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.

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<tr>
<th>PRIORITY</th>
<th>IMPROVEMENT STRATEGY</th>
<th>TARGETS and EVALUATIONS</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td>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.</td>
<td>Improved Numeracy outcomes for all students, reflected in achievement against Australian Curriculum and results of PAT-Maths testing. 75% of students will achieve medium or upper growth in NAPLAN Numeracy 100% of teachers will implement agreed Maths programs, share best practice and collaborate on assessment tasks.</td>
<td>Developing Numeration: George Booker Maths in Residence: Ann Baker Scorelink PAT-Maths TfEL</td>
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<td>Set Directions</td>
<td>Staff to develop common agreements for planning, teaching and assessing Numeracy.</td>
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<td>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.</td>
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<td>Show and Share used in staff meetings to share the best practice teaching and learning that takes place in our classrooms.</td>
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<td>Teachers meet with David each semester to discuss data collected, intervention/support required and student progress.</td>
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<td>Incorporating Scorelink program for the benefit of analysing the data collected to support student learning.</td>
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<td>Consistency of work samples and assessment designs to be sent.</td>
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| Literacy | A whole-school committed approach to Literacy, developing student’s confidence in reading, writing and communicating and all 21st Century learning skills. Continued development of all students learning outcomes in Literacy.

Student data in reading and spelling to be collected, analysed and growth recorded each semester.

Parents to be aware of student achievement and areas of growth and needs. |
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<td>A writing agreement to be reached as a staff. Genre map to ensure all areas of writing are being taught and learnt. 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 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. Revisit CAFÉ Reading skills and Daily 5 Organisational strategies to ensure consistency across all year levels. Show and Share used in staff meetings to share the best practice teaching and learning that takes place in our classrooms. Teachers meet with David each semester and discuss data collected, intervention/support required and student progress. Incorporating Scorelink program for the benefit of analysing the data collected to support student learning. 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. Leanne to introduce staff to SSP Spelling program.</td>
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| Improved Literacy outcomes for all students, reflected in achievement against Australian Curriculum and results of PAT-Reading testing.

75% of students will achieve medium or upper growth in NAPLAN Literacy.

100% of teachers will implement agreed Literacy programs, share best practice and collaborate on assessment tasks. School data up to date on Scorelink and being used to personalise learning for students. | Scorelink
PAT-Reading
CAFÉ and Daily 5 programs
TFEL |
### Preschool

Develop further the play based approach to learning and the development of the transversal skills required to be a successful learner.

Explore play based learning in the JP and review the transition of children from the Preschool environment to the JP classroom.

Use the AC, EYLF and the Early Literacy and Numeracy indicators to guide early year experiences.

- Preschool and JP teachers to take part in the Early Years Project: “Playful Pedagogy building powerful learners.”
- Preschool and JP teachers to attend workshops on powerful learning, learning dispositions and flexible learning spaces.
- Preschool and JP teachers to visit other sites for inspiration.
- Preschool and JP teachers to explore and familiarise with early Literacy and Numeracy indicators.

- Teachers to understand play as a pedagogy and process for learning.
- A clear transition from Preschool to Primary school put in place.
- Improved literacy and numeracy development in the early years.
- Creation of flexible learning environments in the preschool and JP classroom.

### IT

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.

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.

Engage parents in technology advances and best practices for improved communication.

- Teachers to become familiar with the Technologies learning area in the Australian Curriculum.
- Pupil-free day to be run by CPAC/PACIO on the new Technologies curriculum and integrating learning technologies into the school.
- Teachers integrating technology and 21st century learning into programs.
- Teachers to use Interactive Whiteboards effectively and with confidence.
- School iPads to be integrated into learning programs.
- Students with learning needs using specific iPad apps to support their progress in Literacy/Numeracy.
- Creation of new school website.
- Introduce email/text communication with parent community.

- Teachers are confidently and successfully integrating learning technologies into the curriculum.
- Teachers are familiar with the Technologies learning area of the Australian curriculum and are integrating into other areas of the curriculum.
- Students are regularly using school technology to support learning.
- BPS has a clear vision for technology integration and have included necessary purchases to the budget.
- Parents accessing school website for information and communicating via text/email.

### Early Years project

- Literacy and Numeracy Indicators
- DECD Transition rubric

### CPAC/PACIO

- IWB and iPad training