Wellbeing@School
Action plan template

Our **vision** for social and emotional wellbeing is that…

Our main **short-term** goals are …

(Timeframes)

Our main **longer-term** goals are …

(Timeframes)

Our **planning and reporting** target is …

The **data sources and consultations** we are using to help form and review this plan are …

Wellbeing@School Action plan template

W@S Aspect and Sub-aspect planning template (example)

W@S Aspect and Sub-aspect	Gathering data and assessing needs (Step 2) What does W@S data and other school evidence say about current practice?	Next step planning (Step 3) What does our data suggest are next step goals for this aspect? *(Goals should be specific, measurable, attainable, realistic and timely: SMART)*	What activities, programmes, or strategies are we going to use to action these goals? *(USE the W@S modules as a resource)*	Taking action (Step 4) • Who is leading the activities and who else is involved? • Are resources allocated? • What is the timeframe?	Reviewing and improving (Step 5) • What criteria or data will we use to show us we have met our goals? • When will we assess this?
School-wide culture and practices					
Caring and collaborative school					
Safe school and policies	E.g., W@S student data showed that a number of **students did not think there is a shared view** about school rules or that teachers are fair. W@S SSRT data showed that not all staff know about school safety policies and procedures and find these unclear to interpret.	• We will collaboratively review school safety and behaviour management procedures. • We will develop processes for sharing them with all stakeholders.	• The pastoral care team will work with the BoT to draft new policies and consult with staff at professional learning sessions. • Draft policies will be put on the school website for parents and whānau to comment. Small group discussions will be held during 3-way conferences/ parent interviews.	Pastoral care team and BoT Professional learning time will be set aside (e.g., 2 fortnightly sessions).	By the end of the year: • We will have updated our safety and behaviour management policies/procedures/guidelines. • We will have collected feedback from students, teachers, parents and whānau about how understandable and useable these are.
Social support for students	W@S student data shows students feel well-supported by staff.	No specific goal – continue with current approaches.			Review approaches in one year (date).
Respect for culture					
Student leadership					
Teaching and learning					
Caring teaching					
Caring learning	E.g., W@S student data showed that in most classes there is a group of students who disagreed that they could manage social interactions. They did not think they were taught these skills. This view was backed up by the W@S teacher data. This showed large variety in whether teachers focused on	Using a PLD process, we will develop a **shared set of social strategies** for teachers to focus on. We will review the curriculum planning process to ensure **all students are provided with planned opportunities to learn these strategies**. We will use **student goal setting**	**Term 1-2** 1. The Health and PE team/pastoral will explore approaches to teaching social strategies and select some existing programmes, ideas, or resources for all to focus on during PLD. They will develop an observation form for staff based on these strategies. 2. In teacher PLD sessions, we will conduct and discuss the observations (teachers will observe	**Term 1-2** 1-2).Pastoral care team and HPE team **Term 3-4 and next year** 3-4) Curriculum leaders and curriculum teams (HPE). 5.All teachers	Example of possible evidence that could be collected in year 1: • The teacher observations are baseline data. These will be repeated at the end of year 1 & 2 to see if student use of strategies has changed. • A review of curriculum plans to show the extent to which students took part in learning activities that had a focus on social strategies, and whether teachers are using interactive teaching strategies. • An analysis of student goal setting booklets

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	developing social competencies within classroom programmes or used interactive teaching approaches.	**processes** as one way of introducing the strategies to students and parents.	in a peer's class and at lunch time). We will explore new approaches and work towards developing shared practice. (Start in term 2 – continue till end of year) **Term 3-4** 3. During curriculum planning for Health and PE/inquiries we will explore ways to include a focus on shared social strategies. 4. We will review students' goal setting booklets across the school to look at how we set key competency goals for "Relating to others". Teachers will start a focus in classrooms on common strategies and support students to set related goals.	Time will be set aside for monthly PLD sessions during Term 3-4. Next year we will have one session a term.	to show how many students are setting goals that are clearly related to the new strategies. • Collection of feedback from teachers and students about their knowledge of the key strategies and ideas about where to next. Example of possible evidence that could be collected at the end of year 2: • W@S data will be used to show if students are starting to report more focus on social strategies and use of a wider range of strategies.
Effective professional learning					

Community partnerships

Home-school partnerships	E.g., W@S SSRT and teacher survey data suggests that partnership with parents is an area to work on. We are not giving parents much information about our school approaches to social wellbeing or seeking their input.	We will work with parents to share the new approaches we are using to develop students' social strategies. We will ask for parent input about the aspects of "Relating to others" that are important at home.	We will • use the school newsletter and website to share: a summary of the teacher observations; any new approaches that are decided; related tips and suggestions for home. • design a homework task for students and parents to identify aspects of "Relating to others" important at home. Teachers will analysis this in PLD sessions. • use student goal setting processes to focus on social goals, and new school approaches • run parent sessions during end-of-year goal setting. While parents are waiting, students can role play new strategies with parents.	DP and parent liaison team. All activities to be completed by Term 4. Main focus is the end-of-year student learning conferences.	**Year 1** By the end of the year we will have: • put information about any new approaches on the school website and in e-newsletters to parents. • worked with most parents and students to set social goals for students. • held at least one interactive session for parents and whānau during which students demonstrate the strategies we are using at school. **Year 2** • During 3-way conference sessions, we will collect feedback from parents and whānau to improve approaches.
School-community connections					

Reviewing your plan: reflection questions:

- **BALANCE:** Does the plan contain a range of actions that cover a range of W@S *aspects*? (NOTE: An effective plan is multifaceted.)
- Building shared **LEADERSHIP** and a sense of **OWNERSHIP**: Are all stakeholders involved in the process (school leaders, staff, students, parents and whānau, and professional partners)? Are different people given opportunities to lead? Are key school leaders involved?
- **RESOURCES:** Are adequate resources allocated and professional learning opportunities planned for all (staff, students, parents and whānau)?
- **SUSTAINABILITY:** If key people left, are there other team members involved in each action?
  Are the goals and planned actions realistic and do-able in the timeframes suggested?

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