

# IPM Sample: Strong Systems for Aboriginal and/or Torres Strait Islander Students Engagement and Attendance

## 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 the use of student data, student agency and personalised learning pathways.

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 our school effectively monitor Aboriginal student engagement and attendance?"

This guided the school to a specific focus of improvement; establishing ways of monitoring student engagement and attendance.

## 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 Coach 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 Secondary Principals Council Aboriginal Education reference group.

The research base for this resource includes 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:** Curriculum, Assessment, Reporting, Wellbeing elements in the Learning Domain; Effective Classroom Practice, Learning and Development elements of the Teaching Domain.

**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

# Strong Systems for Aboriginal and/or Torres Strait Islander Student Engagement and Attendance

*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 strong and sustainable systems and processes to monitor and improve student engagement and attendance.

**IF WE:** develop and embed systems that track and monitor both student engagement and attendance,


**AND:** ensure that there is regular communication, support and intervention when required,

**THEN:** the school will be able to improve the attendance of all students through a deep sense of engagement,

**SO THAT:** there is systemic school-wide collective responsibility for student learning and success.

Initiative	Activity	Resources	Evaluation
<p>SD1: Improving student engagement and attendance</p> <p><b>SEF elements</b> Educational Leadership - Instructional Leadership, Wellbeing, School Resources, Management Practices and Processes</p> <p><b>Team</b> Senior Executive Team</p> <p><b>When</b> Term 1, Week 1</p> <p><b>Tracking</b> </p>	<p><b>High Quality systems for Engagement and Attendance</b></p> <p>The focus for this term will be reviewing and updating processes and procedures for monitoring engagement and attendance and establishing a Student Attendance Team.</p> <p><b>Weeks 1-4:</b> Senior Executive team run an EOI process for the Student Attendance Team and ensure there is a representation of key individuals from across the school community.</p> <p>Senior Executive team access framework on <a href="#">Attendance Matters website</a> to provide guidance on forming student attendance teams within each school context.</p> <p><b>Weeks 5-7:</b> Student Attendance Team review and update existing school processes and procedures documents. In order to ensure compliance with School Attendance Policy, Student Attendance Team access resources on <a href="#">Attendance Matters website</a>.</p> <p>In reviewing the processes, team to ensure they foster cultural safety and culturally responsive practices.</p> <p>As part of this, the Student Attendance Team considers:</p> <ul style="list-style-type: none"> <li>○ What role the AECG can play in supporting the school and community in enhancing student attendance?</li> </ul>	<p>Teacher release for Student Attendance Team members to develop PL and review processes and procedures.</p> <p>6 teachers x 1-day release each (\$476) = \$2,856</p> <p><b>Funding Sources:</b></p> <p>Professional Learning.</p>	<p><b>Q:</b> What are the most significant changes to the processes and procedures for monitoring attendance and engagement and when implemented, what data will be utilised to measure ongoing effectiveness?</p> <p><b>D:</b> Updated Processes and Procedures/Policy, Attendance Team roles and responsibilities documents, attendance baseline data.</p> <p><b>A:</b> The review process was comprehensive and resulted in the updating of the Attendance Procedure and Policy to align with recommendations from the Attendance Matters Website. Baseline data was collected for each term from 2019 - 2020 so that comparisons can be made throughout the year. Data analysis identified lower attendance on Thursdays and Fridays with poorest attendance data consistently being for Year 9</p>


	<ul style="list-style-type: none"> <li>○ Document roles and responsibilities: Who is going to contact each of the families, including the siblings/family members if relevant and lead the process for supporting students to return to school?</li> <li>○ How can staff members such as class teachers and AEOs support this process? How do we build capability of all staff to participate in this process?</li> <li>○ What role do HSLOs and ASLOs play in supporting schools to enhance student attendance?</li> <li>○ Consistent, positive messaging e.g. “we’ve missed X at school” and consistent messaging in social media.</li> <li>○ Is the school aware of any reason/s why the student/s have not presented at school?</li> <li>○ What existing and potential supports could the school implement to address any identified reasons for non- attendance?</li> <li>○ How can the school support or engage families and parents to promote students attending schools?</li> </ul> <p><b>Review: Weeks 8-10</b> Student Attendance Team create an engagement and attendance monitoring timeline and schedule, inclusive of a PL schedule and allocation of time.</p>		<p>students. Daily check-ins and promotion of good attendance to be included in roll call each morning.</p> <p><b>I:</b> The process of analysis, review and updating of the policy and procedures in line with the departmental resources has provided a clear timeline of action for this year. Collation and creation of baseline and trend data has also highlighted students or groups needing closer monitoring and analysis to understand reasons for disengagement / attendance issues.</p> <hr/> <p><b>Evidence</b></p> <p>Updated: Attendance Procedures, Attendance Policy, Attendance Team role statement, Baseline Data Summary, Implementation timeline</p>
<p><b>Initiative</b> SD1: Improving student engagement and attendance</p> <p><b>SEF elements</b> Learning Culture, Management Practices and Processes</p>	<p><b>Activity</b></p> <p><b>High Quality systems for Engagement and Attendance</b></p>	<p><b>Resources</b></p> <p>Nil.</p>	<p><b>Evaluation</b></p> <p><b>Q:</b> How and in what ways can we determine the effectiveness of the PL for staff to understand and</p>

<p><b>Team</b> Student Attendance Team</p> <p><b>When</b> Term 2, Week 1</p> <p><b>Tracking</b> </p>	<p>The focus for this term will be to provide staff with the PL and support to engage with the adjusted procedures to improve engagement and attendance of all students.</p> <ul style="list-style-type: none"> <li>○ <b>Weeks 1-2:</b> Student Attendance Team also lead the to plan a professional learning session for all staff to enhance their understanding of relevant processes and procedures.</li> <li>○ <b>Week 3:</b> Student Attendance Team leads a workshop with all staff to enhance their knowledge and understanding of the school's processes and procedures. Focus on Phase 1 introduction of check-in discussions/activities and weekly recognition of good attendance in each roll call class for Term 2.  Teachers are provided with time to reflect on what these processes and procedures look like within their classroom context. Exit slips completed.</li> <li>○ <b>Week 6:</b> Student Attendance Team lead a session for all staff on systemic ways to promote student attendance across the school. As part of this session, all staff enhance their knowledge and understanding of the consistent messaging which needs to be provided across the school community. Professional learning also enhances staff knowledge and understanding of building positive relationships with students, families and the Aboriginal community and how to communicate positively with individuals to ensure a welcoming and culturally responsive environment for Aboriginal and/or Torres Strait Islander students to attend. Exit slips completed.</li> </ul>		<p>apply the adjusted policy and procedure expectations for attendance and its initial impact on engagement?</p> <p><b>D:</b> Term 2 comparative data (2019-2020), staff PL exit slips.</p> <p><b>A:</b> The initial phase of the updated procedures and supports have had a slight impact on attendance for Year 9 students by 3% but it is too early to directly correlate with the new focus. Other grades had attendance data more consistent with 2019 but this could also be attributed to 2019 not impacted by COVID-19. Staff exit slip data and feedback to supervisors regarding roll-call changes has been positive with 89% staff recognising the need for change.</p> <p><b>I:</b> There does not appear to be any need to change the activity outline for Term 3 but the focus will need to be targeted to maintain the momentum and standards developed in Semester 1.</p>
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	<ul style="list-style-type: none"> <li>○ <b>Week 8:</b> Student Attendance Team analyse term data for trends/areas of need and present to school executive team.</li> </ul> <p><b>Review: Weeks 8-10</b> Student Attendance Team review term data and feedback from staff to establish baseline expectations related to new systems. Any adjustments to Term 3 outline added.</p>		<p><b>Evidence</b> Term 2 2019-2021)</p> <p>Data snapshot + analysis PL Exit Slip summaries from Term 2</p>
<p><b>Initiative</b> SD1: Improving student engagement and attendance</p> <p><b>SEF elements</b> Learning Culture- Attendance, Management Practices and Processes, Wellbeing, Curriculum - T&amp;L programs, Differentiation, Effective Classroom Practice - Lesson Planning</p> <p><b>Team</b> Student Attendance Team, relevant staff members</p> <p><b>When</b> Term 3, Week 1</p> <p><b>Tracking</b> ○○○</p>	<p><b>Activity</b></p> <p><b>High Quality systems for Engagement and Attendance</b></p> <p>The focus for this term will be to continue providing staff with PL as required and focus on regular identification of students at risk and providing point of support.</p> <p>Student Attendance Team analyse <a href="#">Scout attendance data</a> to highlight students for wrap around support. Key focus areas are:</p> <ul style="list-style-type: none"> <li>• Students who have less &lt;70% attendance, and are within compulsory school age parameters.</li> <li>• Students within 70-80% attendance with a declining trend.</li> </ul> <p>Week 1-5: Student Attendance Team work with relevant school staff to implement school processes and procedures. This may include PLP attendance and engagement goals and nominating staff members who have established relationships within the Aboriginal community that will contact family members for each individual student.</p>	<p><b>Resources</b></p> <p>Nil.</p>	<p><b>Evaluation</b></p> <p><b>Q:</b> To what extent has the initial phase of the attendance procedures implementation continued to have impact on attendance and engagement and in what ways has it impacted/supported the identification of students at risk?</p> <p><b>D:</b> Comparison attendance data (2019-2020), Mapping of 'at risk' students and analysis of their attendance over at least 5 months of schooling.</p> <p><b>A:</b> Modifications to lessons and T&amp;L programs are positive but not yet implemented by all staff.</p> <p>Strategy of nominating staff who</p>

	<p>Weeks 1-10: As a result of PL Term 2, support classroom teachers plan their lessons and modify teaching and learning programs to embed any relevant strategies identified for individual students. This process is repeated every five weeks in order to ensure the needs of students are met.</p> <p><b>Review: Week 9-10</b> Student Attendance Team analyse Term data and work with the Executive Team to review and adjust Term 3 Planning.</p>		<p>have established relationships within the Aboriginal community and contacting family members has received positive feedback from the community.</p> <p>Analysis of attendance data indicates no improvement.</p> <p><b>I:</b> Provide opportunities for professional discussion where staff can share strategies and experiences, especially in relation to engaging and developing relationships with families. PLPs - continue to track data on contact with family members and make changes where necessary. Continue monitoring attendance and contact with families with a particular reference to family and student led plans to address attendance.</p> <p><b>Evidence</b> T&amp;L program modifications Term 3 Student attendance data snapshot and analysis. Parent contact data.</p>
<p><b>Initiative</b> SD1: Improving student engagement and attendance</p> <p><b>SEF elements</b> Learning Culture- Attendance</p>	<p><b>Activity</b></p> <p><b>High Quality Systems for Engagement and Attendance</b></p>	<p><b>Resources</b></p> <p>Teacher release for Student Attendance Team</p>	<p><b>Evaluation</b></p> <p><b>Q:</b> What has been the overall impact of the updated systems and processes to improve Aboriginal</p>



<p>Management Practices and Processes Educational Leadership - Community Engagement</p> <p><b>Team</b> Student Attendance Team</p> <p><b>When</b> Term 4, Week 1</p> <p><b>Tracking</b> </p>	<p>The focus for this term will be to continue providing staff with PL as required and focus on regular identification of students at risk and providing point of need support. Review of updated systems in preparation for 2024.</p> <ul style="list-style-type: none"> <li>○ <b>Weeks 1-5:</b> Student Attendance Team capture feedback from students, families and members of the community. Student Attendance Team also review student data and updated PLPs to ascertain the impact that modified approaches have had on student learning.</li> <li>○ <b>Weeks 5-6:</b> Student Attendance Team conduct an evaluation of implementation strategies and the impact of different approaches with identified students.</li> <li>○ <b>Weeks 7-8:</b> Student Attendance Team use information from the review to evaluate progress against annual measures for Aboriginal student attendance. Team refers to the <a href="#">Evaluation Resource Hub</a> and <a href="#">Reflect and Reset resource</a> in order to support this process.</li> </ul> <p><b>Review: Weeks 9-10:</b> Student Attendance Team share outcomes with the Senior Executive team and all staff including impact on student attendance. This is then used to inform planning for next year and any relevant modifications which may need to be made.</p>	<p>members to conduct evaluation and review.</p> <p>6 teachers x 1 day release each (\$476) = \$2,856</p> <p><b>Funding Sources:</b> <i>Initiative</i> Professional Learning.</p>	<p>and/or Torres Strait Islander student attendance and engagement?</p> <p><b>D:</b> Feedback from students, families and members of the community, collected by the Student Attendance Team, compared with student attendance data (2019-2020) and trends</p> <p><b>A:</b> Week 9 Student Attendance Team and Executive Team;</p> <ul style="list-style-type: none"> <li>• What was the feedback?</li> <li>• Did the students, parents and community consider that the changes implemented were having a positive effect?</li> <li>• Did they make some other recommendations?</li> </ul> <p>The comparative attendance data indicated that whilst there was minimal improvement in attendance for students on PLPs a slight upward trend was evident.</p> <p><b>I:</b> This was the first year of implementing the changed</p>
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			<p>processes and procedure. With continued focus and regular monitoring further improvement is predicted. IPM scaffold for 2022 developed at this meeting as a result of annual reflection and analysis.</p> <hr/> <p><b>Evidence</b> Comparative student attendance data, Feedback data from students, families and members of community</p>
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