

DRAFT 100 DAY PLAN

11/05/2021

FOCUS	100 DAY PLAN	T2 REVIEW & UPDATE	T3 REVIEW & UPDATE	
CONDITIONS FOR EFFECTIVE STUDENT LEARNING	School Culture	<ul style="list-style-type: none"> Facilitate collaboratively review process with staff to develop 100-Day Plan ^ Traffic Light process to inform SIP review/update ^ Collaboratively establish and document shared purpose, vision and staff norms focused on promoting high expectations ^ Establish, document and implement a whole-school behaviour process focused on promoting positive behaviour # Fortnightly whole school assemblies to be held with each class sharing learning/behaviour certificates etc # 	•	•
	Learning Environment	<ul style="list-style-type: none"> De-clutter, clean preschool * Clear 'back room' in readiness for conversion to teacher prep room ^ Library decluttered, cleaned and reorganised * Preschool & Playgroup area cleaned and set up in readiness *** Teacher Prep area converted to Reading Intervention Space * Unnecessary 'stuff' either removed from classrooms or dumped ** Built in cupboards/benches ordered for the 3 classroom spaces and the new teacher prep area @ Equipment for cleaning classrooms/tables etc to be purchased for each classroom * Stationery, storage containers, organisation equipment etc purchased ** Cleanout & organise sports shed — display visuals of expectations re condition ^ Weekly timetable, daily routines established and displayed with photographic visuals ** Student monitor processes established with children ie cleaning/bins/stationery ** Appropriate student tables/chairs purchased x 3 classrooms @ Ipad / computer chargers wall mounted in classrooms @ Student learning displayed and updated at 5 weekly intervals (minimum) ** Seek quotes re grade of bike shed to create an 'Art/STEM' * Reorganise stationery store room @ Display artefacts in front office/purchase display cabinet? @ 	•	•
	Parent/community partnerships	<ul style="list-style-type: none"> Governing Council to actively contribute to SIP Review ^ Governing Council to actively contribute to establishment of Purpose, Vision ^ Plan 2 x community activities per term *** SAPOL invited to support programmes ^ Plan AE information session to encourage /increased AE involvement ^ 	•	•
EFFECTIVE TEACHING & STUDENT LEARNING	Effective Pedagogy	<ul style="list-style-type: none"> Weekly bulletin established to support ongoing distribution of professional learning * Performance Development Plans aligned to new SIP established with each staff member ^ Collaboratively establish and document shared purpose, vision and staff norms focused on promoting high expectations ^ Professional Learning Team established (PLT) with Group Norms ^ Introduce Learning Sprints aligned to SIP established (T3 commencement) ^ 	•	•
	Quality Curriculum	<ul style="list-style-type: none"> NIT timetable to be redesigned to enable collaborative planning # Professional learning re Australian Curriculum to be incorporated into Weekly Bulletin * Teachers to collaboratively plan one 5 week unit of work using Australian Curriculum ** Purchase appropriate decodable texts 	•	•
	Assessment & Feedback	<ul style="list-style-type: none"> Establish means of monitoring attendance, behaviour and learning behaviours data * Establish 'daily debrief' to monitor attendance, behaviour and learning behaviours data * Identify data sets to monitor 'fine grain data' related to reading progress at individual student level ^ Create data tool to track and monitor student data in reading – Reading Passport/Data Wall ^ Review / update reporting processes in readiness for T4 Reports ^ 	•	•

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

COLLABORATIVE REVIEW

04/05/2021

FOCUS	CHARACTERISTICS	WHAT'S WORKING WELL	WHAT ARE THE CHALLENGES	WHAT ARE THE OPPORTUNITIES FOR IMPROVEMENT
CONDITIONS FOR EFFECTIVE STUDENT LEARNING	School Culture	<ul style="list-style-type: none"> Staff very collaborative & work very well as a team Values of Be Respectful, be Responsible, Be Safe, Be a Learner Assemblies School Awards have been presented 	<ul style="list-style-type: none"> Clash of home/school culture Rapport Building – Managing constantly changing student cohorts Transience of students Poor student behaviour by 'a few' Poor attendance/engagement Limited awareness of current SIP improvement strategies Limited documentation of agreements, policies, procedures etc Limited evidence of whole-school/shared agreements 	<ul style="list-style-type: none"> Collaboratively review/update existing SIP, COPs, strategies etc Collaboratively establish & document shared Purpose, Vision, Values, Staff Norms Establishing welcoming, safe routines & rapport with students Clear-cut routines and timetable Promote 'high expectations' of staff & students WS Behaviour Processes – acknowledging the desired behaviour Increasing level of student responsibility/expectation
	Learning Environment	<ul style="list-style-type: none"> Very healthy school budget Ample classroom/sheds/grounds space Lots of space with enormous potential 	<ul style="list-style-type: none"> Inadequate / inappropriate furniture Lack of appropriate storage Limited pride in classroom Limited classroom organisation Students' limited respect for classroom/equipment Lack of organisation Students limited demonstration of leadership/self-responsibility Inadequate toilets Lack of facilities/resources for 'hands-on' activities ie art, technology etc Lack of appropriate resources relevant to context Headset that students will 'trash the equipment/room etc How to organise classroom effectively 	<ul style="list-style-type: none"> Improve classroom storage, built in cupboards, labelled containers Upgrade classroom furniture ie tables, chairs, pinboards etc Purchase large laminator to assist development of displays Organise classrooms for learning ie class sets of stationery, labelled resources Consistent use of classroom visuals (multi-lingual as much as possible) Classroom/school routines developed, displayed, practiced, reinforced daily Establishment of class/whole school leadership roles, responsibilities for students Fix-up learning areas to make functional Nature projects Organise learning spaces & demonstrate pride in classroom, student learning Teaching students to care for/respect learning environment/equipment etc
	Parent, community and local partnerships	<ul style="list-style-type: none"> Community appreciative opportunities to engage with school Multiple generations have attended Murputja AEs able to support Art Centre? SAPOL supportive of school Blue Light disco at end of term 	<ul style="list-style-type: none"> Parents have not been in the community School not 'based in the community' limits parent involvement Some parents hesitant to attend school / fear school Lack of stable AE workers to support Lack of parent involvement in education Transport often needs to be provided for community with limited space 	<ul style="list-style-type: none"> GC to be encouraged to actively participate in Review of SIP Whole-school positive behaviour process to involve community ie community movie nights etc to acknowledge significant behaviour achievements Plan bake/sausage sizzle for the footy More community involvement opportunities during school time (eg. BBQs)
EFFECTIVE TEACHING & STUDENT LEARNING	Effective Pedagogy	<ul style="list-style-type: none"> Staff keen and willing to work/learn Guy Constable Maths PD – Online Learning 	<ul style="list-style-type: none"> Student behaviour/engagement Students constantly 'in teachers' face' / needing adult support Difficult to engage/trauma English as second language for all students School readiness Limited concentration Limited access ICT to support learning Access to professional development Limited formal processes for monitoring teaching & learning/feedback Collaborative learning/documentation of whole-school agreements (silos) Continuity in training, resourcing & leadership Attention span of students How to implement effective planning Language barrier between piranpa & students Lack of AEs in community at present 	<ul style="list-style-type: none"> Establish staff bulletin to support feedback, sharing of PLT resources Develop and implement a whole-school positive behaviour process Whole-school EALD Training informing development WSAs PLTs/Learning Sprints to build pedagogical & curriculum knowledge Learning from PLTs/Learning Sprints to inform development of WSAs Maths is ongoing... Literacy is basically at 'Ground Zero & needs to rebuild Professional development for increasing engagement in this context Encouraging & welcoming Tanya to be a regular face Online language course for teachers Narrow the focus on SIP to Reading (with Mathematics to remain in 'maintenance mode'
	Quality Curriculum	<ul style="list-style-type: none"> healthy budget to support PD and purchasing of resources Staff willing to learn/work together Lands curriculum 	<ul style="list-style-type: none"> 'Where do you start', children arrive with little/no literacy Limited access to site based curriculum co-ordinator type position Limited formal processes for monitoring teaching & learning/feedback Collaborative learning/documentation of whole-school agreements (silos) Continuity in training, resourcing & leadership Not enough training in 'area of teaching' Structures/timetables do not promote collaborative planning Resources not organised or stored appropriately to promote collaborative planning 	<ul style="list-style-type: none"> Focus on what is going to make the biggest difference! Monitor each student via 'fine grain data' frequently Work together catering for individual students/personalising the curriculum Maths is ongoing... Literacy is basically at 'Ground Zero & needs to rebuild Broader range of activities for students Expand curriculum offerings to include greater 'hands-on' learning opportunities to build collaboration, oral language etc Greater collaborative planning opportunities and greater sharing of strategies/ideas PDP processes aligned to SIP priorities
	Assessment & Feedback	<ul style="list-style-type: none"> Small community so know the families and students. There are only a small number of students that we have to report on and parents to communicate with 	<ul style="list-style-type: none"> Transient student population Intermittent student attendance No documented whole-school approach to assessment & feedback The best reporting is face-to-face chats about the students – not grades and data Much of the formal data that is expected is not connected to what we teach, it is not easy to collect and it doesn't directly inform our teaching 	<ul style="list-style-type: none"> Implement daily debrief process to review student learning/behaviour Develop whole-school processes to track 'fine grain' data at individual level Our principal has skills A profile of our students and their learning that can 'move with the student' and can be accessed online 'Start small and build from there' – attendance, behaviour & learning behaviours... lifting expectations Opportunities to provide regular feedback to students

ITS ABOUT HAVING HIGH EXPECTATIONS AND AIMING FOR CONSTANT IMPROVEMENT... NOT PERFECTION