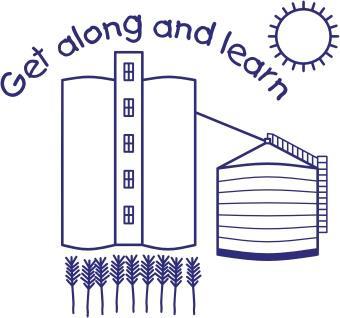
**Monitoring and Assessment - 2020**

Ultima Primary School (3426)



Submitted for review by Sandi Spittal (School Principal) on 17 December, 2019 at 12:23 PM  
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 13 February, 2020 at 01:59 PM  
Endorsed by Elaine Mitchell (School Council President) on 19 March, 2020 at 04:00 PM  
Term 4 Monitoring submitted by Sandi Spittal (School Principal) on 02 November, 2020 at 05:02 PM

**Monitoring and Assessment - 2020**

**Term 1 monitoring (optional)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | To maximize student outcomes in all areas of curriculum, with a focus on Numeracy and Literacy. | | | |
| 12 Month Target 1.1 | | At least one year’s growth for one year’s teaching;  as measured by: • On Demand • Teacher judgement (moderated through Top Paddock PLC) • + one other measure - NAPLAN (as appropriate), or other | | | |
| KIS 1.a Building practice excellence | | • Consolidate and embed the consistent approach to teaching Literacy and Numeracy and develop engaging pedagogy. | | | |
| Actions | | • Develop a consistent approach to Teaching and Learning.   • Develop teacher capacity through shared Professional Learning, including joint video conferencing | | | |
| Outcomes | | Staff will: ? meet regularly with the Top Paddock Cluster. ? Participate in observations and provide feedback using shared protocol/template ? Gather work samples and participate in moderation ? Participate in shared professional learning – HITS etc ? Reflect this work in their PDP goals   Students will: ? Reflect on their own learning and success ? Be able to share with others their individual learning needs  Leadership will: ? Lead/ensure a reflective process is conducted throughout ? Provide resources, feedback and support through observations; and through the PDP process | | | |
| Success Indicators | | As part of the Top Paddock Cluster we will be able to share Professional Development, resources, attend meetings regularly.  Assessments: On Demand , Waddington Reading and Spelling assessment, Essential Assessment in Literacy and Numeracy Collate assessment data from web based programs and use it for further planning | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | |  | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | |  | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | |  | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Top Paddock Cluster meeting regularly  Use the Assessment Schedule regularly | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Provision and use of web based Literacy & Numeracy Programs such as Reading Eggs, Mathletics and Studyladder as learning Activities, Essential Assessment in Literacy and Numeracy. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To ensure students feel safe, positive and motivated to learn through a culture that promotes competence and confidence in engaging with the local and global community. | | | |
| 12 Month Target 2.1 | | Attitudes to school survey. | | | |
| KIS 2.a Setting expectations and promoting inclusion | | • Continue to provide for the social and emotional needs of the students to build resilience. | | | |
| Actions | | Build staff capacity to implement a consistent school approach for Health and Wellbeing by using Respectful Relationships Program and the KIds Matter / Be You Program from Beyond Blue. | | | |
| Outcomes | | students will:  Speak confidently Attempt challenging tasks.  Teachers Will: Provide a stimulating environment Explicitly teach required skills  Leaders will: Provide Professional Learning | | | |
| Success Indicators | | To see data improvement over the 12 months in the areas of Literacy and Numeracy as well as continued improvement in attendance data. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Participate in Top Paddock Cluster Days, video conferencing with other schools and our cluster at other times. Excursions / Camps: Geography/ History (Local Aboriginal history) lessons about Victoria and Australia. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2020**

**Mid-year monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | To maximize student outcomes in all areas of curriculum, with a focus on Numeracy and Literacy. | | | |
| 12 Month Target 1.1 | | At least one year’s growth for one year’s teaching;  as measured by: • On Demand • Teacher judgement (moderated through Top Paddock PLC) • + one other measure - NAPLAN (as appropriate), or other | | | |
| KIS 1.a Building practice excellence | | • Consolidate and embed the consistent approach to teaching Literacy and Numeracy and develop engaging pedagogy. | | | |
| Actions | | • Develop a consistent approach to Teaching and Learning.   • Develop teacher capacity through shared Professional Learning, including joint video conferencing | | | |
| Outcomes | | Staff will: ? meet regularly with the Top Paddock Cluster. ? Participate in observations and provide feedback using shared protocol/template ? Gather work samples and participate in moderation ? Participate in shared professional learning – HITS etc ? Reflect this work in their PDP goals   Students will: ? Reflect on their own learning and success ? Be able to share with others their individual learning needs  Leadership will: ? Lead/ensure a reflective process is conducted throughout ? Provide resources, feedback and support through observations; and through the PDP process | | | |
| Success Indicators | | As part of the Top Paddock Cluster we will be able to share Professional Development, resources, attend meetings regularly.  Assessments: On Demand , Waddington Reading and Spelling assessment, Essential Assessment in Literacy and Numeracy Collate assessment data from web based programs and use it for further planning | | | |
| Delivery of the annual actions for this KIS | | Not Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Positive staff culture and readiness for change  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Other  Remote Learning because of Covid - 19. | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | |  | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Provision and use of web based Literacy & Numeracy Programs such as Reading Eggs, Mathletics and Studyladder as learning Activities, Essential Assessment in Literacy and Numeracy. | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 2 | Top Paddock Cluster meeting regularly  Use the Assessment Schedule regularly | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Goal 2 | | To ensure students feel safe, positive and motivated to learn through a culture that promotes competence and confidence in engaging with the local and global community. | | | |
| 12 Month Target 2.1 | | Attitudes to school survey. | | | |
| KIS 2.a Setting expectations and promoting inclusion | | • Continue to provide for the social and emotional needs of the students to build resilience. | | | |
| Actions | | Build staff capacity to implement a consistent school approach for Health and Wellbeing by using Respectful Relationships Program and the KIds Matter / Be You Program from Beyond Blue. | | | |
| Outcomes | | students will:  Speak confidently Attempt challenging tasks.  Teachers Will: Provide a stimulating environment Explicitly teach required skills  Leaders will: Provide Professional Learning | | | |
| Success Indicators | | To see data improvement over the 12 months in the areas of Literacy and Numeracy as well as continued improvement in attendance data. | | | |
| Delivery of the annual actions for this KIS | | Not Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | |  | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | |  | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | |  | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Participate in Top Paddock Cluster Days, video conferencing with other schools and our cluster at other times. Excursions / Camps: Geography/ History (Local Aboriginal history) lessons about Victoria and Australia. | | 🗹 All Staff | from: Term 1  to: Term 4 | 25% |

**Monitoring and Assessment - 2020**

**Term 3 monitoring (optional)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | To maximize student outcomes in all areas of curriculum, with a focus on Numeracy and Literacy. | | | |
| 12 Month Target 1.1 | | At least one year’s growth for one year’s teaching;  as measured by: • On Demand • Teacher judgement (moderated through Top Paddock PLC) • + one other measure - NAPLAN (as appropriate), or other | | | |
| KIS 1.a Building practice excellence | | • Consolidate and embed the consistent approach to teaching Literacy and Numeracy and develop engaging pedagogy. | | | |
| Actions | | • Develop a consistent approach to Teaching and Learning.   • Develop teacher capacity through shared Professional Learning, including joint video conferencing | | | |
| Outcomes | | Staff will: ? meet regularly with the Top Paddock Cluster. ? Participate in observations and provide feedback using shared protocol/template ? Gather work samples and participate in moderation ? Participate in shared professional learning – HITS etc ? Reflect this work in their PDP goals   Students will: ? Reflect on their own learning and success ? Be able to share with others their individual learning needs  Leadership will: ? Lead/ensure a reflective process is conducted throughout ? Provide resources, feedback and support through observations; and through the PDP process | | | |
| Success Indicators | | As part of the Top Paddock Cluster we will be able to share Professional Development, resources, attend meetings regularly.  Assessments: On Demand , Waddington Reading and Spelling assessment, Essential Assessment in Literacy and Numeracy Collate assessment data from web based programs and use it for further planning | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Provision and use of web based Literacy & Numeracy Programs such as Reading Eggs, Mathletics and Studyladder as learning Activities, Essential Assessment in Literacy and Numeracy. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Top Paddock Cluster meeting regularly  Use the Assessment Schedule regularly | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To ensure students feel safe, positive and motivated to learn through a culture that promotes competence and confidence in engaging with the local and global community. | | | |
| 12 Month Target 2.1 | | Attitudes to school survey. | | | |
| KIS 2.a Setting expectations and promoting inclusion | | • Continue to provide for the social and emotional needs of the students to build resilience. | | | |
| Actions | | Build staff capacity to implement a consistent school approach for Health and Wellbeing by using Respectful Relationships Program and the KIds Matter / Be You Program from Beyond Blue. | | | |
| Outcomes | | students will:  Speak confidently Attempt challenging tasks.  Teachers Will: Provide a stimulating environment Explicitly teach required skills  Leaders will: Provide Professional Learning | | | |
| Success Indicators | | To see data improvement over the 12 months in the areas of Literacy and Numeracy as well as continued improvement in attendance data. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Participate in Top Paddock Cluster Days, video conferencing with other schools and our cluster at other times. Excursions / Camps: Geography/ History (Local Aboriginal history) lessons about Victoria and Australia. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2020**

**End-of-year monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | To maximize student outcomes in all areas of curriculum, with a focus on Numeracy and Literacy. | | | |
| 12 Month Target 1.1 | | At least one year’s growth for one year’s teaching;  as measured by: • On Demand • Teacher judgement (moderated through Top Paddock PLC) • + one other measure - NAPLAN (as appropriate), or other | | | |
| Has this 12 month target met | | Met | | | |
| KIS 1.a Building practice excellence | | • Consolidate and embed the consistent approach to teaching Literacy and Numeracy and develop engaging pedagogy. | | | |
| Actions | | • Develop a consistent approach to Teaching and Learning.   • Develop teacher capacity through shared Professional Learning, including joint video conferencing | | | |
| Outcomes | | Staff will: ? meet regularly with the Top Paddock Cluster. ? Participate in observations and provide feedback using shared protocol/template ? Gather work samples and participate in moderation ? Participate in shared professional learning – HITS etc ? Reflect this work in their PDP goals   Students will: ? Reflect on their own learning and success ? Be able to share with others their individual learning needs  Leadership will: ? Lead/ensure a reflective process is conducted throughout ? Provide resources, feedback and support through observations; and through the PDP process | | | |
| Success Indicators | | As part of the Top Paddock Cluster we will be able to share Professional Development, resources, attend meetings regularly.  Assessments: On Demand , Waddington Reading and Spelling assessment, Essential Assessment in Literacy and Numeracy Collate assessment data from web based programs and use it for further planning | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Other  Covid-19. Students learning from home. Set work was not always done, even though I did a daily check in for teaching and conversations with the students. Internet connection in our area was not always the best and students working at home found this difficult at times.  Top paddock Cluster (Each School chose to join in) did a writing moderation of all students. Came together via Webex to discuss outcomes of writing. | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Even though I had daily Webex meeting with the students, not all school assigned work was done. Students are happy to be back and are starting to get into routine of school again. Students are more willing to have a go at new and challenging work, whether it is Reading or Maths.  Assessment of reading and spelling has improved since Term 2. On Demand Testing results and teacher judgments. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Continue to encourage students in their learning.  Networking with our Top Paddock Cluster of schools. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Provision and use of web based Literacy & Numeracy Programs such as Reading Eggs, Mathletics and Studyladder as learning Activities, Essential Assessment in Literacy and Numeracy. | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 2 | Top Paddock Cluster meeting regularly  Use the Assessment Schedule regularly | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Goal 2 | | To ensure students feel safe, positive and motivated to learn through a culture that promotes competence and confidence in engaging with the local and global community. | | | |
| 12 Month Target 2.1 | | Attitudes to school survey. | | | |
| Has this 12 month target met | | Met | | | |
| KIS 2.a Setting expectations and promoting inclusion | | • Continue to provide for the social and emotional needs of the students to build resilience. | | | |
| Actions | | Build staff capacity to implement a consistent school approach for Health and Wellbeing by using Respectful Relationships Program and the KIds Matter / Be You Program from Beyond Blue. | | | |
| Outcomes | | students will:  Speak confidently Attempt challenging tasks.  Teachers Will: Provide a stimulating environment Explicitly teach required skills  Leaders will: Provide Professional Learning | | | |
| Success Indicators | | To see data improvement over the 12 months in the areas of Literacy and Numeracy as well as continued improvement in attendance data. | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Key Improvement Strategies are able to be implemented  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | |  | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | During Covid-19, using Webex as a main source of teaching for both teacher and students. Confidence in using IT and the variety of online learning programs for both teacher and students. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Continue to keep up to date with required programs best for our students' needs. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Participate in Top Paddock Cluster Days, video conferencing with other schools and our cluster at other times. Excursions / Camps: Geography/ History (Local Aboriginal history) lessons about Victoria and Australia. | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |

**Monitoring and Self-assessment - 2020**

SEIL Feedback

|  |
| --- |
| **Submitted Feedback** |
| Thank you for your time to discuss the AIP Sandi. The discussion around AIP monitoring allowed me to understand the work that has been undertaken at Ultima Primary School to meet the goals of the AIP during remote learning. You have made clear alignment with the need to ensure learning occurred during off site learning. The use of V/C enabled successful collaboration with your students. Emotional and wellbeing needs for students was met. Moving forward, engaging with the Top Paddock PLC will continue to be the focus.  **Submitted by Graeme Scoberg (SEIL) on 04 August, 2020 at 08:05 AM** |