

IPM Sample: Mentoring for Aboriginal and/or Torres Strait Islander Student Engagement

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 training mentors, mentor matching to students, parent communication check ins, student pulse surveys 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 have strong collaborative partnerships with Aboriginal students and families to support student engagement and retention?”* This guided the school to a specific focus of improvement – culturally inclusive models of support 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 Coach Mentors (PCMs) and other Education 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, Strategic School Improvement and Capability, Implementation and School Excellence business units as well as representatives from the NSW AECG representatives and the Secondary Principals Council Aboriginal Education Reference Group representatives.

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: Learning Culture, Wellbeing.

Consulted with: PSLs, DELs, Capability, Implementation and School Excellence (Transformation 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)

Mentoring for Aboriginal and/or Torres Strait Islander Student Engagement

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: strong collaborative partnerships between the school, student and family to improve engagement and attendance for all Aboriginal and/or Torres Strait Islander students.

IF WE: engage in agency and community support to develop a contextually relevant mentoring program,

AND: ensure that the process for the design is co-developed and authentic in meeting student needs,

THEN: the school will be able to provide culturally inclusive models of support for Aboriginal and/or Torres Strait Islander students,

SO THAT: students, families and the school can work collaboratively to identify future pathways, build student agency and foster a high-expectations culture.

<p>Initiative SD1: Improving student engagement and attendance</p> <p>SEF elements Learning Culture Wellbeing</p> <p>Team Senior Exec Student Mentors</p> <p>When Term 1, Week 3</p> <p>Tracking ○○●</p>	<p>Activity Mentoring for all Aboriginal and/or Torres Strait Islander students: <i>The focus for this term will be to collaboratively develop a Mentoring Program to improve engagement and aspiration for Aboriginal and/or Torres Strait Islander students.</i></p> <ul style="list-style-type: none"> ○ Establish effective communication strategies to actively engage and consult with families, the Local AECG and local community members to explain why and to request assistance with the establishment of a mentoring program for all Aboriginal and/or Torres Strait Islander students (<i>Consider if all Aboriginal and/or Torres Strait Islander students require this level of support and if participation is voluntary</i>). ○ DoE and AECG Partnership Agreement ○ Aboriginal Education Policy and key documents ○ If assistance is required with delivery of PL and student/community engagement, contact and engage the support of local Aboriginal education, strategic delivery team and Aboriginal Community Liaison Officer. ○ Identify and provide training for community members and staff to mentor students. 	<p>Resources Build mentoring into school staff "load". Flexible socio-economic funding for mentors if required.</p>	<p>Evaluation</p> <p>Q: What has been the impact of the mentor on student progress and achievement?</p> <p>D: Community strategy for Local AECG and community consultation, mentoring timetable, mentor engagement and training program and feedback.</p> <p>A: Meeting with Local AECG and local members resulted in a monthly meeting schedule developed (Executive for Mentoring Program, mentors, AECG reps). Training for mentors took place in weeks 7 & 8. Timetable for Term 2- collaboratively developed.</p> <p>I: At this point there is no change to the planned activity for Term 2. Process on track.</p> <hr/> <p>Evidence Community strategy/ Agreement Mentoring timetable Mentoring Program Outline</p>
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	<ul style="list-style-type: none"> ○ Request the support of the local Aboriginal Education Team staff, in school staff (DP/Exec/AEO) to contact families of students who may be reluctant to participate. ○ Identify an executive member to have oversight of the organisation of the mentoring program. ○ Timetable/allocate regular times for students and mentor to meet. <p>Review: Week 10 Executive Meeting - complete analysis and identify any additional tasks required to ensure the mentoring program starts</p>		
<p>Initiative SD1: Improving student Engagement and attendance</p> <p>SEF elements Learning Culture Wellbeing</p> <p>Team Senior Exec Student Mentors</p> <p>When Term 2, Week 1</p> <p>Tracking </p>	<p>Activity Mentoring for all Aboriginal and/or Torres Strait Islander students: <i>Focus on the establishment of the Mentoring Program and the development of trusted partnerships between mentor and student.</i></p> <ul style="list-style-type: none"> ○ In consultation with students and their families, and reviewing their individual PLP goals, allocate mentors to each student. An initial survey and mentor matching based on passions and goals to be completed by the end of Week 2. ○ Personalised Learning Pathways Guidelines ○ Establish consistency of understanding between all stakeholders regarding expectations, the program and ongoing communication. The mentors will be the first point of call for the family. ○ First cycle of mentoring takes place with weekly mentoring sessions and 2 parent communication 	<p>Resources Exec/DP to lead (nil cost).</p> <p>Liaison Worker FTE 0.4 \$ Aboriginal background – flexible \$28,000.</p>	<p>Evaluation</p> <p>Q: How, and in what ways, can we determine if the establishment of the Mentoring Program is successfully engaging our Aboriginal and/or Torres Strait Islander students?</p> <p>D: Student Survey: start of program, attendance data.</p> <p>A: Initial meetings (Mentors, students/families/ carers) resulted in all students allocated a mentor. 60% of mentoring partnerships met expectations for first cycle of mentoring, 40% had limited</p>

	<p>check-ins between Exec representative, mentor and families (starting Week 3).</p> <p>Review: Week 9-10 Mentoring Team meeting with Executive to review the first cycle of the program and identify any adjustments or additions required. Focus and planning for following term takes place.</p>		<p>uptake- further exploration identified inconsistent attendance and limited contact between mentor and all stakeholders.</p> <p>Overall comparison of attendance data from Semester 1, 2020 and 2021 for Aboriginal and/or Torres Strait Islander students indicated no improvement.</p> <p>I: Though there was only a 60% success rate in meeting mentoring expectations in the first cycle of the plan for Term 3, we will continue with a 'Touchbase' meeting for all families and students. This meeting organised to leverage the positive experience of mentoring program and used to encourage the group with lower uptake.</p> <p>Evidence Summary of student survey results, Attendance data</p>
<p>Initiative SD1: Improving student engagement and attendance</p> <p>SEF elements Learning Culture Wellbeing</p> <p>Team</p>	<p>Activity Mentoring for all Aboriginal and/or Torres Strait Islander students: <i>Focus for this term will be to prioritise the mentoring sessions and communication check-ins between families and school.</i></p> <ul style="list-style-type: none"> ○ Second cycle of mentoring takes place with weekly mentoring sessions and 2 parent communication check-ins between Exec representative, mentor and families (Wk4 & Wk9). ○ Week 2: Mentoring partnerships meeting with 	<p>Resources Exec/ DP to lead (nil cost).</p>	<p>Evaluation Q: Where are the most significant improvements related to the mentoring program and have we increased student engagement in the program over the past 6 months?</p> <p>D: Parent Survey: Program feedback, Staff pulse survey results, 3-year comparative</p>

<p>Senior Exec Student Mentors</p> <p>When Term 3, Week 1</p> <p>Tracking </p>	<p>students' families/carers, community members, school team and mentors to reflect and provide feedback from Term 2.</p> <ul style="list-style-type: none"> ○ Staff pulse survey mid-term to identify strengths/needs of the program so far. ○ School executive review of attendance data for students involved in program. Review includes 2021, 2020 and 2019 comparative Term 3 data. <p>Review: Week 10 Mentoring Team and executive meeting to review Term 3 data and identify any adjustments or additions required for Term 4 Mentoring program.</p>		<p>Term 3 attendance data.</p> <p>A: Analysis of Term 3 parent feedback indicated that whilst 70% of parents reacted positively to the mentoring program the remaining 30% showed less engagement in the program. Some parents stating reluctance of students to engage with the assigned mentoring partner. Staff pulse survey indicated that the majority of staff have developed positive mentoring partnerships but further PL sessions and check-ins were recommended. Improvements included strategies and/or resources for giving honest feedback, setting realistic expectations, what is to be noted from each session and opportunities to share experiences with other mentors. The 3-year Term 3 comparative attendance data indicated that there was minimal improvement in attendance for students.</p> <p>I: To support mentors provide ongoing differentiated PL. Prioritise mentoring sessions and communication check-ins capturing data for program evaluation and in particular noting the</p>
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			<p>student/mentor/family relationships. Share mentoring success stories as ongoing professional collaboration.</p>
<p>Initiative SD1: Improving student engagement and attendance.</p> <p>SEF elements Learning Culture Wellbeing</p> <p>Team Senior Exec Student Mentors</p> <p>When Term 4, Week 1</p> <p>Tracking </p>	<p>Activity Mentoring for all Aboriginal and/or Torres Strait Islander students: <i>Focus for this term will be to prioritise the mentoring sessions and communication check-ins between families and school.</i></p> <ul style="list-style-type: none"> ○ Third cycle of mentoring takes place with weekly mentoring sessions and two parent communication check-ins between Exec representative, mentor and families (Wk4 & Wk9). ○ Parent Focus (mid-Term 4) group to explore PMI for the program so far. ○ School executive review of attendance data for students involved in program. Review includes 2021, 2020 and 2019 comparative whole-year data. ○ Student/Mentor end-of-year evaluation and feedback survey (PMI) with goals and plan collaboratively developed for 2022. <p>Review: Week 8-9 of Term 4. Mentoring and Executive Team review data and feedback from 2021 and develop 2022 outline and mentoring program.</p>	<p>Resources</p>	<p>Evidence Parent survey, T3, 2019 – 2021 Attendance data, Program feedback</p> <p>Evaluation</p> <p>Q: What can be identified as initial improvements to Aboriginal and/or Torres Strait Islander student engagement and attendance that can be directly correlated to the Mentoring Program and where can we value-add to improve in 2022?</p> <p>D: PMI data – parent, student & mentor, 2019- 2021. Comparative attendance data, 2021 mentoring program outline.</p> <p>A: Triangulation of the three PMI data sources indicated similarities in positive aspects and suggested improvements. There were differences between the parent/ mentor minus' and those noted by the students. In the main this related to students indicating that their mentor/student relationship was ineffective. The 3-year comparative attendance data</p>

			<p>indicated that whilst there was minimal improvement in attendance for students there was a slight upward trend evident for students engaging in the program.</p> <p>I: This was the first year of implementing the mentoring program and with continued focus, PL and regular monitoring further improvement is predicted. Ongoing monitoring of mentor/student relationships and matching mentors to students requires care and consideration. Consider data utilised to match students and mentors. IPM scaffold for 2022 developed as a result of annual reflection and analysis.</p> <hr/> <p>Evidence PMI – parent, student and mentor, 2019 – 2021 Attendance data, Mentoring program evaluation.</p>
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