

100 DAY PLAN T3 DRAFT

14/07/2021

FOCUS	100 DAY PLAN T3	REVIEW & UPDATE
CONDITIONS FOR EFFECTIVE STUDENT LEARNING	School Culture	<ul style="list-style-type: none"> <input type="checkbox"/> Finalise the development of staff norms focused on promoting high expectations, in conclusive of Anangu ^ <input type="checkbox"/> Establish, document and implement a whole-school behaviour process focused on promoting positive behaviour # <input type="checkbox"/> Fortnightly whole school assemblies to be held with each class sharing reading/learning/behaviour certificates with Joseph taking leadership role #
	Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher Prep /PD area to be established in room behind kitchen ^ <input type="checkbox"/> Teacher Prep area converted to Reading Intervention Space * <input type="checkbox"/> Weekly timetable, daily routines established and displayed with photographic visuals ** <input type="checkbox"/> Ipad / computer chargers wall mounted in classrooms @ <input type="checkbox"/> Front Office student learning displays updated at 5 weekly intervals (minimum) ** <input type="checkbox"/> Seek quotes re grade of bike shed to create an 'Art/STEM' * <input type="checkbox"/> Mat & AEs/SSOs to meet weekly – Wednesdays 12:00 – 12:30 to support collaborative Site Improvement
	Parent/community partnerships	<ul style="list-style-type: none"> <input type="checkbox"/> Establish plans to increase community involvement/bring the community into the school ^ music shed (practice/school performance) 2. BBQ/fire pit area 3. community art space <input type="checkbox"/> Plan 2 x community activities per term *** <input type="checkbox"/> Trial 'learning portfolio of evidence' as part of reporting process – to be shared with parents/caregivers each term ^
EFFECTIVE TEACHING & STUDENT LEARNING	Effective Pedagogy	<ul style="list-style-type: none"> <input type="checkbox"/> Mid-term and end-of-term PDP Review Meetings guided by PDP goals and implementation of commitment to action into literacy block ^ <input type="checkbox"/> Collaboratively establish and document shared purpose, vision and staff norms focused on promoting high expectations ^ <input type="checkbox"/> Professional Learning Team established (PLT) with Group Norms ^ <input type="checkbox"/> Introduce Learning Sprints aligned to SIP established (T3 commencement) ^ <input type="checkbox"/> Anangu co-ordinator to attend Leadership Days to build leadership/improvement planning understanding & capacity *^ <input type="checkbox"/> Teachers to incorporate 1 'Commitment to Action' from Professional Learning into literacy block per week ^
	Quality Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Trial of revised timetable to enable collaborative planning & entry assessment additional reading intervention # <input type="checkbox"/> NIT as specialist subject of The Arts (T3 with Drama focus to support Ernabella Dance preparation). ^ <input type="checkbox"/> Professional learning re Australian Curriculum to be incorporated into Weekly Bulletin * <input type="checkbox"/> Educators planning literacy & Numeracy including Learning Intentions and Success Criteria from AC ^ <input type="checkbox"/> Teachers to plan & document one 5 week unit of work for Literacy & Numeracy using Australian Curriculum in collaboration with AEs ** <input type="checkbox"/> Collaboratively establish One Plans for all students & build the capacity of teachers to independently update plans **^
	Assessment & Feedback	<ul style="list-style-type: none"> <input type="checkbox"/> Refine daily debrief process to focus on learning/reading & 'next steps' in learning/reading progress ^ <input type="checkbox"/> PD of student assessment to include Dibels, PSC, PAT M+R, PSC, LEAP Levels*** <input type="checkbox"/> Identify data sets to monitor 'fine grain data' related to reading progress at individual student level ^ <input type="checkbox"/> Create means of tracking student data in reading – Reading Passport/Data Wall ^ <input type="checkbox"/> Trial Learning Portfolios to supplement reporting processes (minimum of 2-3 work samples per week with learning intentions & success criteria ^

* Mat **Teachers ***All Staff *^ AEs/ Anangu Co-ordinator ^Mat to lead - all staff to support #Volunteer sought to lead @Mat/Astrid