2025 Annual Report to the School Community

School Name: Dohertys Creek P-9 College (8397)

'Balit Yirramboi'
Dohertys Creek P-9 College
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- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 13 March 2026 at 12:08 PM by Tami-Jo Richter (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 19 March 2026 at 09:39 AM by Tami-Jo Richter (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

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About Our School

School context

It has been a fantastic year for the school community, characterised by strong staff retention, positive staff survey results, and a continued commitment to providing a supportive and high-quality learning environment for all students. The school maintained a stable and highly skilled workforce, with staffing consisting of 8 Principal Class Officers, 6 Leading Teachers, 8 Learning Specialists, 110 Classroom Teachers, 21 non-classroom Education Support staff, and 54 classroom-based Education Support staff. The high level of staff retention and the excellent results from the staff opinion survey reflect a positive and collaborative professional culture across the school.

The school continues to serve a very diverse and multicultural community, which enriches the learning environment and strengthens the sense of inclusion and belonging across the school. Student mobility remains a growing factor within the school community, with 423 students enrolling throughout the year and 470 students exiting the school, confirming that transience is becoming an increasing issue within the local area.

Throughout the year, significant work was undertaken to improve and maintain the school grounds, ensuring the environment remains welcoming, safe, and enjoyable for students, staff, and families. A wide range of school events, celebrations, and community activities were also held, providing opportunities to strengthen connections and celebrate the diversity and achievements of the school community.

During the year, the school undertook a highly successful School Review process. The review affirmed the significant progress that has been made in strengthening both learning and wellbeing outcomes for students. It recognised the effectiveness of the school's current practices and the strong foundations that have been established across teaching, learning, and student support. Importantly, the review has helped guide the school's future direction, with a clear focus on consolidating and refining existing systems, processes, and practices. With the period of rapid growth within the school now stabilising, the next phase of development will centre on embedding consistent, high-quality practices across the school to ensure sustainable improvement and continued positive outcomes for students.

The school continues to strengthen its support for families through the work of the Community Hub and the on-site paediatric clinic. These services play an important role in supporting the wellbeing of students and families by providing accessible, proactive assistance within the school environment. The Community Hub offers programs and opportunities that help families connect with the school, build social networks, and access information and services that support learning and wellbeing. The paediatric clinic further enhances this support by providing families with convenient access to health advice and services, helping to address developmental and wellbeing needs early. Together, these initiatives enable the school to respond proactively to the needs of its diverse community and contribute to improved outcomes for students and their families.

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Progress towards strategic goals, student outcomes and student engagement

Learning

During 2025, the school continued to strengthen teaching and learning practices through the implementation of Victorian Curriculum 2.0 across all learning areas. Staff engaged in ongoing professional learning to understand the updated curriculum design and achievement standards, ensuring our programs are aligned with the current expectations for student learning. A significant focus was placed on improving the clarity and consistency of assessment and reporting. The school moved away from a continuous reporting model and refined reporting processes to provide clearer communication to families about student progress and achievement. To support this work, staff collaboratively developed an Achievement Standards Continuum, which assists teachers to make consistent judgements when reporting against the Victorian Curriculum. This work also informed the development of progression points in English and Mathematics, strengthening our ability to track student growth over time.

A key initiative in 2025 was the introduction of a structured phonics program in Prep, supporting the development of strong early literacy foundations. Staff were supported in this work through professional learning with literacy consultant Mardi Gorman, who guided teachers in the effective implementation of systematic phonics instruction. In numeracy, Michael Minas worked with teachers to strengthen assessment design and numeracy teaching practices. In addition, Melissa Graham supported the primary staff in the ongoing development and planning of our Units of Inquiry, ensuring strong alignment between curriculum, inquiry learning and assessment.

Across the year, the whole staff engaged in extensive professional learning focused on VTLM 2.0, deepening our understanding of the elements of effective teaching and learning; particularly the elements of learning and cognitive load. This work supported teachers to refine classroom practice, strengthen instructional clarity and enhance student engagement. Our collective commitment to professional growth was reflected in the school's DPSM report, where the learning dimension achieved a rating of High, recognising the strong focus on improving teaching practice and student outcomes.

Wellbeing

In 2025, the school continued to prioritise student wellbeing as a foundation for learning. A key focus was the introduction of consistent entry-to-classroom routines and cue-to-attention strategies, which have supported the development of safe, calm and orderly learning environments across the school.

The School-Wide Positive Behaviour Support (SWPBS) matrix and associated strategies were relaunched, providing a shared framework for explicitly teaching and reinforcing positive behaviours. Our work in wellbeing was further strengthened through a partnership with Foundation House as part of the RESP program, enabling the school to provide targeted support for refugee students and their families. These initiatives contributed to improved outcomes in the Attitudes to

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School Survey, with positive growth across most domains, as well as strengthened attendance processes and an overall improvement in student attendance.

Wellbeing initiatives were also expanded through the introduction of the Balit Yirramboi program in Year 7, which operates as a dedicated homegroup program focused on building students' social and emotional capabilities and strengthening their sense of belonging at the school. The employment of social workers has significantly enhanced the school's capacity to support students and families, providing targeted wellbeing support and strengthening connections between school and home. Staff also engaged in professional learning on PCMS strategies to support consistent responses to behaviour and student needs. In addition, the Inclusion Steering Committee continued its work to review and strengthen inclusive practices across the school, exploring ways to further support both students and staff to ensure that all learners feel safe, supported and able to thrive.

Throughout 2025, the school continued to strengthen its commitment to inclusive education by ensuring that all students are supported to access and participate fully in learning. Staff worked collaboratively to plan and implement appropriate adjustments for students with additional needs, enabling them to engage more effectively in classroom learning and school life. A strong focus was placed on building teacher capacity to differentiate learning and respond to individual student needs. The school also continued to support students through participation in the Disability Inclusion Profile (DIP) process, working closely with families and specialists to identify the adjustments and supports required for each student. This process has enabled the school to better understand student needs and access targeted funding to ensure that appropriate supports are in place, helping students to thrive both academically and socially.

Engagement

In 2025, the school continued to strengthen student engagement through a range of initiatives designed to support inclusion, belonging and participation. Our work with the RESP program played an important role in supporting the engagement and successful enrolment of refugee students and their families, ensuring that new students were welcomed and supported as they transitioned into the school community. To further support students in the school environment, multicultural aides were introduced to assist students in the yard and help build positive relationships across the school. Student participation in the Victorian High-Ability Program (VHAP) also continued to grow, providing extension opportunities for high-ability learners and supporting them to further develop their talents and interests.

A number of new programs were introduced to strengthen engagement and connection for all students. The THRIVE program was implemented to support secondary students at risk of disengagement, providing targeted support to help them reconnect with learning and school life. Secondary students also benefited from an increasing range of careers and pathway opportunities, helping them to explore future study and employment pathways.

A Calendar of Events was introduced to create regular opportunities for students to connect with one another and celebrate the diverse cultures and interests within our community. Activities such as the Artefact Activity further supported students to share their stories and backgrounds, helping to build a culture of understanding and inclusion. These initiatives were complemented by highly successful community events, including the school Art Show and Performing Arts performances,

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which showcased student talent and brought the school community together in celebration of learning and creativity.

Financial performance

In 2025, Dohertys Creek P-9 College managed funds in a fiscally responsible manner ensuring compliance with financial control and accountability were adhered to and reflective of DE's current financial reporting framework, best practice financial management and aligned to applicable accounting standards ,the Education and Training Reform Act 2006 and the Financial Management Act 1994.

DET's Framework for Improving Student Learning Outcomes 2.0 informed the development of the budget and the allocation of funds to particular program budgets.

DCC invested heavily in facilities and grounds improvements with the completion of the undercover walkways / covered area over the soccer field early in 2025 followed by the installation of two additional play spaces, resurfacing of high traffic areas with concrete / synthetic grass and the creation of a greenhouse precinct to support the secondary curriculum.

The following projects were also fully planned/funded and booked in for completion during the January school holidays / early Term 1:

- keyless access control throughout the school
- 2 additional inclusive playgrounds
- synthetic volleyball court.

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PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1,702 students were enrolled at this school in 2025, 764 female and 938 male. 1% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**60.9%**
	State	70.6%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**81.5%**
	Similar schools	59.1%
	State	59.8%

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LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**87.7%**
English Year 7 - 10 % of students at or above age expected standards	**School**	**61.2%**
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**83.9%**
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**57.0%**

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**70.4%**
	Similar schools	69.1%
	State	69.5%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**78.2%**
	Similar schools	76.0%
	State	73.9%
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**68.8%**
	Similar schools	76.0%
	State	65.9%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**68.9%**
	Similar schools	72.0%
	State	62.7%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**61.9%**
	Similar schools	63.1%
	State	66.2%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**72.1%**
	Similar schools	72.7%
	State	69.1%

		2025
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**67.1%**
	Similar schools	77.9%
	State	65.6%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**64.8%**
	Similar schools	72.3%
	State	61.9%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**78.7%**
	Similar schools	77.3%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	**School**	**86.0%**
	Similar schools	77.1%
	State	71.9%
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**79.1%**
	Similar schools	78.6%
	State	74.1%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**82.1%**
	Similar schools	79.0%
	State	74.0%
Numeracy Year 5 to 7 % of students High or Medium relative growth	**School**	**81.3%**
	Similar schools	76.6%
	State	72.2%

		2025
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**79.5%**
	Similar schools	76.3%
	State	73.5%

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WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025
Years 4 to 6 % positive endorsement	**School**	**77.5%**
	Similar schools	78.7%
	State	77.1%
Years 7 to 12 % positive endorsement	**School**	**49.7%**
	Similar schools	51.7%
	State	50.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025
Years 4 to 6 % positive endorsement	**School**	**69.7%**
	Similar schools	74.3%
	State	76.4%
Years 7 to 12 % positive endorsement	**School**	**49.1%**
	Similar schools	50.8%
	State	50.2%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024
% of students exiting to further studies or full-time employment	**School**	**84.3%**
	Similar schools	91.1%
	State	82.7%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025
Real retention rate	**School**	**0.0%**
	Similar schools	49.3%
	State	68.8%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025
Prep - 6	**School**	**22.7**
	Similar schools	22.4
	State	21.5
Year 7 - 12	**School**	**27.8**
	Similar schools	25.7
	State	30.2

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Prep	**School**	**87.3%**
Year 1	**School**	**88.0%**
Year 2	**School**	**88.1%**
Year 3	**School**	**89.0%**

		2025
Year 4	School	89.2%
Year 5	School	89.8%
Year 6	School	88.2%
Year 7	School	89.3%
Year 8	School	83.9%
Year 9	School	84.5%

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FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 12 March 2026.

Revenue	Actual
Student Resource Package	$18,983,009
Government Provided DET Grants	$3,791,713
Government Grants Commonwealth	$46,357
Government Grants State	$0
Revenue Other	$159,061
Locally Raised Funds	$590,507
Capital Grants	$0
Total Operating Revenue	**$23,570,647**

Equity	Actual
Equity (Social Disadvantage)	$184,917
Equity (Catch Up)	$67,220
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$252,137**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$19,334,203
Adjustments	$0
Books & Publications	$14,767
Camps/Excursions/Activities	$259,820
Communication Costs	$9,017
Consumables	$328,510
Miscellaneous Expenses[2]	$62,843
Agency Staff	$560,938
Professional Development	$75,223
Equipment/Maintenance/Hire	$234,733
Property Services	$465,944
Salaries & Allowances[3]	$271,302
Support Services	$148,907

Expenditure	Actual
Trading & Fundraising	$29,258
Motor Vehicle Expenses	$0
Travel & Subsistence	$1,095
Utilities	$118,869
Total Operating Expenditure	**$21,915,432**
Net Operating Surplus/-Deficit	**$1,655,215**
Asset Acquisitions	**$425,326**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$2,954,158
Official Account	$447,609
Other Accounts	$0
Total Funds Available	**$3,401,766**

Financial Commitments	Actual
Operating Reserve	$430,205
Other Recurrent Expenditure	$4,557
Provision Accounts	$5,712
Funds Received in Advance	$247,844
School Based Programs	$603,684
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$88,446
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$109,670
Capital - Buildings/Grounds < 12 months	$1,611,169
Maintenance - Buildings/Grounds < 12 months	$300,795
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$3,402,082**

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.