

Monitoring and assessment - 2024

Mulgrave Primary School (2172)



Submitted for review by Stuart Hattwell (School Principal) on 19 December, 2023 at 05:09 PM

Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 12 February, 2024 at 05:41 PM

Endorsed by Edmond Meszaros (School Council President) on 27 March, 2024 at 11:32 PM

Term 2 Monitoring submitted by Charles Spicer (School Principal) on 11 June, 2024 at 12:31 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Implement Mathematics 2.0 curriculum. Establishment of a Mental Health and Wellbeing Leader to implement a whole-school approach to wellbeing.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Leadership <ul style="list-style-type: none"> • Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs • Support teachers to report student outcomes against the new curriculum (by the end-of-year reporting, 2024) Teachers <ul style="list-style-type: none"> • Teachers will collaborate to ensure a smooth transition to the new curriculum • Teachers will continue to utilise collate, analyse and share growth data sets within PLT's to inform planning and practice • Teachers to present growth data to leadership twice per year • Monitor students attitudes towards numeracy and promote a positive disposition towards mathematics

Delivery of the annual actions for this KIS				
Outcomes	<p>Leadership</p> <ul style="list-style-type: none"> Students in need of targeted academic support or intervention will be identified and supported (**potentially identifiable through NAPLAN & MOI) Leadership will provide staff with PL to develop/extend their understanding of how to utilise technology aligned with the new mathematics curriculum (**eg. apps, websites, simulations) <p>Teachers</p> <ul style="list-style-type: none"> Teachers will utilise diagnostic and formative data to identify students requiring support/extension (F-2 will use MOI/EOI, whole school to utilise Essential Assessment and PAT data, Big Ideas/Misconceptions tasks) Teachers will plan for differentiation, implementing enablers and extenders during learning tasks <p>Students</p> <ul style="list-style-type: none"> Students will receive more targeted teaching that better meets their individual point of need. 			
Success indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> Apps relevant to Foundation to Year 2 are uploaded to devices and being used in mathematics curriculum Professional Learning time allocated to utilising technology in the Numeracy classroom Mathematical modelling, computational thinking and simulations evident in planning Enablers and extenders evident in planning documentation IEPs will describe adjustments to meet student needs 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Handover session for staff to share data and provide information regarding student needs.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	-1%
Activity 2	Numeracy Specialist to provide specific PD on the school numeracy instructional model.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Wellbeing Specialist will be provided with the equivalent of 1 day per week to oversee and drive the wellbeing program across the school. Diagnostic review of the current wellbeing programs will be undertaken to assess their effectiveness. Undertake PD to understand and implement new programs from the Mental Health Menu.			
Delivery of the annual actions for this KIS				
Outcomes	PD provided to staff on new Wellbeing actions as per the Mental Health Menu.			
Success indicators	New wellbeing programs from the Mental Health Menu implemented. Improved Student Attitudes to School Survey results specifically around absences and individual social and emotional wellbeing. Improved student connectedness as indicated in the ATSS			

	New School wide wellbeing scope and sequence developed			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and evaluation of wellbeing programs	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	Staffing to support wellbeing priorities	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	Ongoing wellbeing PD	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 4	Implementation of new wellbeing programs	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1	-1%

		<input checked="" type="checkbox"/> Wellbeing team	to: Term 4	
Activity 5	Resourcing to support wellbeing priorities	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 6	Review student engagement processes and practices	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 2 to: Term 2	-1%
Activity 7	Wellbeing Leadership PD	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

Goal 2	Optimise student learning at point of need and ensure learning growth for all students in literacy and numeracy
12-month target 2.1 target	By 2024, increase the percentage of students achieving NAPLAN above benchmark growth for: Numeracy from 12% in 2021 to 20%
12-month target 2.2 target	By 2024, increase the percentage of student NAPLAN results with either exceeding or strong proficiency: Numeracy Yr 3 from 71% in 2023 to 75% Numeracy Yr 5 from 75% in 2023 to 80%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and	Build teacher capability to effectively utilise the school's instructional models led by our Numeracy Specialist.

senior secondary pathways, incorporating extra-curricula programs	
Actions	<p>Leadership</p> <ul style="list-style-type: none"> • Provide professional learning opportunities (eg. PL sessions + Curriculum Day) • Work with Numeracy team and PLTs to develop consistent planning documents for the new curriculum • To support staff to build in differentiation to identify and meet students' individual learning needs using data (enablers/extenders evident in planning) and in line with our instructional model. <p>Teachers</p> <ul style="list-style-type: none"> • Will develop an understanding of where content has shifted between levels (utilise comparative documents) • To monitor student's attitudes towards numeracy and promote a positive mindset towards problem solving, within our instructional model, that directly relates to the mathematics dispositions within the new curriculum • Tutors will continue to be employed support targeted students in mathematics (specifically the development of number skills) <p>Students</p> <ul style="list-style-type: none"> • Will experience elements of the new mathematics curriculum from Term 3, 2024 • Will benefit from utilising the maths norms to develop positive mathematics dispositions
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers</p> <ul style="list-style-type: none"> • All staff will understand and implement the new mathematics curriculum • All staff will improve their knowledge of integrating the new curriculum into the MPS Instructional Model • All planning documents reflect the updated curriculum <p>Students</p> <ul style="list-style-type: none"> • Students will develop more positive dispositions towards mathematics • Intervention program to reduce the number of students not making 12 months growth.
Success indicators	<p>By mid year, staff have participated in PL to develop their understanding of the new curriculum</p> <p>By end of year, the new curriculum is evident in planning documents</p>

	By the end of the year, reporting documents reflect the new curriculum (all students have shown growth** according to the new achievement standards)			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Numeracy Specialist to attend DET PD on mathematics 2.0 curriculum	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	-1%
Activity 2	Staff Professional Development. Numeracy Specialist to lead a review of new resources and overview of curriculum changes. Staff provided time to unpack the new curriculum and begin planning process.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	-1%
Activity 3	Regional Staff - school improvement team to attend and support staff during Curriculum Day.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 1	-1%

Activity 4	Numeracy LS & Team to deliver and the lead the implementation of Mathematics 2.0 curriculum	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Update Mathematics Scope and Sequence	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	-1%
Activity 6	Revise and update Mathematics planning documentation in line with 2.0 curriculum.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	-1%

Monitoring and Self-assessment - 2024

SEIL Feedback

Submitted Feedback

The leadership of Mulgrave Primary School has facilitated a strategic focus on the introduction of the Mathematics 2.0 curriculum in readiness for full implementation by the semester 2 reporting block. The staff are encouraged to continue to use data to identify each student's point of need, particularly in Reading and Mathematics, and work to differentiate accordingly. There is good practice occurring at the school, with leadership modelling best practice during Literacy sessions. Staff will benefit from continuing to be encouraged to take up the opportunity to observe these lessons. The NAPLAN AIP target: By 2024, increase the percentage of student NAPLAN results with either exceeding or strong proficiency: Numeracy Year 3 from 71% in 2023 to 75% was not achieved with a result of 69% in 2024 Numeracy Year 5 from 75% in 2023 to 80% was not achieved with a result of 79% in 2024. Overall, there was a decrease in the 'exceeding' proficiency for Reading, Writing and Numeracy (Year 3 and 5), except for Year 5 Writing. The Year 5 Writing result for the exceeding and strong proficiencies was 3% higher than Network at 93%, an outstanding result - congratulations!

Submitted by Joanne Wastle (SEIL) on 20 August, 2024 at 04:45 PM