

Parkside Primary School Wellbeing Action Plan

2026-2028



Purpose: Our learners feel safe, included, and valued.

Students have access to support, experiences, teaching, and resources to build their resilience and social and emotional skills to positively and confidently engage in learning.

Wellbeing Priorities

Emotional Regulation <i>Having the ability to manage the experience of positive and negative feelings</i>	We aim to increase students' ability to: ○ manage the experience of positive and negative feelings ○ use Restorative Practices to restore and maintain positive relationships with peers ○ participate in 'circle time' to promote emotional awareness, express feelings and foster empathy and understanding towards peers ○ create a 'ready to learn plan' or 'toolbox' of strategies to help manage emotions and feelings.
Resilience and Persistence <i>Having the capacity to cope with day-to-day challenges and persevere when faced with a new or complex situation</i>	We aim to increase students' ability to: ○ actively engage in hard thinking, because they know that it means they are learning ○ use ideas to help them persist when they are feeling challenged ○ seek support from someone about their next learning step ○ try different strategies when they are challenged in their learning ○ be able to make and activate a plan that will help them overcome challenges.
Belonging and Safety <i>Students feel connected and valued at school</i>	We aim to increase students' ability to: ○ actively contribute to a positive community culture ○ actively engage with others in the learning ○ be kind to self and others ○ students feel less worried about.
Wellbeing Literacy <i>Students being able to communicate about their wellbeing</i>	We aim to increase students' ability to: ○ identify strategies they can use to support their wellbeing and mental health ○ build a toolbox of strategies that will enhance their wellbeing and ability to work positively with a range of people ○ use explicitly taught strategies that enhance wellbeing, including self-talk, mindfulness, meditation and connecting positively with others ○ articulate what they need or can do to improve 'wellbeing' for self and or others.

Data Collected from students:

- Wellbeing Engagement Collection (May 2025)
- Parkside Primary School Data and observations (2025)
- Reset Space Recorded Data (2024 and 2025)

Data Collected annually

Review of Action Plan every 6 months (Wellbeing Team, Parent Wellbeing Team and Pupil Free Data Day T4, students review during the year)

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Actions	Timeline	Roles and Responsibilities	Resources	Success Criteria
Emotional Regulation <i>Students have the ability to manage the experience of positive and negative feelings</i>	Embed Zones Curriculum and explore new Digital Resource 2026 Restorative Practices embedded 2026 Circle Time. Affective Statements and RP conversations	Educators will... - Ensure that students understand emotions - express and describe emotions they experience - identify how different situations influence emotional responses - practise strategies to manage emotions (modelled through co-regulation strategies) - Provide opportunities throughout each day (before school, after recess and after lunch) for students to practise emotional regulation by using a 'check-in' system to show and express feelings - Have empathy for the difficulties students experience - Support students to develop time management and age-appropriate organisational skills to avoid dysregulation (especially when transitioning from learning spaces year to year and an intentional focus for the transition and workload of students to the Monro building) - EALD teacher to support EALD students to assist with comprehension of 'wellbeing specific words' and assist students to complete the WEC survey where students can access teacher to help with comprehension and understanding of terminology. - Support students to create their own 'ready to learn plan' or 'tool box to support self-regulation - Create an individual 'self-regulation' plan for identified students that will be used by classroom teachers, specialist teachers and SSOs. - Embed Restorative Practice language across the school, follow the question sequence when having RP conversations and have circle time each day. Leaders will... - Support teachers to implement self-regulation strategies - Support the training of 1 leader and 2 educators in Restorative Practice each year - Ensure Wellbeing Data is analysed each year (Wellbeing Staff Mtgs, PFD and Site Review PFD Day) - Release teachers as needed, to provide opportunities for teachers to run Restorative Practice conversations with students	- Digital version of Zones Curriculum - Use Friendology to support social and emotional learning - Restorative Practices - Circle Time - Use Friendology to support social and emotional learning	Students will: Use the 'Zones of Regulation' to understand their feelings, self-regulate, manage emotions and express feelings appropriately Create a 'ready to learn plan' or 'toolbox' that will identify strategies they can use when big feelings take over Participate in 'circle time' to promote emotional awareness, express feelings and foster empathy and understanding towards peers. Use Restorative Practice conversations and questions to restore and maintain positive relationships with peers
Resilience and Perseverance <i>Having the capacity to cope with day to day challenges and persevere when faced with a new or complex situation</i>		Educators and leaders will... - Use a 'strengths based' approach – engage and support, enable growth and learning - Establish what 'working hard, finishing tasks, having a go, being brave, trying new things' looks like, and positively acknowledges students' success when they display persistence and resilience - Promote -how wellbeing and high expectations will empower successful learning - Model a positive mindset, positive self-talk and growth mindset thinking through authentic learning opportunities – learning by doing, playing, exploring - Provide learning opportunities when students are required to work in teams and build resilience - Provide feedback to students about growth and highlight perseverance and resilience during learning tasks and activities; acknowledge students through assembly awards, positive conversations with families (email or phone call) - Assist students to develop positive coping skills – strategies students can use to deal with stressful situations and when experiencing unpleasant emotions e.g. lower expectations, maintain emotional composure, engage in problem solving, take responsibility for the situation- - Teachers to use WEC survey questions that focus on readiness, academic engagement and perseverance and highlight key learning in everyday teaching - Provide opportunities to practice persistence and resilience through active task, games and activities.	- Team Building challenges - Focus on 'Growth Mindset' language - Regular circle time or 'yarning circles' to highlight social issues within the classroom or school setting	Students: Consistently have a go and trying new things and stick at it even when it gets hard. Display a positive mindset (using positive language and positive self-talk). Observe and acknowledge students showing positive coping strategies when feeling worried – communicate with families. View mistakes or 'failure' as an opportunity to learn and develop a plan to move forward when setbacks occur. Students can identify behaviours that highlight when they are persistent and/or resilient.

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Belonging and Safety <i>Students feel connected and valued at school</i>	Explicit learning opportunities 1st 2 weeks program. Teachers use the 'Ready to Learn' program Resource. Continued monitoring throughout the year (first 2 days in term 3) Ongoing Term 1 - 4	Educators will... - Explicitly teach social, emotional and intercultural learning to improve: - social-emotional skills - attitudes about self and others - positive social behavior - Include students in creating expectations for physical environments (classroom, Mud Play, tinker Time, eating time, movement around the school, assemblies, entering and exiting buildings, leaving learning spaces ready for the next class, looking after IT equipment, using and returning sport equipment) yard), movement around school (outdoor play areas, sand pit play, outdoor learning spaces), classroom and various learning spaces around the school (Art room, Performing Arts, Library, Chinese room, Gym) - Co-create clear codes of conduct that support positive behavior to maximise focused learning time - Create a safe, respectful, welcoming classroom, that is supportive of student learning - Create emotionally, intellectually and physically safe learning environments where students take healthy risks with their learning - Model and promote behaviour that values diversity, and demonstrates respect for and inclusion of all students - Explicitly teach inclusivity - Explore worries and academic self-concept with students in single gender groups. Educators and Leaders will... - Uphold our School Vision and Values (whole school vision and expectations are practised). Align school vision with new Pupil Education Strategy. - Co-create expectations of self as a learner and how others are treated - monitor throughout the year - Communicate positive experiences/success with parents via phone call, face to face or email at least once a term – consider see-saw reflections, creating a proforma that could be a conversation starter with parents - Model, explicitly teach and acknowledge respectful, kind and caring relationships - Support students to have a strong understanding of empathy, inclusion and being kind – self, learning, classroom and school community - Support leadership opportunities through 'Student Voice' leadership program and accompany students to state and partnership initiatives that support student agency.	- Access an interpreter if needed to communicate with families who do not speak English as their home language - Student leaders participate in Partnership 'Leaders Day' to create student Wellbeing 'Action Plan' - Positive Behaviour Learning (PBL) Guidelines	Students share their progress and successes with parents, teachers and peers. Parents feel connected and are responsive. Students feel accepted and connected to school. Students develop agreed ways of working and being. Create visuals students can use to help promote expected behaviours across our school community.
Wellbeing Literacy <i>Students being able to communicate about their wellbeing</i>	On-going Term 1-4 WEC survey Term 2 (DFE) Analyse WEC Data T3 or T4 with students year 3-6	Educators will... - Teach strategies that enhance wellbeing including self-talk, mindfulness, meditation and connecting positively with others - Develop strategies to assist students to make healthy choices and promote key messages that contribute to their own and others' wellbeing - Provide opportunities to develop social health (ability to interact and form meaningful relationships with others) - Assist students to understand how regular physical activity helps improve mental health, emotional wellbeing, concentration and alertness; and how sleep quality and getting enough sleep is vital for concentration, the importance of nutrition learning, overall health and wellbeing. - Develop students understanding of what 'wellbeing' is and prov Leaders will... - Ensure the community is aware of the positive wellbeing approaches, initiatives and education promoted throughout the school and parents are provided with information to apply such skills in the home environment. - Promote student voice about wellbeing through the Wellbeing Student Voice team and Student Voice Leaders, including Leadership Day, special days at school, assemblies - Wellbeing leader will work with students to analyse wellbeing data and identify 'glow' and 'grow' opportunities each year	- Newsletter Articles from students that show their learning about Wellbeing Literacy - Governing Council updates (2 per year) - Regular lunchtime 'wellbeing' activities organised by Wellbeing Leader and Student Voice Leaders - Gratitude Journal, Wellbeing Journal and or regular 'wellbeing' check-ins (weekly/fortnightly) - Quality daily physical activity - Intentional Mindfulness time	Students: Can explain wellbeing by understanding that wellbeing is an umbrella term that encompasses zones, feelings, emotions, self-regulation, emotional regulation, cognitive engagement (using a growth mindset), belonging, resilience etc). Know how they can improve their wellbeing. Can use information to support their wellbeing.

