

Education Report Week 8, Term 3 2024

Maths:

We have an ongoing commitment to providing professional learning for teachers and support staff to ensure they have the skills and knowledge to be providing high quality maths programs for children, that is inclusive of stretch, support and promotes high levels of engagement.

Participation in professional learning is aligned to an educators role, experience and professional development plans. This year staff have participated in:

- 3 Pupil Free Days focussing on culture of maths learning, high impact teaching strategies (HITS) and differentiation (1 x Pupil Free Day for maths in Term 4)
- Professional Learning Evenings allocated to:
 - sharing our maths planning
 - sharing successes & growth of learners
 - building our knowledge in the Big Ideas In Number - 'Trust The Count' & extending to 'Place Value' assessment
- Professional Learning Team (PLT) planning release days

In 2024, we have put further investment into the resources children and educators have access to, to support high quality and engaging maths practices. This has included:

- Expanding the range of concrete learning materials in classes (manipulatives) that teachers and students can access (**needs analysis by staff**)
- Increased access to maths teacher texts to support task design in our planning (**teacher directed/informed**)
- Established assessment packs for each teacher in 'Place Value'
- Implementation of our Maths Values (Learning Expectations) to build a positive growth mindset in Maths & 'Instructional Teaching' model (2024 Focus)

In 2024, developing children's number fluency is an area of focus across the school. Our Site Improvement Plan outlines our focus on implementing a sequenced maths program from R-6. We use a range of formative assessment (ongoing and regular), including using the big ideas in number assessment tool to inform our planning.

Assessment information is used to support with class learning programs, One Plans and the development of individual learning goals.

In 2024, we have progressed some important work that includes:

- Met DfE timetabling R-6 300 minutes of maths instruction - **achieved**
- Expanding our maths resources and manipulatives for easy access in all classes - **achieved**
- Working in collaboration with North Haven PS/Alberton staff group to implement our 'Instructional Model' (eg quality lesson structure) – **commenced and progressing well**
- Refining a yearly 'Maths Sequence' that incorporates our maths curriculum units from DfE - **achieved**
- Working in Professional Learning Teams to develop our weekly planning cycle in mathematics – **current work**
- Expanding our digital tracking and monitoring document to capture assessment data in 'Place Value' – **current work**

2024 Term 3 Literacy Data Summary

Year 1 Phonic Screen:

SIP Target: Year 1: 70% of students will achieve at or above in the year 1 Phonics Screen check.

	2019 51 children	2020 46 children	2021 34 children	2022 31 children	2023 33 children	2024 36 children
Children reaching SEA (28/40)	4 children (8%)	7 children (17%)	13 children (38%)	19 children (61%)	21 children (64%)	28 children (78%)
Average score (max 40)	6	14	21	25	28	31
Score of 0	14 children (27%)	8 children (17%)	4 children (11%)	1 child (3%)	1 child (3%)	0 children
Score below 10	25 children (49%)	24 children (52%)	9 children (26%)	5 children (16%)	2 children (6%)	1 child (3%)

Mid-Year Data Snapshot 2024: Alberton Primary

NAPLAN:

4 Proficiency Levels (replacing the existing band level):

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Preliminary NAPLAN Data 2023 - 2024



Year 3				Year 5		
Spelling						
	2023	2024			2023	2024
Exceeding	10%	16%		Exceeding	11%	8%
Strong	33%	47%		Strong	26%	60%
Developing	40%	22%		Developing	26%	24%
Needs Support	7%	16%		Needs Support	22%	8%
Reading						
	2023	2024			2023	2024
Exceeding	13%	16%		Exceeding	7%	16%
Strong	50%	50%		Strong	41%	56%
Developing	17%	22%		Developing	30%	12%
Needs Support	10%	15%		Needs Support	8%	12%
Grammar and Punctuation						
	2023	2024			2023	2024
Exceeding	10%	13%		Exceeding	0%	4%
Strong	20%	44%		Strong	37%	56%
Developing	47%	13%		Developing	26%	24%
Needs Support	13%	31%		Needs Support	22%	20%
Numeracy						
	2023	2024			2023	2024
Exceeding	7%	9%		Exceeding	0%	8%
Strong	47%	50%		Strong	26%	44%
Developing	30%	19%		Developing	37%	32%
Needs Support	7%	22%		Needs Support	22%	20%