School Strategic Plan 2025-2029

Dohertys Creek P-9 College (8397)

'Balit Yirramboi'

Dohertys Creek P-9 College

TRUGANINA

Submitted for review by Tami-Jo Richter (School Principal) on 27 January, 2026 at 01:35 PM
Endorsed by Maria Oddo (Senior Education Improvement Leader) on 27 January, 2026 at 01:42 PM
Endorsed by Ken Wright (School Council President) on 27 January, 2026 at 04:40 PM

VICTORIA State Government | Education and Training

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School vision	Our vision is to inspire and empower thinkers. We will create authentic relationships to enable successful living and wellbeing. We will become a recognised centre of educational excellence and inclusion. "It takes a village to raise a child" Dohertys Creek P-9 College promotes and values academic excellence. We will provide a balanced and high quality personalised curriculum with a strong focus on student wellbeing. We will deliver a stimulating, nurturing environment and challenge all students to attain their highest potential academically, socially, creatively and physically.
School values	We will ensure equity for all our children and will do what is needed to assist learning and wellbeing. We are a school culture and community of people who are inspiring, accepting and non-judgemental. We will value everyone's voice in our community. Our values are: Respect, Kindness, Learning, Teamwork and Integrity.
Context challenges	• Consistency and fidelity across the school with staff understanding of the Victorian curriculum, instructional and assessment practices • Compliance versus engagement • Staff capability to address complex student behaviour and academic needs • Staffing issues in Wyndham • Extending the top end students • Efficient and effective storage of data • Parent engagement • Monitoring priority cohorts • Supporting EAL students
Intent, rationale and focus	What is your school trying to achieve? (intent) We want to capitalise on the work we have done previously and the improvements we have made but need consistency and fidelity across the school with stronger, more efficient systems and processes as well as deeper understanding of

curriculum and instructional practice.
In order to achieve this we will:

- embed a culture of high expectations
- embed a college wide approach to positive, safe and orderly learning environments
- embed systems and processes that ensure continuous improvement of learning and wellbeing
- embed staff capability to implement the Victorian Curriculum 2.0 with consistency and fidelity
- embed staff capability to implement evidence based pedagogical practice with consistency and fidelity
- embed staff capability in the systematic use of assessment tools and strategies
- embed staff capability to implement differentiated tier 2 and tier 3 interventions and adjustments.
- Build role clarity and middle level leadership capability.
- Embed regular coaching and peer observation cycles.
- Embed teacher capability to systematically use data and evidence to inform learning and wellbeing practices that respond to students' point of need.
- Embed teacher capability to give quality feedback to students regarding their learning progress.
- Strengthen and embed a college wide approach to student engagement and connectedness.
- Strengthen the college's attendance systems and processes.
- Embed a systematic referral process to the college wellbeing team.
- Build and embed staff capability to support students with complex and challenging needs.

Why is this important? (rationale)
Theory of Action:
If we strengthen whole school consistency by embedding collaborative systems; clarify/align curriculum and pedagogy and build robust data and referral systems to identify needs early and respond through a tiered approach
Then teachers will plan more consistently, teach at point of need, use evidence to adjust instruction and support; and implement predictable routines and responses across P-9
So that student learning and achievement improves while wellbeing, engagement and inclusion strengthen through safer, more orderly environments and timelier, fit for purpose support.

What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus)
Goal 1
Optimise the learning growth and achievement for every student.
1.a Strengthen and embed systems and processes to monitor and implement evidence-based learning and wellbeing strategies with consistency and fidelity. (2026)
1.b Build and embed staff capability to implement evidence based instructional practice with consistency and fidelity.

	1.c Build and embed staff knowledge and understanding to plan and deliver the Victorian Curriculum 2.0 with consistency and fidelity. (2026) 1.d 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. Goal 2 Strengthen wellbeing, engagement and inclusion for every student. 2.a Strengthen and embed a college wide approach to student connectedness. 2.b Strengthen and embed the college's tiered response to student learning and wellbeing needs with consistency and fidelity. (2026)

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Goal 1	Optimise the learning growth and achievement for every student.
Target 1.1	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%.

Target 1.2	*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%. **Placeholder target to be confirmed when data available.*
Target 1.3	*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.*
Target 1.4	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).
Target 1.5	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%.

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	Strengthen and embed systems and processes to monitor and implement evidence-based learning and wellbeing strategies with consistency and fidelity.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed staff capability to implement evidence based instructional practice with consistency and fidelity.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed staff knowledge and understanding to plan and deliver the Victorian Curriculum 2.0 with consistency and fidelity.
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	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.
Goal 2	Strengthen wellbeing, engagement and inclusion for every student.

Target 2.1	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% • 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%.
Target 2.2	By 2029, increase the Parent/Caregiver/Guardian Opinion Survey (PCGOS) positive endorsement for the measure of Teacher communication from 60% (2025) to 63%.
Target 2.3	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%.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen and embed a college-wide approach to student connectedness.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen and embed the college's tiered response to student learning and wellbeing needs with consistency and fidelity.