



# Sheoak Grove Primary School

SCHOOL IMPROVEMENT AND ACCOUNTABILITY FRAMEWORK



2023 Community Version

## Foundations

The governance structure of Sheoak Grove Primary School is founded on the principles of *Collective Leadership*<sup>1</sup>.

The Collective Leadership process at Sheoak Grove is based on a commitment to shared responsibility. We recognise the diverse range of talent, experiences, skills and abilities all members of our school community bring and that the outcomes we want cannot be achieved without a process that engages all of them in an opportunity to contribute to decision making.

By building our school culture in this manner we aim to:

- Ensure better decision making and increase the effectiveness of those processes.
- Increase self-direction and motivation for our staff and parents involved in the processes.
- Remove any barriers for all in our school community to provide feedback and directly contribute to decision making.
- Develop a purposeful model of shared responsibility.
- Allow everyone to engage in processes that realises their potential to critically contribute to our school direction.
- Increase the engagement and investment of our school's work throughout the school community.
- Create stability and sustainability that will ensure that our direction is maintained through key personnel change.

## Functions

Our Framework is built on our commitment to a valid and reliable evidence base made available through quality data analysis.

The evidence collected through our Self-Assessment process drives the four functions of our Framework:

**Curriculum:** The policy, procedures and processes that drive curriculum at Sheoak Grove.

**Instruction:** The commitment to constant improvement and effectiveness in every teaching and learning context.

**Student Services:** The policy, procedures and processes that ensure every student has equitable access to learning.

**Executive:** The policy, procedures and process that ensure our school is appropriately resourced, led, and accountable.

The *Student Services* and *Executive* functions serve to support the two 'cogs' of *Curriculum* and *Instruction* that drive our school.

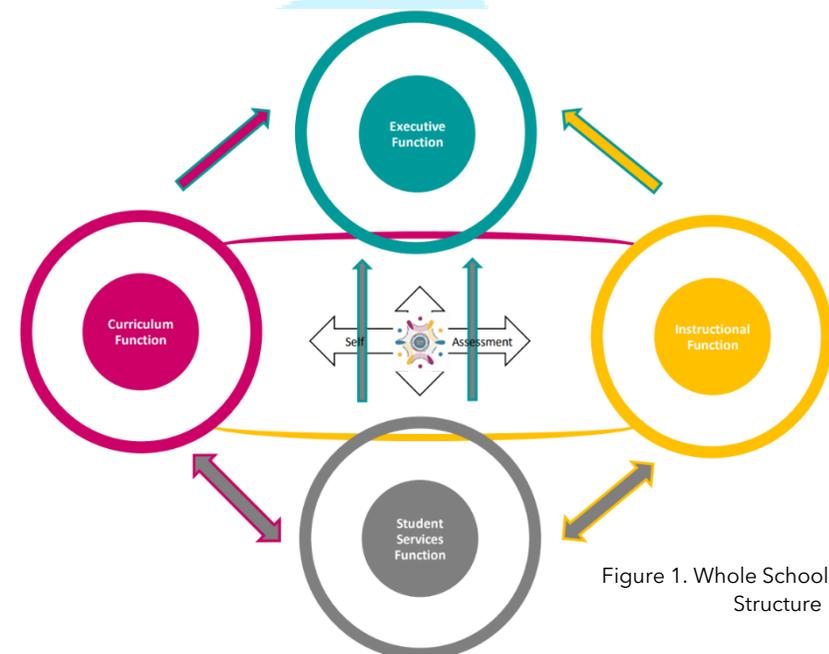


Figure 1. Whole School Governance Structure

## Self-Assessment and School Review



Figure 2. Self-Assessment and School Review at Sheoak Grove

Our **School Self-Assessment Schedule** outlines the process that we implement to collect and analyse data, and then incorporate it into reporting and planning. It is the basis on which decisions are made within our school and directly influences the practice that informs our approach to teaching and learning.

### Public School Review (PSR)

The Public School Review is a process developed by the Department of Education to make judgements about the effectiveness of its schools.

The PSR uses six domains to review schools and our Self-Assessment Schedule describes how we report against them. The domains are:

- Relationships and Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement and Progress

### School Business Plan

Our Self-Assessment Schedule aligns the Improvement Drivers contained in the [Sheoak Grove Primary School Business Plan 2021-2023](#) to the domains of the PSR.

The Improvement Drivers described in our Business Plan and measured through the Self-Assessment Schedule are:

- Student Success
- Respectful Relationships
- Exceptional Teaching
- Professional Capacity
- Whole School Assessment and Review

### Shine, Grow, Connect

The School Self-Assessment diagram (Figure 2) transposes the six PSR domains into our school [Shine, Grow, Connect](#) emblem. This is to symbolise the connection of the Framework to every function of our school and the focus of our three stakeholders, our staff, our parent community, and our students.

## Curriculum Function

This function covers the policy, procedures and processes that drive curriculum understanding, improvement and application at Sheoak Grove. There are three major components of the collective leadership structure within the Curriculum context.

### Curriculum Team

The Curriculum Team leads operational planning, implementation and review across the English, Mathematics and Science learning areas. It is comprised of the Learning Area Team (LAT) Leaders, our Instructional Impact Coach and Deputy Principal.

The Curriculum Team use the data collected through the Self-Assessment Schedule to determine our priority areas, plan whole school strategies to address them, and determine data sources to measure the strategic impact on our students' achievement.

### Specialist Group

The Specialist Group is comprised of teachers who lead specialist programs in the school in the learning areas of The Arts, Languages and Physical Education. In the Curriculum context, the Specialist Group use the relevant data from the Self-Assessment Framework to develop operational planning, implementation and review within their specialist learning area.

### Learning Area Management

Learning Area Managers lead the development of operational planning, implementation and review within the context of HASS and Health. A major target of this work is to align these plans to the priorities outlined by the Curriculum Team.

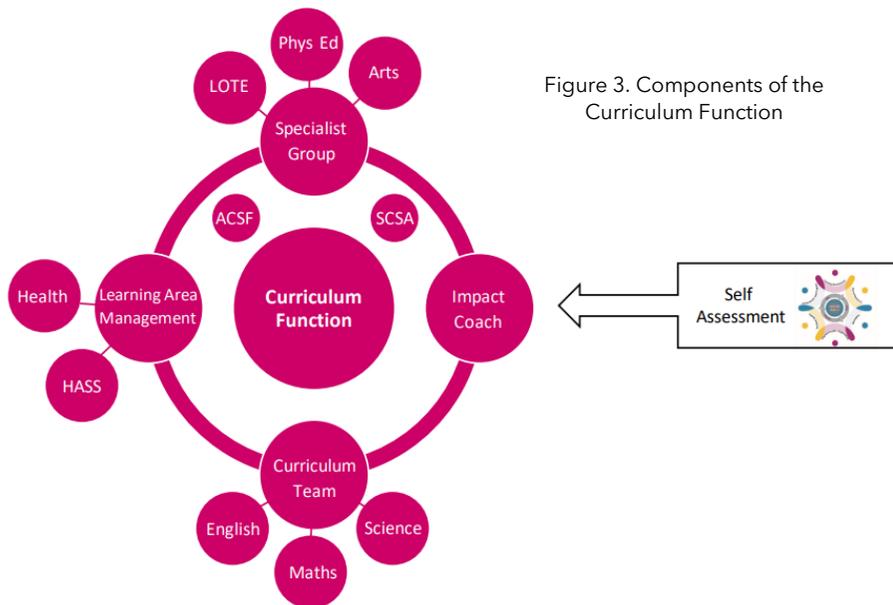
### Instructional Impact Coach

In this context, the Impact Coach works as part of the Curriculum Team to co-construct and review our operational planning focus areas to ensure that our approach to teaching and learning is contextualised to the specific need of each learning area.

### Other Essential Elements

There are many important elements that influence the work implemented across this context at Sheoak Grove. Two that we have selected as essential are:

- [The Aboriginal Cultural Standards Framework \(ACSF\)](#)
- [The School Curriculum and Standards Authority \(SCSA\)](#)



## Instructional Function

The Instructional Function relates to the teaching and learning framework developed and implemented at Sheoak Grove Primary School. There are two major components of the collective leadership structure within the Instructional context.

## Professional Learning Communities

Professional Learning Communities (PLC) are teams of staff grouped in common year levels across the school. Their purpose is to focus on the continual development of evidence-based instructional strategies, and student proficiency through engaging targeted, common assessment practice.

There are five Professional Learning Communities at Sheoak Grove Primary School.

Every teacher is part of a PLC. Every PLC has a Leader who is part of and supported through the Leadership Team. PLCs are the central element of instruction and professional learning in the school.

## Impact Coach: Instruction

Sheoak Grove PS has invested heavily in, and is fully committed to, the role of our Instructional Impact Coach. Teachers engage with their instructional coach to work through their personal professional learning as outlined in our Operational Planning.

The Instructional Impact Coach supports the development and implementation of the Sheoak Grove Instructional Playbook across the school. They work as part of our Curriculum Team to ensure that the school's instructional approach is appropriately contextualised within each Learning Area and across each PLC.

## Other Essential Elements

There are many important elements that influence the work implemented across this context at Sheoak Grove. Four that we have selected as essential are:

- *Classroom Management Strategies (CMS)*
- *High Impact Teaching Strategies (HITS)*
- *The Quality Teaching Strategy (QTS)*
- *Aboriginal Cultural Standards Framework (ACSF)*

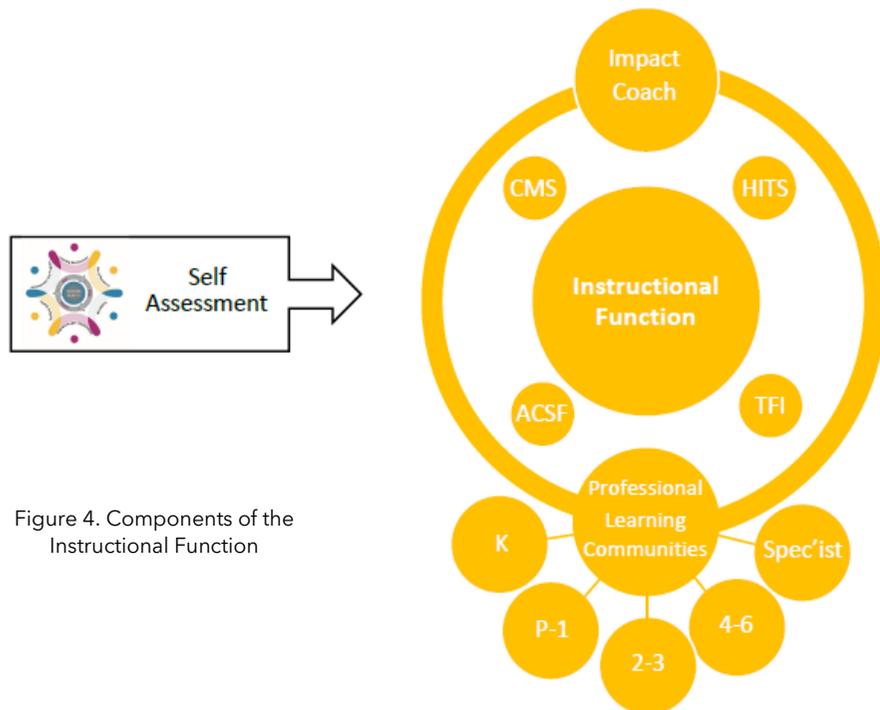


Figure 4. Components of the Instructional Function

## Student Services Function

The Student Services Function relates to the social, emotional and behavioural support provided for students and families at Sheoak Grove Primary School. There are three major components of the collective leadership structure within the Student Services context.

### Student Services Team

The Student Services Team is comprised of our Deputy Principals, our School Psychologist and our Engagement Impact Coach. The Student Services Team has two major functions:

1. *Developing whole school policy, procedure and practice within the Student Services context.*
2. *Providing a case management approach to support for individual students at educational risk.*

### Positive Behaviour Support Team

Our Positive Behaviour Support (PBS) Team provides the direction for school value setting, behavioural expectations and engagement levels in a whole school context. The Team provides leadership and support for students, teachers and parents to understand the expected behaviours through the development and continued application of the [Sheoak Grove Behaviour Matrix](#).

### Engagement Impact Coach

Sheoak Grove Primary School has invested in the provision of an Engagement Impact Coach to support staff to plan for, implement and adequately assess education plans for students at educational risk.

The Impact Coach is also part of the PBS Team and provides leadership in the development of policy, procedure and reporting for identified students.

### Other Essential Elements

There are many important elements that influence the work implemented across this context at Sheoak Grove. Two that we have selected as essential are:

- *Classroom Management Strategies (CMS)*
- *Aboriginal Cultural Standards Framework (ACSF)*

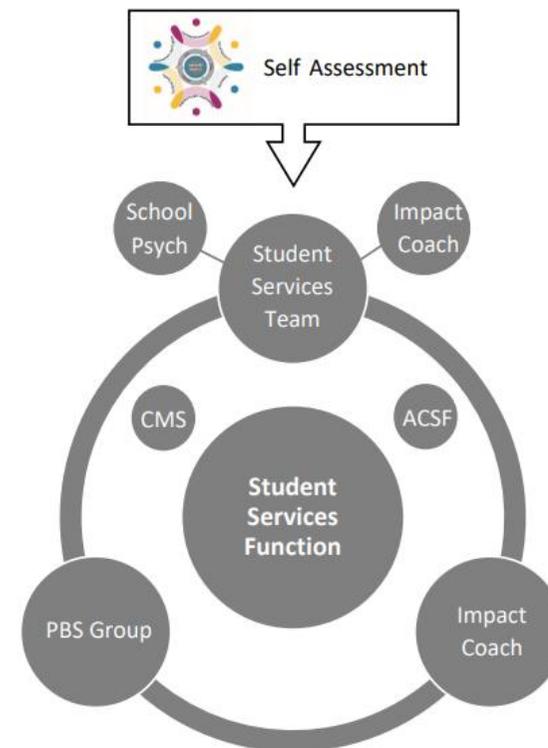


Figure 5. Components of the Student Services Function

## The Executive Function

The Executive Function relates to the whole school leadership, governance and administrative contexts of Sheoak Grove Primary School.

There are three major components of the collective leadership structure within the Executive context.

### School Board

The [Sheoak Grove Primary School Board](#) is a democratically elected group that provides governance within our school community.

The School Board accesses appropriate levels of training and induction of new members. It complies with all Departmental guidelines and expectations.

### Finance Committee

Our Finance Committee is comprised of teaching and non-teaching staff and is charged with the responsibility of creating appropriate financial plans, monitoring the implementation of the school cash budget and endorsing resource management practice.

### Occupational Health and Safety Team

Our Occupational Health and Safety (OH&S) Team is comprised of the Principal and two elected workplace representatives who have undergone the appropriate training. Regular OH&S inspections are made through the school to ensure a sustainably safe workplace.

## Grounds Committee

The Grounds Committee are a representative group drawing from the school executive, the School Board, Teaching staff our gardener and our head cleaner. The Grounds Committee works in conjunction with the school's Executive to meet the needs of a growing school community. The Committee works alongside our Finance Committee and with the P&C to target fundraising.

## Leadership Group

The Sheoak Grove Leadership Group is a crucial asset to the school. It has three contextual membership groups, LAT and PLC Leaders, and our Impact Coaches. The Group has three major functions:

1. *To ensure that the school's operational planning is aligned in process and direction.*
2. *To provide a governance function in the appropriate analysis of student progress and achievement data.*
3. *To provide support and growth opportunities for leaders and aspirant leaders within the collective model.*

## Student Leadership

Our Student Leadership Group is elected and supported to provide a student voice within the decision making and data collection processes at the school.

The Student Leadership Group accesses age-appropriate leadership learning and contributes to community programs such as junior council.

## The Executive Team

The Sheoak Grove Executive is comprised of our Principal, Deputy Principals and Manager Corporate Services (MCS).

The Executive Team is represented across all functions of this framework and is ultimately responsible for the quality implementation and application of all systems and programs pertaining to the effective operation of the school.

## Other Essential Elements

There are many important elements that influence the work implemented across this context at Sheoak Grove. Two that we have selected as essential are:

- *Aboriginal Cultural Standards Framework (ACSF)*
- *The School Resourcing System (SRS)*

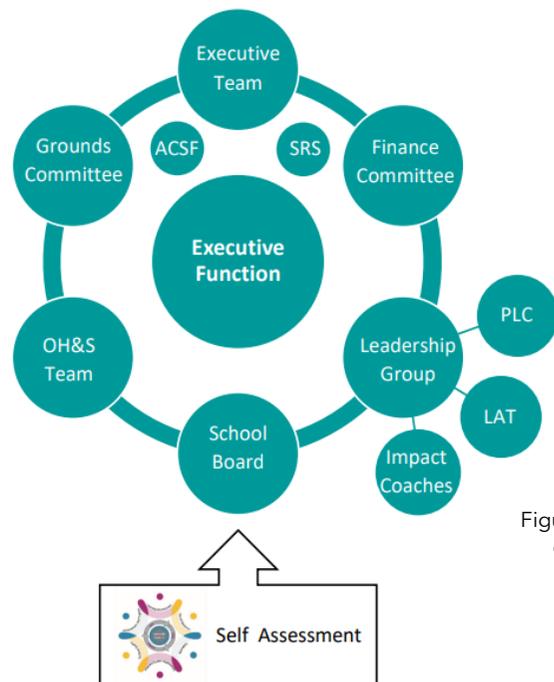


Figure 6. Components of the Executive Function

## Summary

The Sheoak Grove School Accountability and Improvement Framework is an all-encompassing document that outlines decision-making and governance processes within our School. It is to be contextualised within the compliance requirements of the Department of Education and the Public Sector Standards.

The Collective Leadership principles that the framework is built upon ensures a high level of ownership and commitment by all stakeholders within the Sheoak Grove school community.

It contains four functions: *Curriculum, Instruction, Student Services* and *Executive*. These provide the umbrella for all the planning implementation and accountability procedures within the school.

At the centre of the Framework is the School's Self-Assessment Schedule. The data collected, analysed and reported upon through this schedule provides the evidence base for decision making within the school and the judgements made within both the School Review and Public School Review processes.

Our School Accountability and Improvement Framework reflects the ethos of the school to ensure that parents, staff and students have the opportunity to work together to Shine, Grow and Connect.