

IPM Sample: Reconciliation Action Planning

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:

- To achieve Narragunnawali (alive, wellbeing, coming together and peace): Reconciliation in Education
- Establishment or enhancement of the school's Reconciliation Action Plan (RAP)
- Establishing a shared understanding of reconciliation in the school
- Incorporating Aboriginal and/or Torres Strait Islander student, family, community and staff voice
- Ensuring that there are 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 however there is no expectation that this will all be achieved in one year. Principals can select and 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 education support directorates when supporting Principals and leaders.

Instructions for use

This IPM sample 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. 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](#), NSW Department of Education.
- Reconciliation Australia 2022, [2022 RAP Impact Report](#)

Associated resources:

- [Narragunnawali: Reconciliation in Education](#)
- [Reconciliation NSW/](#)

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 Sean Andrews, Director, Educational Leadership, Aboriginal Outcomes and Partnerships Directorate (AOPD), Education and Skills Reform Reconciliation team, Reconciliation Australia and the Capability, Implementation and School Excellence (CISE) Directorate.

Reviewed by: Aboriginal Outcomes and Partnerships Directorate

Created/last updated: December 2023

Anticipated resource review date: This resource will be reviewed in December 2024. To ensure ongoing improvement of this resource, feedback on this resource can be provided via this [Link](#) or QR



Strategic Improvement Plan (SIP): Implementation and Progress Monitoring

Reconciliation Action Planning (RAP)

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: Reconciliation Action Plans result in strengthening relationships between Aboriginal and/or Torres Strait Islander peoples and non-Aboriginal people of a school community and can result in culturally safe and authentic engagement in a responsive school environment.

IF WE: leverage the local and unique context of the school to support the critical learning journeys of all learners¹

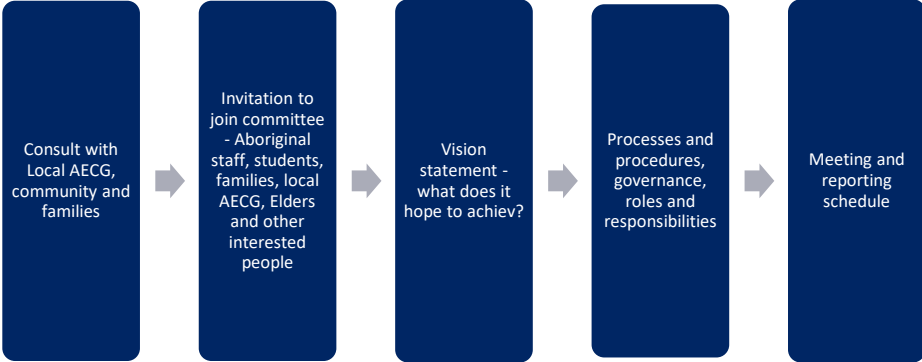
AND: build sustainable relationships, respect and opportunities in the classroom, the school and the community


THEN: we can create the enabling environments and conditions in which cultural safety and authentic engagement can flourish

SO THAT: the educational aspirations, experiences and empowerment of Aboriginal and/or Torres Strait Islander students and families are fully realised, and all learners become active and informed citizens (who have the knowledge, skills and commitment to contribute to, and benefit from, the reconciliation movement)

¹ In the context of this IPM, “all learners” refers not just to students, but also to teachers and wider members of education communities, recognising that reconciliation often requires ongoing processes of learning, un-learning and relearning, and acknowledging both the student-as-teacher and teacher-as-student interplay.

Initiative	Activity	Resources	Evaluation
<p>RAP</p> <p>SEF elements Community engagement, Continuous improvement</p> <p>Team Aboriginal Education Committee</p> <p>When 10 weeks</p> <p>Tracking ○ ○ ●</p>	<p>Phase 1: Aboriginal Education Committee (AEC) The purpose of the AEC is to ensure family, student, community and staff voice is heard and collaboratively work towards achieving a culturally safe and inclusive school.</p> <p>Establishing an AEC or; self-assessing your AEC using the Self - reflection and/or Guide</p> <p>Step 1: Consultation with the Local Aboriginal Education Consultative Group (AECG), community and families to be involved from the establishment phase of an AEC. Empowering 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: Develop a vision statement for the AEC. What does it hope to achieve strategically and how can it contribute to the School Improvement Plan (SIP)</p>	<p>Universal Resources:</p> <p>Aboriginal Education Committee – Self-reflection</p> <p>Aboriginal Education Committee - A guide to establishing an effective Aboriginal Education Committee</p> <p>Build Relationships with Community RAP Action</p>	<p>Q: What does our school data tell us about our positive relationships with Aboriginal and/or Torres Strait Islander students?</p> <p>To what extent do staff demonstrate an explicit understanding of the importance of positive relationships with Aboriginal and/or Torres Strait Islander students, their families and community?</p> <p>How does our school incorporate the NSW AECG in planning, implementing and monitoring to meet the needs and expectations of the students?</p> <p>Is everyone on board with the establishment of the AEC and what further actions need to occur?</p> <p>D: Aboriginal Education Committee Self- reflection</p> <p>A: When writing your analysis, you could use these prompts as an</p>

	<p>with consideration to the School Excellence Framework (SEF).</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>  <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>	<p>analysis guide:</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? Were there any unexpected outcomes?</p> <p>Impact / evidence of progress? 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 recommend next steps.</p>
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Initiative	Activity	Resources	Evaluation
<p>SEF elements Community engagement, Continuous improvement</p> <p>Team Aboriginal Education</p> <p>When 4 weeks</p> <p>Tracking </p>	<p>Phase 2: What is reconciliation? What does it mean to me/my school, and how can we bring our whole selves to the reconciliation in education movement?</p> <p>The purpose of Phase 2 is to provide stakeholders within our school the tools and time to reflect and identify their part in the reconciliation plan.</p> <p>Step 1: View each of the webinars in the 3-part Reconciliation in Education webinar series on Reconciliation Australia’s Narragunnawali platform:</p> <p style="padding-left: 40px;">Part 1: An Introduction</p> <p style="padding-left: 40px;">Part 2: Talking the Walk</p> <p style="padding-left: 40px;">Part 3: Walking the Talk.</p> <p>Note: this activity may be broken up into smaller sessions for each of the three webinars.</p> <p>Step 2: Either via individual reflection or in a group discussion/yarning circle context, complete the Narragunnawali Head, Heart, Hand professional learning activity.</p> <p>Estimated timing for whole activity: 2-3 hours.</p>	<p>Other Resources:</p> <p>Reconciliation in Education webinar series</p> <p>Reconciliation in Education Part 1 An Introduction</p> <p>Reconciliation in Education Part 2 Talking the Walk</p> <p>Reconciliation in Education Part 3: Walking the Talk</p> <p>Head, Heart, Hand: Reconciliation Yarning Circle</p>	<p>Q: To what extent are participants aware of the context and concept of reconciliation in Australia?</p> <p>To what extent do participants understand the power and role of education in driving reconciliation?</p> <p>To what extent do participants understand their professional expectations and opportunities relating to reconciliation?</p> <p>Are participants able to critically reflect on, and articulate, what reconciliation means to them?</p> <p>To what extent do participants understand the importance of bringing one’s whole self (head, heart and hands) and whole school to the reconciliation process?</p> <p>D: Professional Learning Exit slip or survey, anecdotal data from PL activities/ conversations.</p> <p>A: When writing your analysis, you could use these prompts as an</p>

		<p>Reference/support resources across all activities/the whole IPM:</p> <p>What is a RAP?</p> <p>RAP Working Group Kit</p> <p>FAQs – Reconciliation Action Plans</p> <p>Reconciliation Teacher Toolkit</p>	<p>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? 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 recommend next steps.</p> <hr/> <p>Evidence</p> <p>Refer to QDAI Data list above.</p>
<p>Initiative</p> <p>SEF elements Community engagement, Continuous improvement</p>	<p>Activity</p> <p>Phase 3: Contextualising reconciliation, and establishing a RAP Working Party or Group</p>	<p>Resources</p> <p>Other Resources:</p>	<p>Evaluation</p> <p>Q: To what extent do participants understand the importance of</p>


<p>Team Aboriginal Education</p> <p>When 2 weeks</p> <p>Tracking ○ ○ ○</p>	<p>The purpose of Phase 3 is to consider the current school context, and the school’s relationships with local Aboriginal communities, in building a Reconciliation Action Plan working party to further develop the work.</p> <p>Step 1: Facilitate a conversation with the (already established) AEC about any contextual considerations pertaining to reconciliation/ Reconciliation Action Planning e.g. Current relationship between the school, the Local AECG and the community.</p> <p>Step 2: Draw on and further the above-mentioned conversation by facilitating a discussion about potential principles and steps for establishing or extending a RAP Working Group.</p> <p>Estimated timing: 1 hour.</p>	<p>Establishing Your RAP Working Group - FAQs</p> <p>Narragunnawali RAP Working group</p> <p>Note that the links will only work for individuals who have already signed up to the platform and joined a RAP Working Group.</p> <p>Aboriginal and Torres Strait Islander representation on committees RAP Action</p>	<p>contextualising, localising and personalising a schools’ reconciliation journey? In other words, why is a RAP the right work for our school now?</p> <p>Do participants understand the principles and processes for establishing an effective RAP Working Group?</p> <p>To what extent do participants understand the value of diverse perspectives – including Aboriginal and Torres Strait Islander perspectives – being actively represented on RAP Working Groups and wider school governance structures?</p> <p>D: Meeting outputs: Principles and identified steps for RAP Working Group, meeting notes, Aboriginal and/or Torres Strait Islander representation on RAP Working Party.</p> <p>A: When writing your analysis, you could use these prompts as an analysis guide:</p> <p>What has been done?</p>
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<p>Initiative</p> <p>SEF elements Community engagement, Continuous improvement</p>	<p>Activity</p> <p>Phase 4: Reconciliation Action Planning (RAP) audit</p> <p>The purpose of Phase 4 is to conduct a RAP audit of activities the school undertakes and/or already embeds in its ways of working, and to identify</p>	<p>Resources</p> <p>Narragunnawali RAP Framework</p>	<p>Evaluation</p> <p>Q: To what extent do participants understand what a RAP is, why it is important, and what impacts it can</p>


<p>Team Aboriginal Education Committee</p> <p>When 2 weeks</p> <p>Tracking ○○●</p>	<p>opportunities to further promote reconciliation.</p> <p>Step 1: View Reconciliation in Education webinar</p> <p>Step 2: Use the Narragunnawali RAP Framework professional learning resource or the School Development Day Webinar to critically reflect on and consider what activities the school is already committed to, and where there are any key gaps/opportunities to extend on these.</p> <p>The RAP Reflection Survey can be completed to better inform the audit process and can be completed:</p> <ul style="list-style-type: none"> • prior to the audit activity • in conjunction with the audit activity • post the audit activity <p>Estimated timing: 1-2 hours.</p>	<p>Narragunnawali RAP Framework professional learning resource</p> <p>Aboriginal Education - Reconciliation in Education - SDD T2, 2023</p>	<p>have?</p> <p>To what extent are participants familiar with the Narragunnawali RAP framework for strengthening relationships, respect and opportunities towards reconciliation in the classroom, around the school and within the community?</p> <p>To what extent are participants able to critically reflect on the current state of reconciliation in their school community; identify and assess which reconciliation activities/areas of the RAP framework their schools is already positively engaged with; and identify and assess where there are gaps or opportunities for extending on their school's RAP commitments?</p> <p>D: RAP Reflection Survey and audit of school practices.</p> <p>A: 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>
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<p>Initiative</p> <p>SEF elements Community engagement, Continuous improvement</p> <p>Team Aboriginal Education Committee</p> <p>When 2 weeks</p> <p>Tracking </p>	<p>Activity</p> <p>Phase 5: Envisaging reconciliation</p> <p>The purpose of Phase 5 is to create a Reconciliation vision statement. Staff will draw on the professional learning activities completed so far and reflect on the alignment of the vision statement with the AEC vision statement.</p> <p>Step 1: Complete the Narragunnawali What is Your Vision for Reconciliation? professional learning activity.</p> <p>Consider how this Vision might meaningfully align with the vision statement for</p>	<p>Resources</p> <p>What is Your Vision for Reconciliation?</p> <p>Writing Your Vision for Reconciliation - FAQs</p> <p>https://www.narragunnawali.org.au</p>	<p>Evaluation</p> <p>Q: To what extent do participants understand how and why to incorporate respectful and inclusive language and terminology in reconciliation-related conversations?</p> <p>Do participants understand the process and value of developing a vision for reconciliation statement?</p> <p>Do participants have an</p>

	<p>the AEC developed as part of Activity 1.</p> <p>Step 2: Draft and/or review/revise a Vision statement.</p> <p>Estimated timing: 1 hour.</p>	<p>org.au/about/terminology-guide</p>	<p>understanding of how and why a vision for reconciliation is connected to other key steps in the RAP development/implementation process?</p> <p>Are participants able to collaboratively develop and articulate their school's vision for reconciliation?</p> <p>D: RAP Vision statement.</p> <p>A: 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? Describe the enablers and barriers.</p> <p>What consistencies and inconsistencies became apparent? Were there any unexpected outcomes?</p> <p>Impact / evidence of progress? How do we know?</p> <p>A clear picture will be developed which shows strengths and identifies</p>
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			<p>focus areas.</p> <p>I: So what? / Now what?</p> <p>Infer meaning for the context and recommend next steps.</p>
<p>Initiative</p> <p>SEF elements Community engagement, Continuous improvement</p> <p>Team Aboriginal Education Committee</p> <p>When 4 weeks</p> <p>Tracking </p>	<p>Activity</p> <p>Phase 6: Delivering on RAP commitments planning session</p> <p>The purpose of Phase 6 is to ensure the 14 minimum required actions of the RAP are embedded in school practices. It allows time for the RAP Working Party to map further actions to the school timeline/planner across the year.</p> <p>Step 1: Review the information, ideas and resources on the 14 minimum required RAP Action pages to determine the key actions to be developed.</p> <p>Step 2: Identify one focus task/Deliverable that could be achieved against each of these Actions in 2023/2024, and plot a timeline for implementation.</p> <p>The length of this activity will vary depending on how many of the required 14 actions the school has already engaged with.</p> <p>Estimated timing: 2 hours.</p> <p>Assign staff to each action and check-in regularly on progress.</p>	<p>Resources</p> <p>RAP Actions</p> <p>Adding Actions, Goals and Deliverables to Your RAP - FAQs</p>	<p>Evaluation</p> <p>Q: To what extent are participants familiar with the required Actions within the Narragunnawali RAP framework?</p> <p>To what extent are participants able to identify tasks or steps towards implementing each of the required RAP Actions in their school communities?</p> <p>To what extent do participants understand the value and process of adding Goals and Deliverables against their school’s RAP Action commitments?</p> <p>D: RAP Action page – key actions/tasks listed, implementation timeline.</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? Describe the enablers and barriers.</p> <p>What consistencies and inconsistencies became apparent? Were there any unexpected outcomes?</p> <p>Impact / evidence of progress? How do we know?</p> <p>A clear picture will be developed which shows strengths and identifies focus areas.</p> <p>I:</p> <p>So what? / Now what?</p> <p>Infer meaning for the context and recommend next steps.</p>
<p>Initiative</p> <p>SEF elements Community engagement, Continuous improvement</p>	<p>Activity</p> <p>Phase 7: Where am I/we at? What is my/our next most meaningful step?</p>	<p>Resources</p> <p>Head, Heart, Hand: Reconciliation</p>	<p>Evaluation</p> <p>Q: To what extent do participants understand the ongoing and evolving</p>

<p>Team Aboriginal Education Committee</p> <p>When 4 weeks</p> <p>Tracking </p>	<p>The purpose of Phase 7 is to reflect on the impact of the RAP work for both individual and school shifts in thinking and actions towards reconciliation, cultural safety and authentic engagement. This phase includes planning for the next steps that the school will take and how the RAP journey will be communicated to the school community and broader community.</p> <p>Step 1: Repeat Step 2 of Phase 2.</p> <p>Ask each of the Head, Heart and Hand questions at both the individual and school level, as well as in relation to the RAP more specifically. The idea is to encourage participants to get a sense of what might have shifted through time (highlighting the reconciliation is an ever-evolving journey).</p> <p>Estimated timing: 0.5-1 hour.</p> <p>Step 2: What might be the next most meaningful steps?</p> <p>Members of the RAP team use information from the monitoring activity to consider further actions within the RAP framework:</p> <ul style="list-style-type: none"> • identify their next, most meaningful actions or steps • report back to staff, students, the community and the NSW AECG about the next steps • Consider key actions to be taken to achieve this next step • Consider possible limitations in achieving their next step/steps and how they could be mitigated? • Consider a communications plan that actively promotes the school’s work on reconciliation through a range of channels 	<p>Yarning Circle</p> <p>Tips for monitoring RAP progress</p>	<p>nature of reconciliation journeys, and understand the importance of developing RAPs as dynamic, living documents?</p> <p>Are participants able to critically reflect on, and articulate, what reconciliation currently means to them (at the individual level – personally/professionally) and to their school community (at the institutional level)?</p> <p>To what extent do participants understand how to monitor, measure and celebrate RAP progress?</p> <p>To what extent are participants able to identify/assess the next most meaningful steps in their own – and/or their school’s – reconciliation journey?</p> <p>D: Identified next steps.</p> <p>A: When writing your analysis, you could use these prompts as an analysis guide:</p> <p>What has been done? How well has it been done? Describe the enablers and barriers</p>
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	<ul style="list-style-type: none"> Provide opportunities for wide ranging feedback from students, families, the broader school community and staff to further the RAP work. 		<p>What consistencies and inconsistencies became apparent? Were there any unexpected outcomes?</p> <p>Impact / evidence of progress? 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 recommend next steps.</p>
<p>Initiative</p> <p>SEF elements Community engagement, Continuous improvement</p> <p>Team Aboriginal Education Committee</p> <p>When 6 weeks</p> <p>Tracking </p>	<p>Activity</p> <p>Phase 8: Shared learnings, shared journeys</p> <p>The purpose of Phase 8 is to identify other schools in your area who are also undertaking a Reconciliation Action Plan. This will help to build a community of practice amongst school to support each other with this work.</p> <p>Step 1: Identify stakeholders and develop stakeholder mapping/create a stakeholder list of other schools that may be developing a RAP, or schools/stakeholders in one's local area with an existing commitment or vested interest in driving reconciliation in education.</p>	<p>Resources</p> <p>Create Stakeholder List RAP Action</p> <p>Reconciliation Network RAP Action</p>	<p>Evaluation</p> <p>Q: Are participants able to identify stakeholders within their school's wider local community/community of practice that they can exchange learnings and collaborate with, on their reconciliation journey?</p> <p>To what extent do participants understand the value of developing RAP/reconciliation networks, and of shared learning and collective efforts towards reconciliation? Do participants understand how and</p>

	<p>Step 2: Discuss and draft potential terms of reference for engaging with a wider RAP/Reconciliation Network.</p> <p>Estimated timing: 1-2 hours.</p>	<p>why reconciliation in education should be driven at the individual, institutional, and sector/system levels alike?</p> <p>D: Stakeholder mapping, network terms of reference.</p> <p>A: When developing 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? Describe the enablers and barriers.</p> <p>What consistencies and inconsistencies became apparent? Were there any unexpected outcomes?</p> <p>Impact / evidence of progress? How do we know?</p> <p>A clear picture will be developed which shows strengths and identifies focus areas.</p> <p>I:</p> <p>So what? / Now what?</p>
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