

School Strategic Plan 2025-2029

Brinbeal Secondary College (8292)



Submitted for review by Simon Haber (School Principal) on 15 January, 2026 at 11:21 AM

Endorsed by Maria Oddo (Senior Education Improvement Leader) on 15 January, 2026 at 04:14 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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<p>School vision</p>	<p>Brinbeal Secondary College’s fosters a love of learning. We respect inclusion, diversity and indigenous heritage. We aspire for continuous improvement in all our students as they grow into adulthood. We live by our motto, “Respecting diversity through inclusion”, and look forward to our students emerging as empowered young adults who are resilient, highly productive and successful global citizens</p>
<p>School values</p>	<p>Mission: Our mission at Brinbeal Secondary College is to provide a rich, inclusive and diverse learning experience with strong held school values for all students and for all students to be resilient, confident and respectful global citizens with a desire for learning and tolerance and acceptance towards all members of our community.</p> <p>Objective: Our objective at Brinbeal Secondary College is for our students and community to achieve their desired post school destinations, becoming active participants in a global society with a strong sense of self and of others. Our school’s objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.</p> <p>Values: Brinbeal Secondary College’s values are:</p> <ul style="list-style-type: none"> · Respect – Have honour or regard for the worth of oneself, others and the school environment. · Aspiration & Achievement – Set ambitious goals and strive to achieve them. · Acceptance – Value all members of the community as they present themselves and wish to be seen. <p>Brinbeal Secondary College is a Supported Inclusion School (SIS). A SIS is a local government school with additional professional capabilities and facilities designed to cater to a higher proportion of students with disability (up to 10%). Students with a disability will be provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without disability in a safe, accessible and supportive environment</p>
<p>Context challenges</p>	<p>Brinbeal Secondary College is a new year 7 to 12 college in the Wyndham growth corridor approximately 35 kilometres from the Melbourne central business district. The college enrolled its first year 7 class in 2024. There are currently 458 students enrolled across Years 7 and 8 with a long-term estimated capacity for 2,750 students. The college is a Supported Inclusion School (SIS) with additional professional capabilities and facilities to cater for students with</p>

additional needs.

Following the school review, the following areas of focus be prioritised through this School Strategic Plan (SSP):

- literacy and numeracy, with a focus on learning growth
- delivery of a senior secondary curriculum
- embedding a culture of high expectation and consistent practice as the college expands

At Brinbeal Secondary College, students with disabilities are provided enhanced support to receive high quality, evidence-based educational provision alongside mainstream students to the greatest extent possible in a safe, accessible and supportive environment.

As a SIS, Brinbeal Secondary College provides all students equal access to the same learning environments, curriculum and programs as their peers. Flexible design (combination of larger and smaller spaces) provides additional flexibility to utilise all spaces in more purposeful ways for targeted teaching, interventions and therapies as needed.

It is an exciting time to be a student at Brinbeal Secondary College. We are known for our positive learning environment, dynamic teachers, robust curriculum, strong wellbeing supports, our beautiful grounds, state-of-the-art and distinctive buildings.

We have grown rapidly since our establishment at the beginning of 2024 and our vibrant culture has generated great enthusiasm for the school in our local community and beyond, resulting in a high demand for student places. This places great demand of staffing challenges as the school grows rapidly. The primary challenge associated with establishing a new school, has been continuing to recruit and retain a teaching team. 73% of the college's teaching team have less than 10 years professional experience

Priority Cohorts:

The panel noted that disadvantaged students (20% of cohort) were overrepresented in students needing additional support to reach expected proficiency levels in year 7 NAPLAN reading, writing and numeracy and that disadvantaged students were overrepresented in students with over 30 days absence in 2024. The panel was satisfied that the college had introduced appropriate processes to monitor and support students with additional needs and EAL students however there was no explicit monitoring of disadvantaged students.

The review panel recommended that the new SSP contain the following KIS:

- Build community partnerships to support positive pathways for students.

The panel recommended that improvement in positive endorsement of the PCGOS participation and involvement and school pride and confidence factors be identified as SSP targets.

The panel recommended that the college introduce processes to identify and support disadvantaged students requiring

	<p>additional support. As a new school, the panel acknowledged that there was currently limited data upon which to base a wholistic evaluation of performance but confirmed the college's PRSE self-assessment of embedding at the Year 7 and 8 stage of schooling for this FISO core element.</p> <p>An emerging challenge across the next SSP period will be the stage 2 construction of the college's facilities which will disrupt access to facilities for 14 months.</p>
<p>Intent, rationale and focus</p>	<p>The college had developed and implemented core student learning elements including a curriculum aligned with the Victorian Curriculum and an instructional model consistent with the VTLM 2.0. Initial student learning outcomes are above those in similar schools however it is not yet possible to assess learning growth. The targets and KIS selected are directly related to the key findings on school practices for the FISO leadership, teaching and learning and assessment elements.</p> <p>The college is beginning to embed core student wellbeing and engagement elements including SWPBS. Initial student wellbeing and engagement outcomes are above those in similar school. Continuing to build a positive and inclusive school culture as the college expanded is identified as a key strategic focus for the next SSP period. The targets and KIS selected are directly related to the key findings on school practices for the FISO leadership, engagement and support and resources elements.</p>

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Goal 1	To improve the learning growth of every student
Target 1.1	<p>By 2029, increase the percentage of Year 9 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• *Reading from X% (2026) to Y%• *Writing from X% (2026) to Y%• *Mathematics from X% (2026) to Y% <p>*Placeholder baselines and targets to be updated when data is available.</p>
Target 1.2	<p>By 2029, increase the percentage of Year 9 students achieving strong or exceeding proficiency in NAPLAN:</p> <ul style="list-style-type: none">• *Reading from X% (2026) to Y%• *Writing from X% (2026) to Y%• *Mathematics from X (2026) to Y% <p>*Placeholder baselines and targets to be updated when data is available.</p>
Target 1.3	<p>By 2029, maintain the percentage of Years 7 to10 students at or above the expected level of growth in semester one teacher judgements in:</p> <ul style="list-style-type: none">• Writing at 80% (2025)• Reading at 78% (2025) <p>Increase the percentage of Year 7-10 students at or above the expected level of growth in semester one teacher judgements in Mathematics from 48% (2025) to 55%.</p>

<p>Target 1.4</p>	<p>By 2029, maintain the positive endorsement of the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge at 69% (2025) • Stimulated learning at 60% (2025) • Effective teaching time at 65% (2025) • High expectations for success at 75% (2025)
<p>Target 1.5</p>	<p>By 2029, increase the positive endorsement of the following School Staff Survey factors:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 39% (2024) to 45% • Understand curriculum from 56% (2024) to 60% • Seek feedback to improve practice from 56% (2024) to 60%.
<p>Key Improvement Strategy 1.a 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</p>	<p>Build and embed a culture and practices of high expectations.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	

<p>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</p>	<p>Build leadership capability and further develop teaching and learning practices.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff capability to use data and evidence to differentiate student learning.</p>
<p>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</p>	
<p>Goal 2</p>	<p>To improve the wellbeing and engagement of every student</p>
<p>Target 2.1</p>	<p>By 2029, maintain or increase the positive endorsement of the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Emotional awareness and self-regulation maintained at 70% (2025)

	<ul style="list-style-type: none"> • School connectedness maintained at 61% (2025) • Managing bullying from 59% (2025) to 62%
Target 2.2	<p>By 2029, increase the positive endorsement of the following Parent, Caregiver and Guardian Opinion Survey factors:</p> <ul style="list-style-type: none"> • Participation and involvement from 61% (2024) to 65% • Student motivation and support from 62% (2024) to 65% • School pride and confidence from 63% (2024) to 68%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build and embed multi-tiered systems of support to enhance student wellbeing and engagement
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build community partnerships to support positive pathways for students.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

