

Case Study: Revesby South Public School's Wellbeing Journey



Revesby South Public School is a small, inclusive school in southwest Sydney with 300 students, 40 staff, and diverse cultural backgrounds.

REVESBY SOUTH PUBLIC SCHOOL FLOURISHING MODEL



Year Level:
Primary K - 6



Sector:
Government



Location:
Sydney,
Australia



Stage in
Journey:
Established

THE AIM: THE WHY

At Revesby South, the goal is for students to *strive to succeed* and to flourish. The school aims to equip students with an understanding of wellbeing and its key pillars, helping them recognise and manage their emotions while building lifelong skills to support their own wellbeing. This approach is both purposeful and rewarding for educators.

UNDERPINNING METHODOLOGIES: THE HOW

Revesby South uses the [SEARCH framework from the Visible Wellbeing model](#) including the pillars of Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits and Goals.

Each pillar includes a clear explanation of its meaning and practical guidance on how it can be implemented. It intentionally identifies specific components within each pillar to provide clarity, focus, and direction for effective wellbeing practice. Underpinning all pillars are targeted strategies or 'tactics' designed to support the elements within, all aimed at enabling student and staff flourishing. This model is aligned with the [NSW Department of Education's wellbeing framework](#), Connect, Succeed, and Thrive.

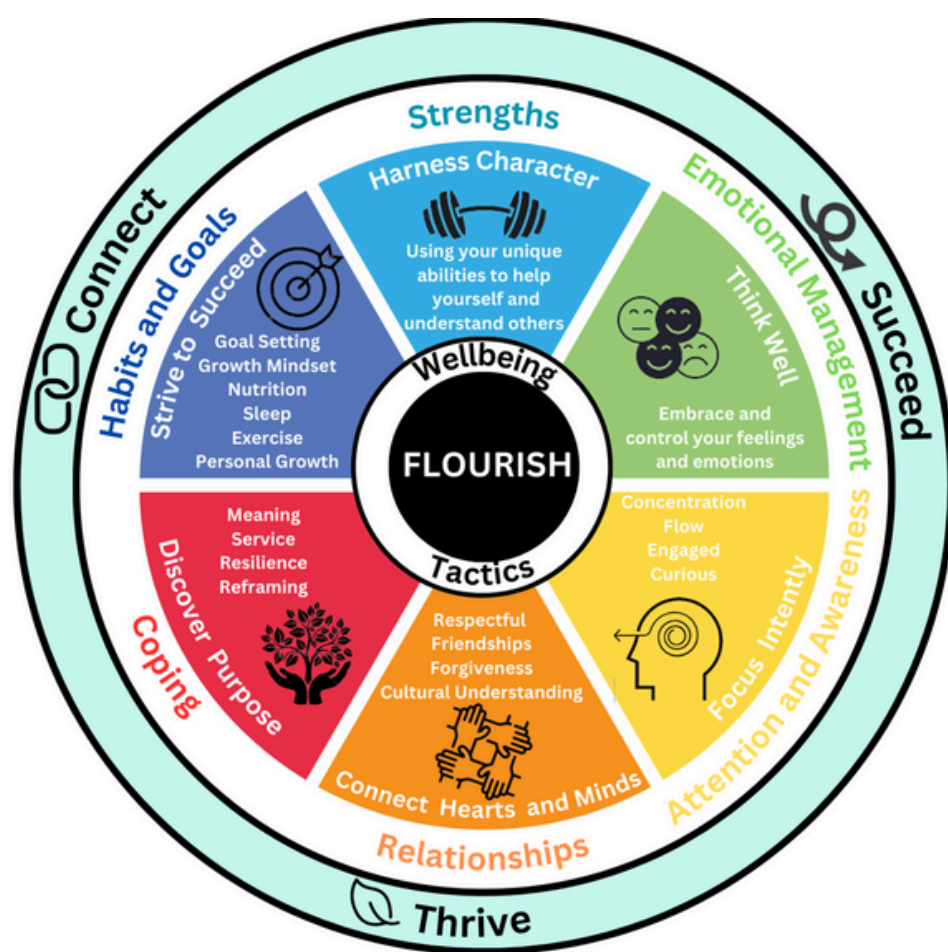


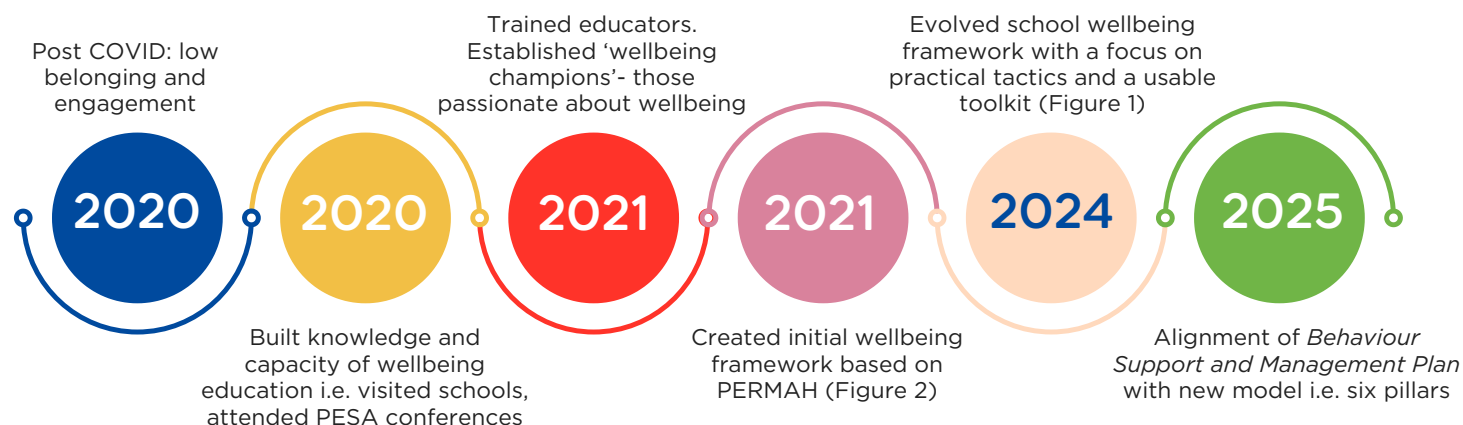
Figure 1: Revesby South Primary's Flourishing Model



"Wellbeing is a continual journey of evolution, change, reflection and evaluation."

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THE JOURNEY SO FAR



"Our vision is to have wellbeing embedded in both the 'taught' and 'caught' moments"

MEASUREMENTS



Most of the feedback is using student voice from K-6 through focus groups



Surveys i.e. students and parent: 'Tell Them From Me'



Attendance and incident data



Educator feedback highlights areas of success and opportunities for improvement.

IMPACT



Students are more engaged



Improved relationships



Improved attendance



Reduced incidents



Improved educator wellbeing



Calmer school environment, in the classroom and on the playground

KEY LEARNINGS/ INSIGHTS

- Gather student insights through forums and the SEARCH survey.
- Address gaps in understanding by clarifying tricky concepts e.g. what is 'wellbeing'.
- Begin with character strengths to build a shared wellbeing language.
- Familiarise/ train educators through discussing and learning about their own wellbeing.
- Allocate time for reflection, learning, and coaching to embed and sustain wellbeing practices.
- Use consistent wellbeing language school-wide to promote shared understanding and long-term impact.



Figure 2: Revesby South Primary's first Flourishing Model based on PERMAH and character strengths.



Figure 3: Top character strengths of a year 2 student

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EXAMPLE WELLBEING INTERVENTIONS

Revesby South has implemented a range of high-impact wellbeing initiatives, which are regularly reviewed and refined to ensure their relevance and effectiveness. A selection of these initiatives/ resources is outlined below.

Garden Club (K-6)

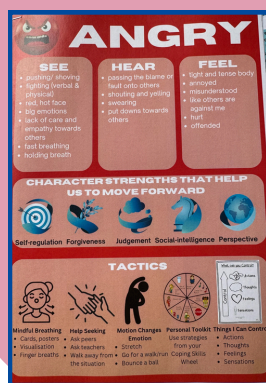
Encourage student connection with nature, responsibility, and hands-on wellbeing practices.



The school also has a chicken coop and beehive with stingless bees!

Emotion Identification, Strengths and Tactics (K-6)

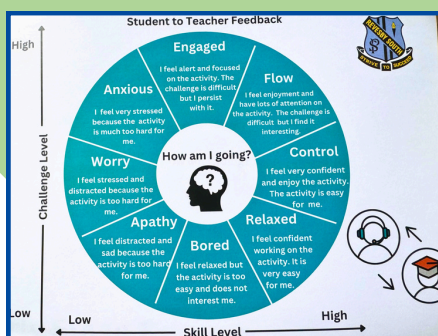
Link emotions with what students see, hear, and feel to identify relevant character strengths and guide constructive responses.



"We design, trial, and refine our resources based on feedback from teachers and students."

Student to Teacher Feedback Tool (K-6)

Students self-reflect to give teachers immediate insight into strengths and learning states like control, engagement, or flow (based on Csikszentmihalyi's Flow Theory).



Term 1 Wellbeing Boost/Energiser (K-6)

Kick off the year with 10 structured lessons to reinforce core wellbeing concepts like strengths and resilience.

Peer Support Program (K-6)

Built around character strengths and delivered through 10 lessons across the year. Year 6 leaders facilitate sessions with groups of K-5 students.



CONTACT

We extend our sincere gratitude to **Nadine Saul** for taking the time to share Revesby South's framework and insights with the PESA community. If you have any questions about the school's journey or resources, contact Nadine Saul via: nadine.saul1@det.nsw.edu.au



Visit: <https://revesbysouth-p.schools.nsw.gov.au/>