

# IPM sample Large High School

## What it is

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

## Target audience

The primary audience for this resource is school principals, executive teams and school staff, as well as Directors, Educational Leadership (DELs) and Principals School Leadership (PSLs). It may also be used by corporate directorates when supporting principals and leaders.

## When and how to use

This will be used by schools when developing their IPM's as part of the School Excellence cycle. Principals should review this resource with key school 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.

## Research base

This resource was developed by PSLs, Strategic School Improvement (SSI) and Capability, Implementation and School Excellence (CISE) business units. The research base used was the [School Excellence Framework](#) and [What works best in practice \(nsw.gov.au\)](#).

## Contact

Email questions or comments about this resource to [sparo@det.nsw.edu.au](mailto:sparo@det.nsw.edu.au) using subject line 'Re: School Excellence resource> < insert name of resource >.

**Alignment to system priorities and/or needs:** [School Excellence Policy \(nsw.gov.au\)](#), [School Excellence Procedure](#)

**Alignment to School Excellence Framework:** Educational Leadership & School Planning, Implementation and Reporting elements in the Leadership domain

**Consulted with:** Capability, Implementation and School Excellence (CISE) Team, Principals, School Leadership (PSLs) and Strategic School Improvement (SSI) Team.

**Reviewed by:** CISE Director, PSL-EV Director, SSI Director

**Created/last updated:** January 2022

**To be reviewed:** January 2023

# Strategic Improvement Plan 2021-2024

## 2021 IPM Sample A - Large High School (with annotations)





Please use the links in this document to access the annotations on the SEiA website,  
or go to page 6 for a list of all annotations for this SIP sample.



Strategic Direction 1: Student growth and attainment

<p><b>Initiative</b> Highly effective teaching practices</p>	<p><b>Activity- Systems, structures and processes</b> Development of systems to analyse, plan, implement, monitor and evaluate teaching effectiveness to positively impact student outcomes.</p>	<p><b>Resources</b> Instructional Leader DP (additional) 0.5 FTE \$85756.50 Executive planning days: 10 days x \$534= \$5340</p>	<p><b>Evaluation</b> Q: To what extent has the HIPL Self-assessment informed professional learning to support change in teacher practice? D: Student monitoring against progressions; Staff surveys pre and post PL; peer observations; Check-in Assessments; NAPLAN.</p>
<p><b>SEF elements</b> Management practices and processes Educational Leadership Learning and Development Student Performance Measures</p>	<ul style="list-style-type: none"> <li>Executive team conduct the <a href="#">High Impact Professional Learning (HIPL) School self-assessment tool</a> and create action plan (see annotation 1).</li> <li>Data sources identified (baseline and ongoing tracking) to measure impact of PL model and student progress in reading and numeracy.</li> <li>Instructional Leader DP to lead HT PL linked to the <a href="#">teaching and learning cycle</a> (see annotation 2).</li> <li>The cycle of professional learning is communicated to staff (see annotation 3).</li> </ul>	<p><b>Funding Sources</b> 6101 Consolidated carry forward \$85756.50 (see annotation 4) Professional Learning \$5340</p>	<p>A: Based on data every 5 weeks (see annotation 5): Year level analysis against progressions- Understanding Texts (vocabulary) using a grouping system of ‘significantly below’, ‘below’ and ‘proficient’.</p>
<p><b>Team</b> Executive Team</p>			<p>Identify and implement tweaks to coaching and mentoring process to support differentiated needs of staff based on peer observations and HT feedback.</p>
<p><b>When</b> Term 2 Week 1</p>			<p>I: Instructional Leader DP and HT Learning and Support lead data analysis and coaches next steps for HTs. 📎 - Professional Learning model and action plan. School wide and faculty analysis of: - Staff surveys pre and post every 5 weeks - Student tracking against progressions in the area of vocabulary every 5 weeks - Peer observations</p>
<p><b>Initiative</b> Highly effective teaching practices</p>	<p><b>Activity- High Impact Professional Learning</b> Teachers will engage in ongoing professional learning focused on developing effective classroom practices and strategies aligned to reading across all faculties and year groups.</p>	<p><b>Resources</b> Instructional Leader DP (additional) 0.5 FTE \$85756.50 Executive coaching days: 30 days x \$534= \$16020</p>	<p><b>Evaluation</b> Q: To what extent has the ongoing professional learning improved effective classroom practices through explicit teaching strategies resulting in improved student results in vocabulary? D: Staff surveys pre and post PL;</p>
<p><b>SEF elements</b> Effective Classroom Practice Learning and Development Curriculum Educational Leadership</p>	<ul style="list-style-type: none"> <li>Instructional Leader leads ongoing coaching of Head Teachers.</li> <li>All staff engage in professional learning on <a href="#">‘Maintaining a focus on literacy and numeracy: Secondary reading’</a> (see annotation 6).</li> </ul>	<p><b>Funding Sources</b></p>	<p>Implementation of Reading Plan and assessment practices. A: To be completed at this point in time.</p>

Strategic Direction 1: Student growth and attainment

<p><b>Team</b> Instructional Leaders DP HTs Teachers</p>	<ul style="list-style-type: none"> <li>HTs lead the reflection of the Teaching and Learning Cycle and develop implementation plans for the focus area of <b>vocabulary</b> in faculty groups using             <ul style="list-style-type: none"> <li>- <a href="#">Maintaining the focus: Reading Plan</a></li> </ul> </li> </ul>	<p>Socio-economic background (flexible) \$85756.50 Socio-economic Background (staffing) \$20868 Professional Learning \$16020</p>	<p>I: Next actions to be drawn from the analysis.   - Staff survey results pre and post PL                      - Faculty Reading Plans adjusted to meet identified needs                      - Faculty Assessment Plans-</p>
<p><b>When</b> Term 2 Week 5</p>			
<p><b>Initiative</b> Highly effective teaching practices</p>	<p><b>Activity- High Impact Professional Learning</b></p> <ul style="list-style-type: none"> <li>Teachers in faculty groups engage in PL in vocabulary:             <ul style="list-style-type: none"> <li>- <a href="#">Stage 2 reading- Vocabulary in context</a></li> <li>- <a href="#">Stage 3 reading- Vocabulary in context</a></li> <li>- <a href="#">Stage 4 reading- Vocabulary in context</a></li> <li>- <a href="#">Stage 5 reading- Vocabulary in context</a> (see annotation 7).</li> </ul> </li> <li>Teachers implement the three tiers of vocabulary instruction from PL in each unit of work/teaching and learning programs. This focus is linked directly to Peer Observations (see annotation 8).</li> <li>Faculties develop action plans of analysing student data, implementation, planning, monitoring and evaluation to implement explicit teaching strategies focused on vocabulary             <ul style="list-style-type: none"> <li>- <a href="#">Exploring literacy and numeracy through teaching and learning cycle</a> (see annotation 9).</li> </ul> </li> <li>HT feedback of the implementation of Reading Plans in classroom practice, differentiation based on student data and assessment practices.</li> </ul>	<p><b>Resources</b> Catering \$1200</p> <p><b>Funding Sources</b> Professional Learning \$1200</p>	<p>Q: To what extent has the professional learning improved explicit teaching strategies resulting in improved student results in vocabulary?                      D: Staff surveys pre and post PL; Implementation of Reading Plan and assessment practices; Faculty Action Plans; Teacher Reading Plans                      A: To be completed at this point in time.                      I: Next actions to be drawn from the analysis.   - Staff survey results pre and post PL                      - Faculty Reading Plans adjusted to meet identified needs                      - Faculty Action Plans                      - Teacher Reading Plans</p>
<p><b>SEF elements</b> Effective Classroom Practice Learning and Development Curriculum Educational Leadership</p>			
<p><b>Team</b> Instructional Leaders DP HTs Teachers</p>			
<p><b>When</b> Term 3 SDD</p>			
<p><b>Initiative</b> Highly effective teaching practices</p>	<p><b>Activity- Data Collection and Assessment</b> Teachers will engage in ongoing professional learning to enhance data literacy skills throughout the teaching and</p>	<p><b>Resources</b> Faculty professional learning days:</p>	<p><b>Evaluation</b></p>

## Strategic Direction 1: Student growth and attainment

<p><b>SEF elements</b> Data Skills and Use Student Performance Measures Effective Classroom Practice Learning and Development</p>	<p>learning cycle to collect, analyse, interpret and inform next steps in planning and teaching. ALAN and PLAN2</p> <ul style="list-style-type: none"> <li>• PL in understanding the literacy and numeracy progressions and links to syllabus (differentiated for teacher need):</li> <li>- <a href="#">‘Introduction to progressions’</a></li> <li>- <a href="#">‘PLAN2: How to- technical guide to using PLAN2’</a></li> <li>- <a href="#">‘Maintaining a focus on literacy and numeracy (secondary) - Monitoring and supporting learning with PLAN2’</a></li> <li>• Teachers track and monitor student progress in Understanding Texts (vocabulary).</li> <li>• Instructional Leader DP and HT T&amp;L lead ongoing PL in data literacy and analysis to inform next steps in teaching.</li> </ul>	<p>20 days x \$534= \$10680 Head Teacher Teaching and Learning (additional) 0.6 FTE \$20868 Annual subscription to ACER PAT and NESA RAP \$2200</p> <p><b>Funding Sources</b> Professional Learning \$10680 Socio-economic background (flexible) \$2200</p>	<p>Q: To what extent are teachers using student data to inform next steps in teaching leading to improved student results? D: Student cohort data every 5 week cycle; Teacher Survey pre post PL A: To be completed at this point in time. I: Next actions to be drawn from the analysis.</p> <p> Student cohort data every 5 weeks Analysis of Teacher Survey pre and post PL</p>
<p><b>Team</b> Instructional Leaders DP HT Teaching and Learning</p>			
<p><b>When</b> Term 3 Week 1</p>			
<p><b>Initiative</b> Highly effective teaching practices</p>	<p><b>Activity- Learning Support/EALD Support</b> Ongoing implementation, monitoring and evaluation of teaching and learning programs and support adjustments based on student data.</p> <ul style="list-style-type: none"> <li>• Provide faculty support for using progressions Understanding Texts (vocabulary) and adjustments to T&amp;L programs based on student individual needs and syllabus outcomes.</li> <li>• Implement intervention programs for students identified as ‘significantly below’ and ‘below’ to be implemented by class teacher and learning support teacher in the areas of reading ‘fluency and comprehension’ (see annotation 10).</li> </ul>	<p><b>Resources</b> Learning &amp; Support Team 1.5 FTE Socio-economic background (2 FTE) EALD staffing 1.5, 0.5 and 1.5 FTE)</p> <p><b>Funding Sources</b> Low level adjustment for disability (staffing) 1 FTE \$109,383 Low level adjustment for disability (flexible) 0.5</p>	<p><b>Evaluation</b> Q: To what extent do the Learning and Support/EALD teams support staff in the ongoing implementation, monitoring and evaluation of teaching and learning programs and support adjustments based on student data? D: Learning Support Team minutes; Teaching and learning programs; Analysis of student data every 5 weeks; Staff feedback A: To be completed at this point in time. I: Next actions to be drawn from the analysis.</p> <p> - Learning and Support Team Minutes</p>
<p><b>SEF elements</b> Learning and Development Data Skills and Use Effective Classroom Practice Assessment</p>			
<p><b>Team</b> HT Teaching and Learning and LST HT EAL/D HT EALD Teaching &amp; Learning</p>			

Strategic Direction 1: Student growth and attainment

<p><b>When</b> Term 3 Week 5</p>		<p>FTE \$54691 Socio-economic background (staffing) 1.6 FTE \$175014 Socio-economic background (flexible) 0.4 FTE \$43753 English language proficiency (staffing) \$382839</p>	<p>- Teaching and learning programs - Analysis of student data and next steps identified for each cohort. - Staff feedback on learning and support provided to meet their needs and student need.</p>
<p><b>Initiative</b></p>	<p><b>Activity- Systems, structures and processes</b></p> <ul style="list-style-type: none"> <li>The Instructional Leader DP supports HTs to interpret, analyse and compare identified data sources to determine impact on student learning outcomes on the second implementation of the cycle of the teaching and learning cycle based on vocabulary.</li> <li>From the analysis, decisions will be made to determine next steps which may include a continued focus on vocabulary to embed and consolidate teaching practice or revisiting fluency or comprehension as a whole school focus.</li> </ul>	<p><b>Resources</b> 6 days x \$534= \$3204</p>	<p><b>Evaluation</b> Q: To what extent has the professional learning cycle support effective classroom practice of reading to ensure student growth and attainment? D: Student monitoring against progressions, Staff surveys, peer observations and feedback (HTs). A: - Year level analysis against progressions- Understanding Texts (vocabulary) - Identify and implement changes needed coaching and mentoring process HTs and teachers I: Next actions to be drawn from the analysis. U - Professional Learning model and action plan. School wide and faculty analysis of: - Staff surveys pre and post every 5 weeks - Student tracking against progressions in the area of vocabulary every 5 weeks - Peer observations of practice each cycle - HT feedback to teachers</p>
<p><b>SEF elements</b> Educational Leadership Learning and Development Student Performance Measures</p>		<p><b>Funding Sources</b> Professional Learning \$3204</p>	
<p><b>Team</b> Executive team</p>			
<p><b>When</b> Term 3 Week 10</p>			

# Annotations – Large High School A

## Annotation 1

The High Impact Professional Learning (HIPL) School self-assessment tool allows school leadership teams or all staff to reflect on current professional learning practices against the elements of the HILP and determine next steps for improvement. This was an area for refinement identified in the Situational Analysis. Informed by global research, the elements deepen teaching practice for ongoing growth in student progress and achievement.

The 5 HIPL elements are:

- Professional learning is driven by identified student needs
- School leadership teams enable professional learning
- Collaborative and applied professional learning strengthens teaching practice
- Professional learning is continuous and coherent
- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement

## Annotation 2

The literacy and numeracy cycle supports teachers to integrate targeted literacy and numeracy teaching into classroom practice and provides a scaffold for professional learning and support in faculty groups and teams.

## Annotation 3

The professional learning cycle provides all staff with clear time frames, expectations and includes peer observations as part of a 5 week teaching and learning cycle. Each cycle includes data collection and analysis to inform next steps in teaching, responsibilities of DP, HTs and Teachers and peer observations that support the ongoing improvement of teaching practice.

## Annotation 4

This is an example of how 6101 funds can be used and identified within your resources. Please note that you need to include this in your Annual Report.

## Annotation 5

From the Situational Analysis, the school has identified reading (vocabulary) as a whole school focus area for Term 2 and Term 3 2021 and it is explored in depth throughout this sample. Please note that this could be interchangeable to school identified focus areas within reading and numeracy that are relevant to a school's context.

This school has determined the levels that equate to students being identified as 'significantly below', 'below' and 'proficient' against internal and external data sources. This allows data to be captured to monitor whole school progress, conduct ongoing analysis of each 5 week cycle and inform next steps in planning (professional learning needs of staff and identified needs of students across cohorts).

#### **Annotation 6**

All staff have previously engaged in professional learning ['Focus on Understanding Texts: The components of reading'](#). This professional learning has been identified as a foundation to classroom practice and is now a part of school induction processes including beginning teachers. The activity outlined is the next professional learning focus-vocabulary.

#### **Annotation 7**

The focus on vocabulary is being implemented as a whole school approach as it was an identified area for improvement based on triangulation of internal and external data sources in the Situational Analysis. Teachers need to develop an understanding of the developmental pathway for student learning in regards to vocabulary. This activity highlights how teachers can build an understanding of how to differentiate teaching and learning programs based on student need.

#### **Annotation 8**

This activity demonstrates the transference of professional learning into teaching and learning programs and classroom practice. This is also linked to peer observations to build 'effective classroom practice' and inform next steps in professional learning with HTs.

#### **Annotation 9**

This template is the basis of each 5 week teaching and learning cycle. HTs guide discussion for teachers in their faculty to reflect on syllabus requirements, analysis of student data, planning and programming, classroom practice, and assessment, feedback and reporting.

#### **Annotation 10**

To complement the focus on vocabulary, students have been identified as needing additional support in other aspects of reading including fluency and comprehension. The Learning and Support and EALD teams support teachers to make adjustments and accommodations to teacher programs and implement targeted programs to address student need.