



## Introduction

The concept of wellbeing and its close links with learning are not new. The NSW Department of Education developed the Wellbeing Framework for Schools to enhance our understanding of wellbeing in a contemporary and constantly changing education system.

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The School Excellence Framework supports all NSW public schools in their pursuit of school excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading. Wellbeing is included as an element of the learning domain.

## Purpose of the Wellbeing Self-assessment Tool

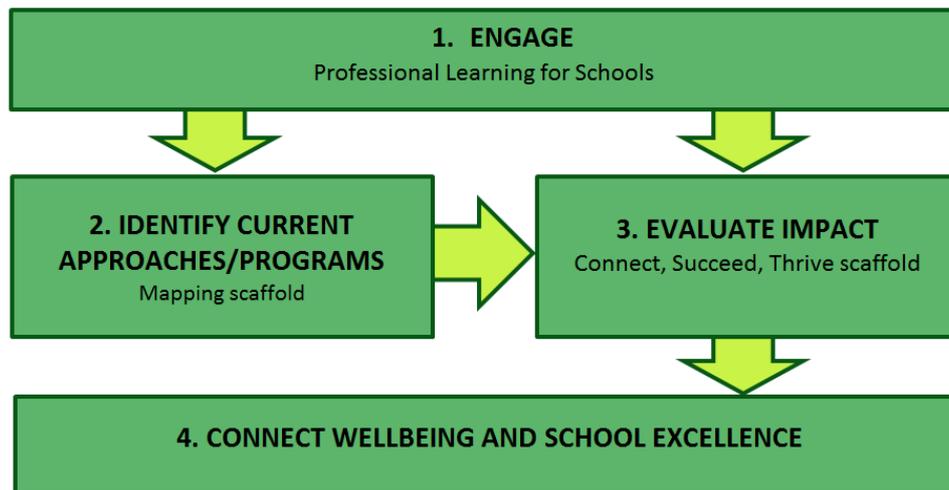
The Wellbeing Self-assessment Tool has been developed to assist schools in understanding wellbeing by engaging with the Wellbeing Framework for Schools and the key concepts that underpin the development of healthy, happy, successful and productive individuals. The self-assessment tool includes a number of processes that schools may engage with to identify and assess their current wellbeing approaches, identify evidence to support their assessment and provide opportunities to identify areas for future growth.

The tool supports school communities to:

- **Engage with the Framework through professional learning:** School communities will develop an understanding of the five domains of wellbeing and the elements of an effective whole school approach to wellbeing. The domains and elements of effective wellbeing combine to create learning environments where students are supported to connect, succeed and thrive at school.
- **Identify current or future approaches/programs using the mapping scaffold:** Mapping wellbeing approaches/programs against the five domains of wellbeing will not only strengthen understanding of the domains but support schools to identify areas for future development. This mapping includes identifying the scope of approaches or programs and the practices within them to meet the needs of all, some and few students.
- **Evaluate how current or future approaches/programs support students to connect, succeed and thrive:** Schools can use the Connect, Succeed, Thrive scaffold to consider how approaches impact on wellbeing and identify the evidence used to support this process. The scaffold can be used to evaluate an individual approach or program as part of annual self-assessment, as part of a comprehensive whole school wellbeing evaluation or even to assess the potential impact of any new approach or program being considered by the school.

- **Connect Wellbeing and School Excellence:** There are strong links between school excellence and wellbeing. As part of annual self-assessment process, schools are required to assess their approaches or programs using the School Excellence Framework. The robust evidence collected by using this tool should directly support schools to make sound judgements on their progress across a number of elements of the School Excellence Framework and in particular the Wellbeing element. The Wellbeing Self-assessment Tool supports the school to identify “here’s how we know”

## Using the Wellbeing Self-Assessment Tool



As part of the Department’s commitment to strengthening wellbeing, it is important that schools develop an understanding of the five domains of wellbeing: cognitive, emotional, social, physical and spiritual. A strategic and planned approach to wellbeing incorporates these five domains and the six elements of the Wellbeing Framework for Schools. The elements include, Teaching and Learning; Behaviour, Discipline and Character Education; Learning and Support; Professional Practice; Effective Leadership; and School Planning.

The wellbeing self-assessment processes have been designed to support schools to understand the Wellbeing Framework for Schools, to self assess their wellbeing approaches or programs and to use this information to make judgments and decisions to inform their planned approach to wellbeing.

School communities can use the wellbeing self-assessment tool to:

- Undertake a comprehensive evaluation of school wellbeing approaches or programs using steps 1 through to 4.
- Identify robust evidence that will contribute to the school’s self-assessment in relation to wellbeing using steps 2 and/or 3.
- Evaluate specific wellbeing approaches or programs within the school using step 3.
- Consider how a new approach or program might contribute to the school’s overall approach to wellbeing using step 3.
- Contribute to self-assessment against the School Excellence Framework using the evaluation of wellbeing and the evidence of impact at step 4.

Each step of the self-assessment process is described on the following pages and includes templates to assist schools implement the process.

# 1.ENGAGE

## Engage with the Wellbeing Framework for Schools through professional learning

At **step 1**, school communities engage with the Wellbeing Framework for Schools through professional learning to develop an understanding of the concept of wellbeing and its close links with learning.

**As a result of the professional learning, school communities should develop a shared understanding of:**

- The themes Connect, Succeed and Thrive, achieved through an enabling school environment.
- The need to consider wellbeing against a background of how we feel and function across the domains of *Cognitive, Emotional, Social, Physical and Spiritual*.
- Whether an approach or program addresses the learning needs of ALL, SOME and/or FEW students.
- The role schools have in positively influencing wellbeing. Understanding that wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.
- The strong links between school excellence and wellbeing. Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes.
- The need to have a planned approach to wellbeing that incorporates the elements of the Wellbeing Framework for Schools. The elements include, Teaching and Learning; Behaviour, Discipline and Character Education; Learning and Support; Professional Practice; Effective Leadership; and School Planning.

### RESOURCES:

- [Wellbeing Framework for Schools](#)
- [Engage with the Wellbeing Framework for Schools](#) (PowerPoint) for Principals, Directors PS NSW, PSLs, Educational Services

## 2. IDENTIFY CURRENT/FUTURE APPROACHES OR PROGRAMS

### Identify current/future approaches/programs using the mapping scaffold

**Step two** of the process involves school communities mapping current or future approaches or programs against the five domains of wellbeing. Approaches or programs may address more than one domain.

While many approaches or programs may have some impact on all the domains, schools should consider the purpose and main intent of the approach or program when deciding what is the major domain/s addressed. A three point rating scale with 2 representing a major connection, 1 a minor connection and 0 as no connection has been provided in the mapping scaffold to assist this process.

Each approach or program is then considered to determine if it meets the needs of ALL students (whole school or a particular stage or year group), SOME students and or a FEW students.

The process of mapping current or future approaches and/or programs will support school personnel to broaden their understanding of wellbeing in schools to include the universal wellbeing needs of all students.

The School Wellbeing Mapping Scaffold will assist school communities to identify the broad range of approaches and programs within their school that currently exist to support wellbeing. Using the scaffold schools will identify what wellbeing domains are addressed by each approach and which students the approach supports. Schools also identify the school elements that enable the implementation of the approach.

The school community may then consider all the approaches or programs that exist within the school, to identify areas of strength and opportunities for further development across the domains.

#### RESOURCES:

- [Wellbeing Framework for Schools](#)
- [Information handout: ALL, SOME and FEW](#) –additional explanation (p5 this document)
- [School Wellbeing Mapping Scaffold](#) (p6 this document)

## 2. IDENTIFY CURRENT/FUTURE APPROACHES OR PROGRAMS

### Information handout: ALL, SOME and FEW

ALL – Students across the whole school participate in the approach or program.

SOME - Approximately 10-15% of students participate in the approach or program.

FEW – Approximately 1-5% of students participate in the approach or program.

When considering approaches or programs that apply to a particular cohort, such as a stage or year group, think about ALL, SOME and FEW in that context. For example Stage 6 students only may have access to a particular approach or program. If ALL of stage 6 participate, tick 'ALL'.

#### Examples:

##### Student leadership and voice approach

The school has a student leadership approach whereby all students in the school have an opportunity to learn and develop personal leadership skills. Approaches are in place in which all students have a voice. This could include a peer consultation process whereby all students are given opportunity to provide suggestions and feedback on specific school programs.

Some students develop peer leadership skills through leading peer consultation groups. These students gather the information from this process to feedback to a student leadership team.

A few students develop public leadership skills. They may be the elected representatives for the SRC or a student leadership team established for the peer consultation process. These students would consider the feedback and make recommendations to support school decision making. They may contribute to the implementation of the school's approach and represent the school.

##### Anti-bullying program

The anti-bullying program focuses on prevention, all students are involved. School wide expectations include the explicit teaching of behaviours that promote respect, tolerance and positive relationships for all staff, students and families. Proactive strategies support students to resolve conflict respectfully, calmly and fairly. A specific routine is taught to all students and staff on how to respond to disrespect that addresses the role of bystanders.

Some students, who are at risk of being bullied, participate in a social skills group to learn skills in assertiveness and resilience. Students who are engaging in aggressive behaviours, that could lead to bullying behaviour, participate in social skills groups to learn appropriate skills for respect and social interactions. Social skills are aligned to whole school strategies and expectations for respectful behaviour.

A few students are provided individualised support. This includes students engaging in bullying behaviour and for the students being bullied. A wrap around approach that includes the student, family, teachers of the student, executive member, school counsellor and interagency support (if needed) supports a collaborative planning process. Planning involves a functional based assessment and individualised intervention planning for each student.

## 2. IDENTIFY CURRENT/FUTURE APPROACHES or PROGRAMS

### School Wellbeing Mapping Scaffold

Current or future approaches/programs	Wellbeing Domains					Description of specific wellbeing practices related to this approach or program	Identify whether the approach or program addresses the learning needs of ALL, SOME, FEW students		
	Cognitive	Emotional	Social	Physical	Spiritual		All	Some	Few
e.g. Personal leadership skills	1	2	2	0	0	<ul style="list-style-type: none"> <li>Students contribute to establishing and maintaining school wide expectations.</li> <li>Plan for whole school teaching of personal responsibility and ethical decision making for students.</li> </ul>	✓		

### 3. EVALUATE CURRENT or FUTURE APPROACHES or PROGRAMS

#### Evaluate how current or future approaches or programs support students to Connect, Succeed and Thrive in an Enabling School Environment

At **step three** school communities reflect on the impact of the approaches and programs operating within the school. This step involves:

- Identifying the current or future approach or program to be evaluated.
- Identifying the evidence of impact across the themes of Connect, Succeed, Thrive and Enabling school environment within the Wellbeing Framework.
- Using the statements within Connect, Succeed, Thrive and Enabling School Environment to evaluate the approach or program.

Schools can use step three to evaluate a current or future approach/program as part of their school plan, their annual self-assessment or a comprehensive whole school wellbeing evaluation.

#### **As an individual program evaluation:**

- Schools use the Connect, Succeed, Thrive and Enabling School Environment themes to understand how an approach/program impacts on wellbeing and consider the evidence that schools draw upon to support their decision making.
- Schools do not need to complete the School Wellbeing Mapping Scaffold prior to conducting individual evaluations of impact.

#### **As a comprehensive whole school wellbeing evaluation:**

- Schools wishing to evaluate their wellbeing programs as part of their whole school approach may use the wellbeing self-assessment process working systematically from Step 1 to Step 4. This will provide schools with the opportunity to develop a deeper understanding of their wellbeing practices and their effectiveness.

#### **RESOURCES:**

- [Wellbeing Framework for Schools](#)
- [Evaluating impact: A resource for evaluating wellbeing approaches and programs through a wellbeing lens](#) (next pages).

## Evaluating impact: *A resource for evaluating approaches and programs through a wellbeing lens*

**Approach/program:** \_\_\_\_\_

The Connect, Succeed and Thrive in an Enabling School Environment resources on the following pages are provided to support schools evaluate the effectiveness of wellbeing programs:

1) Consider each statement within the Connect, Succeed, Thrive and Enabling School Environment and tick the statements that the approach/program supports.

2) In column 2 list the sources of evidence you can/will use to evaluate the impact of the approach/program in the context of each statement. This evidence can be quantitative and/or qualitative. Consider:

- What data will be used?
- What existing school-based and system data could assist in evaluating impact of programs?
- When will data be collected and analysed?
- How will data be analysed?

3) In column 3 provide your evaluation of the impact of these sources of evidence.

- When data is analysed what does it tell us?
- What trends are emerging?
- What impact is demonstrated by this evidence?
- Is it working? Is it having the desired impact?

**Additional information is available on the School Excellence Framework evidence guide website:**

For information on qualitative and quantitative data go to [Guidelines for using data](#)

Examples of sources of evidence are available from [Sources of evidence](#)

<b>CONNECT</b>	<b>Statements</b>	<b>Sources of evidence</b>	<b>Evidence of impact</b>
	<input type="checkbox"/> Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.		
	<input type="checkbox"/> Students have positive and respectful relationships with each other, their teachers and the community.		
	<input type="checkbox"/> Students experience a sense of belonging and connectedness that respects diversity and identity.		
	<input type="checkbox"/> 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.		
	<input type="checkbox"/> Students are connected with their cultural, religious or spiritual backgrounds.		
	<input type="checkbox"/> Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.		
	<input type="checkbox"/> The school is focused on building individual and collective wellbeing through a climate of care and positivity.		
	<input type="checkbox"/> Parents and the broader school community actively participate in the school and in helping students to develop positive connections.		

	Statements	Sources of evidence	Evidence of impact
<b>SUCCEED</b>	<input type="checkbox"/> Students are succeeding in their learning.		
	<input type="checkbox"/> Students strive toward and achieve meaningful goals.		
	<input type="checkbox"/> 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.		
	<input type="checkbox"/> Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.		
	<input type="checkbox"/> Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.		
	<input type="checkbox"/> Staff enable success by personalising student learning and supporting students to achieve.		
	<input type="checkbox"/> Staff enable success by contributing to a positive, supportive and encouraging learning environment.		
	<input type="checkbox"/> Parents and the broader school community actively participate in supporting and reinforcing student learning.		

THRIVE	Statements	Sources of evidence	Evidence of impact
	<input type="checkbox"/> Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.		
	<input type="checkbox"/> Students are self-directed, take initiative and grasp opportunity.		
	<input type="checkbox"/> Students contribute to the learning of other students and to the school community more broadly.		
	<input type="checkbox"/> Students have a strong sense of meaning and purpose.		
	<input type="checkbox"/> Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.		
	<input type="checkbox"/> Students are recognised and celebrated.		
	<input type="checkbox"/> Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.		
	<input type="checkbox"/> The school has high expectations for every student.		

<b>Enabling School Environment</b>	<b>Statements</b>	<b>Sources of evidence</b>	<b>Evidence of impact</b>
	<input type="checkbox"/> Students are recognised, respected and valued.		
	<input type="checkbox"/> Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility..		
	<input type="checkbox"/> Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.		
	<input type="checkbox"/> Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.		
	<input type="checkbox"/> Resources are used to best meet individual and collective student need.		
	<input type="checkbox"/> The school environment is a safe and healthy place to be.		
	<input type="checkbox"/> Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development..		
	<input type="checkbox"/> Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.		

## 4. CONNECT WELLBEING AND SCHOOL EXCELLENCE

At **step four**, school communities use their findings from steps 2 and 3 to synthesise judgements and make decisions using evidence within the broader context of the School Excellence Framework. The evidence guide for School Excellence may support these judgements and assist planning for future improvement.

As part of the school planning, self-assessment and reporting cycle, all schools self-assess against the elements of the School Excellence Framework and use that process to help inform the writing of their Annual School Report.

The evidence collected during the wellbeing self-assessment will be applicable across all domains of the School Excellence Framework.

For this purpose, school communities would need a deep understanding of the Wellbeing Framework for Schools, have developed a clear sense of their school context and have produced evidence of the impact of current approaches or programs.

The wellbeing elements provide a basis for reflective decision making about whole school practice and future directions. This is informed by the statements of the Enabling School Environment (page 7) and the elements of the Wellbeing Framework (page 8).

The wellbeing elements are:

- Teaching and Learning;
- Behaviour, Discipline and Character Education;
- Learning and Support;
- Professional Practice;
- Effective Leadership; and School Planning.

When planning for the future, schools can consider what strategies are required within each of these wellbeing elements to improve the effectiveness of their wellbeing approaches or programs.

### RESOURCES:

- [Wellbeing Framework for Schools](#) (pp 7-8)
- [School Excellence Framework](#)
- [School Excellence self-assessment process](#)
- [Evidence Guide for School Excellence](#)