

School Strategic Plan 2025-2029

Bemin Secondary College (8396)



BEMIN
SECONDARY
COLLEGE

Submitted for review by Joanne Camozzato (School Principal) on 24 July, 2025 at 10:08 AM

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Endorsed by Meeta Vyas (School Council President) on 10 September, 2025 at 02:22 PM

School Strategic Plan - 2025-2029

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School vision	Vision At Bemin Secondary College all students will be empowered to achieve their individual best learning and wellbeing outcomes. The learning growth and achievement of all young people will be underpinned by creativity, innovation and a commitment to respectfully work together to create a sustainable future for themselves and their families. Mission 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.
School values	Values Both campuses provide for new 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 differentiated learning programs for students to excel and achieve their best. 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.

	Respect We respect ourselves by treating ourselves with kindness and by drawing on our strengths. We respect everyone for who they are and show a willingness to understand individual differences and rights. We respect the environment by recognising that we must act responsibly to maintain our world. Excellence We aim to achieve our best in at least one aspect of school life. We take pride in our achievements while encouraging others to do the same. We all learn best when our values, beliefs and attitudes are valued as strengths. Innovation We encourage original ideas, positive risk-taking, and different ways of expressing our ideas. We use questions to further our knowledge and stretch our thinking. We value actively finding solutions to our challenges. Community We work to develop shared understanding of learning and culture between staff, students and families. We encourage community involvement by meeting with others, sharing ideas and building relationships. We make welcome all those new to our school.
Context challenges	The college commenced operations in 2024, enrolling 125 year 7 students on its junior campus and 237 year 10 students on its senior campus. Year 10 students came predominantly from the 4 P to 9 colleges in the local area whereas year 7 students came from 26 primary schools. In addition to the challenges associated with establishing a new

	school, this dual opening has posed unique challenges for the college which will expand to a years 7 to 12 college within 3 years. The college has also faced unique challenges is recruiting a teaching team to simultaneously plan and deliver curriculum across all Learning areas to two additional year levels each year. This has impacted the curriculum scope the college has been able to initially offer. Many staff were from overseas and unfamiliar with the Victorian curriculum and education system. Most staff work across both campuses requiring travel time which impacts staffing allocations and meeting schedules.
Intent, rationale and focus	Intent To establish a Secondary College in the growth corridor of Truganina that caters for students from Year 7-12 providing a range of learning and wellbeing opportunities for all students. This includes establishing a Junior and Senior school curriculum and wellbeing program across the dual campuses which reflect a school culture of high expectations, inclusivity and an understanding of cultural sensitivities. Rationale The College will become the key secondary educational hub for students across the Truganina/Truganina North area reflecting the rapid growth in student population. Supporting the transitions and education of young people into the College at both campuses; and the induction and building capacity of teachers to deliver evidence-based practices that will results in maximising student learning and wellbeing outcomes is vital to the next 4 years of the College. Focus The following areas of focus be prioritised in the next School Strategic Plan (SSP): • literacy and numeracy, with a focus on improving differentiation and learning growth • delivery of the Victorian Certificate of Education (VCE) • embedding high expectation and an inclusive climate across two campuses • community engagement with a focus on improving attendance and expanding options for students. The Strategic plan will begin with the extension and capacity building of leaders and teachers will building the structures to support student transition into the College. The focus will be on high academic expectations; improving attendance and building evidence based teaching and wellbeing practices. The College will continue to strengthen community partnerships and further mobilise supports and resources to support priority student cohorts which include EAL students and Inclusive education program.

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Goal 1	To maximise the learning growth of every student
Target 1.1	By 2029, increase the percentage of years 7 to 9 students assessed as at or above the expected level of learning growth in semester 1 teacher judgements in: • Reading from X% (2026) to Y% • Writing from X% (2026) to Y% • Mathematics from X% (2026) to Y% *Targets to be confirmed when data becomes available.
Target 1.2	By 2029, increase the percentage of year 9 students meeting or above the expected level of benchmark growth in NAPLAN in: • Reading from X% (2026) to Y% • Writing from X% (2026) to Y% • Mathematics from X (2026) to Y% *Targets to be confirmed when data becomes available.
Target 1.3	By 2029, achieve a VCE mean All Study score of at least 27 and a VCE mean English score of at least 28
Target 1.4	By 2029, increase the positive endorsement of the following School Staff Survey factors or items: • Academic emphasis from 47% (2024) to 50% • Skills to measure impact from 70% (2024) to 75% • Monitor effectiveness using data from 65% (2024) to 70% • Planning differentiated learning activities from 52% (2024) to 60%

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff capacity to maximise student learning growth through targeted professional learning and evidence-based instructional practice.
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen a climate of high academic expectations
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff capacity to evaluate the impact of teaching and learning
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices	

to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	To maximise wellbeing and engagement for every student
Target 2.1	By 2029, the percentage of Year 12 students with a positive exit destination will be at least 80%
Target 2.2	By 2029, increase the positive endorsement of the following Attitude to School Survey (AtoSS) factors: • Differentiated learning challenge from 60% (2024) to 64% • School connectedness from 53% (2024) to 55% • Respect for diversity from 53% (2024) to 60%
Target 2.3	By 2029, improve the years 7-12 student attendance rate from 83.7% (2024) to 88%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen a positive and inclusive school culture
Key Improvement Strategy 2.b	

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen partnerships with students, families and community.