2023 Annual Implementation Plan

for improving student outcomes

Doreen Primary School (0945)

Submitted for review by Glenn Simondson (School Principal) on 30 January, 2023 at 09:42 AM
Endorsed by Clare Read (Senior Education Improvement Leader) on 20 February, 2023 at 03:00 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	School Review took place in Term 2 2022. The review highlighted many positive outcomes. Student Agency and some areas of FISO 2 were highlighted to be worked on in 2023. Whole teaching model will be further developed.
Considerations for 2023	Well Being Programs are being focused on using Well Being Funding. Introduction of the resilience Project

	Introduction of Project Rokit - Cybersafety.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise learning growth and achievement for all students in literacy and numeracy.
Target 2.1	Using Victorian Curriculum teacher judgements data, by 2026 increase the percentage of students assessed in Foundation to 6 at and above the expected level of achievement: • Writing from 96% in 2021 to 98%
Target 2.2	Using SPA (Student Performance Analytics) data, by semester two 2025, increase the proportion of students Year 1 to Year 6 making a minimum of one year's growth each year as measured by school based standardised testing: • Reading and viewing from 94% in 2021 to 96% • Spelling from 90% in 2021 to 95%

Target 2.3	Using NAPLAN data, by 2026 increase the percentage of students maintaining achievement in the top 2 NAPLAN bands from Year 3 to Year 5: • Reading from 63% in 2021 to 75% • Writing from 30% in 2021 to 50% • Numeracy from 68% in 2021 to 75%
Target 2.4	By 2026 improve positive responses on the School Staff Survey for these framework factors: Teaching and learning evaluation module: • Professional learning to improve practice from 40% in 2021 to 80% • Understand how to analyse data from 80% 2021 to 90% Teaching and learning practice and improvement module: • Timetabled meetings to support collaboration from 60% in 2021 to 65%
Key Improvement Strategy 2.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	Embed a professional learning culture of team collaboration, feedback and reflection.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum	Develop and embed a whole-school instructional model

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build data literacy skills to inform collaborative planning for differentiated teaching and learning
Goal 3	Develop confident, connected and engaged learners, equipped to adapt and thrive.
Target 3.1	Using Parent Opinion Survey data as a measure, by 2026 improve the positive responses for the following framework factors: Student cognitive engagement module: - Student motivation and support from 72% in 2020 to 80% - Effective teaching from 73% in 2020 to 80% Student development module: - Student agency and voice from 82% in 2020 to 87%
Target 3.2	Using the student Attitudes to School Survey as a measure, by 2026 improve the positive responses for the following framework factors: Learner characteristics and disposition module:

	• Sense of confidence from 75% in 2021 to 80% Social engagement module: • Student agency and voice from 71% in 2021 to 76%
Target 3.3	Using the School Staff Survey as a measure, by 2026 improve the positive responses for the following framework factors: Teaching and learning practice improvement module: • Seek feedback to improve practice from 60% in 2021 to 65% • Professional learning through peer observation from 40% in 2021to 50% Teaching and learning implementation module: • Promote student ownership of learning from 80% in 2021 to 85% • Knowledge of High Impact Teaching Strategies from 60% 2021 to 65%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop staff capability to activate student agency and voice in classroom learning.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to	Strengthen the framework for student goal setting and feedback to activate personalised student learning.

strengthen students' participation and engagement in school	
Key Improvement Strategy 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting.
Goal 4	Enhance student resilience, wellbeing and connectedness to school.
Target 4.1	Using Parent Opinion Survey data as a measure, by 2026 improve the positive responses for the following framework factors: Parent community engagement module: • Teacher communication from 60% in 2020 to 70%
Target 4.2	Using student Attitudes to School Survey data as the measure, by 2026 improve the positive responses in the AtoSS for the following framework factors: Social engagement module: • Sense of connectedness from 81% in 2021 to 86% Individual social and emotional wellbeing module: • Normal resilience from 51% in 2021 to 70%

	Emotional and relational engagement module:
	• Emotional awareness and regulation from 66% in 2021 to 75%
Target 4.3	Using the School Staff Survey as a measure, by 2026 improve the positive responses for the following framework factors:
	School Staff Safety and Wellbeing module:
	• Build resilience and a resilient and supportive environment from 66% in 2021 to 72%
	School Climate module:
	• Trust in students and parents from 67% in 2021 to 75%
	• Staff trust in colleagues from 35% in 2021 to 50%
Key Improvement Strategy 4.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	Embed a whole school framework for wellbeing and strengthen the focus on positive relationships and resilience.
Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Integrate the school's vision, mission and values into all areas of schooling.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Using NAPLAN data, by 2023 increase the percentage of students maintaining achievement in the top 2 NAPLAN bands from Year 3 to Year 5:Numeracy from 68% in 2021 to 70% in 2023Using the student Attitudes to School Survey as a measure, by 2023 improve the positive responses for the following framework factors:Learner characteristics and disposition module:Sense of confidence from 88% in 2022 to 80% in 2023
Maximise learning growth and achievement for all students in literacy and numeracy.	Yes	Using Victorian Curriculum teacher judgements data, by 2026 increase the percentage of students assessed in Foundation to 6 at and above the expected level of achievement: • Writing from 96% in 2021 to 98%	Using Victorian Curriculum teacher judgements data, by 2023 increase the percentage of students assessed in Foundation to 6 at and above the expected level of achievement:Writing from 96% in 2022 to 97% in 2023
		Using SPA (Student Performance Analytics) data, by semester two 2025, increase the proportion of students Year 1 to Year 6 making a minimum of one year's growth each year as measured by school based standardised testing: • Reading and viewing from 94% in 2021 to 96% • Spelling from 90% in 2021 to 95%	Using SPA (Student Performance Analytics) data, by semester two 2023 increase the proportion of students Year 1 to Year 6 making a minimum of one year's growth each year as measured by school based standardised testing:Reading and viewing from 94% in 2022 to 95% in 2023Spelling from 90% in 2022 to 93% in 2023

		Using NAPLAN data, by 2026 increase the percentage of students maintaining achievement in the top 2 NAPLAN bands from Year 3 to Year 5: • Reading from 63% in 2021 to 75% • Writing from 30% in 2021 to 50% • Numeracy from 68% in 2021 to 75%	Using NAPLAN data, by 2023 increase the percentage of students maintaining achievement in the top 2 NAPLAN bands from Year 3 to Year 5:Reading from 63% (average)in 2022 to 75% in 2023Writing from 30%(average) in 2021 to 50% 2023
		By 2026 improve positive responses on the School Staff Survey for these framework factors: Teaching and learning evaluation module: • Professional learning to improve practice from 40% in 2021 to 80% • Understand how to analyse data from 80% 2021 to 90% Teaching and learning practice and improvement module: • Timetabled meetings to support collaboration from 60% in 2021 to 65%	By 2023 improve positive responses on the School Staff Survey for these framework factors:Teaching and learning evaluation module:Professional learning to improve practice from 71% in 2022 to 75%
Develop confident, connected and engaged learners, equipped to adapt and thrive.	No	Using Parent Opinion Survey data as a measure, by 2026 improve the positive responses for the following framework factors: Student cognitive engagement module: • Student motivation and support from 72% in 2020 to 80% • Effective teaching from 73% in 2020 to 80% Student development module: • Student agency and voice from 82% in 2020 to 87%	
		Using the student Attitudes to School Survey as a measure, by 2026 improve the positive responses for the following framework factors: Learner characteristics and disposition module: • Sense of confidence from 75% in 2021 to 80% Social engagement module: • Student agency and voice from 71% in 2021 to 76%	

		Using the School Staff Survey as a measure, by 2026 improve the positive responses for the following framework factors: Teaching and learning practice improvement module: • Seek feedback to improve practice from 60% in 2021 to 65% • Professional learning through peer observation from 40% in 2021 to 50% Teaching and learning implementation module: • Promote student ownership of learning from 80% in 2021 to 85% • Knowledge of High Impact Teaching Strategies from 60% 2021 to 65%	
Enhance student resilience, wellbeing and connectedness to school.	No	Using Parent Opinion Survey data as a measure, by 2026 improve the positive responses for the following framework factors: Parent community engagement module: • Teacher communication from 60% in 2020 to 70%	
		Using student Attitudes to School Survey data as the measure, by 2026 improve the positive responses in the AtoSS for the following framework factors: Social engagement module: • Sense of connectedness from 81% in 2021 to 86% Individual social and emotional wellbeing module: • Normal resilience from 51% in 2021 to 70% Emotional and relational engagement module: • Emotional awareness and regulation from 66% in 2021 to 75%	
		Using the School Staff Survey as a measure, by 2026 improve the positive responses for the following framework factors: School Staff Safety and Wellbeing module: • Build resilience and a resilient and supportive environment from 66% in 2021 to 72% School Climate module: • Trust in students and parents from 67% in 2021 to 75% • Staff trust in colleagues from 35% in 2021 to 50%	

Goal 1		**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**	
12 Month Target 1.1		Using NAPLAN data, by 2023 increase the percentage of students maintaining achievement in the top 2 NAPLAN bands from Year 3 to Year 5: Numeracy from 68% in 2021 to 70% in 2023 Using the student Attitudes to School Survey as a measure, by 2023 improve the positive responses for the following framework factors: Learner characteristics and disposition module: Sense of confidence from 88% in 2022 to 80% in 2023	
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension		Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension		Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Goal 2	Maximise learning growth and achievement for all students in literacy and numeracy.	
12 Month Target 2.1	Using Victorian Curriculum teacher judgements data, by 2023 increase the percentage of students assessed in Foundation to 6 at and above the expected level of achievement: Writing from 96% in 2022 to 97% in 2023	
12 Month Target 2.2	Using SPA (Student Performance Analytics) data, by semester two 2023 increase the proportion of students Year 1 to Year 6 making a minimum of one year's growth each year as measured by school based standardised testing: Reading and viewing from 94% in 2022 to 95% in 2023 Spelling from 90% in 2022 to 93% in 2023	
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12 Month Target 2.4	By 2023 improve positive responses on the School Staff Survey for these framework factors: Teaching and learning evaluation module: Professional learning to improve practice from 71% in 2022 to 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.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	Embed a professional learning culture of team collaboration, feedback and reflection.	No
KIS 2.a	Develop and embed a whole-school instructional model	Yes

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs		
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build data literacy skills to inform collaborative planning for differentiated teaching and learning	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This is a priority coming from the school review of 2022 to ensure consistency across the school.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Using NAPLAN data, by 2023 increase the percentage of students maintaining achievement in the top 2 NAPLAN bands from Year 3 to Year 5: Numeracy from 68% in 2021 to 70% in 2023 Using the student Attitudes to School Survey as a measure, by 2023 improve the positive responses for the following framework factors: Learner characteristics and disposition module: Sense of confidence from 88% in 2022 to 80% in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Continue to develop and refine Tutoring and Intervention Programs that focus on Individual student needs in both Literacy and Numeracy. Develop documented processes for reporting progress, between students, teachers, tutors and parents/carers.
Outcomes	Students in need of targeted academic support or intervention will be identified ad supported Families will receive regular communication from the school about student progress. Teacher and tutors will implement targeted support at point of student need in class and in tutor sessions Students will know what their next steps are in their learning
Success Indicators	Early indicators Progress against targets set with individual students Parent feedback Formative assessment data indicating progress from intervention groups Later indicators

	Post-intervention assessments Reporting to parents indicating progress				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
Students identified for additional support. Information and data collected re previous outcome. Individual programs developed for each student.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$13,281.30 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
PL time in staff and area meetings allocated to processes for reporting and communication of intervention programs.	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

Seek feedback from parents/carers, staff and students about effectiveness of the intevention approaches and reporting processes.	☑ Principal	☐ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Establish a whole school approach to the development of resilience based on a positive psychology approach Develop resources and supports for the teaching of cybersafety across the school
Outcomes	Teachers, leaders and the school community will understand the school approach to building resilience. At-risk students will be identified and receive targeted support Teachers, leaders and the school community will develop awareness and strategies to ensure student awareness of online risks and actions to take to keep themselves safe..
Success Indicators	Early indicators Professional learning undertaken and teachers engaged Implementation of approaches in the classroom Observations of student behaviour and responses to daily situations Late indicators Student, staff and parent perception survey results

Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

Whole school engagement with Resilience Project. Mental Wellness team to lead program across the school as a model for all staff.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Project Rockit Presentation followed by curriculum lessons taught in classes to develop cyber safety awareness and skills 3-6	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$2,600.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate 0.3 teacher staffing (student counselling course undertaken in 2022) to provide leadership in Resilience Project, including modelling for other teachers and implementing classroom activities. Provision of group and individual support as required across the school.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$19,861.25 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Maximise learning growth and achievement for all students in literacy and numeracy.
12 Month Target 2.1	Using Victorian Curriculum teacher judgements data, by 2023 increase the percentage of students assessed in Foundation to 6 at and above the expected level of achievement: Writing from 96% in 2022 to 97% in 2023
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12 Month Target 2.4	By 2023 improve positive responses on the School Staff Survey for these framework factors: Teaching and learning evaluation module: Professional learning to improve practice from 71% in 2022 to 75%
KIS 2.a	Develop and embed a whole-school instructional model

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Develop staff capability to implement the agreed instructional model across the curriculum.
Outcomes	Teachers will consistently implement the model in classes Teachers will plan lessons in a consistent and agreed format Students will demonstrate an understanding of key elements of the approach. Leaders will monitor and support teachers in their classroom practice.
Success Indicators	Early indicator Development of a consistent approach to Classroom Planners. Classroom observations indicate key elements of the model in place Documentation of planning Later indicators Staff opinion survey data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review, discuss and further develop Doreen PS Instructional Model.	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Staff supported to plan lessons using DPS teaching model, with key elements in place across the school	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Consistently review progress of model in classrooms via observations and planning documents	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$13,281.30	$13,281.30	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$27,861.25	$27,861.25	$0.00
Total	**$41,142.55**	**$41,142.55**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Students identified for additional support. Information and data collected re previous outcome. Individual programs developed for each student.	$13,281.30
Whole school engagement with Resilience Project. Mental Wellness team to lead program across the school as a model for all staff.	$8,000.00
Allocate 0.3 teacher staffing (student counselling course undertaken in 2022) to provide leadership in Resilience Project, including modelling for other teachers and implementing classroom activities. Provision of group and individual support as required across the school.	$19,861.25
Totals	**$41,142.55**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Students identified for additional support. Information and data collected re previous outcome. Individual programs developed for each student.	from: Term 1 to: Term 4	$13,281.30	☑ School-based staffing
Totals		$13,281.30	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Whole school engagement with Resilience Project. Mental Wellness team to lead program across the school as a model for all staff.	from: Term 1 to: Term 4	$8,000.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Allocate 0.3 teacher staffing (student counselling course undertaken in 2022) to provide leadership in Resilience Project,	from: Term 1	$19,861.25	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** ○ Assign existing staff member to initiative (eduPay)

including modelling for other teachers and implementing classroom activities. Provision of group and individual support as required across the school.	to: Term 4		
Totals		$27,861.25	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school engagement with Resilience Project. Mental Wellness team to lead program across the school as a model for all staff.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Resilience Project supporting	☑ On-site
Review, discuss and further develop Doreen PS Instructional Model.	☑ All Staff	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources HITs	☑ On-site
Staff supported to plan lessons using DPS teaching model, with key elements in place across the school	☑ All Staff	from: Term 2 to: Term 3	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site