

Student Wellbeing and Engagement Policy

1. Summary

Table 1 - Document details

Publication date	November 2025
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Related legislation/applicable section of legislation	<ul style="list-style-type: none"> • Common law duty of care
Related policies, procedures, guidelines, standards, frameworks	<ul style="list-style-type: none"> • Reg 23, Education and Training Reform Regulations 2017 (Vic) • Minimum Standards for school registration (including the Child Safe Standards) • The Department's Policy and Advisory Library: Student Engagement • RSC's Bullying Prevention policy.
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Help for non-English speakers

If you need help to understand the information in this policy please contact 9755 4555

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1. 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.

Rowville 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.

2. Scope

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

3. Policy

3.1 School profile

Rowville Secondary College was established in 1990 and is located approximately 40 kilometres east of Melbourne. We have approx. 1850 students enrolled from Year 7 to 12, across two campuses. The original campus, later referred to as The Western Campus, caters to students in years 7 to 12 in our General Excellence program, as well as being home to our Maths and Science Academy (MSA). The Eastern Campus opened in 1996 and now caters to our Sports Academy (RSA) and Institute of Arts (RIA) students in years 7-12.

The College is surrounded by a supportive community as developing partnerships with local community groups and businesses has been a high priority. While local Rowville students make up a significant proportion of the total enrolment a large group of students live out of the area and travel by either public transport or car to school.

The college has only a relatively small percentage of students with a background other than English and there are a wide range of languages spoken by the families of these students.

Rowville Secondary College aims to provide the highest quality education to all our students. Our mission is to equip each student with the skills needed to successfully live and work in Australian society. Positive attitudes to learning leading to excellence in outcomes will come from vibrant, challenging and exciting programs. The College staff work closely with parents and the community to ensure that these goals are achieved.

3.2 School values, philosophy and vision

Rowville Secondary College's vision – We will be exemplary in our passion for learning with high expectations for achievement and a dedication to providing for diversity of talent and

interest. We strive to see students leave Rowville Secondary College confident, happy and ready for success in a changing world.

Our full Statement of Values and School Philosophy is available [on our website](#).

3.3 Wellbeing and engagement strategies

Our strengths-based approach to education values diversity and uses students' passions to motivate individuals to be the very best learners and the finest people they can be.

Our goal is that all Rowville Secondary College students will be literate, numerate and curious. As curious and powerful learners, students need the ability to respond successfully to the tasks that are set and the tasks they set themselves.

Rowville Secondary College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Teachers have invested in a clear set of values and professional learning process that informs what we do every day, for every child in every classroom.

Tasks that students are set and the tasks they set themselves include the capacity to:

- Integrate prior knowledge
- Acquire and apply a range of learning skills
- Solve problems individually and in groups
- Think carefully about their successes and failures, and learn from both
- Evaluate conflicting evidence
- Think critically
- Accept that learning involves uncertainty and difficulty

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise authentic relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- our College values are enacted and taught through our Positive Behaviours Matrix (Appendix 1)
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- developing and embedding learner strengths to support and promote student agency in their learning
- teachers are implementing evidence-based Positive Classroom Management Strategies (PCMS) including:

- explicit teaching of classroom expectations and procedures using structured approaches
- active supervision through strategic movement, scanning and positive interactions
- maintaining high ratios of positive to corrective feedback
- providing frequent opportunities for students to respond during instruction
- adjusting task difficulty and embedding student choice to support engagement
- using preventative and instructional approaches to address behaviour
- Behaviour Point Average (BPA) System
 - all students receive regular, high-quality feedback on five critical learning behaviours through the Maestro Dashboard: being on time to each class, submitting learning tasks, being 'ready to learn', being 'focussed on learning', and being a 'respectful community member'
 - students, parents and staff can track progress on these behaviours through individual dashboards that are regularly updated, with teacher feedback provided fortnightly on three behaviours
 - behaviour point averages are calculated on a scale of 1-5 (from 'needs significant support' through 'gold standard' to 'diamond influencer standard'), with data resetting each term to provide fresh opportunities for growth
 - the BPA system supports students to understand how their day-to-day behaviours impact their own and others' learning, emphasising that "what you do today, creates who you are tomorrow"
 - students meeting or exceeding expected standards are celebrated through letters of congratulations, certificates at assemblies, merit systems, and end-of-semester reports illustrating growth and progress
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE, VCE Vocational Major and SBAT to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers use the Rowville Instructional Framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through Student Leadership and other forums including house meetings, Learning Mentor sessions and Peer Support Groups. Students are also encouraged to speak with their teachers, Learning Mentor, House Leader, Assistant Principal and Principal whenever they have any questions or concerns

- create opportunities for cross—age connections amongst students through school plays, athletics, music programs, peer support programs and the House system structure
- all students are provided access to food to eat onsite or take home which is complemented by our weekly Breakfast Club on Friday mornings during whole school activities
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, House Leader, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- programs, incursions and excursions developed to address issue specific behaviour such as Courage to Care which uses Holocaust Survivor Testimonies to drive upstander education, excursions for our student leaders to the Holocaust Museum, working with community police liaison officers to support messages about behaviour with cohorts, targeted assemblies to emphasise the school values and inclusive behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs
- measures are in place to empower our school's community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination and harassment.

Targeted

- each student has a Learning Mentor, a teacher responsible for their Learning Mentor group, who monitors the health and wellbeing of students in their group, and who acts as a point of contact for students who may need additional support
- each student is aligned with a House Leader through their learning mentor group, who provides additional wellbeing support to help achieve the best possible outcomes for their students
- all students from Year 8 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. This is achieved through a range of strategies including but not limited to the following: the College runs Campfire Conversations to strengthen aboriginal self-determination in education by inviting families and students to a yarning circle; all Aboriginal and Torres Strait students are supported through connecting with a KESO and/or VACCA worker in developing Individual Education Plans; the College acknowledges Mabo Day each year and Mabo House plans and runs activities to celebrate; smoking ceremonies have occurred at both campuses; curriculum connections are made where relevant and appropriate; in learning mentor sessions students undertake activities to acknowledge and celebrate NAIDOC week.
- we support the learning and wellbeing outcomes from refugee background through our EAL support program and events such as Multicultural day
- we have developed the following strategies to promote cultural safety in our school community:
 - ◆ Express zero tolerance of racism and more specifically anti-Semitism.

- ◆ Address racism and more specifically anti-Semitism, from students, staff, volunteers or visitors directly. Make sure racist or anti-Semitic speech or actions are always dealt with promptly, and the culture of the school works to prevent incidents from occurring.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Support](#). On each campus a LGBTIQ+ support group (SAFE group) runs each week where students work with staff to further support inclusion of all students.
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- staffed inclusion spaces address the diverse academic, social and emotional learning needs of our community with a focus on supporting students with a disability
- diverse learning needs are addressed through a Hands On Learning program which has an applied learning focus for selected students in Years 7- 10
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- Rowville Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual

Rowville Secondary College implements a range of strategies that support and promote individual engagement including:

- building authentic relationships with all students
- identifying and supporting at risk students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:

- school-based wellbeing supports
- Student Support Services
- Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- Re-engagement programs

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Support Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

3.4 Identifying students in need of support

Rowville Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Learning Mentors, House Leaders and Student Wellbeing team play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Rowville Secondary College follows the annual NCCD process. Rowville Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, restorative and suspension data
- engagement with families
- self-referrals or referrals from peers
- referrals to Career Pathway Coordinators
- diagnostic educational assessments

3.5 Student rights and 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 inclusive 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.

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.

3.6 Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's four core values and underpinned by our School Wide Positive Behaviour Matrix.

Violence, bullying, and other offensive behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Student bullying behaviour will be responded to consistently with Rowville Secondary College's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Rowville Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- Rowville Secondary College follow a behaviour management process
- warning a student that their behaviour is inappropriate

- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the House Leader
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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 Rowville Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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](#)

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

3.7 Engaging with families

Rowville 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.

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

- ensuring that all parents/carers have access to our school policies and procedures, available on our school website and/or Compass
- maintaining an open, respectful line of communication between parents/carers and staff, supported by the use of Compass, conferences and the Learning Mentor and House System
- providing parent/carer volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

4. Monitoring, evaluation and review

Rowville 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.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- Compass chronicle data
- school reports
- parent survey
- case management
- CASES21
- SOCS
- NCCD

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

5. 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 are available on our College [website](#):

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Statement of Values and School Philosophy

Appendix 1: Rowville Secondary College Positive Behaviours Matrix

 ROWVILLE SECONDARY COLLEGE		 POSITIVE BEHAVIOURS MATRIX		
	CLASSROOM	LOCKERBAYS	YARD	ALL AREAS
RESPECT <i>Act as you would like to be treated</i>	We use equipment appropriately We leave the classroom with staff permission We actively listen	We move within the space calmly We are patient We wait our turn	We are polite We treat everyone fairly	We use polite language We treat everyone equally We put rubbish in the bin We follow instructions the first time
RESPONSIBILITY <i>Brave enough to play your part</i>	We are ready to learn We do our best We complete all set tasks We arrive at class on time	We leave our bags and phones in lockers We use our assigned lockers We are considerate of other's property	We move calmly through the College	We act safely and calmly We follow school rules We look after our environment
EXCELLENCE <i>Nothing but your best</i>	We give our best effort We actively participate in all of our classes We practice a growth mindset	We organise our lockers to support our learning	We are an upstander, not a bystander	We arrive to school every day ready to learn We check Compass and our emails daily
COMMUNITY <i>We're all in this together</i>	We consider everyone's efforts We contribute positively We keep our learning space tidy	We keep the space clean	We are open minded	We keep ourselves and others safe We are kind We show gratitude