PATTERSON RIVER
SECONDARY COLLEGE

Parent Handbook 2026

PERSISTENCE · EXCELLENCE · COMMUNITY · RESPECT

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Section 1 – GENERAL INFORMATION

Principal's welcome



For over 50 years we have provided young people with diverse experiences in a caring learning community. The passion of our staff in supporting students to chase their dreams is what sets us apart. Set on beautiful grounds, Patterson River is adjacent to the Kananook Creek and Seaford Wetlands and within walking distance to the beach and a range of local sporting fields. The College has numerous partnerships with local community groups, seeing itself as an important hub of the local community.

Patterson River prides itself on recruiting high performing staff who match the values of the school: Persistence, Excellence, Community and Respect; along with providing staff with excellent ongoing professional development and training. In recent times, the College has seen these efforts reap rewards through significant improvement in NAPLAN and Student Attitudes to School Survey results.

We offer students a diverse range of co-curricular activities in modern facilities, with the recent additions of a new STEM Centre, Food Studies rooms and a Year 8 Centre. Strong student to teacher relationships are of upmost importance, which is supported through Mentor teachers in the Junior School and T@SK teachers in the Senior School so that we can achieve excellence together.

Welcome to 2026, a year in which the College will further its work in establishing itself as a school of choice and excellence in the local community. Please use this Handbook as your reference throughout the year as you work in partnership with us to support student learning.

Mr Daniel Dew,
College Principal.

Assistant Principals



Ms Lisa Cavey

Ms Cavey oversees wellbeing and inclusion as well as camps, events, and staffing.



Mr Jeremy Woods

Mr Woods oversees student engagement, course counselling, pathways, and enrolments.



Ms Samantha Jeacle

Ms Jeacle oversees teaching and learning, including assessment, curriculum, and reporting.

Patterson River Secondary College Motto, Purpose and Values

At Patterson River Secondary College our school motto, purpose and values drive everything that we do. You will see them reflected in our College celebrations, our reporting, and in the ways we talk to and teach students about how to be their best at school and in our community. We know that school is challenging sometimes, so we help our students to see that purpose and values can be a source of inspiration and strength in their lives at these times.

MOTTO
Achieving Excellence Together

PURPOSE
To provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best.

VALUES

PERSISTENCE	At Patterson River Secondary College we persist. This means we face challenges head on because we see them as opportunities for learning.
EXCELLENCE	At Patterson River Secondary College we achieve excellence. This means we deliver our personal best in all settings, reaching high expectations and attaining great outcomes.
COMMUNITY	At Patterson River Secondary College we are community minded. This means we are willing to contribute and represent our College community in an inclusive, constructive and connected learning environment.
RESPECT	At Patterson River Secondary College we are respectful. This means we are considerate and appreciative of all members of our school community, environment and opportunities.

Each of our four values is also aligned to one of our four houses. These houses are represented by a colour as well as a prominent Australian figure: Olympic gold medallist and former Australian of the year, Cathy Freeman OAM; Civil engineer and WW1 military commander, General Sir John Monash; writer, teacher and disability advocate, Tilly Aston; and Bunurong arweet (leader), Derrimut.



General Office Information

Office Hours

Monday to Thursday – 8.00am – 4.30pm

Friday – 8:00am – 4:00pm

Ph: (03) 8770 6700

Office Staff

Rebecca McPhee – Reception / Accounts Payable

Angela Airey – Reception / Enrolments / Compass / Excursions

Rachel Lindsey – Student Accounts

Leesa Cook – Assistant to the Principal and Assistant Principals

Anastasia Castle – Reception / Sickbay / Uniform

Trish Ord – Recruitment / Daily Organisation

Carol Darma – Business Manager

Sub-school Administration

Junior School: Years 7 to 9 – Claire L'Huillier (located in the Year 7 Office)

Senior School: Years 10 to 12 – Alison Stansby (Located in the Senior School Office)

Bell Times

Form Assembly (Years 7-9 only)	8.40am
Period 1	8.45am
Period 2	9.35am
Recess	10.25am
Period 3	10.50am
Period 4	11.40am
Lunch	12.30pm
Period 5	1.20pm
Period 6	2.10pm
Dismissal	3.00pm

Attendance / Arrival / Departures

Absences

Parents can record their child absent online via Compass or by calling the school on (03) 8770 6700 and selecting the relevant sub-school administration. Please notify us as soon as you are able. Parents will receive notification via email that your child is absent if the absence has not been recorded on Compass prior to 10.45am.

Late arrivals
Students arriving after 8.45am (the start of Period 1) must sign in at their relevant sub-school office upon arrival. This is the Year 7 Office with Claire L'Huillier for students in Years 7-9 and the Senior School Office with Alison Stansby for students in Years 10-12. If there is a legitimate reason for your child being late (e.g. a medical appointment), please call the relevant sub-school administration to inform staff of the reason and expected time of arrival.

Early departure
Students must be collected from the front office if they are picked up prior to the end of the day. Students need to be provided with a note (physical or an attendance note on Compass) if they need to leave class early. Please be aware that if you arrive at the school to collect your child without prior notice there may be a significant delay.

Lunch passes
The school has a legal duty of care for all students and as such does not permit students to leave school grounds unless covered by an authorised excursion or event.

Visitors

All visitors to the school must report to the general office and ensure that they sign-in.

Compass

Functions

Our College uses the Compass Student Management tool for a range of functions, including:

- Student and teacher timetables
- Attendance
- Learning Tasks
- Reports
- Excursion approval
- Emailing staff

Parents can access Compass online via the Quick Links tab on our school website (prsc.vic.edu.au) or directly on the Compass website (https://prsc-vic.compass.education/). Compass is also available as a downloadable app for your mobile phone. Please see Appendix 2 for basic instructions on how to use Compass.

Parent logins are shared via the email address you have provided to the school upon enrolment of your child. If you misplace your parent login, please contact the general office. The office staff will arrange for another email to be sent to you with the login information. Parent login details cannot be shared verbally over the phone.

Students sign in to Compass via their student code (three letters followed by four numbers) and a password given to them by the school when they start.

School Calendar / Events

We use the Compass School Calendar to record all events that students may be involved in or invited to attend throughout the year. You can access the Compass Calendar via this symbol on the Compass website:



Camps and Excursions

All notification of camps and excursions will be via Compass. Parents will need to consent and pay via Compass. If your child has an upcoming event that requires your consent and/or payment, you will see an alert on your home screen. Click the alert and it will take you to the Events page.

Please note that where parent consent and/or payment for a school event is required, **this must occur before the day of the scheduled event**. We do not accept consent for events on the day of the event or verbally over the phone. If your consent is not given, an alternative learning program will be provided for your child at school.

Medical information and First Aid

If your child falls ill or sustains an injury, they should first inform their teacher and then report to the Front Office. Our College has dedicated first aid staff who will attend to any minor injuries. Should an illness or accident occur, we will make every effort to contact parents/guardians. Please note that students should refrain from using their mobile phones to call home for pick-up.

If your child requires medication during school hours, a medication form will need to be completed at the general office. Please then provide the medication to the general office along with the child's full name, written instructions, and a signature from a parent/guardian. Please also ensure all medical details are updated on our school records in Compass.

Canteen

The 2026 College Canteen Menu will be available via Compass and the College website. Students can pre-order their lunch before school to avoid the queue at lunch time. Payment options include cash or card. Students cannot use their mobile phones to pay at the canteen as per the statewide mobile phone policy.

Enrolments

Enrolments to our College follow the Department of Education Placement Policy.

For students in Grade 6, enrolments are handled by the primary school, with forms typically distributed to families in April of Grade 6. All students living within our school zone or that have a sibling currently at the school are guaranteed a place at the College. You can go to the government's Find My School website to see your designated neighbourhood school along with our school zone.

For students in other year levels, families can contact the general office to make an enrolment inquiry.

Exits

Any family looking to exit the College to move to another educational setting should contact the relevant Year Level Leader to inform the school or contact the relevant sub-school administration. An exit form must be completed by a parent and returned to the sub-school office.

The legal age for leaving school in Victoria is 17, however our school encourages all students to complete their VCE or VCE VM Certificate before leaving school. In exceptional circumstances, families can apply for exemption. This must be approved by the Principal and Department of Education Regional Director. Typically, exemptions are only granted for students going to TAFE or an apprenticeship and the student is at risk otherwise of disengaging from education. Please contact the senior school office if you wish to talk to someone about your child leaving school.

Transport to and from school

Walking
Students can enter the school via Eel Race Rd or the laneway to Milroy Crescent at the back of the school. The back gate is locked from 9am-3pm each day.

Bike
Our College is surrounded by many bike paths, allowing students to easily and safely ride to school. These include bike paths through Seaford Wetlands, Patterson River, Edithvale Wetlands and along the train line. Student bikes can be stored in the bike shed located at the back of the College near the Milroy Crescent entrance before school starts. The bike shed is locked during the school day. Students arriving late by bike are encouraged ask for the bike shed key from the General Office to secure their bicycles in the shed. In the case of an early departure for an appointment, the bike shed key can be collected from the General Office also. It is compulsory for students to wear bicycle helmets while riding to and from school. The bike shed should be accessed from the Milroy Crescent entrance or driveway 1 at the front of the school.

Car
Parents can drop off and pick up students in a number of convenient locations, including front of school, Milroy Crescent, Emma Street and Palm Beach Drive.

When dropping off or picking up your child please remember to:

- keep a careful eye out for pedestrians and bike riders
- use the bus bay as a 'kiss and go' of a morning (please park as close to the front of the bus bay as possible)
- avoid parking or completing U-Turns in our neighbours' driveways.

Parking
Visitors are welcome to use car parks in our main car park if available. Visitors are also welcome to park in the bus bay between 9.00am and 2.30pm.

Buses
The College is serviced by a total of seven school buses. These include:

- Ventura (Myki) school runs servicing Belvedere, Carrum Downs, Chelsea Heights/Patterson Lakes, and Chelsea/Bonbeach.
- Crown Private Charter (tickets via office) servicing Edithvale/Chelsea and Sandhurst/Carrum Downs.

Families can view route information and times on our College website. A map of the College Bus Routes is also available in Appendix 3 of this handbook.

A map of the school is available in Appendix 4 of this handbook.

School Council

Victorian Government Schools have elected councils that assist with the governance of a range of functions, including facilities, finance and certain policies. Elections are held in March each year. Please contact our College Principal if you would like to find out more about joining our school council. Further information can be found by visiting https://www2.education.vic.gov.au/pal/school-council-overview/overview.

Privacy statement

Our school collects and uses student and parent personal information for standard school functions or where permitted by law, as stated in the Schools' privacy policy and the Schools' privacy collection notice.

Our Photographing, Filming and Recording Students Policy describes how we collect and use photographs, video and recordings of students. The policy also explains when parent consent is required and how it can be provided and withdrawn.

Parents may also like to review the guidance we provide on how we use Microsoft 365 safely at the school and what they can do to further protect their child's information.

CCTV Cameras

Our school has many CCTV cameras to provide a secure environment. The cameras are not typically located inside classrooms, however, there are some cameras located in some of our facilities used for community hire such as our Performing Arts Centre and Stadium.

CCTV footage can only be viewed by a small number of staff approved by the Principal, and access is limited for official security use. Wider sharing of footage is usually limited to requests by law enforcement or the Department of Education.

Personal property and accidental damage

Patterson River Secondary College understands that staff and/or students may sometimes like to bring items of personal property to school.

The Department of Education does not have insurance for the personal property of staff, students or visitors. Patterson River Secondary College does not take responsibility for items of personal property that are lost, stolen or damaged at school or during school activities. Damage to personal property brought to school is the responsibility of the owner of that property. As such we encourage staff and students not to bring items of value to school or to obtain appropriate insurance for such items.

We understand though that many students will bring a phone to school for use to and from school, along with a laptop. We provide all students with a locker and a secure combination padlock. It is important that students do not share their code with any other students. Locker bays are covered by CCTV cameras. In addition to these lockers, we provide instrumental music students with a locker for secure storage of their instrument during the day.

Student IT requirements and support

Patterson River Secondary College is a bring your own device (BYOD) school. We expect all students to attend everyday with their laptop charged and ready to use to support their learning. Our IT Department and Year Level Teams support students to access the programs they need for learning on their laptop at school. Additional information on device specifications can be found on our College website. Chromebooks and iPads **cannot** be supported by our school IT infrastructure.

IT equipment for loan

A very small number of student laptops and laptop chargers will be available for borrowing from the Library in 2026. Students can borrow a laptop from the Library before Period 1 or during breaks each day without a note. If they require a laptop during class time, the teacher must send them with a note. All laptops must be returned by the end of the day to the Library.

Families that require support for a long-term laptop loan can contact Assistant Principal Lisa Cavey for assistance.

Section 2 – STUDENT LEARNING

Teaching and Learning at Patterson River Secondary College

Teaching and Learning at Patterson River Secondary College has four interconnected components: Curriculum (what we teach), Pedagogy (how we teach), Assessment (how we know what students have learnt and are ready to learn next) and Reporting (where students are at in their learning).

Curriculum

The curriculum we teach is set by the Victorian Curriculum and Assessment Authority (the VCAA). In Years 7-10 we teach the Victorian Curriculum 2.0 and in Years 11 and 12 the Victorian Certificate of Education (including the Victorian Certificate of Education Vocational Major which was previously known as VCAL). We do not teach all of the studies available to students in the senior school. For a detailed run down of each subject available at the College, parents can refer to the different Year Level Handbooks under the 'Learning' Tab of our College website.

If parents want to see what is scheduled to be taught and when, our teachers share their curriculum outlines via Compass. These are visible by clicking on the 'Resources' tab in each subject on your child's Compass profile. These outlines provide a week-by-week guide to the lessons and activities that the class will be doing, along with detail regarding the assessment tasks to be completed for the subject.

Parents can also access the overview of the Curriculum for Years 7-10 under the School Resources tab of Compass > Parent Information > 2026 Years 7-10 Whole School Curriculum Plan. This plan outlines what topics each subject completes throughout the year and indicates when assessments take place.

Pedagogy

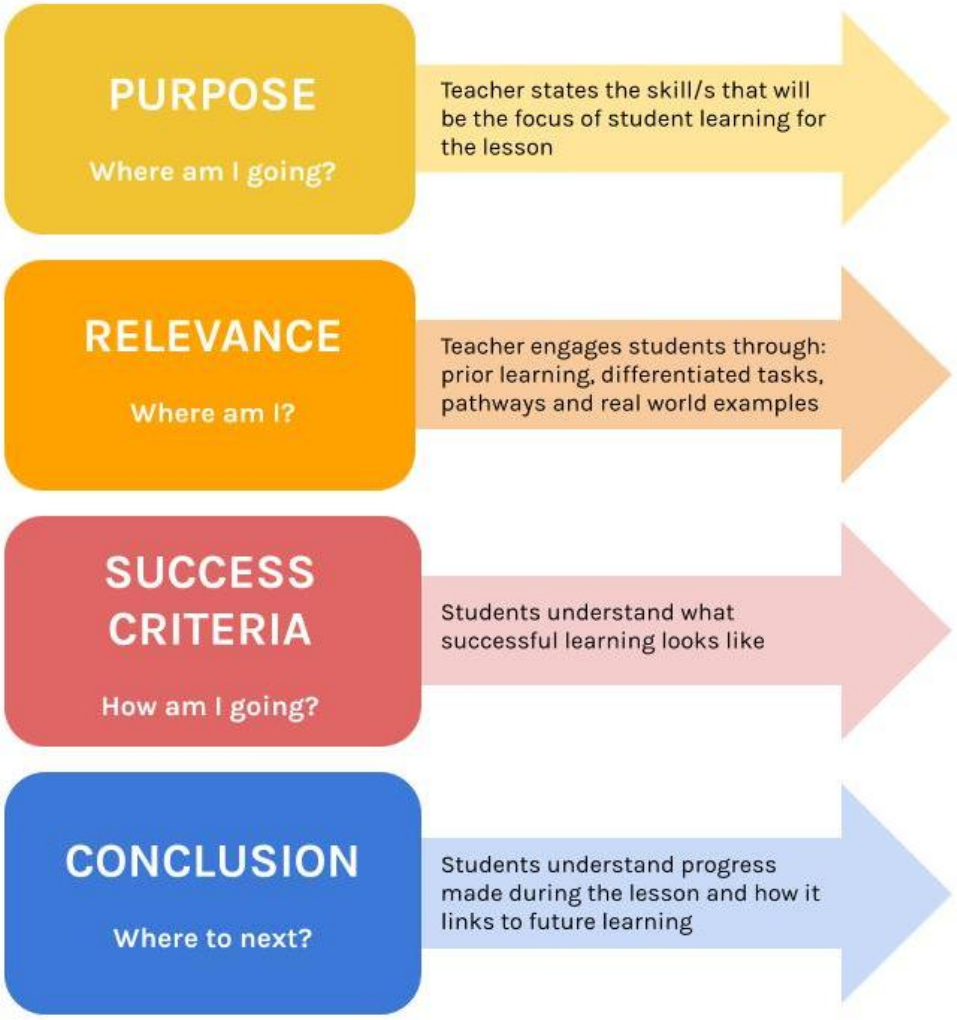
As stated above 'pedagogy' refers to how we teach the curriculum. The teachers use our instructional model (an agreed structure for each lesson) as well as their subject expertise and what they know about the students in each of their classrooms, to design learning activities to best support student learning. This means that sometimes different activities will happen in different classrooms under the same curriculum. This is OK. The teacher is making decisions on how to do things to respond to the learners in front of them.

PRSC Instructional Model

Our whole school instructional model is used by teachers to structure student learning. It ensures a consistent approach to all learning that occurs at Patterson River Secondary College. This model has been informed by research in educational psychology, including the work of Professor John Hattie and Doctor Robert Marzano. It is designed to support improved student outcomes by ensuring students are aware of the learning that is occurring within their classrooms so they can take personal responsibility for their own success.

In 2026 the teaching staff will be continuing to work together to revise this model to bring it in line with the new Victorian Teaching and Learning Model 2.0. The PRSC Model will be in use until then.

The PRSC Instructional Model is captured in the following lesson outline:



All students understand what skill they will build within the larger context of the whole unit.

Engage students through:
- prior learning
- differentiated tasks
- pathways
- real world examples.

The teacher employs:
- rubrics
- differentiated skill examples
- worked examples
- exemplar work.

Concluding activities such as:
- exit cards
- WILT "What I learnt today…"
- thumb ratings
- outline future direction.

Assessment

Assessment is how we can keep track of what students have learnt in terms of both their content knowledge and their skill development. To do this, teachers use three types of assessment task: *Diagnostic*, *Formative* and *Summative*. Diagnostic assessments help teachers to understand what students already know and can do so they can teach to their point of need. Formative assessments allow students to have feedback on new tasks as they do them. They often take forms similar to summative tasks. Summative tasks are typically given at the end of a unit of learning. A summative task helps the teacher see what has been learnt by the student overall.

Assessment expectations are captured in the College Assessment Policy, which also outlines our Assessment Philosophy, which states that:

At Patterson River Secondary College we use what students say, make, do or write to provide feedback to them on how to improve their skills and develop their knowledge. This means assessment is ongoing, accessible to all students and there is no end point to learning. It is a meaningful process designed to recognise personal learning growth as the measure of achievement in learning.

Parents should note that when students do not submit their learning for feedback and assessment, it becomes very challenging to know how to progress their learning. It is therefore important that families support the school in encouraging students to keep up to date with all Learning Tasks set via Compass.

Learning Tasks in Years 7-10: CATs

All students in Years 7-10, complete Common Assessment Tasks (CATs) for each subject. These tasks can be found on Compass as 'Learning Tasks'. Following the completion of a CAT, the teacher will provide feedback and a judgement of the Victorian Curriculum Level that has been attained to the student on the CAT Template (parents will see a blank copy of this template attached to the Learning Task on Compass). This feedback will share:

- The Level the work submitted best aligns to in the Victorian Curriculum 2.0.
- An indication of what this level means in the context of the Expected Level of Achievement for each year level.
- An assessment of how much effort the student has put into the task.
- Feedback that is:
    - Kind – tells the student what that have done well
    - Specific – tells the student what area/s of improvement there might be
    - Helpful – tells the student how to action improvement advice.

The results for each CAT are also published on Compass and in the end of Semester report and are used to determine where the student sits in relation to the Achievement Standards outlined in the F-10 Victorian Curriculum.

Learning Tasks in Year 11 and 12: SACs/SATs

To meet the satisfactory requirements for both the VCE and the VCE VM, students must demonstrate that they have acquired the knowledge and skills to an expected standard outlined in the study design for each subject. In the VCE VM, students will be awarded a Satisfactory Result against these outcomes when they have met them. In the VCE, students will also receive a level of achievement for their School Assessed Coursework (SACs) or School Assessed Tasks (SATs). In Year 12 these levels contribute to the study score (out of 50 for each subject) and the students overall Australian Tertiary Admission Rank (ATAR).

Homework

Teachers will set homework tasks that are designed to be meaningful and progress student learning. In many instances, these will be guided by research that suggests the best type of homework tasks are revision based and encourage students to practise the skills they are learning in school. In addition, parents should support their children to maintain a wide reading routine as well as take the time to finish off any learning tasks they may not have been able to complete in class. In the senior school, teachers may also adopt a flipped learning approach where students are encouraged to read new content before coming to class ready to discuss the new learning.

Academic Redemption

Towards the end of each Semester, parents are alerted to CATs that remain uncompleted and students given a specific deadline for their completion. During the end of semester exam period, students who have uncompleted CATs may be required to attend Academic Redemption complete overdue work. Parents will receive communication via Compass or phone if this is the case. Teachers may also individually choose to keep students back at recess and lunchtime to support them to complete outstanding work.

Extra help outside of class

Our teachers are always ready to help students if they need a bit of extra support with their learning. Students can request this help face-to-face with their teacher or chat to them via Teams. We encourage students to

take agency in their learning by being proactive about help seeking. Parents can support by asking their children if they have asked the teacher for extra help or let them know they do not understand something. In addition, students can access the Library to complete work at lunchtime or attend one of the many Domain Based lunchtime clubs to access extra support or extension.

Reporting

Parents are provided with an end of Semester report for their child. These reports include detailed information at the start on how to read and understand them and discuss them with children. Parents should note that reports provide a snapshot of where a child is at in their learning at a point in time and should be used to think about next steps and to set goals for future learning. They are not 'the end' of learning.

College Communication Platforms

The College uses a range of platforms to communicate with parents which include Compass, phone, email and newsletters.

Contacting Staff

To contact a staff member, call (03)8770 6700 or send an email via Compass. If you are unsure who to contact, please refer to the below table or contact your child's relevant sub-school office via our school phone number. Please note, all teaching staff including our Principal Team, Year Level Leaders and Coordinators are involved in meetings on Mondays and Wednesdays between 3.30 and 4.30pm and will be unable to take your call or arrange a meeting at this time.

Parents should expect a response from staff members to a phone message or email within two working days. For urgent matters, please contact the General Office.

Key Contacts 2026

Principal Class

Principal	Daniel Dew	Daniel.Dew@education.vic.gov.au
Assistant Principal - Student Operations	Jeremy Woods	Jeremy.Woods@education.vic.gov.au
Assistant Principal - Curriculum Operations	Samantha Jeacle	Samantha.Jeacle@education.vic.gov.au
Assistant Principal - School Operations	Lisa Cavey	Lisa.Cavey@education.vic.gov.au

Student Management Team

Position	Staff Name	Email contact
Year 7 Program Leader	**Kristy Ackland**	Kristy.Ackland@education.vic.gov.au
Year 7 Coordinator	Amy Crilley	Amy.Crilley@education.vic.gov.au
Year 7 Coordinator	D'Arcy Garton	darcy.garton@education.vic.gov.au
Year 8 Program Leader	**Chris Kloas**	Christina.Kloas@education.vic.gov.au
Year 8 Coordinator	Liam Wilkinson	Liam.Wilkinson2@education.vic.gov.au
Year 8 Coordinator	Sylvia Scales	sylvia.scales@education.vic.gov.au
Year 9 Program Leader	**Kate Adams**	Kate.Adams@education.vic.gov.au
Year 9 Coordinator	Chelsea O'Brien	chelsea.obrien@education.vic.gov.au
Year 9 Coordinator	Steven McLaughlin	Steven.Mclaughlin2@education.vic.gov.au
Junior School Administration Assistant	Claire L'Huillier	claire.lhuillier@education.vic.gov.au
Year 10 Program Leader	**Leigh O'Brien**	Leigh.OBrien@education.vic.gov.au
Year 10 Coordinator	Matt Hayes	Matthew.Hayes@education.vic.gov.au

Year 10 Coordinator	Anya McKenzie	Anya.Mckenzie@education.vic.gov.au
VCE Leader	**Lyndal Ford**	Lyndal.Ford@education.vic.gov.au
Year 11 Coordinator	Mollie Riddle	Mollie.Riddle@education.vic.gov.au
Year 12 Coordinator	Rachel Crowe	Rachel.Crowe@education.vic.gov.au
VCE Vocational Major Leader	**Jay Cashmore**	Jay.Cashmore@education.vic.gov.au
VCE Vocational Major Coordinator	Melissa Stokes	Melissa.Stokes@education.vic.gov.au
Senior School Administration Assistant	Alison Stansby	Alison.Stansby@education.vic.gov.au

Extra Curricula Programs

Position	Staff Name	Email contact
Student Leadership	Catherine Blackburne	Catherine.Blackburne@education.vic.gov.au
Instrumental Music Manager	Steve Mitchelmore	Stephen.Mitchelmore@education.vic.gov.au
EXCEL Sport Coordinator	Ando Allan	Ando.Allan@education.vic.gov.au
Sport Coordinator	Peter McCall	Peter.McCall@education.vic.gov.au

Curriculum and Wellbeing

Position	Staff Name	Email contact
Curriculum Leader	Hazelman Norhafis	HazelmanNorhafis.MahmoodShokat@education.vic.gov.au
EXCEL Academic Leaders	David Matthews Matthew Stannard	David.Matthews2@education.vic.gov.au matthew.stannard@education.vic.gov.au
Inclusive Education Leader	Allira Lang	Allira.Lang@education.vic.gov.au
Learning Intervention Specialist	Rhys Martin	Rhys.Martin@education.vic.gov.au
Wellbeing Leader	Kelly Maxwell	Kelly.Maxwell@education.vic.gov.au
Pathways (Careers) Coordinator	Renae Milsome	Renae.Milsome@education.vic.gov.au
English Domain Leader	Patty Lamaro	Patty.Lamaro@education.vic.gov.au
Maths Domain Leader	Ashlee Griemink	Ashlee.Griemink@education.vic.gov.au
Science Domain Leader	Dan Kelly	daniel.kelly4@education.vic.gov.au
Humanities Domain Leader	Sarah Simmons	Sarah.Simmons@education.vic.gov.au
Health Domain Leader	Carolyn Daly	Carolyn.Daly@education.vic.gov.au
PE Domain Leader	Jade Brand	Jade.Brand@education.vic.gov.au
Visual Arts Domain Leader	Stephanie Stott	Stephanie.Stott@education.vic.gov.au
Performing Arts Domain Leader	Margaret Griffiths	Margaret.Griffiths@education.vic.gov.au
Design and Tech Domain Leader	Alex Karney	Alex.Karney@education.vic.gov.au
Digital Technologies Domain Leader	Anthony Ciappara	Anthony.Ciappara@education.vic.gov.au
Food Studies Domain Leader	Emma Holden	Emma.Holden@education.vic.gov.au
German Domain Leader	Heike Barker	Heike.Barker@education.vic.gov.au
T@SK Program Leader	Sacha Roberts	sacha.roberts@education.vic.gov.au

Complaints

Any concerns regarding the actions of another student should be reported to the relevant Year Level Leader or Coordinator.

Any concerns regarding the actions of a staff member should be directed to our College Principal.
In addition, the Department of Education's complaints policy is available via this link.

Section 3 – STUDENT ENGAGEMENT

Student engagement refers to the supportive strategies we have in place at Patterson River Secondary College to:

- create and maintain a positive and engaging school culture
- create and maintain learning environments that are safe and supportive
- value diversity and promote pro-social behaviour
- promote school attendance.

The information included in this section of the Handbook outlines whole school strategies and school expectations for families. Parents and guardians should note that there may be times when a more individualised approach is needed to support students to reengage with their learning.

School Wide Positive Behaviour

Patterson River Secondary College has high expectations for student behaviours, both in and out of the classroom. We actively teach students the expected behaviours and have processes in place to recognise students for modelling these behaviours. Our behaviours are connected to our values and support our students to know how to demonstrate these values through their actions at school and in the community.

The matrices below have been developed for staff and students to use to identify positive behaviours within the classroom and wider school community. The Classroom Matrix is displayed in every classroom and used as a teaching tool to support students to learn our expected behaviours. The All Settings Matrix is displayed around the school and is a reminder for students of expected behaviours when they are not in the classroom.

PATTERSON RIVER SECONDARY COLLEGE

School Wide Positive Behaviours

IN THE CLASSROOM

	I Persist	I achieve Excellence	I am Community Minded	I am Respectful	Teacher Expectations
Beginning of Class	• Be ready to learn	• Arrive on time • Bring all required equipment	• Politely greet teacher • Respect and value the shared space	• 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	• Politely greet students • Set classroom expectations • Explain purpose and relevance of lesson
In the Classroom	• Ask for assistance to clarify learning • Approach all tasks with a positive mindset • Use problem solving strategies • See mistakes as learning opportunities	• Take pride and give personal best • Use technology as instructed by teacher • Meet deadlines	• Keep conversations relevant to learning • Remain in seat or workspace • Positively contribute to the learning outcomes of others • Look after equipment and resources	• Put hand up when contributing to class • Use appropriate language • Attentively listen to and follow teacher instructions • Respect others' personal space and belongings	• Provide engaging lessons • Set high expectations for student success
Independent Work	• Complete own work • Seek assistance when needed • Keep trying when faced with challenge	• Seek and act on feedback • Set and achieve high expectations	• Maintain focus and stay on task • Positively participate in learning	• Put time and thought into tasks • Keep volume to the acceptable level • Be mindful of impact on others	• Set expectations for volume of the class • Actively engage with students to support learning
Collaborative Learning	• Stay on task as a group • Challenge one another's ideas	• Work together for shared excellence • Hold self and others accountable	• Work productively in assigned group • Make meaningful contributions • Respect the work of other groups	• Allow others to share their opinion • Contribute to the group's purpose • Value collaborative process	• Facilitate appropriate tasks and groups • Set up learning environment • Support groups to further their thinking
End of Class	• Utilise all lesson time available	• Participate in the conclusion of the lesson • Take care of work completed	• Leave space, equipment and resources clean and tidy	• Wait for teacher dismissal • Thank the teacher for the lesson	• Conclude the lesson in a positive way

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	• Approach challenging situations with a positive attitude • Meet or exceed what is expected of me	• Demonstrate College values • Take advantage of opportunities	• Represent the College with pride • Participate in extra-curricular activities • Be considerate of others	• 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	• Bring devices ready to use • Utilise basic technology skills to support learning	• Consider source of information • Be safe and responsible online • Utilise devices in a mindful way	• Contribute positively to online collaborative spaces • Use ICT in an ethical manner	• Use technology at appropriate times • Communicate positively • Be safe and responsible when using ICT sand equipment
Inside Spaces Library, year level centres and offices	• Model good behaviour • Ask for help when required	• Seek support for learning and apply feedback	• Be courteous to others • Be supportive of others	• 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	• Find appropriate solutions to problems • Be patient and understanding of others in shared spaces	• Use areas for their intended purpose	• Build positive relationships • Be mindful of others' privacy and property	• Use appropriate language • Put rubbish in the bin • Look after equipment and facilities
Active Spaces Oval, stadium, PAC	• Try new activities	• Take advantage of extra-curricular opportunities	• Allow others to participate • Work cooperatively together	• 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

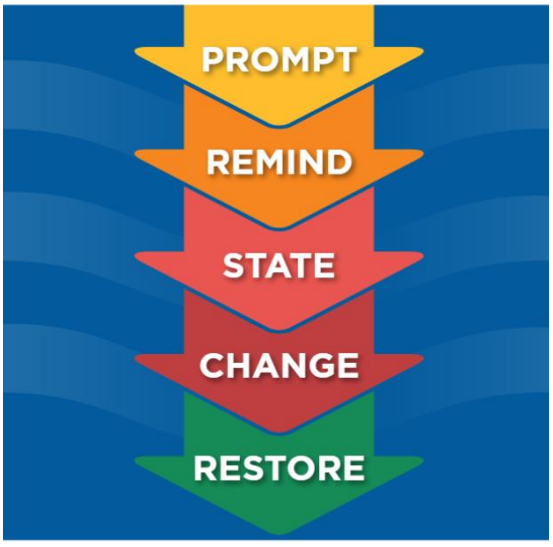
ACHIEVING EXCELLENCE TOGETHER

Student Behaviour Policy

At times, student behaviour will need to be managed within the classroom. Teachers are asked to follow the Prompt, Remind, State, Change, Restore process when issues with student behaviour arise. The stages are in order of teacher action in the classroom. The same process can be adapted for the yard.

PATTERSON RIVER SECONDARY COLLEGE

Our Behaviour Support System



ACHIEVING EXCELLENCE TOGETHER

PROMPT

Prompt refers to a non-verbal cue given to a student to let them know the teacher needs them to reengage with their learning. It could be eye-contact, a gesture or moving closer to the student to let them know their effort is being monitored.

REMIND

A positive reminder is given of the expected behaviour. This can include a reference to the SWPBS matrices.

STATE

The teacher will ask the student to state what is expected of them in terms of their learning and behaviour at that moment and provide feedback to the student on what they have said. The teacher might also ask the student to reflect on whether their behaviour aligns to expectations to support them to get back on track with the work.

CHANGE

If the student has been unable to reengage with their learning, then the teacher may change the task for the student or change the student's location in the classroom. A short break and a conversation outside the classroom may also help the student refocus.

RESTORE

Where behaviour has been problematic enough for a longer exclusion from the classroom, a conversation will occur to restore the relationship between teacher and student moving forward.

Restorative Practice

Restorative practice is an approach to conflict resolution that seeks to restore a relationship that has been damaged because of conflict. Sometimes this occurs between a student and teacher and sometimes between students themselves. Adopting a restorative approach helps us to enact our values of community and respect by exploring the harm that may have been caused acknowledging it and agreeing on ways to move forward more positively. Usually the parties involved will be supported by another member of staff such as a Year Level Leader, Assistant Principal or the Principal, but teachers may also rely on restorative techniques when using the restore phase of our behaviour support system above.

Bullying and Social Media

Patterson River Secondary College enjoys a calm and orderly environment however if incidents of bullying happen to occur, we take them very seriously with the goal of helping all students feel safe at school. Restorative processes may be used to help students move forward respectfully together when at school. In addition, our curriculum includes explicit teaching of social skills, including when interacting online with peers on social media. Parents can help by reinforcing online safety and appropriate behaviours at home and enforcing screen free hours at bedtime. Parents should note this information from the Australian Government's eSafety Commissioner on the new social media age restrictions that came into effect in December 2025.

Attendance

For students to feel connected at school and confident in their learning, it is important that they attend school every day unless they are unwell. If you find that you are struggling to get your child to school, please let the relevant Year Level Leader know early so we can support your child. Missing one day a week of school is the equivalent of more than a whole year of missed secondary school learning by Year 12. Over time poor attendance can negatively impact your child's learning outcomes and opportunities post-secondary school if not addressed.

Family Holidays

Extended family holidays require advanced notice and approval. Please contact the relevant sub-school administration for the form to complete. This enables the school to ensure that your child will not be placed at risk of meeting course requirements. It also supports teachers to have the time to be able to put together a study plan for your child. Please note that there are attendance requirements in the VCE and VCE VM. As such, we do not recommend taking children on holidays during these final years of schooling.

Lunchtime Activities and Special Events Days

Another way that we aim to foster our value of community is by running lunchtime activities and clubs for students and providing spaces beyond just the yard for them to access. These include the Library and Stadium (students must bring a change of shoes to play on the courts), as well as a changing roster of activities including Art Club, Chess Club, Dance extension, and Band rehearsal.

We also have several student-led fundraising events throughout the year that include activities and competitions for students to get involved in. These will be announced via Compass for families and Teams for students.

Year Level Teams

All students at Patterson River Secondary College are supported by a cohort team. At Years 7-9 students also have a Mentor Teacher that they see every day who is intended to be their first port of call should they need help or guidance with anything school related. For your reference, here are the Year Level Teams for 2024. This team is led by Mr Slater (Assistant Principal: Student Operations).

Junior School



Mrs Kristy Ackland
Year 7 Leader



Mr D'Arcy Garton
Year 7 Coordinator



Mrs Amy Crilley
Year 7 Coordinator



Ms Chris Kloas
Year 8 Leader



Mr Liam Wilkinson
Year 8 Coordinator



Ms Sylvia Scales
Year 8 Coordinator



Ms Kate Adams
Year 9 Leader



Ms Chelsea O'Brien
Year 9 Coordinator



Mr Steven McLaughlin
Year 9 Coordinator

Senior School



Mr Leigh O'Brien
Year 10 Leader



Mr Matt Hayes
Year 10 Coordinator



Ms Anya McKenzie
Year 10 Coordinator



Ms Mollie Riddle
Year 11 Coordinator



Mrs Lyndal Ford
VCE Leader



Mr Jay Cashmore
VCE VM Leader



Ms Melissa Stokes
VCE VM Coordinator



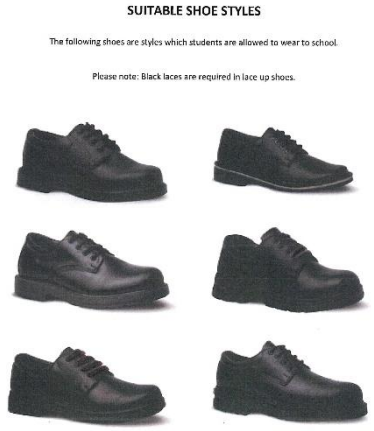
Mrs Rachel Crowe
Year 12 Coordinator

Patterson River SC Uniform

There are a number of studies that show that students that wear their uniform well are more connected to their school, their learning and have greater self-respect. As such, the wearing of the College uniform is compulsory for all students and applies during school hours, and while travelling to and from school. Full uniform must be worn to and from school and on all excursions and school activities unless otherwise stipulated. The College has a gender-neutral uniform which enables an inclusive and supportive College community.

The College requires all students to wear the correct uniform as outlined below:





PE Uniform

Year 7s are able to wear their full PE uniform all day on Tuesdays. All other students must arrive to school in full school uniform and change into their PE uniform at the start of their PE lesson. Students that have a PE lesson P6, may go home in their PE uniform at the end of the day. Students must not adopt a hybrid of the two uniforms, e.g. wearing the PE rugby jumper with their normal uniform.

Please refer to Appendix 1 for a more detailed outline of our uniform expectations.

Student Mobile Phone Use

In accordance with the Department's Mobile Phone Policy issued by the Minister for Education, personal mobile phones must not be used at Patterson River Secondary College during school hours, including lunchtime and recess, unless an exception has been granted (in accordance with our bell times, that means between the hours of 8.40am and 3.00pm).

Exemptions

There are a very limited number of students who require a mobile device for medical reasons (e.g. to link blood glucose levels to a smartphone app). Parents can contact Adam Slater (Assistant Principal) to request an exemption.

Application for exemption to the policy must be made in writing with supporting medical documentation. In the instance where a student has been granted an exemption, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

Enforcement

Students who use their personal mobile phones inappropriately will have their phone confiscated for parent collection. If your child has their phone confiscated, the phone will be placed into a locked cabinet for your collection at the front office. You will receive a Compass notification via email when the phone is confiscated informing you that you need to come and collect the phone.

Camps, excursions and extracurricular activities

Patterson River Secondary College will provide students and their parents and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.

Cellular enabled watches

Students can wear cellular enabled watches like an Apple Watch provided they are set to Schooltime (or equivalent) mode throughout the school day so that the watch does not become a distraction from learning or a breach of the policy. For information on how to do this, click here.

Exclusions

This policy does not apply to:

- out-of-school-hours events
- travelling to and from school
- students undertaking workplace learning activities, e.g. work experience
- students who are travelling to their VET course location.

Section 4 – STUDENT WELLBEING

Student Wellbeing

The Student Wellbeing Team at Patterson River Secondary College takes a holistic approach to supporting student wellbeing and know that 'wellbeing' encompasses all aspects of a student's life, including their physical, social, emotional, and mental state. A student's wellbeing is not only fundamental to their health, but overall happiness and the Student Wellbeing team recognise this can positively influence student learning outcomes. The team work to remove barriers faced by students as well as support students to build their capacity, skills, and resilience so that they can engage in their learning and achieve their lifelong goals.

The Student Wellbeing Team is overseen by Kelly Maxwell (Wellbeing Team Leader) with the support of Lisa Cavey (Assistant Principal: School Operations). The Patterson River Secondary College Wellbeing Team is centrally located in the College and easily accessible for students.

College Wellbeing Team



Kelly Maxwell
Wellbeing Team Leader
Kelly coordinates the delivery of student wellbeing support across the College. She is responsible for the day-to-day functioning of the Wellbeing Team.



Hannah Littler
Mental Health Practitioner
Hannah supports mental health prevention and promotion across the school and offers direct counselling as well as supporting students with more complex mental health needs.



Erika Blazely
Social Worker
Erika provides intensive support for students with complex needs relating to engagement and school attendance.



Taela Davis
Counsellor
This role consists of direct counselling as well as supporting students with more complex issues.



Adele Silva
Student Wellbeing and Engagement Officer
Adele provides support for students relating to engagement and school attendance.



Michael Carrucan
Youth Worker
Michael engages students via wellbeing programs and groups. He also does 1:1 student support with a focus on mentoring and school-based support. Michael also coordinates Breakfast Club and State School Relief.



Jess Taranto
Wellbeing Officer
This role involves 1:1 support and counselling for junior students as well as running wellbeing programs.



Heather Lavery
Adolescent School Nurse
Heather is placed by the Department of Education to work collaboratively with the school to promote student health and wellbeing and (by consequence) student learning outcomes.

Wellbeing referral process

Generally, mentor teachers, in consultation with Year Level Leaders or Coordinators make wellbeing referrals for students they are concerned about or those that have expressed they might need support. This often happens after a conversation with parents and/or students.

Doctors in Secondary Schools Program

A General Practitioner is based at the school and able to see students for appointments on Mondays from 10am to 2pm. All students are able to make an appointment to see the doctor. Visits are confidential. Appointments during class time will show on Compass as 'Other Educational' and will be visible to parents. Consultation appointments are 20 minutes in length. Students and parents can request an appointment by speaking to the relevant Year Level Leader or Lisa Cavey (Assistant Principal).

Families can read more information on the Doctors in Secondary Schools initiative here or watch a video here.

As part of this service, students may be able to access our external psychologist, Michael Pellegrino. Michael provides onsite counselling and psychotherapy sessions to students with a Mental Health Care Plan.

Breakfast Club

Patterson River Secondary College is pleased to be able to offer students the School Breakfast Clubs Program via the support of the Wellbeing Team. This Program is led by Michael Carrucan. In 2026 students can visit the Community Room for a free breakfast on Tuesdays, Wednesdays and Fridays from 8.00am-8.35am.

Section 5 – INCLUSION AND OTHER SUPPORT PROGRAMS

Disability Inclusion

Disability Inclusion is an important part of Patterson River Secondary College. The College currently supports over 50 students funded by the DI program and another 120 students participate in our well-established Learning Strategies (formerly Learning Support) program.

Students who participate in Learning Strategies have been assessed as reading two years below their expected level. Students who participate in Learning Strategies do so in place of learning German for Year 7 and 8 and also have the opportunity to participate in the Learning Strategies elective (a literacy based elective that provides additional support to student) in Year 9.

Learning Strategies provides targeted literacy interventions for students with low literacy, and further targeted support for students with diagnosed language disorders. The recommendations for a student to participate in Learning Strategies come from their primary school initially as a part of the transition process, but also through parent and teacher referrals.

If you think your child may require extra support and qualify for Learning Strategies, please speak to the relevant Year Level Leader or Coordinator. If your student has more complex needs, please speak to either Rhys Martin or Allira Lang for extra information or further investigation.

Disability Inclusion Team



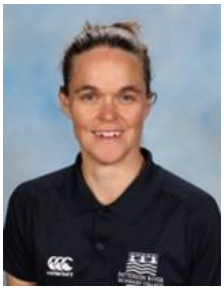
Ms Allira Lang
Inclusive Education Leader



Mr Rhys Martin
Student Intervention Learning Specialist



Ms Heather Mackenzie
Disability Inclusion Profile Coordinator



Ms Karyn Winterton
Inclusive Pathways Coordinator (Years 7-9)



Ms Yolanta Chadwick
Inclusive Pathways Coordinator (Years 10-12)

APPENDICES

Appendix 1 – College Uniform Expectations

Compulsory Uniform

- Grey tailored trousers or tailored grey shorts (button and zip flat front with two side pockets and a back hip pocket, minimum knee length)
- White College collared shirt with logo
- Patterson River dress (minimum mid-thigh length)
- Skirt (minimum length below the knee) (Black tights may be worn with skirt (no leggings)
- Navy Woollen Jumper with College logo and/or College Jacket (with contrast piping)
- Plain white or black socks (no logo or stripe)
- Black polishable lace up school shoes with a heel (not runner or canvas style)

PE Uniform

- Patterson River PE /sport top
- Plain navy sport shorts (no bike shorts)
- Runners
- Patterson River logo tracksuit pants (for PE/Sport only) (optional)
- Patterson River rugby jumper (for PE/Sport only) (optional)

The PE uniform is compulsory for all Physical Education classes. Students may wear the full PE uniform home if class finishes Period 6. All other classes will change to full school uniform. The specified PE uniform is to be worn for all sports excursions.

Optional

- Patterson River navy cap (with eel logo) to be worn outside only
- Patterson River navy scarf with logo
- Patterson River tie with logo
- Year 12 Only – College bomber jacket
- Patterson River Bag

Hair

- Hair styles must be neat and tidy and away from the face.
- Long hair should be tied back where appropriate for safety reasons, especially in classes such as Science, Technology, PE and Sport.
- Hair colour must be in natural tones and extreme hairstyles (e.g. Mohawks, dreadlocks, rat tails, brightly coloured etc.) are not allowed
- Facial hair must be neat and well-trimmed

Make Up

- Makeup must not be obvious or excessive. Coloured nail polish is not permitted. Nails should be of a length that does not impact on capacity to complete school activities in a safe manner.

Jewellery

Jewellery is not encouraged, however if minimal and unobtrusive, the following items are permitted:

- A wristwatch may be worn
- Small simple studs or sleepers in pierced ears (maximum of 2). Ear spacers are not permitted.

- A necklace covered by clothes
- A discreet, small stud for a nose piercing (one only, no bigger than 1mm in diameter). No other facial piercings permitted.
- Large sleepers or hoops are not permitted for any piercings as they present an increased safety risk. The school does not accept the responsibility for the loss of jewellery or infection caused by jewellery.
- A staff member may confiscate any jewellery deemed to go against the uniform policy for later collection. Jewellery must be removed for Sport, PE and some practical classes for safety considerations.



Tattoos

- Tattoos are not to be visible and must be covered at all times.

Hats and Sunscreen

- Students are encouraged to wear their hat for outdoor activities, including at recess and lunchtime.
- Parents are asked to ensure that their student is SunSmart and is prepared for all outdoor activities- including applying sunscreen (extra supplies are available at school), wearing the approved College cap and wearing clothing suitable for sun exposure.

PLEASE NOTE: clothing worn under school uniform should be white without visible logos and should not be able to be seen under the correct uniform.

The following items are unacceptable to be worn:

- Elastic waisted pants / shorts
- Bike shorts for PE
- Yoga pants
- Current maroon PE polo shirt (for PE only)
- PE Rugby Jumper (for PE only)

EXEMPTIONS

Legal grounds for an exemption exist when an aspect of the uniform policy:

- prevents students from being able to attend school or participate in school activities on the same terms as other students because of the personal characteristics referred to in human rights and anti-discrimination requirements
- offends a religious belief held by the student or parents/carers
- prevents students from complying with a requirement of their religious, ethnic or cultural background
- the student has a particular disability or health condition that requires a departure from the dress code
- the student or the parents/carers can demonstrate particular economic hardship that prevents them from complying with the dress code.

Appendix 2 – Compass Instructions

The Compass Parent Guide is a great starting resource for parents to refer to when learning how to use the desktop version of Compass and the Compass mobile app.

Other frequently asked questions related to information in Compass include:

1. *Why don't teachers post their lesson plans on Compass?*
   Teachers are required to follow the Patterson River Secondary College Instructional Model for each lesson (in 2026-2027 we are transitioning to a new model guided by the Victorian Teaching and Learning Model 2.0). If they are absent, you will see a lesson plan left for the class and a replacing teacher. Otherwise, we ask teachers to instead share a Detailed Course Outline for the subject. Students and their families can use this outline to see what is being covered in the class for that week. As stated earlier, we also encourage students to take agency in their learning and chat their teachers in Teams if they are away to keep up with the work. This means they can be in conversation with their teachers about what needs to be done and easily ask clarifying questions if they are not sure.

   To see the Course Outline for any subject, click into the subject window from your child's schedule and then click the Resources tab:

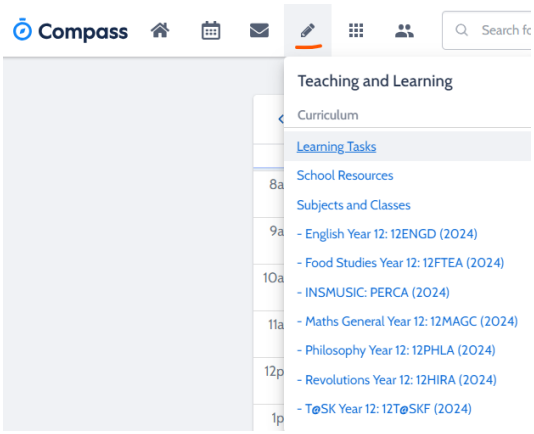


   You should have access to a link that will open the outline in a new tab for you.

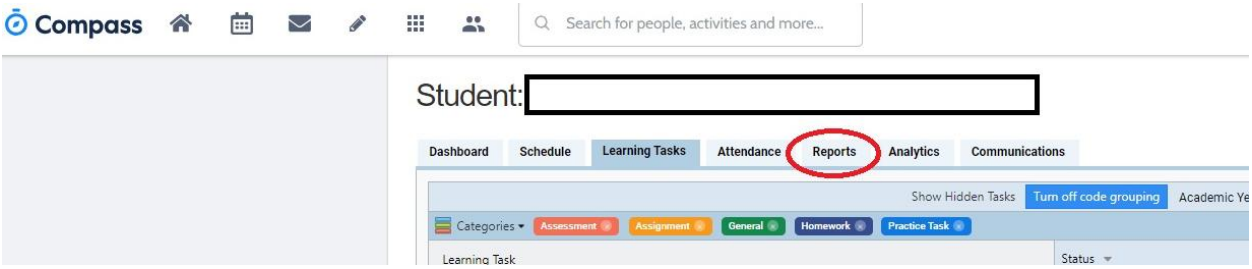
   If the outline is not there, please just let the teacher know. It is likely they just need to change some viewing permissions in Compass to make it visible for you.

2. *Where can I see feedback on my child's learning?*
   Written feedback will be shared with students on their work in class time and students are encouraged to bring this work home to show you. The results of student work are recorded in Compass. These results are published in the Learning Tasks Tab of each subject. They are also included in the end of Semester report.

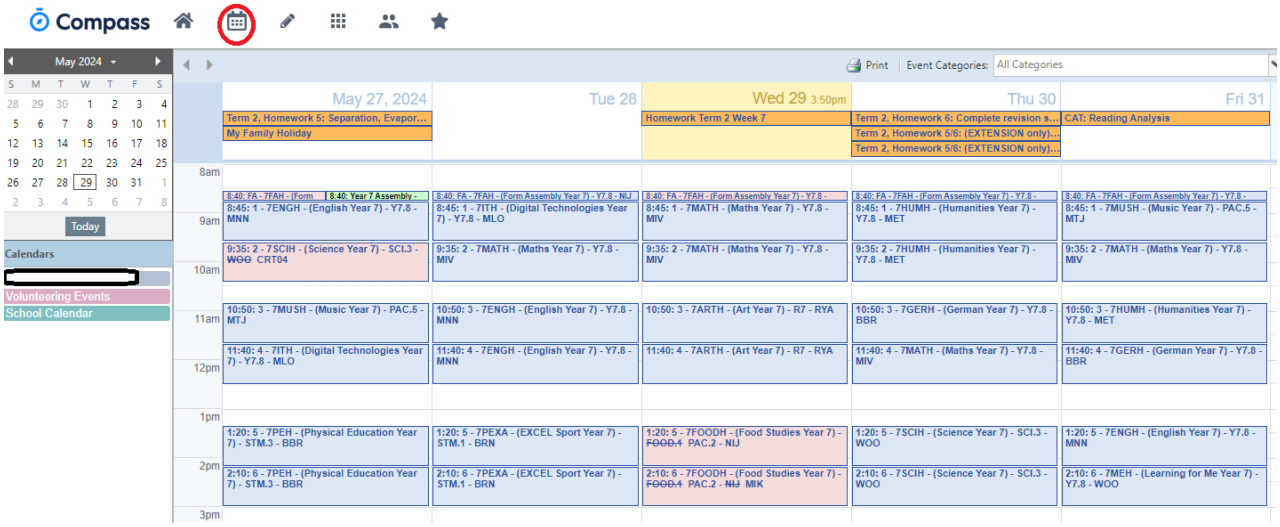
   To access Learning Tasks and results, click onto the Learning Tasks tab for a subject (see the image above) OR select Learning Tasks from the drop-down menu on the landing page for your child:



3. *Where are Reports located in Compass?*
   Click into Learning Tasks from the pencil icon at the top of Compass and you will see the tab for Reports on the new page that opens:



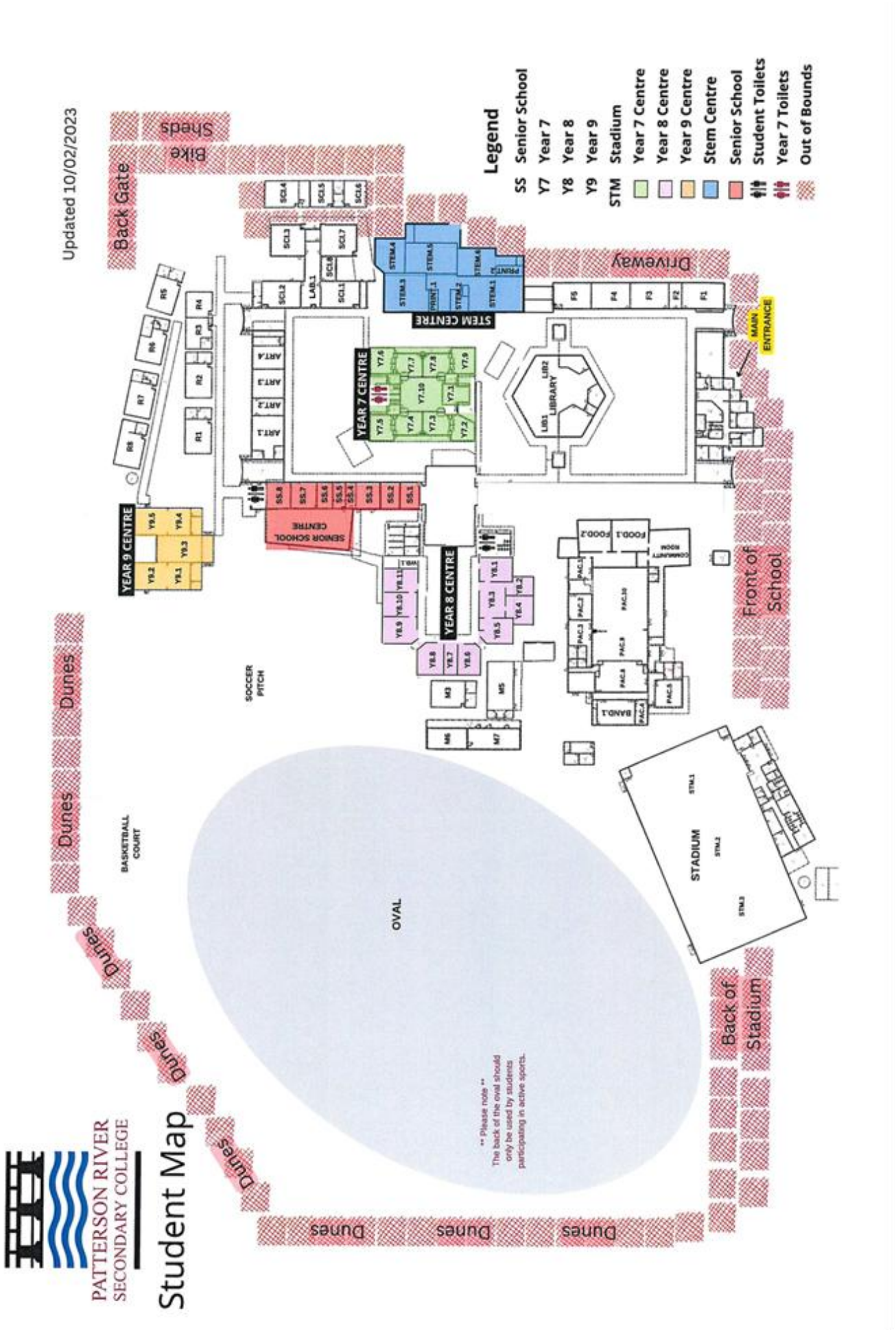
4. *How can I easily see what my child has on for the week/month?*
   Use the Compass Calendar. Events will appear (if there are any) and tasks that are due will appear in orange along the top:



Appendix 3 – College Bus Routes



Appendix 4 – Patterson River Secondary College Map



PERSISTENCE · EXCELLENCE · COMMUNITY · RESPECT

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