2026 Annual Implementation Plan

for improving student outcomes

Dohertys Creek P-9 College (8397)

'Balit Yirramboi'

Dohertys Creek P-9 College

TRUGANINA

Submitted for review by Tami-Jo Richter (School Principal) on 28 January, 2026 at 11:01 AM
Endorsed by Maria Oddo (Senior Education Improvement Leader) on 29 January, 2026 at 09:02 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
FISO 2.0 core elements	**Leadership**	**Teaching and learning**	**Assessment**	**Engagement**	**Support and resources**

Future planning for 2026	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
Optimise the learning growth and achievement for every student.	Yes	By 2029, increase the percentage of students achieving NAPLAN Strong or Exceeding proficiency levels in: • Year 3 Numeracy from 62% (2025) to 63% • Year 5 Numeracy from 72% (2025) to 73%. By 2029, maintain the percentage of students achieving NAPLAN Strong or Exceeding proficiency levels in: • Year 3 Reading at 70% (2025) • Year 3 Writing at 82% (2025) • Year 5 Reading at 78% (2025) • Year 5 Writing at 77% (2025). By 2029, increase the percentage of Year 7 students achieving NAPLAN Strong or Exceeding proficiency levels in: • Reading from 69% (2025) to 72% • Writing from 69% (2025) to 72% • Numeracy from 67% (2025) to 70%. By 2029, increase the percentage of Year 9 students achieving NAPLAN Strong or Exceeding proficiency level in: • Reading from 69% (2025) to 72% • Writing from 61% (2025) to 64% • Numeracy from 65% (2025) to 69%.	Strengthen and embed systems and processes to monitor and implement evidence-based learning and wellbeing strategies with consistency and fidelity.	Yes
		*By 2029, increase the percentage of students achieving expected NAPLAN benchmark growth in: • Year 7 Reading from xx% (202x) to xx% • Year 9 Reading from xx% (202x) to xx%.	Build and embed staff capability to implement evidence based instructional practice with consistency and fidelity.	No

		**Placeholder target to be confirmed when data available.*		
		*By 2029, increase the average percentage of students achieving at or above expected growth against the Victorian Curriculum against teacher judgements in: • Year 7 to Year 9 Reading and Viewing from xx% (2025) to xx% • Year 7 to Year 9 Writing from xx% (2025) to xx% • Year 1 to Year 6 Mathematics 2.0 from xx% (2024) to xx% • Year 7 to Year 9 Mathematics 2.0 from xx% (2024) to xx%. **Placeholder target to be confirmed when data available.*	Build and embed staff knowledge and understanding to plan and deliver the Victorian Curriculum 2.0 with consistency and fidelity.	Yes
		By 2029, maintain or improve the positive endorsement to the School Staff Survey (SSS) for measures: • Professional learning through peer observation from 40% (2025) to 44% • Understand how to analyse data from 70% (2025) to 74% • Understand curriculum maintained at 77% (2025).	Strengthen and embed staff capability to systematically use data and evidence to inform teaching, learning and wellbeing practices to respond to students' point of need.	No
		By 2029, increase the positive endorsement to factor Effective classroom behaviour in the Attitudes to School Survey (AtoSS) for cohorts: • Year 4 to Year 6 from 72% (2025) to 76% • Year 7 to year 9 from 57% (2025) to 60%.		
Strengthen wellbeing, engagement and inclusion for every student.	Yes	By 2029, maintain or increase the Year 4 to Year 6 student positive endorsement to the Attitudes to School Survey (AtoSS) for factors: • Sense of connectedness from 78% (2025) to 79% • Stimulated learning from 78% (2025) to 80%	Strengthen and embed a college-wide approach to student connectedness.	No

		• Student voice and agency maintained at 69% (2025) • Manage bullying maintained at 70% (2025) • Emotional awareness and regulation maintained at 82% (2025) • Female students Not experiencing bullying from 75% (2025) to 78%. By 2029, maintain or increase the Year 7 to Year 9 student positive endorsement to the Attitudes to School Survey (AtoSS) for factors: • Managing bullying from 49% (2024) to 51% • Sense of connectedness from 50% (2025) to 52% • Student voice and agency at 49% (2025) • Emotional awareness and regulation at 75% (2025) • Stimulated learning at 58% (2025) • Female students Experiencing gender-based bullying from 71% (2025) to 74%.		
		By 2029, increase the Parent/Caregiver/Guardian Opinion Survey (PCGOS) positive endorsement for the measure of Teacher communication from 60% (2025) to 63%.	Strengthen and embed the college's tiered response to student learning and wellbeing needs with consistency and fidelity.	Yes
		By 2029, increase the percentage of students whose attendance is 95% or higher for cohorts: • Foundation to Year 6 from 23% (2024) to 25% • Year 7 to Year 9 from 21% (2024) to 23%.		

Define actions, evidence of change and tasks

Goal 1	Optimise the learning growth and achievement for every student.
KIS 1.a	Strengthen and embed systems and processes to monitor and implement evidence-based learning and wellbeing strategies with consistency and fidelity.
Actions	- Further develop staff collaboration to ensure consistent approaches (coaching, peer observations, learning walks, collaborative planning, PL) - Strenghten processes to collect and monitor the impact of data
Evidence of change	- observation data shows increased teacher confidence in teaching students at the point of need -curriculum and planning documentation shows evidence of curriculum planning for cohort needs - teachers use data to make informed decisions around curriuclum and instructional practice evidenced in agendas and planners - decrease in the number of students working below level and no growth

Tasks	**People responsible**
- implement and monitor agreed model of collaborative planning	☑ Leadership team
-explore current systems and undertake trials to house student data for efficiency and for effective decision making	☑ Leadership team
-develop and undertake data analysis according to the schedules	☑ Curriculum co-ordinator (s)
-develop, publish and monitor coaching framework	☑ Leadership team
- facilitate middle leaders PL for middle leaders to plan and prepare coaching implementation	☑ Leadership team
- implement agreed DCC Learning Walk and Peer Observations to support staff collaboration	☑ Leadership team

KIS 1.c	Build and embed staff knowledge and understanding to plan and deliver the Victorian Curriculum 2.0 with consistency and fidelity.

Actions	- Strenghten our GVC by developing the literacy vision and clarifying the 7-9 curriculum and alignment within the school - Re-define and implement the DCC Instructional Model to align with the VTLM 2.0
Evidence of change	- class observations and documentation shows consistency with the delivery and assessment of the 5 day phonics routine - GVC 7-9 with consistent scope and sequence documents at 90% completion -observational data demonstrates increased understanding and use of the Instructional Model - planning documentation now demonstrates clear through-lines between curriculum intent, learning engagements, and instructional practice evidenced through the consistent use of strong guiding questions and clearly articulated success criteria, ensuring alignment between what is taught, how it is taught, and how learning is assessed. - leadership has a shared understanding and language around the whole literacy vision

Tasks	**People responsible**
- explore and prepare the whole school literacy vision collaboratively	☑ Leadership team
- undertake professional learning on the Big 6	☑ Leadership team
- monitor the fidelity of the implementation of the DCC Phonics program through coaching, modelling and peer observations	☑ Curriculum co-ordinator (s)
- audit the 7-9 curriculum and make relevant changes	☑ Curriculum co-ordinator (s)
- undertake PL around the Instructional Model	☑ Leadership team

Goal 2	Strengthen wellbeing, engagement and inclusion for every student.
KIS 2.b	Strengthen and embed the college's tiered response to student learning and wellbeing needs with consistency and fidelity.
Actions	- Implement PCMS strategies and school wide routines to support safe and orderly environments - Build staff understanding of complex student needs/functions of behaviour using the strength based language of disability inclusion

Evidence of change	- referral process is well understood and used consistently to ensure that students receive the required supports in a timely manner - teacher planning shows an improved understanding of FBA, strength based language and are used to inform instructional practice - observational data shows increased consistency and confidence in the use of PCMS strategies and school routines across P-9 - student referrals for T2/3 needs show effective T1 practice has been utilised with other interventions/adjustments trialled

Tasks	**People responsible**
- implement the documented referral process	☑ Wellbeing team
- undertake PL around school wide response to behaviour process with teachers and leaders (minor/major behaviours)	☑ Leadership team
- monitor safe and orderly environments through observational data around PCMS strategies and Tier 1 practice	☑ Leadership team
- monitor and analyse student referrals/major/minor incidents to meet needs of staff and strengthen T1 routines	☑ Wellbeing team
- undertake PL for staff to conduct FBA observations and analysis	☑ Leadership team
- build staff understanding and capability through PL and PCMS coaching (semester 2) to develop and review learning and wellbeing plans	☑ Leadership team