

# Wellbeing for School Excellence

## Evaluation Support Tool

March 2020

### Introduction

This tool integrates the [NSW Wellbeing Framework for Schools](#) and [School Excellence Framework V2](#). These frameworks both describe what 'excellence' looks like in schools. This tool highlights their shared measures of excellence as determined through widespread consultation with Learning and Wellbeing staff across NSW.

**The School Excellence Framework V2** includes wellbeing as an element of the learning domain. However, as wellbeing and learning are inextricably linked, the School Excellence Framework elements and themes listed below can be used as another tool to track progress and impact of school wellbeing initiatives as a whole.

- **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
- **Effective classroom practice:** Lesson planning, explicit teaching, feedback, classroom management
- **Educational leadership:** Community engagement
- **Management practices and processes:** 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.

This tool can be used to support school leaders in assessing their school's wellbeing practices and processes against the School Excellence Framework V2. It has comprehensive sources of evidence for schools to evaluate school improvement efforts and arrive at judgements about improved student wellbeing as a part of the self-assessment process.

**This tool has been created in collaboration with CESE following the recommendations of the 2019 Wellbeing of secondary schools students audit conducted by the Audit Office of NSW.**

## Contents

<b>Introduction</b> .....	1
<b>How are the School Excellence Framework and the Wellbeing Framework structured?</b> .....	3
<b>Student wellbeing improvement measures</b> .....	4
<b>Worked example: Using evidence from wellbeing practices across the SEF</b> .....	6
<b>How to read the tool</b> .....	6
Theme: High expectations.....	8
Theme: Transitions and continuity of learning .....	9
Theme: Attendance .....	10
Theme: Caring for students .....	11
Theme: A planned approach to wellbeing .....	12
Theme: Individual learning needs.....	14
Theme: Behaviour.....	15
Theme: Curriculum provision.....	16
Theme: Teaching and learning programs.....	17

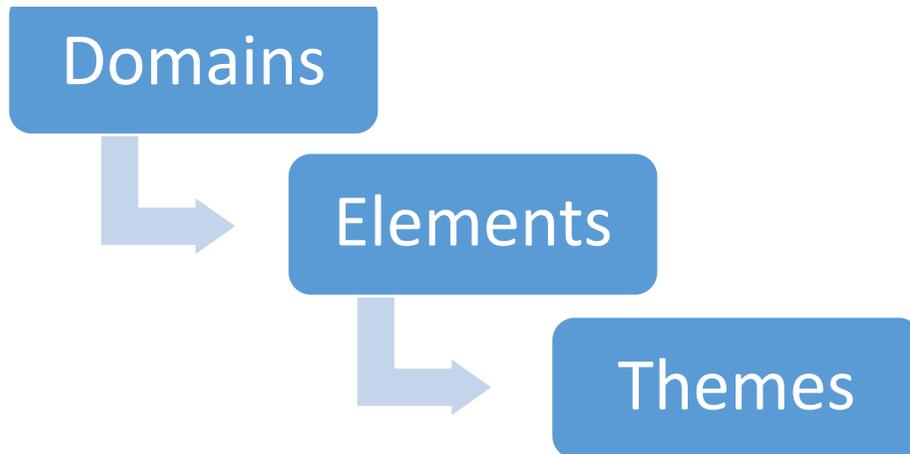
Theme: Differentiation.....	18
Theme: Formative assessment.....	19
Theme: Student engagement.....	20
Theme: Student reports .....	21
Theme: Parent engagement.....	22
Theme: Lesson planning.....	23
Theme: Explicit teaching.....	24
Theme: Feedback.....	25
Theme: Classroom management .....	26
Theme: Community engagement .....	27
Theme: Community satisfaction .....	28

## How are the School Excellence Framework and the Wellbeing Framework structured?

These two frameworks use **the same language** (domains/elements/themes) for **different purposes**.

### School Excellence Framework Version 2

What is valued as excellence in **learning, teaching and leading** NSW public schools. It is structured as follows:



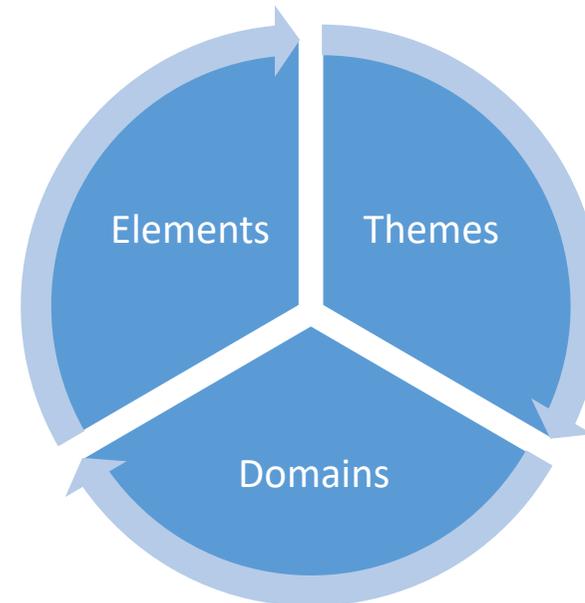
**Domains:** Learning, Teaching, Leading.

**Elements:** Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures, Effective classroom practice, Data skills and use, Professional Standards, Learning and Development, Educational leadership, School Planning, Implementation and reporting, School Resources, Management practices and processes.

**Themes evidencing wellbeing:** Pages 8 – 28 of this document.

### NSW Wellbeing Framework for Schools

What is valued as excellence in **student wellbeing** in NSW public schools. It is structured as follows:



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

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

**Themes:** Connect, Succeed, Thrive, Enabling School Environment

## Student wellbeing improvement measures

It can be challenging to quantify whether student wellbeing has improved following the implementation of a program or approach. The table below gives a range of wellbeing programs/approaches in the first column, grouped into whole-school, group and individual wellbeing programs. The column on the right has some suggested student wellbeing improvement measures.

The following webpage: <https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools> lists evidence-based strategies to build cognitive, social, emotional, physical and spiritual wellbeing in students. They contain strategies appropriate for classrooms, the whole school and the wider school community.

Examples of wellbeing practices	Examples of student wellbeing improvement measures
<b>All students</b>	
<b>Anti-bullying strategies</b> <b>Movement breaks across KLAs</b> <b>Brain breaks across KLAs</b> <b>Student voice and leadership in the classroom and school settings</b> <b>Social and emotional learning (SEL)</b> <b>Cognitive wellbeing strategies including: effective feedback and criterion referenced evaluations</b> <b>Positive Behaviour for Learning (PBL) Tier 1</b> <b>Live Life Well @ School</b>	<ul style="list-style-type: none"> <li>• Evidence of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students mapped across the school</li> <li>• Tell Them From Me survey data e.g. Increased proportion of students reporting a sense of belonging, expectations for success and engagement in learning.</li> <li>• Annotated teaching and learning programs e.g. SEL, formative assessment, brain breaks, movement breaks, differentiation strategies that meet the learning and wellbeing needs of students with additional learning needs, including EAL/D and high potential and gifted students</li> <li>• Whole school anti-bullying programs and incident data</li> <li>• Internal and external student performance data</li> <li>• Attendance data</li> <li>• Evidence of student voice and leaderships opportunities in classrooms and across the school e.g. student reflections included in school reports</li> </ul>

Examples of wellbeing practices	Examples of student wellbeing improvement measures
<p><b>Groups of students (can be a small group or a whole year group)</b></p> <p><b>Peer support</b></p> <p><b>Student leadership groups</b></p> <p><b>Targeted intervention programs e.g. Youth Aware of Mental Health (YAM) program</b></p> <p><b>School based wellbeing programs e.g. breakfast club</b></p> <p><b>Positive Behaviour for Learning (PBL) Tier 2</b></p>	<ul style="list-style-type: none"> <li>• Attendance data for school based wellbeing programs such as breakfast/homework/environmental/sporting clubs.</li> <li>• Student leadership in school based wellbeing programs such as breakfast/homework/environmental/sporting clubs.</li> <li>• Student/staff/parent wellbeing surveys about specific programs</li> <li>• Behaviour incidents and attendance data measured over time</li> <li>• Suspension data including suspension resolution meeting notes and minutes</li> <li>• Mentoring program data including student goals and their progress towards achieving them, changes in behaviour patterns at class and whole school level, school reports, student self-reflection, mentor, staff and parent surveys</li> </ul>
<p><b>Individual students</b></p> <p><b>Developing, implementing and monitoring behaviour/learning plans</b></p> <p><b>Alternative pathway programs</b></p> <p><b>Targeted behaviour supports e.g., check-in/check-out</b></p> <p><b>Positive Behaviour for Learning (PBL) Tier 3</b></p>	<ul style="list-style-type: none"> <li>• Learning and Support team referrals and results</li> <li>• Annotated behaviour/learning Plans (e.g. percentages of students meeting goals in their plans)</li> <li>• Student input and feedback in targeted behavioural supports</li> <li>• Pre and Post individual learning plan (ILP) meeting surveys for parents, students and other stakeholders</li> <li>• Suspension rates and other behaviour incidents mapped over time</li> <li>• Scout data</li> <li>• Students accessing external services or specialists as required</li> <li>• Evidence that students can access alternative learning centres and programs and associated success/completion rates</li> </ul>

## School wellbeing program: Cognitive and emotional wellbeing through differentiation

### Practices

(What are we doing?)

1. Student Individual Learning Plans (ILPs) co-constructed with students, parents, teachers and other stakeholders such as School Services staff.
2. Every student is recognised as a leader of their own learning and has input into their learning goals/plans.
3. Cognitive wellbeing: students are taught in their zone of proximal development, with scaffolding, goal setting and meaningful feedback.
4. Emotional wellbeing: Differentiated social and emotional learning (SEL) mapped across the school and taught by classroom teachers. Learning and Support teachers deliver targeted SEL to groups of students.

### Student wellbeing improvement measures

(How do we know it's improving wellbeing?)

Teaching and learning programs evidencing teachers' practices that meet the learning and wellbeing needs of students with additional learning needs, including high potential and gifted students

Student voice and feedback in ILPs

Percentages of students meeting learning goals in ILPs

Tell Them From Me (TTFM) data: Skills / challenge measures

Student results, for example PAT (Progressive Achievement Tests)

SEL mapped across school: implementation plan and resources

### Linking to the SEF

(Where are these practices/measures evidenced in the SEF?)

**Domain: Learning**

**Element: Curriculum**

Theme: Curriculum provision

Theme: Teaching and learning programs

Theme: Differentiation

**Evidence of improved student wellbeing can be found throughout the SEF – not just the Wellbeing element.**

School Excellence Framework – Version 2			Wellbeing Framework for Schools
Domain: Learning Element: Curriculum Theme: Differentiation			Domains: Cognitive, Social and Emotional wellbeing Element: Teaching and learning, Discipline and character education, Learning and support Themes: Connect, Succeed
DELIVERING	SUSTAINING AND GROWING	EXCELLING	CONNECT: SUCCEED:
Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.	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.	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.	Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences  Staff enable success by personalising student learning and supporting students to achieve.  Parents and the broader school community actively participate in supporting and reinforcing student learning.
<b>Sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Teaching/learning programs</li> <li>• Individual/Personalised Learning Plans (e.g. % of students with plan, % of students meeting goals in ILPs/PLPs)</li> <li>• Nationally Consistent Collection of Data on School Students with a Disability (NCCD)</li> <li>• Evidence of school-wide student goal setting, differentiated tasks and assessments</li> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports) – Skills / challenge measures</li> <li>• Evidence of students having choice, voice, influence and working together in the classroom. Resources to support this can be found at: <a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership">https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership</a></li> <li>• Evidence that <a href="#">evidence-based procedures, programs and practices</a> 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).</li> </ul>			

Statements from the School Excellence Framework V2

Statements from the NSW Wellbeing framework

Student wellbeing improvement measures that relate to this SEF theme

Shared measures of high quality practice from both frameworks

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Learning culture <b>Theme:</b> High expectations			<b>Domains:</b> Cognitive, Social, Emotional wellbeing <b>Elements:</b> Teaching and learning, Behaviour, discipline and character education, Learning and support <b>Themes:</b> Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>SUCCEED:</b> 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. <b>THRIVE:</b> 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.
Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.	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.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Internal and external student performance data</li> <li>• PBL schools: school based data from PBL evaluation tools such as the School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)</li> <li>• Tell Them From Me surveys: ‘Expectations for academic success’ measures</li> <li>• Engagement of students in the governance and decision-making bodies of the school / Engagement students in staff appointment panels</li> <li>• 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, Resources to support this can be found at: <a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership">https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership</a></li> <li>• Evidence that the school has high expectations for all students, including HPGE students who may experience additional challenge in achieving their educational potential (<a href="#">HPGE Policy statement 1.3</a>)</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Learning culture <b>Theme:</b> Transitions and continuity of learning			<b>Domains:</b> Social, Emotional and Spiritual wellbeing <b>Elements:</b> Learning and support, School planning <b>Theme:</b> Enabling school environment
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>ENABLING SCHOOL ENVIRONMENT:</b> Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community.	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.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Australian Early Development Census (AEDC) data used to inform school strategic planning</li> <li>• Suspension and attendance data</li> <li>• Data on Peer Support or other student support programs (e.g. participation rates)</li> <li>• Transition to School/Orientation programs</li> <li>• Evidence that Advanced Learning Pathways are being offered to students based on learning needs. See: <a href="https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implemented#Advanced7">https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implemented#Advanced7</a></li> <li>• Evidence of effective collaboration within and between schools, as well as with parents/ carers and the wider community (<a href="#">HPGE Policy statement 1.5.2</a>).</li> <li>• See: CESEs 'The transition to school' at <a href="https://www.cese.nsw.gov.au/images/stories/PDF/Transition_to_School_FA_AA_V2.pdf">https://www.cese.nsw.gov.au/images/stories/PDF/Transition_to_School_FA_AA_V2.pdf</a></li> <li>• See CESEs 'The role of student engagement in the transition from primary to secondary school' at <a href="https://www.cese.nsw.gov.au/images/stories/PDF/transition-primary_secondary_AA.pdf">https://www.cese.nsw.gov.au/images/stories/PDF/transition-primary_secondary_AA.pdf</a></li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Learning culture <b>Theme:</b> Attendance			<b>Domains:</b> Social, Emotional and Spiritual wellbeing <b>Element:</b> Teaching and learning, Behaviour, discipline and character education, Learning and support, School planning <b>Themes:</b> Connect, Succeed
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> 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. <b>SUCCEED:</b> Parents and the broader school community actively participate in supporting and reinforcing student learning.
Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.  The school community celebrates regular and improved attendance.	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.	Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Attendance data, including Scout enrolment and attendance reports</li> <li>• Evidence of individual attendance plans developed in collaboration with the student and parent/carer</li> <li>• Evidence of community engagement, such as parent workshops</li> <li>• Parent communication promoting the importance of school attendance e.g. outlined in school information booklets and orientation programs</li> <li>• Evidence of working with parents to support student attendance and engagement e.g. 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)</li> <li>• Copy of Learning and Support or Wellbeing team minutes reflecting student attendance as an agenda item</li> <li>• Documentation outlining the escalation of attendance concerns requiring further intervention e.g. recurring agenda item on Learning and Support Team agenda, referral to or advice sought from Home School Liaison Program, reports to the Child Wellbeing Unit and/or Family and Community Services Child Protection Helpline, about suspected risk of harm relating to educational neglect</li> <li>• Other strategies as outlined in the School Attendance Policy: <a href="https://education.nsw.gov.au/policy-library/policies/school-attendance-policy">https://education.nsw.gov.au/policy-library/policies/school-attendance-policy</a></li> <li>• Targeted <a href="#">Spiritual wellbeing programs</a> for individual/ student cohorts to support their feeling of connection and belonging to the school.</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Wellbeing  <b>Theme:</b> Caring for students			<b>Domains:</b> Social, Emotional and Spiritual wellbeing <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support, School planning <b>Themes:</b> Connect
DELIVERING	SUSTAINING AND GROWING	EXCELLING	CONNECT:
The wellbeing of students is explicitly supported by identified staff.	Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.	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.	<p>The school is focused on building individual and collective wellbeing through a climate of care and positivity.</p> <p>Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.</p> <p>Students have positive and respectful relationships with each other, their teachers and the community.</p>
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• 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 DoE's mentoring resources, student self-reflection, mentor, staff and parent surveys</li> <li>• Evidence of participation in school based wellbeing programs such as breakfast club</li> <li>• Learning and support team meeting records</li> <li>• Year advisor/Assistant Principal student meeting agendas for all students</li> <li>• Staff member case notes for meetings with individual students or after working with a group of students</li> <li>• Evidence of wellbeing programs/practices targeting the needs of individual students, groups of students and all students such as Art4life, Drumbeat, check-in/check-out</li> <li>• Evidence that the High Potential and Gifted Education Policy is being implemented (<a href="#">statement points 1.5, 1.5.1 and 1.5.2</a>).</li> <li>• Tell Them From Me surveys: 'Advocacy at school' and 'Positive student-teacher relationship' measures</li> <li>• <a href="#">Social wellbeing programs</a> for individuals or groups focusing on conflict resolution.</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<p><b>Domain:</b> Learning</p> <p><b>Element:</b> Wellbeing</p> <p><b>Theme:</b> A planned approach to wellbeing</p>			<p><b>Domains:</b> Cognitive, Social, Emotional, Spiritual and Physical</p> <p><b>Element:</b> Teaching and learning, Discipline and character education, Learning and support, School planning, Professional practice, Effective leadership</p> <p><b>Themes:</b> Connect, Thrive, Enabling school environment</p>
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<p><b>CONNECT:</b></p> <p>The school is focused on building individual and collective wellbeing through a climate of care and positivity.</p> <p>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.</p> <p>Students are connected with their cultural, religious or spiritual backgrounds.</p> <p>Parents and the broader school community actively participate in the school and in helping students to develop positive connections.</p> <p><b>THRIVE:</b></p> <p>Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.</p> <p>Students have a strong sense of meaning and purpose.</p> <p><b>ENABLING SCHOOL ENVIRONMENT:</b></p> <p>Students are recognised, respected and valued.</p> <p>Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.</p>
<p>Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.</p> <p>The school plans for and monitors a whole school approach to student wellbeing and engagement.</p>	<p>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.</p>	<p>The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p>	

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.

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.

**Some sources of evidence/data for evaluation of school programs and practices**

- Wellbeing policies
- Referral systems
- Whole school anti-bullying programs
- Social and Emotional learning programs
- PBL schools: school based data from PBL evaluation tools such as the School-Wide Evaluation Tool (SET)
- Tell Them From Me surveys: 'Positive learning climate' measures (students), 'Collaboration' measures (teachers)
- Evaluation of individual wellbeing programs eg: homework centres, breakfast clubs, student interest groups, student leadership initiatives
- Feedback from focus groups, questionnaires and locally designed surveys
- Can be 'all, some, few' data – school-wide behavioural data
- Data from individual wellbeing programs such as SRC attendance / initiatives
- Focus groups results
- 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 programs that build cognitive, emotional, physical, social and spiritual wellbeing in students mapped across the school
- Evidence that the High Potential and Gifted Education Policy is being implemented (statement points 1.5, 1.5.1 and 1.5.2). See <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement#Social8>

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Wellbeing  <b>Theme:</b> Individual learning needs			<b>Domains:</b> Cognitive, Social, Emotional, Spiritual and Physical <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Connect, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> 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. <b>THRIVE:</b> Parents and the broader community support and enable the aspirations of every student.
The needs of all students are explicitly addressed in teaching and learning programs.	Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Evidence of research-based procedures, programs and practices that meet the learning and wellbeing needs of all, some and few students.</li> <li>• Student voice evidenced in teaching and learning programs: Inquiry or project based learning /entrepreneurial learning</li> <li>• Learning and Support team referrals and results</li> <li>• Personalised Learning and Support Signposting Tool (PLASST) data</li> <li>• Individual/Personalised Learning Plans (e.g. % of students with plan, % of students meeting goals in ILPs/PLPs)</li> <li>• PBL schools: school based data from PBL evaluation tools such as the School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)</li> <li>• Specialist staff: results and strategies (e.g. Speech pathologist/Occupational therapist)</li> <li>• Tell Them From Me surveys: 'Quality instruction' and 'Effective learning time' measures</li> <li>• <a href="#">School services staff support</a>, eg: Learning and Wellbeing advisor, Itinerant Support Teachers (IST), Networked Specialist Facilitator</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Wellbeing <b>Theme:</b> Behaviour			<b>Domains:</b> Social and Emotional wellbeing <b>Element:</b> Teaching and learning, Discipline and character education, Professional practice <b>Themes:</b> Connect, Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> 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. <b>SUCCEED:</b> 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. <b>THRIVE:</b> Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
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.	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.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• <a href="#">Evidence of research-based procedures, programs and practices that meet the learning and wellbeing needs of all, some and few students.</a></li> <li>• Annotated teaching and learning programs demonstrating <a href="#">social/emotional learning</a> is embedded into the curriculum across the school</li> <li>• PBL schools: school based data from PBL evaluation tools such as the School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)</li> <li>• Suspension rates and other behaviour incidents</li> <li>• School anti-bullying plans and its implementation/results</li> <li>• Tell Them From Me survey data, including 'Behaviour at school' measures.</li> <li>• <a href="#">School services staff support</a>, eg: Learning and Wellbeing advisor, Itinerant Support Teachers (IST), Networked Specialist Facilitator</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Curriculum <b>Theme:</b> Curriculum provision			<b>Domains:</b> Cognitive and Social wellbeing <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>SUCCEED:</b> Students are succeeding in their learning.  <b>THRIVE:</b> The school has high expectations for every student.
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.	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.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Annotated faculty plans and teaching and learning programs demonstrating mapping of progress</li> <li>• Australian Early Development Census (AEDC) data used to inform school strategic planning</li> <li>• Evidence that students can access alternative learning centres and programs and associated success/completion rates</li> <li>• Evidence that the school has high expectations for all students, including students who may experience additional challenge in achieving their educational potential (<a href="#">HPGE Policy statement 1.3</a>, <a href="#">Aboriginal Education Policy 1.1.2</a>, <a href="#">Disability Standards for Education</a>, <a href="#">Out of Home Care in Government Schools Policy</a>, <a href="#">Multicultural Education Policy 1.4</a>)</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Curriculum <b>Theme:</b> Teaching and learning programs			<b>Domains:</b> Cognitive, Social, Emotional, Spiritual and Physical <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Connect, Succeed, Enabling School Environment
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.  <b>SUCCEED:</b> Students are succeeding in their learning. Staff enable success by personalising student learning and supporting students to achieve.  <b>ENABLING SCHOOL ENVIRONMENT:</b> Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.
Teaching and learning programs describe what all students are expected to know, understand and do.	Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Evidence that evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all, some and few students are embedded in teaching and learning programs to engage and challenge students including <a href="#">social/emotional learning</a>, adjustments for learning and <a href="#">general capabilities</a>.</li> <li>• School planning documents mapping incremental / sequential development of social/emotional skills across the school.</li> <li>• Student feedback including exit slips and student surveys</li> <li>• Evidence of mandatory policies being implemented through curriculum eg: Road Safety in PDHPE teaching and learning programs</li> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports) – teacher survey, ‘use data to inform practice’ measures</li> <li>• 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. Resources to support this can be found at: <a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership">https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership</a></li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Curriculum <b>Theme:</b> Differentiation			<b>Domains:</b> Cognitive, Social and Emotional wellbeing <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Connect, Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.  <b>SUCCEED:</b> 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.  <b>THRIVE:</b> The school has high expectations for every student. Students contribute to the learning of other students and to the school community more broadly.
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.	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.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Teaching/learning programs</li> <li>• Individual/Personalised Learning Plans (e.g. % of students with plan, % of students meeting goals in ILPs/PLPs)</li> <li>• Nationally Consistent Collection of Data on School Students with a Disability (NCCD)</li> <li>• Evidence of school-wide student goal setting, differentiated tasks and assessments</li> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports) – Skills / challenge measures</li> <li>• Evidence of students having choice, voice, influence and working together in the classroom. Resources to support this can be found at: <a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership">https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership</a></li> <li>• Evidence that <a href="#">evidence-based procedures, programs and practices</a> 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 (<a href="#">HPGE Policy statement 1.4</a>).</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Assessment  <b>Theme:</b> Formative assessment			<b>Domains:</b> Cognitive wellbeing <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Succeed
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>SUCCEED:</b> Staff enable success by personalising student learning and supporting students to achieve.
Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students	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.	Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Formative assessment data evidencing improvement in student learning and cognitive wellbeing</li> <li>• Teaching and learning programs evidencing self-assessment, peer-assessment and formative assessment</li> <li>• Professional learning data</li> <li>• Other external student performance data (Scout Reports)</li> <li>• Personalised Learning and Support Signposting Tool (PLASST) data</li> <li>• Focus groups</li> <li>• Formative assessment being used consistently across the school; evidenced by faculty plans and individual PDPs</li> <li>• Evidence that <a href="#">assessment and data</a> 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 – <a href="#">‘Reassessing assessment’</a></li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Assessment <b>Theme:</b> Student engagement			<b>Domains:</b> Cognitive, Social, Emotional, Spiritual and Physical <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support, Professional Practice <b>Themes:</b> Connect, Succeed
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.  <b>SUCCEED:</b> Students strive toward and achieve meaningful goals. Staff enable success by contributing to a positive, supportive and encouraging learning environment.
Students know when and why assessment is undertaken.	Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Internal student performance data</li> <li>• Participation rates in school activities such as SRC, fundraising, playground engagement</li> <li>• Internal student surveys</li> <li>• Evidence of community engagement, such as parent workshops</li> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports)</li> <li>• Parent workshops</li> <li>• 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. Resources to support this can be found at: <a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership">https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership</a></li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Reporting <b>Theme:</b> Student reports			<b>Domains:</b> Cognitive and Spiritual wellbeing <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Connect, Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.  <b>SUCCEED:</b> Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.  <b>THRIVE:</b> The school has high expectations for every student. Students have a strong sense of meaning and purpose.
Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.	Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Student reflections on reports</li> <li>• Student-led conferences</li> <li>• Student surveys about reporting/teacher conferences</li> <li>• Wellbeing comments/section on reports being individualised and constructive</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Learning <b>Element:</b> Reporting  <b>Theme:</b> Parent engagement			<b>Domains:</b> Cognitive and Spiritual wellbeing <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Connect, Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> Parents and the broader school community actively participate in the school and in helping students to develop positive connections.  <b>SUCCEED:</b> 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.  <b>THRIVE:</b> Parents and the broader community support and enable the aspirations of every student.
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.	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.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Student reflections on reports</li> <li>• Student-led conferences</li> <li>• Parent surveys about reporting / teacher conferences</li> <li>• Parent information evenings</li> <li>• Parent information sheets / sections of webpages</li> <li>• Parent and/or P&amp;C involvement with school planning</li> <li>• Parent led projects</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Teaching <b>Element:</b> Effective classroom practice <b>Theme:</b> Lesson planning			<b>Domains:</b> Cognitive, Social, Emotional, Spiritual and Physical <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Succeed, Thrive, Enabling school environment
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>SUCCEED:</b> Students are succeeding in their learning.  <b>THRIVE:</b> Staff contribute to environments which allow students to thrive by delivering high quality learning experiences. The school has high expectations for every student.  <b>ENABLING SCHOOL ENVIRONMENT:</b> Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.
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.	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.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Student feedback and reflection. See examples at: <a href="#">Using feedback and reflection to amplify student voice</a></li> <li>• Teacher professional learning / Performance and Development Plans (PDPs) / annotated teaching/learning programs</li> <li>• Individual/Personalised Learning Plans (e.g. % of students with plan, % of students meeting goals in ILPs/PLPs)</li> <li>• Evidence of school-wide student goal setting, differentiated tasks and assessments</li> <li>• Evidence of students having choice, voice, influence and working together in the classroom</li> <li>• 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). See: <a href="https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement">https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement</a></li> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports)</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Teaching <b>Element:</b> Effective classroom practice <b>Theme:</b> Explicit teaching			<b>Domains:</b> Cognitive, Social, Emotional, Spiritual and Physical <b>Element:</b> Teaching and learning, Learning and support, Professional Practice <b>Themes:</b> Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>SUCCEED:</b> Students are succeeding in their learning. Students strive toward and achieve meaningful goals.  <b>THRIVE:</b> The school has high expectations for every student. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
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.	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.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Participation in school based teacher PL such as future focused learning: <a href="https://www.education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-courses">https://www.education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-courses</a></li> <li>• Annotated teaching and learning programs reflecting explicit teaching</li> <li>• Evidence that student cognitive load is being managed (See: <a href="https://www.cese.nsw.gov.au/images/stories/PDF/cognitive-load-theory-VR_AA3.pdf">https://www.cese.nsw.gov.au/images/stories/PDF/cognitive-load-theory-VR_AA3.pdf</a>) in resource creation and teaching.</li> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports) – Explicit teaching measures</li> <li>• Evidence that <a href="#">effective, explicit, evidence-based teaching</a> 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, 1.4).</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Teaching <b>Element:</b> Effective classroom practice <b>Theme:</b> Feedback			<b>Domains:</b> Cognitive, Social, Emotional, Spiritual and Physical <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>SUCCEED:</b> 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.  <b>THRIVE:</b> Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.	Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Staff professional learning being embedded into practice, for example, <a href="https://www.cese.nsw.gov.au/publications-filter/what-works-best-evidence-based-practices-to-help-improve-nsw-student-performance">https://www.cese.nsw.gov.au/publications-filter/what-works-best-evidence-based-practices-to-help-improve-nsw-student-performance</a></li> <li>• Work samples evidencing feedback in combination with tracked student performance data</li> <li>• School wide feedback processes</li> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports) – ‘Student behaviour’ and ‘Positive learning climate’ measures</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Teaching <b>Element:</b> Effective classroom practice <b>Theme:</b> Classroom management			<b>Domains:</b> Cognitive, Social, Emotional, Spiritual and Physical <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Succeed, Thrive
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>SUCCEED:</b> Staff enable success by contributing to a positive, supportive and encouraging learning environment. <b>THRIVE:</b> Students are recognised and celebrated. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning.	A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Whole-school professional learning data and outcomes mapped to the school’s strategic plans</li> <li>• Data: PBL evaluation tools, student behaviour incident records, suspension data, student behaviour support plans, learning and Support team referrals</li> <li>• Evidence of implementation (and resulting data) from whole school behaviour management processes, for example, Step system use and efficacy</li> <li>• 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. Resources to support this can be found at: <a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership">https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership</a></li> <li>• Whole school classroom observation processes</li> <li>• Evidence of coaching and mentoring at school</li> <li>• Evidence that effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential (<a href="#">HPGE Policy statements 1.1.1, 1.1.2, 1.4</a>).</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Leading <b>Element:</b> Educational leadership <b>Theme:</b> Community engagement			<b>Domains:</b> Social, Emotional and Spiritual wellbeing <b>Element:</b> Teaching and learning, Discipline and character education, Learning and support <b>Themes:</b> Connect, Succeed, Thrive, Enabling school environment
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>CONNECT:</b> Parents and the broader school community actively participate in the school and in helping students to develop positive connections. <b>SUCCEED:</b> Parents and the broader school community actively participate in supporting and reinforcing student learning. <b>THRIVE:</b> Parents and the broader community support and enable the aspirations of every student. <b>ENABLING SCHOOL ENVIRONMENT:</b> Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
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	The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community	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.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports)</li> <li>• Frequency of, and attendance rates for, school cultural events (i.e. NAIDOC Week, Harmony Day)</li> <li>• Parent and community engagement in co-curricular and extra-curricular activities and school events. For example, <a href="#">Live Life Well@School</a> program data: parent engagement with student learning e.g. participating in parent forums, supporting community garden activities, volunteering with class activities</li> <li>• Parent Teacher nights and other information sessions (e.g. attendance, frequency)</li> <li>• Parent &amp; Citizens (P&amp;C) meetings (e.g. minutes)</li> <li>• Evidence that the school, parents/ carers and the wider community have high expectations for all students, including <a href="#">HPGE students</a>.</li> </ul>			

School Excellence Framework – Version 2			Wellbeing Framework for Schools
<b>Domain:</b> Leading <b>Element:</b> Management practices and processes <b>Theme:</b> Community satisfaction			<b>Domains:</b> Spiritual wellbeing <b>Element:</b> Teaching and learning, Learning and support, Professional Practice <b>Themes:</b> Succeed, Thrive, Enabling school environment
DELIVERING	SUSTAINING AND GROWING	EXCELLING	<b>SUCCEED:</b> Parents and the broader school community actively participate in supporting and reinforcing student learning. <b>THRIVE:</b> Parents and the broader community support and enable the aspirations of every student. <b>ENABLING SCHOOL ENVIRONMENT:</b> Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
The leadership team measures school community (parent and student) satisfaction.	The leadership team analyses responses to school community satisfaction measures.	The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.	
<b>Some sources of evidence/data for evaluation of school programs and practices</b>			
<ul style="list-style-type: none"> <li>• Tell Them From Me (TTFM) data (TTFM web portal and Scout reports)</li> <li>• Frequency of, and attendance rates for, school cultural events (i.e. NAIDOC Week, Harmony Day)</li> <li>• Parent and community engagement in co-curricular and extra-curricular activities and school events</li> <li>• Parent Teacher nights and other information sessions (e.g. attendance, frequency)</li> <li>• 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. Resources to support this can be found at: <a href="https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership">https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-voice-and-leadership</a></li> </ul>			