### Standard:

- **RPPS community of learners promoting a common understanding, consistent approaches and shared commitment to the development of learner wellbeing and engagement.**

### Target

- 5% increase in enthusiastic learners as measured by the Engagement Matrix in Term 4.
- 95% attendance is achieved by all students R-7.
- 87% attendance is achieved by all ATSI students in R-7.
- 5% decrease in the number of identified bullying behaviours as measured by the Term 3 bullying audit.

### Learning Focus

- School and classroom expectations are developed, maintained and reviewed using the Virtues framework.
- Virtues program is used R-7 to help support classroom and yard based learning.
- Play is the way games, visuals and language are used in classrooms and yard to create a positive culture.
- Community mindedness helps engage students with their learning objectives. Goal setting, learning targets and social development are included in these.
- One plan developed and implemented.

- PALS program introduced to Year 6/7 students and to be implemented throughout the year. Peer mediators to help support students in the yard.
- Explicit teaching in classroom eg Child Protection Policy, Keeping them Safe, I Am Safe with support from Counsellor, CPS, ACEO and Deputy.
- Cross age mentoring from R-7.

### Evidence

- Engagement matrix in term 4. Learning, relationships and wellbeing data recorded.
- Attendance data.
- Virtues tallies.
- One plan.

- Bullying data presented to Governing council/staff each term.
- Games are being played which help develop relationships but support engagement.
- Bullying audit in term 3 is completed by Yr 1 – 7 students.
- Annual report.

### Maintenance:

- Continual review of the schools behaviour education (class and yard).
- Ongoing school engagement programs eg garden, true colours.
- Student leadership programs monitored and re established.