

# 2025 Annual Report to the School Community

School Name: Bemín Secondary College (8396)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 31 March 2026 at 12:41 PM by Joanne Camozzato (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 29 April 2026 at 01:54 PM by Joanne Camozzato (Principal)

## How to read the Annual Report

### What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

## NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Bemin Secondary College opened in 2024 across two campuses within 1.5 kilometres from each other in the suburb of Truganina North. In 2025, the second year of the College's operation the College had a total of 885 across Year 7, 8, 10 and Year 11 students, 428 females and 457 males, with Year 10 as the largest cohort. There are 86 teachers (including Principal class officers) and 38 Education support equalling FTE of 114.17. The College's SFOE index across both campuses is in the Medium range. Across the cohorts, 15% of the current students are identified as funded EAL students. Over two thirds of the population of the neighbourhood area of Truganina was born overseas and over two thirds of our students come from homes that speak a language other than English. Currently, Punjabi, Hindi and Urdu are the most common languages spoken in homes with a total of 68 different languages reported to be in use across the school community. Both campuses provide for opportunities by presenting a different physical environment while being united by shared values and expectations. Together this provides a familiar and safe environment connected by school culture, emerging traditions and responsive learning programs for students to excel and achieve their best. As a dual campus facility, the school acknowledges the importance of transition periods for young people in the community. All students are supported with transition into high school at the junior campus, from one campus to another and for some, beginning at the school for the first time on the Senior campus. The two key transitions stages into the school are strengthened by celebrating individual achievement and growth across academic, pathway and extra curricula programs. The College receives Year 10 students from across four Prep-9 Colleges in the Wyndham network with Year 7 students coming from 26 primary schools. Bemin Secondary College's values are Respect, Excellence, Innovation and Community. These values provide a foundation for students to individually create a strong authentic community identity at an inclusive school. At Bemin Secondary College all students have a voice in developing the skills they need to transition to successful pathways as they enter young adult life. Bemin Secondary College mission is to foster a learning community identified by high expectations, a commitment to evidenced based practices and a deep pride in the school values. The school will promote a strong sense of community by building strong home/school partnerships and welcoming all students from across the local neighbourhood. All students will be supported to develop their identity by differentiated pathways while acknowledging that their individual cultures and personal identities are sources of strength. The College early VCE Access program was introduced for Year 10 students in 2024 with the first of these students completing Units 3 & 4 exams in VCE Biology and Business Management in 2025. This has resulted in the school's first VCE study median of 29.9.

A careers/pathway service has been expanded to support students with accessing work experience, VET, white card training, school based apprenticeships and course counselling. The senior campus also hosts the Department of Education Headstart program.

Highlights included: Camp Dewar; Werribee Zoo; Anzac Memorial; Cultural Diversity week, Science and Book week. Students participated in the International Women's day Morning tea and celebration; Wyndham Debating Competition as well as Interschool sport and Athletics House carnival.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

A highlight of 2025 has been the continued strengthening of student achievement across the 7–10 program, particularly in teacher judgement outcomes aligned to the Victorian Curriculum. In English, 79.9% of students in Years 7–10 were assessed as working at or above the expected standard, exceeding both similar schools (68.8%) and the state average (75.3%). This reflects a sustained focus on explicit literacy instruction and growing consistency in teaching practice across the College. Mathematics outcomes were also positive, with 67.9% of students achieving at or above the expected level, above similar schools (62.2%) and approaching the state benchmark (70.7%).

A highlight of 2025 was seeing some of our first cohort of students complete their early access Year 12 VCE Unit 3 & 4 exams in Business Management and Biology. These students accelerated their VCE studies from Year 10 and went on to perform strongly in Year 11, resulting in the school's first VCE study median of 29.9. While completion rate data for the school is not yet available, similar schools and state completion rates remain high (around 97%), providing a strong benchmark as the College continues to grow its senior pathways.

Literacy and numeracy outcomes in NAPLAN remain an area for ongoing focus. In Year 7 Reading, 59.1% of students achieved in the strong or exceeding proficiency levels, slightly below similar schools (61.9%) and the state (67.8%). Numeracy results were more encouraging, with 61.4% of students achieving strong or exceeding, aligning with similar schools and showing improvement against the three-year average.

Addressing these gaps continues to be a key priority. In 2025, targeted literacy and numeracy supports have been further refined, including intervention programs, embedding responsive teaching practices, and expanded opportunities for both support and extension through Victorian High Ability Program (VHAP). Strengthening transition from primary school and embedding consistent instructional practices remain central to improving outcomes. As part of this, DIBELS assessment is implemented in Years 7 and 8 to support the transition from primary to secondary schooling, providing targeted insights into students' literacy development, particularly in areas such as reading fluency, accuracy, and comprehension. In Mathematics, numeracy lessons have been consistently embedded as a structured program to strengthen foundational skills and support student progress across all year levels. Encouragingly, current data suggests the College is building momentum, with teaching and learning programs increasingly supporting students to achieve success across all levels.

In 2025, Bemn Secondary College continued to strengthen its commitment to student excellence through a diverse and sustained program of enrichment opportunities. A total of 17 events engaged 283 students, supported by 28 staff, reflecting both strong participation and a broad base of staff contribution. These opportunities were strategically distributed across the year and included academic competitions, excursions, incursions, and ongoing participation in the VHAP. A significant proportion of programs involved external partnerships, enhancing the depth and authenticity of student learning experiences. There was a clear emphasis on STEM pathways, alongside continued support for literacy and broader academic development. Importantly, program design maintained a focus on equity and access, with capped group sizes ensuring meaningful

participation. Collectively, these initiatives demonstrate a cohesive and growing culture of excellence at Bemn, aligned with the school's commitment to maximising the learning growth of every student.

## Wellbeing

Wellbeing and Inclusion continues to be a major priority at Bemn Secondary College, underpinning our commitment to supporting all students to thrive both academically and personally. In 2025, the team maintained a strong focus on aligning its work to the School Strategic Plan, particularly in improving student engagement, connectedness, and inclusive practices across both campuses.

In response to continued enrolment growth and increasing student needs, 2025 saw a significant strengthening of the Wellbeing team. Through the Mental Health Fund Menu, the college successfully recruited an additional counsellor/youth worker and Mental Health Practitioner. Both staffing actions were instrumental in maintaining continuity of care and strengthening the team's capacity. These changes enabled the team to respond effectively to the evolving needs of the student population across both campuses.

Throughout 2025, the Wellbeing team demonstrated agility in its service delivery model. At the beginning of the year, there was a stronger focus on Tier 3 (individualised, intensive) supports. However, in response to emerging data—particularly a decline in students' sense of connectedness—the team strategically shifted towards more proactive Tier 2 interventions in the second half of the year.

This included:

- Expanded group-based supports
- Increased lunchtime programs and engagement activities
- Targeted social and emotional skill-building opportunities

Importantly, this shift occurred while maintaining strong individualised support systems for students requiring intensive intervention.

Enhanced data collection processes in 2025 allowed for deeper reflection on program effectiveness and student engagement trends. Analysis of participation in wellbeing programs indicated:

- Students in Year 7 and Year 10 were most likely to engage in group-based supports
- A higher proportion of male students accessed lunchtime programs across both campuses.

While the college's overall positive endorsement for School Connectedness remains above state and similar school averages, 2025 data highlighted the need for continued growth to meet the School Strategic Plan targets. The shift towards Tier 2, preventative approaches was a direct response to this data, aiming to:

- Strengthen peer connections
- Increase student voice and belonging

- Improve overall engagement with school life

The Inclusion team experienced a highly successful year, continuing the implementation of the Inclusive Education reforms.

Key achievements include:

- Completion of 11 Disability Inclusion Profiles, with an additional 4 applications submitted by the end of 2025
- **100% success rate** in securing additional funding for all completed profiles, reflecting the strength of existing support practices within the college

These outcomes have strengthened the school's ability to provide targeted and appropriately resourced support for students with additional needs.

2025 saw the first year of Bemim Secondary College working with the SWPBS coach. The focus of the year was to key artifacts and processes to support the implementation of the program. A staff focus group was formed who worked along side our coach, unpacking and defining Bemim's definitions of key behaviours and processes. This culminated with a launch of the whole program to all teaching staff in Term 4. A whole school focus of acknowledging positive behaviour was prioritized resulting in a strong use of Compass post acknowledgements to our parents of our student's behaviour.

## Engagement

The school's data shows that on average, students were absent 1.9 fewer days compared to 2024. With the addition of two new year levels the school had a slight improvement in the average attendance rate across both campuses of 84.5%, this is an improvement of 0.8% from the previous year. Year 11 students recorded the lowest attendance rate at 83.1%, although it is improvement to note this is an improvement for this cohort from year 10 in 2024. Year 7 students achieved the highest attendance rate at the College of 87.1%. Although there has been a slight improvement even with the addition of the new year levels the school's average absence days is above similar schools (by 2.3 days) and the state (0.4 days). The College maintained its commitment to enhancing student attendance through a variety of strategic initiatives. Key actions included the expansion of lunchtime and after school activities across both campuses for students to build their sense of belonging and connectedness.

Check and Connect teachers remained central to the process as the primary point of contact for both students and their families, supported by Year Level Coordinators and the Wellbeing Team. The school administration staff also played an integral role in maintaining daily communication with the families of students who were absent.

The importance of engaging school activities was also recognised, with staff and the Student Leadership Committee (SLC) leading the organisation of events such as Wellbeing Week activities, Science Week, Literacy Week, Harmony Week celebrations, themed activity weeks, staff vs. student competitions, as well as various incursions, sports events, our first overnight camp, excursions, interschool sports and continued partnerships with Wyndham Tech and Western United Football Club. Students were further supported through a wide range of programs and initiatives, including strategic transition sessions at the start of the year, assemblies, the Student Leadership Committee (SLC), Student Leader Forums, the Athletics Carnival, university

partnerships, Australian Business and Community Network (ABCN) collaboration, and many incursions and excursions. Students were actively encouraged to take leadership roles and be involved in working parties to support the planning and execution of key events throughout the year, developing vital leadership skills for the future.

## Other highlights from the school year

The College, has continued to build connections with families and the community. The transition process and connection with schools prior to students entering the College at both year 6 and 9 with the feeder schools, alongside information evenings and communication to families through feeder schools has further supported students in building connections and understanding the Bemn culture before students arrive.

A relationship with the Australian Business and Community Network (ABCN) in the STEM Innovators Program was established where students from the junior campus interacted with mentors from large corporations and business professionals. Several students were the successful recipients of the Western Chances grants. Bemn Secondary students participated in the Wyndham Debating competition.

Bemn Secondary College students participated in many interschool sporting events, with 24 junior school and 25 senior school teams representing the college, with three team advancing to regional events. The college also saw one of our students compete at the state level in Athletics. The Senior students competing in the Unity Cup being together people of all cultures and religions through AFL. The College continued to build on events such as Athletics Day, Cultural Diversity (Harmony) week, International Women's Day, Year 7 Welcome BBQ, SLC, Year 7 Lake Dewar Camp, Senior Information evenings and the transitions program. The students were celebrated for their academic achievements and successes during an end of year whole school Awards Evening.

## Financial performance

Bemn Secondary College maintained a solid financial position throughout 2025. The College managed both the Student Resource Package Funding and Other Locally Raised funds in a responsible manner, ensuring all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. Our credit component of the SRP for 2025 was \$ 12,773,283 in which \$11,848,617 was spent in salaries across the year with a credit to cash amount of \$810,000 leaving a surplus of \$489,971 carried over into 2026. The College received \$321,447 in Equity funding in credit alongside \$316,079 Equity funding in the cash component. Bemn Secondary College ended the year with a cash surplus of \$776,293.42 this included \$215,536.20 of School Saving Bonus/CSEF money.

Due to some staffing challenges including international teaching staff not arriving in time to start the 2025 school year CRT costs for 2025 were at \$642,059.09 whilst recruitment and sponsorship costs for new staff were \$386,835.68.

For more detailed information regarding our school please visit our website at  
<https://www.beminsc.vic.edu.au>

## PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

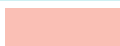


A total of 880 students were enrolled at this school in 2025, 424 female and 456 male. 65% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Medium**.




### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	75.8%	
	Similar schools	76.3%	
	State	74.1%	

### School Staff Survey


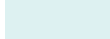


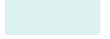

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	59.1%	
	Similar schools	61.7%	
	State	59.3%	

## LEARNING


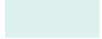


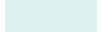

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>79.9%</b>	
	Similar schools	68.8%	
	State	74.9%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>67.9%</b>	
	Similar schools	62.2%	
	State	70.5%	

## NAPLAN

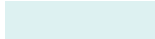

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025		3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>59.1%</b>		<b>62.9%</b>
	Similar schools	61.9%		61.4%
	State	65.9%		65.7%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>61.4%</b>		<b>62.9%</b>
	Similar schools	61.4%		58.3%
	State	65.6%		63.5%

### Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).




This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025	
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>NDA</b>	
	Similar schools	97.1%	
	State	97.2%	
<b>Mean VCE study score</b>	<b>School</b>	<b>29.9</b>	

## WELLBEING




### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		2-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>50.6%</b>		<b>51.3%</b>
	Similar schools	50.1%		48.4%
	State	49.8%		48.4%

### Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		2-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>50.2%</b>		<b>51.7%</b>
	Similar schools	50.9%		49.4%
	State	50.8%		49.3%

## ENGAGEMENT

### Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	School	100.0%	NDA
	Similar schools	78.7%	80.3%
	State	81.5%	81.2%

### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Year 7 - 12	School	30.7	31.2
	Similar schools	28.3	28.1
	State	30.2	29.4

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Year 7	School	87.1%
Year 8	School	85.9%
Year 10	School	83.4%
Year 11	School	83.1%

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$12,338,589
Government Provided DET Grants	\$3,049,744
Government Grants Commonwealth	\$5,592
Government Grants State	\$0
Revenue Other	\$190,100
Locally Raised Funds	\$212,462
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,796,487</b>

Equity	Actual
Equity (Social Disadvantage)	\$232,426
Equity (Catch Up)	\$74,968
Equity (Social Disadvantage - Extraordinary Growth)	\$322,176
<b>Equity Total</b>	<b>\$629,570</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$11,846,371
Adjustments	\$0
Books & Publications	\$23,611
Camps/Excursions/Activities	\$101,927
Communication Costs	\$11,080
Consumables	\$212,997
Miscellaneous Expenses <sup>2</sup>	\$224,211
Agency Staff	\$484,082
Professional Development	\$48,789
Equipment/Maintenance/Hire	\$673,223
Property Services	\$570,779
Salaries & Allowances <sup>3</sup>	\$166,055
Support Services	\$481,634

Expenditure	Actual
Trading & Fundraising	\$12,944
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$218,186
<b>Total Operating Expenditure</b>	<b>\$15,075,890</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$720,596</b>
<b>Asset Acquisitions</b>	<b>\$49,041</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$733,118
Official Account	\$43,175
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$776,293</b>

Financial Commitments	Actual
Operating Reserve	\$538,253
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$481,536
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,319,789</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*