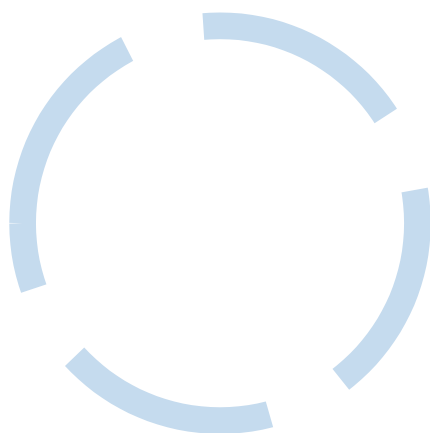
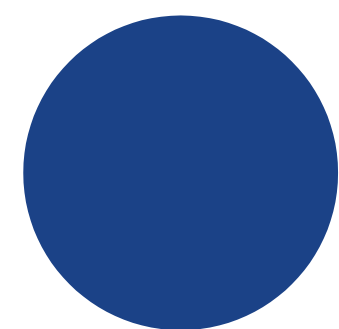


NSW Department of Education

Personalised Learning Pathways

Guidelines

Aboriginal Education and Communities Directorate



Acknowledgment of Country

We acknowledge the Land, Country and Waterways of all Aboriginal Language Groups, Clans and Nations across NSW.

We acknowledge Elders past and present for their leadership, guidance and strength.



'All Aboriginal and First Nations students, parents, caregivers, community members and employees, have the basic human right to feel culturally safe across all living and non-living entities, workplaces, educational settings and within the wider community in which they live.'

Source: [NSW AECG Inc. Position Statement on Cultural Safety](#)

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1. Background and context

Personalised Learning Pathways were a formal recommendation from the 2004 Aboriginal Education Review, in genuine partnership and collaboration with the NSW Department of Education and NSW Aboriginal Education Consultation Group Incorporated (NSW AECG).

Recommendation 28 of the review noted that each Aboriginal student have a “*personalised plan that will be developed by the school in partnership with parents/caregivers and include targets for learning against syllabus outcomes and agreed family support strategies, e.g., home reading strategies, attendance, transition from primary to secondary education*”.

Central to the implementation of this recommendation were the voices of Aboriginal families and community. Through strong relationships, collaboration, and partnerships with schools, staff and families we will see Aboriginal students achieve their aspirations and educational potential.

These guidelines provide schools with the key information to support the effective development and implementation of Personalised Learning Pathways (PLPs) for Aboriginal and/or Torres Strait Islander students.

2. Personalised Learning Pathways for Aboriginal and/or Torres Strait Islander students

What are PLPs?

PLPs are an active and continuous process. They are developed in consultation and collaboration with the student, their families/carers and teachers, to identify, organise and apply personal approaches to learning and engagement for success.

PLPs can have short term and/or long-term goals. Short term goals can be specific steppingstones to reach long term goals. Essential to this process is the monitoring, reviewing and celebration of goals achieved and setting of new goals to ensure our Aboriginal and/or Torres Strait Islander students are always progressing in a forward motion.

Why are PLPs important?

It is highly recommended that all Aboriginal and/or Torres Strait Islander students have a PLP that is tailored to the student and is regularly reviewed, updated and celebrated.

To enable teachers to provide tailored support for each student's learning, it is important that PLPs be developed for all Aboriginal and/ or Torres Strait Islander students, including those who have additional learning needs or have high potential and/ or gifted and talented. PLPs for high potential and/ or gifted and talented students should record the implementation of appropriate educational strategies and differentiated curricula needed to support exceptional learners to fulfil their potential.

Aspirational goals and the mapping of learning pathways are an important part of PLPs. 'An Aboriginal student with high aspirations has a 71% chance of attaining an HSC compared to 49% for an Aboriginal student with low aspirations' (CESE 2021).

What are the key features of an effective PLP?

The holistic nature of PLPs allows students' academic, social/emotional, wellbeing and cultural needs to be addressed. PLPs aim to enhance outcomes for Aboriginal and/or Torres Strait Islander students, with a focus to improve student engagement, attendance, retention, transition points, HSC attainment and post- schooling options.

An effective PLP must:

- Honour the voices of students and their families/carers
- Be owned by the student, and engage the student's voice in the development monitoring, review and celebration processes.
- Authentically be developed in genuine partnership with families and support staff where required.
- Record student's academic goals and aspirations in a context that takes into account the student's spiritual, cultural, emotional, social and physical health and wellbeing.
- Ensure schools and community include cultural goals that provide opportunities that engage students to create a deep sense of identity, connection and belonging.
- Contain specific, measurable, achievable, realistic, time bound, evaluative and rewarding (SMARTER) goals that support students to realise their goals and potential.
- Discuss all relevant transition points and post schooling pathways.
- Be easily accessible and regularly communicated to students, families and staff.
- Ensure that during the development and monitoring of PLPs staff utilise language that respects the integrity and beliefs of families/ carers, avoiding educational jargon and acronyms where possible.
- Include a literacy and numeracy component for all students to support and enhance student learning outcomes, and
- Foster an opportunity for high expectations across all areas and promotes leadership experiences.

Where possible schools should utilise the knowledge and expertise of their Local/Regional NSW AECG in the development and consultation of their PLPs. Under the NSW AECG and NSW Department of Education Partnership Agreement, schools are expected to genuinely consult with the AECG on all matters relating to Aboriginal Education.

3. Personalised Learning Pathways implementation process

Engaging Families

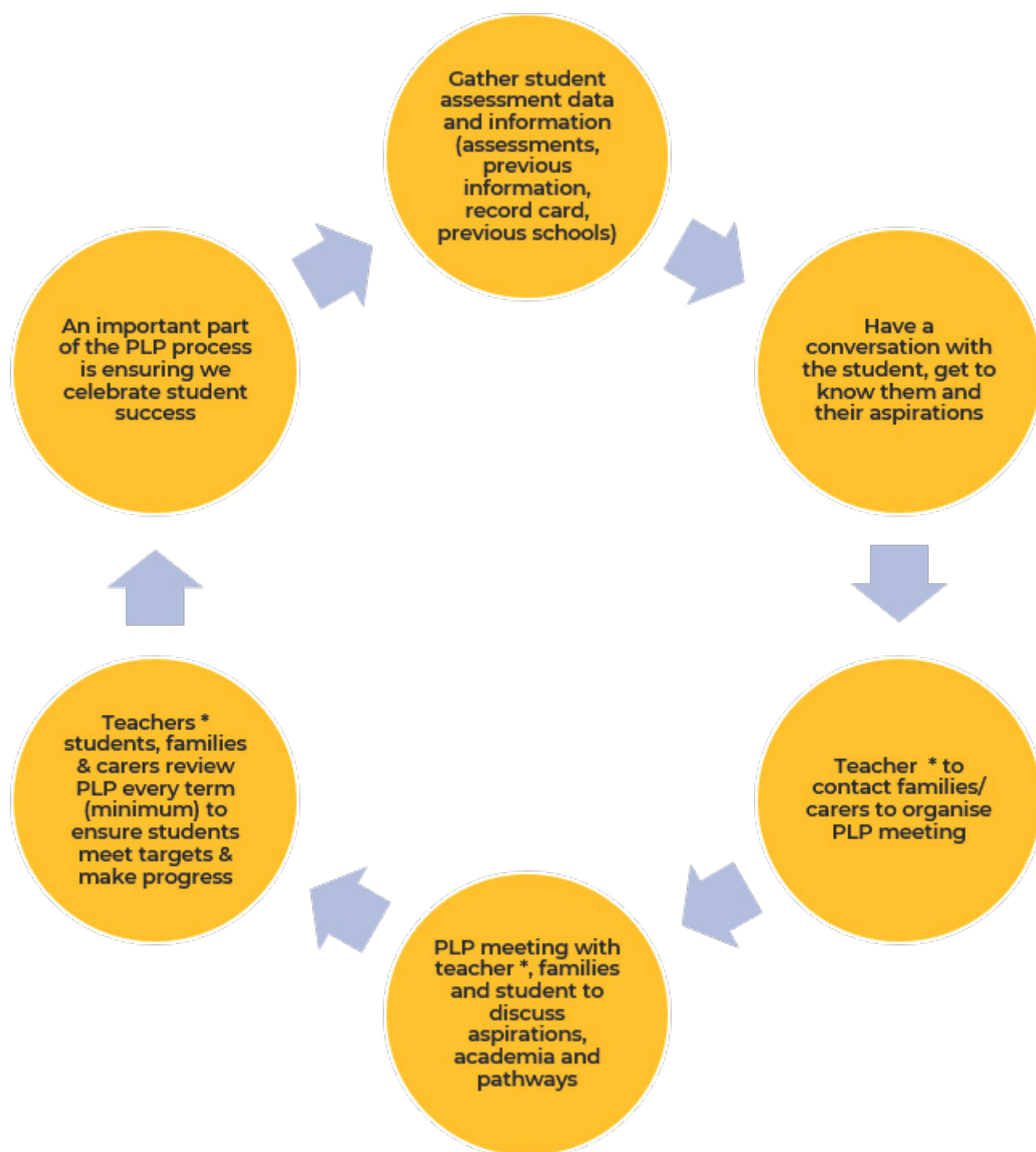
The PLP document is used by schools to ensure Aboriginal and/or Torres Strait Islander students and their families are actively engaged in meaningful planning and decision-making in education. PLP conversations are of great importance as they identify and strengthen shared understandings of aspirational goals, expectations and responsibilities.

Research shows that families and teachers have a significant influence on students' aspirations, goals and motivation (Gemici 2014).

These conversations need to be respectful and genuine. Maintaining confidentiality and privacy is critical to building trust and respect among Aboriginal and/or Torres Strait Islander families.

It is important that families understand *why* schools need to gather specific information and *how* it will be used to support the PLP process.

PLP Implementation Process Model



* Teacher – refers to Classroom teacher and PLPMentor

There are multiple entrance points into the PLP monitoring and review process:

- An effective PLP is owned by the student. Engaging students in the monitoring and review process promotes active learning and personal empowerment.
- Through the continuous assessment process, teachers, PLP mentors and specialist support staff may refer to the PLP document throughout the year and make annotations outlining evidence of goals achieved. This evidence can be discussed with the student and family/ carers during informal and formal conversations.

PLP Templates

There is no statewide PLP template. It is highly recommended that schools create their own PLP template in partnership with their local community and where possible Local AECG. It is crucial that this template is localised and contextualised to the community and students. Please refer to Section 6 for recommended sample templates.

Ongoing monitoring and review of PLPs

It is strongly recommended that PLPs be reviewed, and monitored at least once a term with students, teachers, PLP mentors and families/ carers. Regular check-ins are key to the success of the process. This can involve informal conversations with students and families. Engaging students in the monitoring and review process promotes active learning and personal empowerment.

PLPs in conjunction with other student plans

It's critical that students who require additional plans have a PLP that supports and includes all relevant learning plans to ensure successful learning outcomes.

4. Contextualising your Personalised Learning Pathways to your school setting

Schools should have an Aboriginal Education Committee that includes Local AECG representation and supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

Building a relationship between schools and local families/ carers and communities will enhance the learning experience of students and promote reconciliation through better understanding. PLPs enable Aboriginal and/or Torres Strait Islander students to actively participate in decision-making at school on matters which shape their educational experiences.

To be successful, schools must value the perspectives and opinions of students and act on them in a way that genuinely shapes learning and decision-making.

PLPs in Primary settings

Implementation

1.1.8 These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high-quality education as a platform for enriching their life chances and achieving their full potential. Aboriginal Education Policy.

The PLP process must adhere to the 2004 review recommendations which are to ensure active relationships are built between classroom teachers*, students and their families/carers. In all primary settings a three-way process must be established by the student's classroom teacher, with an active voice and ownership by the students and strongly supported by their families/carers.

Classroom teachers need to identify a locally developed PLP proforma that is contextualised to the needs of the school community and families. Contact must be made with families/carers to attend an initial meeting with the classroom teacher and the student.

It is the responsibility of this meeting to follow the PLP process (page 8) to identify SMARTER, cultural and aspirational goals for students. If required, classroom teachers are encouraged to invite appropriate staff, including learning and support teams and Aboriginal education staff to participate in the PLP process. Accountability must sit with the classroom teacher to ensure effective implementation of PLPs.

Regular review meetings must occur termly as well as regular check-in meetings.

PLPs are a genuine process whereby students have a strong voice, that is supported by families/carers and guided by classroom teachers.

* Classroom teacher is the designated teacher the student spends most of their time.

Roles and Responsibilities

Classroom Teacher

- The process of the PLP is initiated and implemented by the classroom teacher
- PLPs are a three-way process whereby teachers establish genuine relationships with students and their families/carers
- Teachers meet with students and families/ carers to identify, discuss and record student strengths and aspirations
- Establish clear, concise and meaningful goals that are monitored, reviewed and celebrated, and
- Establish and ensure a culturally safe environment that supports and enhances educational pathways.

Support Teachers/other Staff

- PLPs are not the responsibility of the Support team.
- Their role is not to drive the process but to support and enhance.
- Where and when possible, Aboriginal education support staff are to support the process only.

Executive Level

- Drive school systems and processes to ensure that PLPs are regularly implemented, monitored, reviewed and celebrated.

Aboriginal Education Officers/Workers/ Aboriginal Student Learning Support Officer

- Actively support teachers and school staff in strengthening community links with families/ carers, students and schools.

Aboriginal Education Committee

- Facilitates conversations with executive members and staff around key decision making, cultural opportunities and supports school PLP processes.

Aboriginal Community Liaison Officers

- Support schools in making genuine connections with their local Aboriginal Community/organisations.
- Provide cultural support and advocacy for students and families.

Transition Points

- PLPs provide a solid foundation to support Aboriginal and/or Torres Strait Islander students as they transition through their schooling. From school readiness to post-school pathways, each journey is unique and must be underpinned by the individual student.
- Planning to support Aboriginal and/or Torres Strait Islander students at each transitional milestone not only provides stability and continuity, but also improves student confidence.
- A successful PLP needs to acknowledge potential challenges experienced by our Aboriginal and/ or Torres Strait Islander students as they transition through their educational journey. Schools need to ensure a personalised approach to this process. One way this can be achieved through developing positive partnerships with students, families/ carers and community.
- Ensuring student readiness and preparedness is also key to this process.
- High quality, culturally inclusive early childhood education services and schools work with families and communities to set a strong foundation for early learning, including a child's transition to school.

PLPs in the Secondary setting

Implementation

The PLP Mentor

The PLP Mentor plays a crucial role in developing, implementing and reviewing of PLPs. This role can be undertaken by a school staff member who has a positive relationship with the student and is passionate about ensuring the aspirations and learning outcomes of the student are achieved. It is essential that the PLP Mentor has a deep understanding of the student's cultural, social, emotional and academic aspirations to ensure they can collaboratively support them in setting and achieving their goals.

“No significant learning can occur without a significant relationship” as noted by James Comer. The PLP Mentor allows Aboriginal and/ or Torres Strait Islander students to build real and meaningful connections with staff and promotes a culturally safe space that allows students be open, reflective and aspirational around their learning goals.

A PLP Mentor can be:

- A classroom teacher
- Aboriginal Education Officer
- Aboriginal Student Learning Support Officer
- Student Learning Support Officer
- Year Advisor
- Roll Call/ Pastoral Care teacher
- Learning Support Teacher
- Head Teacher

The role of the PLP Mentor:

- Develop, maintain, evaluate and celebrate the PLP in genuine partnership with the student and family/carer
- Ensure PLPs are a living, breathing document and communicated to relevant school staff
- Schedule regular ongoing formal and informal conversation that solidifies relational trust and ensures genuine implementation, reviewing and monitoring and promotes student engagement and improvement.

HSC Minimum Standard

- Supporting Aboriginal and/ or Torres Strait Islander student HSC attainment is a key Departmental priority. Ensuring PLPs explicitly support the achievement of minimum standards in the following areas; reading, writing and numeracy is key to achieving higher rates of retention and attainment.
- To support Aboriginal and/ or Torres Strait Islander students to successfully complete the HSC minimum standard assessments, schools may need to provide small group support workshops, student access to a homework or learning centres where possible or Aboriginal SLSO in class support.

Setting Career Goals/ Post-school options

- Through the use of PLPs schools should ensure they engage Aboriginal/or and Torres Strait Islander students in high-quality vocational learning and VET programs. Doing this, supports successful transitioning from school to work.
- Through a personalised approach schools should tailor their programs to equip Aboriginal and/or Torres Strait Islander students with the knowledge and skills they need to make informed study and work choices, and to successfully transition to life beyond school.
- Raising the aspirations and self-esteem of Aboriginal and/or Torres Strait Islander secondary students helps to better engage them in making informed post-school career or study decisions. An important aspect of the PLP process is linking their skills, talents and interests with potential vocational and workforce options.
- Engaging key personnel such as the Careers Advisor and/or Transition Advisor ensures students can access work experience, structured work placements and real post-school options.

Critical Roles and Responsibilities

Student

- Student voice and ownership is critical for the success of a PLPs
- Active participants in their PLP
- Regular termly check in and review meetings with classroom teacher/PLP mentor.

Families/carers and Community

- Central to the PLP process are the voices of our families and community.
- It is critical that we honour what families/ carers want for their children and what these students want for themselves.
- The PLP process should actively seek to engage in genuine partnership and consultation with all key stakeholders to ensure they are meaningful, authentic living and breathing documents.

Principal

- Principal accountability and leadership are key to the success of the PLP process.
- Principals must ensure the implementation, support, release time and the monitoring by classroom teachers/PLP Mentor of the school's PLP process.
- Establish culturally safe classrooms and meeting spaces for students and their families
Provide all staff with appropriate PLP professional learning.
- Ensure support staff are available to support classroom teachers/PLP mentors where and when possible.
- Ensure schools and staff celebrate student achievements and reaching desired goals.

Aboriginal Community Liaison Officers

- Support schools in making genuine connections with their local Aboriginal Community/organisations.
- Provide cultural support and advocacy for students and families/carers.

Aboriginal Education, Strategic Delivery Advisor

- The role of the Aboriginal Education, Strategic Delivery Advisor in your area is to provide PLP professional learning to staff and schools.

Director/Executive Director

- The Role of the Director and Executive Director in the PLP process is to encourage Principals to strengthen the capacity of their staff in the PLP process through professional learning and implementation, supported by their local Aboriginal Education, Strategic Delivery Advisor.

5. Support Resources

- [The NSW Department of Education, Aboriginal Education Policy](#)
- [Aboriginal Outcomes and Partnerships Directorate Website](#)
- [New South Wales Aboriginal Education Consultative Group Inc. Website](#)
- [Personalised Learning Pathways - suite of resource URH](#)
- [Stronger strides together – suite of resources URH](#)

For further information and support please contact the Aboriginal Education and Communities Directorate AECCorrespondence@det.nsw.edu.au

Personalised Learning Pathways

Implementation Checklist

PLP implementation fidelity checklist			
Elements	Task	A quality PLP	What does it look like? Tailoring includes flexibility and
Gather student assessment data and information - assessments, previous information, record card, previous school	Prepare and plan	The teacher has prepared and planned a session tailored to each student, factoring in previous PLP goals and equipment such as a laptop is sourced if required	creativity and considers the: • Previous PLP goals, aspirations and achievements • Length of time involved in PLP • Age/stage or school year • Current interests, skills and aspirations • Experiences • Learning style • Location and local community • Culture • Language, literacy and numeracy • Needs • The natural and physical environment. Cultural and PLP professional learning is undertaken and ongoing support is accessed.
	Select and use informal and formal, diagnostic, formative and summative assessment strategies to gather background information on the student	The student's performance is progressing throughout their schooling from early years to post school option planning	Student's cultural and academic achievement is reviewed with strengths and development areas identified. Formative and summative assessment could include Best Start, reading and numeracy results, NAPLAN and other internal and external measures Where there is a change in performance the source is identified and included in tailoring the approach to the student. Review all PLP documents to inform the session.
Have a conversation with the student, get to know them and their aspirations	Identify resources and supports	Student sessions include the identification of resources and supports – materials, culture, tutoring, mentoring, and finance	The student: • Feels culturally safe in the school environment • Knows how to find and access education resources and can identify people in the school system that can assist • Has a career champion, role model or industry contact • Has personal supports in place. Connection is built on regular contact, collaboration and conversation. The conversation is an exchange and includes:
	Develop relationships with the student	Relationships include connecting with the student, their family/carer, their teacher and	• active listening • respect

	throughout their schooling journey	local community in a meaningful way	• being present and focused • reflecting and checking understanding • building ideas • inclusion of others • sharing knowledge and practical information.
	Ensure the duration of a session is adequate	Each student session is of a substantial time and includes the family/carers and student	The student is engaged and responsive in the session and has time to ask questions and provide feedback
Teacher to contact families/carers to organise PLP meeting	Ensure the time, space and place for a session is appropriate	A culturally safe environment was provided at a time of mutual convenience	Establish and implement inclusive and positive interactions to engage and support culturally and academically. Students and their families/carers feel comfortable and culturally safe. This may not include the school grounds. Consider and communicate the number of staff attending meeting to ensure families/carers are not overwhelmed.
PLP meeting with teachers, students and their family/carer to discuss aspirations, academia and post school pathways	Build a positive relationship through trust and rapport	The teacher, student and their family/carers are motivated and responsive, each is engaged and has confidence in the PLP process	The student has ownership and agency of the PLP. PLP sessions are culturally safe, aspirational, nurturing, useful, interesting and positive. The student understands the benefits of school and education. Families/Carers feel their voice is heard and staff are actively listening.
	Ensure the purpose of a PLP is understood by students and families/carers	The teacher, student and their family/carers understand the process and importance of the PLP and ensure it meets the individual student needs.	Family/Carers and peers support student aspirations because they understand how important they are to achievement. Family/Carers have practical strategies to develop the students interest in careers. The student and family/carers readily engages in PLP sessions.
	Provide sessions regularly	Sessions are conducted each term or more frequently	Regular contact maintains connection and could be in a variety of forms such as phone contact, yarns and emails. This should be negotiated with families/carers.
	Link aspirations to interests and pathways to support life-long learning	The teacher, student and their family/carers share a mutual understanding of what is required at each level of schooling including knowledge of post school pathways and support to navigate the options	The student is: • exploring their interests in learning from the early years through to post school pathways, and their knowledge and understanding is increasing • developing a broad view of career and other opportunities and an understanding of how to navigate towards their aspirations.
Teachers, students and their	Review and affirm cultural, academic and	The student's cultural and academic strengths and interests are affirmed and a link	Positive feedback on strengths and interests is provided by the PLP mentor, teacher, and the student's family/carers.

family/carers review the PLP every term (minimum) to ensure students meet the targets and make progress	strengths and interests	is made between these and subjects studied. Areas for support are identified early and addressed so students do not fall behind.	The student is selecting subjects required for career interests without limiting options. Supports to strengthen academic performance in particular subjects is sourced and accessed.
	Recognise excellence in areas other than academic performance	Student sessions include recognition of excellence other than academic work – cultural, leadership, sport, performing arts, community, and caring	The PLP takes a whole person approach and wraps around the student, their family/carers and teachers and includes their individual interests and achievements.
	Reflect on and revise the PLP	The PLP is regularly updated and stored in an electronic form with the student's records	The student receives a thorough review, and affirmation of their skills and strengths. The PLP is centrally recorded and stored.
Celebrate student success	Acknowledge and reinforce achievement	The student is praised and feels good about themselves, the success is recorded in the PLP notes and the students' family/carers and teachers are informed	The student and family/carers are proud of this achievement and the student is motivated to progress.

Personalised Learning Pathways (PLPs)

Self-reflection

Overview

The Personalised Learning Pathways (PLPs) Self-reflection has been designed to support schools to review their processes for the development and implementation of PLPs for Aboriginal and/or Torres Strait Islander Students.

As outlined in the [Personalised Learning Pathways Guidelines](#), PLPs are an effective tool for increasing Aboriginal and/or Torres Strait Islander student engagement and have the potential to support improved learning outcomes and educational and cultural aspirations when they are developed in genuine partnership with Aboriginal and/or Torres Strait Islander students, their families and teachers.

The Self-reflection has been developed to support schools in reviewing their existing processes and procedures relative to their individual context.

The Self-reflection has been divided into two sections:

[Section 1: Analysis of school wide PLP processes](#) This section of the Self-reflection will provide the opportunity to reflect on the process that is used throughout the school to develop and implement PLPs for all Aboriginal and/or Torres Strait Islander students.

[Section 2: Analysis of individual PLPs](#). This section of the Self-reflection will provide the opportunity to review a sample of individual PLPs for students that have been developed.

Please note: the outputs of this tool are used to inform relevant steps in the development of IPMs.

How to complete the Self-reflection

To facilitate the completion of this tool, the Principal, Lead - Aboriginal Education Committee and appropriate teaching staff will collaboratively:

1. Complete [Section 1: Analysis of school wide PLP processes](#). To do this, the Principal will discuss each reflection question and all parties will collaboratively respond Yes/Partially/No/Not sure for required questions or record any reflections and comments if relevant. If required, the Principal can ask prompting questions and encourage the team to reflect on what evidence could be provided to support the determination for each question. The evidence which has been included in the Self-Reflection is only a sample, and alternate evidence may be available for the school.

2. Complete [Section 2: Analysis of individual PLPs](#). If available, the Principal will need to select at least five individual PLPs which are current for Aboriginal and/or Torres Strait Islander students and complete the Self-reflection for each one. To support this review process, the Principal should also access relevant data about each student's academic achievement, improvement journey and pathway planning. As with the previous section, the team will discuss each reflection question and either respond Yes/Partially/No/Not sure for required questions or record any reflections and comments if relevant. It is recommended that a variety of PLPs are selected to show an adequate cross representation of PLPs which exist within the school. In addition to the individual PLPs, it will be necessary to review any supplementary documentation such as meeting notes, contact with families, emails to families etc.

3. Discuss the overall findings from completing the Self-reflection and how it will be used to further develop and improve the PLP systems and processes within the school.

Section 1: Analysis of school wide PLP processes

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
Creating PLPs	Do we have PLPs for each Aboriginal and/or Torres Strait Islander student?	<i>Percentage of PLPs which are created for enrolled Aboriginal and/or Torres Strait Islander students</i>	Not sure*	No	Partially	Yes	
	Do incoming Year 7 students have a PLP which has been shared from Stage 3?	<i>Individual student PLPs</i>	Not sure*	No	Partially	Yes	
	Is a proportionally significant percentage of	<i>SpaRO, SBAR, and EfPT</i>	Not sure*	No	Partially	Yes	

Reflection Questions	Sources of evidence that could provide insight	Please circle the relevant box				Comments
equity funding utilised for PLP processes?						
Do we have a documented process to develop, monitor and evaluate PLPs on a regular basis?	<i>Documented PLP process</i>	Not sure*	No	Partially	Yes	
What are the documented processes to develop, communicate, monitor and evaluate PLPs?	<i>Documented PLP process</i>	Reflections:				
Is there a consistent template/approach we use to develop PLPs relative to each stage?	<i>School wide PLP Template</i>	Not sure*	No	Partially	Yes	
What opportunities exist	<i>Family feedback</i>	Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	when creating PLPs to build trusting relationships between the school, student and families?						
	How are students provided with the opportunity to own the PLP process and actively contribute to its development?	<i>Student feedback</i>	Not sure*	No	Partially	Yes	
Role of teaching staff	Have staff completed PL for developing and implementing PLPs?	<i>MyPL records of <u>Personalised Learning Pathways course</u> & the schools PL schedule</i>	Not sure*	No	Partially	Yes	
	Who was the presenter	<i>MyPL records of</i>	Reflections:				

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
	and when was the PL completed?	<u>Personalised Learning Pathways course</u>		
	Currently what proportion of staff have completed PL for developing and implementing PLPs? How is this monitored?	<i>MyPL records of <u>Personalised Learning Pathways course</u></i>	Reflections:	
	How are new staff provided with an understanding of the PLP and inducted with the current school processes?	<i>New staff induction process</i>	Reflections:	
	To what extent is the PLP understood by the teachers	<i>Teacher feedback</i>	Reflections:	

Reflection Questions	Sources of evidence that could provide insight	Please circle the relevant box	Comments
who teach the student?			
Is it distributed to the teachers of the student?	<i>Documented PLP process</i>	Not sure* No Partially Yes	
How is the PLP communicated, shared and distributed to students' teachers?	<i>Documented PLP process</i>	Reflections:	
To what extent do teachers and staff have a collective responsibility for student achievement of PLP goals?	<i>Teacher feedback</i>	Reflections:	
Does regular program supervision e.g. HT/AP specifically identify links from PLPs to teaching and	<i>Registrations and teaching and learning programs</i>	Not sure* No Partially Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	learning programs?						
Reviewing PLPs	How frequently are PLPs reviewed? When does this occur?	<i>Documented PLP process</i>	Reflections:				
	How would you summarise the review process? E.g. who is at the review and when/how does it take place.	<i>Documented PLP process</i>	Reflections:				
	Is the PLP easily accessible in hard copy or online to the student, family and staff?	<i>Documented PLP process & family feedback</i>	Reflections:				
Community engagement	Has our PLP process been collaboratively developed	<i>Record and/or minutes from</i>	Not sure*	No	Partially	Yes	

Reflection Questions	Sources of evidence that could provide insight	Please circle the relevant box	Comments
with the local/regional AECG?	<i>AECG meeting</i>		
Has our PLP process been collaboratively developed with the local school community?	<i>Record of meeting/ documented PLP process</i>	Not sure* No Partially Yes	
How are PLPs collaboratively developed with students and families?	<i>Record of contact with parents e.g. Sentral data</i>	Reflections:	
Are there opportunities for families to provide feedback about the PLP process and plan?	<i>Record of meeting Families voice and feedback</i>	Reflections:	
How would you describe	<i>Meeting records</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
	the consultation process with the local AECG?	<i>of Aboriginal Education Committee</i>		
	How would you describe the consultation process with the local school community?	<i>Meeting records of AEC</i>	Reflections:	
	How does the Aboriginal Education Committee support the PLP process within our school?	<i>Relevant meeting records</i>	Reflections:	
	Where relevant, how do Aboriginal staff/AEO, specialist and/or program staff delivering services around the school support	<i>Relevant meeting records Documented PLP process</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
	the PLP process within our school?			
Overall	Based on the responses above, have you identified aspects of your PLP processes that could be modified to improve quality and sustainability?			Reflections:

* 'Not sure' may necessitate further evidence before a decision can be made.

Tool completed by: _____ Date completed: _____

Section 2: Analysis of individual PLPs

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
Student engagement in the PLP process	Has this PLP been developed with the student?	<i>Feedback from student</i>	Not sure*	No	Partially	Yes	
	Has the student been provided with an opportunity to own the process and contribute to the development of their PLP?	<i>Feedback from student</i>	Not sure*	No	Partially	Yes	
	How was this student provided with ownership over their PLP process? Are there student identified	<i>Feedback from student</i>	Reflections:				

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	goals?						
	Does the PLP acknowledge a student's culture, and (where appropriate) include cultural goals?	<i>Review of PLP documentation</i>	Not sure*	No	Partially	Yes	
	How does the PLP support the student to navigate post school options and pathways (where relevant)?	<i>Review of PLP documentation</i>	Reflections:				
Teacher engagement in the PLP process	Has this PLP been distributed to the teacher(s) of this student?	<i>Email correspondence to classroom teacher(s)</i>	Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
	How do teachers link the student's PLP goals to their academic goals and where applicable post school destination aspirations?	<i>Review of PLP documentation and student achievement data</i>	Reflections:	
	How has a combination of subject specific goals and more general goals (e.g. literacy and numeracy component) been incorporated into the student's PLP?	<i>Review of PLP documentation and student achievement data</i>	Reflections:	
	Have aspirational goals been developed to promote student engagement, provide challenging and	<i>Review of PLP documentation</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
	purposeful opportunities and advanced learning pathways?			
	How did relevant teacher(s) contribute to the development of the PLP?	<i>Teacher feedback</i>	Reflections:	
	What evidence is there of how teachers have incorporated the student's goals from the PLP into their teaching practice?	<i>Teaching and learning programs</i>	Reflections:	
	Does this PLP influence teacher expectations for achievement of	<i>Teaching and learning programs</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	individual students?						
	Are the goals in this PLP SMARTER goals and reflect high aspirations and expectations?	<i>Review of PLP documentation</i>	Reflections:				
Community engagement in the PLP process	Has this PLP been developed in partnership with the student's family?	<i>Review of minutes from PLP meeting with family</i>	Not sure*	No	Partially	Yes	
	Is the student's family aware of the PLP goals for their child/student?	<i>Record of contact with parents e.g. Sentral data</i>	Not sure*	No	Partially	Yes	
	How do teachers work in partnership with	<i>Family feedback</i>	Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	families to support the student to achieve the goals outlined in the PLP?						
	How has the PLP process assisted the development of positive relationships with this student and their family?	<i>Family feedback</i>	Reflections:				
	How does the school celebrate achievement of goals identified in the PLP with the student and their family?	<i>Family feedback</i>	Reflections:				
Overall	Based on your responses above, do		Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box		Comments	
	you think this PLP has the potential to support the learning outcomes and aspirations of this student?					

* 'Not sure' may necessitate further evidence before a decision can be made.

Tool completed by: _____ Date completed: _____

YEAR Personalised Learning Pathways confirmation

To be completed by the Principal

I confirm that at *Insert School Name* Personalised Learning Pathways (PLPs) have been developed for all Aboriginal and/or Torres Strait Islander Students using the PLP Guidelines (2022 update). In the development of the PLPs I confirm that:

- Student voice has been engaged in the development, monitoring, reviewing and celebration processes.
- Families and/or Carers have been involved in the development of their child's/young person's plan.
- Individual student's academic goals and aspirations have been discussed.
- Individual student's spiritual, cultural, emotional, social and physical health and wellbeing have been taken into account.
- The school and family have included cultural goals that provide opportunities that engage students to create a deep sense of identity, connection and belonging.
- Each PLP contains specific, measurable, achievable, realistic, time bound, evaluative and rewarding (SMARTER) goals that support students to realise their goals and potential.
- We discussed all relevant transition points and post schooling pathways.
- The PLPs are easily accessible and regularly communicated to students, families and staff.
- During the development and monitoring of PLPs staff utilised language that respects the integrity and beliefs of families, avoiding educational jargon and acronyms where possible.
- A literacy and numeracy component has been included for all students to support and enhance student learning outcomes.
- Our school's process fosters an opportunity for high expectations across all areas and promotes leadership experiences.
- All students and families/carers have been allocated a PLP mentor and are aware of the best contact details of their mentor.
- All mentors are aware of their responsibilities in supporting students and families in the PLP process.
- We are committed to reviewing all PLPs each term with students and families/carers and ensuring we celebrate student success.

Our school requests support in the development of Personalised Learning Pathways: YES / NO

School: _____

Number of Aboriginal and/or Torres Strait Islander Students: _____

Principal's name: _ _____

Principal's signature: _____

Please ensure that this form is forwarded to your Director, Educational Leadership by END of TERM 1
Insert Year.

_____ 's
Personalised Learning
Pathway

Class: _____ Year: _____

Who's your family/mob?

What are you deadly at?

Student
Photo

Family connections

What do you aspire to
do/be?



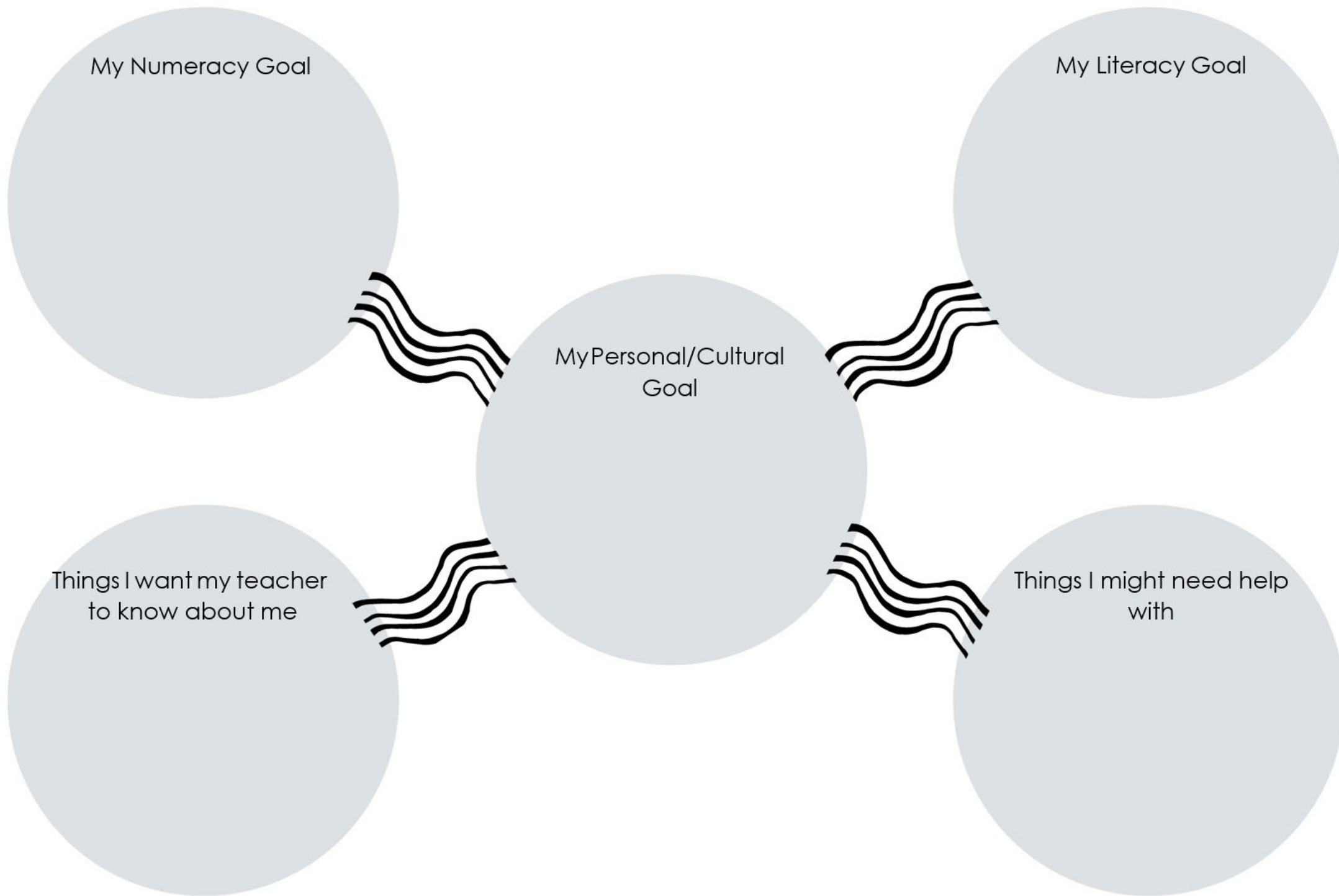
My Numeracy Goal

My Literacy Goal

My Personal/Cultural
Goal

Things I want my teacher
to know about me

Things I might need help
with



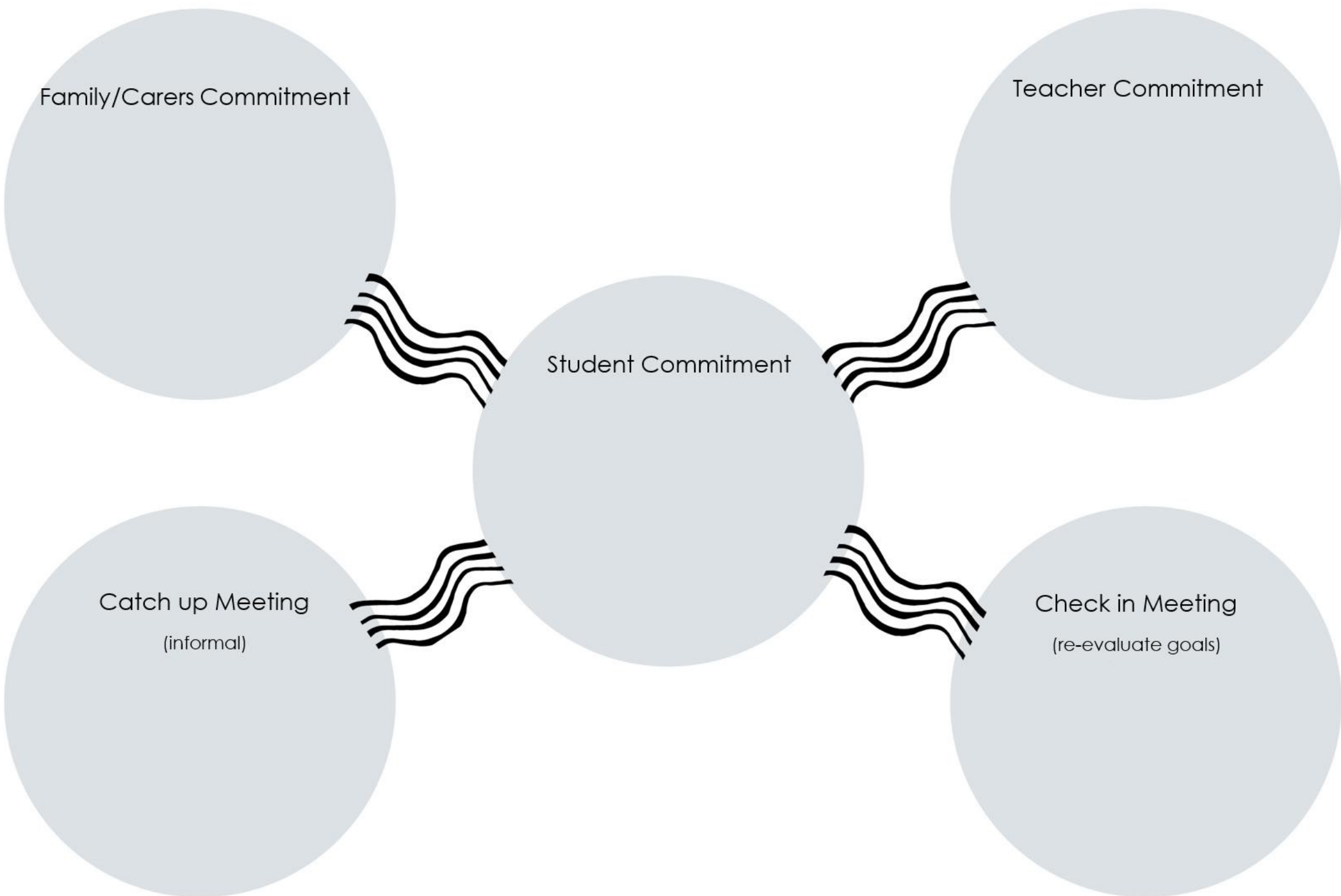
Family/Carers Commitment

Teacher Commitment

Student Commitment

Catch up Meeting
(informal)

Check in Meeting
(re-evaluate goals)



Personalised Learning Pathway

Student:

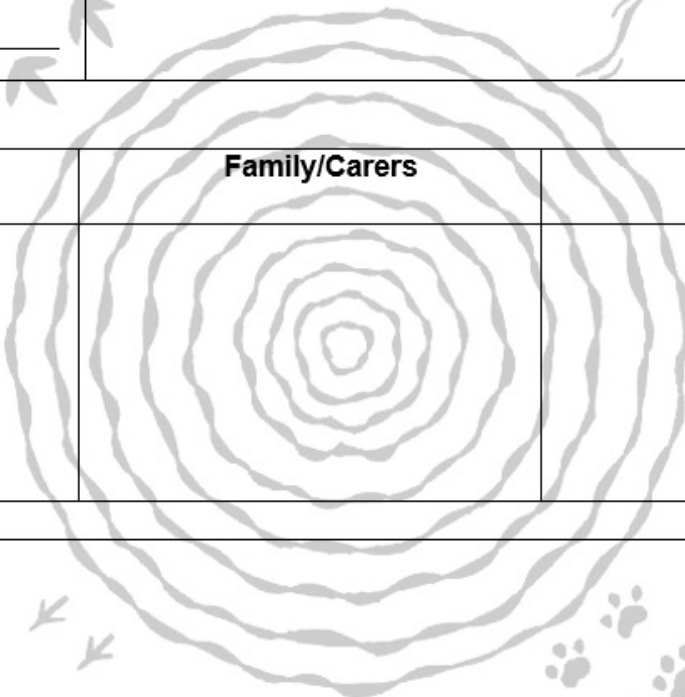
Catch-up Meeting Date (informal):

Check in Meeting (re-evaluate goals):

School:

Planning areas		People involved in development of the PLP:
KLAs ☐ English ☐ Mathematics ☐ Science ☐ HSIE ☐ CAPA ☐ PDHPE	Other Areas ☐ Literacy ☐ Numeracy ☐ Social skills ☐ Leadership ☐ Debating ☐ P/Speaking ☐ _____	Teacher: Family/Carers: Others:

Current strengths

Student	Family/Carers	Teacher
		

Aspirational goals



Strategies to achieve goals

Student	Family/Carers	Teacher
		

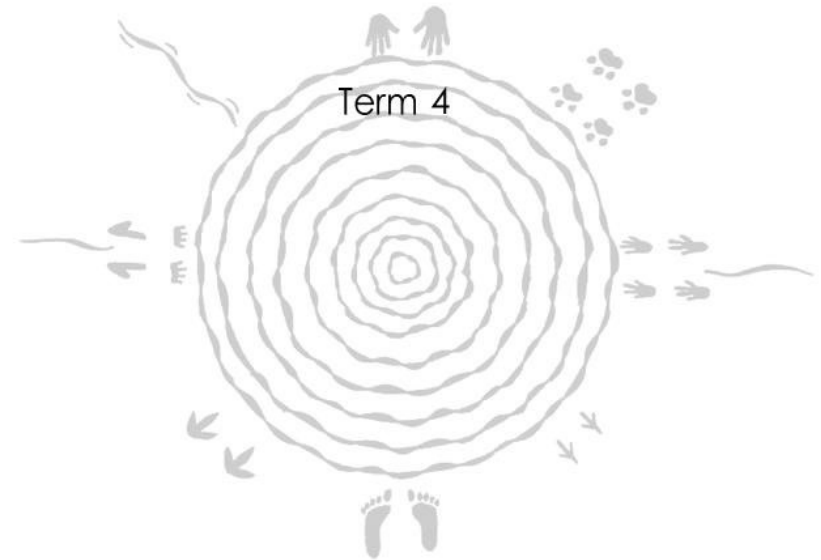
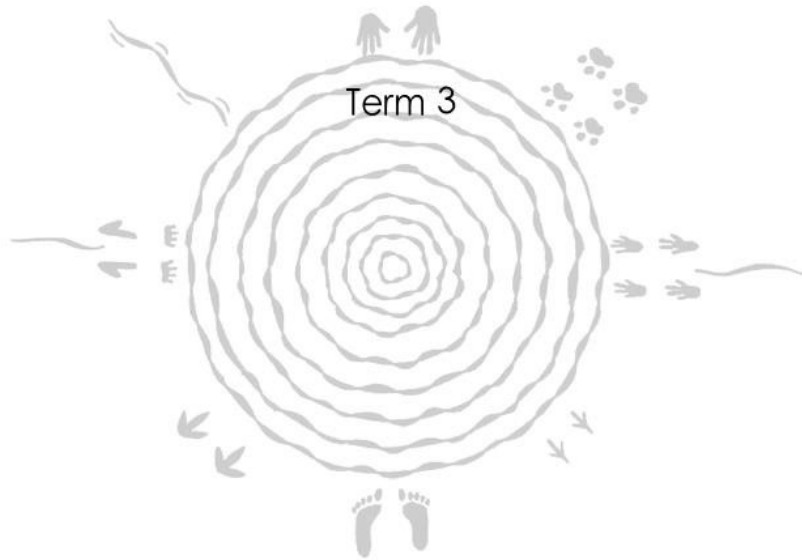
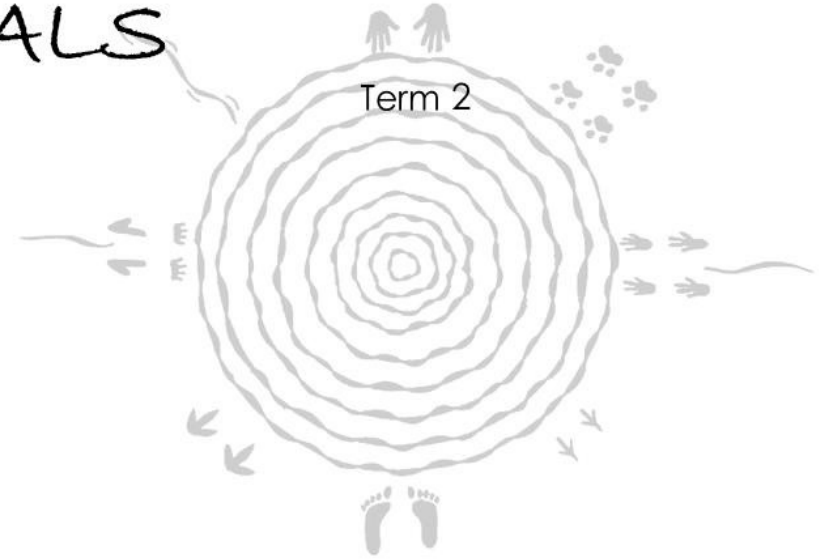
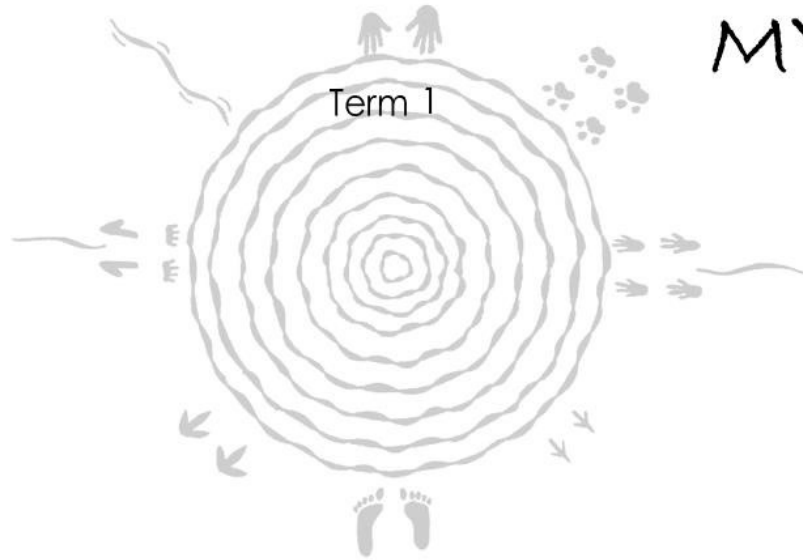
What I am proud of?

What I am good at / What would I like to do when I finish school?

What I'd like to improve in?

What I like doing?

MY GOALS



Personalised Learning Pathways

Student Name	
School Name	
Year Group	
Term	
Date	
Check in dates	
Termly review dates	

Target/Focus areas (Setting clear targets against key learning. What does the data say? What is the current area of focus? Identifying what students already know, what they need to do to reach or exceed mainstream standards, and how best they can do it)

☐ Literacy	☐ Numeracy	☐ Attendance	☐ Cultural	☐ Wellbeing

Curriculum Focus		PLP Support: People involved in development of the PLP:
KLAs ☐ English/EAL/D ☐ Mathematics ☐ Science ☐ Social Sciences ☐ Creative Arts ☐ Industrial Arts ☐ PDHPE ☐ Careers/Transitions	Other Areas ☐ Cultural ☐ Leadership ☐ Extra-Curricular Activities ☐ Social Emotional Wellbeing ☐ Clontarf ☐ Girls Academy ☐ Aboriginal LEC	Teacher/Mentor: Family/Carers: Others:
Students Interests: 		
Career/Post School Goal: 		

Current Strengths

(Identify factors that contribute to success. Highlight student strengths, what they need to do to reach their potential, and how best they can do it).

Student	Family/Carers	Teacher

Goal Setting (Set goals that are specific, measurable, attainable, relevant, time based, evaluative and rewarding) What are the check points to achieving our bigger goals? How do we celebrate our success?

Student	Family/Carers	Teacher
(commitment to achieve the goal)	(commitment to achieve the goal)	commitment to achieve the goal)

Strategies to achieve these goals

(This includes, how do we engage students and strengthen relationships with Aboriginal families and teaching strategies)

Student	Family/Carers	Teacher

PLP Meeting Documents:

Insert school logo

Personalised Learning Pathway (Secondary) Student

Student: _____

Date of Pathway: ____/____/____

My Schooling		
ENGAGEMENT	CULTURE AND COMMUNITY	SUPPORT NETWORKS
Favourite Subject	Mob	Cultural
What subject do you enjoy the most and why?	Who are your mob? Who lives with you? Siblings?	Are there community services supporting your family? ☐ Aboriginal Health Services ☐ Aboriginal Land Councils ☐ Elders Groups ☐ FACs ☐ Other
Least Favourite Subject	What do you know about your Culture?	Physical
What subject do you enjoy the least and why?	What do you know about your own culture? What do you want to know about your culture?	Has your child had any of the following assessments? ☐ Vision ☐ Hearing ☐ Mobility ☐ Speech Pathology ☐ Early Intervention ☐ OT ☐ Counselling ☐ Other
Barriers	Community Connections	Medical
Is there anything stopping you from learning or attending class?	Is there anyone that your child is particularly connected to within the community?	Is there any other medical or wellbeing issue about your child we need to know? ☐ Yes ☐ No ☐ NA e.g. - Medical, school counsellors, access.
Aboriginal Education at _HS	Cultural Activities	School History
Do you engage and why/why not? Is this connection: ☐ Improving ☐ Decreasing ☐ Maintaining Why? Do you feel culturally connected and supported at school? ☐ Yes ☐ No ☐	Are there any cultural activities you wish your child to learn or take part in? Is there anyone in the family that can support the school with Aboriginal culture, Aboriginal history, Dance, Language, Art etc?	Have you attended any other school? If yes, last school? Did the previous school have any of the following plans in place for your child? ☐ PLP ☐ Health Care ☐ Behaviour ☐ Attendance ☐ Out of Home Care

Insert school logo

Personalised Learning Pathway (Secondary) My Goals

Student: _____

Date of Pathway: ____ / ____ / ____

SCHOOL GOALS					
Do you want to?		What do you want to do when you leave school?		What will help you achieve this? Any barriers going to stop you?	
☐ Complete HSC ☐ University ☐ TAFE ☐ Trade					
ACADEMIC		ATTENDANCE		SPORT / SOCIAL / LEADERSHIP	
GOAL		GOAL		GOAL	
STRATEGY		STRATEGY		STRATEGY	
SUPPORT		SUPPORT		SUPPORT	
DATE ACHIEVED		DATE ACHIEVED		DATE ACHIEVED	
COMMENTS					