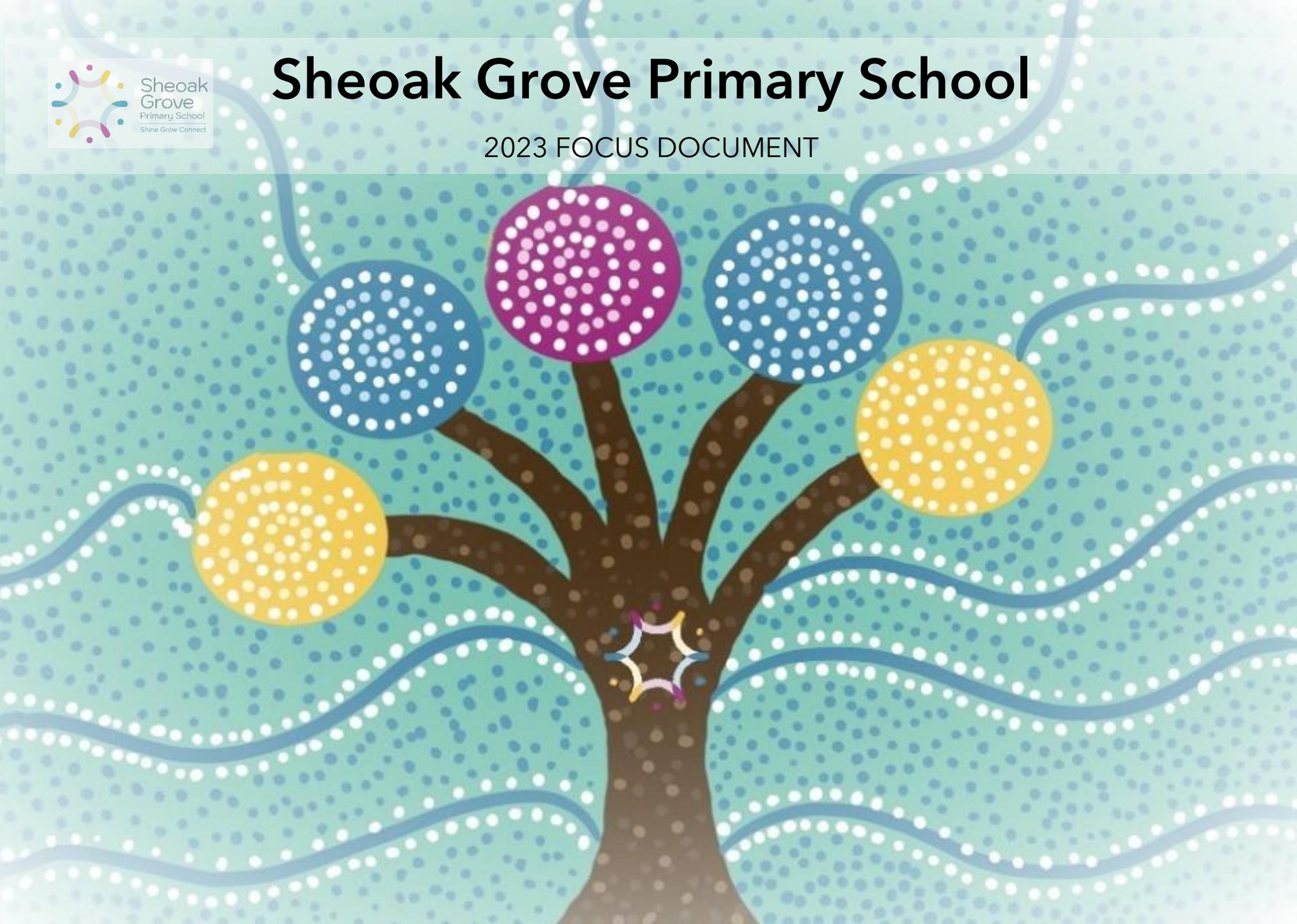




Sheoak Grove Primary School

2023 FOCUS DOCUMENT



Focus 2023

Background

This document continues the Sheoak Grove Primary School annual focus on implementing the improvement drivers set out in our [2021-2023 Business Plan](#).

Our Business Plan has five improvement drivers:

1. **Student Success** - *Every student's success is built on a foundation of connection and belonging*
2. **Respectful Relationships** - *We build respectful relationships and integrated connection with our families and the broader community*
3. **Exceptional Teaching** - *We aspire to build a school culture that positively impact on and supports exceptional pedagogical practice*
4. **Professional Capacity** - *We are dedicated to developing the professional capacity of all our staff through establishing a culture of excellence*
5. **Whole School Assessment and Review** - *We are committed to providing a data rich environment that will provide our school community with assurance about the quality of teaching and learning and the effectiveness of school-based programs*

Each improvement driver has a number of actions attached to it that describe how our school plans to make measured progress within it. This document describes and gives updated context to the actions that will be focussed on during 2023. Of course, this is not exhaustive, other priorities and programs will work alongside the work described here, however the intention is to provide a way for our community to observe how our Business Plan is being implemented each year.

The Artwork

Central to each improvement driver is the symbolic artistic representation of its place in our Business Plan. This artwork represents Sheoak Grove Primary School. The sheoak tree at the centre is the koort (heart) of our school. It symbolises our connection to the Noongar boodja (Country) on which our school sits and serves as our Acknowledgement of Country. The sheoak tree, branded with our school logo, also symbolises our school's vision and values of *Shine, Grow, Connect*. The circles atop the sheoak tree represents each of our Improvement Drivers. These are the five key areas to drive improvement across the school in its formative years. The lines leading out from the sheoak tree represent the school's continual growth, development and connection. It is our commitment to inclusivity and belonging ensuring a cohesive, collaborative and safe community where everyone is challenged and supported to be their best every day.

Improvement Driver 1 - Student Success



Every student's success is built on a foundation of connection and belonging

| Focus Action | Context |
|--|---|
| <p>Sustaining explicit approaches to instructional practice and high impact teaching strategies</p> | <p><i>After establishing our approach across the school's initial years, the resource base for this will broaden and innovative ways to support the sustainable nature of this work will be introduced. The impact coach role will expand with complimentary resources to ensure that the feedback cycle continues to be embedded and valued.</i></p> |
| <p>Establishing and prioritise evidenced based, highly effective whole school approaches to literacy and numeracy across all learning areas</p> | <p><i>Our whole school synthetic phonics focus through the implementation of the Letters and Sounds program will continue along with the Heggarty program. The Syntax Project will be established in conjunction with the Writing Revolution. Establishing 'Back to Front Maths' as a consistent whole school approach to mathematics will be another focus area.</i></p> <p><i>The Assessment Schedule will be developed further through the introduction of a range of PAT Science and Brightpath Mathematics data sets</i></p> |
| <p>Embedding opportunities for students to engage with and apply STEAM</p> | <p><i>2023 will see the implementation of the school's initial STEAM Operational Plan after a year of data collection, analysis and planning. The STEAM Learning Area leaders will be part of the school Curriculum Leadership Team.</i></p> |
| <p>Promoting critical thinking, creativity, innovation and entrepreneurial skills</p> | <p><i>The school will develop our data baseline on critical thinking through the next implementation of the Critical Reasoning assessment through the ACER PAT assessment in Year 3, 4 & 5.</i></p> |
| <p>Developing student leadership capacity through providing effective opportunities and meaningful contexts</p> | <p><i>A comprehensive student leadership program will be further developed with specific role statements and corresponding leadership responsibilities.</i></p> |
| <p>Establishing a safe, inclusive, consistent and predictable school environment that celebrates diversity through the establishment of our WAPBS Framework</p> | <p><i>2023 will see the next phase of our WA PBS strategy implemented with innovative whole school approaches to the embedding of our expected behaviours.</i></p> <p><i>The development of our Attendance Strategy in 2023 will occur through the analysis of our longitudinal data sets and planning with staff under the governance of the School Board.</i></p> |

Improvement Driver 2 - Respectful Relationships



We build respectful relationships and integrated connection with our families and the broader community.

| Focus Action | Context |
|---|--|
| <p>Establishing a highly effective governance structure with a functional School Board that is appropriately engaged in decision making processes</p> | <p><i>2023 will see the second Sheoak Grove Primary School Board renewed after the first term tenure expires for foundation Board members. The Board will prepare for our second Business Plan cycle and the data presented through the School Self-Assessment Plan in preparation for our initial Public School Review (date TBA).</i></p> |
| <p>Establishing collaborative work opportunities with the local Aboriginal Community to ensure the cultural appropriateness of our school direction</p> | <p><i>We will continue to build on the outstanding progress of our Cultural Responsiveness planning and implementation of the Aboriginal Standards Cultural Framework. A major focus of 2023 will be to sustain the direction of our initial Parents of Aboriginal Students group. This group will further embed our connection to our Aboriginal community and influence the ongoing direction of our planning.</i></p> |
| <p>Incorporating a range of current and emerging platforms to communicate whole school information</p> | <p><i>Following feedback from our recent parent opinion survey, our communication suite will be further refined with a focus on the relationship between our social media platform and Connect. There will also be a reduced emphasis on the production of our newsletter as opposed to social media, so that it is published less frequently to reduce the likelihood of information repetition.</i></p> |
| <p>Offering regular and consistent opportunities for parents and caregivers to meet and collaborate with teachers and other staff members to support student success</p> | <p><i>In 2023 we will continue to offer the same high level of parent-teacher connection. After review through our Parent Engagement Strategy post COVID, action in relation to our Reporting to Parents policy and practice in response to feedback gained through the parent opinion survey will be implemented.</i></p> |

Improvement Driver 3 - Exceptional Teaching



We aspire to build a school culture that positively impacts on and supports exceptional pedagogical practice.

| Focus Action | Context |
|---|---|
| Developing a consistent lesson structure implemented across the school that prioritises an explicit approach to visible learning | <i>Our teachers will continue to work innovatively with a range of self-reflection tools and alongside impact coaches to broaden the focus we have had on learning intentions and success criteria. This will include other components of visible lesson design and co-operative learning strategies.</i> |
| Developing Professional Learning Communities that align with phases of learning to support evidenced, high impact teaching strategies | <i>PLCs will develop further focus areas in literacy and numeracy within their impact cycles to complement existing strategies and in response to the direction of our Learning Area Team.</i> |
| Developing Learning Area Teams to embed highly effective whole school curriculum planning and assessment approaches that are informed by valid and reliable data and review in accordance with the School Self-Assessment practice | <i>In 2023 our Learning Area Team has consolidated to include the leaders of the English, Mathematics and Science Learning Area teams in collaboration with our Instructional Impact Coach. This group will lead curriculum development, operational planning and data analysis and work with PLCs to design and implement appropriate and targeted impact cycles.</i> |
| Developing reliable and valid longitudinal baseline data sets across all learning areas to inform School Self-Assessment processes and annual governance requirements | <i>In 2023 we will continue to build our Assessment strategies and schedule to compliment our existing longitudinal data sets and support the development of new curriculum focus areas such as STEAM. Focus will also swing to our specialist areas to broaden the assessment we maintain to include an emphasis on comparative data sets.</i> |
| Establishing and implementing a Local Leadership Strategy that identifies and develops staff leadership capacity through an explicitly distributed leadership model | <i>The Local Leadership Strategy, developed in 2021, will continue to be implemented in 2023. Our LAT Leadership positions will be renewed, and our Leadership Team will diversify to support the development of our approach to a Collective Leadership philosophy. The support of leaders within our school will be differentiated according to the context of the leadership role.</i> |

Improvement Driver 4 - Professional Capacity



We are dedicated to developing the professional capacity of all our staff through establishing a culture of excellence

| Focus Action | Context |
|--|--|
| <p>Providing meaningful opportunities for staff to work collaboratively, model high impact work strategies and routinely engage in observation and feedback</p> | <p><i>Our teachers will work innovatively with a range of self-reflection tools and alongside impact coaches to broaden the focus we have had on learning intentions and success criteria. This will include other components of visible lesson design and co-operative learning strategies.</i></p> <p><i>This will broaden to include an impact coaching role to support the development of our PBS approach. Specifically, coaching support will centre around the development and implementation of individual plans for students who exhibit tier two behaviours. This impact coach position will also provide a further conduit between classrooms and the Student Services Team.</i></p> <p><i>Further emphasis on a flexible approach to collaborative meeting time, through a cohesive timetable and an elevated platform for the working space of the Professional Learning Communities will be developed throughout 2023.</i></p> |
| <p>Explicitly valuing a balanced approach to the personal demands of exceptional teaching practice and the development of personal fulfilment outside of the professional environment</p> | <p><i>In 2023 the focus of this will be through the lens of the Leadership Group. This group will be differentiated, allowing staff in leadership positions to reflect on the context of their work in this area and refine professional learning to meet the needs of it. Part of this learning will be in self-care and balance through the principles of the Thrive program and supported through individual aspirant plans where appropriate. Exploring the final parts of our evolving approach to an explicit Collective Leadership will be key to this learning support.</i></p> <p><i>After work to establish the health and well-being aspect of our staff culture, the Leadership Group will broaden its focus on embedding this into our staff future work practices.</i></p> |

Improvement Driver 5 - Whole School Assessment and Review



We are committed to providing a data rich environment that will provide our school community with assurance about the quality of teaching and learning and the effectiveness of school-based programs.

| Focus Action | Context |
|--|--|
| Sustain the conditions for student success through the development of a documented School Self-Assessment Framework | <p><i>The fully operational and functional version of the School Self-Assessment Framework will be endorsed by the School Board in Term 1 of 2023. This will include our Assessment Schedule as part of a broader approach to data collection and School Review.</i></p> <p><i>In 2023 our school will enter its final year of our current Business Plan cycle that will require broad review of school performance as an evidence base for the 2024 - 2026 planning cycle.</i></p> <p><i>2023 will see our school's first systemic feedback through the National Quality Standards Framework and our initial financial audit. These will contribute to the school self-assessment data analysis.</i></p> <p><i>The school self-assessment data analysed for these purposes will form our submission to the Public School Review platform ESAT, in order to prepare for our initial review at a future date yet to be announced.</i></p> |