

Brightwater State School - Explicit Improvement Priorities 2018

Bright beginning to life long learning

Literacy – Writing, Reading and Spelling	Personalising Learning for Student Excellence	Science, Technology, Engineering and Mathematics (S.T.E.M)	Student Engagement
<ul style="list-style-type: none"> Continue consistent delivery of agreed pedagogical practises for spelling and reading. Embed consistent pedagogical practises in writing. Refine assessment and moderation practises ensuring A-E grading is aligned to achievement standards and consistent across junctures. Continue to embed consistent provision of student feedback practises and language. Continue to utilise data to drive professional conversations around high yield pedagogical practises in response to aspirational targets. Continue to implement the school's Improvement Cycle to use data to monitor student outcomes and inform targeted responses. 	<p>All Students:</p> <p>Continue to embed the philosophy of 'Personalising Learning' is across the school with a focus on utilising data to identify student 'starting points', develop learning goals and provide effective feedback.</p> <ul style="list-style-type: none"> Continue to develop teacher capability to deliver personalised learning experiences for all students. Design and implement a consistent school wide approach to documentation and implementation of Individual Curriculum Plans. Develop and implement a research based model for embedding Inquiry Based Learning across P-6. Investigate the use of the International Baccalaureate curriculum to support inquiry-based learning. Embed high yield, targeted teaching to respond to the needs identified in NAPLAN and diagnostic data analysis. <p>U2B Students:</p> <ul style="list-style-type: none"> Design processes to accurately monitor student relative gain including the use of 'off year level testing'. Within planning days, priority focus on high yield strategies to cater for both potential U2B students and U2B students. Continue to refine the current suite of extension programs to ensure they are effective and result in a higher % of students achieving in the U2B. 	<ul style="list-style-type: none"> Continue to ensure consistent delivery of agreed pedagogical practises in the teaching of Mathematics. Embed common mental computations strategies with particular focus on number facts. Refine assessment and moderation practices in Mathematics and Science ensuring A-E grading is aligned to achievement standards and consistent across junctures. Develop staff capability to improve pedagogical practices in Science. Continued development of staff capabilities with ICTs to support personalising learning and data analysis. Continue to ensure high reliability and access to technologies. Review current of suite online learning experiences and expand the use of ICT innovations that contribute to student learning. Implement Australian Curriculum Digital Technologies across P-6 making links to media and as a vehicle for inquiry-based learning. Refine targeted teaching program to support year 3 and 5 students in the lead up to NAPLAN online in 2018. 	<ul style="list-style-type: none"> Strengthen pre-prep transition processes and improve partnerships with feeder ECECs. Continue to consolidate explicit teaching for school-wide behaviour expectations. Review responsive strategies for behaviour to support large school context. Investigate school-wide wellbeing tools that link social and emotional learning. Continue to implement research-validated pedagogies to ensure male students are actively engaged and succeeding in core subjects. Refine programs to acknowledge and encourage strong levels of school attendance. Employ strategies to improve uptake in parent learning sessions. Continue work with School Council to ensure the school remains focussed to achieve 2018 targets. Continue to identify connections with local community groups and associations to support specialised learning programs for students.
School Improvement Domain: Effective Pedagogical Practice	School Improvement Domain: Differentiated Teaching and Learning	School Improvement Domain: Effective Pedagogical Practice	School Improvement Domain: Culture that promotes learning & School Community Partnerships
<ul style="list-style-type: none"> 98% of students achieving at or above the NMS in reading. 98% of students achieving at or above the NMS in writing. School mean scale score at or above the National mean in reading and writing and 'close to' similar national comparison schools 90% of students achieving 'C' or above in English All teachers consistently implementing high yield reading, writing and spelling strategies. 	<ul style="list-style-type: none"> 50% of Yr 3 achieving in the U2B for reading, 55% of Yr 3 achieving in U2B for writing and spelling. 50% of Yr 3 achieving in the U2B for number. 45% of Yr 5 achieving in the U2B for reading. 20% of Yr 5 achieving in the U2B for writing 40% of Yr 5 achieving in the U2B for spelling. 35% of Yr 5 achieving in the U2B for number. 45% of all students achieving above end of semester reading targets. 	<ul style="list-style-type: none"> 98% of students achieving at or above NMS in numeracy School mean scale score at or above the National mean in numeracy and 'close to' similar national comparison schools 90% of all students achieving 'C' or above in Mathematics. All teachers consistently implementing high yield Mathematics strategies. 90% of students achieving 'C' or above in Science. SOS Data – increase 2020 and 3217 to 95% SOS Data – maintain 2054 at 98% 	<ul style="list-style-type: none"> SOS for parents 98% - This is a good school SOS for parents 97% - When compared to similar schools – I would recommend this school to others Constructive feedback School attendance rate for all students is 95%

R/N = Improvement relative to Nation

NSS = Nation – Similar Schools

SQSS = Similar Qld State Schools

Targets to be aspirational in nature based on the last 3 years performance of year 3 and 5.

Strand	NMS Year 3						Mean						Top 2 Bands					
	2015	2016	2017	2017 Nat	R/N	2018 Target	2015	2016	2017	2017 Nat	SQSS	2018 Target	2015	2016	2017	2017 Nat	SQSS	2018 Target
Reading	97.8	97.9	97.8	95.0	0.1	98%	427.2	437.2	433.6	431.3	S	S	49.4	57.7	49.6	51.5	S	50%
Writing	98.9	100	100.0	95.5		98%	421.9	418	433.8	413.6	S	S	50.6	50.4	57.2	44.7	A	55%
Spelling	98.9	97.9	100.0	93.5	-	98%	414.8	419.6	431.4	416.2	S	S	36.0	48.6	55.1	45.5	S	55%
Grammar	98.9	98.6	97.8	94.3	0.4	98%	447.9	444.7	465.6	439.3	S	S	51.7	50.7	67.4	55.7	S	55%
Numeracy	97.8	99.3	100.0	95.5	-	98%	405.6	415.5	429.7	409.4	S	S	37.1	39.7	48.6	39.6	S	50%

A = Above

S = Similar to

CT = Close to

B = Below

Strand	NMS Year 5						Mean						Top 2 Bands					
	2015	2016	2017	Nat 17	R/N	2018 Target	2015	2016	2017	2017 Nat	SQSS	2018 Target	2015	2016	2017	2017 Nat	SQSS	2018 Target
Reading	99	97.9	99.1	94.0	0.2	98%	506.2	501.5	520.6	505.6	S	S	37.4	33	46.5	36.9	S	45%
Writing	97	91.9	97.4	91.7	6.9	98%	491.8	461.2	477.3	472.5	S	S	18.2	13	15.8	15.9	S	20%
Spelling	97.0	94.9	97.4	93.8	1.4	98%	485.6	482.3	505.3	500.9	S	S	22.2	20	36.0	34.2	S	40%
Grammar	99.0	99.0	96.5	92.3	-1.1	98%	513.5	503.5	503.2	499.3	S	S	38.4	35.4	34.2	34.3	S	40%
Numeracy	98	99.3	98.2	95.4	0.2	98%	503.9	494.8	507.9	493.8	S	S	31.6	25.8	34.5	27.8	S	35%