support across the school
- Sentral data: positive and negative incidents on school playground after allocating additional staff to playground duty/lunchtime sporting tournaments
- Staffing meeting student needs. For example, hiring SLSO Ethnic (bilingual), **Student Support Officers** (SSOs), **Community Liaison Officer** (CLOs)
- Evidence of access of specialist department staff including: out of home care teachers/coordinators, Home School Liaison Officers (HSLOs), behaviour specialists, **itinerant support teachers** and support teachers transition to meet the needs of specific students
- Student Support Officer (SSO) data. For example, pre-and-post data on group interventions or evidence of effective community engagement.



Theme 23: Facilities

School Excellence Framework – Version 2



Domain: Leading

Element: School resources

Theme: Facilities

Wellbeing Framework for Schools

Domain: Spiritual wellbeing

Elements: Effective leadership, School Planning

Themes: Succeed, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The school's physical resources and facilities are well maintained and provide a safe environment for learning.

Sustaining and growing

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Excelling

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Succeed

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Enabling school environment

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Resources are used to best meet individual and collective student need.

Inclusive practice

The school environment is welcoming and accessible for students, families and the wider school community.

Facilities: some qualitative and quantitative data sources and examples of practices for evaluation

- Adjustments are made to student voice mechanisms to be inclusive of students with disability and EAL/D students
- All school facilities and activities are designed to be accessible for students with disability (see section 5.3 of the [Disability Standards for Education](#))
- Creation of school gardens, yarn circles, outdoor learning areas to meet the learning and wellbeing needs of students
- Evidence of **student voice**, such as students engaging with local government and initiating community partnerships or enabling students to develop and implement projects to change and improve school operations, culture, climate or practices



Theme 24: Community use of facilities

School Excellence Framework – Version 2



Domain: Leading

Element: School resources

Theme: Community use of facilities

Wellbeing Framework for Schools

Domain: Spiritual wellbeing

Elements: Effective leadership, School Planning

Themes: Succeed, Thrive, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The school plans for community use of school facilities.

Sustaining and growing

Use of school facilities by the local community delivers benefits to students.

Excelling

The school collaborates with the local community where appropriate on decisions about – and access to – school assets and resources, delivering benefit to both the school and the community.

Succeed

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Thrive

Parents and the broader community support and enable the aspirations of every student.

Enabling school environment

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Resources are used to best meet individual and collective student need.

Inclusive practice

The school environment is welcoming and accessible for students, families and the wider school community.

Community use of facilities: some qualitative and quantitative data sources and examples of practices for evaluation

- Community design and collaboration on school facilities. For example, input into shape and location of Yarn Circle
- Community use of facilities. For example, school play grounds during holidays, community gardens, yarn circles, hiring of facilities, Saturday language programs
- Frequency of, and attendance rates for, school cultural events, such as NAIDOC Week, Lunar New Year, Harmony Day
- Funds from hiring used to support wellbeing programs
- Parent and community engagement in co-curricular and extra-curricular activities, volunteering and school events
- **Tell Them From Me** (TTFM) data (TTFM web portal and Scout reports)



Theme 25: Service delivery

School Excellence Framework – Version 2



Domain: Leading

Element: Management practices and processes

Theme: Service delivery

Wellbeing Framework for Schools

Domains: Social, Emotional and Spiritual wellbeing

Elements: Effective leadership, School Planning

Themes: Succeed, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident.

Sustaining and growing

Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

Excelling

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Succeed

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Enabling school environment

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Inclusive practice

Students, and their families and the wider school community receive effective communications and resources.

The school community embraces all learners, has respect for, and values diversity.

Service delivery: some qualitative and quantitative data sources and examples of practices for evaluation

- Accessible and inclusive parent/carer forums. For example, providing translators or translated documents
- Adjustments are made to student voice mechanisms to be inclusive of students with disability and EAL/D students
- Evidence of consultation with students and parents/carers in developing situational analysis and strategic improvement plan
- Evidence of **student voice**, such as students co-constructing teaching resources, formal student-led leadership groups, student reflections in reports, student-led parent/teacher conferences, students engaging with local government and initiating community partnerships or enabling students to develop and implement projects to change and improve school operations, culture, climate or practices
- Evidence of the use of **Parent and Carer Engagement Principles**
- Frequency of, and attendance rates for, school cultural events, such as NAIDOC Week and Harmony Day
- Parent and community engagement in co-curricular and extra-curricular activities, volunteering and school events
- Parent Teacher nights and other information sessions, for example, attendance, frequency
- Parent-led and student-led initiatives implemented in the school
- **Tell Them From Me** (TTFM) data (TTFM web portal and Scout reports)



Theme 26: Community satisfaction

School Excellence Framework – Version 2



Domain: Leading

Element: Management practices and processes

Theme: Community satisfaction

Wellbeing Framework for Schools

Domains: Social, Emotional and Spiritual wellbeing

Elements: Effective leadership, School Planning

Themes: Succeed, Thrive, Enabling school environment

Inclusive Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Delivering

The leadership team measures school community (parent and student) satisfaction.

Sustaining and growing

The leadership team analyses responses to school community satisfaction measures.

Excelling

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Succeed

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Thrive

Parents and the broader community support and enable the aspirations of every student.

Enabling school environment

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Inclusive practice

Feedback from students, parents/carers and staff is used to drive continuous improvement.

Staff work in partnership with parents/carers to achieve the best outcomes for each child's education.

Community satisfaction: some qualitative and quantitative data sources and examples of practices for evaluation

- Frequency of, and attendance rates for, school cultural events, such as NAIDOC Week, Harmony Day
- Parent and community engagement in co-curricular and extra-curricular activities, volunteering and school events
- Parent initiated and/or led projects
- Parent Teacher nights and other information sessions, for example, attendance, frequency
- School diversity and inclusion events, such as International Day of People with Disability. Data about frequency of events, school community participation and adjustments made to make them accessible
- **Tell Them From Me** (TTFM) data (TTFM web portal and Scout reports)
- School newsletters giving feedback about parent/teacher conferences or changes to student reports to make them more accessible
- Evidence of opportunities for the whole school community to provide feedback are accessible and adjusted to ensure full participation
- Evidence of the use of **Parent and Carer Engagement Principles**
- Evidence of **student voice**, such as students co-constructing teaching resources, formal student-led leadership groups, student reflections in reports, student-led parent/teacher conferences, students engaging with local government and initiating community partnerships or enabling students to develop and implement projects to change and improve school operations, culture, climate or practices
- Adjustments are made to student voice mechanisms to be inclusive of students with disability and EAL/D students



We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

Say hello

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