

IPM Sample: Aboriginal Culturally Safe Schools - Identity and Belonging

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)
- Establishing a shared understanding of cultural safety in the school
- Using Aboriginal and/or Torres Strait Islander student, family, community and staff voice
- Ensuring that there are culturally responsive teaching and learning strategies along with whole school culturally responsive strategies implemented within the school.

Timeframe for use

One year of a four-year plan. Each school will determine the timeframe regarding implementation of each activity. The implications at each QDAI reflection 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), Principals (with secondary enrolments), school leadership team, 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 by 2023](#), NSW Department of Education, education.nsw.gov.au/ceseeducation.nsw.gov.au/cese
- [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

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 Outcome Partnership Directorate, Teaching 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.



Strategic Improvement Plan (SIP): Implementation and Progress Monitoring

Aboriginal Culturally Safe Schools – Identity and Belonging

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: improve cultural safety in school to enhance identity and a sense of belonging for students,

IF WE: establish a shared understanding of cultural safety and improve culturally responsive whole school practices and teaching and learning,

AND: engage our Aboriginal and/or Torres Strait Islander students, families and communities in the decision-making processes,

THEN: ensure Aboriginal, histories, culture and perspectives are evident throughout the whole school,

SO THAT: Aboriginal and/or Torres Strait Islander students are strong in culture, have a sense of belonging to the school community and empowered to attain their HSC through high expectations, aspirations, advocacy, engagement and positive relationships.

| Initiative | Activity | Resources | Evaluation |
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| <p>SEF elements Learning Culture, Wellbeing, Curriculum, Learning and Development, Educational Leadership</p> <p>Team Leadership Team, Aboriginal Education Committee</p> <p>When 10 – 12 weeks</p> <p>Tracking </p> | <p>Develop a shared understanding of focus area</p> <p>Determine identified need through baseline data and develop a shared understanding amongst staff and families (students, community, Local AECG)</p> <p>Phase 1: Aboriginal Education Committee (AEC)</p> <p>Establishing an AEC or; self-assessing your AEC using the Self-reflection and/or Guide</p> <p>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.</p> <p>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)</p> <p>All other staff members should feel welcome to join and actively contribute. AECs are inclusive of all people.</p> <p>Step 3: Identify the vision statement for the committee. What does it hope to achieve strategically and how can it contribute to the Strategic Improvement</p> | <p>Universal Resources:</p> <p>Aboriginal Education Committee Self-reflection</p> <p>Aboriginal Education Committee – Guide</p> <p>Other Resources:</p> <p>Data Insights guide</p> <p>Re-imagining Evaluation: A Culturally Responsive Framework for the NSW Department of Education</p> | <p>Q:</p> <p>How will the development of understanding of cultural safety impact on change in practice/ shift in teacher practice?</p> <p>To what extent do staff understand the concept of cultural safety for students and families? (ST1)</p> <p>D:</p> <p>Aboriginal Voice Surveys, Aboriginal Education Committee Self-reflection, data sets (system and school) using insights guide.</p> <p>A:</p> <p>When writing your analysis, you could use these prompts as an analysis guide:</p> <p>What has been done?</p> <p>How well has it been done?</p> <p>Describe the Enablers and Barriers</p> <p>What consistencies and inconsistencies became apparent?</p> <p>Were there any unexpected outcomes?</p> <p>Impact / evidence of progress?</p> <p>How do we know?</p> |

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| | <p>Plan (SIP) with consideration for the School Excellence Framework?</p> <p>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.</p> <p>Step 5: Determine a regular meeting and reporting schedule and ensure that this included on the school calendar.</p> <div data-bbox="510 705 1429 1072" style="text-align: center;"> <pre> graph LR A[Consult with Local AECG, community and families] --> B[Invitation to join committee - Aboriginal staff, students, families, local AECG, Elders and other interested people] B --> C[Vision statement - what does it hope to achieve?] C --> D[Processes and procedures, governance, roles and responsibilities] D --> E[Meeting and reporting schedule] </pre> </div> <p>Phase 2: Undertake Aboriginal Student, Family and Staff Voice Surveys</p> <p>Step 1: School leadership team and AEC build their understanding of the Culturally Responsive Evaluation Framework</p> <p>Step 2: AEC engages with Aboriginal and/or Torres Strait Islander students,</p> | <p>A clear picture will be developed which shows strengths and identifies focus areas.</p> <p>I: So what? / Now what?</p> <p>Infer meaning for the context and recommend next steps.</p> <hr/> <p>Evidence</p> |
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| | <p>families and staff to undertake voice surveys. (Recognising student and Aboriginal family data sovereignty)</p> <p>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.</p> <p>Step 4: AEC formally publishes Key Findings to survey participants, school leadership team and wider school community.</p> <p>(As data stewards the AEC should seek approval from the owners for the release of data and ensure the data is disaggregated)</p> <p>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.</p> <p>Phase 3: Analysing the data – identifying the baseline – what is your starting point?</p> <p><i>The school leadership team and the AEC work together to analyse:</i></p> <ul style="list-style-type: none"> - Aboriginal and/or Torres Strait Islander students, families and staff Voice Surveys data to determine strengths and opportunities - School data including: <ul style="list-style-type: none"> o Personalised Learning Pathways, Self-reflection – complete self- | | |
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| | <p>reflection and gather pre/ baseline data for current school practices. (Culturally Responsive Evaluation Framework Principle 1 Our students and family sovereignty)</p> <ul style="list-style-type: none"> 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? <p><i>Use data pack and insights guide to review/analyse system data</i></p> <ul style="list-style-type: none"> 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 Aboriginal and/or Torres Strait Islander students have above 95% or above 90% attendance? | | |
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- 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 communities?
- o Are there any gaps/blinds spots?

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| | <p><i>Note</i></p> <p>Use the QDAI process to determine the current state and baseline for improvement in school's practices for PLPs.</p> <p>Consider college settings – working across junior and senior campus spaces collaboratively to examine the data for the college.</p> | | |
| <p>Initiative</p> <p>SEF elements Learning Culture, Wellbeing, Curriculum, Learning and Development, Educational Leadership</p> <p>Team Leadership Team, Aboriginal Education Committee</p> <p>When Periodically throughout the year Inductions for new staff</p> <p>Tracking </p> | <p>Activity</p> <p>Deliver Professional Learning and Universal Resources</p> <p>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.</p> <p>Phase 1 - Identify a shared understanding of cultural safety</p> <p>Families, community, students and staff (e.g. AEC) collaboratively investigate a shared understanding of cultural safety, contextually for their local school community. Using the Strong Strides Together document & discussion guide to direct conversations.</p> <p>Families, community, students and staff (e.g. AEC) collaboratively work together (workshop or similar) to identify what their understanding of cultural safety is. Collaboratively creating a <i>commitment statement</i>. “In our school, Culturally Safe means “</p> | <p>Resources</p> <p>Universal Resources:</p> <p>Supporting Aboriginal students to attain their HSC</p> <p>HSC literature review – related articles</p> <p>Getting to know local Aboriginal Histories and Cultures – Community Consultation and Protocols Fact Sheet</p> <p>How can you engage with your local Aboriginal Community</p> | <p>Evaluation</p> <p>Q:</p> <p>Have staff improved or re- affirmed their understanding of Aboriginal Histories and Cultures? (ST1)</p> <p>Do staff understand the concept of cultural safety?</p> <p>Do staff adhere to local protocols when working with Aboriginal and/or Torres Strait Islander students, families and communities? (ST2)</p> <p>What strategies are used to build cultural competency and are they evident across the school?</p> <p>D:</p> <p>Mandatory PL completion rates, post PL surveys, staff focus group</p> |

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| | <p>Families, community, students and staff (e.g. AEC) will complete a Cultural Safety – Self-reflection to establish where they are currently situated in terms of cultural safety within their school. The self-reflection will prompt potential areas for development and strategies that the school can implement in partnership with the community to improve cultural safety.</p> <p>Phase 2 – Culturally safe schools improve Aboriginal HSC attainment</p> <ul style="list-style-type: none"> - Ensure all staff have completed Mandatory professional learning for Aboriginal Cultural Education and Anti-Racism. - Staff will engage in professional learning – Cultural Safety and revisit the Stronger strides together – discussion guide relevant to focus area. - Using universal resources, the principal will guide discussion on how cultural safety can improve Aboriginal HSC attainment. <p>Phase 3 – Nurture Culturally Competent Staff</p> <p>School to engage with Local AECG and/or other local Aboriginal organisations with the capacity to provide a Connecting to Country professional learning experience. Giving local knowledge holders the ability to share story with staff and provide an understanding of local Aboriginal histories and cultures, including culturally appropriate insights to local sites of cultural significance.</p> | <p>Strong strides together</p> <p>Strong Strides together – Summary and discussion guide</p> <p>Professional Learning:</p> <p>Aboriginal Cultural Education</p> <p>Anti-Racism</p> <p>Turning Policy into Action</p> <p>Aboriginal Histories and Culture</p> <p>Aboriginal Pedagogies</p> | <p>to capture changes as result of PL, document analysis, school policy/procedure documentation</p> <p>A: Answer these questions to help to complete the analysis:</p> <p>What has been done?</p> <p>How well has it been done? Describe the Enablers and Barriers</p> <p>What consistencies and inconsistencies became apparent?</p> <p>Were there any unexpected outcomes?</p> <p>Impact / evidence of progress?</p> <p>How do we know?</p> <p>A clear picture will be developed which shows strengths and identifies focus areas.</p> <p>I: So what? / Now what?</p> <p>Infer meaning for the context and</p> |
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| | <p>Phase 4 – Culturally responsive whole school strategies</p> <p>School to engage with Turning Policy into Action PL to acknowledge the work that is already done in Aboriginal education and what strategies can be implemented for improvement with particular focus on cultural safety.</p> <p>Phase 5 – Culturally responsive teaching and learning strategies</p> <p>All staff to undertake Professional Learning (contact TQI – Aboriginal Education, Strategic Delivery Advisor) Aboriginal Histories and Culture 3hr</p> <p>Identified staff representatives to complete additional professional learning - Aboriginal Pedagogies 10hr</p> | | <p>recommend next steps.</p> <hr/> <p>Evidence</p> |
| <p>Initiative</p> <p>SEF elements Learning Culture, Wellbeing, Curriculum, Learning and Development, Educational Leadership</p> <p>Team School Leadership Team,</p> | <p>Activity</p> <p>Modify and implement practices</p> <p>Modify and implement practices to improve areas of need e.g. modify teaching and learning programs, scope and sequences etc.</p> <p>Phase 1 – Culturally responsive whole school strategies</p> | <p>Resources</p> | <p>Evaluation</p> <p>Q: Has a culturally inclusive school environment been created through consultation? (ST3)</p> <p>To what extent have students engaged with culturally inclusive practices e.g. Aboriginal and/or Torres Strait Islander student</p> |

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| <p>Aboriginal Education Committee</p> <p>When 15-20 weeks</p> <p>Tracking </p> | <p><u>Improving advocacy</u></p> <p>School will promote Aboriginal and/or Torres Strait Islander student leadership through the development of a Junior AECG (or similar) and ensure that there is Aboriginal and/or Torres Strait Islander student participation and voice in the school's AEC.</p> <p><u>Preparing for senior school pathways</u></p> <p>Collaborative conversations with Aboriginal and/or Torres Strait Islander students and their families to be undertaken by the teacher mentor and curriculum team in mapping senior curriculum pathways and post school destination options.</p> <p>Careers adviser to coordinate career talks focusing on Aboriginal and/or Torres Strait Islander students' career pathways and tertiary opportunities, including SBAT options, TAFE and University scholarships for.</p> <p><u>Planned approach to wellbeing</u></p> <p>Senior Aboriginal and/or Torres Strait Islander students to be assigned a Year 7 Aboriginal and/or Torres Strait Islander student to mentor during their first year of high school.</p> <p>Aboriginal and/or Torres Strait Islander students are assigned a teacher or staff mentor, of their choosing, to strengthen their connection to school by providing advice, support and assistance to help students fulfil their</p> | | <p>career pathways, wellbeing support, leadership opportunities?</p> <p>D: Focus group feedback (wellbeing) Document analysis- senior pathways</p> <p>A: Answer these questions to help to complete the analysis:</p> <p>What has been done?</p> <p>How well has it been done?</p> <p>Describe the Enablers and Barriers What consistencies and inconsistencies became apparent?</p> <p>Were there any unexpected outcomes?</p> <p>Impact / evidence of progress?</p> <p>How do we know?</p> <p>A clear picture will be developed which shows strengths and identifies focus areas.</p> |
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| | <p>potential.</p> <p>Undertake an analysis of ARCO reports made. Analysis of the systems and processes that are currently in place to improve cultural safety and follow up on anti- racism reports. Questions to consider when conducting an analysis:</p> <ul style="list-style-type: none"> * What role does the ARCO play? * What level of support are they given? * What do the reports to the ARCO tell us? * How many times were reports made? * What was the report about? * What was the action taken? * Does school executive provide whole school PL on racism? * Is the role of the ARCO understood across the school? * Who has access to the ARCO? <p><u>Preparing for high school</u></p> <p>High school transition days to be coordinated for Aboriginal and/or Torres Strait Islander students to promote cultural safety when preparing for high school.</p> <p>Meeting AEO and/or other Aboriginal and/or Torres Strait Islander students and staff. Preview of cultural activities, celebrations and programs offered at the transitioning high school.</p> <p>Through the AEC the school engages in strong collaborations between Aboriginal and/or Torres Strait Islander parents, students and the community that inform and support continuity of learning for all Aboriginal and/or Torres</p> | | <p>I: So what? / Now what?</p> <p>Infer meaning for the context and recommend next steps.</p> <hr/> <p>Evidence</p> |
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| | <p>Strait Islander students at transition points.</p> <p><u>High expectations</u></p> <p>The whole school community demonstrates aspirational expectations of learning progress and achievement for Aboriginal and/or Torres Strait Islander students and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.</p> <p>Phase 2 – Culturally responsive teaching and learning strategies</p> <p>Utilise the AEC and Aboriginal Education and Wellbeing Advisor to support all staff in embedding/adjusting teaching and learning programs to incorporate Aboriginal Histories, Culture, perspectives and pedagogies.</p> <p>Executive staff to develop scheduled learning walks or connect with quality teaching rounds (where they are use) where Aboriginal Histories, Cultures, perspectives and pedagogies are observable in the classroom and provide support where necessary.</p> <p>Phase 3 – Welcoming and celebrating Aboriginal culture throughout the school</p> <p>School personnel to undertake an internal audit of the visibility of Aboriginal culture within the school, covering questions such as:</p> | | |
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| | <ul style="list-style-type: none"> - Is there a yarning circle? - Is the yarning circle located in a prominent area within the school and used appropriately? - Is there signage within the office, identifying the Partnership Agreement with the AECG? - Is any Aboriginal Artwork visible around the school? - Are there opportunities for celebrating Aboriginal culture within the school (other than NAIDOC)? - School shirts with Aboriginal design? - Sporting teams and names? - Creating an acknowledgment of country? - Aboriginal culture/perspectives observable in the school newsletter and various other communications? - Do Aboriginal students regularly receive positive reinforcement? - Are there roll calls with Aboriginal cultural themes? - Do Aboriginal student have allocated mentors? <p>Using the internal audit, the school leadership team & AEC develop a plan to improve the visibility of Aboriginal culture.</p> | | |
| <p>Initiative</p> <p>SEF elements Management practices and processes</p> | <p>Activity</p> <p>Review and Embed</p> <p>Review change in practices and compare data against baseline and current</p> | <p>Resources</p> | <p>Evaluation</p> <p>Q: Are Aboriginal perspectives evident in whole of school practices? (MT1)</p> |

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| <p>Team School Leadership Team, Aboriginal Education Committee</p> <p>When 5-8 weeks</p> <p>Tracking </p> | <p>data sets to ascertain impact on student outcomes</p> <p>Phase 1: Evaluation</p> <p>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.</p> <p>School leadership team and AEC lead the evaluation of the activities:</p> <p>Voice Surveys</p> <p>Conduct voice surveys for students, families and staff. Compare results with baseline data initially collected.</p> <ul style="list-style-type: none"> - Are there areas where significant improvement has been identified? - How will this inform our recommendations for the following year? <p>Data sources</p> <p>Review data sources used in the initial activities to determine the focus area:</p> <ul style="list-style-type: none"> - 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 this informed school practices for next year? <p>Review of IPM activity:</p> <ul style="list-style-type: none"> - 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? | <p>Is the school environment welcoming and supporting strong connections for Aboriginal and/or Torres Strait Islander students and families? (MT3)</p> <p>Do staff model cultural competency, safety and responsiveness? (MT4)</p> <p>What was the impact of the Universal Resources used? (ST4)</p> <p>D: Voice Surveys, TTFM, student attainment data, student retention data</p> <p>A: Answer these questions to help to complete the analysis:</p> <p>What has been done?</p> <p>How well has it been done? Describe the Enablers and Barriers</p> <p>What consistencies and inconsistencies became apparent?</p> <p>Were there any unexpected</p> |
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| | <ul style="list-style-type: none"> - 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? <p>DEL and Principal review SIP/IPM progress, and based on the evaluation activities, analysis and annual reflection, determine next steps for the following year.</p> | | <p>outcomes?</p> <p>Impact / evidence of progress?</p> <p>How do we know?</p> <p>A clear picture will be developed which shows strengths and identifies focus areas.</p> <p>I: So what? / Now what? Infer meaning for the context and recommend next steps.</p> <hr/> <p>Evidence</p> |
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Appendix A

Table 1 – Possible QDAI questions

| Evidence of activity | Evidence of process quality | Evidence of impact |
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| <p>Is there a collective belief among staff in their ability to create a culturally safe school? How does the school enhance and support the community's aspirations? Are students motivated to be enrolled in a culturally safe school?</p> | <p>What explicit systems are embedded to facilitate professional dialogue, collaboration, classroom observation and the modelling of culturally safe schools? What opportunities are there for specific and timely feedback between teachers?</p> | <p>Can teachers (non-teaching staff, students, parents insert one) explain the improvement progress required in developing a culturally safe school? How do teachers demonstrate their commitment to improving culturally safe schools for every student? What is the evidence of improvement?</p> |
| <p>Is there a school-wide, collective responsibility for being a culturally safe school which is shared by students and parents?</p> | <p>Based on the data and students' identified needs, are teaching and non-teaching staff deployed to make best use of available expertise?</p> | <p>Can teachers explain what it is to be a culturally safe school? How do teachers demonstrate their commitment to be a culturally safe school? What is the evidence of improvement?</p> |
| <p>Are the shared understandings about culturally safe schools built on a strong evidence base?</p> | <p>How are teachers supported to understand what culturally safe school looks like? Does professional learning build teacher capacity to deliver shared understandings about culturally safe schools?</p> | <p>Has the analysis of data identified key focuses for the school of where to next?</p> |

| Evidence of activity | Evidence of process quality | Evidence of impact |
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| Can teachers explain what it is to be a culturally safe school? How do teachers demonstrate their commitment to be a culturally safe school? | Are there opportunities for effective peer coaching and support programs, promoting and developing culturally safe schools? | How will we know we are a culturally safe school? |
| Has the analysis of data identified key focuses for the school? | What would be the ideal scenario? How we get there? What other possibilities for action are there? | |
| Are the school's approaches clearly indicated in the strategic directions? | What might get in the way of our school becoming culturally safe? How will we deal with it? | |
| What is the situation right now, in the terms of being a culturally safe school? | Are there supported structured opportunities for effective collaboration among staff where all teachers are sharing examples of success in supporting the school to become culturally safe? | |
| What is the community saying in relation to our school being a culturally safe school? | | |
| What is the staff's perception of the school | | |

| Evidence of activity | Evidence of process quality | Evidence of impact |
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| being culturally safe? | | |
| Who or what do we need to enlist to support us achieving our goals? | | |
| What would our future look like if we were a culturally safe school? | Do teachers understand their role and accountability in achieving school improvement? Do PDPs goals and performance conversations reflect school improvement priorities in Aboriginal HSC Attainment? | |

Appendix B

Culturally Safe Schools - Identity and Belonging: Logic model | Guided School Support

| Needs | Resources | Activities | Short-term outcomes | Medium-term outcomes | Long-term outcomes |
|--|---|---|--|--|---|
| <ul style="list-style-type: none"> Cultural safety for Aboriginal students, families, communities and staff at school in order to improve Aboriginal HSC attainment whilst maintaining cultural identity. Whole school practices to make students feel welcome and supported, and families and communities feel connected to the school. | <p>Professional Learning</p> <ul style="list-style-type: none"> Aboriginal Histories and Cultures Aboriginal Education Policy Turning Policy into Action <p>Universal Resources</p> <ul style="list-style-type: none"> Strong Strides Together (Culturally safe schools) and discussion guide Turning Policy into Action Supporting Aboriginal Students to attain their HSC Working with Aboriginal Communities <p>To do</p> <ul style="list-style-type: none"> Cultural safety PL Sample IPMs Illustrations of practice | <p><u>Develop a shared understanding of focus area</u></p> <p>Determine identified need through baseline data and develop a shared understanding amongst staff</p> <ul style="list-style-type: none"> Strong Strides together & discussion guide Analyse data – pre/current data (TFM, attendance/retention) <p><u>Deliver differentiated Professional Learning and Universal Supports</u></p> <p>Use universal resources to deliver differentiated professional learning based on identified need and build the capacity of staff to implement evidence-based strategies</p> <ul style="list-style-type: none"> Aboriginal Histories and Cultures Cultural safety PL <p><u>Implement and adjust practices</u></p> <p>Modify and implement practices to improve areas of need Implement and adjust</p> <p>Develop a plan (school IPM) for enhancing whole of school practices to promote cultural safety.</p> <ul style="list-style-type: none"> review evaluate/post progress <p><u>Review</u></p> <p>Review change in practices and compare data against baseline and current data sets to ascertain impact on student outcomes</p> <ul style="list-style-type: none"> Recommendations for moving forward | <p>ST1: All staff members improve or re-affirm their understanding of Aboriginal histories and culture</p> <p>ST2: Understanding of local community protocols – shared protocol of working together</p> <p>ST3: Consultation for creating a culturally inclusive school environment</p> <p>ST4: Schools embed the use of relevant universal resources in their IPM</p> | <p>MT1: Aboriginal knowledge and perspectives evident in everyday whole of school practices</p> <p>MT2: Respectful engagement with protocols.</p> <p>MT3: Inclusive school environment that welcome and promote strong connections with students, families and community</p> <p>MT4: Staff model cultural, competency, safety and responsiveness</p> | <p>LT1: Culturally safe schools that foster identity and belonging</p> <p>LT2: Students are proud of their cultural identity and educational outcomes are strengthened</p> <p>LT3: Aboriginal students, families and staff experience high expectations and aspirations, high levels of advocacy and engagement with the foundation of positive relationships with school leaders, teachers and school staff.</p> |

*Use the Notes section to elaborate on the timeline.

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