

XXX Staff Wellbeing Feedback



Thank you for...

- Minimising staff meetings
- Thanking staff for their hard work
- Support throughout, especially to new staff
- An open and approachable space that's easy to speak in
- Understanding my accent
- All my colleagues
- Giving us time for PL
- More planning time
- Making it easier when it is reporting time
- Giving me support
- Cutting down on meetings
- Having SRC/Leaders putting out play equipment at lunch and recess
- Making up RFF for those who have missed out due to holidays/school events
- Continually looking at ways to change ways to help workload and taking on suggestions
- Making changes and adopting new ideas
- XXX and XXX for being so understanding and open to serious conversations
- Taking the time to answer questions
- The wellbeing session today
- All the amazing staff at XXX
- Your support and helping me grow
- Giving us more planning time
- No meetings during wellbeing week
- To leadership team for demonstrating the value of gratitude and always showing appreciation
- The additional RFF during wellbeing week
- Providing students with co-curricular activities like camp, glee club, sport, dance, etc.
- Promoting physical and emotional safety
- Thinking about us and being a welcoming staff
- Reducing duties to 3 days
- Our wellbeing weeks
- Making PL during school time
- Prioritising learnings around staff/school wellbeing
- Wellbeing PL
- Meeting free days and caring for each other
- Reducing after school meetings
- Additional planning time built into school hours
- Enabling me to have lunch with my mate by changing the roster
- Supporting me with misbehaving students
- Having a colleague who is always willing to help me
- Making changes across the school in setting up consistent, predictable routines
- Acknowledging what I do
- Wellbeing week once a term
- Making our school environment friendly and welcoming to all staff
- Reducing three-way meetings from 4 to 3 per year
- Great supportive APs
- Always stepping in during challenging times
- An amazing AP who prioritises team members' wellbeing



1. Workload Reduction and Time Management

Staff consistently expressed gratitude for initiatives that reduce unnecessary workload and create more time for core priorities. Examples include:

- Fewer staff meetings or meeting-free weeks/days.
- Extra planning time (RFF, during school hours, or wellbeing weeks).
- Streamlined reporting processes.
- Reducing duties and the number of three-way meetings.

Why it matters: These strategies show leadership values staff time, acknowledges workload pressures, and actively seeks to ease them – a significant factor in preventing burnout.

2. Supportive and Appreciative Leadership

Many comments highlight the importance of leadership that is approachable, grateful, and willing to listen. Examples include:

- Leaders who thank and acknowledge staff contributions.
- Being open, approachable, and understanding (e.g., “XXX and XXX” or “APs prioritising wellbeing”).
- Taking time to answer questions and adopting staff suggestions.
- Stepping in during challenging times.

Why it matters: Staff feel valued when leadership demonstrates gratitude, emotional support, and responsiveness – which strengthens trust and morale.

3. Collegiality and a Positive Staff Culture

Staff are grateful for the supportive, friendly, and collaborative environment created by colleagues. Examples include:

- Support from colleagues during challenges or with student behaviour.
- Having “amazing staff” who care and help one another.
- A welcoming, friendly environment.
- Opportunities to share lunch or connect socially.

Why it matters: Positive relationships between colleagues create a sense of belonging and collective resilience, which is central to sustained wellbeing.

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What about...

- Morning tea once a week or fortnight
- Friday lunch together for staff
- A celebratory birthday shout-out for staff birthday via speaker
- An early mark every Wednesday
- Encouraging each other as a staff
- Staff appreciations
- Making sure all teachers are consistent with whole school expectations (easier on other teachers)
- More informal opportunities to decompress and being available
- Morning tea/food once a term just for staff to get together in the staffroom
- We bring back the student colouring-in. Great relationship building b/n office and students
- Having star staff award for extrinsic motivation and acknowledgement
- Time to organise events (e.g. excursions, carnivals) – just an hour if possible
- Assembly in the morning – once per week
- Instead of meetings every Wednesday we have them once per fortnight
- Ensuring teachers are consistent with school expectations
- More teacher agency – finding out what teachers need and how we can meet those needs
- More activities with staff members (outings / dinners)
- Reintroducing / encouraging staff social activities / events
- More shout-outs to staff for what they do
- Building staff profiles amongst the staff and community
- Strengthening the bond between staff members by engaging in social activities
- Celebrating the 'little wins' about our school everyday
- Letting us choose who we want to work with
- Teachers being part of the decision making process where possible
- Less playground duty
- We only had 2 x 3WGM (3-way Group Meetings) a year
- A catered afternoon tea for all staff if possible
- Teams / groups of staff take on a wellbeing activity to engage all staff in
- Making more opportunities to have social connections – social club events
- Having a morning tea each month to celebrate birthdays, special news, etc.
- Once a week/month from 8:50 – 9:00am teachers can enjoy MT, walk around Area A, socialise.
- Improving communication and unity
- Asking staff how can we improve wellbeing – What do you want/need?
- Greater acknowledgement of special days for staff (birthdays etc.)
- More free snacks in the staffroom
- Reducing the number of students in class, especially in Stage 2
- We have Christmas lunch on the last day of school?
- More in-school social events
- Some teachers understand children more
- Being more transparent



1. Social Connection and Celebration

Many suggestions focused on creating more opportunities for staff to connect socially, celebrate milestones, and enjoy shared experiences. Examples include:

- Morning teas, Friday lunches, catered afternoon teas, Christmas lunch.
- Birthday and special-day acknowledgements (shout-outs, celebrations).
- Staff profiles, star staff awards, celebrating “little wins.”
- More informal opportunities to decompress, social club events, outings, dinners.

Why it matters: Staff see social connection, celebration, and shared fun as critical to strengthening relationships, boosting morale, and creating a sense of belonging.

2. Teacher Agency and Voice

Staff want greater involvement in shaping their work environment and wellbeing supports. Examples include:

- Teachers being part of decision-making processes.
- More teacher agency — asking staff what they want/need.
- Choosing who they work with.
- Being listened to about wellbeing priorities.

Why it matters: Giving staff genuine voice in decisions fosters ownership, empowerment, and trust — reinforcing that wellbeing is co-created, not top-down.

3. Workload and Consistency of Expectations

A number of suggestions reflected a desire to reduce pressure and ensure fairness. Examples include:

- Fewer meetings (fortnightly instead of weekly).
- Less playground duty.
- Time to organise events like excursions or carnivals.
- Reducing class sizes, especially Stage 2.
- Consistency across staff in applying whole-school expectations.

Why it matters: Addressing workload and fairness helps prevent burnout, reduces frustration, and allows staff to focus more on meaningful teaching and learning.
