



STUDENT WELLBEING & ENGAGEMENT POLICY 2025-2027

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Patterson River Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS:

- 1. School profile
- 2. School values, Philosophy & Vision
- 3. Wellbeing & Engagement strategies
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1. School Profile

Patterson River Secondary College is a successful and well organised single campus co-educational school situated approximately 33 kilometres from Melbourne CBD in the beachside suburb of Seaford. Patterson River Secondary College has a reputation for high quality education and a comprehensive support system for students offering a traditional range of pathways for our students. The staff and the leadership of the College are focused on catering for the changing needs of students and are investing in challenging and innovative programs to enhance student motivation and achievement.

Student learning takes place in a safe and stimulating environment with a range of modern facilities which include a three court basketball stadium, Year 7 and Year 9 learning centres, a Senior common area and learning space and a Performing Arts Centre. Patterson River SC has an enrolment of approximately 1280 students from a low to mid socio economic background. (SFO 0.44) The College has 124 equivalent fulltime staff, 4 principal class, 94 teachers and 30 education support staff. The College currently has 67 students funded through the Disability and Inclusion program, these students are grouped together to ensure maximum support time and classes are staffed by teachers experienced in dealing with special needs. We have an Indigenous/Koorie population of 33 students.

2. School Values, Philosophy and Vision

The College sees itself as a learning community which works together to create a culture of achievement for all. The College motto is 'Achieving Excellence Together' and this, along with the College values of Persistence, Excellence, Community and Respect underpin everything we do.

Our purpose is to provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best. School Wide Positive Behaviour provides an opportunity for us as a College to achieve this purpose and provide clear expectations for our students. School Wide Positive Behaviour is a framework for teaching and acknowledging the positive behaviours of the students in our College community. It is about emphasising the importance between a supportive relationship, classroom culture and individual student success. Our Statement of Values is available [here](#).



3. WELLBEING & ENGAGEMENT STRATEGIES

To realise our vision, Patterson River Secondary College has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals, may need extra social, emotional or educational support to flourish at school and so we have put in place strategies to identify these students and provide them with the support they need.

The College has implemented a School Wide Positive Behaviour framework and has worked collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of individuals and others.

Patterson River Secondary College's Health curriculum in junior school focuses on developing respectful relationships under the banner of "Learning: 4Me, 4 Now, and 4 Life" across Year 7, Year 8 and Year 9. The Tier 1 (whole-school), Tier 2 (group-specific), Tier 3 individual engagement strategies used at Patterson River Secondary College include:

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> ▪ School Wide Positive Behaviour framework ▪ PRSC Classroom Instructional Model ▪ Student Management Plan & Classroom Guidelines ▪ Broad curriculum including VCE, VCAL and VET ▪ Attendance policy ▪ Mentor teachers Yr 7-10 ▪ Student Leadership ▪ Student Led Success Assemblies ▪ Year 9 L4L program ▪ Elective program Yr 8-12 ▪ Data-driven feedback ▪ Careers Curriculum Framework ▪ Differentiated instruction ▪ Wellbeing programs – RUOK Day, Wear it Purple, IDAHOBIT day etc ▪ Mindmatters Training ▪ Camps ▪ Cybersmart school ▪ Safe Schools Coalition ▪ Senior School Forum ▪ Safe Minds ▪ Performing Arts Program ▪ College newsletters ▪ Compass – student portal 	<ul style="list-style-type: none"> ▪ Yr 6 Orientation & Transition Support ▪ Select Entry Program – Excel Yr 7-9 ▪ Kingston Koorie Mob ▪ Resilience Groups/sessions ▪ Social Skills Groups ▪ Girls Business ▪ Kingston Youth Services lunchtime program ▪ Bullying and Harassment prevention workshops ▪ Cyber Safety Workshops ▪ Data-driven supports i.e. Literacy/Numeracy support ▪ Health programs ▪ Yr 7/ Yr 10 Peer Support program ▪ Student Led Action Group ▪ Career Action Plan Yr 10-12 ▪ Homework Club ▪ Maths Club ▪ Elective block for Year 8 	<ul style="list-style-type: none"> ▪ Behaviour Support Plans ▪ Student Support Group Meetings ▪ Modified timetable ▪ Individualised needs based programs ▪ Pro Social skills ▪ Individualised curriculum ▪ Staged Response documentation ▪ Wellbeing Support ▪ Behaviour Management Programs ▪ Referral to alternative educational setting ▪ Pathway support ▪ Application for Disability & Inclusion ▪ Referral to outside agencies ▪ 1 to 1 support by Wellbeing team

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Patterson River Secondary College has a strong focus on individualised instruction and offering extra support to students. Intervention is offered to identified students in Years 7 -10. Students are identified through formal testing, teacher recommendation and transition information from primary schools. The program withdraws students from their Language class to smaller group Intervention sessions in Year 7 & 8. In Year 9 support is offered as a small class and runs parallel to the Learning 4 Life program. These sessions identify students' needs and develop programs to improve areas of literacy weakness. In Year 10 students become part of our Individualised Program which is a pathway leading to VCE VM.

The Learning Support Centre provides a safe place for students experiencing social difficulties in the school yard during lunch time and recess. The supervised area allows students to interact in a much more controlled environment. A school psychologist, Mental Health Practitioner and the Wellbeing Team are available to students, families and staff needing additional support with wellbeing issues that may arise. DE Regional support is available on a referral basis. Parent permission is required for the online referral to be made by the Wellbeing Coordinator. External specialists such as Speech Pathologist, Psychologists, Physiotherapists, Visiting Teacher service and further specialists as required.

Students with poor attendance will be identified by Year Level Managers or the Attendance Officer. In the case of ongoing or frequent absenteeism, a meeting convened by the Assistant Principal which could include Year Level Co-ordinator, Wellbeing Leader, Engagement Officer, Principal, student and parents/guardians will be arranged. Means to support the student to attend the College will also be examined. Parental support in these matters is vital to ensure the best possible educational opportunities for our students.

Students from at risk groups, such as Out of Home care and Indigenous students will have Student Support group meetings and Individual Learning Plans. Where appropriate they will also be assigned a mentor to help implement relevant strategies and oversee their general wellbeing and academic progress.

The Wellbeing Team work closely with Year Level leaders, Intervention Leader, teachers, parents and the administration team. They meet on a weekly basis to review, discuss and assess referrals, case manage, reflect and evaluate on current practices, refer to outside organisations and identify target areas within the College that may need to be addressed.

The Wellbeing team initiate and help implement many of the preventative and early intervention approaches throughout the College, particularly those relating to resilience and mental health. The focus of the Wellbeing team is whole school, but much of the day to day for the team members is working with individual students referred by staff, parents or students themselves.

5. STUDENT RIGHTS & RESPONSIBILITIES

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.


Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Our school's SWPB matrices highlight the rights and responsibilities of members of our community.

 PATTERSON RIVER SECONDARY COLLEGE					
School Wide Positive Behaviours					
ALL SETTINGS					
	I Persist	I achieve Excellence	I am Community Minded	I am Respectful	
Our Community To and from school, school events, excursions & camps and functions	<ul style="list-style-type: none"> • Approach challenging situations with a positive attitude • Meet or exceed what is expected of me 	<ul style="list-style-type: none"> • Demonstrate College values • Take advantage of opportunities 	<ul style="list-style-type: none"> • Represent the College with pride • Participate in extra-curricular activities • Be considerate of others 	<ul style="list-style-type: none"> • Use a kind tone of voice • Use positive language • Be courteous and considerate of others 	
Use of Technology School computers, personal laptops and devices, Compass and social networking sites	<ul style="list-style-type: none"> • Bring devices ready to use • Utilise basic technology skills to support learning 	<ul style="list-style-type: none"> • Consider source of information • Be safe and responsible online • Utilise devices in a mindful way 	<ul style="list-style-type: none"> • Contribute positively to online collaborative spaces • Use ICT in an ethical manner 	<ul style="list-style-type: none"> • Use technology at appropriate times • Communicate positively • Be safe and responsible when using ICT and equipment 	
Inside Spaces Library, year level centres and offices	<ul style="list-style-type: none"> • Model good behaviour • Ask for help when required 	<ul style="list-style-type: none"> • Seek support for learning and apply feedback 	<ul style="list-style-type: none"> • Be courteous to others • Be supportive of others 	<ul style="list-style-type: none"> • Use appropriate language • Be mindful of others in the shared space • Contribute to maintaining a clean and tidy environment 	
Outside Spaces Canteen, locker bays, school yard, toilets, buses and bike shed	<ul style="list-style-type: none"> • Find appropriate solutions to problems • Be patient and understanding of others in shared spaces 	<ul style="list-style-type: none"> • Use areas for their intended purpose 	<ul style="list-style-type: none"> • Build positive relationships • Be mindful of others' privacy and property 	<ul style="list-style-type: none"> • Use appropriate language • Put rubbish in the bin • Look after equipment and facilities 	
Active Spaces Oval, stadium, PAC	<ul style="list-style-type: none"> • Try new activities 	<ul style="list-style-type: none"> • Take advantage of extra-curricular opportunities 	<ul style="list-style-type: none"> • Allow others to participate • Work cooperatively together 	<ul style="list-style-type: none"> • Participate in a safe manner • Play fairly • Be a positive role model 	
All locations	Be safe and responsible	Be courteous and considerate of others	Respect personal space, privacy and property	Take responsibility for actions and behaviour	Have empathy for others
ACHIEVING EXCELLENCE TOGETHER					



School Wide Positive Behaviours IN THE CLASSROOM

	I Persist	I achieve Excellence	I am Community Minded	I am Respectful	Teacher Expectations
Beginning of Class	<ul style="list-style-type: none"> Be ready to learn 	<ul style="list-style-type: none"> Arrive on time Bring all required equipment 	<ul style="list-style-type: none"> Politely greet teacher Respect and value the shared space 	<ul style="list-style-type: none"> Line up quietly outside and wait for the teacher Enter learning space in an orderly fashion Attentively listen to the purpose and relevance of the lesson 	<ul style="list-style-type: none"> Politely greet students Set classroom expectations Explain purpose and relevance of lesson
In the Classroom	<ul style="list-style-type: none"> Ask for assistance to clarify learning Approach all tasks with a positive mindset Use problem solving strategies See mistakes as learning opportunities 	<ul style="list-style-type: none"> Take pride and give personal best Use technology as instructed by teacher Meet deadlines 	<ul style="list-style-type: none"> Keep conversations relevant to learning Remain in seat or workspace Positively contribute to the learning outcomes of others Look after equipment and resources 	<ul style="list-style-type: none"> Put hand up when contributing to class Use appropriate language Attentively listen to and follow teacher instructions Respect others' personal space and belongings 	<ul style="list-style-type: none"> Provide engaging lessons Set high expectations for student success
Independent Work	<ul style="list-style-type: none"> Complete own work Seek assistance when needed Keep trying when faced with challenge 	<ul style="list-style-type: none"> Seek and act on feedback Set and achieve high expectations 	<ul style="list-style-type: none"> Maintain focus and stay on task Positively participate in learning 	<ul style="list-style-type: none"> Put time and thought into tasks Keep volume to the acceptable level Be mindful of impact on others 	<ul style="list-style-type: none"> Set expectations for volume of the class Actively engage with students to support learning
Collaborative Learning	<ul style="list-style-type: none"> Stay on task as a group Challenge one another's ideas 	<ul style="list-style-type: none"> Work together for shared excellence Hold self and others accountable 	<ul style="list-style-type: none"> Work productively in assigned group Make meaningful contributions Respect the work of other groups 	<ul style="list-style-type: none"> Allow others to share their opinion Contribute to the group's purpose Value collaborative process 	<ul style="list-style-type: none"> Facilitate appropriate tasks and groups Set up learning environment Support groups to further their thinking
End of Class	<ul style="list-style-type: none"> Utilise all lesson time available 	<ul style="list-style-type: none"> Participate in the conclusion of the lesson Take care of work completed 	<ul style="list-style-type: none"> Leave space, equipment and resources clean and tidy 	<ul style="list-style-type: none"> Wait for teacher dismissal Thank the teacher for the lesson 	<ul style="list-style-type: none"> Conclude the lesson in a positive way

ACHIEVING EXCELLENCE TOGETHER

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. STUDENT BEHAVIOURAL EXPECTATIONS & MANAGEMENT

Patterson River Secondary College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out appropriate behaviours for our College community that are underpinned by our values of Persistence, Excellence, Community & Respect. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds and experiences.

Discipline

Patterson River Secondary College's student management model uses the College values of Persistence, Excellence, Community & Respect as the foundation for the creation of a respectful learning environment.

Student engagement, regular attendance and positive behaviours will be supported through our school wide positive behaviour framework, respectful relationships, whole school and classroom practices, including:

- establishing consistent, fair and democratic classrooms and school environments
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning.

Student Behaviour Response Continuum

At times, student behaviour will need to be managed within the classroom. Teachers are asked to follow the Prompt, Remind, State, Change process as outlined in this diagram when issues with student behaviour arise.

Inappropriate behaviours that do not meet College expectations will be identified and challenged. A range of strategies, including disciplinary measures, may be applied including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program
- Isolation in the classroom
- Removal from class for a short period of time
- Withdrawal from class
- Withdrawal of privileges
- Detention
- Behaviour support and intervention meetings
- Suspension
- Expulsion.



Our Behaviour Support System



ACHIEVING EXCELLENCE TOGETHER

When a student repeatedly demonstrates challenging behaviour, we will implement a more structured intervention strategy as part of a staged response to address the behaviour. These support strategies may include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning or work education,
- involving community support agencies.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness, with an aim to not only respond to the incident but to ensure the best long term outcomes for all individuals involved.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Patterson River Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. ENGAGING WITH FAMILIES

Patterson River Secondary College values the input of parents and carers and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

The College will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

We work hard to create successful partnerships with parents and carers by:

- ensuring all parents/carers have access to our school's policies and procedures, available on our website
- maintaining an open, respectful line of communication between parents/carers and staff
- providing volunteer opportunities to enable parents/carers and students to contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups and developing individual plans for students
- providing free access to resources and guest speakers on a wide range of academic, social and wellbeing topics
- SOCs

The College will support parents supporting their child's attendance and engagement. Parents are expected to act in a respectful and constructive manner when dealing with our College.

8. EVALUATION

Patterson River Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Some of sources of data used are:

- the Attitudes to School Survey data
- incidents data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or Compass
- SOCS

We will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and an intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- [Child Safety and Wellbeing Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2025
Consultation	School council
Approved by	Principal
Next scheduled review date	2027