IPM Sample: School Systems and Processes for Personalised Learning (Aboriginal Education)

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 (AEC)
- Developing a shared understanding of the Personalised Learning Pathways (PLPs) guidelines and their implementation
- Respecting Aboriginal voice (students/family community) in the PLP process
- Analysing of available data sets (system, school)
- Establishing or enhancing of school PLP processes.

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 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. 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)

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.

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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

School Systems and Processes for Personalised Learning (Aboriginal Education)

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: develop and sustain a meaningful Personalised Learning Pathways (PLPs) process that increases engagement, impacts on learning and builds aspirational outcomes for all Aboriginal and/or Torres Strait Islander students

IF WE: improve staff knowledge and confidence in the PLP process

AND: build relationships with Aboriginal and/or Torres Strait Islander students, their families, community and staff

THEN: these relationships will build stronger partnerships that contribute to an authentic and embedded PLP process

SO THAT: a meaningful and sustainable PLP process increases engagement resulting in improved learning and cultural outcomes for our Aboriginal and/or Torres Strait Islander students.

Initiative	Activity	Resources	Evaluation
SEF elements Learning Culture, Wellbeing, Curriculum, Learning and Development, Educational Leadership **Team** Leadership Team, Aboriginal Education Committee **When** 10 – 12 weeks **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 ***Other Resources:*** Data Insights guide Re-imagining Evaluation: A Culturally Responsive Framework for the	**Q:** What does our school data tell us about our positive relationships with our Aboriginal and/or Torres Strait Islander students? To what extent do our staff demonstrate an explicit understanding of the importance of positive relationships in the PLP? (ST2 – see appendix C) How does our school partner with the Local AECG in planning and monitoring of PLPs to meet the needs and expectations of the students? Is everyone on board with the establishment of the AEC and what further actions need to occur? **D:** Aboriginal Voice Surveys, Aboriginal Education Committee Self- reflection, PLP Self-reflection, post PL surveys, data sets (system and school) using insights guide. **A:** When writing your analysis, you

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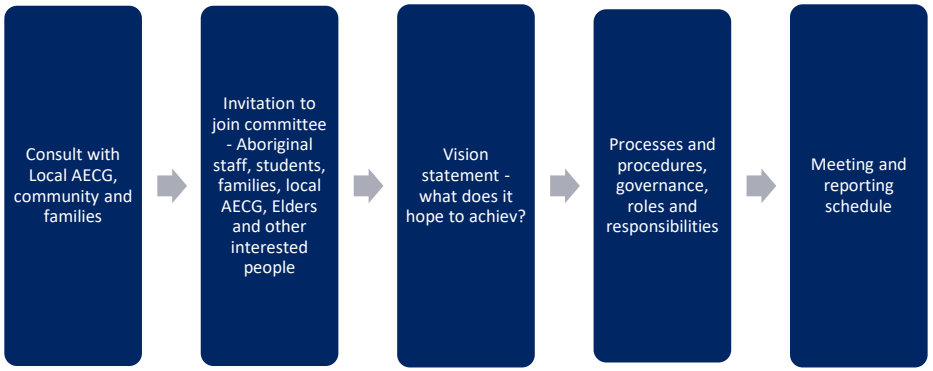
	achieve strategically and how can it contribute to the Strategic Improvement Plan (SIP) with consideration for the School Excellence Framework? **Step 4**: Develop formalised processes and procedures, governance structure, designate roles and responsibilities within the committee (lead, secretary, family/community 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 Student, Family and Staff Voice Surveys** **Step 1:** School leadership team and AEC build their understanding of the Culturally Responsive Evaluation Framework **Step 2:** AEC engages with Aboriginal students, families and staff to undertake	NSW Department of Education	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? 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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	voice surveys. (Recognising student and Aboriginal family data sovereignty) **Step 3**: AEC summarise 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 students, Aboriginal families and staff Voice Surveys data to determine strengths and opportunities - School data including: o Personalised Learning Pathways, Self-reflection – complete self-reflection and gather pre/ baseline data for current school practices.		

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	(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? o According to the data, 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		

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	continuing strong levels of student attendance Year 9-12? How many 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?		

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	o Has the data been truth tested with students, families and 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 Culture, Wellbeing, Curriculum, Learning and Development, Educational Leadership **Team** Leadership Team, Aboriginal Education Committee **When** 10 weeks **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: Mandatory Professional Learning** Ensure all staff have completed Mandatory professional learning for Aboriginal Cultural Education and Anti-Racism **Phase 2: Whole staff PL – Personalised Learning Pathways**	**Resources** ***Universal Resources:*** Personalised Learning Pathways Guidelines Strong strides together Strong strides together - Summary and discussion guide	**Evaluation** **Q:** Has the professional learning effectively covered staff learning needs? Is there further PL needed? Has the PL been of a high standard? (ST1) To what extent do staff feel confident to engage in the PLP process with students and families? (ST2) **D:** Mandatory PL completion rates, post PL surveys, staff focus group to capture changes as result of PL

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	Follow up from PL: Use post PL surveys to identify ongoing support that staff may require e.g. is further PL required? Has the PL improved staff understanding, knowledge and capacity to engage in the PLP process? **Phase 3: Creating the why? (Evidence Base)** Use staff meetings to engage with Strong strides together document, summary and discussion guide for these themes: - Positive relationships - Personalised learning What are the key points from the readings and what do you see as the points of action for our setting? **Phase 4: PLPs – What a good one looks like?** CESE case studies (in development with CESE and AOPD) Utilise the PLP Self-reflection as you design an updated PLP process. **Phase 5: Staff focus group** School leadership team or AEC to organise/conduct a staff focus group to capture learnings from the professional learning activities and discussions from the Strong Strides Together sessions. A summary of findings can inform IPM planning and can be presented to staff and Aboriginal and/or Torres Strait Islander students/families/community for truth testing/resonance.	***Professional Learning:*** Personalised Learning Pathways Aboriginal Cultural Education Anti-Racism	**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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	Sample questions could include: ○ What opportunities exist at school when creating PLPs to build relationships between the school, student and families? ○ How are students provided with the opportunity to own the PLP process and actively contribute to its development? How do teachers work in partnership with families to support the student to achieve the goals outlined in the PLP? ○ How has the PLP process contributed to positive relationships with this student and their family? ○ How does the school celebrate achievement of goals identified in the PLP with the student and their family? ○ Are you given an opportunity to provide feedback about the PLP process and plan?		
Initiative **SEF elements** Learning Culture, Wellbeing, Curriculum, Learning and Development, Educational Leadership **Team** School Leadership Team,	**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: Initial planning**	**Resources** ***Universal Resources*:** Personalised Learning Pathways Guidelines	**Evaluation** **Q:** How well has the chosen PLP process led to the initiation and enhancement of positive relationships with students and families? (ST2 & ST3) What are the successes of the PLP process/ what are the challenges?

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Aboriginal Education Committee **When** 15-20 weeks **Tracking**	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 PLP implementation for your school context • Who are our students? (putting faces on the data) • How are we integrating PLPs into our teaching and learning programs? • Consider planning for PLPs in Aboriginal and/or Torres Strait Islander family groupings with staff mentors (using or creating known connections for families) • Setting up check in opportunities between student, family and mentor/staff member • Select/develop an approach to trial for PLPs for our school with our students **Phase 2: Develop and trial a proposed PLP process:** • Select a Stage/year groups (based on data or cohort numbers) to trial the process • Year advisors (or equivalent), in consultation with AEC lead, run the process, teachers feed into process • Identify mentor teacher as the key connection for the student and/or family • Families and students are welcomed and respected as knowledge holders in PLP conversations and contribute equally to aspirational/career goals (Culturally Responsive Evaluation Framework Principles 1 Student and Family sovereignty, 2 Relationships and 4		(ST3) To what extent have PLPs for Stage 5 and Stage 6 students addressed career goals and aspirations? To what extent has the school engaged with the AECG to identify local resources and opportunities which can support PLP processes for Aboriginal and/or Torres Strait Islander students? (ST4) **D:** Student and family feedback, teacher feedback Sample PLPs PLP goals, local resources and opportunities identified and documented as resource **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

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	Yarning) • If there are siblings implement PLP meetings for the family on the same day, so that the parents need only come to school once. • Consider how the PLP will be accommodated in teaching and learning programs/cycles (feedback loop) • Scale/duplicate process across other stages/CoP/network **Phase 3: Local Resources and Opportunities** AEC engage with Local AECG and/or local Aboriginal organisations and groups to identify local community resources and opportunities that will support PLP processes and support authentic engagement for students and families. **Phase 4: Consider School Procedures** • Review administrative aspects of PLPs e.g. Ownership, interactivity and record keeping, (Is it respectful of Aboriginal student/family data sovereignty?) • Consider the role and interactions of administrative and support staff within PLP processes – can this be enhanced? • Consider how PLPs transition from primary to high school and from year group to year group. (How do we respectfully share the information?) **Phase 5: Plan opportunities for check ins (once a term)** How is the process going?		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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	Consider the impact of Relationship building (Culturally Responsive Evaluation Framework Principle 2 Relationships) and communication strategies for regular PLP check-ins • asking and listening with students and families • feedback • use of yarning circles • exit slips • phone calls. **Phase 6: Trial a PLP Mentor for each Aboriginal and/or Torres Strait Islander student in a year group** The PLP Mentor plays a crucial role in supporting their student in developing, implementing and reviewing of their PLPs. This role can be undertaken by a school staff member who has a positive relationship with the student and is passionate about ensuring the aspirations and learning outcomes of the student are achieved. It is essential that the PLP Mentor has a deep understanding of the student's cultural, social, emotional and academic aspirations to ensure they can collaboratively support them in setting and achieving their goals. A PLP Mentor can be: • Classroom teacher • Aboriginal Education Officer • Aboriginal Student Learning Support Officer • Student Learning Support Officer • Year Advisor • Roll Call/ Pastoral Care teacher		

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	• Learning Support Teacher • Head Teacher		
Initiative **SEF elements** Management practices and Processes **Team** School Leadership Team, Aboriginal Education Committee **When** 5-8 weeks **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: **PLP Self-reflection** School lead and AEC lead the completion of the PLP self-reflection to assess the implementation of the PLP process within the school.	**Resources** ***Universal Resources:*** Personalised Learning Pathways (PLPs), Self-reflection	**Evaluation** **Q:** To what extent has the school aligned PLP processes to the PLP guidelines? (MT1) To what extent have we been successful with our implementation of PLPs in 2023? (MT1) To what extent are teachers more confident in implementing the PLP process? Do they regularly update PLPs to reflect ongoing conversations with Aboriginal and/or Torres Strait Islander students and their families? (MT2) What difference have we made for Aboriginal and/or Torres Strait Islander students and families? (MT3) **D:** Voice surveys, community involvement, staff focus groups/forums, student focus groups, family focus groups

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	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 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		**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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	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.		

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Appendix A

Table 1 – Possible QDAI questions

Evidence of activity	Evidence of process quality	Evidence of impact
What is the process our school undertakes with our students, staff and community organisations to enhance (increase) the transition from school to post school training and employment?		How will we know teachers are more confident in implementing the PLP process?
How can we make the PLP process more meaningful at our school?	How does our school incorporate the AECG in the planning and monitoring of PLPs to meet the needs and expectations of the students?	How will teachers' skill sets improve 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 student performance against identified student goals in the PLPs?	What processes exist in our school to elicit feedback from all stakeholders in relation to cultural safety practices within the school?	What does the post school destination data tell us about the education aspirations of our students and the implementation process of PLP programs?
How do we incorporate the building of educational aspirations 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 to the implementation process of PLPs?

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Evidence of activity	Evidence of process quality	Evidence of impact
How do we collaborate with families and the community to address the career aspirations of our students?		
How do we collaborate with families and the community to address the career aspirations of our students?		
	What are our school's practices in relation to building a culturally safe environment?	
	What does the data tell us in relation to the implementation process of PLPs?	

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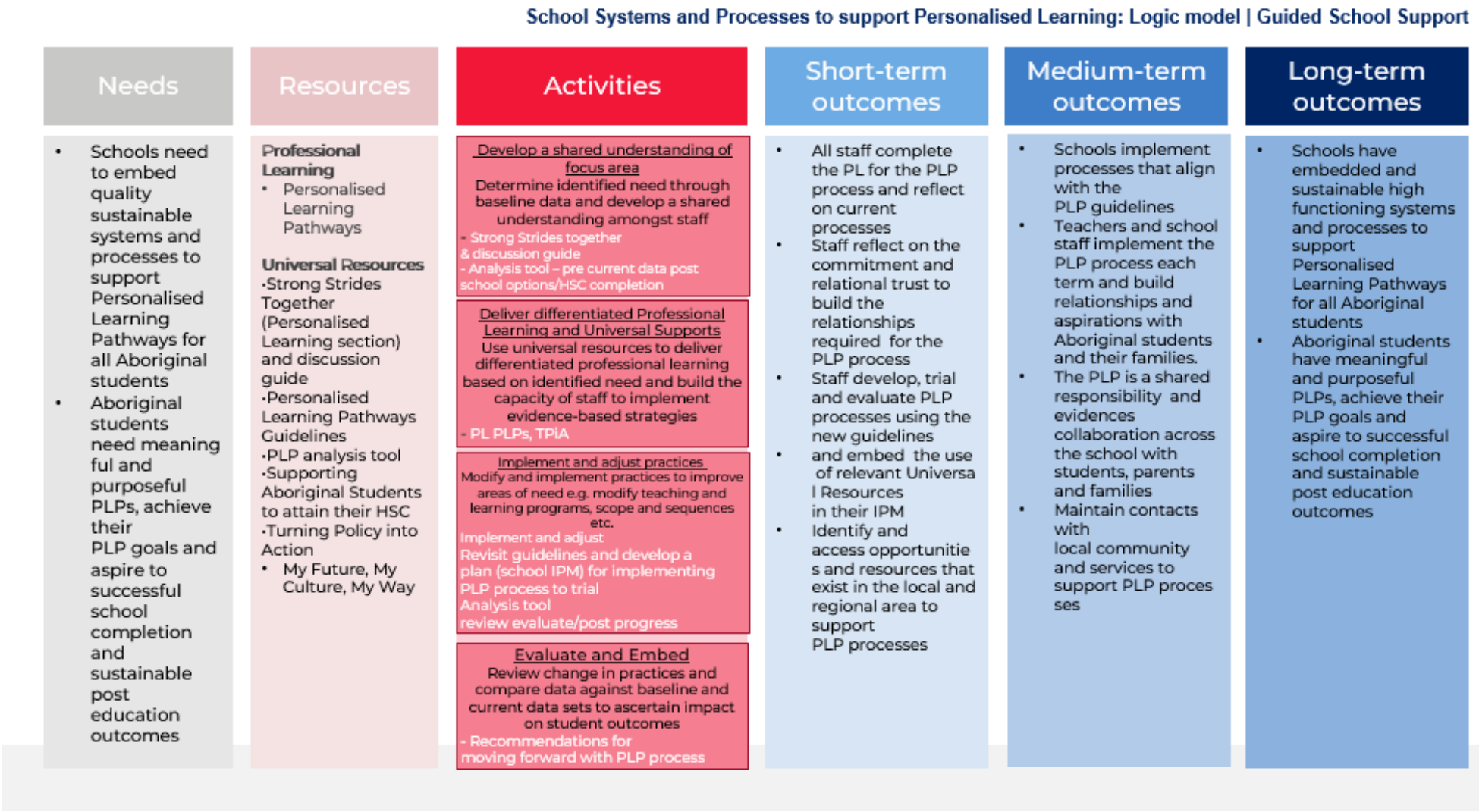
Appendix B



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