

IPM sample Large Primary School 1

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 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: 2020

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2021-2024 Strategic Improvement Plan

Large Primary School 1



Strategic Direction 1: Student growth and attainment

<p>Initiative <i>Personalised Learning</i></p>	<p>Activity</p> <p>High Impact Professional Learning- Systems / Structures (see annotation 1)</p>	<p>Resources</p> <p>Teacher release 4 teacher x 1-day executive team release = \$464.69 x 4 = \$1,858</p>	<p>Evaluation</p> <p>Q: What measures have been put in place to ensure the IL position supports the Executive Team to drive High Impact Professional Learning in an ongoing manner and provide impact data?</p>
<p>SEF elements Assessment Effective classroom practices Educational Leadership</p>	<p>Establishment of Instructional Leader role and processes to support Executive to deliver High Impact Professional Learning to improve whole school practices in Reading and Numeracy</p> <p>Engagement of an instructional leader (IL) who will then work with School leadership team to refine role statement, and develop timetable and initial PL schedule.</p> <p>(Whole Year focus):</p>	<p>Engagement of Instructional leader \$167,335 (0.5 FTE K-2, 0.5 FTE 3-6).</p>	<p>What are the current whole school practices for collaborative high impact professional learning that strengthen teaching practice and what are focus areas for improvement?</p> <p>What further PL is required to build staff capacity in learning progressions?</p>
<p>Team Leadership Team IL</p>	<ul style="list-style-type: none"> SDD + Week 2 Staff Meeting: IL develops PL plan for whole school and presents initial PL for 'using the learning progressions.' Week 3 executive planning day with IL to review and adjust developed PL plan for whole school and evaluate the first meeting. 	<p>Funding Sources: <i>Equity</i> Socio-economic (flexible) \$167,855</p>	<p>D: Meeting and PL Exit Slips, Executive Minutes, IL Feedback survey at the end of each semester, HIPL Self-Assessment for CAPL element, exit slips, stage planning and data analysis</p>
<p>When Term 2 Week 1</p>	<p>High Impact Professional Learning- Learning progressions</p> <ul style="list-style-type: none"> Week 3 & 4 deliver PL for all staff on using the learning progressions to develop student learning goals 	<p><i>Initiative</i> Professional Learning \$1,858</p>	<p>A: Data from staff feedback has been positive and with further support required by 4 of the staff.</p> <p>I: Week 9, Term 2- no changes to timetable or plans for Semester 1 but further individual and differentiated support will be provided for staff who identified the need through feedback.</p> <p> Term One Exit Slip summaries, Semester One IL feedback survey results,</p>
<p>Initiative <i>Data driven practices</i></p>	<p>Activity</p> <p>Highly Effective Instructional Leadership: Leadership Team</p>	<p>Resources <i>Employment of IL and Planning Day Term 1 covered in 'Personalised Learning' Initiative 1</i></p>	<p>Evaluation</p> <p>Q: What have been the improvements in teacher practice to date and what practices for collaborative high impact professional learning will further strengthen teaching practice based on our focus areas for improvement?</p>
<p>SEF elements Learning and Development Data Skills & use Educational Leadership</p>	<ul style="list-style-type: none"> Week 3 Executive Planning day: Principal and DP delivers a session to executive and IL on the High Impact Professional Learning Policy and Self-Assessment Tool. Executive Self-Reflect and plot school for the element of 'Collaborative and applied professional learning strengthens teaching practice' (CAPL) to then use for PL model for 2021. <p>(see annotation 2)</p>	<p>Funding Sources</p>	<p>D: HIPL Self-Assessment for CAPL element, exit slips, stage planning and data analysis</p> <p>A: To be completed at this point in time.</p> <p>I: Next actions to be drawn from the analysis.</p>
<p>Team Executive</p>	<ul style="list-style-type: none"> Week 8 Executive Meeting: Reflect upon the term in relation to HIPL SA Tool focus area and evaluate in SPaRO and plan focus for Term Three IPM activities. 		<p> IL Role statement, HIPL Self-Assessment for element 3</p>
<p>When Term 2 Week 3</p>	<p>High Impact Professional Learning Self-Assessment HIPL Self-Assessment High Impact Professional Learning Self-Assessment Tool</p>		

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	HIPL Self-Assessment Tool		
<p>Initiative <i>Personalised Learning</i></p> <p>SEF elements Assessment Effective classroom practices</p>	<p>Activity</p> <p>High Impact Professional Learning- Learning Progressions and reflection / evaluation</p> <ul style="list-style-type: none"> Week 9 staff meeting: staff evaluate first cycle of using student learning goals linked to progressions. All staff complete exit slip. Week 10 Executive Meeting: evaluate initial set up of IL role, practices and PL. (see annotation 4) 	<p>Resources</p> <p>Funding Sources Equity (Socio economic background flexible) \$636,862</p>	<p>Evaluation</p> <p>Q: What evidence do we have that demonstrates staff understand the Elements and Sub-elements of the Progressions after the PL and the initial effectiveness of the IL role? <i>(see annotation 3)</i></p> <p>D: Staff PL evaluation/exit slips. A: To be completed at this point in time. I: Next actions to be drawn from the analysis.</p> <p> Staff PL exit slips</p>
<p>Team Leadership Team IL Classroom Teachers</p>	<p>Available universal resources (see annotation 5) Introduction to Progressions introduction-to-the-literacy-and-numeracy-progressions</p>		
<p>When Term 2 Week 9</p>	<p>‘PLAN2: How to- technical guide to using PLAN2’ Setting up for PLAN2 maintaining-a-focus-primary-plan2</p>		
<p>Initiative <i>Personalised Learning</i></p> <p>SEF elements Assessment Effective classroom practices</p>	<p>Activity</p> <p>High Impact Professional Learning- Teaching & Learning Cycle</p> <p>Deliver PL for all staff on using Teaching & Learning cycle to achieve learning goals and syllabus outcomes as measured on the progressions.</p> <ul style="list-style-type: none"> SDD session linking TL cycle to learning goals/progressions Week 3 stage meeting and planning days: IL runs a check-in session to monitor cycle and the use of learning goals with students. Plan for IL in class support to support using these goals with students. Week 8 staff meeting: discussion regarding effectiveness of TL cycle and observable shifts with students in regards to learning goals. New Teaching and Learning Cycle developed. Exit slips collected. Staff complete IL feedback Microsoft form for Semester One. Week 9 Executive Meeting: evaluate Exit Slips <p>Teaching and Learning cycle template Teaching and learning cycle.pdf</p>	<p>Resources</p> <p>20 x 1 day = \$464.69 x 20 = \$9,293.80</p> <p>Funding Sources <i>Equity (Socio economic background flexible)</i> \$5,000</p> <p><i>Literacy & Numeracy (flexible)</i> \$4,293.80</p>	<p>Evaluation</p> <p>Q: Are staff confident in using Teaching & Learning cycle (proforma) and relating these to the progressions? D: Staff Survey post PL, Classroom observations. A: To be completed at this point in time. I: Next actions to be drawn from the analysis.</p> <p> PLAN2 data, Teaching & Learning Cycle Plan & meeting minutes</p>
<p>Team Leadership Team IL Classroom Teachers</p>			
<p>When Term 3, Week 1</p>			

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<p>Initiative <i>Data driven practices</i></p> <p>SEF elements Learning & Development Data skills & Use Educational Leadership</p>	<p>Activity</p> <p>Highly Effective Instructional Leadership: Leadership Team</p> <p>Focus on continuing to build capacity of Executive Team and Instructional Leader to embed HIPL framework into practice and use it to monitor improvements in learning and development practices for all staff in the use of 'Data informed practice'.</p> <ul style="list-style-type: none"> Week 2 Executive Meeting: Planning session to outline the structure of the first Stage Planning day in Week 3, what aspects of the '6 Actions' for Assessment will be the focus following considerations from HIPL element 3; Support collaborative analysis of student data and evidence from a range of sources and implement practices which lead to student progress in the identified areas for development. 	<p>Resources <i>All resources to this activity have previously been allocated.</i></p> <p>Funding Sources:</p>	<p>Evaluation</p> <p>Q: How and in what ways can we measure whether the increased collaborative skill of staff to analyse and use data is a direct result of improved Instructional Leadership in the school?</p> <p>D: Stage Planning Day agenda, IL observation and feedback notes, staff Semester One Feedback to date, surveys, IL Semester 1 feedback survey</p> <p>A: To be completed at this point in time.</p> <p>I: Next actions to be drawn from the analysis.</p>
<p>Team Leadership Team IL</p>	<p>National Literacy and Numeracy Progressions Literacy & Numeracy Progressions</p> <p>AITSL observation and reflection strategies Classroom Observation</p>		<p> Stage Planning Day agenda, Executive meeting minutes, IL observation and feedback notes, staff Semester One Feedback surveys</p>
<p>When Term 3 Week 2</p>			
<p>Initiative <i>Data driven practices</i></p>	<p>Activity</p> <p>Highly Effective Instructional Leadership: Instructional Leader</p> <ul style="list-style-type: none"> Week 2: IL compiles PLAN2 data for Stage Planning days in Week 3 to support data analysis and triangulation with internal class assessment data from Term One. <i>Reading and Viewing sub-elements of</i> <ul style="list-style-type: none"> → <i>K-2: Phonological Awareness and Fluency</i> → <i>Stage: 2 and 3 Fluency and Understanding Texts</i> 	<p>Resources <i>All resources to this activity have previously been allocated.</i></p>	<p>Evaluation</p> <p>Q: What initial impact has IL led data discussions on staff understanding and confidence in understanding and using data?</p> <p>D: IL Semester One feedback survey, data analysis sheets</p> <p>A: To be completed at this point in time.</p> <p>I: Next actions to be drawn from the analysis.</p>
<p>SEF elements Data skills & Use Educational Leadership</p>	<p><i>Number Sense and Algebra</i></p> <ul style="list-style-type: none"> → <i>Quantifying Numbers and Additive Strategies.</i> 	<p>Funding Sources</p>	
<p>Team Leadership Team IL</p>	<ul style="list-style-type: none"> Weeks 6-7: IL in class support for using Learning Intentions, success Criteria and learning goals with students (observation and feedback notes collected) Feedback and ongoing use of class data individually with staff during RFF. 		
<p>When Term 3, week 2</p>	<ul style="list-style-type: none"> Week 8: Staff complete a Semester One survey (brief) to indicate any shift in thinking and skills related to 'data use to inform practice', effectiveness of executive and IL support and areas for improvement. Executive Meeting in Week 9: review Week 8 staff meeting process, exit slips and IL notes. 		<p> IL Semester One feedback survey, Term One data analysis sheets</p>

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Initiative <i>Personalised Learning</i>	Activity High Impact Professional Learning- Progressions <ul style="list-style-type: none"> Week 3 Stage Planning Meeting Day: Revise Progression learning from Semester One- run a buddy activity to plan the student goals cycle for this term using progressions. Week 8 staff Meeting: Include follow up question in Exit Survey for this meeting for all staff to measure impact of PL and increased understanding for staff who needed additional support. Using Exit Slips Exit Tickets or Exit Slips	Resources <i>Scheduled Exec and staff meetings</i> <i>Planning day funding outline in previous activity.</i> Funding Sources	Evaluation Q: Has the additional PL focus and buddy support assisted staff to increase understanding and capacity to use progressions? D: Exit slips, programs, IL observation and feedback A: To be completed at this point in time. I: Next actions to be drawn from the analysis. 
SEF elements Assessment Effective classroom practices			
Team Leadership Team IL Classroom Teachers			
When Term 3, Week 3			
Initiative <i>Data driven practices</i>	Activity Highly Effective Instructional Leadership: Leadership Team <ul style="list-style-type: none"> Week 1 Executive Planning day: Principal and DP support leadership team to Self-Reflect on element 2. 'School Leadership Team enables Professional Learning' (LTePL) and create a Microsoft form to capture baseline feedback from staff. Week 5 Executive Meeting: Analyse Microsoft form and collate to form baseline. High Impact Professional Learning Self-Assessment Tool HIPL Self-Assessment Tool	Resources <i>Teacher release 4 teacher x 1-day executive team release = \$464.69 x 4 = \$1,858</i> Funding Sources <i>Professional Learning \$1,858</i>	Evaluation Q: What measures can be put in place to measure improvement and impact of Instructional Leadership in supporting data practices in the school? D: HIPL Self-Assessment for LTePL element A: To be completed at this point in time. I: Next actions to be drawn from the analysis.  Survey data analysis, HIPL SA for LTePL
SEF elements Data skills & Use Educational Leadership			
Team Leadership Team IL			
When Term 4, week 1			
Initiative <i>Data driven practices</i>	Activity Highly Effective Instructional Leadership: Instructional Leader <ul style="list-style-type: none"> Week 2: IL compiles PLAN2 data for Stage Planning days in Week 3 to support data analysis and triangulation with internal class assessment data from Term Two. Weeks 6-7: IL in class support for using Learning Intentions, success Criteria and learning goals with students (observation and feedback notes collected) Feedback and ongoing use of class data individually with staff during RFF. Week 10 Executive Meeting: Time allocated to reflect on IL collated 	Resources <i>All resources to this activity have previously been allocated.</i> Funding Sources	Evaluation Q: What demonstrated shift in staff understanding and use of data to inform student goals has been demonstrated over the first 3 Terms of this year? D: Programs, class assessment data, IL observation and feedback A: To be completed at this point in time. I: Next actions to be drawn from the analysis.
SEF elements Data skills & Use Educational Leadership			
Team Leadership Team IL			

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When Term 4, week 2	data, observations of practice to determine next steps.		
Initiative <i>Personalised Learning</i>	Activity High Impact Professional Learning- Progressions & T & L Cycle	Resources 20 x 1 day =\$464.69 x 20 = \$9,293.80	Evaluation Q: To what extent have staff shown improvement in their use of progressions to inform the student goals they share with their students? D: Student Focus Group data, staff exit slips, A: To be completed at this point in time. I: Next actions to be drawn from the analysis.
SEF elements Assessment Effective classroom practices	<ul style="list-style-type: none"> Week 3 stage meeting and planning days: IL runs a check-in session to monitor cycle and the use of learning goals with students. Focus on reflecting on Feedback to students' essentials as PL component of day using WWB toolkit part 3. Effective Feedback. Week 6-7: IL runs focus groups with students from each stage for feedback on goal setting and feedback from their teachers. Week 8 staff meeting: discussion regarding effectiveness of TL cycle and observable shifts with students in regards to learning goals. New Teaching and Learning Cycle developed. Exit slips collected. Week 9 Executive Meeting: evaluate Exit Slips 	Funding Sources <i>Equity (Socio economic background flexible)</i> \$5,000	
Team Class teacher/s, Deputy Principal, Instructional Leader	What Works Best Toolkit What Works Best Toolkit	<i>Literacy & Numeracy (flexible)</i> \$4,293.80	
When Term 4, Week 3			
Initiative Data driven practices	Activity Highly Effective Instructional Leadership: Leadership Team	Resources <i>All resources to this activity have previously been allocated.</i>	Evaluation Q: What measures can be put in place to measure improvement and impact of Instructional Leadership in supporting data practices in the school? D: HIPL Self-Assessment for LTePL element A: To be completed at this point in time. I: Next actions to be drawn from the analysis.
SEF elements Data skills & Use Educational Leadership	<ul style="list-style-type: none"> Week 5: Leadership Team and IL complete the using Data with Confidence CESE PL instead of meetings in week 5 and 6. Week 7: IL leads data session with Leadership Team to model and support data Discussions they will have with their stages in week 7. Week 7: AP's lead data discussions with their teams to look at Term 3 assessment data and student learning goals and check for consistency of practice K-6 Week 10 Executive Meeting: analyse data, observations and program evaluations to see if there are target areas for increased support for Data driven practice. 	Funding Sources	
Team Leadership Team IL			
When Term 4, week 5	CESE Professional Learning Using Data with Confidence		

Annotation 1

The use of headings is not a mandatory practice. This has been modelled to show how a school can use headings as a way of linking their activities back to the dot points from the initiative and keep together related activities across the term.

Annotation 2

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 3

To ensure strong evaluative practice, the driving question for the activity should be high level and open ended. It should also reference impact by identifying how you will know the activity has been achieved.

Annotation 4

The use of week references is not a mandatory practice. This has been included to model how a school can ensure there is a tight cycle of evaluation for that activity. It would be anticipated after a period of time the week references could drop of as schools became further developed in their use and understanding of evaluative practice. Please note the final week includes a reference to the evaluation point for that activity cycle.

Annotation 5

The reference and hyperlinks in this example are only in the document to link the Activity to the relevant universal resources available from the DoE. It is not an expectation that this will be included in schools' activities for IPMs. This information may also sit in the 'Resources' column.