

THE WELLBEING FRAMEWORK FOR SCHOOLS - SELF EVALUATION



CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.



THRIVE

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Teaching and Learning

Element	Indicators		
	Developing	Delivering	Excelling
<p style="text-align: center; color: white;">Schools will consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning</p>	<p>Schools ensure staff are aware of social and emotional learning programs through training and professional learning practices.</p> <p style="text-align: center; color: red;"><i>Evidenced</i></p>	<p>School staff implement meaningful, research-based social and emotional learning programs and initiatives throughout teaching and learning practices to support wellbeing.</p> <p style="text-align: center; color: green;"><i>Evidenced</i></p>	<p>Schools staff plan, deliver and evaluate the inclusion of meaningful, research-based social and emotional learning programs in the delivery of teaching and learning.</p> <p style="text-align: center; color: blue;"><i>Evidenced</i></p>
	<p>School staff are developing their understanding of strategies to help create safe learning environments for students.</p> <p style="text-align: center;">Evidence</p> <p style="text-align: center; color: red;"><i>Evidenced</i></p>	<p>School staff understand and implement strategies that ensure challenging and safe learning environments for students.</p> <p style="text-align: center; color: green;"><i>Evidenced</i></p>	<p>School staff consistently demonstrate a thorough understanding of risk and protective factors and how they impact on a child’s mental health and wellbeing. Staff provide challenging and safe learning environments for all students.</p> <p style="text-align: center; color: blue;"><i>Evidenced</i></p>

	<p>School needs to develop systems to monitor attendance and provide support to families to improve the attendance of their child.</p> <p style="text-align: right;"><i>Evidenced</i></p>	<p>School staff monitor student attendance to ensure an equitable access to education. Policies and procedures are in place to support families to improve attendance of students. Teachers engage students emotionally, behaviourally and intellectually to achieve the best outcomes.</p> <p style="text-align: right;"><i>Evidenced</i></p>	<p>School staff have a culture of high expectations for all students with regards to attendance, social interaction and education, where teachers emphasise consistent and continuous improvement. The school community is aware and supportive of attendance expectations.</p> <p style="text-align: right;"><i>Evidenced</i></p>
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Teaching and Learning

Element	Indicators		
	Developing	Delivering	Excelling
<p>Students should be provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development</p>	<p>Teachers demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students, including diversity and cultural background across the full range of abilities.</p> <p style="color: red; font-weight: bold; margin-top: 20px;"><i>Evidenced</i></p>	<p>Teachers develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students, including diversity and cultural background across the full range of abilities. Students are connected to their own learning through learning experiences.</p> <p style="color: green; font-weight: bold; margin-top: 20px;"><i>Evidenced</i></p>	<p>Teachers evaluate the effectiveness of teaching and learning programs differentiated for the specific learning needs of students, including diversity and cultural background across the full range of abilities. Students are actively connected to their own learning through meaningful, engaging and rewarding learning experiences.</p> <p style="color: blue; font-weight: bold; margin-top: 20px;"><i>Evidenced</i></p>
	<p>Teachers set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p style="color: red; font-weight: bold; margin-top: 20px;"><i>Evidenced</i></p>	<p>Teachers assist students to set explicit, challenging and achievable learning goals.</p> <p style="color: green; font-weight: bold; margin-top: 20px;"><i>Evidenced</i></p>	<p>Teachers develop a culture of high expectations and ensure all students set and pursue challenging personalised goals across all aspects of their education.</p> <p style="color: blue; font-weight: bold; margin-top: 20px;"><i>Evidenced</i></p>

	<p>Teachers demonstrate the capacity to interpret student assessment data to evaluate learning and modify teaching practice.</p> <p><i>Evidenced</i></p>	<p>Teachers regularly use student assessment data to analyse and evaluate student understanding of content, identifying interventions and modifying teaching practice. Teaching and learning practices allow every child to experience success and build an identity of a successful learner.</p> <p><i>Evidenced</i></p>	<p>Teachers evaluate student performance and programs using internal and external assessment data to improve teaching practice. Teachers collaborate with colleagues to evaluate teaching and learning, identifying interventions and modifying teaching practice.</p> <p><i>Evidenced</i></p>
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Teaching and Learning

Element	Indicators		
	Developing	Delivering	Excelling
<p>The child or young person's subjective view of their own wellbeing is recognised by schools, peers and parents as an important measure to inform decisions about the child or young person</p>	<p>The school lacks an awareness that children and young people are capable of holding a subjective view of their own wellbeing.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school recognises the child or young person's subjective view of their own wellbeing and utilises this awareness as an important measure when consulting with parents to inform decision making.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school recognises, values and prioritises the child or young person's subjective view of their own wellbeing, and incorporates this important measure when consulting with stakeholders for all decision making about the child or young person.</p> <p style="text-align: center;"><i>Evidenced</i></p>
	<p>Individual and whole school social and emotional learning is constructed without input or consultation with the child or young person.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Individual and whole school social and emotional learning takes into account each child or young person's subjective view of their own wellbeing.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Individual and whole school social and emotional learning is designed using data collected about each child or young person's subjective view of their wellbeing to support their needs.</p> <p style="text-align: center;"><i>Evidenced</i></p>

Teaching and Learning

Element	Indicators		
	Developing	Delivering	Excelling
<p>Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing</p>	<p>The school uses basic strategies to implement approaches to contribute to the growth of individual and collective wellbeing.</p> <p style="color: red; font-weight: bold; margin-top: 10px;"><i>Evidenced</i></p>	<p>The school plans and implements whole school, evidenced-based strategies to support the growth of individual and collective wellbeing.</p> <p style="color: green; font-weight: bold; margin-top: 10px;"><i>Evidenced</i></p>	<p>The school works collaboratively with parents, students and other organisations to implement and evaluate approaches which significantly contribute to the growth of individual and collective wellbeing.</p> <p style="color: blue; font-weight: bold; margin-top: 10px;"><i>Evidenced</i></p>
	<p>The school has basic strategies in place to target the wellbeing of students. Teachers are able to demonstrate knowledge and understanding of their students' wellbeing needs.</p> <p style="color: red; font-weight: bold; margin-top: 10px;"><i>Evidenced</i></p>	<p>The school has strategies in place to develop student connectedness and a sense of belonging, whilst fostering high-quality teacher-student relationships. Social and emotional learning is supported through a whole school and community approach.</p> <p style="color: green; font-weight: bold; margin-top: 10px;"><i>Evidenced</i></p>	<p>Strong school leadership emphasises and promotes the importance of wellbeing within the school and the wider school community. Wellbeing is integrated into the school learning environment, curriculum and pedagogy. The policies and procedures at the school are clear and inherent within the whole school community.</p> <p style="color: blue; font-weight: bold; margin-top: 10px;"><i>Evidenced</i></p>

Behaviour, discipline and character education			
Element	Indicators		
	Developing	Delivering	Excelling
All members of the school community should consistently implement the agreed strategy to create a positive teaching and learning environment.	<p>Some members of the school community understand and consistently implement the agreed strategy.</p> <p><i>Evidenced</i></p>	<p>All members of the school community understand and consistently implement the agreed evidence-based strategy, resulting in a positive teaching and learning environment.</p> <p><i>Evidenced</i></p>	<p>All members of the school community have a deep and shared understanding of the agreed evidence-based strategy to create a positive teaching and learning environment. This strategy is evaluated regularly and adjusted to meet current school data and research findings.</p> <p><i>Evidenced</i></p>
	<p>Members of the school community demonstrate a basic understanding of the Good Discipline and Effective Learning document and are beginning to implement aspects of the document, in order to enhance their teaching practice to create a positive learning environment.</p> <p><i>Evidenced</i></p>	<p>Members of the school community demonstrate an understanding and utilise the Good Discipline and Effective Learning document, creating a positive learning environment.</p> <p><i>Evidenced</i></p>	<p>All members of the school community demonstrate, articulate and utilise the Good Discipline and Effective Learning document, resulting in a dynamic and positive learning environment.</p> <p><i>Evidenced</i></p>

Behaviour, discipline and character education			
Element	Indicators		
	Developing	Delivering	Excelling
The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth.	The school identifies the need to implement programs to support the cognitive, social, emotional, physical and spiritual wellbeing of all students and provides some opportunities for personal growth.	The school implements evidence-based wellbeing programs and initiatives to enhance students' cognitive, social, emotional, physical and spiritual wellbeing. The school provides regular opportunities for personal growth, based on the identified needs of students. The school celebrates individuals and values the contribution each person makes to the whole school.	<p>The school effectively implements evidence-based wellbeing programs and initiatives which demonstrate the importance of developing and shaping the character of individuals and maximising opportunities for personal growth. The school uses data, observations and feedback to regularly evaluate these programs and initiatives. Teachers, students, parents and the school community understand, and can articulate, the goals of these programs and initiatives.</p> <p>The school regularly celebrates individuals and acknowledges the contribution each person makes to the whole school.</p>
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>

Behaviour, discipline and character education			
Element	Indicators		
	Developing	Delivering	Excelling
Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.	<p>Some students demonstrate behaviours appropriate for their learning environment, with a level of self-regulation appropriate to their age and ability.</p> <p><i>Evidenced</i></p>	<p>Students are taught appropriate behaviours and self-regulation skills. Most students demonstrate behaviours appropriate for their learning environment, with a level of self-regulation appropriate to their age and level of understanding.</p> <p><i>Evidenced</i></p>	<p>Students are explicitly taught appropriate behaviours and self-regulation skills through whole school programs. Students demonstrate behaviours and a level of self-regulation appropriate to their age and level of understanding.</p> <p><i>Evidenced</i></p>
	<p>Some students have participated in the construction of the school's inclusive positive teaching and learning strategy.</p> <p><i>Evidenced</i></p>	<p>Most students have participated in the construction of the school's inclusive positive teaching and learning strategy.</p> <p><i>Evidenced</i></p>	<p>All students have participated in the construction of the school's inclusive positive teaching and learning strategy.</p> <p><i>Evidenced</i></p>

	<p>Staff are aware of the need to give students greater control of their learning and are participating in professional learning and collegial discussions to develop teaching and learning practices which allow this.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Teaching and learning practices promote opportunities for students to be actively involved in learning and to develop an understanding of their learning progress. Students contribute to setting the direction for future learning and self-regulate their learning, appropriate to their age and level of understanding.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Teaching and learning practices effectively provide opportunities for students to develop a deep understanding of their learning progress, to actively set their learning goals and to reflect and evaluate their learning, appropriate to their age and level of understanding.</p> <p style="text-align: center;"><i>Evidenced</i></p>
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Behaviour, discipline and character education			
Element	Indicators		
	Developing	Delivering	Excelling
<p>Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character.</p>	<p>The school understands the importance of the role parents and caregivers play in developing their child's understandings, skills and character and needs to implement strategies and processes to ensure their involvement.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school understands the importance of the role parents and caregivers play in developing their child's understandings, skills and character and has implemented strategies and processes to ensure their involvement.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school understands and clearly articulates the importance of the role parents and caregivers play in developing their child's understandings, skills and character.</p> <p>The school has implemented strategies and processes to ensure the collaborative involvement of parents and carers and evaluates these regularly.</p> <p style="text-align: center;"><i>Evidenced</i></p>

Behaviour, discipline and character education			
Element	Indicators		
	Developing	Delivering	Excelling
Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.	Some staff are able to implement behaviour management strategies to ensure teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.	All staff are able to implement consistent and effective behaviour management strategies to ensure learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.	All staff are able to articulate and implement consistent and effective behaviour management strategies to ensure learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible. Whole school approaches to managing behaviour are clear and effective and are evaluated regularly.
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>

Learning and support

Element	Indicators		
	Developing	Delivering	Excelling
Students with identified learning needs benefit from personalised learning and support.	<p>Some students with identified learning needs are provided with Personalised Learning and Support Plans.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>All students with identified learning needs are provided with Personalised Learning and Support Plans that are developed with the class teacher, student, parents and other relevant personnel and are reviewed regularly and updated to reflect current needs.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>All students, including those with identified learning needs, are provided with support Personalised Learning and Support Plans that are developed with the class teacher, student, parents and other relevant personnel and are reviewed regularly and updated to reflect current needs.</p> <p style="text-align: center;"><i>Evidenced</i></p>
	<p>Personalised Learning and Support Plans are utilised by some staff to provide adjustments and accommodations in teaching and learning programs. PLAS Plans are developed but not reviewed regularly.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Personalised Learning and Support Plans are implemented by all teaching staff to provide adjustments in teaching and learning programs. Staff include targets and strategies from Personalised Learning and Support Plans when designing and delivering teaching and learning programs.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Personalised learning and support plans are embedded into all teaching and learning programs in order to ensure differentiation. PLAS Plans are updated as targets are met to ensure they are current and relevant.</p> <p style="text-align: center;"><i>Evidenced</i></p>

	<p>Personalised learning pathways are inconsistently implemented in some teaching and learning programs by some staff.</p> <p><i>Evidenced</i></p>	<p>Personalised learning pathways are consistently implemented in all teaching and learning programs by all staff.</p> <p><i>Evidenced</i></p>	<p>Personalised learning pathways are consistently reflected in all teaching and learning programs by staff and are reviewed as students' targets are met to ensure they remain current, effective and meaningful.</p> <p><i>Evidenced</i></p>
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Learning and support

Element	Indicators		
	Developing	Delivering	Excelling
Students with identified health care needs have an individualised health care plan.	<p>Individualised health care plans are developed for some students with identified health care needs.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Individualised health care plans are developed for all students with identified health care needs. Staff have a clear understanding of the contents of the plans.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Individualised health care plans are developed for all students with identified health care needs and are reviewed regularly in collaboration with staff, parents, health care professionals and the student, if appropriate.</p> <p style="text-align: center;"><i>Evidenced</i></p>
	<p>Procedures need to be developed for the dissemination of health care plans, resulting in a lack of uniformed and consistent application of the HCP.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Procedures exist for the dissemination of health care plans, resulting in a uniformed and consistent application of the HCP.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Clear procedures exist for the timely dissemination of health care plans, resulting in a uniformed and consistent application of the HCP. A schedule of regular review is established and implemented.</p> <p style="text-align: center;"><i>Evidenced</i></p>

	Health care plans are developed without the consultation of all stakeholders and updated in an irregular manner.	Health care plans are developed in consultation with stakeholders and updated annually.	Health care plans are developed in consultation with all stakeholders and updated biannually (or as required).
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>

Learning and support			
Element	Indicators		
	Developing	Delivering	Excelling
Parents are consulted and contribute to the planning to support their child's individual learning.	Parental consultation is limited with minimal contribution made to the planning of support for their child's individual learning.	Parents are engaged in contributing to the planning of support for their child's individual learning.	Parents are actively engaged in contributing to the planning of support for their child's individual learning and make extensive and ongoing contributions.
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>

Learning and support

Element	Indicators		
	Developing	Delivering	Excelling
Adjustments to the learning environment are made and documented as required.	Adjustments are made in isolation from stakeholders. <i>Evidenced</i>	Consultation regarding adjustments is made with all stakeholders. <i>Evidenced</i>	Extensive consultation regarding adjustments is made with all stakeholders and is reviewed regularly and modified. <i>Evidenced</i>
	Adjustments are disseminated ineffectively to stakeholders. <i>Evidenced</i>	Adjustments are disseminated to stakeholders. <i>Evidenced</i>	Adjustments are disseminated in a clearly defined and systematic manner with a high degree of utility by all stakeholders. <i>Evidenced</i>

	Adjustments are made in some teaching and learning programs and learning environments.	Adjustments are identified, implemented and reflected in all teaching and learning programs and learning environments.	Adjustments are embedded into all teaching and learning programs and learning environments.
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>

Learning and support			
Element	Indicators		
	Developing	Delivering	Excelling
Assessment of student achievement informs individual learning.	Limited assessment strategies are used to support biannual reporting measures.	A range of quality assessment strategies are used to assess student achievement and growth and to inform individual learning.	An extensive range of quality assessment strategies are used to assess student achievement and growth to construct individual learning.
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>

Professional Practice

Element	Indicators		
	Developing	Delivering	Excelling
Professional learning is linked to the needs of the students, teachers, schools and the system.	<p>The school plans professional learning in isolation from the needs of the students, teachers and wider school community.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school identifies professional learning needs from a range of sources and ensures effective professional learning is completed that meets the needs of the students, teachers, schools and the system.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school identifies individual and whole school professional learning needs and facilitates high-quality targeted professional learning that is supported by current and relevant research and meets the needs of the students, teachers, schools and the system.</p> <p style="text-align: center;"><i>Evidenced</i></p>
	<p>The school utilises an ad hoc approach to meeting the professional learning needs of the students, teachers and the wider school community.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school approaches the professional learning needs of their students, teachers and wider school community by utilising resources available at the time of delivery.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school utilises a planned and systematic approach to ensure the professional learning is linked to the needs of the students, teachers, school and the system. Professional learning is evaluated regularly.</p> <p style="text-align: center;"><i>Evidenced</i></p>

Professional Practice

Element	Indicators		
	Developing	Delivering	Excelling
All staff undertake mandatory training to comply with legislative and policy requirements.	Some staff undertake and complete mandatory training with some compliance to legislative and policy requirements.	All staff are able to demonstrate an understanding of legislation, administrative, organisational and professional requirements, policies and processes.	All staff have a deep understanding of all relevant legislation, administrative, organisational and professional requirements, policies and processes and can demonstrate this.
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>

Effective Leadership

Element	Indicators		
	Developing	Delivering	Excelling
<p>Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.</p>	<p>Limited leadership opportunities exist across the school environment.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Leadership opportunities exist across the school environment. Students, staff and parents actively undertake these roles to ensure the school achieves its goals and priorities.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Extensive leadership opportunities and roles are integrated across the school environment to ensure the achievement of its goals and priorities. A clear and effective strategy is implemented for development of leadership skills of students, staff and parents are planned, implemented and evaluated consistently and regularly.</p> <p style="text-align: center;"><i>Evidenced</i></p>
	<p>Minimal consultation with stakeholders as part of the school's planning processes to support the leadership of the school in achieving its' strategic directions.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Regular consultation with students, staff, parents and community member's forms part of the school's planning and evaluation process to support the leadership of the school to achieve strategic directions</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>Through ongoing collaborative and consultative practices, all stakeholders plan, review, modify and evaluate leadership processes across the school to the achieve strategic directions and priorities.</p> <p style="text-align: center;"><i>Evidenced</i></p>

	<p>Students are involved in basic leadership opportunities based on teacher's discretion.</p> <p><i>Evidenced</i></p>	<p>Students are involved in and have choice of leadership opportunities on a regular basis.</p> <p><i>Evidenced</i></p>	<p>All students are actively involved in and lead regular student centred initiatives.</p> <p><i>Evidenced</i></p>
	<p>Minimal opportunities exist for staff to participate in leadership roles across the school.</p> <p><i>Evidenced</i></p>	<p>Staff have purposeful leadership roles linked to professional expertise which are based on school priorities to continually build staff capacity.</p> <p><i>Evidenced</i></p>	<p>School leaders recognise, promote and build the leadership capacity of staff, students, parents and the community to enhance leadership density across the school community.</p> <p><i>Evidenced</i></p>

Effective Leadership

Element	Indicators		
	Developing	Delivering	Excelling
<p style="text-align: center;">The principal implements systems to meet accountabilities relating to wellbeing policies in the school environment.</p>	<p>The principal has limited systems in place to support whole school practice and accountability relating to wellbeing policies.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The principal implements systems into whole school practice to support school accountability relating to wellbeing policies.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The principal embeds extensive and concise systems into whole school practice to support school accountability relating to wellbeing policies. These systems are evaluated regularly.</p> <p style="text-align: center;"><i>Evidenced</i></p>
	<p>The principal implements wellbeing policies with generalised solutions.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The principal evaluates and reviews wellbeing policies with a focus on the school need.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The principal leads the regular evaluation and review of wellbeing policies to ensure a focus is maintained on the current school need and that they reflect current best practice.</p> <p style="text-align: center;"><i>Evidenced</i></p>

Effective Leadership

Element	Indicators		
	Developing	Delivering	Excelling
The principal effectively uses school and system resources to support the learning and wellbeing of all students.	<p>The principal utilises limited school and system resources to support the learning and wellbeing of all students.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The principal effectively utilises school and system resources to support the learning and wellbeing of all students.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The principal collaboratively and effectively utilises school and system resources to support the learning and wellbeing of all students.</p> <p style="text-align: center;"><i>Evidenced</i></p>

School Planning

Element	Indicators		
	Developing	Delivering	Excelling
Wellbeing is an element of the School Excellence Framework and is addressed through school planning and school self-evaluation.	Wellbeing is outlined in the school's plan and is evident within the strategic directions	Wellbeing is identified through the school's strategic directions and demonstrates an integrated strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students.	Wellbeing is a key component of the school's strategic directions and comprehensively demonstrates integrated strategies to support the cognitive, emotional, social, physical and spiritual wellbeing of students.
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>
	School planning and self-evaluation demonstrates input from some stakeholders and contributes positively to collective wellbeing.	School planning and self-evaluation demonstrates consultation with stakeholders and contributes to collective wellbeing and an inclusive school community.	School planning and self-evaluation demonstrates extensive consultation with all stakeholders and contributes positively to collective wellbeing and an inclusive school community.
	<i>Evidenced</i>	<i>Evidenced</i>	<i>Evidenced</i>

School Planning

Element	Indicators		
	Developing	Delivering	Excelling
<p>A self-evaluation of wellbeing incorporates the stages of learning of the students, environmental factors and the influences and domains of wellbeing.</p>	<p>The school has little evidence of self-evaluation of wellbeing.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school embeds self-evaluations of wellbeing, inclusive of the stages of student learning, environmental factors and the influences of the cognitive, social, physical and spiritual wellbeing domains.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school comprehensively conducts a self-evaluation of wellbeing annually, inclusive of the stages of student learning, environmental factors and the influences of the cognitive, social, physical and spiritual wellbeing domains.</p> <p style="text-align: center;"><i>Evidenced</i></p>
	<p>The school has some processes and procedures in place to support the needs of students.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school has evidenced based processes and procedures utilised to support the needs of students.</p> <p style="text-align: center;"><i>Evidenced</i></p>	<p>The school has a comprehensive set of evidenced based processes and procedures utilised to support the needs of students.</p> <p style="text-align: center;"><i>Evidenced</i></p>

School Planning

Element	Indicators		
	Developing	Delivering	Excelling
<p>Schools use qualitative and quantitative evidence to inform and guide school planning for wellbeing.</p>	<p>The school exhibits little use of qualitative and quantitative evidence to inform and guide school planning for wellbeing.</p> <p style="text-align: center; color: red;"><i>Evidenced</i></p>	<p>The school uses qualitative and quantitative evidence to inform and guide school planning for wellbeing.</p> <p style="text-align: center; color: green;"><i>Evidenced</i></p>	<p>The school systematically harvests and engages with qualitative and quantitative evidence to inform and guide school planning for wellbeing.</p> <p style="text-align: center; color: blue;"><i>Evidenced</i></p>