IPM Sample: Aboriginal and/or Torres Strait Islander Student Agency and Engagement

Rationale

This resource supports schools when developing Implementation and Progress Monitoring (IPM). It is an example only. Each school will create their own unique IPMs, to address their specific context and their individual needs.

Fundamental elements of the IPM example are the use of student data, student agency, personalised learning goals and pathways.

Contextual information: Data including HSC attainment, academic achievement, retention, individual learning plans and TTFM were analysed as part of the school's Situational Analysis. This led to the driving question "To what extent does our school curriculum and processes support Aboriginal and/or Torres Strait Islander student agency and engagement?"

This guided the school to a specific focus of improvement, personalised learning goals and pathways. Stage 6 was selected for the first year of implementation extending to remaining year groups in subsequent years.

Timeframe for use

One year of a four-year plan. Each school will determine the timeframe regarding implementation of each activity. The implications at each QDAI analysis point will determine the next steps to be taken.

Note: There is a great deal of information in the example but there is no expectation that this will all be achieved in one year.

Intended audience

The primary audience for this resource is school Principals (with secondary enrolments), executive teams and school staff. It may also be used by Directors, Educational Leadership (DELs), Principals School Leadership (PSLs), Principal Coach Mentors (PCMs) and other educational support staff.

Instructions for use

This will be used by schools when developing their IPMs as part of the School Excellence Cycle. Principals should review this resource with key staff to discuss how its contents may be useful in their school's context and consider how it might inform the development of the school's implementation and progress monitoring.

Evidence base

This resource was collaboratively developed by PSLs, DELs, Strategic School Improvement and Capability, Implementation and School Excellence business units as well as representatives from the NSW AECG representatives and the Secondary Principals Council Aboriginal Education Reference Group representatives. The research base for this resource includes the School Excellence Framework, What Works Best in Practice (CESE) and DoE Inclusive Education case studies.

Alignment to system priorities and/or needs: School Excellence Policy, School Excellence Procedures.

Alignment to School Excellence Framework: Curriculum, Assessment, Reporting, Wellbeing elements in the Learning Domain; Effective Classroom Practice, Learning and Development elements of the Teaching Domain.

Consulted with: PSLs, DELs, Implementation and School Excellence, Aboriginal Education and Communities.

Reviewed by: Aboriginal Education and Communities.

Created/last updated: December 2023.

Anticipated resource review date: December 2024. To ensure ongoing improvement of this resource, feedback on this resource can be provided via this link or QR code below.

Strategic Improvement Plan (SIP)

Aboriginal and/or Torres Strait Islander Student Agency and Engagement

Sample for a 1-year component of a 4-year SIP

Each school should determine the timeframe regarding the implementation of each activity for their own context.

Logic Model – High-level needs analysis / Student Agency and Engagement

Theory of action for this IPM sample:

NEED: to review school curriculum, including teaching and learning programs, reporting and assessment strategies to enable a more supportive, tailored approach to the development of individual Aboriginal and/or Torres Strait Islander student learning goals and career pathways.

IF WE: develop a shared belief and understanding of the value of student agency as an essential means of improving Aboriginal and/or Torres Strait Islander student engagement and performance outcomes,

AND: increase the flexibility and adaptability of the school curriculum, assessment and reporting process to support such a change,

THEN: teachers will have the capacity to modify their practices and develop tailored learning programs in consultation with Aboriginal and/or Torres Strait Islander students and families,

SO THAT: personalised learning pathways goals and pathways better reflect student aspirations, values, skills and abilities with teachers, students, families and community partners working together to help Aboriginal student's progress towards achievement.

Initiative	Activity	Resources	Evaluation
Initiative SD2: Personalised Learning **SEF elements** Wellbeing, Curriculum, Assessment, Reporting. **Team** All staff **When** Term 1 Week 1 **Tracking** ○○●	**Activity** **Personalised Learning Pathways Handbook;** *developing a shared belief and understanding.* The focus for this term will be to work collaboratively with all staff on developing a shared belief and understanding of the value of student agency to improving Aboriginal and/or Torres Strait Islander student engagement and student performance measures. This will be used to draft a vision statement and guiding principles for a school handbook for teaching staff that will define the school's policy and approach to personalised learning pathways for Aboriginal and/or Torres Strait Islander students. **Horizon scan: What does the research say? (T1: Weeks 1-5)** • Collect and disseminate research articles (particularly relating to Aboriginal and/or Torres Strait Islander students) and professional readings on student agency, including information on modified curriculums, to each faculty group to review and synthesise for discussion at week 5 staff professional learning. A representative from each faculty to prepare and present a synthesis of their findings to the staff (see research articles – resources) with recommendations on what could be adapted to our context, adopted to current practice or discarded. **Adapt, Adopt, Discard (T1: Weeks 6-8 or as fits within meeting cycle)** • Executive staff to record each faculty's recommendations under the headings; Adapt, Adopt, Discard. • Executive staff to facilitate a discussion to determine a final draft list for the adapt column, adopt column and discard column.	**Resources** Executive release (casual cover) $5000. Research articles OECD Future of Education – Student Agency CESE – Growth and Goal Setting Big Picture Education Supporting Aboriginal students to attain their HSC Personalised Learning Pathways Guidelines **Funding Sources:** Equity funding.	**Evaluation** **Q:** What are the key findings from the research and evidence into the value of student agency; what is the commitment of staff; and to what extent will this impact upon current curriculum, assessment and reporting policies and practices within our school? What is the school staff's agreed vision statement or guiding principles for a *Personalised Learning Pathways Handbook* to support Aboriginal and/or Torres Strait Islander students? **D:** Adapt, Adopt, Discard key findings from research and literature. Draft teacher handbook for personalised learning pathways / vision statement and guiding principles. **A:** Faculty groups identified the following key findings for further consideration: • Providing students with

	• Executive staff to draft a copy of key findings from the Adapt, Adopt, Discard activity for discussion at Week 9 staff PL. **Draft Personalised Learning Handbook (Weeks 9-10)** • Week 9 staff meeting: Reflecting on the key findings and using contributions from all staff, create a vision statement and guiding principles for the Personalised Learning Pathways Handbook. • Executive to develop draft outline of Personalised Learning Pathways Handbook. **Check-in/Analysis (T1: Week 10)** Collate, organise and analyse data to determine the implications and next steps.		increased flexibility in designing their learning journey will require modification to the curriculum, scope, sequence and assessment schedules. • Students will require training and support to engage effectively in peer and self-assessment. • The school will need to engage more with business and employer groups to support career pathway planning and curriculum opportunities. • Defining clear roles and responsibilities for parents, mentors and other key stakeholders. • Creating an updated Personalised Learning Pathways template that includes a portfolio of achievement. • Include aspirational academic performance within the PLP. • Creating opportunities (or systems) to enable classroom teachers to monitor PLP progress and provide effective feedback. **I:** • Executive and faculty staff will need time to evaluate and

			• make necessary modifications to their current curriculum and assessment programs, scope, sequences and subsequent reporting measures. • Additional professional learning for staff and students on peer and self-assessment, feedback and PLPs. • PL for staff on goal setting with individual students and monitoring of progress.
			Evidence School vision statement, Situational Analysis, Personalised learning Handbook.
Initiative SD2: Personalised Learning **SEF elements** Assessment, Educational Leadership **Team** Faculty **When** Term 2 Week 1 **Tracking** ◯◯🟢	**Activity** **Assessment Review:** The focus for this term will be to conduct a thorough assessment audit and review to modify, where necessary, whole-school or faculty assessment practices. Head teachers and Senior Executive to draft a revised Stage 6 assessment schedule for presentation to staff in Term 3. **Faculty Assessment Audit and Review – Part 1 (Weeks 1-5)** Head teachers will lead a review of current Stage 6 assessment practices in their respective faculties using the *Data Inventory* template. Synthesis of findings presented at Week 5 Executive meeting.	**Resources** Casual cover $5000. LEED Assessment resources: Data Inventory, Mind the Gap and Elements of Effective Assessment Checklist (contact local PSL for access to resources including those specific to Aboriginal and/or Torres Strait Islander student outcomes). Research articles CESE – What Works	**Evaluation** **Q:** To what extent and through what processes do current assessment strategies support teachers and students to improve teaching and learning for Aboriginal and/or Torres Strait Islander students? How effectively and efficiently do assessment practices support teachers and students in delivering a school-wide approach to personalised learning pathways for Aboriginal and/or Torres Strait Islander students?

	Data Inventory: Whole School/Faculty/Stage/Year *Instructions: Use this table to record all internal and external assessment data collected in your school. Alternatively collate internal and external data on 2 separate sheets.* 	Data Source	Content Area(s)	Date	Students	Accessibility	Current Data Use	More Effective Use
What is it?	What does it cover?	When is it available? How often?	Which class or year group?	Where is it stored? Who can see it?	Who uses it? How is it used?	Can we use it better? How? When? For what purpose? | **Faculty Assessment Audit and Review – Part 2 (Weeks 5-7)** Head Teachers will lead an analysis of current Stage 6 assessment practices (Data Inventory) using the *Mind the Gap* template to identify possible gaps and areas for further development, with particular focus on personalised learning pathways and Aboriginal and/or Torres Strait Islander student agency. Executive Team to draft a revised assessment schedule. **Mind The Gap:** Whole School/Faculty/Stage/Year *Instructions: Reflect on questions 1 - 4. Consider other sources of data you do not currently access or collect.* 1: What gaps can you identify? 2: Is there repetition? 3: What is the load for each stage/year/faculty? 4: Is there a need for change, modification, or refinement? How/Why? | Data Source:	Content Area(s):	Frequency of Data Collection:	Students:	How would you use this data to inform pratice?
What is it?	What does it cover?	When would you collect it? How often?	Which class or year group?	How, When, Who, For What?	 **Faculty Assessment Audit and Review – Part 3 (Weeks 8-9)** Head teachers will synthesise findings from the Data Inventory and Mind the Gap information to draft a revised Stage 6 assessment schedule and consider the *Elements of Effective Assessments Checklist* to guide a deep evaluation of current and proposed assessment practices in preparation to present to staff in Term 3.	Best - Assessment NESA - Assessment **Funding Source:** Equity funding.	**D:** Data Inventory / faculty. Mind the Gap / faculty. Draft Assessment Schedule (Elements of Effective Assessments Checklist). **A:** Faculty teams identified through the Data Inventory a number of opportunities to refine, add or discard a number of assessment practices. Each faculty was able to identify one or more assessments that were deemed obsolete or able to be replaced with a more effective or timely assessment. The Mind the Gap questions were used to identify opportunities to include new assessment practices, with a particular focus on personalised learning pathways and Aboriginal and/or Torres Strait Islander student agency. Each faculty was able to identify one or more. Consideration was also given to the challenges of operating in a more collaborative manner with students, parents and mentors in the assessment cycle. **I:** The draft revised assessment

Elements of effective assessment checklist
Slide 21

Elements	What we are looking for	How we can check if we have it	Y	N
Equity	The assessments are fair, inclusive and accessible to all students and enable the demonstration of learning across a range of different contexts.	• Does the assessment avoid culturally biased language, idioms and references? • Is the reading level of questions developmentally appropriate? • Are distractions in the visual layout of assessment items avoided? • Have you ensured the content/method of assessment does not privilege certain students? • Does the assessment allow students to show what they know and can do in different ways/contexts?	☐	☐
Validity	The assessments are based on syllabus outcomes and accurately reflect the learning intention/s they are designed to measure.	• Can I get a colleague to review the assessment items? • Do I have an assessment checklist to ensure all items are covered? • Does the assessment content (including scenarios, questions, response options and instructions) reflect the desired learning intentions?	☐	☐
Reliability	The results are consistent and dependable and students' knowledge/skills/understanding are accurately represented and not influenced by chance, bias, systematic error or cheating.	• Can a different teacher get the same mark/grade using the rubric or marking criteria? • Look at your questions; do they allow students to show varying degrees of knowledge/skills/understanding (i.e. will they accurately differentiate student ability?) • Can the format of the assessment (paper and pencil, online, group work) be altered without changing what is being measured?	☐	☐
Transparency	The purpose, meaning and requirements of the assessments are understood by all students and criteria are included to clarify the aspects of learning being assessed.	• Do students understand the learning intentions being assessed (and are criteria included to clarify)? • Do the learning intentions clearly articulate what students should know, understand and be able to do? • Are success criteria describing what success looks like in relation to the learning intentions unpacked with students? • Are parents/carers aware of an assessment schedule or assessment policy and procedures?	☐	☐
Timeliness	The assessments are part of an ongoing process to monitor learning over time and are effectively administered to inform teaching plans and integrate with teaching and learning.	• Have I consulted the school-wide calendar or assessment schedule to ensure clashes/distractions are kept to a minimum? • Is formative assessment conducted at times where reflection, differentiated teaching and feedback can be provided?	☐	☐
Feedback	The assessments provide specific, timely and understandable information that can be used by students and teachers to reflect on and improve learning.	• Are there opportunities to provide explicit and timely feedback to students? • Are mechanisms in place to build student capacity to peer-assess and self-assess using the success criteria? (e.g. asking students to explain their answers/share their solution strategies with the group) • Are reflection and self-regulation (e.g. "what do I need to improve?" and "what is my next step?") modelled to encourage student goal setting?	☐	☐

Check-in/Analysis (T2: Weeks 9-10)
Collate, organise and analyse data to determine the implications and next steps.

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schedule will need support and endorsement from all teaching staff. Faculty teams to lead a rapid feedback session with staff on the proposed assessment schedule.

Additional professional learning will be required in peer and self- assessment and giving and receiving feedback.

PL - what can be incorporated into assessment practices / schedule that would not only support the progress of Aboriginal and/or Torres Strait Islander students but also the challenges they face?

Elements of Effective Assessment – Equity PL or professional reading can be planned / provided prior to the faculty audit and review so a consistent understanding of Aboriginal education and what to consider for assessment can be built by the Executive Team.

Evidence
Data Inventory, Mind the Gap, Elements of Effective Assessments Checklist, Assessment & Reporting Policy.

Initiative SD2: *Personalised Learning*	**Activity** **Peer, Self-Assessment and Feedback** The focus for this term will be for all staff to reach consensus on the revisions and modifications made to the Stage 6 assessment schedules for school-wide	**Resources** Class teacher release for collaborative inquiry	**Evaluation** **Q:** How effectively and efficiently can peer, self-assessment and feedback

SEF elements
Assessment, Effective Classroom Practice, Learning and Development, Educational Leadership.
 	
Team
School Senior Executive and Head Teachers, Collaborative Inquiry teams.
 	
When
Term 3, Week 1
 	
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	implementation commencing Term 1 next year. Professional learning through a collaborative inquiry approach will also explore in more detail the opportunities and needs across each faculty to engage in more peer and self-assessment, and the role of feedback in supporting learning, personalised learning goals and pathways (improvement focus).
	
	Rapid Feedback Session: Revised Assessment Schedule (Week 3)
	Senior Executive staff to facilitate a rapid feedback session at the Week 3 staff meeting on the revised Stage 6 assessment schedule. Feedback will focus on the following lines of inquiry:
	  • Data Inventory; why some assessments were deemed obsolete or requiring modification.
	  • Mind the Gap; why some additional assessments were adopted or timing and purpose changed.
	  • Effective Assessment Checklist; the six elements that need to be evident in all assessments.
	Rapid feedback to inform final changes to assessment schedule.
	
	Collaborative Inquiry Model; Peer, Self-Assessment and Feedback (Weeks 4-8)
	Six collaborative inquiry teams will be formed with representation across each faculty. In preparation for the Week 9 staff meeting each team will be assigned a facilitator and spend 5 weeks researching, analysing and synthesising information about their area of inquiry to explore the opportunities and needs across each faculty. Each team will present their findings at the staff meeting.
	
	Collaborative Inquiry Focus Areas:
	* Peer Assessment * Self-Assessment * Feedback - teacher to student * Feedback - student to teacher * Feedback - teacher to parent / mentor * Feedback parent / mentor to teacher.
	
	Check-in/Analysis (T3: Weeks 9-10)
	• Collate, organise and analyse data to determine the implications and next steps.
		sessions (casual cover) $5000.
		
		Research articles. [Feedback](#) [Peer / Self-Assessment](#)
		
		Funding Source:
		Literacy & Numeracy. Casual cover. Professional learning.
			strategies be used to support Aboriginal and/or Torres Strait Islander student learning and complement existing assessment practices?
			
			To what extent and through what processes will teachers, students, mentors and parents work collaboratively to design and evaluate personalised learning pathways?
			
			D:
			Rapid feedback session. Collaborative inquiry teams; synthesis of information. Revised Stage 6 Assessment schedules.
			
			A:
			Teams engaged in collaborative inquiry identified opportunities and needs across faculties where practices of peer, self- assessment and feedback could be optimised to improve teaching and learning. Results suggest the model not only positively influenced the teachers, but also helped them engage in an improvement process based on data and research.
			
			Staff consensus attained for a revised Stage 6 assessment

			schedule. **I:** Continue collaborative inquiry approach to collect feedback on achievements of the approach from various perspectives. Collect student and parent responses to revised assessment schedule and impact on PLPs.
			Evidence Final draft; assessment schedule, Collaborative inquiry team, synthesis of information.
Initiative *SD2:* *Personalised Learning* **SEF elements** Curriculum, Learning and Development, Educational Leadership, Reporting, Management Practices & Processes. **Team** Head Teachers. **When** Term 4, Week 1 **Tracking** ○○●	**Activity** **Curriculum Review and Finalisation of Stage 6 Assessment Schedule** The focus for this term will be to lead a review of current curriculum provision, aligned to the updated assessment schedule, to ensure alignment of syllabus content, teacher programs and NESA registration requirements. Consideration will also be given to curriculum provision that will better support Aboriginal and/or Torres Strait Islander student agency and a personalised learning pathways approach. **Finalised Stage 6 Assessment Schedule (Weeks 1-5):** Aboriginal and/or Torres Strait Islander student and parent / family consultation of revised assessment schedule and impact on personalised learning goals and pathways. Executive analyses consultation feedback and ensures appropriate action. Stage 6 Assessment Schedules finalised. **Faculty Curriculum Reviews;** *even better if…* **(Weeks 1-9):** Senior Executive and head teachers will facilitate a series of curriculum reviews with each faculty to examine the following driving questions: •What opportunities exist to incorporate additional curriculum opportunities	**Resources** Class teacher release for curriculum review and community consultation sessions (casual cover) $5000.	**Evaluation** **Q:** To what extent and through what processes does the school's curriculum provision support personalised learning pathways and meet the needs of teachers and Aboriginal and/or Torres Strait Islander students? How effectively and efficiently does the school's curriculum align to new assessment strategies within a personalised learning pathways model? **D:** Aboriginal and/or Torres Strait

	across each faculty to support greater student agency? • What changes will need to be made to the scope and sequence documents? • How will we ensure alignment between new assessment schedules and revised curriculum? **Draft Personalised Learning Plan (Weeks 5-9)** Learning & Support Team (L&S) to draft and annotate a sample PLP based on the draft handbook and finalised assessment schedule to be presented to staff on SD. **Check-in / Analysis (Weeks 9-10)** Collate, organise and analyse data to determine the implications and next steps.		Islander parent / student consultation of assessment schedule. Curriculum review data; responses to the four driving questions. Assessment schedule. **A:** Faculty teams identified through the driving questions a number of opportunities for greater student agency including changes to S&S, alignment of curriculum to syllabus content and NESA requirements. Feedback from Aboriginal and/or Torres Strait Islander students, parents/families supported the new assessment schedules and consideration was given to some adjustments they recommended and to the challenges of collaborating in the designing of the PLP goals and pathways. Staff commented on the values of seeing a draft PLP as it built on their knowledge and understanding. **I:**

5 PLPs;			Curriculum and assessment review model will be extended to Stage 5 next year. L&S Team will continue to develop Stage 6 PLPs with staff, students and parents/mentors. These will be monitored and reviewed regularly for any possible modifications. Staff PL focusing on how to understand and implement PLPs; differentiate teaching and learning; and monitor and report progress.
			Evidence Parent / Student