

IPM Sample: Community Engagement and Strategic Partnerships (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 the IPM example are community and stakeholder mapping, focus groups and working parties. Contextual information: Data including HSC attainment, academic achievement, retention, personalised learning pathways and TTFM were analysed as part of the school's Situational Analysis. This led to the driving question "To what extent does the school work with students, families and the community to foster high expectations for authentic student agency in planning and decision making?"

This guided the school to a specific focus of improvement; to establish effective community and stakeholder partnerships to improve learning and career pathways for Aboriginal and/or Torres Strait Islander students.

Timeframe for use

One year of a four-year plan. Each school will determine the timeframe regarding implementation of each activity. 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.

Intended audience

The primary audience for this resource is school Principals (with secondary enrolments), executive teams and school staff. It may also be used by Directors, Educational Leadership (DELs),

Principals School Leadership (PSLs), Principal Mentors (PCMs) and other Educational support staff.

Instructions for use

This 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 and consider how it might inform the development of the school's implementation and progress monitoring.

Evidence base

This resource was collaboratively developed by PSLs, DELs and Strategic School Improvement and Capability, Implementation and School Excellence business units as well as representatives from the NSW AECG and the Secondary Principals Council Aboriginal Education reference group.

The research base for this resource includes the School Excellence Framework, What Works Best in Practice (CESE) and DoE Inclusive Education case studies.

Alignment to system priorities and/or needs: School Excellence Policy, School Excellence Procedures.

Alignment to School Excellence Framework: Educational Leadership, Management Practices and Processes, Learning Culture, Learning and Development.

Consulted with: PSLs, DELs, Capability, Implementation and School Excellence and Aboriginal Outcomes and Partnerships Directorate

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

Community Engagement and Strategic Partnerships (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: to establish effective community and stakeholder partnerships to improve the learning and career pathways for Aboriginal and/or Torres Strait Islander students.

IF WE: develop effective methods to identify, connect and engage the school with relevant community groups and key stakeholders,


AND: ensure that the nature and purpose of the relationship/partnership is reciprocal in benefit, responsive to need and adaptable to change,

THEN: the school will be able to leverage a broader repertoire of targeted support, expertise and resources,


SO THAT: the school can work collaboratively with students, families and the community to foster a high expectations culture that facilitates Aboriginal and/or Torres Strait Islander students towards successful post school destinations.

Initiative	Activity	Resources	Evaluation
<p>Community engagement and strategic partnerships</p> <p>SEF elements Learning and Development Educational leadership Learning Culture Management: Practices and processes</p> <p>Team Senior Executive Aboriginal Education Committee Administration officer</p> <p>When Term 1, Week 1-5</p> <p>Tracking </p>	<p>Current community and stakeholder engagement mapping (T1: Weeks 1-5).</p> <p>Purpose: examine and categorise current school projects, partnerships or engagement strategies to determine the purpose, type and nature of the relationship the school has with community groups and key stakeholders;</p> <ul style="list-style-type: none"> • Develop a list of community and key stakeholder groups within the school learning ecosystem. • Examine the purpose, level and type of engagement the school currently has with these community and key stakeholder groups. • Create a committee and develop a process to examine the impact of current practices on student outcomes. • Run focus groups and survey key stakeholders to gain a better understanding from the community. • Examine and analyse findings. • Share findings with key stakeholders to identify gaps and develop a plan of action to lift and/or consolidate impact. • Consider how the school is perceived by the community – “how do we look from the outside in?” • Should the school/committee engage beyond the school gate to get buy in? 	<p>Aboriginal education policy and key documents (nsw.gov.au)</p> <p>Footprints to the Future</p> <p>Authentic community engagement (nsw.gov.au)</p> <p>Note: School to develop locally appropriate survey for their community context.</p> <p>Release for senior exec and committee members for:</p> <ul style="list-style-type: none"> • Community & Stakeholder Mapping: 1 x executive staff member + School Administration 	<p>Q: Who are the relevant community groups and key stakeholders and what, if any, is the level of engagement and the nature of the relationship with the school?</p> <p>To what extent and through what processes does the school engage relevant community and stakeholder groups and for what purpose?</p> <p>D: Community and stakeholder mapping data sheet: a list of all local community, government, NGO and business groups with identified or potential capacity to support Aboriginal and/or Torres Strait Islander student learning outcomes /experiences.</p> <p>Community & Stakeholder Engagement audit: a list of current or recent school projects and partnerships outlining: who initiated the contact, for what purpose and for what outcome?</p> <p>NAPLAN/Check in assessment/HSC/Attendance/ Wellbeing/TTFM.</p>


		<p>Manager x 5 days SAM release.</p> <ul style="list-style-type: none"> Community & Stakeholder Engagement: 1 x executive staff member + release for Faculty Head Teachers as required five days casual cover. <p>Release for School Administration Officer.</p> <p>Funding Sources: Socio-economic.</p>	<p>Benchmarks for each project measure success.</p> <p>Quality of implementation monitored.</p> <p>Focus group and surveys.</p> <p>A: The mapping and engagement data which the school currently engages tends to be in response to a crisis, negative incident or remediation strategies (e.g., police).</p> <p>Collate, organise and analyse data to determine implications, gaps and next steps.</p> <p>I: The school will need to:</p> <ul style="list-style-type: none"> Identify and engage with community groups and key stakeholders who present a potential engagement/partnership opportunity. Reconnect with those groups it is currently engaged with to seek additional opportunities, with special consideration given to proactive intervention strategies that
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			<p>promote and build student agency.</p> <p>Evidence</p> <p>Community and Stakeholder database and project summary document</p>
<p>Initiative Community engagement and strategic partnerships</p> <p>SEF elements Educational leadership, Learning Culture, Management: Practices and processes</p> <p>Team Senior Executive Aboriginal Education Committee Administration officer AECG representative</p> <p>When Term 1, Week 6-10</p> <p>Tracking </p>	<p>Activity Available community and stakeholder engagement mapping (T1: Weeks 6-10).</p> <p>Purpose: Identify possible community and stakeholder support to fill gaps and improve outcomes for all students;</p> <p>Identify, list and create a database of all community and key stakeholder groups within and beyond the community which have the capacity to engage as strategic partners, to improve learning outcomes and experiences for Aboriginal and/or Torres Strait Islander students.</p>	<p>Resources Release for senior exec and committee members.</p> <p>Release for School Administration Officer.</p> <p>Funding Sources: Socio-economic.</p>	<p>Evaluation</p> <p>Q: To what extent have all members of the team been engaged in the process?</p> <p>To what extent have all possible community and stakeholders been consulted?</p> <p>To what extent have identified gaps been addressed?</p> <p>D: Community and stakeholder, engagement audit, Focus group and surveys.</p> <p>A: The mapping and engagement data identified groups the school would approach.</p>


			<p>I: The school will engage with community groups and key stakeholders who present a potential engagement / partnership opportunity and develop a shared vision for engagement with SMART goals to support implementation.</p> <p>Additionally, the school will need to reconnect with those groups it is currently engaged with to seek additional opportunities, with special consideration given to proactive intervention strategies that promote and build student agency.</p>
<p>Initiative Community Engagement and Strategic Partnerships</p> <p>SEF elements Educational Leadership Learning Culture Management Practices and Processes</p> <p>Team</p>	<p>Activity</p> <p>Engaging with Community and Key Stakeholders.</p> <p>The focus for this term will be to conduct a series of focus group meetings with representatives from relevant community and key stakeholder groups to identify current and future opportunities to engage in strategic partnership.</p> <p>Focus groups (T2: Weeks 1-8);</p>	<p>Resources</p> <p>Focus groups: Executive staff and Principal to lead focus groups – casual cover (\$1000) Executive release. Canteen catering.</p>	<p>Evidence</p> <p>Community and Stakeholder database and project summary document</p> <hr/> <p>Evaluation</p> <p>Q: To what extent do the school's strategic priorities align with and complement the priorities and values of relevant community groups and key stakeholders?</p> <p>What opportunities exist for the school to engage in reciprocal</p>

<p>Principal Senior Executive Aboriginal Education Committee Administration officer</p> <p>When Term 2, Week 1</p> <p>Tracking </p>	<p>The Principal and Senior Executive team to lead a series of themed face-to-face focus group meetings. Each meeting will examine the following driving questions:</p> <ul style="list-style-type: none"> • What are the actual and/or potential points of alignment between school strategic priorities and the priorities and values of the relevant community group or key stakeholders? • What opportunities exist to engage in strategic partnership and how would this serve the interest and needs of all participants? • What are the logistical considerations of potential engagement and/or partnership opportunities (financial, time, resourcing and communication)? • Weeks 1-2 - Community and Cultural groups. • Weeks 3-4 - Government agencies and Allied Health. • Weeks 5-6 - Business and employer groups. • Weeks 7-8 - Education and trade training. <p>Check-in/Analysis (T2: Weeks 9-10);</p> <ul style="list-style-type: none"> • Collate, organise and analyse data to determine the implications and next steps. 	<p>Funding Source: Socio economic. OPEX catering.</p>	<p>partnerships to support the school's key strategic priorities?</p> <p>D: Focus group meeting minutes. Driving questions responses. Focus group exit slips.</p> <p>A: Analysis of meeting minutes, responses to the driving questions and exit slip surveys indicated that most participants could identify significant opportunities for continued or new strategic partnerships. It was also evident however, that the school has not been engaging with a significant number of groups and therefore not utilising actual or potential opportunities to enhance outcomes for students.</p> <p>Communication was identified as a consistent area of concern, with many participants acknowledging that they were unaware of current school programs, projects or opportunities to engage.</p> <p>Five key areas identified for further</p>
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			<p>consideration and planning:</p> <ul style="list-style-type: none"> • Engaging earlier with business groups as part of transition programs. • Working closely with sporting clubs to support attendance strategies. • Deeper and more authentic cultural programs for students, staff and the community. • Coordinated support and planning with Allied Health services within and beyond the school community. • Refining and being more strategic in school communications. <p>I:</p> <p>In response to the five key areas for further consideration, the school will:</p> <ul style="list-style-type: none"> • Engage with students, staff and families to gauge their perspectives and explore further opportunities to improve aspects of schooling, including curriculum provision, student and family support services, teaching and learning, employment and post-school pathways. • Conduct a review and refine communication strategies to
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			<p>ensure that it has broader reach, achieves on its purpose regarding messaging and enables feedback and response from recipients where appropriate.</p>
<p>Initiative Community engagement and strategic partnerships</p> <p>SEF elements Learning Culture Learning and Development Educational leadership</p> <p>Team Educational Leadership, Learning Culture, Attendance, Curriculum Provision</p> <p>When Term 3, Week 1</p> <p>Tracking </p>	<p>Activity</p> <p>Turning Engagement into Action;</p> <p>The focus for this term will be to establish five working parties to examine the key findings from the community and key stakeholder focus group meetings and develop key activities for inclusion as activities in next year's Strategic Improvement Plan IPMs.</p> <p>Working parties (Weeks 1-10);</p> <p>Senior Executive and Head Teachers will facilitate a series of workshops, surveys, interviews and focus group meetings with students, staff and parents to gauge their opinions and perspectives on issues pertaining to them regarding the five key findings (where relevant and appropriate). A Senior Executive and/or a Head Teacher will be responsible for coordinating, leading and reporting on the working party findings.</p> <p>Working Parties;</p> <ul style="list-style-type: none"> • Employment and Post-School Pathways (key finding - <i>engaging earlier with business groups as part of transition programs</i>). 	<p>Resources</p> <p>Aboriginal Education Committee and five Executive Staff Head Teachers to lead working parties. Executive release. Canteen catering.</p> <p>Funding Source:</p> <p>Socio-economic. OPEX catering.</p>	<p>Evidence</p> <p>Driving question responses</p> <hr/> <p>Evaluation</p> <p>Q:</p> <p>To what extent do the school's strategic priorities align/complement the priorities and values of students, staff and families?</p> <p>What opportunities exist for the school to improve, refine or develop new strategic priorities that align to student, staff and family need?</p> <p>D:</p> <p>Working party meeting minutes. Driving questions responses. Working party exit slips</p> <p>A:</p> <p>Each working party established a list of activities for possible inclusion in the next year of the</p>

	<ul style="list-style-type: none"> Engaging with Community and Sporting Groups (<i>key finding- working closely with sporting clubs to support attendance strategies</i>). Embedding Cultural Programs in School (<i>key finding - deeper and more authentic cultural programs for students, staff and the community</i>). <p>Student and Family Support (<i>key finding – co-ordinated support and planning with Allied Health services within and beyond the community</i>).</p> <ul style="list-style-type: none"> Connecting and Engaging (<i>key finding - refining and being more strategic in school communication</i>). <p>Check-in/Analysis (T3: Weeks 9-10); Collate, organise and analyse data to determine the implications and next steps.</p>		<p>SIP.</p> <p>Staff, student, families and community members of each working party provided positive feedback.</p> <p>Triangulation of data highlighted areas of focus and shared considerations, including importance of communication.</p> <p>I: Whilst activities were identified by each of the working parties further development is required before inclusion in next year’s IPMs.</p> <p>There is a clear need for an effective communication strategy to ensure ongoing communication to the school community and partnership groups.</p> <hr/> <p>Evidence</p> <p>Working party reports and exit slips Driving question responses</p>
<p>Initiative Community engagement and strategic partnerships</p> <p>SEF elements</p>	<p>Activity</p> <p>Communication Strategy;</p>	<p>Resources</p> <p>Aboriginal Education Executive and SAM</p>	<p>Evaluation</p> <p>Q: To what extent and through what</p>

<p>Learning Culture Educational Leadership Management Practices and Processes</p> <p>Team Educational Leadership, Learning Culture, Attendance, Curriculum Provision</p> <p>When Senior Executive SASS</p> <p>Tracking </p>	<p>The focus for this term will be to review, modify and improve the school's communication strategy, aligned to new strategic partnership opportunities and community engagement considerations, to ensure a more effective and efficient transfer of information to and from all stakeholders.</p> <p>Four Tiers of Strategic Communication (Weeks 2-6);</p> <p>The Principal, Senior Executive and SAM will work collaboratively to review current communication strategies and practices and consider improvements against the following four tiers of engagement:</p> <ul style="list-style-type: none"> • Communication of Information (one-way): how effectively do we reach all members of the community or key stakeholders? • Consultation (two-way): how effectively do we consult and obtain the perspectives of all members of the community or key stakeholders? • Collaboration (multi-participant): how effectively do we engage with all members of the community or key stakeholders in school planning and design? • Partnerships (reciprocal): how effectively do we engage in strategic, reciprocal partnerships with all members of the community or key stakeholders to serve the interest of all parties? <p>Check-in/Analysis (T4: Weeks 9-10); Collate, organise and analyse data to determine the implications and next steps.</p>	<p>release.</p>	<p>processes does the school use effective communication strategies to engage with community and key stakeholders?</p> <p>How effectively and efficiently does the school's communication strategy support all four tiers of strategic communication, collaboration, engagement and partnership?</p> <p>D: Current school communication strategies and procedures.</p> <p>Four tiers of engagement - data collected.</p> <p>A: The review of current communication practices against the four tiers of engagement led to a number suggested improvements and issues. These included:</p> <ul style="list-style-type: none"> • Some families and community members do not have Internet access or use the same communication app used by the school. • Frequency of obtaining feedback can be improved.
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			<ul style="list-style-type: none"> Expansion/Creation of reciprocal partnerships seen as a priority to support students and the community. <p>I: Draft school communication strategy to be distributed to school community and key partnership groups for consultation and feedback prior to being finalised and implemented next year.</p> <hr/> <p>Evidence</p> <p>Four tiers of engagement data Communication strategy and procedures</p>
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