

NSW Department of Education



Achieving School Excellence in Wellbeing and Inclusion

Evaluation Support Resource | May 2025

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Introduction

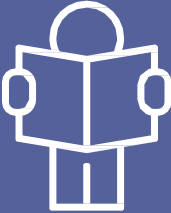


This resource integrates the:

- School Excellence Framework Version 3
- NSW Wellbeing Framework for Schools
- Inclusive Education Statement for students with disability
- Inclusive Education Policy for students with disability

These resources support a school on their journey towards 'excellence'.

By comparing these resources and highlighting their individual measures of excellence, schools are supported to reflect on the commonalities across the four documents.

The School Excellence Framework Version 3 (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	Teaching Domain	Leading Domain
		
<ul style="list-style-type: none">• Learning culture: High expectations, transitions and continuity of learning, attendance• Wellbeing: Caring for students, a planned approach to inclusion and wellbeing, individual learning needs, behaviour• Curriculum: Curriculum provision, teaching and learning programs, differentiation• Assessment: Formative assessment, student engagement• Reporting: Student reports, parent engagement.	<ul style="list-style-type: none">• Effective classroom practice: Lesson planning, explicit teaching, feedback, classroom management• Data skills and use: Data analysis, data use in planning.	<ul style="list-style-type: none">• 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.

In NSW, we strive to embed inclusive education across all of our public schools. Inclusive practice should be embedded in all aspects of school life, and supported by culture, policies and everyday practices. This aligns with the [NSW Plan for Public Education's](#) commitment that every student learns, grows and belongs in an equitable and outstanding education system.

The [Inclusive Education Policy for students with disability](#) provides guidance to support the inclusion of students with disability and additional needs in NSW public schools. The policy is informed by legislation. 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](#).

The Department's [Inclusive Education Statement for students with disability](#) supports our schools to embed inclusive practice by outlining the [six principles of inclusive practice](#) to guide how we continue improving practice in our schools. Opportunities to enhance these principles should be considered when using this resource.

“ Our commitment to equity and excellence means every student can learn, grow and belong at school. They do this in a safe and inclusive environment that celebrates the strength of our vibrant, diverse and multicultural community. ”

[Our Plan for NSW Public Education](#)

Principles of inclusive practice

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



1 Student agency and self-determination



3 Social and cultural inclusion



5 Workforce capability for inclusion



2 Parent and carer inclusion



4 Curriculum inclusion



6 System inclusion

How to use this tool

Inclusive practice and wellbeing should be embedded in all school activities. They should also, therefore, be evidenced in the school evaluation process.

This tool supports schools to evidence school achievement in wellbeing and inclusion across 26 themes of the School Excellence Framework and supports them to consider this 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 showing 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.

Theme 13: Student reports

School Excellence Framework – Version 3		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: 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 areas for meeting future learning goals.	Excelling Student reports are personalised and clear, with 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 and parent/careers and student voice mechanisms foster ownership of decisions around students' education. Collaborative curriculum planning informs reporting against personalised learning goals is strength-based and includes information about age-appropriate curriculum content.

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

School-based data <ul style="list-style-type: none"> Students have the opportunity to lead their learning with negotiated learning goals and learning reflections on their reports <ul style="list-style-type: none"> student engagement with goal setting/reflection writing in each year of implementation (percentage of students 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 surveys about reporting/teacher conferences 	Sources of evidence <ul style="list-style-type: none"> Accessible and inclusive student and parent/teacher communication. For example: <ul style="list-style-type: none"> reports are accessible. For example, using plain English, Easy Read, Braille and large print and/or translating documents arranging interpreters for meetings with parent/careers who don't speak or understand English well, or who are deaf or have a hearing or speech impairment parent/careers are given strategies to contact the school. For example, free telephone interpreting service Evidence of student and parent/carer input into reporters, learning goals and personalisation of evidence-based practices Participation in wellbeing programs is evidenced at the front of student reports Personalised learning and support plans and individual behaviour support planning outline goals and adjustments developed in collaboration with students, parent/careers and teachers
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How to read the tool

Statements from the School Excellence Framework Version 3

Statements from the NSW Wellbeing framework

Inclusive Education indicators

Student wellbeing improvement measures and inclusive practice that relate to this SEF theme

Theme 7: Behaviour

School Excellence Framework – Version 3

Wellbeing Framework for Schools

Inclusive Education

Domain: Learning
Element: Wellbeing
Theme: Behaviour

<p>Delivering</p> <p>The school's approach to behaviour creates and promotes inclusive, safe and respectful learning environments. Behaviour expectations are clear, consistently implemented and communicated with students and parents/carers.</p>	<p>Sustaining and growing</p> <p>Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective and safe conditions for teaching and learning. Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students.</p>	<p>Excelling</p> <p>Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.</p>	<p>Connect</p> <p>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.</p> <p>Succeed</p> <p>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.</p> <p>Thrive</p> <p>Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.</p>	<p>Inclusive practice</p> <p>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:</p> <ul style="list-style-type: none"> understand expectations and rules develop skills to meet behavioural expectations develop self-awareness and self-regulation skills <p>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.</p>
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Behaviour: some qualitative and quantitative data sources and examples of practices for evaluation



School-based data

- Data from evidence-based programs such as **Supporting our Students Mental Health (SOSMH)** or **Trauma Informed Practice (TIP)**
- Participation rates in school activities such as SRC, fundraising, playground engagement
- 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-based data from **Positive Behaviour for Learning (PBL)** school evaluation tools **School-Wide Evaluation Tool (SET)** or **Tiered Fidelity Inventory (TFI)**
- Student Behaviour Support and Management Plan (SBSMP) with transparent whole school behaviour systems and guidelines, including anti-bullying strategies, clearly outline all processes and practices for the school community
- Suspension rates and other behaviour incidents

Sources of evidence

- Analysis of behaviour data considers the factors influencing student behaviour across the **care continuum** when planning support and interventions and informs development and review of the **School Behaviour Support and Management Plan (SBSMP)**
- Evidence of a mapped school-wide incremental/sequential development of social skills with pre-and-post program data
- Evidence of building school-wide understanding of disability and the rights of students with disability. For example, through sharing **peer information sheets** from the Inclusive Practice Hub or holding parent/carer information sessions about **disability legislation**
- Evidence of explicit teaching of social skills
- Evidence of implementation and impact of behaviour support strategies/programs across the **care continuum** within the **SBSMP**
- Evidence of proactive strategies and adjustments made as a response to an arising issue before suspending a student with disability
- Evidence of regular reviews of **individual behaviour support planning**, including behaviour support plans and behaviour response plans
- Evidence of regular reviews of **Personalised Learning Pathways (PLPs)**
- Evidence of research-based procedures, programs, and practices that meet the learning and wellbeing needs of all, some and few students
- 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 of use of **Functional Behaviour Assessment** to support positive behaviour
- Evidence **Student Wellbeing external programs catalogue and/or the Choosing external student wellbeing programs – a decision guide for schools** has been used to select appropriate programs to address student need and deliver prevention and early and targeted interventions
- Evidence that **data informs planning and practice**
- Evidence of personalised learning and support planning and **individual behaviour support planning**, including behaviour support plans and behaviour response plans, are collaboratively planned and communicated

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Shared measures of high quality practice across key documents

Theme 1: High expectations

School Excellence Framework - Version 3



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

The school holds high expectations for all students. Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents/carers are known and inform planning for learning.

Sustaining and growing

There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing.

Partnerships with parents/carers and students supports a clear focus to guide integrated planning for learning and wellbeing.

Excelling

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.

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 students' learning strengths and needs.

Whole school planning reflects that every student is supported to participate in all school activities.

Reasonable adjustments to the learning program or to the school's physical environment assists each student to fulfil their potential.

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



School-based data

- Data sheets demonstrating evidence-based practices for students with disability are used to build academic skills
- School-based data from Positive Behaviour for Learning (PBL) school evaluation tools School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)
- Internal and external student performance data
- Student voice mechanisms are differentiated to be inclusive of students with disability and EAL/D students.

Sources of evidence

- Evidence of personalised learning and support planning for children and young people in Out of Home Care
- Evidence of personalised learning and support planning for students with disability in consultation with students and parents/carers. (Disability Standards for Education section 3.5: Students and their parents/carers are consulted about all adjustments)
- Evidence of student voice in development of School Behaviour Support and Management Plan (SBSMP) and planning behaviour support for individual students

- 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
- Evidence of targeted EAL/D learner supported in line with their English language proficiency as assessed on the EAL/D Learning Progression. Evidence that schools evaluate their support on the EAL/D SEF and provide appropriate PL for staff
- Evidence of transition support for students with disability into selective education settings
- Evidence that all student, parent/carer and staff meetings and groups support inclusive practices and culturally safe environments. For example, student leadership groups sharing behavioural expectations before meetings
- Evidence that Personalised Learning Pathways (PLPs) for Aboriginal and/or Torres Strait Islander students are developed in genuine partnerships with students, teachers, PLP mentors and families
- Evidence that the school has high expectations for all students, including students who may require additional support to achieve their educational potential (HPGE Policy, Aboriginal Education Policy, Inclusive Education Policy for students with disability, Anti-Racism Policy, Out of Home Care in Government Schools Policy, Multicultural Education Policy)

Universal support

- Supporting all students to access resources to prepare them for the Selective High Schools (SHS) placement test and Opportunity Class placement test (OC test), including translated fact sheets and promotional materials for parents/carers
- Teaching and learning programs and practices show that students are provided with opportunities to respond to universal practices and are provided with adjustments to support curriculum access
- Use of research-based strategies to improve high academic expectations. For example, differentiating instruction, encouraging personal-best goal-setting and providing feedback
- Whole school planning documentation evidences the inclusion of, and high expectations of all students.

Theme 2: Transitions and continuity of learning

School Excellence Framework - Version 3



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 K; Y6 to Y7; Y10 to Y11, across stages and post school).

The school engages with and 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 promotes strong partnerships with parents/carers including those with students whose continuity of learning or wellbeing is at risk.

Excelling

There is systematic approach for supporting the diverse range of student transition needs. This includes those at risk to ensure the continuity of learning and wellbeing of all students from entry to post school.

Students and parents/carers are engaged early as key collaborators in all transition processes.

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 partners in planning 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



School-based data

- Australian Early Development Census (AEDC) data used to inform school strategic planning
- Data from attendance programs supporting students pre-and-post key transitions
- Data on peer support arrangements or other student support programs, for example, participation rates or evidence of differentiation and adjustments for students with disability
- Data sheets demonstrating evidence-based practices for students with disability are used to build skills in routines and classroom expectations
- 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
- Number of students accessing Educational Pathways Program (where available)
- Parent/carer feedback on transition processes and programs
- Participation rates of students in Transition to School/Orientation programs, including the use of evidence-based practices such as social narratives to support identified student needs
- Personalised learning and support planning includes adjustments required for successful transitions across all learning environments
- Student wellbeing data informing the use of the Student Wellbeing external programs catalogue and/or the Choosing external student wellbeing programs - a decision guide for schools to select evidence-based programs that support student transitions
- Transition strategies embedded in documented personalised learning and support 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 including interpreting and translation support as required

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

(continued)

System data

- Suspension and attendance data in Kindergarten and Year 7 informing interventions for all, some and few students

Sources of evidence

- Evidence of adjustments in the enrolment process made for parents/carers, for example, for parents/carers with disability 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. For example, evidence of information sharing and planning between schools and individual transition planning for students with disability including the voice of the student and their parents/carers
- Evidence of high schools extending wellbeing programs into primary schools to support transition
- Evidence of post-school transition planning for students with disability to facilitate further education or planning support to meet identified needs
- Evidence of professional learning or environmental adjustments made to meet the needs of students transitioning to the school
- Evidence of student growth goal setting with aspirational goals. For example, post-school goals for secondary students
- Evidence of support for students from refugee backgrounds with or without disrupted schooling. For example accessing professional learning for staff, a whole school response, specialised programs such as Ready, Arrive, Work, working

with learning and support teams to implement personalised approaches and collaboration between schools and external agencies supporting students and families before, during and after transition points

- Evidence of transition support for students with disability into selective education settings
- Evidence that advanced learning pathways and acceleration options are being offered to students based on learning needs
- Evidence that parents/carers and students are supported to engage with the NSW Post-School Destinations and Experiences Survey
- Evidence that secondary students are supported to participate in workplace learning
- Evidence the school has accessed the assisted school travel program to support students travelling to work experience/placement as part of transition planning

Universal support

- Accessible and inclusive student and parent/carer communication about transitions. For example, using plain English, Easy Read, Braille and large print and/or translating documents
- Use of Best Start Kindergarten Assessment or Progressive Achievement Test (PAT) to inform student learning goals
- Primary school and preschool staff participation in professional learning about supporting transition for young children, including young children with disability

Theme 3: Attendance

School Excellence Framework - Version 3



Domain: Learning

Element: Learning culture

Theme: Attendance

Delivering

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

Sustaining and growing

Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning. Parents/carers and the school community are engaged to foster student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk.

Excelling

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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

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 Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Inclusion

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

Connectedness to school improves and maintains continuity of learning for students with disability.

The school's Learning and Support Team in partnership with parents/carers identify and implement strategies that address the learning and support needs of students with low attendance.

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

School-based data

- Personalised learning and support plans reflect strategies to engage students and families to maintain connectedness

System data

- Attendance data from Scout enrolment reports
- Part-day attendance data and evidence ongoing review and plan for return to full attendance

Sources of evidence

- Documentation outlining the escalation of attendance concerns requiring further intervention. For example, recurring agenda item on Learning and Support Team agenda, request for attendance support, reports to the Child Wellbeing Unit and/or Department of Communities and Justice Child Protection Helpline, about suspected risk of harm relating to educational neglect
- Evidence of community engagement, such as parent workshops or newsletters/social media information
- Evidence of effective use of Functional Behaviour Assessment to support in determining contributing factors to non-attendance, and strategies/interventions implemented in response
- Evidence of effective, personalised school-parent communication, including methods preferred by parents such as text messaging
- Evidence of individual attendance plans developed in collaboration with the student and parent/carer
- Evidence of student voice being considered in the implementation of evidence-based student wellbeing programs, where applicable the use of the Student Wellbeing external programs catalogue and/or the select programs that support student engagement and attendance
- 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 EAL/D learners receive effective and timely English language learning support to participate in the curriculum in alignment with the Multicultural Education Policy
- Evidence the school trials strategies outlined in the planning to improve attendance pages or the School Attendance Policy
- Facilitating external agency referrals
- Learning and Support and/or Attendance team minutes reflect a collaborative approach with all key stakeholders to address the attendance needs of students
- Learning and Support team minutes reflecting student attendance as an agenda item
- Minutes of Attendance Team meetings

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

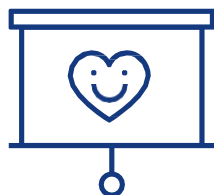
(continued)

Universal support

- Implementation of advice from Team Around a School: Assistant Principal Learning and Support (APLa), Learning and Wellbeing officers/advisors, Behaviour specialists, Home School Liaison Officers (HSLLO), Networked Specialist Facilitators, Itinerant Support Teachers (IST), support Teachers Transition, Aboriginal Attendance officers (AAO), Education Court Liaison Officers, Out of Home Care Teachers, and Aboriginal Education Officers (AEO) to meet the needs of specific students
- Parent communication promoting the importance of school attendance outlined in school information booklets and orientation programs
- Targeted spiritual wellbeing programs and culturally nourishing programs for individual/student cohorts to support their feeling of connection and belonging to the school
- The School Behaviour Support and Management Plan evidences school-wide anti-bullying programs, anti-racism programs and evidence-based social skill programs for all students
- Tiered attendance strategies - universal, targeted and individual
- Use of the Anti-racism survey, the translated letter for parents and carers to accompany attendance advice where attendance has become a concern, the Compulsory School Attendance - Information for parents for newly arrived parents on the compulsory attendance requirements, and interpreters (Interpreting and translations)

Theme 4: Caring for students

School Excellence Framework - Version 3



Domain: Learning

Element: Wellbeing

Theme: Caring for students

Delivering

The wellbeing needs of students are understood and explicitly supported by staff using whole school practices and processes.

Sustaining and growing

School practices and processes are regularly reviewed and collaboratively designed to support the wellbeing needs of students. The school prioritises positive engagement between staff and students, ensuring structures are in place to facilitate every student having a staff member to whom they can confidently turn for advice and assistance at school.

Excelling

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.

Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.

Wellbeing Framework for Schools

Domains: Social, Emotional and Spiritual wellbeing

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

Themes: Connect

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 Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education Policy for students with disability

Statement: Inclusive Education Statement for students with disability

Inclusion

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

All students are explicitly 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 and access support.

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



School-based data

- Accommodation of student and staff religious practices
- Learning and Support team/Wellbeing team meeting records
- Staff member case notes for meetings with individual students or after working with a group of students

Sources of evidence

- Evidence of communication about complaint processes and how to make reports of racism and religious discrimination
- Evidence of effective use of external agencies and/or community partnerships
- Evidence of a whole school anti-racism approach, including the availability/visibility of the Anti-Racism Contact Officer (ARCO)
- Evidence of Building Effective Learning and Support Teams to deliver strategic priorities and improvements in student learning outcomes
- Evidence of building school-wide understanding of disability and the rights of students with disability. For example, through sharing peer information sheets from the Inclusive Practice Hub or holding parent/carer information sessions about disability legislation
- Evidence of engagement with Aboriginal education for staff across the department including running SistaSpeak Program Training and BroSpeak Facilitator Training
- Evidence of mentoring program data including student mentoring goals and their progress towards achieving them, attendance records, mentor/staff/student surveys
- Evidence of participation in school-based wellbeing programs targeting the needs of individual students, groups of students, and all students such as breakfast club, lunch time interest activities or sports, Check-in/Check-out
- Evidence of review of school records student-initiated meetings/check ins
- Evidence of student and family consultation with key staff members, such as Learning and Support teacher and Year Advisor

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

(continued)

- Evidence of use of the Disability Advocacy Futures Program (DAFP) to support individuals and families with a person with disability to navigate and access NSW Government services
- Evidence that the Multicultural Education Policy and the Aboriginal Education Policy are being implemented to provide a culturally and linguistically safe learning environment
- Evidence that the staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students (HPGE Policy, Aboriginal Education Policy, Inclusive Education Policy for students with disability, Anti-Racism Policy, Out of Home Care in Government Schools Policy, Multicultural Education Policy)
- Documented processes to celebrate individual student growth towards achievement of goals
- Student Support Officer programs including formal and informal group interventions
- Supports for all students across the care continuum are embedded in the School Behaviour Support and Management Plan (SBSMP)
- Year Advisor/Assistant Principal meeting agendas

Universal support

- Implementation of advice from Team Around a School: Assistant Principal Learning and Support (APLa), Learning and Wellbeing officers/advisors, Behaviour specialists, Home School Liaison Officers (HSLO), Networked Specialist Facilitators, Itinerant Support Teachers (IST), support Teachers Transition, Aboriginal Attendance officers (AAO), Education Court Liaison Officers, Out of Home Care Teachers, and Aboriginal Education Officers (AEO) to meet the needs of specific students
- Supporting all students to access resources to prepare them for the Selective High Schools (SHS) placement test and Opportunity Class placement test (OC test), including translated fact sheets and promotional materials for parents/carers
- Use of Student Wellbeing External programs catalogue to assist in identifying evidence-based programs for schools
- Whole school, targeted and personalised social wellbeing programs, including using evidence-based practices to build social skills such as modelling, peer-mediated instruction and intervention, prompting, response cards and scripting

Theme 5: A planned approach to inclusion and wellbeing

School Excellence Framework - Version 3



Domain: Learning

Element: Wellbeing

Theme: A planned approach to inclusion and 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 Statement for students with disability

Delivering

Students, staff, parents/ carers and the community recognise that student and staff wellbeing and engagement are important conditions for learning. A whole school approach to student and staff wellbeing and engagement is used. This includes staff engaging in relevant professional learning that responds to wellbeing data and identified need.

Sustaining and growing

There is a planned approach for collecting and analysing whole school wellbeing and engagement data. This includes the voice of students and staff to identify, monitor and refine a whole school approach to wellbeing and engagement.

Excelling

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

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.

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.

Inclusion

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

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

Self-determination skills are valued and developed.

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

Planned personalised adjustments are implemented and reviewed to ensure equitable access.

Whole school, targeted and personalised supports 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 inclusion and wellbeing: some qualitative and quantitative data sources and examples of practices for evaluation



School-based data

- Data from individual wellbeing programs such as SRC attendance and student-led initiatives
- Documented school-wide wellbeing programs including:
 - evidence of a continuum of support; using evidence-based universal approaches for all students, targeted supports for some students, and more intensive, personalised approaches or programs for a few students
 - evidence of programs that support cognitive, emotional, physical, social, and spiritual wellbeing
 - age/stage appropriate wellbeing programs/ approaches mapped across stages evidencing the sequential targeting and development of skills
- Evaluation of individual wellbeing programs. For example, homework centres, breakfast clubs, student interest groups, student leadership initiatives
- Implementation of evidence-based programs, such as Supporting Our Students' Mental Health

(SOSMH) or Trauma Informed Practice (TIP) with pre-during and post-intervention data to evidence improved student wellbeing

- Individual, contextualised school wellbeing policies and procedures
- Number of students accessing the School Counselling and Telepsychology Rural and Remote Schools program.
- Percentage of staff who have completed Inclusive education professional learning including Disability Standards for Education e-learning and Online Training Australia courses
- School-based data from Positive Behaviour for Learning (PBL) school evaluation tools, School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)
- School-wide behavioural data across the care continuum. For example, evidence of individual behaviour plans and student meeting goals
- Student voice mechanisms are differentiated to be inclusive of students with disability and EAL/D students

Sources of evidence

- Evidence of building school-wide understanding of disability and the rights of students with disability. For example, through sharing peer information sheets from the Inclusive Practice Hub or holding parent/carer information sessions about disability legislation
- Evidence of planned school-wide social and emotional learning (SEL) and anti-racism programs
- Evidence of programs being facilitated in schools to meet identified student need, such as trauma-informed practice
- Evidence of school diversity and inclusion events including frequency, participation, such as International Day of People with Disability, Harmony Day, NAIDOC Week and Lunar New Year
- Evidence of support for students from refugee backgrounds with or without disrupted schooling. For example accessing professional learning for staff, a whole school response, specialised programs such as Ready, Arrive, Work, working with learning and support teams to implement personalised approaches and collaboration between schools and external agencies supporting students and families

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

(continued)

- Evidence of universal planning and personalised adjustments to school events to support the participation and inclusion of students, staff and community members with disability
- Evidence that efficient referral systems are used and reviewed regularly
- Evidence that student self-determination skills are being developed and opportunities to practice them are provided
- Evidence that teachers understand the need to encourage the continuity and development of home languages, and participate in learning on translanguaging as an effective pedagogical practice for bilingual students
- Evidence that the High Potential and Gifted Education Policy is being implemented to support the Social and Emotional learning needs of HPG students
- Evidence that the School Excellence Plan reflects student voice when developing a whole school approach to addressing student wellbeing needs. Where applicable evidence based programs from the Student Wellbeing external programs catalogue and/or the Choosing external student wellbeing programs - a decision guide for schools have been considered
- Feedback from focus groups, questionnaires, and locally designed surveys
- Wellbeing data collection practices adjusted to be inclusive of the whole school community. For example, providing access to differentiated materials, such as Braille and large print, arts-based methods such as body mapping and photo voice, access to their preferred communication approach or assistive technology, use of home languages, use of Immersive Reader and accessing bilingual support (where possible)

Universal support

- Classroom environments are culturally safe for Aboriginal and/or Torres Strait Islander students. For example, sharing and harnessing staff expertise, building culturally competent staff and consulting with your local Aboriginal
- Education Consultative Group (AECG)
- Professional learning opportunities to support best practices in student wellbeing, ensuring that the entire school community is well-equipped to support students effectively
- Whole-school anti-bullying programs include evidence that the school has procedures embedded in their School Behaviour Support and Management Plan to prevent bullying and harassment of any person with disability and staff are trained to recognise and resolve harassment of people with disability

Theme 6: Individual learning needs

School Excellence Framework - Version 3



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 learning and wellbeing needs of students are used to inform teaching and learning. Parents/carers are kept informed of how students are being supported.

Sustaining and growing

Individual student learning and wellbeing needs are identified and supported through evidence-informed approaches and programs. This includes targeted support for vulnerable students.

Excelling

A school-wide, collective responsibility for student learning and success is shared among students, parents/carers, and staff. Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents/carers where appropriate.

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 and parents/carers and student voice mechanisms foster ownership of decisions around students' 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



School-based data

- Completed data sheets and implementation checklists for evidence-based practices for students with disability being used to address individual student needs
- Embedding results and strategies from specialists, such as psychologists, speech pathologists and occupational therapists, in whole school, group or individual supports as required
- Student voice evidenced in teaching and learning programs: Inquiry or project-based learning/entrepreneurial learning
- Teaching and learning programs and assessment tasks include differentiation and personalised adjustments to ensure equitable access to the curriculum and provide students with opportunities to demonstrate what they have learned

Sources of evidence

- Evidence of personalised learning and support planning that is collaboratively developed, implemented and reviewed, including Individual Behaviour Support Plans, Transition planning, Individual Health Care Plans and Student Tailored Risk Management Plans (STRMP)
- Evidence of personalised resources developed to support learning. For example, visual supports, assistive technology, accessible materials, video supports, graphic organisers
- Evidence of regular monitoring and reviews of Individual behaviour support planning and Personalised Learning and Support plans
- Evidence of research-based procedures, programs, and practices and reasonable adjustments (where required) that meet the needs of all, some, and few students
- Evidence of specific and measurable goals in personalised learning and support planning
- Evidence of use of virtual manipulatives and virtual response cards to support the participation of all students, including students with disability
- Evidence that advanced learning pathways and acceleration options are being offered to students based on learning needs
- Evidence that digital technologies are universally available and accessible for all students to support inclusion and equitable access to education. For example, built-in accessibility options such as text to speech and speech to text options for students' devices
- Evidence that learning and support resources, including learning and support teacher time, is used to support the individual learning needs of students with disability
- Evidence that school engages with the Itinerant Hearing team or Itinerant Vision team for personalised planning
- Evidence that school uses available technology to support access for students who are:
 - Deaf or hard of hearing for example, hearing loops and or sound field systems and a student's personalised technology including wireless communication device (WCD) and multimedia hubs

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

(continued)

- Blind or have low vision for example, access to Braille and Large Print Service and a student's personalised technology such as screen readers, video magnifiers or electronic access to course work
- Evidence that students and their families are consulted about all adjustments and that adjustments are reviewed throughout the student's schooling (Disability Standards for Education section 6.2)
- Evidence that the function or underlying causes of a student's behaviour is considered as part of collaboratively planning interventions
- Evidence that the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students are being met
- Evidence that the Student Wellbeing external programs catalogue and/or Choosing external student wellbeing programs - a decision guide for schools has been used to ensure inclusion of all students in the selection and implementation of wellbeing programs
- Evidence the refugee student readiness survey is used to inform student needs
- Learning and Support team referrals and outcomes
- Student profiles include formative and summative assessment to identify the functional needs of a student with disability

Universal support

- Decisions about (assistive) technology are part of personalised planning for students with disability
- Evidence of student and parent/carer input into reinforcers, learning goals and personalisation of evidence-based practices
- Implementation of advice from Team Around a School: Assistant Principal Learning and Support (APLa), Learning and Wellbeing officers/advisors, Behaviour specialists, Home School Liaison Officers (HSLO), Networked Specialist Facilitators, Itinerant Support Teachers (IST), support Teachers Transition, Aboriginal Attendance officers (AAO), Education Court Liaison Officers, Out of Home Care Teachers, and Aboriginal Education Officers (AEO) to meet the needs of specific students
- Implementation of advice from the Refugee Student Counselling Support Team
- Options for students to use their preferred mode of communication (such as communication boards or speech generating devices) to access and engage in lessons
- Providing staff professional learning opportunities in understanding behaviour support planning
- School staff contribute to professional learning communities and engage in mentoring activities related to inclusive education, wellbeing and evidence-based practices for students with disability within the school and surrounding networks

Theme 7: Behaviour

School Excellence Framework - Version 3



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 approach to behaviour creates and promotes inclusive, safe and respectful learning environments. Behaviour expectations are clear, consistently implemented and communicated with students and parents/carers.

Sustaining and growing

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective and safe conditions for teaching and learning.

Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students.

Excelling

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.

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



School-based data

- Data from evidence-based programs such as Supporting our Students Mental Health (SOSMH) or Trauma Informed Practice (TIP)
- Participation rates in school activities such as SRC, fundraising, playground engagement
- 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-based data from Positive Behaviour for Learning (PBL) school evaluation tools School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)
- Student Behaviour Support and Management Plan (SBSMP) with transparent whole school behaviour systems and guidelines, including anti-bullying strategies, clearly outline all processes and practices for the school community
- Suspension rates and other behaviour incidents

Sources of evidence

- Analysis of behaviour data considers the factors influencing student behaviour across the care continuum when planning support and interventions and informs development and review of the School Behaviour Support and Management Plan (SBSMP)
- Evidence of a mapped school-wide incremental/sequential development of social skills with pre-and-post program data
- Evidence of building school-wide understanding of disability and the rights of students with disability. For example, through sharing peer information sheets from the Inclusive Practice Hub or holding parent/carer information sessions about disability legislation
- Evidence of explicit teaching of social skills
- Evidence of implementation and impact of behaviour support strategies/programs across the care continuum within the SBSMP
- Evidence of proactive strategies and adjustments made as a response to an arising issue before suspending a student with disability
- Evidence of regular reviews of individual behaviour support planning, including behaviour support plans and behaviour response plans
- Evidence of regular reviews of Personalised Learning Pathways (PLPs)
- Evidence of research-based procedures, programs, and practices that meet the learning and wellbeing needs of all, some and few students
- 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 of use of Functional Behaviour Assessment to support positive behaviour
- Evidence Student Wellbeing external programs catalogue and/or the Choosing external student wellbeing programs - a decision guide for schools has been used to select appropriate programs to address student need and deliver prevention and early and targeted interventions
- Evidence that data informs planning and practice
- Evidence of personalised learning and support planning and individual behaviour support planning, including behaviour support plans and behaviour response plans, are collaboratively planned and communicated

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

(continued)

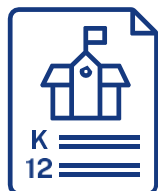
- Evidence that the factors influencing behaviour are assessed and considered when planning, implementing and monitoring strategies across the care continuum
- Deidentified resolutions of reports of racism and religious discrimination evidencing whole-school anti-racism strategy implementation
- Provision of parent/carer fact sheets on supporting positive behaviour
- Translated copies of the Behaviour Code are shared with parents/carers who don't speak or understand English well
- Annotated teaching and learning programs demonstrating social/emotional learning is embedded into the curriculum across the school
- PBL schools embed evidence-based practices across the care continuum to support whole-school behaviour approaches
- Providing staff professional learning opportunities to develop and implement skills in positive behaviour support
- Use of evidence-based practices for students with disability proven to build positive behaviour skills and skills associated with routines and classroom expectations.
- Use of universal and personalised reinforcers for students with disability. For example completed student and parent/carer surveys

Universal support

- Implementation of advice from Team Around a School: Assistant Principal Learning and Support (APLa), Learning and Wellbeing officers/advisors, Behaviour specialists, Home School Liaison Officers (HSLO), Networked Specialist Facilitators, Itinerant Support Teachers (IST), support Teachers Transition, Aboriginal Attendance officers (AAO), Education Court Liaison Officers, Out of Home Care Teachers, and Aboriginal Education Officers (AEO) to meet the needs of specific students

Theme 8: Curriculum provision

School Excellence Framework - Version 3



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 NSW Education Standards Authority and Department of Education policies, providing equitable academic opportunities for students.

Sustaining and growing

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

The school focusses on transition points (for example into K; Y6 to Y7; Y10 to Y11) when designing and implementing the curriculum.

Excelling

The school's curriculum provision and evidence-informed teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school focusses on transition points (for example into K; Y6 to Y7; Y10 to Y11) when designing and implementing the curriculum.

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



School-based data

- School staff participation rates in middle leaders program from regional, rural and remote schools
- Australian Early Development Census (AEDC) data used to inform school strategic planning
- Staff participation in wellbeing and connection sessions for staff in regional areas
- Completed data sheets and implementation checklists for evidence-based practices for students with disability being used to support students to access the curriculum
- Teaching and learning programs and assessment tasks include differentiation and personalised adjustments to ensure equitable access to the curriculum and provide students with opportunities to demonstrate what they have learned

Sources of evidence

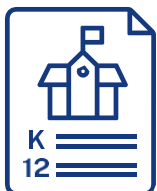
- Annotated faculty plans and teaching and learning programs demonstrating mapping of progress
- Documentation showing curriculum options such as Educational Pathways Programs (where available), vocational education and training (VET) and Life Skills (if eligible) are offered, supported and documented as part of learning and support and/or transition planning
- Evidence of access programs specific to students in regional, rural and remote schools such as Distance education, Rural Learning Exchange, Access Programs and Aurora College
- Evidence of Communities of Practice in regional rural and remote locations to embed long-term professional support
- Evidence of differentiated teaching and learning programs and reasonable adjustments to support students with disability, as needed
- Evidence of targeted EAL/D learner supported in line with their English language proficiency as assessed on the EAL/D Learning Progression. Evidence that schools evaluate their support on the EAL/D SEF and provide appropriate PL for staff
- Evidence that advanced learning pathways and acceleration options are being offered to students based on learning needs
- Evidence that students can access alternative learning centres and programs and associated success/completion rates
- Evidence that teaching and Learning programs represent different perspectives and ideologies representing the cultural, religious and linguistic backgrounds of all students. For example, accessing and implementing resources from the Henry Parkes Equity Resource Centre
- Evidence that the school has high expectations for all students, including students who may require additional support to achieve their educational potential (HPGE Policy, Aboriginal Education Policy, Inclusive Education Policy for students with disability, Anti-Racism Policy, Out of Home Care in Government Schools Policy, Multicultural Education Policy)

Universal support

- Use of ACARAs social and personal capability continuums to map student social and emotional skill acquisition K-12
- Use of Best Start Kindergarten Assessment or Progressive Achievement Test (PAT) to inform student learning goals

Theme 9: Teaching and learning programs

School Excellence Framework - Version 3



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 outline the implementation of NSW syllabus outcomes and requirements, describing what all students are expected to know, understand, and do.

Sustaining and growing

The teaching and learning cycle clearly underpins all teaching and learning programs. Programs are inclusive and describe expected student progression in knowledge, understanding and skill. This is aligned and assessed against NSW syllabus outcomes.

Excelling

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support 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



School-based data

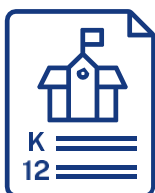
- Evidence-based strategies from the [Universal Resources Hub](#) and the Inclusive Practice Hub documented in teaching and learning programs. Regularly reviewed to measure impact
- Percentage of teaching and learning programs across the school evidencing adjustments made based on feedback and reflection
- Percentage of teaching and learning programs with evidence of differentiated teaching strategies
- Student voice mechanisms are differentiated to be inclusive of students with disability and EAL/D students
- Teaching and learning programs show evidence of explicit teaching, differentiation and personalised adjustments that have been monitored and adapted according to need

Sources of evidence

- Evidence of mandatory policies being implemented through curriculum. For example, [Road Safety Education](#) and [High Potential and Gifted Education Policy](#)
- Evidence of student voice, such as exit slips, self-assessment, students co-constructing teaching resources
- Evidence of use of the [Student Wellbeing external programs catalogue](#) and/or the [Choosing external student wellbeing programs – a decision guide for schools](#) to select evidence-based programs that align and add value to curriculum outcomes
- Evidence that programs are accessible, sufficiently flexible, and account for the learning and support needs of students with disability and EAL/D students
- Evidence that schools foster a teaching and learning culture of high challenge/high support and through professional learning, all teachers are able to support EAL/D learners in a high challenge/high support classrooms
- Evidence that support is provided to meet identified needs of students with disability (see sections 5.3, 6.2 and 6.3 of [Disability Standards for Education](#))
- 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 and that students are supported by reasonable adjustments and personalised support so they are engaged and learning to their fullest capability
- Evidence-based or evidence-informed programs and practices that meet the learning and wellbeing needs of all students are embedded in universal, differentiated and personalised teaching and learning programs to engage and challenge students including social/emotional learning, adjustments for learning, and general capabilities
- School planning documents mapping incremental/sequential development of literacy, numeracy and social and emotional skills across the school

Theme 10: Differentiation

School Excellence Framework - Version 3



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 are supported in developing strong pedagogical knowledge to differentiate the curriculum for students with identified needs. The parents/carers 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. Students have agency in articulating their learning and understand what they need to learn next to enable continuous improvement.

Excelling

Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals.

All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers 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 and parents/carers and student voice mechanisms foster ownership of decisions around students' education.

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.

Staff are supported to plan universal strategies, differentiate and make personalised adjustments to meet the needs of a diverse range of learners.

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



School-based data

- Completed data sheets and implementation checklists for evidence-based practices for students with disability being used to address individual student needs
- Data used to inform the selection and evaluation of evidence-based practices for students with disability
- MyPL records of relevant professional learning, including mandatory training
- Percentage of teacher resources and assessments evidencing differentiation from year to year
- Progress on Literacy and Numeracy Precursor Indicators for students with complex needs
- Student voice mechanisms are differentiated to be inclusive of students with disability and EAL/D students
- Teaching and learning programs include differentiated strategies and are evaluated using assessment data

Sources of evidence

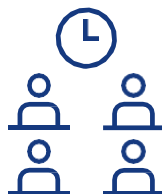
- Collaborative differentiated planning of whole school activities is documented
- Evidence from Nationally Consistent Collection of Data on School Students with a Disability (NCCD) data demonstrates support provided within quality differentiated teaching practice (QDTP)
- Evidence of adjustments made to assessment tasks, including options for student response
- Evidence of differentiated strategies included in students' learning and support planning
- Evidence of differentiated teaching and learning, that supports all students to actively engage in learning
- Evidence of school-wide student goal setting, differentiated tasks, and assessments
- Evidence of staff engagement with Curriculum planning K-12 professional learning to meet the diverse needs of learners
- Evidence of students having choice, voice, influence, and working together in the classroom
- Evidence of targeted EAL/D learner supported in line with their English language proficiency as assessed on the EAL/D Learning Progression. Evidence that schools evaluate their support on the EAL/D SEF and provide appropriate PL for staff
- Evidence that data-based problem-solving has occurred about how well interventions, practices, and programs are working in the school's context
- 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)
- Evidence that the Inclusive Education Policy is being implemented and that students are supported by reasonable adjustments and personalised support so they are engaged and learning to their fullest capability
- Evidence that the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students are being met

Universal support

- Providing staff professional learning opportunities in understanding behaviour support planning
- Use of The Passport for Learning and Literacy and Numeracy Precursors assessment tools for eligible students

Theme 11: Formative assessment

School Excellence Framework - Version 3



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 to monitor achievements and identify gaps in learning to inform planning for student groups and individual students.

Sustaining and growing

Teachers 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. Teachers expertly implement formative assessment, incorporating student voice and agency.

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



School-based data

- Formative assessment data evidencing improvement in student learning, growth, and cognitive wellbeing
- Teaching and learning programs evidencing self-assessment, peer-assessment, and formative assessment
- Whole school assessment guidelines reflect differentiation and personalised adjustments

Sources of evidence

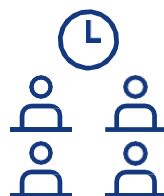
- Adjustments to assessment tasks are documented in teaching programs as part of personalised learning and support planning
- Differentiated and personalised assessments,
 - Formative examples: exit slips, response cards, class quizzes, rubrics, classroom observations and informal surveys
 - Summative assessments examples: end of unit tests, final exams and major projects
 - Diagnostic assessments, e.g. Year 3, 5 and 9 check-in assessments for reading and numeracy years, Kindergarten Best Start assessment, Phonics screening check, Year 1 Phonics screening checks and Progressive Achievement Test (PAT) tests
 - Progress measured on literacy and numeracy progressions-PLAN2
- 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 of student voice and choice in assessment tasks
- Evidence of student voice in individual behaviour support planning and assessment
- Evidence that assessment and data are used in an ongoing manner to inform teaching and learning across all domains of potential: intellectual, creative, social-emotional, and physical (HPGE Policy)
- Evidence that assessment tasks are differentiated and adjusted so that students with disability can demonstrate their learning (see section 6.3 of the Disability Standards for Education)
- Evidence that the school assessment schedule is designed to consider the wellbeing needs of students. For example, appropriate spacing of assessment tasks, evidence of lessons to support study skills
- Formative assessment is used consistently across the school; evidenced by faculty plans
- School-wide use of peer assessment/self-assessment against marking criteria

Universal support

- Student voice is included in the development of the School Behaviour Support and Management Plan
- Use of The Passport for Learning and Literacy and Numeracy Precursors assessment tools for eligible students

Theme 12: Student engagement

School Excellence Framework - Version 3



Domain: Learning

Element: Assessment

Theme: Student engagement

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional and Spiritual 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

Delivering

Students understand learning goals and know when and why assessment is undertaken.

Sustaining and growing

Teachers share criteria for assessment with students. Formative and summative assessments provide students with opportunities to receive, reflect on and offer feedback about their learning, fostering their sense of agency.

Excelling

Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform 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.

Inclusion

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

Universal strategies, differentiation and personalised adjustments support equitable access to assessment tasks.

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



School-based data

- Internal student performance data
- Internal student surveys
- Student voice mechanisms are differentiated to be inclusive of students with disability and EAL/D students

Sources of evidence

- Assessment rubrics written in plain English that students understand
- 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 of modification of delivery/ assessment methods based on student feedback
- Evidence of student and parent/carer input into reinforcers, learning goals and personalisation of evidence-based practices for students with disability
- Evidence of student voice in assessment, such as students co-constructing teaching resources and students having voice/choice in how learning is assessed
- Evidence of talent development programs and processes across all four domains of potential: creative, intellectual, physical and social-emotional
- Evidence that teachers co-construct Learning Intentions and Success Criteria (LISC) with students
- Evidence that teachers of EAL/D learners co-construct LISCs with both language and content learning focuses.
- Evidence the school uses translated student surveys when required
- Records of regular personalised learning and support planning meetings which include the student and their parents/carers

Universal support

- Use of technology to improve student engagement in learning. For example, evidence of use of virtual manipulatives and virtual response cards to support the participation of all students, including students with disability

Theme 13: Student reports

School Excellence Framework - Version 3



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 areas for meeting future learning goals.

Excelling

Student reports are personalised and clear, with 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 and parents/carers and student voice mechanisms foster ownership of decisions around students' 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



School-based data

- 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 surveys about reporting/ teacher conferences

Sources of evidence

- Accessible and inclusive student and parent/carer communication. For example:
 - reports are accessible. For example, using plain English, Easy Read, Braille and large print and/ or translating documents
 - arranging interpreters for meetings with parents/carers who don't speak or understand English well, or who are deaf or have a hearing or speech impairment
 - parents/carers are given strategies to contact the school. For example, free telephone interpreting service
- Evidence of student and parent/carer input into reinforcers, learning goals and personalisation of evidence-based practices
- Participation in wellbeing programs is evidenced at the front of student reports
- Personalised learning and support plans and individual behaviour support planning outline goals and adjustments developed in collaboration with students, parents/carers and teachers
- Reports and student-led conferences are presented in multiple modes. For example, student portfolios, student learning journals, online meeting platforms, phone conferences
- Reports for students, whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, including life skills outcomes, indicate achievement against a personalised learning program
- Student reports are personalised and strength-based, refer to the student's achievements and outline the support provided to achieve the outcome
- Wellbeing comments on reports are individualised and constructive
- Reports provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements (HPGE Policy)

Theme 14: Parent engagement

School Excellence Framework - Version 3



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 offers parents/carers information about their children's learning progress, including accessible reports and opportunities to discuss their learning and wellbeing.

Sustaining and growing

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

Excelling

Teachers directly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers is responsive 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.

Inclusion

Parents and school staff work in partnership to achieve the best outcomes for each student'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



School-based data

- 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 giving feedback about parent/teacher conferences or changes to student reports
- 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

Sources of evidence

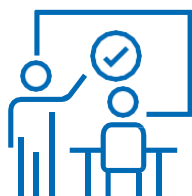
- Accessible and inclusive parent/carer forums and communications. For example:
 - all permission notes and reports are accessible. For example, using plain English, Easy Read, Braille and large print and/or translating documents
 - arranging interpreters for meetings with parents/carers who don't speak or understand English well, or who are deaf or have a hearing or speech impairment
 - parents/carers are given strategies to contact the school. For example, free telephone interpreting service
- Evidence of the use of engaging communities, including the family-school partnerships framework resource and the Strengthening harmony and building resilience in school communities resource
- Evidence of the use of Parent and carer engagement framework to enhance parent and carer engagement in schools, promoting positive learning environments and boosting student outcomes
- Evidence that consultation and feedback about the use of evidence-based practices for students with disability has occurred with parents/carers
- 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

Universal support

- Creating culturally safe environments for families, carers and students
- Engagement with Aboriginal Education Consultative Group Inc. (AECG)
- Accessible parent information sheets/webpages about student learning
- Parents and carers are consulted in the development, monitoring and review of the School Behaviour Support and Management Plan (SBSMP)

Theme 15: Lesson planning

School Excellence Framework - Version 3



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 review and revise lesson plans, sequences, and adjustments, ensuring 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. This is used to inform the development of evidence-informed inclusive programs and lessons that meet the needs of all students.

Excelling

Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, 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



School-based data

- Completed data sheets and implementation checklists for [evidence-based practices for students with disability](#) being used to support students with disability to access the curriculum
- Personalised learning and support planning records. For example, percentage of students meeting identified goals, [student voice](#) in learning or transition goals, use of [evidence-based practices](#) embedded into lesson plans.
- Use of [Beginning Teachers Support Funding](#) to access identified professional learning opportunities through mentoring structures and collaborative practices

Sources of evidence

- Evidence that:
 - the curriculum, all teaching materials and assessment tasks are accessible for students with disability
 - universal strategies, differentiation and personalised 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 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](#))
- Evidence of planning and differentiated materials to meet identified language and literacy needs of EAL/D students
- Evidence of school-wide student goal setting, differentiated tasks and assessments
- Evidence of students having choice, voice, influence and working together in the classroom
- Records of adjustments in annotated programs
- Records of regular personalised learning and support planning meetings which include the student and their parents/carers
- Staff case notes about individual student goal setting/reflection writing
- Teacher professional learning/Performance and Development Plans (PDPs)/annotated teaching/learning programs

Universal support

- Student feedback and reflection. See examples at: [Using feedback and reflection to amplify student voice](#) and [staff and student checklists](#)

Theme 16: Explicit teaching

School Excellence Framework - Version 3



Domain: Teaching

Element: Effective classroom practice

Theme: Lesson planning

Delivering

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

Sustaining and growing

There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. 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

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional and Spiritual wellbeing

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

Themes: Succeed, Thrive

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 Education

Domain: Cognitive, Social, Emotional and Spiritual wellbeing

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

Themes: Succeed, Thrive

Inclusive practice

Explicit instruction is personalised to meet identified learning needs of students with disability, when required.
Students are consulted to identify academic or social learning goals as part of planning for explicit instruction.
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



School-based data

- Completed data sheets and implementation checklists for explicit instruction for students with disability
- Teaching and learning programs reflect explicit teaching practice

Sources of evidence

- Evidence explicit instruction has been intensified and targeted to support the learning of individual students, or small groups of students
- Evidence of explicit teaching of social skills across the care continuum
- Evidence of explicit teaching of wellbeing concepts included in teaching and learning programs
- 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)
- Evidence that student cognitive load is being managed in resource creation and teaching
- Evidence that teachers use learning intentions, success criteria, organise lessons well, and provide guidance and support
- Teaching resources evidencing explicit teaching including online teaching forums such as Google classrooms and TEAMS sites

Universal support

- Participation in professional development such as future focused learning, Classrooms of Possibility and learning modes
- Use of evidence-based practices proven to support students with disability to access the curriculum, for example data sheets, implementation checklists for explicit instruction
- Use of the EAL/D enhanced teaching and learning cycle, the EAL/D elaborations of the Australian Professional Teaching Standards, and ACARA annotated content descriptions for English, mathematics, science and history as tools for the explicit teaching of EAL/D learners

Theme 17: Feedback

School Excellence Framework - Version 3



Domain: Teaching

Element: Effective classroom practice

Theme: Feedback

Delivering

Teachers respond to student learning. 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 review learning with students 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.

Wellbeing Framework for Schools

Domains: Cognitive, Social, Emotional, and Spiritual wellbeing

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

Themes: Succeed, Thrive

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 Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education policy for students with disability

Statement: Inclusive Education statement for students with disability

Inclusive practice

Feedback for students with disability is immediate, task focused and specific.

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

Student feedback is used to drive continuous improvement.

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



School-based data

- Instructional rounds, observations and feedback
- Work samples, including assessment, which evidence feedback

Sources of evidence

- Evidence of multi-modal feedback to ensure accessibility for all students. For example, verbal, written, recorded, criteria rubrics
- Evidence that formative assessment strategies are being used effectively, including the use of peer and self-assessment and the provision of clearly defined success criteria
- Evidence that students have influence over decisions affecting them and their learning and have consistent opportunities for feedback and reflection
- School-wide, accessible feedback processes

Universal support

- Staff professional learning being embedded into practice, for example, What works best: 2020 update

Theme 18: Classroom management

School Excellence Framework - Version 3



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 are supported to use appropriate strategies to maintain orderly classrooms and manage challenging behaviour to create a safe and inclusive environment for learning.

Sustaining and growing

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers and students where needed, ensuring optimum learning. The school-wide approach is communicated and understood by teachers, students and parents/carers.

Excelling

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Consistent routines and 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 which promote 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.

Inclusion

Staff use evidence-based practices that address the diverse needs of students in their classes.

Universal classroom management strategies support all students and are differentiated and personalised as needed.

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



School-based data

- 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 are supportive of all students' needs as identified in class and student profiles
- Data: student behaviour incident records, suspension data, Individual behaviour support planning data, Learning and Support team referrals Evidence of coaching and mentoring at school
- School-based data from Positive Behaviour for Learning (PBL) school evaluation tools, School-Wide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)
- Use of Beginning Teachers Support Funding to access identified professional learning opportunities through mentoring structures and collaborative practices
- Use of evidence-based practices for students with disability proven to build positive behaviour skills and skills associated with routines and classroom expectations.

- Use of universal and personalised reinforcers for students with disability. For example completed student and parent/carer surveys
- Whole school classroom observation processes
- Whole-school professional learning data, (including professional learning on behaviour and inclusive education) and outcomes mapped to the school's strategic plans

Sources of evidence

- Evidence that universal positive classroom management strategies are effectively implemented
- Evidence of proactive adjustments and supports in place for students with disability. For example, student and/or parent/carer consultation on adjustments
- Evidence of management of sound levels in classroom to support students who are Deaf, deaf and hard of hearing or students who have increased sensitivity to sensory input
- Evidence of professional learning to support classroom management with pre-and-post program data evidencing improved classroom management

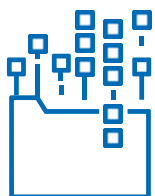
- Evidence of school values being embedded into teaching and learning programs
- Evidence of school-wide prevention, universal/ Tier 1 strategies for behaviour management are embedded in the School Behaviour Support and Management Plan (SBSMP), including school-wide behavioural expectations
- Evidence of student voice, such as: co-constructed teaching resources, evidence that students have influence over decisions affecting them and their learning and have consistent opportunities for feedback and reflection and evidence of increased student decision-making about how they learn and are assessed
- Evidence of collaboration with students in the development of the School Behaviour Support and Management Plan (SBSMP)
- Evidence that classroom environments are culturally safe for Aboriginal and/or Torres Strait Islander students. For example, implementing an Aboriginal language program
- 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)
- Evidence that the Inclusive Education policy is being implemented. For example, strategies to prevent harassment, discrimination and victimisation of students with disability.
- Evidence of intercultural understanding and cultural safety to approaches in classroom management

Universal support

- Use of inclusive teaching practices which recognise and respect cultural, linguistic and religious backgrounds of all students

Theme 19: Data analysis

School Excellence Framework - Version 3



Domain: Teaching

Element: Data skills and use

Theme: Data analysis

Wellbeing Framework for Schools

Domains: Cognitive, Emotional and Spiritual 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 identifies the most relevant and high impact student progress and achievement data. This is used to inform key decisions together with staff such as professional learning, resourcing and implementation of new programs or initiatives.

Sustaining and growing

There is a school-wide process for analysing the most relevant student data to gain insights into student progress, achievement and wellbeing. Analysis is used collaboratively by staff to determine appropriate actions to improve student learning and wellbeing.

Excelling

Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate 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.

The school's learning and support team uses school trend data and individual student data to target support for students with disability.

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



School-based data

- Completed data sheets and implementation checklists for evidence-based practices for students with disability being used to support students with disability
- Learning goals mapped to student need and results (pre-post data)
- Percentage of students meeting learning goals
- Student data used to inform the evaluation of evidence-based practices for students with disability
- Students have the opportunity to lead their own learning with negotiated learning goals and learning reflections on their reports - data source
- Universal data used to inform the selection of evidence-based practices for students with disability

System data

- School planning reflects data from internal and external sources. For example, NAPLAN Student growth report shows an increase in number of students achieving expected growth, growing or not achieving expected growth matched across years of testing

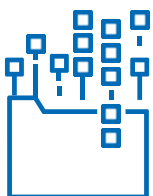
Sources of evidence

- Analysis of behaviour data considers the factors influencing student behaviour across the care continuum when planning support and interventions and informs development and review of the School Behaviour Support and Management Plan (SBSMP)
- Analysis of Individual behaviour support planning, including behaviour support plans and behaviour response plan. For example, percentage of students meeting identified goals
- Assessment strategies/differentiation mapped to goals
- Evidence of lessons that provide appropriate support and challenge to students based on student data
- Evidence of school-wide student goal setting, differentiated tasks and assessments

- Evidence that data-based problem-solving has occurred about how well interventions, practices, and programs are working in the school's context
- Evidence that Personalised Learning Pathways (PLPs) are reviewed and monitored at least once a term with students, teachers, PLP mentors and families/carers
- Evidence that teachers understand the EAL/D Learning Progression, can differentiate teaching and learning for EAL/D learners on different phases of the EAL/D Learning Progression, and plan appropriate next steps to improve their students' English language proficiency
- Implementation checklists and data sheets demonstrating fidelity of implementation of interventions
- Learning and support teams or executive teams analysis of growth across grades or subgroups to inform professional learning and strategies to support student growth
- Use of off-level or out of level assessment, including dynamic assessments to determine needs of students beyond or stage expectations

Theme 20: Data use in planning

School Excellence Framework - Version 3



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 and wellbeing data informs the school's planning and monitoring efforts. The outcomes of this analysis are shared with the school community through the Annual Report.

Sustaining and growing

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Excelling

School staff collaborate with the school community to use student learning and wellbeing 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 and parents/carers and student voice mechanisms foster ownership of decisions around students' education.

Learning and support team uses school trend data and individual student data to inform whole school decision making.

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

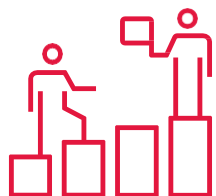


Sources of evidence

- Analysis of behaviour data considers the factors influencing student behaviour across the care continuum when planning support and interventions and informs development and review of the School Behaviour Support and Management Plan (SBSMP)
- Analysis of Learning and support team: Self-evaluation resource to guide whole-school planning
- Collaborative design of wellbeing interventions with students, parents/carers, external providers and staff
- Data from Building Effective Learning and Support Teams is used to improve practices and processes to identify and support the learning and support needs of all students
- Data on reports of racism and resolutions are used to inform whole school anti-racism strategies to improve student learning and wellbeing outcomes
- Evidence of whole school surveys, Internal and external student performance data analysed by students and staff
- Evidence that data has informed the implementation of evidence-based practices for students with disability
- Evidence that student progress data is used to identify which students don't respond sufficiently to universal supports and will require additional support
- Evidence that student wellbeing data is tracked as part of planning and evaluation
- Evidence that student wellbeing initiatives and approaches are implemented with appropriate evaluation plans to ensure positive impact and adjustments to strategies and milestones are responsive
- Learning and support referrals and data and NCCD data used for decision making
- School wellbeing programs mapped to domains as part of situational analysis to determine areas of need
- Staff meeting minutes with evidence of staff input
- Students' EAL/D Learning Progression phase data informs school planning
- 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 3



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/carers and community members have the opportunity to engage in a range of school related activities which help build a cohesive educational community and enhanced sense of belonging.

Sustaining and growing

The school understands the diversity of their broader community by regularly engaging in a range of school and community-based activities. Feedback on school performance is solicited and addressed from students, staff, parents/carers and the broader school community.

Excelling

The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community.

There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.

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.

The whole school environment 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



School-based data

- Amalgamated feedback from 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 and community engagement in co-curricular and extra-curricular activities and school events. For example, 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 at the sessions, frequency of events, formal and informal feedback from parents/carers

Sources of evidence

- Accessible and inclusive parent/carer forums, events and communications. For example:
 - all event and permission notes are accessible. For example, using plain English, Easy Read, Braille and large print and/or translating documents
 - arranging interpreters for meetings with parents/carers who don't speak or understand English well, or who are deaf or have a hearing or speech impairment
 - parents/carers are given strategies to contact the school. For example, free telephone interpreting service
- All school facilities and activities are designed to be accessible for students with disability (see section 5.3 of the Disability Standards for Education)
- Evidence of communicating the value of diversity and the importance of inclusion to the wider school community
- Evidence of consultation with parents/carers in the development, monitoring and review of the School Behaviour Support and Management Plan (SBSMP)
- Evidence of consultation with students and parents/carers in developing situational analysis and School Excellence Plans
- Evidence of parent/carer consultation on personalised learning and support planning
- Evidence of parent/carer engagement for improved attendance
- Evidence of the use of engaging communities, including the family-school partnerships framework resource and the Strengthening harmony and building resilience in school communities resource

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

(continued)

- Evidence of the use of Parent and carer engagement framework to enhance parent and carer engagement in schools, promoting positive learning environments and boosting student outcomes
- Evidence of use of the Disability Advocacy Futures Program (DAFP) to support individuals and families with a person with disability to navigate and access NSW Government services
- Evidence that School Learning Support Officer Bilingual or School Learning Support Officer Hearing Support aide school staff to communicate with parents/carers of supported students
- Evidence that the School Learning Support Officer Hearing Support maintains and expands of the sign language skills of students, teachers, families and members of the wider school community
- Evidence that the school, parents/carers and the wider community have high expectations for all students, including HPGE students

- Parent & Citizens (P&C) meetings such as minutes
- Provision of parent/carers fact sheets on supporting positive behaviour
- School newsletters giving feedback about parent/teacher conferences or changes to student reports to make them more accessible

Universal support

- EAL/D professional learning with evidence of TESOL strategies being used across all stages/ KLAS
- Engagement and consultation with the Aboriginal Education Consultative Group Inc. (AECG)

Theme 22: Staff deployment

School Excellence Framework - Version 3



Domain: Leading

Element: School resources

Theme: Staff deployment

Wellbeing Framework for Schools

Domains: Cognitive, 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, including non-educational administrative tasks to appropriate non-teaching staff.

Sustaining and growing

The school's staffing is organised and managed to maximise time spent on teaching, learning and leading. The leadership team regularly considers and acts on opportunities to optimise noneducational administrative tasks with appropriate non-teaching staff, and ensures that adequate support is provided to enable non-teaching staff to take on these tasks.

Excelling

The leadership team plans for and strategically deploys teaching and non-teaching staff to improve student outcomes.

The leadership team uses data to evaluate the effectiveness of staff deployment decisions and creates a culture of shared accountability to achieve organisational best practice.

Succeed

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



School-based data

- Behaviour 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 a school learning support officer (student health support), Student Support Officers (SSOs), Community Liaison Officer (CLOs), Aboriginal Student Learning Support Officers (ASLSOs) and Aboriginal Community Liaison Officers (ACLOs)
- Student Support Officer (SSO) data. For example, pre-and-post data on group interventions or evidence of effective community engagement

Sources of evidence

- Allocating support to meet student need as evidenced by Learning and Support team minutes
- EAL/D and Learning and Support Teacher timetables evidencing support across the school
- Evidence of Building Effective Learning and Support Teams to achieve organisational best practice
- Evidence of how teaching and non-teaching staff are deployed to effectively implement evidence-based practices for students with disability
- Evidence of personnel, for example, a student wellbeing committee or community of practice, taking the lead to promote and implement innovative student wellbeing initiatives and support a whole school approach
- Evidence of personnel, for example, a student wellbeing committee or community of practice, taking the lead to promote and implement innovative student wellbeing initiatives and support a whole school approach
- Evidence that School Learning Support Officer Bilingual or School Learning Support Officer Hearing Support aide school staff to communicate with parents/carers of supported students
- Evidence that staff timetabled to teaching gifted education programs/classes, including selective education, are supported with high potential and gifted education professional development (HPGE Policy)
- Evidence that the School Learning Support Officer Hearing Support maintains and expands of the sign language skills of students, teachers, families and members of the wider school community
- School resourcing and allocations allow for co-teaching and collaborative planning between EAL/D specialist teachers, LaSTs and classroom teachers

Theme 23: Facilities

School Excellence Framework - Version 3



Domain: Leading

Element: School resources

Theme: Facilities

Wellbeing Framework for Schools

Domains: Spiritual and Physical 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's physical resources and facilities are well-maintained, accessible and provide a safe environment that is inclusive of all students.

Sustaining and growing

The school has processes for maintaining current and inclusive resources and facilities for students. Physical learning spaces are used flexibly and sustainably to meet the diverse learning and wellbeing needs of students.

Excelling

The leadership team takes a creative and sustainable approach to the use of the physical environment, ensuring that it optimises learning and wellbeing 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.

Inclusion

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



School-based data

- Creation of school gardens, Yarning Circles, outdoor learning areas to meet the learning and wellbeing needs of students

Sources of evidence

- 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
- Evidence of welcoming and culturally safe signage
- Evidence that school facilities are being used flexibly or repurposed to enhance student learning and wellbeing outcomes for example creating kitchen or sensory gardens or wellbeing hubs

Universal support

- All school facilities and activities are designed to be accessible for students with disability (see section 5.3 of the Disability Standards for Education)
- Engagement with Aboriginal Education Consultative Group Inc. (AECG)

Theme 24: Community use of facilities

School Excellence Framework - Version 3



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

The use of school facilities by the local community and collaboration with local community/service providers deliver 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.

Inclusion

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



School-based data

- Community design and collaboration on school facilities. For example, input into shape and location of Yarning Circle
- Frequency of, and attendance rates for, school events, such as NAIDOC Week, Harmony Day and other culturally specific events

Sources of evidence

- Parent and community engagement in co-curricular and extra-curricular activities, volunteering and school events
- Evidence that funds from hiring used to support wellbeing programs
- Community use of facilities. For example, school playgrounds during holidays, community gardens, Yarning Circles, hiring of facilities, Saturday language programs, community hubs

Universal support

- Engagement with Aboriginal Education Consultative Group Inc. (AECG)

Theme 25: Service delivery

School Excellence Framework - Version 3



Domain: Leading

Element: Management practices and processes

Theme: Service delivery

Delivering

Non-teaching staff are supported in their development through professional learning to develop skills for the successful operation of administrative systems and a positive culturally responsive customer service ethic.

Sustaining and growing

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

Excelling

Management practices and processes are streamlined and responsive. There is a school-wide approach to improving service delivery and the experience of students and parents/carers.

Wellbeing Framework for Schools

Domain: Social, Emotional and Spiritual wellbeing

Elements: Effective leadership, School Planning

Themes: Succeed, Enabling school environment

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 Education

Legislation: Disability Standards for Education 2005

Policy: Inclusive Education policy for students with disability

Statement: Inclusive Education statement for students with disability

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



School-based data

- Frequency of, and attendance rates for, school events, such as NAIDOC Week, Harmony Day and other culturally specific events
- 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
- School diversity and inclusion events, such as International Day of People with Disability
- Student voice mechanisms are differentiated to be inclusive of students with disability and EAL/D students

Sources of evidence

- Evidence of opportunities for the whole school community to provide feedback are accessible and adjusted to ensure full participation
- Evidence of improved school-wide practices and processes through Building Effective Learning and Support Teams
- 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 framework to enhance parent and carer engagement in schools, promoting positive learning environments and boosting student outcomes

- Evidence that School Learning Support Officer Bilingual or School Learning Support Officer Hearing Support aide school staff to communicate with parents/carers of supported students
- Parent-led and student-led initiatives implemented in the school
- School newsletters giving feedback about parent/ teacher conferences or changes to student reports to make them more accessible
- Evidence of consultation with students and parents/carers in developing situational analysis, School Excellence Plans and School Behaviour Support and Management Plans

Universal support

- Accessible and inclusive parent/carer forums. For example, providing interpreters or translating documents

Theme 26: Community satisfaction

School Excellence Framework - Version 3



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 satisfaction.

Sustaining and growing

The leadership team analyses responses to school community satisfaction measures, including by student cohorts and equity groups to identify areas for improvement.

Excelling

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings in accessible and culturally inclusive ways 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.

Inclusion

Feedback from students, parents/carers and staff is actively sought and 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



School-based data

- Data about frequency of events, school community participation and adjustments made to make them accessible
- Feedback gathered from community forums such as focus groups, community surveys and open days
- Frequency of, and attendance rates for, school cultural events, such as NAIDOC Week, Harmony Day
- Parent Teacher nights and other information sessions, for example, attendance, frequency

Sources of evidence

- Accessible and inclusive parent/carer forums. For example, providing interpreters or translating documents
- Evidence of opportunities for the whole school community to provide feedback are accessible and adjusted to ensure full participation
- 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 engaging communities, including the family-school partnerships framework resource
- Evidence of the use of Parent and carer engagement framework to enhance parent and carer engagement in schools, promoting positive learning environments and boosting student outcomes
- Evidence that School Learning Support Officer Bilingual or School Learning Support Officer Hearing Support aide school staff to communicate with parents/carers of supported students
- Parent and community engagement in co-curricular and extra-curricular activities, volunteering and school events
- Parent initiated and/or led projects
- School diversity and inclusion events, such as International Day of People with Disability
- School newsletters giving feedback about parent/ teacher conferences or changes to student reports to make them more accessible

Universal support

- Engagement with Aboriginal Education Consultative Group Inc. (AECG)
- Student voice mechanisms are differentiated 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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