



A community supporting  
young people to realise their potential;  
forever learning  
forever teaching  
in the service of humanity

*be inspiring... get connected... make a difference*

## Silkwood's Vision

A community supporting young people to realise their potential; forever learning, forever teaching, in the service of humanity.

## Our Mission

To provide a unique, learning-centred environment that progresses young people through an integrated and developmental approach to education. Through meaningful student engagement in learning, we aspire to develop interpersonal, intrapersonal, physical and cognitive competencies, empowering young people to lead purposeful, fulfilling lives.

## Our Motto

Be Inspiring...get connected...make a difference!

## Our Goals

- To be an educational institution that is world respected, offering learning programs that are contemporary, practical, flexible and evolving.
- To provide high quality learning programs that support the development of well-rounded individuals who are able to contribute to society in meaningful and productive ways.
- To maximise learning opportunities to their full potential through curriculum development, high quality amenities, high quality resources and on-going teacher training.
- To support the uniqueness of each student so they are able to strive towards their highest potential in a safe, supported and inclusive learning environment.

## Through Our Curriculum We Strive to:

- Develop social responsibility in our students and awareness and respect for the natural environment.
- Ensure that students have an understanding of Australia's Indigenous and European history and methods of government and civic life.
- Offer learning opportunities which develop problem solving, collaboration, communication skills and analysis.
- Focus on developing successful habits for life to enable resiliency, personal responsibility and a healthy self-esteem.
- Support students in developing purposeful pathways toward career choices in their adult working life.
- Present technology through a historical and cross-curricular approach and implement skills where needed to equip them for success and greater opportunities.

## Our Values:

We support and integrate into our curriculum the following 12 values:

- Integrity
- Friendliness
- Respect
- Responsibility
- Kindness
- Courage
- Honesty
- Determination
- Peace
- Social Justice
- Freedom
- Unity

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## SILKWOOD’S MANAGEMENT STYLE

At Silkwood we seek to operate every area of the school from a learning culture. This not only applies to the education, but also to how we manage and lead the school. For this reason, Silkwood has developed its own unique system of management. It brings together three of the most significant research ideas for change in school leadership: Distributed Leadership, Shared Decision Making and Facilitated Leadership. We call our model the Distributed Leadership Model.

<p>Distributed Leadership (DLM)</p>	<p>A framework that empowers a greater sense of ownership by the team by offering a wide range of opportunities for authentic leadership. This creates a sharing of responsibility through empowering decision making and leadership to a wider group of people. At Silkwood, our leadership has been distributed into 17 manager portfolios. Each has authentic leadership and decision making authority over their portfolio.</p>
<p>Shared Decision Making (SDM)</p>	<p>SDM is a way of doing things – the process. It serves to create an atmosphere where all are part of a team of decision makers. At Silkwood this is not left to chance. SDM has a clearly defined set of processes that sit inside the Distributed Leadership framework to ensure all stakeholders have an opportunity for input into decision-making and are able to lead and initiate tasks of importance to them. Despite the emphasis on collaboration, SDM does not rely on voting, consensus or other formal mechanisms. Its focus is on allowing opportunity for everyone to participate and be heard and once that process has concluded, managers responsible for the outcomes of decisions are the ones empowered with making the final decision.</p>
<p>Facilitated Leadership</p>	<p>Facilitated Leadership is a style of leading that enhances the collective ability of a school to adapt, solve problems, and improve performance. It aims to foster involvement at all levels and inspire people to look beyond self-interest and focus on organisational goals. At its heart it seeks to empower the team to make decisions and lead, rather than leading with hierarchical power over the team. At Silkwood we have replaced the traditional leadership role of a Principal with a School Facilitator. This leader plays a critical role in establishing and maintaining the health of the Distributed Leadership framework and the SDM processes and encourages facilitated leadership by all school managers. The role is one of organiser, adviser, and consensus builder, taking advantage of the groups’ thinking. They are effectively an ‘internal consultant’, facilitating aspects, such as finding space and time for staff to meet, helping groups work effectively together, minimising distractions and obstacles for people to be able to participate effectively in SDM.</p>

Our Distributed Leadership Model encourages learning, collaboration and empowerment. It emphasises several common beliefs or premises:

1. Those closest to the students – ‘where the action is’ – are the teachers working with them who are in the best position to make decisions about a student's education.
2. Parents, the School Team and students (age appropriate) have opportunities to collaborate and share their opinion on the progress and development of the school
3. Those responsible for carrying out decisions are able to have a voice in determining those decisions.
4. Change is most likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process.

The DLM creates a working environment that is dynamic, complex and always changing through its focus on improvement. The outcome is a way of operating a school where learning is at its centre: a perfect match for our school vision!

## SILKWOOD'S DISTRIBUTED LEADERSHIP FRAMEWORK

Our Distributed Leadership Model is managed from the centre by a Facilitator as opposed to a traditional school model of Principal-ship lead school management.

### The Facilitator

At Silkwood we have replaced the traditional leadership role of a Principal with a School Facilitator. This leader plays a critical role in overseeing the health of the Distributed Leadership Framework, encouraging leadership and upholding the integrity of the school's vision.

The role is one of organiser, adviser, consensus builder, change manager and utiliser of ideas. They effectively act as an 'internal consultant', focussed on improving the school by creating opportunities for people to collaborate, helping the school team, families and students work more effectively together and keeping everyone focussed on the big picture.

They lead the school from the centre rather than from the apex and directly oversee three systems within the school: administration managers, teacher managers and the school's collaborative processes. All other School Managers report to the Facilitator. Thus, the Facilitator needs to be an expert manager rather than an expert educator and must exercise authority through, rather than authority over, the team.

The Facilitator is the only person who has the right to veto and act unilaterally in situations where there is conflict or emergency power is deemed necessary. The Facilitator is appointed by, and reports to, the School Board and works closely with the Board to achieve the strategic goals of the organisation.

The following paragraphs elaborate the systems managed by the Facilitator.

### The Managers (Mandate holders)

There are two types of managers: **Administrative Managers** and **Teacher Managers**.

Administrative Managers	Trained professionals employed to take care of the development and day-to-day operational and administrative matters of the school. Their work aims to empower the teaching team to focus their time on student learning.
Teacher Managers	Teachers with professional expertise in a specific area employed to take care of the administrative systems that relate directly to the Teaching and Learning framework at Silkwood.

Managers are **authentic leaders** within their field of operation. Each manager has a detailed **Mandate**, written in two sections:

- A **general duties** section. The general section outlines those administration matters the managers are responsible for, and;
- An **improvement task** section that lists specific tasks the manager must respond to **improving** every year.

The Mandates define the managers' responsibilities.

The school creates management positions for administrative tasks that (1) are permanent organisational requirements, and (2) require expertise and development. The table below names the management positions which currently operate in the school.

School Managers	Areas of Responsibility
Business Manager	Responsible for the fiscal and business affairs of the school
Frontline Manager	Responsible for all front office matters including enrolment, sick bay, student records and efficient management of the school office
Human Resources Manager	Responsible for all employment matters, placement of staff, school timetables and rosters
Site Manager	Responsible for establishing and maintaining the school grounds, school security, caretaking and cleaning, WPHS Officer, school furniture
Information Technology Manager	Responsible for overseeing all matters to do with IT policies, implementation and IT strategic matters
Teacher Managers	Areas of Responsibility
Learning Managers; <ul style="list-style-type: none"> <li>• Early Childhood/ Year 2</li> <li>• Year 3/4</li> <li>• Year 5/6</li> <li>• Year 7/8</li> <li>• Year 9/10</li> <li>• Year 11/12</li> <li>• Arrowsmith</li> </ul>	<p>Learning Managers are in charge of the Teaching and Learning for a specific smaller learning community inside the larger school. We call these smaller learning communities, <b>Learning Syndicates</b> and they <b>are</b> generally made up of two Year levels.</p> <p>These managers are responsible for creating a professional learning community with their teaching team focused on <b>The Silkwood Way</b>. They bring teaching experience and expertise to the role and foster positive partnerships between students, families and teachers by giving support and professional guidance where needed.</p>
Curriculum Manager	Responsible for the progress and development of the school curriculum.
Learning Enhancement and Behaviour Support Manager	This manager oversees the school processes for students who require additional support for learning and/or behaviour needs. They administer the applications for learning support funding and make and co-ordinate the recommendations to outside agencies should professional support be needed to help a student. They support teachers to plan appropriately for students who need additional support and encourage a growing understanding of specific needs by all teachers. They are the school-based expert in matters relating to students who have high learning and behavioural needs and, as such, are seen as the authority in the school in this area.
E-Learning Manager	Responsible for the integration and development of Silkwood's E-Learning platform, IGNITE, and the training and support of teachers and students in this area. They work alongside the school's IT team to ensure smooth and efficient running of the on-line Teaching and Learning systems.
Teacher Development Manager	Responsible for the integration and development of the school's Teacher Development System.
Student Assessment Manager	Responsible for the integration and development of Student Assessment systems at the school.

## The School Board

Silkwood's governing body is referred to as 'The School Board' and it is the legal proprietor of the school. Its role is to legitimise policy, uphold the constitution and clarify the strategic direction of the school by developing policies that will move the school toward its goals.

The School Board is the employer of the Facilitator and delegates all operational aspects of the school to them. It does not take part in the day-to-day affairs or running of the school. The Facilitator reports directly to the Board and they meet every term to go through a formal report on the school's progress and then on an 'as needs' basis as school issues of Board importance arise.

The School Board operates as a Company Limited by guarantee and as such is expected to meet all requirements of Australian Company law. The Board is made up of parents, employees and other professional people.

## The School Managers - 2016

TITLE	PERSON	EMAIL
School Facilitator	Valerie Campbell-Hogg	<a href="mailto:facilitator@silkwood.qld.edu.au">facilitator@silkwood.qld.edu.au</a>
<b>Administration Managers</b>		
Business Manager	Baily Fernandez	<a href="mailto:businessmanager@silkwood.qld.edu.au">businessmanager@silkwood.qld.edu.au</a>
Front Line Manager	Bonnie Domigan	<a href="mailto:flm@silkwood.qld.edu.au">flm@silkwood.qld.edu.au</a>
Human Resources Manager	Greg Gapp	<a href="mailto:dhr@silkwood.qld.edu.au">dhr@silkwood.qld.edu.au</a>
Site Manager	David McCormack	<a href="mailto:sitemanager@silkwood.qld.edu.au">sitemanager@silkwood.qld.edu.au</a>
ICT Manager	Andrew Kemp	<a href="mailto:ict@silkwood.qld.edu.au">ict@silkwood.qld.edu.au</a>
<b>Teacher Managers</b>		
E-Learning Manager	Sandra Lipinski	<a href="mailto:sandra.lipinski@silkwood.qld.edu.au">sandra.lipinski@silkwood.qld.edu.au</a>
Learning Manager - Early Childhood to Year 2	Lauren Weston	<a href="mailto:lauren.weston@silkwood.qld.edu.au">lauren.weston@silkwood.qld.edu.au</a>
Learning Manager - Year 3/4	Andrea Borghero	<a href="mailto:andrea.borghero@silkwood.qld.edu.au">andrea.borghero@silkwood.qld.edu.au</a>
Learning Manager - Year 5/6	Greg Gapp	<a href="mailto:dhr@silkwood.qld.edu.au">dhr@silkwood.qld.edu.au</a>
Learning Manager - Year 7/8	Anna Davies	<a href="mailto:anna.davies@silkwood.qld.edu.au">anna.davies@silkwood.qld.edu.au</a>
Learning Manager - Year 9/10	Kalindi Brennan	<a href="mailto:kalindi.brennan@silkwood.qld.edu.au">kalindi.brennan@silkwood.qld.edu.au</a>
Learning Manager - Year 11/12	Alicia Kent-Rooney	<a href="mailto:alicia.kent-rooney@silkwood.qld.edu.au">alicia.kent-rooney@silkwood.qld.edu.au</a>
Learning Manager - Arrowsmith	Samantha Jefferson	<a href="mailto:sam.jefferson@silkwood.qld.edu.au">sam.jefferson@silkwood.qld.edu.au</a>
Learning and Behaviour Support Manager	Trish Mark	<a href="mailto:trish.mark@silkwood.qld.edu.au">trish.mark@silkwood.qld.edu.au</a>
Curriculum Manager	Kate Hall	<a href="mailto:kate.hall@silkwood.qld.edu.au">kate.hall@silkwood.qld.edu.au</a>
Teacher Development Manager	Paulette Scaife	<a href="mailto:paulette.scaife@silkwood.qld.edu.au">paulette.scaife@silkwood.qld.edu.au</a>
Student Assessment Manager	Alicia Kent-Rooney	<a href="mailto:alicia.kent-rooney@silkwood.qld.edu.au">alicia.kent-rooney@silkwood.qld.edu.au</a>

## SHARED DECISION MAKING PROCESSES

How collaboration and consultation happens at Silkwood... ways to share your voice

<p>The Teacher Groups</p>	<p>Teachers meet weekly to discuss educational matters. There are two types of teacher meetings:</p> <p>College of Teacher meetings where all teachers come together to work on global school matters such as understanding a pedagogical idea, or sharing information.</p> <p>Learning Syndicate Meetings where small teams of teachers work together in a professional learning community to develop and gain expertise in specific areas within the school and focus on improving student learning outcomes. They are led by a Learning Manager who acts as the lead-learner in this area.</p>
<p>Debate Meetings</p>	<p>Sometimes global issues arise where it is useful for teachers and administrators to hear a range of opinions; e.g. ‘Should we change the card system in our behaviour management procedures?’</p> <p>Any member of the school team can suggest a debate issue to the Facilitator; it is the Facilitator’s job to prioritise the debates and suggest ways, i.e. discourse styles, to manage them, encourage someone to lead the debate. Such issues would, in general, be complex and no obvious right or wrong answer would exist.</p> <p>All staff members who felt they would like to make a contribution to the issue are encouraged to attend debates. Debates do not proceed to a ‘winning’ position. The Facilitator listens to the ideas and formulates the way forward, taking all points of view into consideration.</p>
<p>Project/Task Groups</p>	<p>The Facilitator approves Project/Task Groups to expedite occasional jobs which arise from time-to-time that sit outside the manager’s mandates, require a collaborative approach or are a significant enough project that a team is required. They are formed to deal with issues that, once resolved, are concluded, therefore the issue is not ongoing so does not require a permanent group or individual. Examples of issues that Project/task Groups may be formed for are:</p> <ul style="list-style-type: none"> <li>• The design of a new playground.</li> <li>• A publicity brochure design.</li> <li>• A parent satisfaction research project.</li> </ul> <p>Anyone in the school community is able to make a request to the Facilitator for a Project/Task group. However, the Facilitator, because they oversee all the activity happening in the school, determines and prioritises appropriate timing or necessity of the group.</p> <p>The Facilitator appoints a leader responsible for meeting the objectives and Project/Task Group who has a clear mandate which directs the time frame, objectives and parameters they can operate within. The leader operates in the style of their choosing to complete the project/task and is free to recruit anyone they choose to help with the task. Group members may be teachers, parents, students, friends, expert advisers. Any member of the community who wishes to help with the task should be encouraged to do so, however, the final decision concerning membership rests with the Group leader.</p> <p>The group must operate within the parameters set by the Facilitator, including operating within the time frame established. If the task is not completed within the time frame, or if the group strays outside the parameters, the Facilitator may conclude the group.</p>

<p>Parent, Employee and Student Surveys</p>	<p>The school uses surveys to gauge the view of the Silkwood community in developing school improvement plans.</p> <p>Annually, every family at the school is given the opportunity to anonymously share their views on the school and then, from time-to-time throughout the year, requests for views on specific issues are sent out. The data gathered helps inform the school about what people are happy with and what they would like to see improved. This information is collated and used by the School Managers to initiate decisions and develop their improvement plans.</p> <p>Employee Surveys are also used to gather people’s interest in areas of the school, challenges they have with their work environment and their ideas for improvement. These are also used by the Managers for future work placement opportunities and to develop budgets and improvement plans.</p> <p>Student surveys are an active part of how we improve teaching and learning at Silkwood. The student voice is seen as the most important stake holder in our improvement plans. Finding out their thoughts and ideas on their learning program and teaching at Silkwood form the backbone to our success as a school.</p>
<p>Manager Improvement Plans</p>	<p>Each year, in December, all School Managers develop an improvement plan for the forthcoming year. They utilise a wide range of information including surveys, Silkwood’s strategic plan and other sources to inform their decision-making on what to improve. Once the plan has been drafted they are published for community feedback. Community members are encouraged to have their say and managers take their feedback under advisement before publishing the final version. These plans create around 250 improvement actions for the school each year.</p>
<p>Silkwood’s Strategic Plan</p>	<p>The school has a five-year strategic plan. In the final year of the plan we invite the school community to engage in a process to develop our new Strategic Plan for the next five years. We engage a professional, skilled with community consultation and strategic planning, to help work with our community to achieve this task. The plan is created and approved by the School Board and becomes the guiding document for school decisions for the next five years. The Facilitator and Board oversee this process and are responsible for enacting the plan and making sure it happens.</p>

## COMMUNICATIONS AT SILKWOOD THAT SUPPORT THE DISTRIBUTED LEADERSHIP MODEL (DLM)

Effective communications are vital in a complex, adaptive system such as DLM. The main channels are:

Channel	Purpose
Silkwood Parent Portal	<p>The Parent Portal is a secure site where parents can go to find current information about their child.</p> <p>The Parent Portal provides access to:</p> <ul style="list-style-type: none"> <li>• Term Overview</li> <li>• Fortnightly Class news (brief summary of classroom learning and upcoming events)</li> <li>• Excursion information and notifications</li> <li>• Teacher to parent communication.</li> <li>• Teacher to class communication.</li> <li>• Access to contact teachers and staff.</li> </ul> <p>The following information is also available on the Parent Portal:</p> <ul style="list-style-type: none"> <li>• The School and Class calendar.</li> <li>• Parent/Guardian contact details.</li> <li>• Student medical information and emergency contacts.</li> <li>• Student timetable.</li> <li>• Access to student records that relate to your family.</li> <li>• School Fee billing and receipts.</li> <li>• Student Reports.</li> </ul>
School Email Notifications	<p>The School Office sends email notifications to families:</p> <ul style="list-style-type: none"> <li>• General whole school notifications (reminders, event information, etc.)</li> <li>• Health notifications.</li> </ul>
Silkwood Newsletter	<p>A newsletter is emailed to families three times per term, containing:</p> <ul style="list-style-type: none"> <li>• General school information/reminders.</li> <li>• School Facilitator News.</li> <li>• Upcoming event information.</li> <li>• Class news (each class publishes class news in the newsletter once per term).</li> <li>• Extra-curricular activities.</li> <li>• Parenting tips.</li> </ul>
Facebook and Twitter	<p>The school has three Facebook pages;  <a href="#">Silkwood School – Early Childhood Page</a>  <a href="#">Silkwood School – Primary School Page</a>  <a href="#">Silkwood School – High School Page</a></p> <p>These pages make posts about school activities, what students are up to and support information on parenting and education. In a very colourful way they express the daily story at Silkwood.</p> <p>The school also has a twitter account: <a href="http://twitter.com/#!/silkwoodschool">http://twitter.com/#!/silkwoodschool</a> which is mainly used as a marketing and business tool for the school.</p>
Silkwood Website	<p><a href="http://www.silkwood.qld.edu.au">www.silkwood.qld.edu.au</a></p> <p>Contains newsletter link, general information about the school, the parent handbook and the school’s annual report.</p>

Channel	Purpose
Termly Manager Board Reports	Every term, School Managers provide the Facilitator with a formal board report on the progress and development of their mandate and annual improvement plan. The Facilitator reports on these to the School Board.
Project/Task Group Notification	Any community member may give the Facilitator ideas for Project/task groups. The Facilitator prioritises the tasks. The school also has a working document available to the school community that has updated information on task groups happening at the school.
Direct Manager Approach	Matters that can be identified as falling under a particular manager's general duties should, as often as possible, be directed straight to them. If the direct channel is unknown, communications should be directed to the Facilitator who will ensure they end up on the right desk. Descriptions of the managers' general duties are included in the parent handbook.
Manager Annual Improvement Plan	Every year, Managers develop an improvement plan for their area. Community members are encouraged to have input into these lists by completing surveys offered throughout the year.
Direct Facilitator Approach	Community members are encouraged to contact the Facilitator directly by email or via appointment through the school office should they have any concerns, challenges or ideas that their Class Teacher or Syndicate Learning Manager is unable to help them with.
Debate Notification	Any teacher can suggest debate topics to the Facilitator; s/he prioritises them and schedules them on a term-by-term basis.
Parent Handbook	This is available online on the school website and outlines all the important things parents need to know about the school.
Annual Report	Every year, in May, the school publishes its Annual Report on the school website. This report is a wealth of information on the school's progress.

## WHAT TO EXPECT AS A FAMILY AT THE SCHOOL WITH THE DISTRIBUTED LEADERSHIP MODEL

As Silkwood does not have the traditional principal-led model of school management, it can sometimes be confusing for families to understand how things work. For this reason, we have developed a few simple charts to help parents understand their role, who to go to if challenges arise and how they can participate with decision making at the school.

### Community member responsibilities in the DLM

At the heart of our community spirit lies a commitment to respectfully work together to achieve the best possible outcomes we can. As a Silkwood Community member we accept;

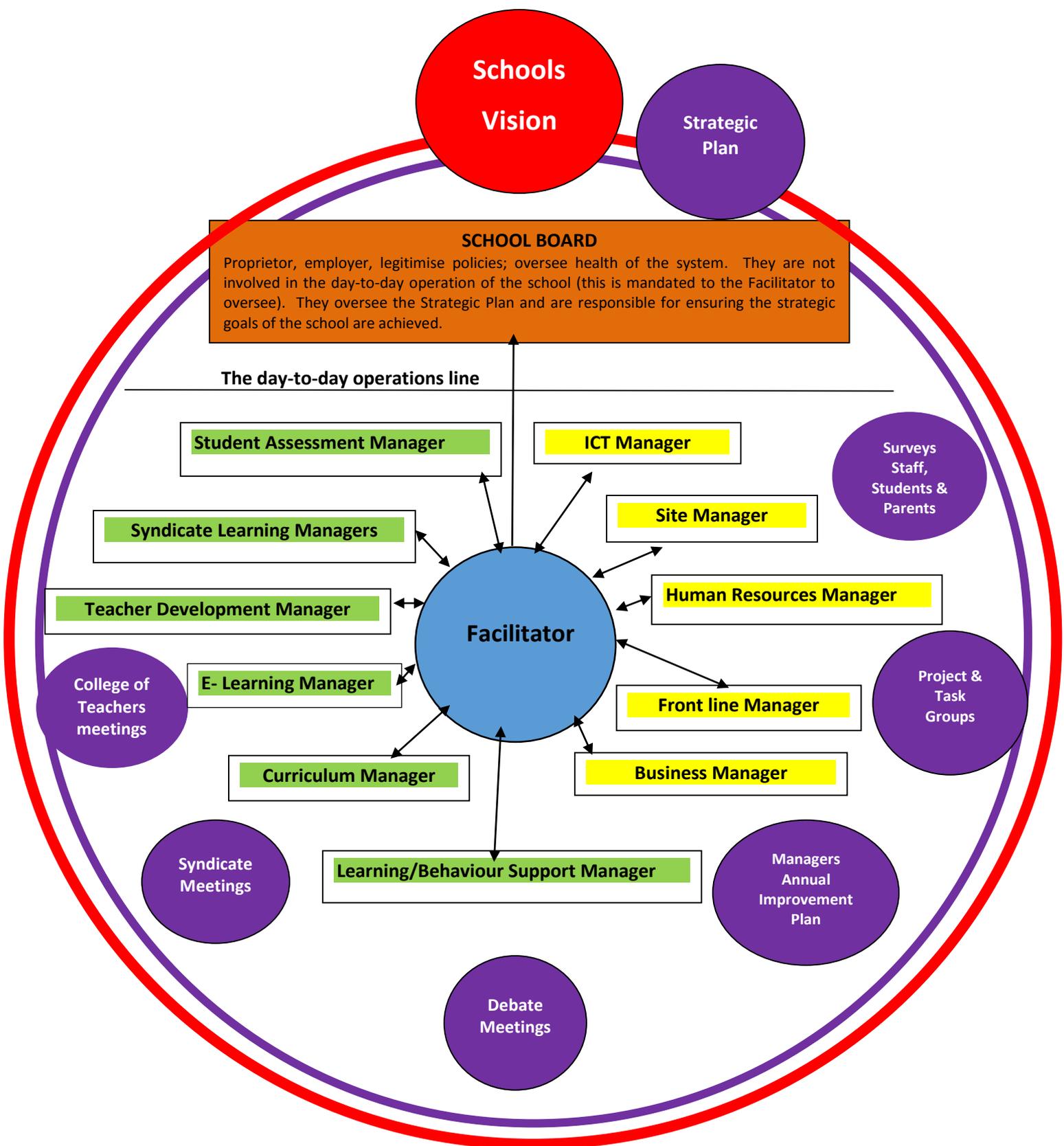
- The relationship between families, the school team and the students is one of partnership.
- That we work with an open mind to find positive pathways to help each other
- That we communicate about and to each other respectfully.
- The teaching team are professional educators and as such their professional expertise is supported in making the best educational decisions they can for each student.
- To express our upsets directly to the people who can best help us resolve the upset

Communication	The school communication channels are set and laid out in the parent handbook. It is assumed when the school puts out information that families take the time to read it and will respond quickly to the school with anything they have concerns with.
Addressing Concerns	<p>The school asks families to communicate concerns within 24 hours to the school and likewise the school team will respond to any concerns within 24 hours. Maintaining a positive partnership requires open and honest communication with each other. Quickly addressing concerns helps minimise the risk of a breakdown in partnership that can arise if matters are left unaddressed.</p> <p>The school has a simple procedure for our parents/caregivers to follow:</p> <ol style="list-style-type: none"> <li>1. For all concerns about your child’s education, make an appointment with the Class Teacher or the Syndicate Learning Manager and if not resolved, see the School Facilitator.</li> <li>2. For any financial concerns contact the school’s Business Manager.</li> <li>3. For any other issues, email the school reception unless it is of a serious nature then email School Facilitator. Either will be able to direct you to the appropriate manager or help.</li> </ol>

### How does the DLM support families to be involved in decision making at Silkwood

School Board	For those who have a business background and would like to contribute their business expertise to support the school, becoming a School Board member is something to consider. The School Board, although not involved in the daily operational aspects of the school, supports the strategic development of the school. The Board works alongside the School Facilitator to ensure the strategic goals of the school are being met and builds relationships with people outside the school who can help it move forward strategically.
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Silkwood's Strategic Plan	The school has a five-year strategic plan. In the final year of the plan we invite the school community to engage in a process to develop our new Strategic Plan for the next five years. We engage a professional skilled with community consultation and strategic planning to help work with our community to achieve this task. The plan is created and approved by the School Board and becomes the guiding document for school decisions for the next five years. The Facilitator and Board oversee this process and are responsible for enacting the plan and making sure it happens.
Project/Task Group Notification	Any community member may give the Facilitator ideas for Project/tasks groups. The Facilitator prioritises the tasks. The school also has a working document available to the school community that has updated information on task groups happening at the school.
Parent Surveys	The school uses surveys to gauge the view of the Silkwood community in helping to develop the plans for school improvement. Each year every family at the school is given the opportunity to anonymously share their views on the school through various surveys. The data gathered helps inform the school about what people are happy with and what they would like to see improved. This information is collated and used by the school managers when making their decisions on developing their improvement plans for the new school year.
Manager Improvement Plans	Each year, in December, all School Managers develop an improvement plan for the forthcoming year. They utilise a wide range of information including surveys, Silkwood's strategic plan and other sources to inform their decision-making on what to improve. Once the plan has been drafted it is published for community feedback. Community members are encouraged to have their say and managers take their feedback under advisement before publishing the final version. These plans create around 250 improvement actions for the school each year.



All Managers exercise leadership over their portfolio. They are governed by mandates/job descriptions. All final school decisions are made by the individual managers, however, research and consultation is an expected part of this process.

YELLOW	Administrative Managers
GREEN	Teacher Managers
PURPLE CIRCLES	Collaborative Processes
RED CIRCLE	School Vision

## WHAT TO EXPECT AS A TEAM MEMBER AT THE SCHOOL WITH THE DISTRIBUTED LEADERSHIP MODEL

In our Distributed Leadership environment with our shared decision making processes, employees need to respond and behave differently than they would in a normal hierarchical management system with a 'boss'.

Our approach, whilst exciting, dynamic and energetic, also comes with high expectations and an unleashing of multiple initiatives that does place extra demand and responsibilities on the team. In particular, teachers need to be aware they will have to come to decisions concerning issues that may not have traditionally fallen within their scope at other schools and to do this effectively will have to extend into new arenas of expertise.

In this model it is assumed that everyone is a leader and can lead no matter who they are, or what work they do here at Silkwood. Seeking ways to improve their work is a natural consequence of our DLM and, as such, will be expected. To do this well they will need to understand the collaborative processes of change at Silkwood and be able to engage other adults to negotiate, resolve differences, problem solve, seek advice, talk to about their work challenges openly and honestly. They will also need to embrace the philosophy that Silkwood is a place of learning for everyone.

Working at Silkwood can be an empowering experience, however, the chaos of the ambiguity that comes with our model can be challenging when adjusting to it. For this reason, we have many structures in place to support team members to integrate into our way of working. Each person is appointed a coach or manager to learn the nuts and bolts of their role and then offered a mentor to support their personal journey. We also train each team member in how to use the '**7 habits of highly effective people**' as an empowering way to support themselves. This framework is also used with the students so it gives each of us a common language and culture enabling us to work together effectively.

The DLM assumes that everyone who works here at Silkwood is here to learn, lead and make a difference... and that every team member is well supported on this journey!

## CONCLUSION

The DLM creates a working environment that is dynamic, complex and always changing through its focus on improvement. The outcome is a way of operating a school where learning is at its heart: a perfect match for our vision!