



## Beachport Primary School & Preschool SITE IMPROVEMENT PLAN 2015

*Our SITE IMPROVEMENT PLAN is underpinned by a commitment to develop as a Professional Learning Community that is focused on student learning, is collaborative in culture and is driven by the achievement of each and every student at Beachport Primary School and Preschool.*

*Our SITE IMPROVEMENT PLAN reflects the importance we place on Numeracy and Literacy, but also the development of the transversal skills students require to become successful learners.*

<b>PRIORITY Set Directions</b>	<b>IMPROVEMENT STRATEGY</b>	<b>TARGETS and EVALUATIONS</b>	<b>RESOURCES</b>
<p><b><u>Numeracy</u></b></p> <p>A whole-school committed approach to Numeracy, developing students problem solving and 21<sup>st</sup> Century learning skills.</p> <p>Continued development of all students learning outcomes in Numeracy.</p> <p>Student data to be analysed and growth recorded each semester.</p> <p>Parents to be aware of student achievement and areas of growth and needs.</p>	<p>BPS to take part in the Mathematician in Residence program run by Ann Baker in 2015. Program will include development of a Numeracy Block and promotion of real life problem solving in Maths and the transversal skills required to succeed eg. Resilience, adaptability, flexibility, co-operation and communication.</p> <p>Staff to develop common agreements for planning, teaching and assessing Numeracy.</p> <p>PAT-Maths testing to begin in Term 3. Student data to be recorded and analysed to determine needs of individual students and identify intervention if necessary.</p> <p>Show and Share used in staff meetings to share the best practice teaching and learning that takes place in our classrooms.</p> <p>Teachers meet with David each semester to discuss data collected, intervention/support required and student progress.</p> <p>Incorporating Scorelink program for the benefit of analysing the data collected to support student learning.</p> <p>Consistency of work samples and assessment designs to be sent</p>	<p>Improved Numeracy outcomes for all students, reflected in achievement against Australian Curriculum and results of PAT-Maths testing.</p> <p>75% of students will achieve medium or upper growth in NAPLAN Numeracy</p> <p>100% of teachers will implement agreed Maths programs, share best practice and collaborate on assessment tasks.</p> <p>School data up to date on Scorelink and being used to personalise learning of students.</p>	<p>Developing Numeration: George Booker</p> <p>Maths in Residence: Ann Baker</p> <p>Scorelink</p> <p>PAT-Maths</p> <p>TfEL</p>

	home as portfolios of learning. Parents to have a clear understanding of children's strengths and areas for growth.		
<p><b>Literacy</b></p> <p>A whole-school committed approach to Literacy, developing student's confidence in reading, writing and communicating and all 21<sup>st</sup> Century learning skills.</p> <p>Continued development of all students learning outcomes in Literacy.</p> <p>Student data in reading and spelling to be collected, analysed and growth recorded each semester.</p> <p>Parents to be aware of student achievement and areas of growth and needs.</p>	<p>A writing agreement to be reached as a staff.</p> <p>Genre map to ensure all areas of writing are being taught and learnt.</p> <p>Investigate the use of common language and a focus on the transversal skills required to be a successful writer: eg. Resilience, imagination, creativity, problem solving and reflection</p> <p>PAT-Reading testing to begin in Term 3. Student data to be recorded and analysed to determine needs of individual students and identify intervention if necessary.</p> <p>Revisit CAFÉ Reading skills and Daily 5 Organisational strategies to ensure consistency across all year levels.</p> <p>Show and Share used in staff meetings to share the best practice teaching and learning that takes place in our classrooms.</p> <p>Teachers meet with David each semester and discuss data collected, intervention/support required and student progress.</p> <p>Incorporating Scorelink program for the benefit of analysing the data collected to support student learning.</p> <p>Consistency of work samples and assessment designs to be sent home as portfolios of learning. Parents to have a clear understanding of children's strengths and areas for growth.</p> <p>Leanne to introduce staff to SSP Spelling program.</p>	<p>Improved Literacy outcomes for all students, reflected in achievement against Australian Curriculum and results of PAT-Reading testing.</p> <p>75% of students will achieve medium or upper growth in NAPLAN Literacy.</p> <p>100% of teachers will implement agreed Literacy programs, share best practice and collaborate on assessment tasks.</p> <p>School data up to date on Scorelink and being used to personalise learning for students.</p>	<p>Scorelink</p> <p>PAT-Reading</p> <p>CAFÉ and Daily 5 programs</p> <p>TfEL</p>

<p><b><u>Preschool</u></b></p> <p>Develop further the play based approach to learning and the development of the transversal skills required to be a successful learner.</p> <p>Explore play based learning in the JP and review the transition of children from the Preschool environment to the JP classroom.</p> <p>Use the AC, EYLF and the Early Literacy and Numeracy indicators to guide early year experiences.</p>	<p>Preschool and JP teachers to take part in the Early Years Project: “Playful Pedagogy building powerful learners.”</p> <p>Preschool and JP teachers to attend workshops on powerful learning, learning dispositions and flexible learning spaces.</p> <p>Preschool and JP teachers to visit other sites for inspiration.</p> <p>Preschool and JP teachers to explore and familiarise with early Literacy and Numeracy indicators.</p>	<p>Teachers to understand play as a pedagogy and process for learning.</p> <p>A clear transition from Preschool to Primary school put in place.</p> <p>Improved literacy and numeracy development in the early years.</p> <p>Creation of flexible learning environments in the preschool and JP classroom.</p>	<p>Early Years project</p> <p>Literacy and Numeracy Indicators</p> <p>DECD Transition rubric</p>
<p><b><u>IT</u></b></p> <p>To audit Beachport Primary School for what learning technologies we currently have onsite, determine what works, what needs upgrading and what is used and why.</p> <p>For teachers to become familiar with the Technologies learning area in the Australian Curriculum and commit to best practice of integrating learning technologies into student learning.</p> <p>Engage parents in technology advances and best practices for improved communication.</p>	<p>Teachers to become familiar with the Technologies learning area in the Australian Curriculum.</p> <p>Pupil-free day to be run by CPAC/PACIO on the new Technologies curriculum and integrating learning technologies into the school.</p> <p>Teachers integrating technology and 21<sup>st</sup> century learning into programs.</p> <p>Teachers to use Interactive Whiteboards effectively and with confidence.</p> <p>School iPads to be integrated into learning programs.</p> <p>Students with learning needs using specific iPad apps to support their progress in Literacy/Numeracy.</p> <p>Creation of new school website.</p> <p>Introduce email/text communication with parent community.</p>	<p>Teachers are confidently and successfully integrating learning technologies into the curriculum.</p> <p>Teachers are familiar with the Technologies learning area of the Australian curriculum and are integrating into other areas of the curriculum.</p> <p>Students are regularly using school technology to support learning.</p> <p>BPS has a clear vision for technology integration and have included necessary purchases to the budget.</p> <p>Parents accessing school website for information and communicating via text/email.</p>	<p>CPAC/PACIO</p> <p>IWB and iPad training</p>