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IPM Sample: Authentic Engagement with Partners in Learning

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 this IPM example are:

- Establishing or enhancing the school's Aboriginal Education Committee
- Engagement with Local AECGs as partner in learning
- Developing a shared understanding of staff responsibilities in relation to Aboriginal Education
- Respecting Aboriginal voice (students/family/community) when engaging in decision making processes
- Analysing of available data sets (Aboriginal voice, system, school)
- Utilising Aboriginal voice to inform approaches in school planning
- Establishing or enhancing of school processes which support Aboriginal and/or Torres Strait Islander students

Timeframe for use

One year of a four-year plan. Each school will determine the timeframe regarding implementation of each activity for their local context. 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. Principals can implement these activities at a pace suited to their context.

Intended Audience

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

Instructions for use

This IPM sample will be used by schools when developing their IPM's 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. Principals and school leadership teams should consider how it might inform the development of the school's implementation and progress monitoring and fit within the current strategic directions of their Strategic Improvement Plan (SIP).

Evidence base

A research base for this resource includes:

School Excellence Framework

Centre for Education Statistics and Evaluation 2020, What Works Best – 2020 Update, NSW Department of Education.

Centre for Education Statistics and Evaluation 2020, What works best in practice, NSW Department of Education.

Centre for Education Statistics and Evaluation (2022) Strong strides together – Meeting the educational goals for Aboriginal and/or Torres Strait Islander students, NSW Department of Education.

Centre for Education Statistics and Evaluation (2021), Supporting Aboriginal students to attain the HSC, NSW Department of Education

Re-Imagining Evaluation: A Culturally Responsive Evaluation Framework for the NSW Department of Education (2022)

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Alignment to system priorities and/or needs: School Excellence Policy, School Excellence Procedures, Closing the Gap, Our Plan for NSW Public Education

Alignment to School Excellence Framework: Learning Culture – High expectations, transitions, attendance; Wellbeing – Caring for students, individual learning needs; Reporting – parent engagement; Learning and Development – Professional Learning; Educational Leadership – High expectations culture, Community engagement.

Consulted with: This resource was collaboratively developed by the working party developing Guided support for Aboriginal HSC attainment. Representatives from the following areas were involved: Aboriginal Outcomes and Partnerships Directorate, Teacher Quality and Impact, Delivery Support, Pathways, Attendance, DELs/PSLs, School Excellence in Action, Strategic School Improvement, and Capability Implementation and School Excellence.

Reviewed by: Aboriginal Outcomes and Partnerships Directorate

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.

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Strategic Improvement Plan (SIP): Implementation and Progress Monitoring

Authentic Engagement with Partners in Learning

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.

Theory of action for this IPM sample:

NEED: we need to empower staff, Aboriginal and/or Torres Strait Islander students and families to collaborate and engage in decision making, leading to aspirational post school pathways

IF WE: build staff capacity (knowledge and confidence) to engage and collaborate with students, families and community.

AND: actively involve student and family voice to facilitate a student's learning journey and aspirational pathway

THEN: there is an increased likelihood of students successfully attaining the HSC

SO THAT: Aboriginal and/or Torres Strait Islander students are empowered to take control of their learning and prepare for the future with confidence.

Initiative	Activity	Resources	Evaluation
SEF elements Wellbeing, Curriculum, Assessment, Reporting. **Team** Leadership Team, Aboriginal Education Committee **When** T1 W5 – T2 W5 **Tracking**	**Develop a shared understanding of focus area** Determine identified need through baseline data and develop a shared understanding amongst staff and families (students, community, Local AECG) **Phase 1: Aboriginal Education Committee (AEC)** Establishing an AEC or; Self-assessing your AEC using the Self-reflection and/or Guide **Step 1:** Request involvement from the Local or Regional AECG, community and families to be involved from the establishment phase of an AEC. Empower Aboriginal and/or Torres Strait Islander people to actively participate in the education of their children and provide insight into community perspectives and local protocols. **Step 2:** There should be an invitation to join the committee conveyed particularly to Aboriginal and/or Torres Strait Islander staff, students, families, Local AECG/relevant community organisations and/or Elders/community members. (Culturally Responsive Evaluation Framework Principles 2 Relationships and 4 Yarning) All other staff members should feel welcome to join and actively contribute. AECs are inclusive of all people. **Step 3**: Identify the vision statement for the committee. What does it hope to	***Universal Resources:*** Aboriginal Education Committee – Self-reflection Aboriginal Education Committee - A guide to establishing an effective Aboriginal Education Committee Turning Policy into Action	**Q:** What do our student, family and staff voice surveys identify as a priority to increase our Aboriginal students in attaining their HSC? What does our school data show to improve ongoing Aboriginal retention rates? **D:** Aboriginal Voice Surveys, Aboriginal Education Committee Self- reflection, School data pack and insights guide **A:** When writing your analysis, you could use these prompts as an analysis guide: What has been done? How well has it been done? Describe the Enablers and Barriers What consistencies and inconsistencies became apparent? Were there any unexpected outcomes? Impact / evidence of progress?

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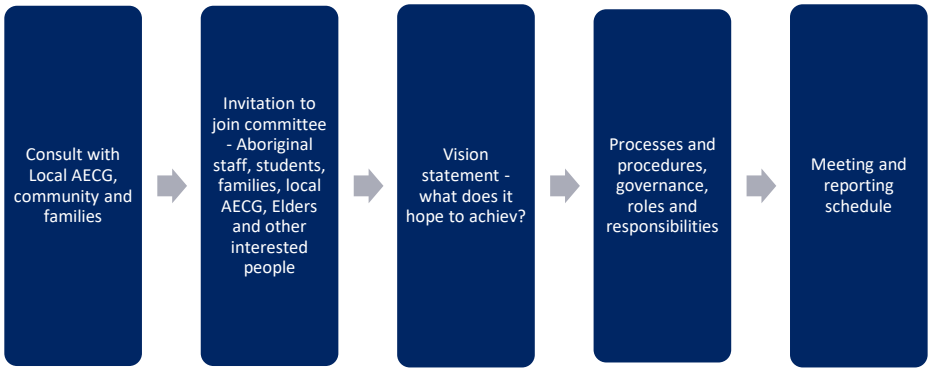
achieve strategically and how can it contribute to the Strategic Improvement Plan (SIP) with consideration for the School Excellence Framework?

Step 4: Develop formalised processes and procedures, governance structure, designate roles and responsibilities within the committee (lead, secretary, family/community liaison, student leadership support, communication officer etc.) and sustainability plan for the longevity of the committee.

Step 5: Determine a regular meeting and reporting schedule and ensure that this included on the school calendar.



Phase 2: Undertake Aboriginal and/or Torres Strait Islander Student, Family and Staff Voice Surveys

Step 1: School leadership team and AEC build their understanding of the

How do we know?

A clear picture will be developed which shows strengths and identifies focus areas.

I:

- So what? / Now what?
- Infer meaning for the context and recommend next steps.

Evidence

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	Culturally Responsive Evaluation Framework **Step 2:** AEC engages with Aboriginal and/or or Torres Strait Islander students, families and staff to undertake voice surveys. (Recognising Aboriginal and/or Torres Strait Islander student and family data sovereignty) **Step 3**: AEC summarize Key Findings from Aboriginal voice surveys in relation to strengths, areas of improvement and provide recommendations for future areas of focus. **Step 4:** AEC formally publishes Key Findings to survey participants, school leadership team and wider school community. (As data stewards the AEC should seek approval from the owners for the release of data and ensure the data is disaggregated) **Step 5:** School Leadership Team consider with AEC the survey recommendations as well as any internal information and systems data to be considered in mapping out future directions as part of the school's SIP/IPMs. **Phase 3: Analysing the data – identifying the baseline – what is your starting point?** *The school leadership team and the AEC work together to analyse:* - Aboriginal and/or Torres Strait Islander students, families and staff Voice Surveys data to determine strengths and opportunities		

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	- School data including: o Personalised Learning Pathways, Self-reflection – complete self-reflection and gather pre/ baseline data for current school practices. (Culturally Responsive Evaluation Framework Principle 1 Our students and family sovereignty) o Audit -What programs are already available to support Aboriginal and/or Torres Strait Islander students, how effective are the available supports/programs? Are they making a difference for our Aboriginal and/or Torres Strait Islander students' success at school and post school options? *Use data pack and insights guide to review/analyse system data* o HSC Attainment rate - What is the school's attainment rates for Aboriginal and/or Torres Strait Islander students and all students? Gender slices for attainment rates? o HSC Min Std - How effectively does the school provide support for students in developing foundational skill development? o TTFM – Does the school have strong percentage of participation/ completion rates for students, parents/carers and staff? Does the school incorporate additional questions as part of their TTFM survey to gain deeper insights to support Aboriginal and/or Torres Strait Islander students? o NAPLAN – expected growth Year 7 to Year 9 o Retention rates o Attendance rate and trend – How does the school monitor continuing strong levels of student attendance Year 9-12? How many		

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	Aboriginal and/or Torres Strait Islander students have above 95% or above 90% attendance? o Student Exit Survey - Post school destinations/pathways - Does the school utilise their Student Exit Survey information to better inform personalised learning pathway processes? Insight into post school destinations – where are our students going? o MyPL report (staff) o SIP/IPM/Annual reflection key word search *Use insights guide to review/analyse school internal data* o COVID ILSP o PLP self-reflection and samples o Current level of parent engagement o Behavioural data o Social media profile o Learning progressions o TTFM SCOUT data *Analysis* The school leadership team and AEC should consider these questions as they analyse the data: o Consider if it is the right data? o Is there any other quantitative or qualitative data that can inform our decision making? o Are we looking at the right measures? o Has the data been truth tested with students, families and		

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	communities? o Are there any gaps/blinds spots? *Note* Use the QDAI process to determine the current state and baseline for improvement in school's practices for PLPs. Consider college settings – working across junior and senior campus spaces collaboratively to examine the data for the college.		
Initiative **SEF elements** Learning and Development, Professional Standards, Educational Leadership **Team** Leadership Team, Aboriginal Education Committee **When** Periodically throughout the year Inductions for new staff **Tracking**	**Activity** **Deliver Professional Learning and Universal Resources** Using universal resources and professional learning courses to deliver professional learning based on identified need and build the capacity of staff to implement evidence-based strategies **Phase 1: Professional Learning** o Ensure all staff have completed Mandatory professional learning for Aboriginal Cultural Education and Anti-Racism. o Consider: Does the school have an established ARCO position? What is their role? Have they received training? - Undertake Aboriginal education professional learning that strengthens staff's understanding of authentic engagement	**Resources** ***Professional Learning:*** Aboriginal Cultural Education Anti-Racism Connecting with Aboriginal Students Families and Communities Aboriginal Histories and Culture	**Evaluation** **Q:** To what extent do staff feel confident to engage with Aboriginal and/or Torres Strait Islander students and families in relation to goal setting and aspirations? To what extent do staff have the skills to build Aboriginal and/or Torres Strait Islander student and community engagement as a result of the PL provided? **D:** Mandatory PL completion rates, post PL surveys, staff focus group to capture changes as result of PL, document analysis, school policy/procedure documentation

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	A) Connecting with Aboriginal Students Families and Communities This course aims to build the capacity of staff to understand and enhance relationships with Aboriginal students, families, and communities. Participants will explore protocols and strategies of how to engage with Aboriginal communities and develop authentic relationships through consultation and establishing relationships with local Aboriginal organisations. *B) Aboriginal Histories and Culture* During this professional learning, participants will engage with culturally specific content and resources to support their knowledge and understanding of Aboriginal histories and cultures. *C) Universal Resources – discussions* Using the universal resources listed in the resource column, the principal will guide discussion on how authentic engagement and positive relationships with students and families can improve Aboriginal HSC attainment. **Phase 2: General reflections because of the PL** In consultation with AEC, reflect on and consider the data analysis key findings and PL messages that will influence decision making in developing a plan for authentic engagement with students and families in your school context • Who are our students and their families? (Putting faces to names/knowing our Aboriginal and/or Torres Strait Islander students) • What are the current practices in our school to engage with Aboriginal and/or Torres Strait Islander students and their families? • List current communication strategies the school uses to communicate with Aboriginal and/or Torres Strait Islander families and community? • How can we improve or enhance our communication strategies? • Identify other opportunities for building relationships and engagement between staff, Aboriginal and/or Torres Strait Islander students and their families.	***Universal Resources:*** Strong strides together Strong strides together – Summary and discussion guide A Conversation Guide to improve Aboriginal Student Retention Supporting Aboriginal students to attain their HSC Aboriginal and/or Torres Strait Islander students and educational intentions - Insights from the literature Getting to know local Aboriginal and Torres Strait Islander	**A:** Answer these questions to help to complete the analysis: What has been done? How well has it been done? Describe the Enablers and Barriers What consistencies and inconsistencies became apparent? Were there any unexpected outcomes? Impact / evidence of progress? How do we know? A clear picture will be developed which shows strengths and identifies focus areas. **I:** So what? / Now what? Infer meaning for the context and recommend next steps. **Evidence**

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	School Planning Perspective Consider the aspects from the General Reflections to include as activities to reinforce or develop in the next reiteration of the IPMs.	Histories and Cultures How can you engage with your local Aboriginal Community	
Initiative **SEF elements** Learning Culture, Wellbeing, Curriculum, Learning and Development, Educational Leadership **Team** School Leadership Team, Aboriginal Education Committee **When** T3 **Tracking**	**Activity** **Modify and implement practices** Modify and implement practices to improve areas of need e.g. modify teaching and learning programs, scope and sequences etc. **Phase 1: Connect and collaborate with Aboriginal and/or Torres Strait Islander students and families to build aspirations and high expectations** Consider the 5 principles for effective engagement and how they are enacted in the school:	**Resources** ***Other Resources*:** Parent and Carer Engagement Framework ***Universal Resources*:** My Future, My Culture, My Way	**Evaluation** **Q:** To what extent has the school been successful with the implementation of authentic engagement with Aboriginal and/or Torres Strait Islander students and families in 2023? To what extent has the school been successful in increasing staff confidence and capacity to effectively engage with Aboriginal and/or Torres Strait Islander students and families in 2023? **D:** Voice surveys, community involvement, staff focus

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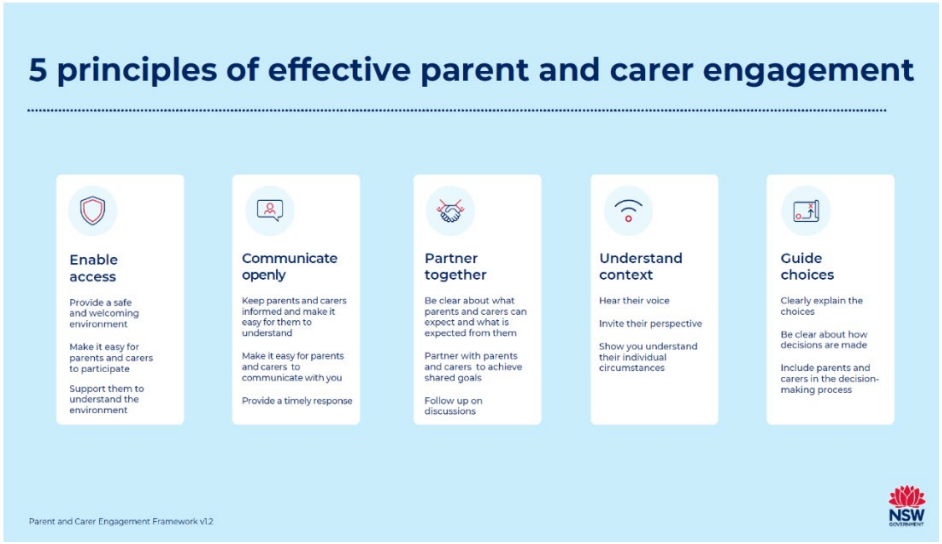

Where can we leverage these principles to strengthen our engagement with families?

Phase 2: School facilitates conversations with Aboriginal and/or Torres Strait Islander students that identify their:

- Knowledge of potential aspirational pathways linked to their skills and interests.
- Strengths and successes
- Literacy/numeracy levels (eg. HSC Min Std)

Consider planning for subject selections or career planning with Aboriginal families and staff mentors:

- Using or creating known connections for families with a staff member as the link between home and school
- Using My Future, My Culture, My Way (MFMCMW) resources to support students and parents to understand options for HSC attainment and post school destinations

groups/forums, student focus groups, family focus groups

A:
Answer these questions to help to complete the analysis:

What has been done?

How well has it been done?

Describe the Enablers and Barriers
What consistencies and inconsistencies became apparent?

Were there any unexpected outcomes?

Impact / evidence of progress?

How do we know?

A clear picture will be developed which shows strengths and identifies focus areas.

I:
So what? / Now what?
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	• Providing mentors for Aboriginal and/or Torres Strait Islander students that support their academic and wellbeing needs **Phase 3: Utilise the PLP process to facilitate deeper conversations about aspirations and build positive, supportive relationships.** **Student**: at termly PLP Reviews, students can: - Talk to their skills and interests - Discuss their aspirations - Talk to their progress in relation to their goals - Accept guidance in forming point-of-need new/revised goals capturing foundational reading/numeracy/subject specific skills **Families**: at termly PLP Reviews, families contribute to: - Talk to their child's skills and interests - Discuss their aspirations - Talk to their progress in relation to their goals - Contribute to the discussion in relation to celebrations - Contribute to the discussion re-point-of-need new/revised goals capturing foundational reading/numeracy/subject specific skills Note: school to consider providing additional support for families to assist with student goals at home, utilising MFMCMW for aspirational pathway discussions with their child. **Phase 4: Post school destination data** School should consider post-school destination data (ie local destination surveys etc). Knowing where students go post-school (including early leavers) can then be backward mapped to inform what can be done to improve these outcomes (to avoid increased HSC outcomes with no change to post-school NEET outcomes). This creates a broader opportunity to engage authentically with the wider community to better understand post-school opportunities and to include wider community in the dialogue. This step can feed into future planning to establish		**Evidence**

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	authentic engagement with partners beyond the school.AEC engages with the local Aboriginal community (yarn) to unpack the current aspirations and high expectations for Aboriginal student's, including their skills and interests, and possible post school destinations. The school leadership team uses this information to better plan their support for Aboriginal and/or Torres Strait Islander students' post-school pathways. **Phase 5: Transitions** The school leadership team and the AEC can review current school practices in relation to student transitions: • Year 6 to Year 7 • Year 10 to Year 11 • Between other Year levels • School to work/higher education • Between schools Consider how to facilitate stronger support for students and their families at critical points in the education journey. Strategies such as • Peer mentors • Buddy students • Staff mentors • Build on current connections with wider family and community • Establishing a culturally safe space in the school that is visible, accessible and effective supporting student's aspirations and needs • Ensuring staff know students personally, and any challenges they may have (known, valued and cared for) • Career support • Meeting beyond the school gate in places that are culturally safe for Aboriginal and/or Torres Strait Islander students and their families Building strong connections with feeder primary/junior secondary schools and providing additional transition support for Aboriginal and/or Torres Strait Islander students.		

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Initiative **SEF elements** Educational Leadership **Team** School Leadership Team, Aboriginal Education Committee **When** End of Year **Tracking** 	**Activity** **Review and Embed** Review change in practices and compare data against baseline and current data sets to ascertain impact on student outcomes **Phase 1: Evaluation** Seek feedback from Aboriginal and/or Torres Strait Islander students and families throughout the whole process of IPM activities to gauge the impact on the individual experience. This data can be gathered anecdotally through ongoing conversations and yarns with Aboriginal and/or Torres Strait Islander students and families. Individual stories can often better illustrate impact. School leadership team and AEC lead the evaluation of the activities: **Voice Surveys** Conduct voice surveys for students, families and staff. Compare results with baseline data initially collected. - Are there areas where significant improvement has been identified? - How will this inform our recommendations for the following year? **Data sources** Review data sources used in the initial activities to determine the focus area: - Are there areas where significant improvement has been identified? - How will this inform our recommendations for the following year? - Review post school destination data. Has the improved its knowledge of student post school destinations (especially early leavers)? Has	**Resources**	**Evaluation** **Q:** How would the school determine whether the staff have the knowledge to build an aspirational bridge between Aboriginal and/or Torres Strait Islander student's interests and passions, linked to their post school pathways? To what extent can staff collaborate with Aboriginal and/or Torres Strait Islander students and families in setting high expectations and building aspirations? To what extent can Aboriginal and/or Torres Strait Islander students align their skills and interests to a) an aspirational pathway and b) now the correct subjects to select to achieve their pathway. To what extent is the school confident that all Aboriginal students and families collaborate with the school to provide the best options and advice towards an aspirational pathway?

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	this informed school practices for next year? **Review of IPM activity:** - What have we learnt? - How do we know teachers are more confident implementing the post school pathways and incorporating student's aspirational goals into their teaching and learning programs? - Are there any barriers to implementing post school pathways for every Aboriginal and/or Torres Strait Islander student that we still need to address as a school? - What are the other resources that can enhance our processes? - What is our evidence base for recommendations/next steps? - How does our learning this year impact our process for 2024? - How will we embed, sustain and document our new or enhanced approach to Aboriginal and/or Torres Strait Islander student's post school pathways planning? - How will we promote our new or enhanced approach to post school pathways with our Aboriginal and/or Torres Strait Islander students, families and community? DEL and Principal review SIP/IPM progress, and based on the evaluation activities, analysis and annual reflection, determine next steps for the following year.		To what extent is the AEC enabling Aboriginal voice and facilitating the very best opportunities for Aboriginal students to achieve their aspirational goals in partnership with the school? To what extent is the AEC involved in the process of supporting Aboriginal students into successful pathways? **D:** Document analysis and post school destinations **A:** Answer these questions to help to complete the analysis: What has been done? How well has it been done? Describe the Enablers and Barriers What consistencies and inconsistencies became apparent? Were there any unexpected outcomes?

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			Impact / evidence of progress? How do we know? A clear picture will be developed which shows strengths and identifies focus areas. **I:** So what? / Now what? Infer meaning for the context and recommend next steps.
			Evidence

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Appendix A

Table 1 – Possible QDAI questions

Evidence of activity	Evidence of process quality	Evidence of impact
What are the processes our school undertakes with our students, staff and community organisations to enhance (increase) the community engagement?		How will we know teachers are more confident to communicate with our community stakeholders?
How can we make the community engagement process more meaningful at our school?	How does our school incorporate the AECG in the planning and monitoring of programs to meet the needs and expectations of the students?	What does the data tell us about the impact our community engagement processes have on student HSC aspirations and / or attainment?
How will teachers' skill sets improve in relation to data gathering, data analysis, reporting, relationship building and student engagement through the PLP process?	What are our school's practices in relation to authentic engagement with the community?	How have the teachers' skill sets improved in relation to data gathering, data analysis, reporting, relationship building and student engagement through the PLP process?
How is data used in our school to reflect on how effective community consultation is when planning for student HSC attainment and post school destinations?	What processes exist in our school to elicit feedback from all stakeholders when planning for student HSC attainment and post school destinations?	What does the post school destination data tell us about how effective community consultation is when planning for student HSC attainment and post school destinations?

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Evidence of activity	Evidence of process quality	Evidence of impact
How do we incorporate the building of educational aspirations and HSC attainment within our students?	How do teachers, students and families work together in forming post school destinations for our students?	How effectively does the feedback from teachers and students support the education aspirations of our students?
How do we use our local community resources to respond to culturally sensitive or complex issues while maintaining educational aspiration?		What are the long-term trends in relation community consultation in the implementation process of PLPs?
How do we collaborate with families and the community to address the career aspirations of our students?		Does community opinion show that the school has authentic engagement? Are students motivated to deliver their best and continually improve?
How can collective commitment to achieving the improvement measures in Aboriginal HSC Attainment be increased? What does this look like?	How is the professional learning on Aboriginal HSC Attainment included in teachers' Performance and Development Plans?	What evaluation steps occur to enable adaptability of the plan if and when required?
What is the school's capacity and capability to address improvement in Aboriginal HSC Attainment? Can the executive team lead change? What are the enablers and barriers identified? How	What strategies have been accessed to contribute to engaging the community in Aboriginal HSC Attainment?	

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Evidence of activity	Evidence of process quality	Evidence of impact
are the barriers overcome?		
Who are our key stakeholders and how will we sustain their involvement in the planning, implementation and appraisal progress?	How are all stakeholders updated on the annual progress measures?	
How has the What Works Best Toolkit enhanced collaboration and community engagement?		

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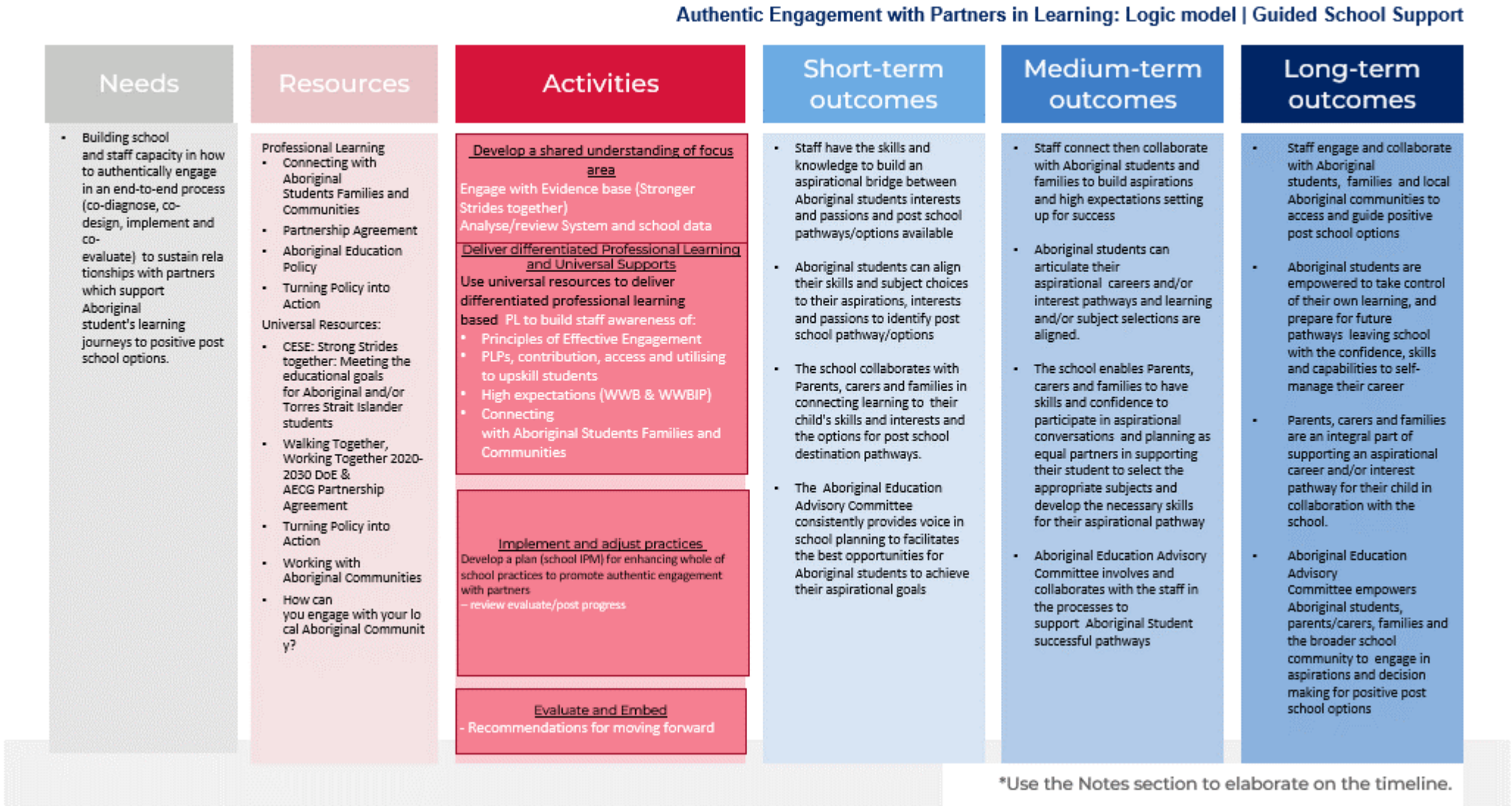
Appendix B



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