

Beach Road Partnership Improvement Plan 2017 to 2020

Improvement Priority	Desired Outcomes	Performance Measures	Improvement Action	Driver	Start/end date	Resources/ Budget
1. Continually improving literacy and numeracy learning outcomes for all learners	An increased number of students achieving higher bands in literacy and numeracy across all sites	<ul style="list-style-type: none"> • A-E grades • Pat M • TfEL • RRR scale • Numeracy and literacy indicators • Moderation processes agreed and implemented 	Action 1 Ensuring consistency in teacher judgement in literacy and numeracy	SLLIP & EYNLR+		
	Consistency in teacher judgement in literacy and numeracy across all sites		Action 2 Building educator capacity in Intervention and differentiation in literacy and numeracy learning task design	NLR+ Team		
	Improved pedagogical practice in literacy and numeracy across all sites that reflects authentic student voice		Action 3 Improving parental engagement in literacy and numeracy	EYNLR+		
	Parents are engaged in their child's literacy and numeracy learning					

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2. Successful transitions and clearly defined learning pathways for all learners	Every learner has a clearly defined learning pathway (this could involve SACE completion)	<ul style="list-style-type: none"> • Learner attendance • Learner engagement • Learner satisfaction with pathway/destination • No. of individual learning plans (ILP) • ILP achievement • Parent engagement • Learner satisfaction • Parent satisfaction • Learner wellbeing • Consistency of teacher practice 	Action 4 ILP development and implementation Successful learner transitions Developing learning pathways	Transition PLT & Transition project		
	Every learner transitions successfully across the Partnership sites					
	There are strengthened partnerships between all stakeholders (families, learners, educators and community)					
	All stakeholders demonstrate a strong sense of wellbeing					
	There is increased awareness and a shared understanding of the learning pathways available to learners and consistency in practice across all sites					
	Students have an authentic voice in the transitioning and pathways planning process					

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3. Improved learning outcomes for all Aboriginal and Torres Strait Islander (ATSI) learners	All ATSI learners are achieving DECD benchmarks in reading	<ul style="list-style-type: none"> Running records for reading NAPLAN reading results PAT R results Preschool literacy indicators F&D 	Action 5 Establish ATSI agreements and processes to ensure a consistent approach across Partnership sites	ATSI Partnership Group Aboriginal Education Support Services		
	Increasing numbers of parents of ATSI learners are actively engaged with their child's learning/schooling	<ul style="list-style-type: none"> % of parents involved in individual learning plan formulation/ construction ATSI attendance of cultural activities (NAIDOC week, reconciliation work) No. of ATSI members on governing council and ATSI committees 				
	Cultural competency and awareness is demonstrated across all sites	<ul style="list-style-type: none"> No. of staff completing cultural competency training Implementation of the Reconciliation Action Plan Staff understanding of relevant curriculum content No of staff who are Strategies to Manage Abuse Related Trauma (SMART) trained 				
	Improved wellbeing of ATSI learners	<ul style="list-style-type: none"> ATSI learner attendance Middle years index Australian Early Development Index (AEDI) 				

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4. Highly skilled leaders who drive effective pedagogical practice	Partnership leaders are capable and drive contemporary pedagogy There is a high degree of leader sustainability and succession across Partnership sites		Action 6 Building leadership capacity Leadership succession planning	Gail		
5. Shared purpose, vision and values	The Partnership adds value for all sites. QIPs and SIPs are aligned to the Partnership Improvement Plan.		Action 7 Partnership system mapping and planning	Executive		
	There is collaborative sharing and analysis of data to inform continuous improvement		Action 8 Partnership data management	NLR+ Team		
	High performing learning teams (Professional Learning Teams and Leadership Learning Teams) work collaboratively to implement the Partnership Improvement Plan and drive improvement across all sites		Action 9 Partnership PLT protocols and processes	Exec & PLT facilitators		
	R-12 benchmarks including achievement, engagement, attendance and wellbeing are agreed		Action 10 R-12 Benchmark agreement	NLR+ Team Barb & Rochelle		