

PESA **2026** *Join us!*



Starting Well, Finishing Strong

The 2026 Learning Plan, **Starting Well, Finishing Strong**, is designed to guide educators, leaders, and education communities through a year of intentional learning. Following the natural rhythm of the academic calendar, each term will focus on wellbeing strategies that underpins **effective teaching, supported learners** and **thriving school communities**.

Termly Themes

Term 1: Building a Thriving Community from Day One

Staff wellbeing as the foundation for healthy learning, relational leadership and student agency. Together, we lay the groundwork for a culture of connection and belonging.

Term 2: Wellbeing Strategies for Learning

Sustainable practices to foster focus and self-determination, everyday strategies for goal setting and reflection, and targeted coaching. Embedding wellbeing into daily practice builds lifelong skills for growth.

Term 3: Reigniting Joy, Reconnecting to Purpose

Practices to re-energise classrooms, playful pedagogy, and reminders of why we love to teach and learn.

Term 4: Sustainable Wellbeing

Building educator capability and confidence, strengthening buy-in and change management; aligning wellbeing with school policies, and meaningful measurement.

Starting Well, Finishing Strong



Starting Well in Terms 1 and 2

We begin the year by building strong foundations: fostering staff wellbeing, relational leadership, and student agency, while embedding sustainable wellbeing practices into everyday learning.

Term 1: Building a Thriving Community from Day One

We begin the year with people at the centre of everything we do: reconnecting staff, students, and families to foster a vibrant, inclusive education community. This term is dedicated to cultivating meaningful relationships that nurture belonging, trust, and a shared purpose.

Our focus is on:

- **Staff wellbeing** as the foundation for a healthy learning environment.
- **Relational leadership** that models empathy and collaboration.
- **Student agency** that empowers learners to shape their experience and voice their ideas.



Here, we start the year together with collective intentions. Together, we will lay the groundwork for a school culture rooted in connection.



Starting Well, Finishing Strong

Starting Well in Terms 1 and 2

We begin the year by building strong foundations: fostering staff wellbeing, relational leadership, and student agency, while embedding sustainable wellbeing practices into everyday learning.

Term 2: Wellbeing Strategies for Learning

In Term 2, we explore the powerful connection between wellbeing and learning outcomes. Research shows that academic progress does not happen in isolation, it grows from environments where students feel safe and engaged.

This term, our focus is on:

- **Sustainable wellbeing practices** that foster focus and self-determination, helping students move past procrastination and perfectionism.
- **Practical, everyday strategies** that embed wellbeing into teaching and learning, including goal setting and reflection.
- **Targeted wellbeing coaching** to enhance academic confidence, motivation, and achievement.

It's the small, intentional steps we take each day that build lasting growth. By embedding wellbeing into daily practice, we lay the foundation for confident and capable learners. This is not only beneficial to students within an educational environment, but provides life long skills for learning and growth.

Starting Well, Finishing Strong

Finishing Strong in Terms 3 and 4

In the second half of the year, we reignite joy and reconnect to purpose, energising classrooms through playful pedagogy. We then turn to the “how” to ensure wellbeing has a sustainable and lasting impact.

Term 3: Reigniting Joy, Reconnecting to Purpose

In Term 3, it can be really helpful to have a reignite purpose, joy and creativity, not as distractions, but as essential ingredients for deep learning and wellbeing.

This term, we will explore:

- Wellbeing practices that **re-energise classrooms**.
- Playful pedagogy that sparks curiosity and engagement.
- **Moments of joy and flow** that remind us - and our students - why we love to learn and teach.

This term is about keeping kids younger for longer and rediscovering the heart of education. It's an opportunity for teachers to realign with their purpose and rediscover the energy that comes from inspiring and supporting their students.





Starting Well, Finishing Strong

Finishing Strong in Terms 3 and 4

In the second half of the year, we reignite joy and reconnect to purpose, energising classrooms through playful pedagogy. We then turn to the “how” to ensure wellbeing has a sustainable and lasting impact.

Term 4: Sustainable Wellbeing

In Term 4, the focus shifts from concepts to consistent implementation. This is about ensuring that wellbeing education is sustainable and scalable, and embedded in our everyday culture.

This term, we will explore:

- **Building educator capability** and confidence to apply wellbeing practices with clarity and purpose.
- **Strengthening buy-in and change management**, ensuring your strategy is understood and supported.
- **Aligning wellbeing practice** with school policies, frameworks, and statements so that systems reinforce what happens in classrooms.
- **Meaningful measurement**, using data and reflection to guide improvement and celebrate progress.

This term is about building the scaffolding beneath the practice. It is an opportunity for educators and leaders to sharpen the “how”: refining processes, capturing what we’ve learned, and setting up the systems that ensure wellbeing is not dependent on individual champions.