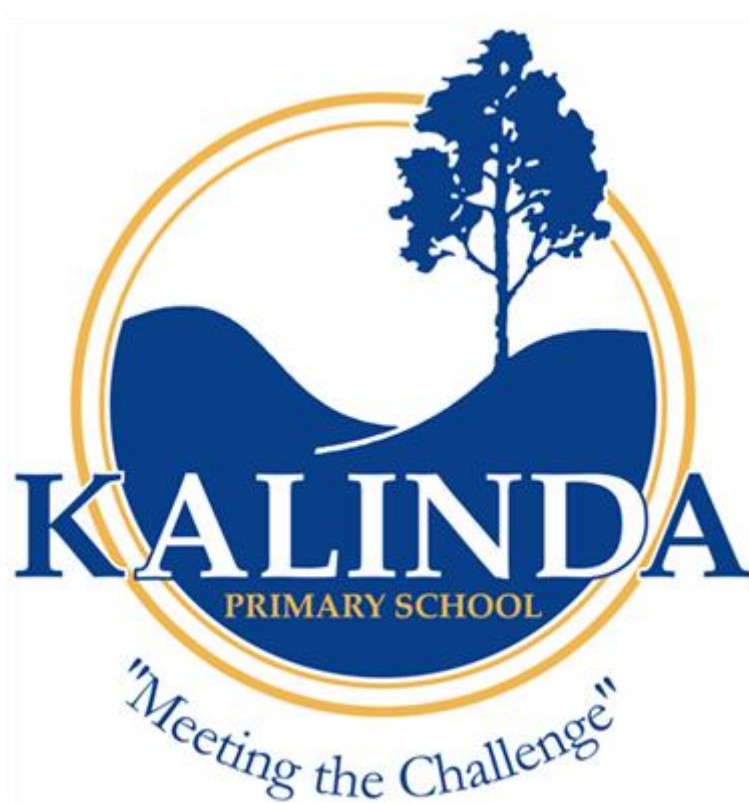


2018 Annual Implementation Plan

for improving student outcomes

Kalinda Primary School (5121)



Submitted for review by Erin Norman (School Principal) on 18 December, 2017 at 08:52 PM

Endorsed by Jennifer Small (Senior Education Improvement Leader) on 22 December, 2017 at 01:55 PM

Endorsed by Lachlan Williams (School Council President) on 22 May, 2018 at 02:56 PM

Self-evaluation Summary - 2018

Kalinda Primary School (5121)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	Include copies of Level and Teacher Planners and data sets - Numeracy tracking sheets, Essential Assessment Data, Peer observations are beginning, but not yet consistent. Professional Learning has focused on best practice, evidence-based Mathematics, and Literacy. Teachers are given time to plan in teams. Meeting schedule allows for PD meetings.
	Curriculum planning and assessment	Evolving moving towards Embedding	CAFE, THRASS, 6+1 Traits - consistently taught across the school - ongoing professional development happens in teams and staff meetings. This year has seen a thorough rethinking of our Mathematics teaching, we have a new instructional model in place and a focus on teaching the 4 proficiencies and open-ended maths investigation tasks. Learning specialists have been appointed with a Numeracy and a Literacy leader. The school uses Google Drive for collaborative planning. Forms of assessment include Essential Assessment in reading and mathematics. An instructional model has been agreed upon and is being implemented when planning lessons.
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	Co-teaching arrangements and open plan layout allows teachers to share and reflect on practice.
	Evaluating impact on learning	Evolving moving towards Embedding	Meeting protocols have changed to include 15 minutes to discuss data on a weekly basis. Numeracy PLC looked at how to use data. Reading and writing conferring folders used to seek feedback from students regarding their progress. Writing Moderation tasks and folders Assessment Schedule

Professional leadership	Building leadership teams	Embedding	Level Team Leaders in place. Bastow courses in Leading Literacy and Leading Mathematics have allowed other staff to learn and practise leading in these areas. Identified middle leaders were sent to the positive education in the area of well-being Rock and Water, Pos ed.
	Instructional and shared leadership	Evolving moving towards Embedding	Team Leaders are consistently involved in reflection of progress towards goals set in the AIP. Team leaders take responsibility for parts of the AIP. Parent, student and teacher forums about literacy, numeracy, facilities, community, things to be proud of were run in Term 4 . Surveyed teachers, students and parents about reporting and 3-way conferences to guide moving forward in 2019. Learning specialists were appointed and training for teachers to become mentors was provided. Empowered the well-being team to engage the community staff and students in developing a new set of school values presented to the staff. We are kind We are resilient, We are respectful.
	Strategic resource management	Evolving moving towards Embedding	Fortnightly meetings with Financial Consultant John Knothe allows for the budget to be consistently reassessed and checked. Ongoing support of middle leaders to upskill their leadership capabilities, staff have been encouraged to attend Bastow leadership course in Mathematics and Literacy. Due to three leadership changes within the year, it has been difficult to implement and monitor consistently improvement initiatives and to have a clear understanding of the school's context and readiness for change.

	Vision, values and culture	Embedding	We acknowledge and practise the school values initially at the beginning of the school year and then refer consistently back to the values throughout the year as required. In preparation for the review we have conducted forums with parents, students and teachers about the school community and their thoughts about literacy and numeracy at Kalinda.
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Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding	<p>Junior school council meet fortnightly and have a visible presence in the school and are involved in decisions regarding protocols that will affect all students, for example, the buddy bench, guidelines for safe and effective use of ICT.</p> <p>Students taking responsibility and self-directing their learning can be seen in the reading and writing goals they set during teacher/student conferring time as well as the collaborative planning and work undertaken to meet CBL challenges.</p>
		Setting expectations and promoting inclusion	Embedding	<p>Elements of Positive Education Psychology are being implemented across the school. Daily Mindfulness in all levels. Junior School Council has been responsible for surveying classmates regarding the development of ICT Safe and Respectful Usage Guidelines and Buddy Bench Guidelines. A very strong emphasis is placed on celebrating diversity - sister schools in India and Japan. Play is the way program is implemented and consistent across the school.</p>
		Health and wellbeing	Embedding	<p>Commitment to Respectful Relationships Program. Mindfulness. Whole school CBL focus on Wellbeing. Implementing Play is the Way. Exceptional links to the local sporting community. Yoganauts trial Term 4 of this year and confirmed and extended for 1/2. Stephanie Alexander Garden Program focusing on healthy eating.</p>
		Intellectual engagement and self-awareness	Evolving moving towards Embedding	<p>CBL. Differentiation of learning activities. Reader's and Writer's Notebook. A move to Open-Ended Maths Tasks with a focus of the Proficiencies.</p>

Community engagement in learning	Building communities	Embedding moving towards Excelling	Exceptional Partnerships with Melba College: Toast and Tutoring; STEM Trailor. Fabulous partnerships with instrumental music providers and sporting clubs: Cricket, Auskick, Netball, Dance and Karate.
	Global citizenship	Embedding moving towards Excelling	Our sister school links to Japan and India provide rich and authentic experiences of other cultures and languages. Our CBL units draw heavily on the Victorian Curriculum Capabilities: Critical and Creative thinking, Personal and Social, Ethical and Intercultural.
	Networks with schools, services and agencies	Embedding	Teaching teams have weekly shared planning time and meeting times. Planning is all done collaboratively through Google Docs.
	Parents and carers as partners	Excelling	Parents and Friends committee meet regularly after assembly with the principal to discuss what is happening in the school, to run ideas, such as new reporting templates. ILPs are in place for all PDS students, with SSGs held 4 times a year, for other students achieving 12 months ahead or below the benchmark, SSGs are run for these students twice a year.

Enter your reflective comments	<p>Level teams are working and planning collaboratively and continuing to develop their practice of the Instructional Models. We have identified a need to increase student agency and voice in the learning model and will make it a part of our 2018 AIP to focus on developing students' awareness of their responsibilities and teachers' expectations.</p> <p>Our work on mapping the curriculum has developed a strong school-wide scope and sequence and a deeper understanding and awareness of the Victorian Curriculum. We still feel the need to refine our Science continuum, to ensure continuity across the levels.</p>
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	While we have investigated best practice for peer observations, we have not as yet formalised and rolled out the process with all staff, this will form a part of the focus of curriculum days at the beginning of Term 1 2018.
Considerations for 2019	<p>Need to embed the regular practice (once a term) of Peer Observations - PD staff on the different types of Peer Obs and allow some choice.</p> <p>Audit our current Instructional Model against the High Impact Teaching Strategies.</p> <p>Increase student agency and voice in the learning model making it a part of our 2018 AIP to focus on developing students' awareness of their responsibilities and teachers' expectations.</p> <p>Formalise PLC groups and lock in meeting times (twice a term), for the areas of Literacy, Mathematics, Science, ICT and Wellbeing.</p> <p>Implement Mathematics moderation tasks.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Kalinda Primary School (5121)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Improve literacy and numeracy outcomes across the school.	<p>Mean student achievement levels to consistently be above State levels in each area of NAPLAN assessment.</p> <p>Growth for NAPLAN results - Low growth to be no higher than 20% in each area.</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Reduce percentage of students in the bottom 2 bands of year 5 writing from 15% to 10%.</p> <p>Increase the percentage of students in the top 2 bands</p>	Building practice excellence

	<p>Teacher judgment data: 90% of all students to achieve equal to or greater than 1 year of growth over 12 months in Writing and all areas of Maths. Teacher judgment to be informed by Essential Assessment, SWST and Oxford Owl.</p>		<p>of year 5 writing from 19.2% to 27%.</p> <p>Maintain current 0% in the bottom two bands of year 3 writing. Increase the percentage of students in the top 2 bands of year 3 writing from 63.4% to 65%.</p> <p>School Climate, as identified in the staff opinion survey: Increase collective responsibility from 82% to 90%, efficacy from 81% to 90%, and professional learning targeted to improving literacy and numeracy from 87% to 95%.</p>							
<p>Ensure all members of the school community feel they are in a safe, supportive and connected learning community.</p>	<p>To improve the percentage of positive endorsements in: the <i>Students Attitude to School Survey</i>.</p> <table border="1" data-bbox="586 1034 1032 1225"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>5.65</td> <td>>5.9</td> </tr> </tbody> </table> <p>To improve the response rate to school based and department issued parent surveys to be consistently above 70% (currently 37%). Growth on the School Staff Survey</p>	Factor Name	2014	2018	Student Morale	5.65	>5.9	<p>Yes</p>	<p>Increase Student Voice and Agency from 64% to 75% Increase Learner Characteristics and Disposition domain: Student Resilience from 78%-83% Learning Confidence from 80%-85% Increase Teacher-Student relations domain: Teacher Concern from 81%-86%</p> <p>Staff Opinion Survey - increase 'Teacher</p>	<p>Empowering students and building school pride</p>
Factor Name	2014	2018								
Student Morale	5.65	>5.9								

Component	% endorsement	
	2014	2018
Professional Learning: School Level Support	55%	>80%
School Climate: Teacher Collaboration	63%	>80%

Collaboration' from 67% to 75%.
- increase 'Professional Learning Through Peer Observation' from 65% to 75%.

Improvement Initiatives Rationale

Our annual self-evaluation and analysis of school data demonstrate significant improvement in student attitudes to school, with many of our four-year targets likely to be attained at the end of the school strategic planning cycle in 2018. We will continue our work in this area and therefore have selected to continue using the FISO Improvement Initiatives 'Empowering Students and Building School Pride'. We continue to see improvement in student learning in literacy and numeracy and will extend the curriculum work we began in 2017 into 2018 to embed consistent teaching practices and our whole of school instructional models, including our whole school writing program.

A key part of the Education State vision is that students have a say and a legitimate voice in how the education system works for them. We hope that the formalisation of our approach to Student Wellbeing, including the implementation of Play is the Way and Positive Education will allow students to engage and participate meaningfully in their own learning, build leadership, confident and other skills that ensure student wellbeing.

A Peer Observation Program for Kalinda Primary School is being developed to reflect a collaborative peer observation model which is intended to foster dialogue about teaching.

Observations will be conducted by - and throughout - all teaching staff, and we are aiming that the peer observation program will become a sustainable and semi-regular feature of the school's ongoing professional development program.

The peer observation program aims to: promote collegial working practices, disseminate excellent teaching practices, and improve the quality of student learning. By contributing to a collegial academic culture in which critical reflection on teaching is valued and encouraged. Increased communication between staff and enhanced knowledge of the broader curriculum are among the benefits for the immediate academic environment and Kalinda Primary School more broadly.

Goal 1	Improve literacy and numeracy outcomes across the school.
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12 month target 1.1	<p>Reduce percentage of students in the bottom 2 bands of year 5 writing from 15% to 10%. Increase the percentage of students in the top 2 bands of year 5 writing from 19.2% to 27%.</p> <p>Maintain current 0% in the bottom two bands of year 3 writing. Increase the percentage of students in the top 2 bands of year 3 writing from 63.4% to 65%.</p> <p>School Climate, as identified in the staff opinion survey: Increase collective responsibility from 82% to 90%, efficacy from 81% to 90%, and professional learning targeted to improving literacy and numeracy from 87% to 95%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	If we build the professional practice of individual teachers and teams in Writing Instruction, then we will find our students make one year's growth for one year's work in writing.

Goal 2	Ensure all members of the school community feel they are in a safe, supportive and connected learning community.
12 month target 2.1	<p>Increase Student Voice and Agency from 64% to 75% Increase Learner Characteristics and Disposition domain: Student Resilience from 78%-83% Learning Confidence from 80%-85% Increase Teacher-Student relations domain: Teacher Concern from 81%-86%</p> <p>Staff Opinion Survey - increase 'Teacher Collaboration' from 67% to 75%. - increase 'Professional Learning Through Peer Observation' from 65% to 75%.</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	If we implement Positive Education and the Play is the Way program across the school, then we will see higher levels of student voice and agency, and an increase in positive responses to the Social Engagement domain of the Attitudes to School Survey.

Define Evidence of Impact and Activities and Milestones - 2018

Kalinda Primary School (5121)

Goal 1	Improve literacy and numeracy outcomes across the school.
12 month target 1.1	<p>Reduce percentage of students in the bottom 2 bands of year 5 writing from 15% to 10%. Increase the percentage of students in the top 2 bands of year 5 writing from 19.2% to 27%.</p> <p>Maintain current 0% in the bottom two bands of year 3 writing. Increase the percentage of students in the top 2 bands of year 3 writing from 63.4% to 65%.</p> <p>School Climate, as identified in the staff opinion survey: Increase collective responsibility from 82% to 90%, efficacy from 81% to 90%, and professional learning targeted to improving literacy and numeracy from 87% to 95%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	If we build the professional practice of individual teachers and teams in Writing Instruction, then we will find our students make one year's growth for one year's work in writing.
Actions	<p>Develop shared teacher belief about writing development and how to effectively support students to improve, through the implementation of a peer observation program.</p> <p>Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in writing.</p> <p>Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process to improve student learning outcomes in writing through collaborative planning and assessment processes.</p> <p>Dedicate our TPP days to the implementation of Peer Observations / Collegiate VIsits, focusing on high impact strategies for writing instruction, then we will have higher levels of consistency and professional dialogue.</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> -experience success and understand why they have been successful -be confident in seeking further explanation for concepts not yet understood -understand what they need to do to improve

	<p>Teachers will: -demonstrate understanding of each students' needs and strengths -use a variety of learning tasks to support transfer of knowledge -assess student achievement against the Victorian Curriculum Writing Continuum</p> <p>Principal will: -understand the development needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices in writing.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Establish Literacy and Numeracy PLCs Appoint a Learning Specialist in Literacy Modify leadership structure to incorporate learning specialist Incorporate literacy goal into teacher and leaders PDP Provide PL on Peer Observation and create agreed protocol for its implementation Restructure the timetable to allow for team planning Ensure there are trained staff to run JEMM Maths, MiniLit and MacLit programs.</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$86,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Develop PL program for staff on HITS Facilitate audit of existing Instructional Models against the HITS Develop and implement peer observation strategy based on aspects of HITS</p>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Attend PL on HITS Incorporate HITS into PDP Participate in peer observation based upon aspects of HITS Follow the Kalinda Instructional Model Work with AP and Learning Specialist to develop whole school best practice on Writing Engage in regular 1:1 conferring with students about their writing Participate in termly moderation of writing tasks</p>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Ensure all members of the school community feel they are in a safe, supportive and connected learning community.
12 month target 2.1	<p>Increase Student Voice and Agency from 64% to 75%</p> <p>Increase Learner Characteristics and Disposition domain: Student Resilience from 78%-83%</p> <p>Learning Confidence from 80%-85%</p> <p>Increase Teacher-Student relations domain: Teacher Concern from 81%-86%</p> <p>Staff Opinion Survey - increase 'Teacher Collaboration' from 67% to 75%.</p> <p>- increase 'Professional Learning Through Peer Observation' from 65% to 75%.</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	If we implement Positive Education and the Play is the Way program across the school, then we will see higher levels of student voice and agency, and an increase in positive responses to the Social Engagement domain of the Attitudes to School Survey.
Actions	<p>Develop shared teacher belief about specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.</p> <p>Create a document summarising Kalinda Primary School's approach to student wellbeing.</p> <p>Develop teacher knowledge and capacity to implement Positive Education and the Play is the Way program across the school.</p> <p>Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process to support student Personal and Social Capability learning outcomes through collaborative planning processes.</p> <p>Dedicate two of our student free days to whole school professional development in Play is the Way and Positive Education, then we will have higher levels of consistency and professional dialogue.</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> -experience positive mental health and understand what factors help their lives thrive and flourish -be confident in seeking further explanation for concepts not yet understood -understand what they need to do to improve the positive emotions and personal resilience. <p>Teachers will:</p> <ul style="list-style-type: none"> -demonstrate an understanding of each students' social and emotional needs and strengths -use a variety of learning tasks to support the transfer of knowledge -follow the Kalinda PS approach to ensuring student wellbeing <p>Principal will:</p>

	-understand the development needs of each staff member to support the development of their knowledge and capacity in providing teaching practices in positive education and play is the way.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish a Student Wellbeing PLC. Incorporate Student Wellbeing goal into teacher and leaders PDP.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce staff and students to the fundamentals of Positive Education and Play is the Way during the Positive Beginning Program.	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Use student free days to provide opportunities for professional learning in Positive Education and Play is the Way. Coordinate the development of a document to summarise the whole school Kalinda approach to student wellbeing.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Attend PL on Positive Education and Play is the Way Incorporate Positive Education and Play is the Way into PDP Ensure Play is the Way is implemented into the weekly plan	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$14,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Kalinda Primary School (5121)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish Literacy and Numeracy PLCs Appoint a Learning Specialist	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site

<p>in Literacy Modify leadership structure to incorporate learning specialist Incorporate literacy goal into teacher and leaders PDP Provide PL on Peer Observation and create agreed protocol for its implementation Restructure the timetable to allow for team planning Ensure there are trained staff to run JEMM Maths, MiniLit and MacLit programs.</p>			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course 	<p>Bastow PLC course if available. MiniLit / THRASS Training for ES Staff.</p>
<p>Develop PL program for staff on HITS Facilitate audit of existing Instructional Models against the HITS Develop and implement peer observation strategy based on aspects of HITS</p>	<p>Assistant Principal</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Attend PL on HITS Incorporate HITS into PDP Participate in peer observation based upon aspects of HITS Follow the Kalinda Instructional Model Work with AP and Learning Specialist to develop whole school best practice on Writing Engage in regular 1:1 conferring with students</p>	<p>Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

about their writing Participate in termly moderation of writing tasks						
Establish a Student Wellbeing PLC. Incorporate Student Wellbeing goal into teacher and leaders PDP.	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Positive Education - Geelong College	<input checked="" type="checkbox"/> On-site
Introduce staff and students to the fundamentals of Positive Education and Play is the Way during the Positive Beginning Program.	Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Use student free days to provide opportunities for professional learning in Positive Education and Play is the Way. Coordinate the development of a document to summarise the whole school Kalinda approach to student wellbeing.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Play is the Way PD Positive Education - Geelong Grammar School PD	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Attend PL on Positive Education and Play is the Way Incorporate Positive Education and Play is the Way into PDP Ensure Play is the Way is implemented into the weekly plan	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Play is the Way PD Positive Education - Geelong Grammar School PD	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.