



Wellbeing Wonderings

Dear Families,

Welcome to the 2026 School Year

As part of my role as Mental Health and Wellbeing Leader (MHWL), I will be sharing short snippets of information and flyers about community mental health and wellbeing programs in our newsletter, along with simple activities you may like to try at home. I will also continue to provide updates and insights into the whole-school wellbeing programs currently operating at RPS.

I hope you enjoy reading our *Wellbeing Wonderings*' newsletter.

Please feel free to contact me if you have any questions. 😊

I would also like to apologise in advance for the length of this first edition. I wanted to ensure you were fully informed about the many wonderful wellbeing initiatives we have in place at RPS — I promise future editions of *Wellbeing Wonderings* will be a little shorter! 😊

Leanne Stewart (Toot Toot) 😊

The hallmark of a safe and supportive school is whole-school wellbeing.

We have many initiatives in place at Romsey Primary School to support student wellbeing. These include the following programs:

- ✚ **School Wide Positive Behaviour Support Program (SWPBS)** – an evidence based framework that helps schools create safe, positive, and inclusive environments where students and staff can thrive.
- ✚ **Kimochis** - a social-emotional learning program that teaches students about emotions and how to communicate their feelings with others.
- ✚ **The Resilience Project (TRP)** - delivers emotionally engaging programs and provides evidence-based, practical wellbeing strategies to build resilience.
- ✚ **Respectful Relationships (RRRR)**
- ✚ **Berry St Educational Model**
- ✚ **Inform & Empower (Cybersafety)**
- ✚ **Bullying No Way!**

Wellbeing Wonderings cont..



MHiPS - What this means at Romsey Primary School

I am pleased to continue in my role as Mental Health and Wellbeing Leader (MHWL), supporting a whole-school approach to mental health and wellbeing.

The MHWL role is different from allied health roles, as it does not provide one-to-one counselling. Instead, the focus is to:

- Promote a whole-school approach to mental health and wellbeing for students, staff and families, while increasing understanding and reducing stigma.
- Support staff to build their knowledge and confidence in using evidence-based strategies to identify and respond to student mental health needs.
- Ensure students have a safe and supportive person to talk to, and teach practical strategies to help manage worries or anxiety.
- Help identify students who may require additional support and guide families through appropriate referral pathways, both within the school and externally.
- Work collaboratively with leadership, staff, families and external agencies to coordinate targeted support for students when needed.

I will also continue leading and supporting our whole-school wellbeing programs, including School Wide Positive Behaviours (Toot Toots 😊), The Resilience Project (Yrs 3-6), Kimochis (Semester 1-Preps / Semester 2-Yrs1/2), the Berry Street Education Model, and Respectful Relationships.

I look forward to continuing to support the full spectrum of mental health and wellbeing needs within our school community.

Mental Health and Wellbeing Leader Role



Wellbeing Wonderings cont..

What is School Wide Positive Behaviour Support Program (SWPBS)?

At Romsey Primary School, we have adopted a SWPBS framework (School-Wide Positive Behaviour Support), also known as Positive Behaviour Support (PBS). SWPBS involves establishing a Continuum of Behaviour Support that considers all students and emphasises prevention.

It is a proactive approach that focuses on teaching all students agreed-upon expected behaviours and pro-social skills, rather than reacting to inappropriate behaviour. This, in turn, creates a safer and more effective school environment.

The primary prevention aspect of SWPBS centres on values that are explicitly taught and modelled by school staff to encourage appropriate behaviour. Teaching behavioural expectations and acknowledging students for meeting them is a far more positive approach than waiting for misbehaviour to occur before responding.

At Romsey Primary School, teachers and students have chosen to use our school values to guide expected behaviours:

1. Respect 2. Integrity 3. Responsibility

Other key components of SWPBS include:

- An agreed-upon, common approach
- Consistent use of positive language
- A matrix of positively stated expectations (see below)
- Explicit teaching of expectations
- Regular and frequent opportunities to practise expected behaviours
- Recognition of students for meeting behavioural expectations (we call these "Positives")
- Acknowledgement of students in a variety of ways, including receiving Positives ("Toot Toots"), verbal praise, individual awards, and whole-school Celebration Days.

SWPBS is not a program or a curriculum. It is a team-based process for systemic problem-solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn

Every learning area at RPS has one of these Positive Behaviour Matrix's displayed

Romsey Primary School: Positive Behaviour Matrix								
	ALWAYS	LEARNING AREAS (incl. Atriums, Specialists & Small Groups)	PLAY AREAS	MOVING AROUND THE SCHOOL	TOILETS	CANTEEN	ASSEMBLY	IN THE COMMUNITY (Excursions / Incursions)
RESPECT Be cooperative, honest and tolerant.	I keep hands, feet and objects to myself. I use manners and kind words. I listen when others are talking. I take good care of school property and other people's property.	I allow my classmates to learn. I put my hand up before I speak. I work cooperatively and encourage my peers. I understand and accept others differences.	I respect my friends' choices during playtime. I play by the agreed rules. I am aware of my peers personal space. I am inclusive of others.	I am quiet and aware of other classes working. I walk in two quiet lines with my class.	I consider others and respect their privacy. I flush the toilet and keep them clean and tidy.	I join the canteen line and wait for my turn patiently. I use my manners and kind words.	I enter assembly quietly. I show respect when we sing the National Anthem by standing still. I sit quietly between speakers. I recognise the achievement of others (clap or Applaud clap).	I am well-mannered to everyone. I look after community resources, facilities and equipment. I am a positive representative of RPS.
INTEGRITY Be honest, sincere, truthful and trustworthy	I always use a talking voice. I tell the truth and own up to my actions when I do the wrong thing. I accept consequences for my behavior without blaming others.	I take pride in my work. I make the most of my learning time. I always make an effort with my work. I accept consequences for my behavior without blaming others.	I stay in the school boundaries. I follow school rules. I only enter buildings during recess/lunch when I have permission.	I walk in an appropriate manner. I go straight to and from the toilet. I understand the toilets are not play areas.	I only go to the toilet when I need to go. I go straight to and from the toilet. I understand the toilets are not play areas.	I line up and wait my turn. I am honest about the change I'm given.	I will sing the National Anthem with pride and dignity.	I use good manners and kind words when communicating with others.
RESPONSIBILITY Make responsible choices, care for our school environment and the safety and wellbeing of yourself and others.	I follow directions the first time I am asked. I wear my uniform correctly. I keep my school clean. I stay in the school boundaries. I exit the school sensibly at the end of the school day.	I am on time, organised and ready to learn. I am responsible for my own learning. I use technology safely and responsibly. I ask questions if I do not know the answer.	I play with equipment sensibly and safely. I stop when others ask me to stop. I wear my hat in Term 1 and Term 4. I place rubbish in the bins and look after our school. I pack away Play Pod when using it.	I choose an appropriate and sensible partner. I walk responsibly. I use my manners when walking into a classroom.	I try not to go to the toilet during learning time. I put my rubbish from the canteen in the bin. I use water, paper towel and soap carefully.	My money is for me and I buy for myself. I put my rubbish from the canteen in the bin.	I listen and participate attentively. I ignore distractions and remain focused on the speaker.	I listen and participate attentively. I wear my uniform correctly.

Wellbeing Wonderings cont..

Please see below for an explanation of the **individual** 'positive' awards (Toot Toot's) students can achieve for reaching milestone positives.

25 positives	Students receive a special sticker from our Principal (Mrs S) and Assistant Principal (Mrs Davies).
50 positives	Students receive a special 'Toot Toot' arm band – they can choose from red or black.
100 positives	Students receive a 'Bronze' Certificate
150 positives	Students receive a 'Silver' Certificate at assembly, photo in the newsletter, and they have lunch at restaurant 'Toot Toot' with their choice of teacher 😊
200 positives	Students receive a 'Gold' Certificate at assembly, photo in the newsletter, and they can help out anywhere in the school for a session (in the office, library, P.E, Art, STEAM, Drama etc).
250 positives	Students receive a 'Platinum' Certificate at assembly, photo in the newsletter, AND lunch with their choice of teacher – School Pays!

'Toot Toot'



Meet our Wellbeing Leaders



Our Wellbeing Leaders for 2026 are Marylou (5/6M) and Lily (5/6S). Marylou and Lily will visit classrooms each week to collect the class 'Positive' sheets. They will collate all positives into an Excel spreadsheet and keep 'track' (a little train reference 😊) of individual and whole-school achievements.

When students reach their individual positive milestones, Marylou and Lily will assist in distributing awards. They will also notify us when we reach 4,000 whole-school positives and it is time for a Celebration Day. Toot Toot 😊

Wellbeing Wonderings cont..

The Resilience Project (TRP)

This year, **The Resilience Project** will again be delivered to our Year 3–6 students.

The Resilience Project (TRP) is a wellbeing program that teaches and supports positive mental health. With relatable storytelling and humour students are taught positive mental health strategies to help them become happier and more resilient.

The program is emotionally engaging, practical, proven to have impact through evidence-based evaluations, and is delivered in 1000 plus schools, as well as sporting clubs and businesses.

TRP focuses on the key pillars proven to cultivate positive emotion: **Gratitude**, **Empathy** and **Mindfulness (GEM)**, along with Emotional Literacy, Connection and Physical Health. As the more positive emotion you experience, the more resilient you will be. TRP is developed by educators across Australia. Each lesson has fun and engaging activities with students receiving their own TRP Student Journal to complete the activities.

I will deliver this program weekly throughout the year to all Year 3–6 classes during their wellbeing sessions.

We have chosen Martin Heppell as the person to deliver the videos to our students – Martin is a very funny and engaging character that I believe all our students will relate and listen to.

There is also a **Family Hub** that you can access. This is designed to keep families engaged in the program. It includes information about the key principles of **Gratitude**, **Empathy**, **Mindfulness** and **Emotional Literacy (GEM)**, along with the benefits of regularly practising these. Additionally, it offers inspiring videos and activities that families can practise at home to support their wellbeing.

Please click on the link below and watch the welcome video from Hugh and Martin.

Accessing the Hub

<https://theresilienceproject.com.au/family-hub-engage/>



Martin Heppell

Hugh Van Cylenburg

(Founder of TRP)

Please stay tuned for more information from myself and our students regarding The Resilience Program 😊

Wellbeing Wonderings cont..

Respectful Relationships - What is it?

In 2016 Respectful Relationships education became a core component of the Victorian Curriculum. The Resilience, Rights and Respectful Relationships teaching and learning materials have been developed to support schools to deliver the curriculum.

Respectful Relationships education is a core component of the Victorian Curriculum from foundation to year 12. It is all about embedding a culture of respect and equality across the entire school community. The Respectful Relationships program supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

The Respectful Relationships classroom program is informed by a strong evidence base that highlights the elements of effective practice in enhancing student learning about social and emotional learning and respectful relationships. The learning materials use a range of collaborative learning strategies which in themselves, provide opportunities to develop social skills. Activities include paired sharing, small group problem solving, scenario-based discussions, skill development exercises, role plays, storytelling, games and class discussions.

Every class at Romsey Primary School participates in the Respectful Relationships program. This term (Term 1) our topic is:-

Topic 5 – Stress Management

Topic 5 – Stress Management

Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges. The activities focus on the ways in which self-calming strategies can be used to manage stressful situations.

Overview of activities for this term

Foundation (Prep)

Activity 1: The melting tiger game for taming anger.

Activity 2: How stressful?

Activity 3: Positive play.

Level 1-2

Activity 1: The Slow-motion Giant Mirror Game for creating a calmer classroom.

Activity 2: What is stress and what can we do to cope?

Activity 3: Relaxation techniques.

Activity 4: Making new friends – from stress to strategies.

Level 3-4

Activity 1: What to do when we feel stressed.

Activity 2: Strategies for self-calming

Level 5-6

Activity 1: Stressors.

Activity 2: Lifting the mood.

Activity 3: A guided relaxation.

Wellbeing Wonderings cont..

Respectful Relationships - What is it? cont..

Classroom program topics

(structured the same way at each level of the program)



At Romsey Primary we have a whole school approach to Respectful Relationships and focus on topics 1-4 every odd year (ie 2025) and topics 5-8 every even year (ie 2026).

Each term we discuss one topic, for example this year (2026) –

Term 1 – Stress Management

Term 2 – Help-Seeking

Term 3 – Gender Norms and Identity

Term 4 – Positive Gender Relationships

If you have any queries regarding the Respectful Relationships program (topics and activities being covered) please feel free to contact your child's classroom teacher or Miss Kile, Mr Milsom or Leanne Stewart (MHWL).

We are all happy to discuss this with you.



Foundation



Level 1-2



Level 3-4



Level 5-6

Wellbeing Wonderings cont..



Kimochis Curriculum (Whole School)

Over the past four years we have been embedding a social-emotional learning and character education program throughout the whole school—the Kimochis® curriculum.

Kimochi means “feeling” in Japanese. Sometimes kids (and adults) have strong feelings that can fuel challenging behaviours. Sometimes it’s hard to know how to communicate when you are in an emotional moment. Kimochis are a playful way to help children (and adults) learn how to identify and express feelings. Kimochis teach the fourth ‘R’ – reading, writing, arithmetic and RELATIONSHIPS. This “R” is the foundation for success in ALL areas of life.

The curriculum is based on research documenting that when instruction in building social, emotional, and behavioural skills is provided at a young age, there is a positive effect on how children problem-solve and interact with their peers later in life. The Kimochis curriculum is also based on research that tells us that a strong social-emotional learning foundation is essential to academic and life success. **When children learn to communicate their feelings effectively, they build confidence, self-esteem and strong relationships.**

Your child will learn how to recognise and manage emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. We have fun and practical lessons each week that will teach your child these skills and more!

This program has three units that teach different skills:-

-Kimochis Characters (Lovey Dove, Bug, Huggtopus, Cat, Cloud, Bella-Rose, Clover and Hero) and their personalities & temperament – just like all children! Each Character has a favourite food, number, and colour. But most of all, they all have feelings that define their personalities and behaviour.

-7 Keys to Communication - **Key 1** – Get Someone’s Attention, **Key 2** – Use a talking voice, **Key 3** – Use a talking face and body, **Key 4** – Choose helping words, **Key 5** – Redo hurtful moments, **Key 6** – Be kind and let others redo, **Key 7** – Assume the best.

-Feelings & Kotowaza’s – a Kotowaza is a Japanese proverb that accompanies feelings. Kotowaza’s inspire people to say and do meaningful actions for the feeling.

Eg:- Mad – It’s ok to be mad, but it’s not okay to be mean / Sad – Sad feelings come and go / Brave – Put your brave in front / Kind – Take the time to be kind.

Just to name a few 😊

The Kimochis® Lessons teach your child new emotional vocabulary and simple strategies to cope with challenging social moments.

We are very excited and hopeful about building an even stronger school-to-home connection this year. We are also eager to hear how your child is using positive communication skills and habits to express feelings and be compassionate toward others.

This year our Kimochis sessions will run each week for 50 mins.

Semester 1 – Prep Classes - Leanne Stewart (MHWL) will be running Kimochis sessions

Semester 2 – Yr1/2 Classes Leanne Stewart (MHWL) will be running Kimochis sessions

Wellbeing Wonderings cont..

Inform & Empower (Cyber Safety and Digital Wellbeing)



I am very excited to inform our school community that again this year the Lancefield/Romsey Bendigo Bank has provided funding for our teachers, students and parents to engage in the Inform & Empower program.

This is a whole school, interactive approach to cyber safety. Students are informed through comprehensive videos, activities, worksheets and live stream events - all aligned with the Australian Curriculum.

How Does It Work?

- ✚ Each term, students (with their teachers) tune in from the comfort of their classrooms to watch an engaging, interactive live streamed incursion.
- ✚ Teachers are provided with a selection of follow up ideas and lesson ideas.
- ✚ Parents are given a 'tip sheet' after each session to help open up important conversations at home.

Inform & Empower is endorsed by the eSafety Commissioner as a Trusted eSafety Provider.



Wellbeing Wonderings cont..

Connecting positively with kids after school

School days can be long and exhausting, no matter what age children are. Trying to have a conversation straight away can be counter productive at times and very informative. Instead of the same questions, “How was your day?”, “What did you do at school today?” Here are some suggestions to develop that positive connection...

Give them a big smile the moment you see them: There is nothing more comforting than someone who is happy to see you, right? Share those good vibes!

Give them space to unwind: Just like adults, kids need to decompress after their work day. Kids can benefit from down time after school. This doesn't necessarily have to be play time and it doesn't have to be screentime either. It could be quiet time, curling up with a favourite comic book, time with pets, music, creative time, construction, gardening, cooking and so on. This helps kids brain slow down, switch gears, and re-adjust to a new environment.

Do what your child wants to do: Within reason of course, ask them if you can join them in their activity of interest. For example, ask to play the game with them or at least sit next to them, keep them company, and encourage them while they play. This helps show interest in their interests.

Make plans to do something together for when there is free time: If there is no time during the school week, talk about making plans for another day. This gives them something to look forward to. It also encourages them to express their interests. It can be motivating and they may work more productively knowing that at the end of the week something special awaits them.

Exercise together: A great option for all ages is exercise. Going for a walk, ride, run, or using an exercise app. When kids see their parents/carers practicing healthy habits, it can help them build a healthy relationship with their bodies and with their parents/carers too.

Classic family meal at the table: Having one meal a day together can be incredibly grounding as a family. Give each child their own place setting at the table. It helps instil the feelings of belongingness and connection. Try to engage with each person equally, giving everyone an opportunity to talk about what's on their mind. It's also a good place to 'go around the table' and share some of the questions/conversation starters below. It's also important to establish some rules, like no devices at the table.

Have meaningful conversations: Instead of asking “How was your day?” here are some alternative ways you can connect in conversation with your kids after school.

What was the best part of your day?

What did you try really hard to do today?

Did you offer to help anyone?

What did you do today at recess?

Were you able to do something you really wanted to do today?

What's something you're really proud of today?

Tell me something that made you laugh.

Tell me something that made you happy.

The after-school routine can be exhausting for parents as well. When kids get home, it's often food, baths and bed! Trying to find the time to connect positively is tricky but it's definitely worth the effort.