Mandeville Primary School

Professional Development
Staff Meeting
Academic Report

Presenter Mr. Garth Dixon





01 Academic Focus

Academic Focus the academic year 2022-2023

Assessment
O3 Internal

Performance by Grades

02 General Overview

What is a data driven school?

Assessment

04 External

Performance in PEP

05 The Way Forward





"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."









INTRODUCTION

ACADEMIC FOCUS

Curriculum, Implementation, Instruction and

Assessment Aligned with Standards

• Future ready curriculum, instruction, and assessment are based on clear expectations that all students will leave Mandeville Primary School sufficiently and successfully prepared for high school acceptance, career pathways, and workplace readiness. These expectations not only mandate solid grounding in standards-based content but also require intentional integration and support of future ready skills like critical thinking, problem solving, creativity, innovation, and self-direction.

Data Driven School What is a data driven School?



 A data driven school is one that uses information about performance, behavioural, attendance, social or financial data. All of these sources of data, when properly analysed can be used to influence key decisions relating to the running of a school.

Why become a data driven school?

A data driven school:

- Provides personalised learning
- Allows for automated reporting and feedback
- It allows us to construct new teaching methods and lesson plans
- Gives a clearer understanding of performance
- Improves accountability of students and teachers



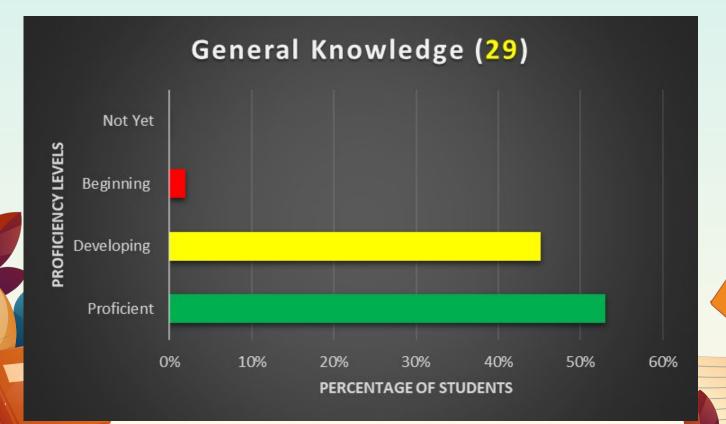




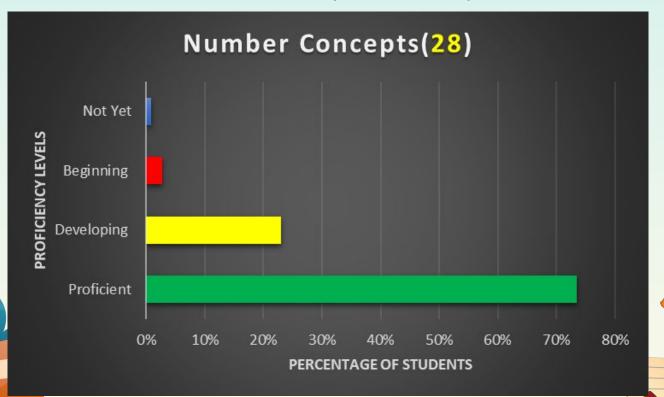
Grade One Individual Learning Profile



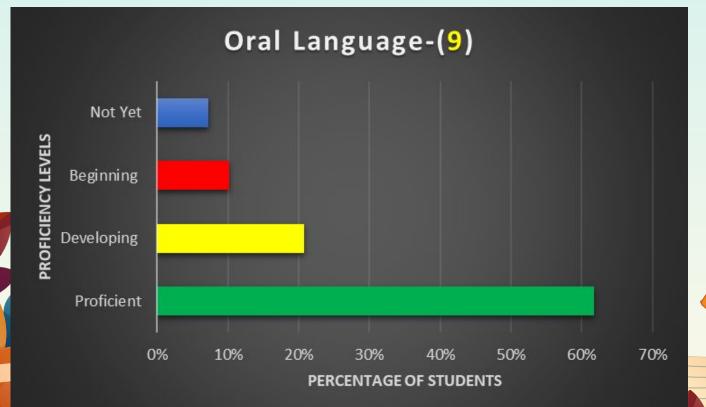
AVERAGE PERFORMANCE IN GENERAL KNOWLEDGE (GOILP)



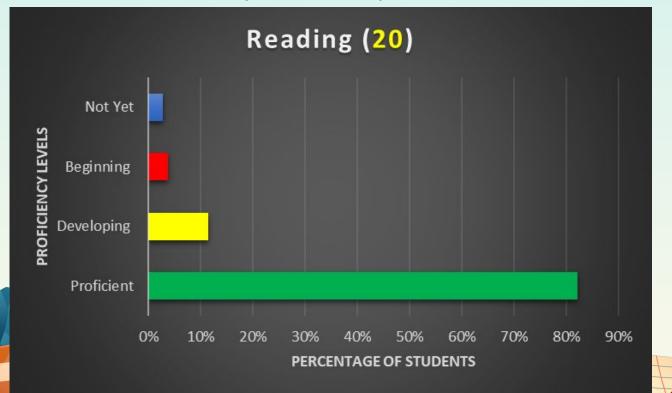
AVERAGE PERFORMANCE IN NUMBER CONCEPTS (GOILP)



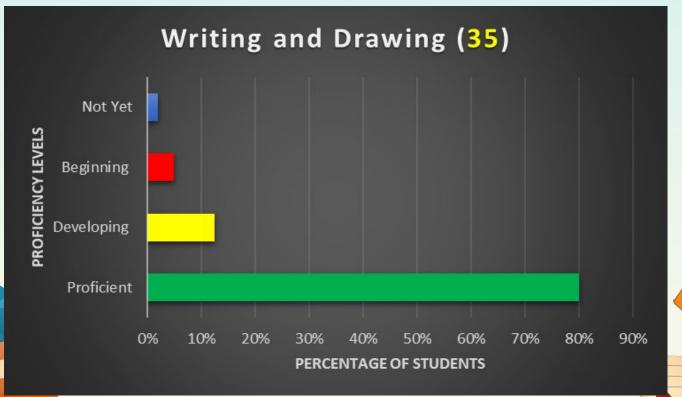
AVERAGE PERFORMANCE IN ORAL LANGUAGE (GOILP)



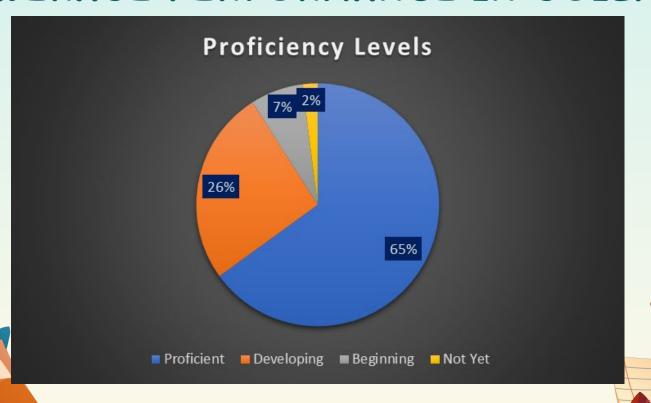
AVERAGE PERFORMANCE IN READING (GOILP)



AVERAGE PERFORMANCE IN WRITING AND DRAWING (GOILP)



AVERAGE PERFORMANCE IN GOILP





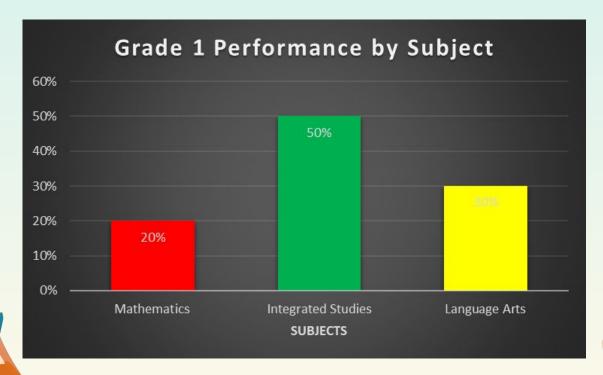
Grades 1-3

Performance by subject



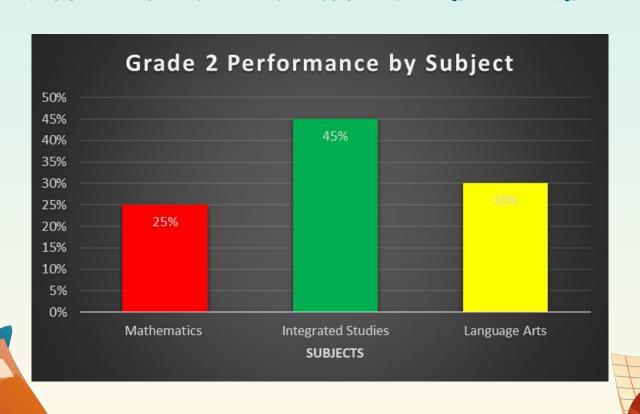


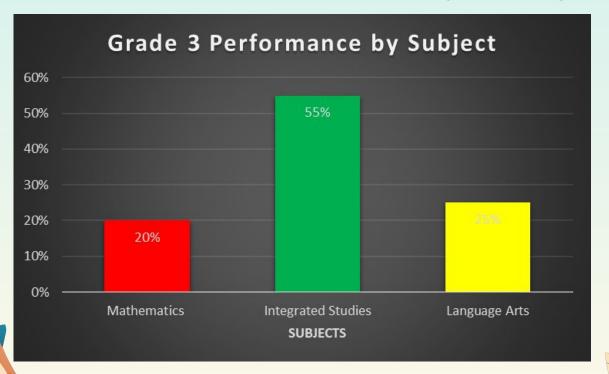




















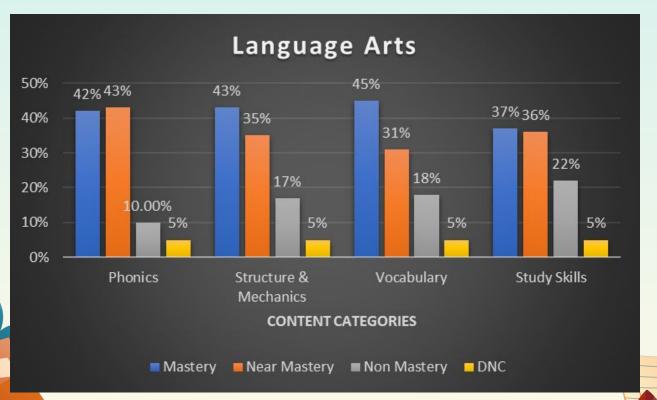
Grade Three Diagnostic Test



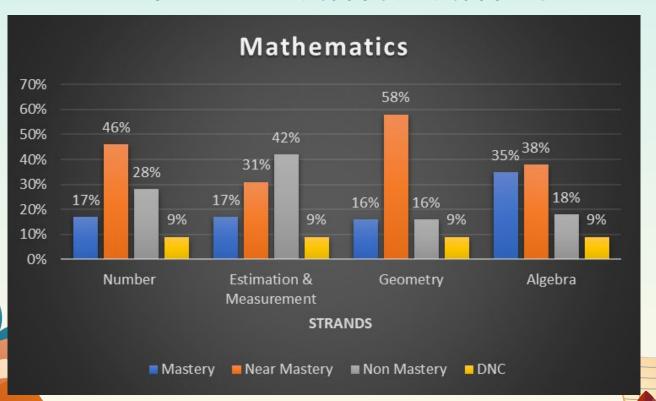




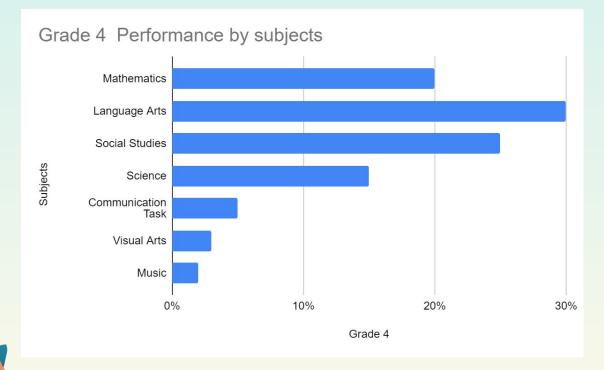
G3DT 2022- LANGUAGE ARTS



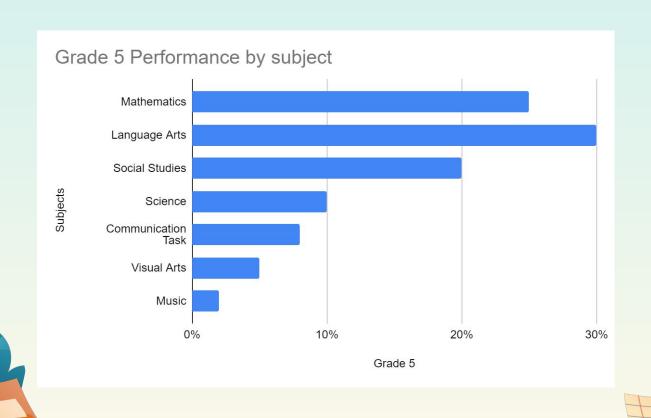
G3DT 2022- MATHEMATICS

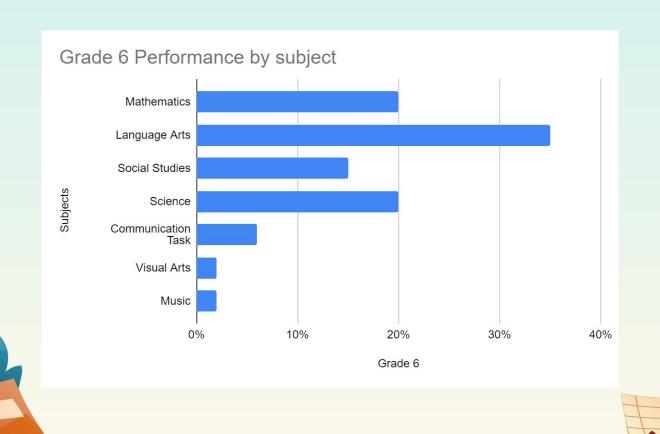




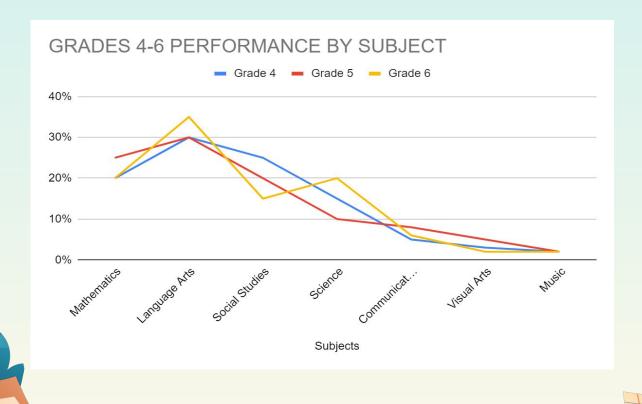


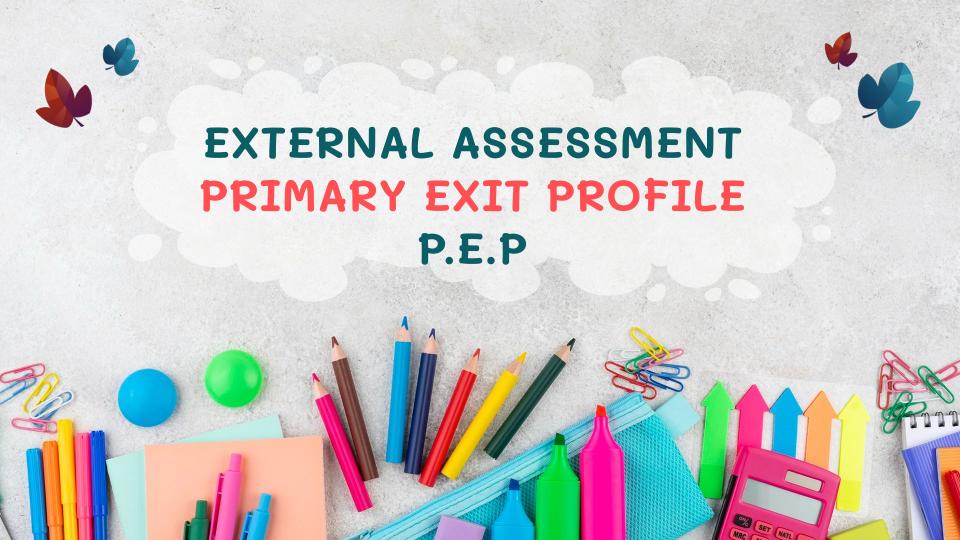






COMPARISON BY GRADE







- Ability Test
- Performance Tasks
- Curriculum Based Tests (CBT)



PEP Ability Test

The Ability Test requires students to read analytically and use quantitative reasoning skills in responding to items. It is NOT based on the curriculum.

Administered in Term II



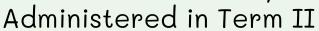




Performance Task (PT)

The Performance Task (PT) consists of real world scenarios that will require students to apply their knowledge and skills from the following subject areas: Mathematics, Science, Language Arts, and Social Studies. The PT is administered in grades 4, 5 and 6. It is administered by the classroom teacher at school.

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Curriculum Based Test (CBT)

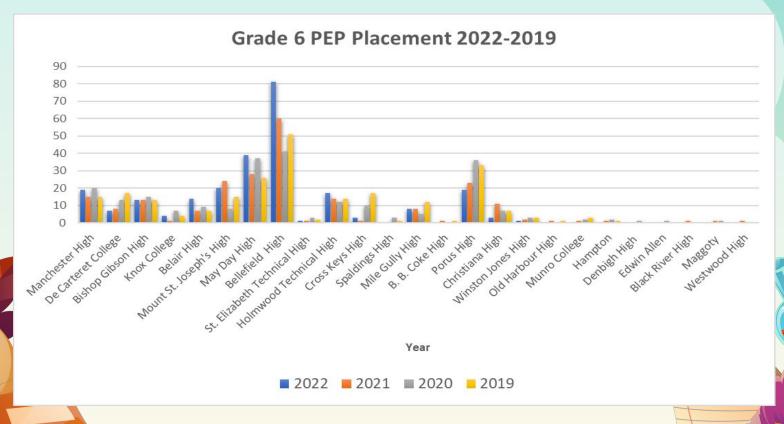
The Curriculum Based Test (CBT) assesses grade 6 content only, in the areas of Mathematics, Science, Social Studies and Language Arts. This test consists of multiple choice items along with other item types. The CBT is administered in Term III.



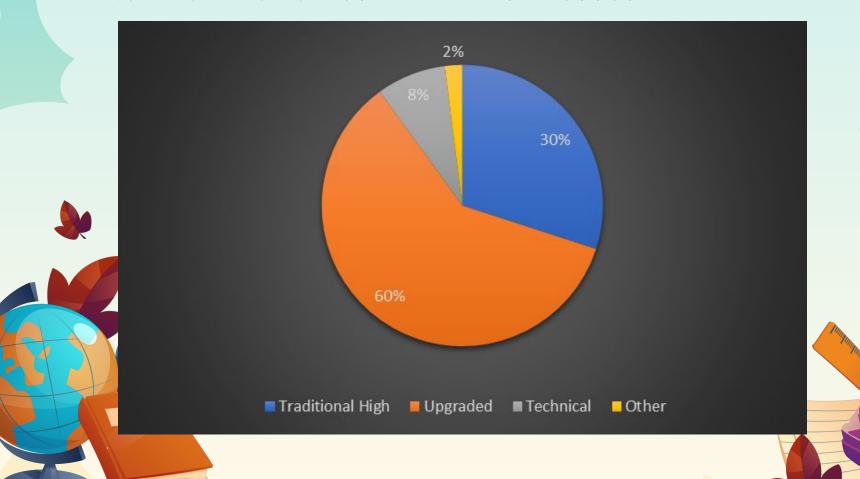


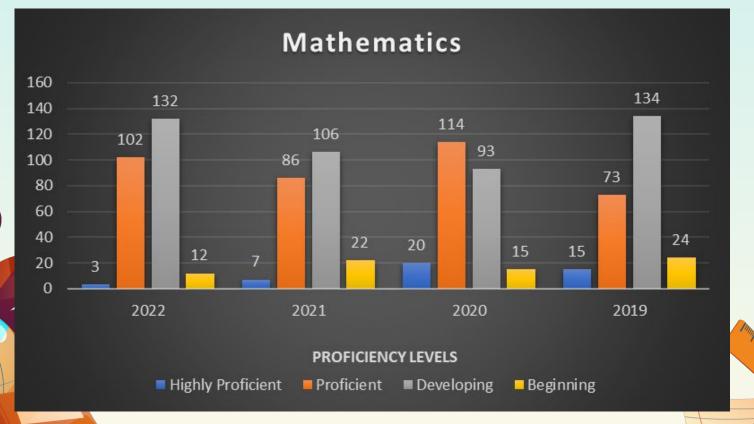


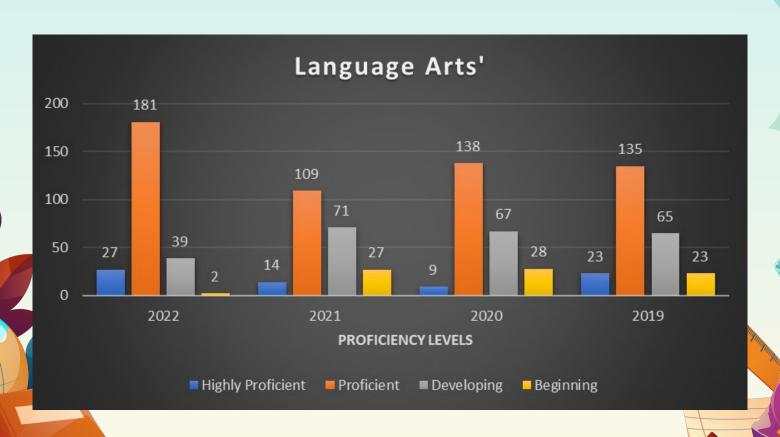
PEP PERFORMANCE BY YEAR

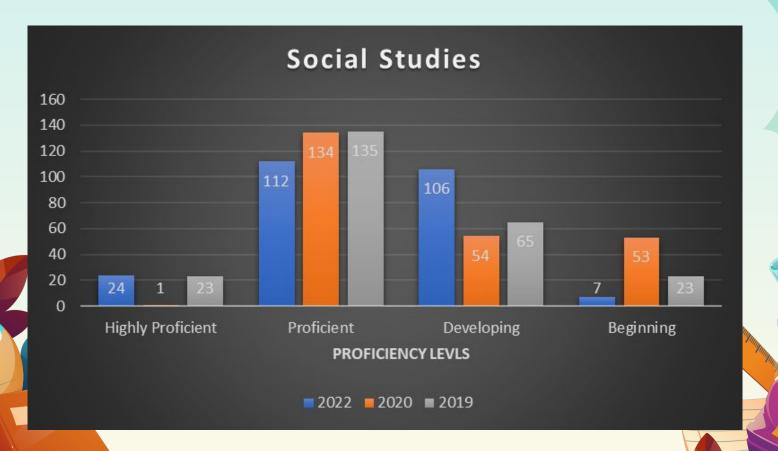


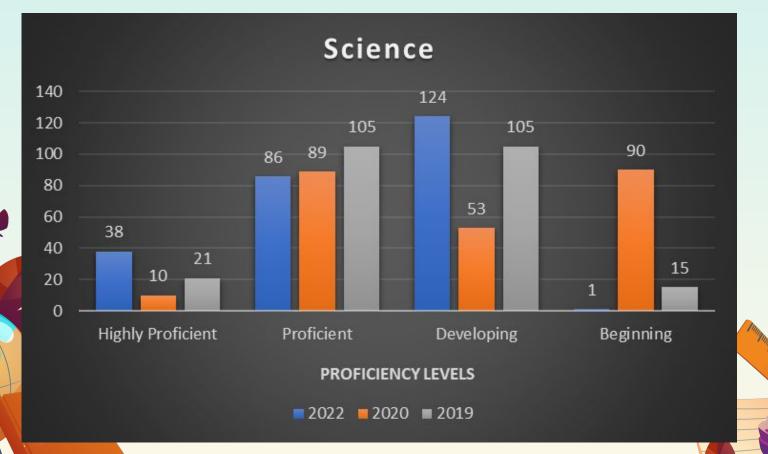
MPS P.E.P PLACEMENT DATA 2019-2021



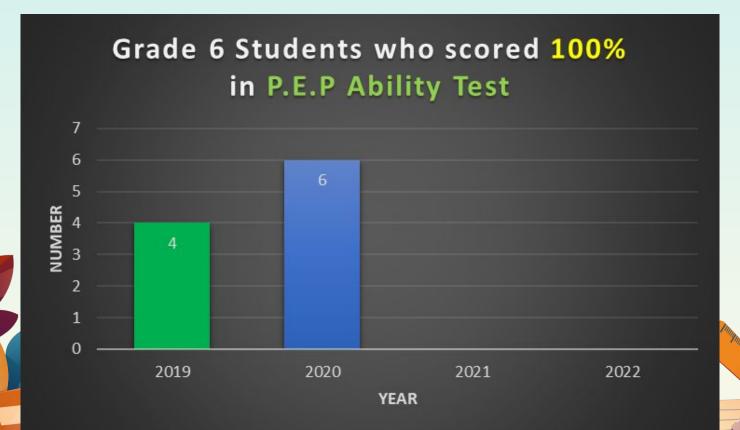








GRADE 6 ABILITY TEST 2019-2022



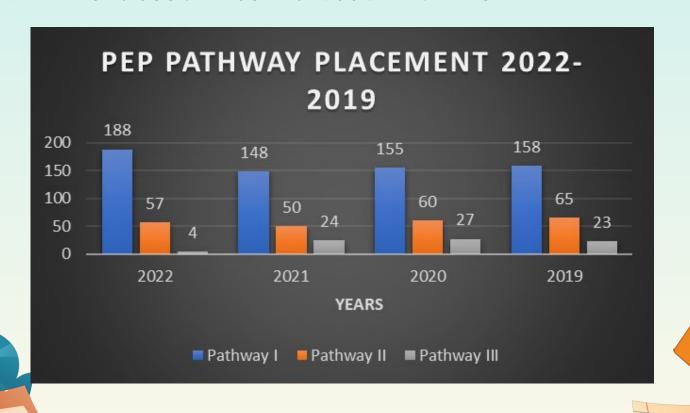
ALTERNATE PATHWAYS TO SECONDARY EDUCATION

A key feature of the PEP Individual Summary report is the specified pathway that each student is placed at the secondary level.

- Secondary Pathway I (SP I) Students on this pathway are those categorized as Proficient and Highly Proficient.
- Secondary Pathway I (SP II) Students on this pathway are those categorized as Developing.
 - Secondary Pathway I (SP III) Students on this pathway are those categorized as Beginning



STUDENT PATHWAY PLACEMENTS 2019-2022



THE WAY FORWARD

Based on Key Priorities



- Ensure that all grades engage students in accelerated learning interventions to reverse crisis-related learning loss and strengthen future learning trends.
- Identify and modify curriculum elements to align with students' academic needs.
- Monitor the safety, health and emotional wellness of students
- Ensure high-quality instruction for all learners in virtual, hybrid and Face2Face Engagement
- Maintain clear and consistent collaboration and communication with key stakeholders
 - Build a culture of feedback and growth through coaching and professional development



END OF PRESENATION THANK YOU FOR YOUR PARTICIPATION