School Strategic Plan 2025-2029

Brentwood Secondary College (7647)

BRENTWOOD
SECONDARY COLLEGE

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VICTORIA State Government | Education and Training

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School vision	Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient. Our purpose is to ensure that every student is provided with every opportunity to achieve their potential. A Brentwood education will provide all students with the opportunity to develop their talents, to nurture a passion and to grow in confidence about their future. Every student will be supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff. Our purpose is to ensure that all Brentwood students have the opportunity to become successful learners, confident and creative individuals, and active and informed citizens. We strive to ensure that our students learn in a connected community so that they grow as individuals who are future ready.
School values	Brentwood Secondary College values Learning and Community. Our values are: Values for Learning Creativity - We demonstrate creativity in our learning by: • balancing satisfaction and scepticism towards our own ideas • using imagery, analogy and metaphor to find links and make connections. Curiosity - We demonstrate curiosity in our learning by: • being open-minded and asking inquiry questions • looking for new interests and different perspectives. Discipline - We demonstrate discipline in our learning by: • thinking critically and planning methodically • working independently and in collaboration with others. Reflection - We demonstrate the capacity for reflection by:

	• thinking about and being able to articulate how we learn • identifying our own strengths, weaknesses and areas for growth. Resilience - We demonstrate resilience in our learning by: • coping well with uncertainty and complexity • working hard, persevering and bouncing back from failure. Values for Community Compassion - We demonstrate compassion by: • being kind to each other • caring about the wellbeing of others. Empathy - We demonstrate empathy by: • appreciating that we are all different • acknowledging the thoughts and feelings of others Integrity - We demonstrate integrity by: • being honest, fair and just • being trustworthy in what we say and what we do Respect - We demonstrate respect by: • caring for ourselves, for others and for our environment • being courteous and valuing the dignity of ourselves and others Responsibility - We demonstrate responsibility by: • contributing to a safe, caring and sustainable environment • being personally accountable and making the most of our opportunities
Context challenges	Brentwood Secondary College is a co-educational Secondary College situated in Glen Waverley with a current enrolment of 1554 students. This includes 55 EAL students, 3 Koorie students and 49 International students. The socio-economic profile is considered to be high. A majority of students starting in Year 7 achieve exceeding or strong NAPLAN results in all areas and have high expectations for academic success. Whilst Brentwood remains a school of choice in the local commnity, with strong enrolment demand, over recent years the enrolment has been tapering as a result of a

	Department Enrolment Management Plan limiting the number of students able to be accepted into the school. Over the coming years it is expected that the enrolment will be approximately 1450 students. This will provide a resourcing challenge for the school in maintaining the breadth of programs for students. Whilst Brentwood is recognised as High performing based on the Department of Educations School Performance Report Summary, the challenge is to ensure all students are appropriately challenged and demonstrating growth as a learner and person regardless of their starting point or background. In particular students who enter the school already demonstrating above expected literacy and numeracy levels are able to demonstrate at standard learning achievements with relative ease. Consequently, one of the challenges is to stretch and challenge these learners to improve their knowledge and skills beyond the expected level at all stages in their schooling whilst teaching them to be agents of their own learning and wellbeing.
Intent, rationale and focus	Brentwood Secondary College's Vision for learning is that 'we learn as a connected community to grow as individuals who are future ready'. To achieve this requires a culture of high expectations of students demonstrating growth as a 'learner' and a 'person' throughout their schooling. This vision and expectation encapsuates the focus and key direction of the college for the future. We are expecting to build on the strong culture and curriculum to ensure students are challenged at their point of need by their teachers and develop independent learning skills so that they are able to succeed beyond the classroom and into the future. Over the duration of this Strategic Plan period there will be an increased focus on the 'how' of teaching which will bring the shared viable curriculum to life in every classroom. This work will see an increase in instructional coaching for teachers that is based on the Brentwood Teaching and Learning Model and informed by the Victorian Teaching and Learning Model 2.0. In addition, the Brentwood Learner Model and Learning Behaviours will be a focus for the school to support students in demonstrating positive learning habits that will help them achieve increased learning and wellbeing growth. Parents will also be better informed of their child's learning progress with increased transparency of the learning taking place in each classroom and increased information for parents in how to support their children with their learning and pathway choices.

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Goal 1	Maximise student learning outcomes and empower students to be active learners.
Target 1.1	By 2029 improve the percentage of Year 9 students achieving the Exceeding proficiency level in NAPLAN, based on 2025 figures, for: • reading from 30% to 34% • writing from 39% to 43% • numeracy from 29% to 35%.
Target 1.2	By 2029 increase the percentage of Year 9 students achieving Strong and Exceeding proficiency levels in NAPLAN, based on 2025 figures, for: • reading from 87% to 90% • writing from 87% to 90% • numeracy from 87% to 90%.
Target 1.3	*By 2029 improve the percentage of students achieving medium and high NAPLAN Benchmark growth for reading, writing and numeracy, based on 2025 figures **Placeholder target - figures to be determined when data becomes available.*
Target 1.4	By 2029, increase/maintain the following senior secondary performance measures: • Median overall study score from 30 (2024) to 31 or above • Percentage of 40+ scores from 5.9% (2024) to 7% • VCE-VM completions maintained at 100%.

Target 1.5	By 2029 increase the percentage of positive endorsement to the Attitudes to School Survey, based on 2025 figures, for: • Differentiated learning challenge from 47% to 55% • Effective teaching time from 62% to 66% • Student voice and agency from 51% to 55% • High expectations for success from 69% to 73%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent high quality, evidence informed pedagogical practices across the school.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
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	
Key Improvement Strategy 1.b	Strengthen staff knowledge and capability to activate learner and wellbeing agency.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
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	Build staff capability to effectively analyse and utilise data to optimise point of need teaching and learning across the whole school.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c	

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	
Goal 2	Optimise student wellbeing and connectedness.
Target 2.1	By 2029 increase the percentage of positive endorsement to the Attitudes to School Survey, based on 2025 figures, for: • Student connectedness from 50% to 55% • Emotional awareness and regulation from 69% to 70% or above • Self-regulation and goal setting from 60% to 64% • Stimulated learning from 54% to 58% • Managing bullying from 47% to 52% • School stage transitions (10-12) 63% to 65%.
Target 2.2	By 2029 increase the percentage of positive endorsement in the Parent, Carer, Guardian Opinion Survey based on 2024 figures, for: • Teacher communication from 54% to 56% • Student motivation and support 56% to 58% • Positive transitions from 69% to 72% • Student agency and voice from 66% to 69%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff knowledge and capability to activate learner and wellbeing agency.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
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	Strengthen partnerships with parents, families and the broader community.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	