Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Dohertys Creek P-9 College (8397)

'Balit Yirramboi'

Dohertys Creek P-9 College

TRUGANINA

Submitted for review by Tami-Jo Richter (School Principal) on 14 April, 2025 at 04:29 PM
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VICTORIA State Government | Department of Education

Define actions, outcomes, success indicators and activities

Goal 1	Maximising learning growth of all students particularly in literacy and numeracy.
12-month target 1.1	NA
12-month target 1.2	Improve the results of the NAS students in Years 3/5/7/9
12-month target 1.3	Increase the percentage of students in the exceeding or strong proficiencies for reading: Grade 3 from 71% to 73% Grade 5 from 78% to 80% Year 7 from 66% to 68% Year 9 from 67% to 69% for numeracy: Grade 3 from 68% to 70% Grade 5 from 78% to 80% Year 7 from 61% to 63% Year 9 from 55% to 57%
12-month target 1.4	By 2025 increase the percentage of students reported as above the age expected level by teacher judgment in reading: (improve p-6 from 37% and 7-9 from 26% in 2023) P-6- 41% 7-9- 30% numeracy: (improve p-6 from 24% and 7-9 from 22% in 2023) P-6- 26% 7-9- 24%
12-month target 1.5	School Staff Survey- Maintain understand curriculum at 80% improve collective efficacy from 78% (2024) to 80%
KIS 1.a Building practice excellence	Build staff knowledge and understanding of the curriculum and the continua of learning to be proactive and responsive to student learning needs

Actions	Build capacity of teachers to have a comprehensive understanding of the Victorian Curriculum 2.0 Build teacher capacity to implement strong instructional practice that supports success for students Implement assessment practices and reporting to support the Victorian Curriculum 2.0 and instructional practice
Outcomes	Students see, model and explain concepts, represent their thinking/understanding through what they make/say/write/do Students can articulate confidently what they have learnt and the steps taken to achieve/learn it Staff can identify the Elements of Learning of the VTLM and possible instructional practices to support them Staff can navigate and use the Victorian Curriculum 2.0 and can identify learning progressions to address student learning needs Leadership will provide professional learning to unpack Vic Curriculum 2.0 and the VTLM Leadership will develop and monitor instructional practice and school documentation around Vic Curriculum 2.0 and the VTLM
Success Indicators	-Improved results in a range of data sets- teacher judgements, PAT, NAPLAN, data walls, DIBELS, semester exams -Coaching, peer observations, learning walk notes show evidence of teacher capacity building and the embedding of practice -School documentation, planning documents, professional learning and assessment schedules show evidence of teacher capacity building

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Introduce the DCC Instructional Playbook alongside the work around the VTLM	☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Deliver professional learning on the elements of learning of the VTLM (the science of learning and cognitive load)	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide PL opportunities on Vic Curriculum Maths 2.0	☑ Leadership team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Develop and implement PL to build the collective understanding of inverse operations within the Big Ideas in Number	☑ Numeracy leader	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
Work with a consultant to build middle level leader coaching capacity and conceptual understanding around the Big Ideas in Number	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$29,000.00 ☑ Other funding will be used
Connect teacher understanding of the VIC Curric with renewed semester reporting process	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Create clear reporting guidelines and a school wide comment bank that is derived from Vic Curric 2.0 and the DCC Learning progressions	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Create cyclic data cycles (assessment schedule and data analysis) to inform professional learning and resourcing	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Trial DIBELS as an assessment of reading proficiency and develop a possible plan for school wide implementation	☑ Literacy leader	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00

				☑ Other funding will be used
Develop PL opportunities to build collective understanding of the Big 6, with an emphasis on vocabulary and phonics	☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop a consistent 5 day routine for the teaching of phonics P-2	☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Work with a consultant to build middle leader coaching capacity in the Big 6 with a focus on vocabulary and phonics	☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 4	$22,000.00 ☑ Other funding will be used
Provide PL opportunities on Vic Curriculum 2.0 English	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue PL opportunities around planning for and implementing Units of Inquiry (use consultant)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used
Growth coaching for selected members of leadership	☑ Principal	☐ PLP Priority	from: Term 4	$0.00

			to: Term 4	
Build teacher capacity to collect diagnostic data and respond appropriately around fractional thinking and proportional reasoning (secondary)	☑ Numeracy leader	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
Monitoring NAS students in both primary and secondary- Years 1-9	☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used
Use Pulse/Compass to collate, analyse and report on literacy and numeracy (transfer data walls, growth trackers etc)	☑ Leadership team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Network middle level leader PL- cognitive load theory	☑ Learning specialist(s)	☑ PLP Priority	from: Term 2 to: Term 3	$500.00 ☑ Other funding will be used

Goal 2	Strengthen engagement in learning for all students.
12-month target 2.1	NA
12-month target 2.2	By 2025, increase the percentage positive response on the Attitudes to School Survey for effective classroom behaviour 4-6 from 69% to 71% 7-9 55%-57% Improve positive endorsement of teacher concern:

	4-6- 68% (2024) to 70% 7-9 40% (2024) to 42%
12-month target 2.3	By 2025, reduce the number of days off students have each year 43% of students with 20 or more days absent to 40%.
KIS 2.c Intellectual engagement and self-awareness	Develop the metacognitive skills of students to be critical and creative thinkers who can articulate their learning and aspirations
Actions	-Build the capacity of teachers to implement strong routines and rituals to provide students with a safe and orderly learning environment -Develop strong Tier 1 approaches to social and emotional learning; classroom environment and school routines - Continue to build an inclusive environment for all students
Outcomes	Students will understand the expectations of them as learners and how to show the school values in all learning areas and school activities Students confidently share how the school values diversity and supports them to have a sense of belonging in the classroom and in the wider school environment Teachers will plan for and explicitly teach routines, rituals and values that support student understanding of the expected behaviour across the school Teachers will systematically plan and implement activities that that build strong relationships both with teachers and peers to improve student sense of belonging Leadership will build teacher capacity to deliver universal supports and tier 1 strategies that focus on positive classroom management strategies Leadership will monitor student data to build an understanding of students' connection to school (attendance, Pulse, Compass, ATToS)
Success Indicators	- Improved engagement with dojo points, kudos, house systems (acknowledgement of students) -Coaching, peer observations, learning walk notes show evidence of teacher capacity building and the embedding of practice -School documentation, planning documents, professional learning and assessment schedules show evidence of teacher capacity building in the area of SWPB, SEL, routines and structures

	- consistent and detailed IEP documents - improved data collection and analysis of pulse, compass and attendance data - learning walk documentation around classroom environments and routines

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver professional learning on the Elements of Learning of the VTLM and connections with routines and rituals	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Refine current routines and rituals and Tier 1 strategies for teaching SEL (SWPBS, RR, PATHS, Berry St) and Introduce 2 new school wide routines- transitioning in and out of the classroom quietly and orderly; attention-seeking	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Introduce new school SWPB matrix, majors and minors, acknowledgment systems- provide PL and develop processes to sustain practice	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$208,791.49 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide PL around the HIWS	☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 4	$175,340.48 ☑ Disability Inclusion Tier 2 Funding will be used

Introduce positive classroom management strategies	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Refine the Learning to Learn program for 2026	☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☑ Other funding will be used
Introduce Balit Yirramboi and refine SEL in secondary	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Create cohort/ house/school calendar of events	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Tier 1 behaviours/ routines promoted in assemblies, newsletters, Facebook etc	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Learning walks/ auditing of classroom environments for T1 strategies	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
new role description for MHAWL	☑ Wellbeing team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 3	
Continue the work of the Inclusion Steering Committee (MHAWL, Marrung Champion, Rainbow Alliance, cultural diverse staff, DI rep, engagement and inclusion portfolio reps) and deepen understanding of inclusion with staff, parents and students	☑ Assistant principal ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$30,113.28 ☑ Equity funding will be used
Continue work of RESP project- enrolment process and understanding of schooling process to support refugee families	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Protective Intervention training for all staff	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☑ Other funding will be used
Implement attendance policy	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$90,642.82 ☑ Equity funding will be used
use pulse (chronicle and attendance) data to support students- IEPs, BM plans, differentiation etc	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Refine tiered support and connection to the referral process	☑ Wellbeing team	☐ PLP Priority	from: Term 2	$407,973.92

			to: Term 4	☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
Introduce the multicultural aides into break times/ clarify 0.2 Pasifika family support	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$41,409.22 ☑ Equity funding will be used
Network PL- PCMS- how to coach staff about student regulation	☑ House leaders ☑ Leading teacher(s) ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 2	$1,200.00 ☑ Other funding will be used