



ACT
Government
Education

**EXTERNAL REVIEW
REPORT for
CRANLEIGH SCHOOL**

2016

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Contents

Contents	1
Introduction: Overview of the School Review Process	2
Section A: School Context	2
Section B: School Performance	3
<i>Student Learning Data</i>	3
<i>Stakeholder Perception Data</i>	3
<i>Demographic data</i>	4
Section C: School Improvement Planning and Implementation	4
Achievements.....	4
<i>Strategic Priority 1: Improve Student Learning Outcomes</i>	4
<i>Strategic Priority 2: Build Staff Capacity</i>	5
<i>Strategic Priority 3: Strengthen partnerships with schools and the community</i>	6
Reflections	7
Section D: National Tools Self-Evaluation Results	7
National School Improvement Tool.....	7
National Safe Schools Framework: School Audit Tool.....	16
Section E: Commendations and Recommendations	17
Commendations	17
Recommendations	18
Section F: Record of School Review Process	19

Introduction: Overview of the School Review Process

As part of the Territory's school improvement approach, public schools and colleges in the Australian Capital Territory are required to participate in an external review process every five years. This document captures the findings of the panel during this cycle of school review.

In broad terms, the panel sought to determine, through evaluation and validation, the extent to which the school is meeting its agreements, achieving its priorities, and addressing its challenges in the context of a continuously improving educational environment.

The external review was conducted over two days and involved a wide variety of data gathering approaches including observations, interviews and documentation. This approach provided evidence for the panel to consider against the nine inter-related domains in the National School Improvement Tool that informed our commendations and recommendations.

Section A: School Context

Cranleigh School was opened in 1974, situated in Holt in north Canberra, and is a primary school for students with moderate to severe/profound intellectual disabilities. Many students have physical and sensory disabilities and a large number have autism as a primary or co-morbid diagnosis.

The school motto is 'Achieving potential together' and an accompanying mission statement and school charter articulates the vision and values of the school.

Enrolment numbers at Cranleigh have varied significantly over the life of the plan. Numbers increased significantly in the first two years of the planning cycle, peaking at 155 across five sites in 2014. These sites included an Early Childhood Centre at Southern Cross Primary and autism Intervention Units at Giralang and Mt Rogers primary schools. The introduction of the National Disability Insurance Scheme (NDIS) had an impact on students accessing early intervention programs and these programs were no longer required in the outpost sites. Enrolments have hence fallen to 81 students over 2015/2016 due to the closure of Early Intervention Programs. Aboriginal and Torres Strait Islander students make up 9 percent of the school population and students for whom English is an Additional Language/Dialect (EAL/D) make up 40 percent.

The staff profile has remained stable across the life of the plan with high staff retention rates. The availability of staff to backfill for short term vacancies in particular presents a challenge for the school. There have been some changes to the composition of the leadership team with a new principal appointed in 2015 and a new deputy principal in 2016. There have also been changes to some of the School Leader C (SLC) positions.

Other impacts on the school over the past four years include the 2014 ACT Health Directorate decision to remove school-based nurses. Schools now have responsibility for the management of student health-related information and support. This initiative, known as Healthcare Access at Schools (HAAS), has been a consideration for Cranleigh School since 2014 although full implementation of HAAS will not occur until 2017. The establishment of the National Disability Insurance Agency (NDIA) and attendant Scheme (NDIS) as a way of planning for and dispersing appropriate care for Australians with disabilities has also resulted in changes to the way Cranleigh School staff work with families and therapy providers. There are more than 42 therapists now working with students across the school. An additional position, a Family Support Worker, supports families with NDIS processes.

Section B: School Performance

Cranleigh School measures its performance with relevant data sets in this educational setting. National Assessment Program – Literacy and Numeracy (NAPLAN) is not implemented by the school due to the diagnoses of students and their levels of cognitive impairment.

Student Learning Data

Individual Learning Plans (ILPs) are the focal collection point for student performance data. The learner's physical, social, emotional, and sensory needs, communication strategies, cognitive development, medical status and family context are fundamental considerations in the development and implementation of ILPs at Cranleigh. ILP goal achievement is crucial to the school's understanding of its effectiveness, as it reflects the highly individualised learning programs in place. Tracking and monitoring of student learning progress has been impacted with transition to the use of the Australian Curriculum, supplemented by the Australian Curriculum Victorian Essential Learning Standards (AusVELS) and Abilities Based Learning and Education Support (ABLES) throughout the life of the strategic plan. Teachers are beginning to track students who have learning goals identified from the national curriculum, and students are tracked as individuals. The panel noted that over the life of this plan the number of students achieving the goals of their ILPs has not been consistently aggregated.

Evidence cited

- Individual Learning Plans

Stakeholder Perception Data

Stakeholder perception data has been obtained through the Education Directorate's annual School Satisfaction Survey, the Australian School Climate Measurement Tool survey and the National Safe Schools Framework: School Audit Tool. As a specialist school setting, data was captured from teachers, administrative and support staff and parents.

The number of parents participating in the Parent and Carer Satisfaction Survey dropped from 40 in 2013 to 17 in 2014 and 19 in 2015. Across the life of the plan the percentage of parents happy overall with the education their child is receiving at the school has been consistently high. Responses to other elements of the survey are also high. Staff Satisfaction Survey results are also high across the life of the plan and this is consistent with the panel's finding in relation to staff morale.

The panel observed that the work of the school leadership team may benefit from identifying a systematic way of capturing key indicator data sets that they would like to see maintained over the life of the upcoming planning cycle: this would allow for an effectiveness 'pulse' to be taken at regular intervals and would assist in having a highly responsive improvement agenda.

Evidence cited

- Student ILP goal achievement data
- ABLES data
- ASCMT tool 2014-2015

- School Satisfaction survey trend data 2013-2015
- Annual School Board Reports 2013-2015 (including attendance and suspension data)

Demographic data

Attendance

Attendance rates are consistent at Cranleigh, and fluctuations are attributed to the ongoing medical needs of students who can have long periods of absence due to ill health.

Suspension data

The practice of formal suspension is unusual at Cranleigh School, as many behaviours are directly linked to the disability or circumstances that students bring. Some students are supported by approved partial attendance plans, which are developed in partnership with parents and/or carers, and there are flexible arrangements with families for students who become distressed or present risks to safety.

Section C: School Improvement Planning and Implementation

Cranleigh School has articulated an improvement agenda and has made efforts to document and reflect on progress. Whilst three priorities have been sustained, the strategies for each have been adjusted across the life of the plan and this has resulted in some lack of continuity in the documented journey.

The school leadership team's unwavering focus on the individual needs and progress of students has supported staff understanding of curriculum design and personalised learning. The significance of this work is reflected in the rapid adoption of AusVELS and ABLES to supplement the implementation of the Australian Curriculum, and the high level of staff satisfaction that is evident across the school.

The school has focused on three strategic priorities in 2012-2016.

1. Improve student learning outcomes
2. Build staff capacity
3. Strengthen partnerships with schools and the community

Achievements

Strategic Priority 1: Improve Student Learning Outcomes

Improvement strategies towards this priority have focused on:

- data collection and management
- building a professional learning community
- enhancing school resources and the physical environment.

Each of these areas has presented opportunities for considered exploration and notable indicators of success including:

- the contributions of the education team to the Education Directorate's work in the area of ILP data tracking
- parent satisfaction levels in how student learning needs are met
- staff engagement in action research
- the identification and deployment of staff to support models of professional coaching and mentoring
- the development of facilities to support sensory needs of students
- investment in ICT.

Targets were set for this priority in relation to student progress against the Cranleigh School reporting continuum. The panel noted that the target and progress towards it was not consistently measured for each year of the plan.

The target '80% of student goals will show progress of one or more levels along the reporting continuum between the end of 2013 and mid 2014' was not met. The school recognised that this target was created in the absence of baseline data.

There was no evidence of progress towards the target '70% of student goals will show progress of one or more levels along the reporting continuum between the end of 2014 and mid 2015'.

Evidence Cited

- Individual Learning Plans
- Teacher programs
- Annual School Board Reports (2013-2015)
- School Satisfaction Survey data

Strategic Priority 2: Build Staff Capacity

Improvement strategies towards this priority have focused on:

- professional learning to support familiarity with and implementation of the Early Years Learning Framework (EYLF) and the Australian Curriculum with a focus on students with disabilities and the General Capabilities
- documenting and implementing Augmentative and Alternative Communication (AAC)
- documenting and implementing Literacy and Numeracy Frameworks
- establishing a whole school culture of coaching and mentoring, which incorporates the Professional Standards for Teachers
- Understanding and implementing Positive Behaviour Support (PBS) processes

Notable indicators of success in this area include:

- the school is transitioning to the Australian Curriculum
- the development, documentation and implementation of a Literacy Framework, which has become embedded in programming for students at Cranleigh School
- the AAC has been fully implemented
- a professional learning culture is evident.

While specific targets were identified for this priority, they varied from plan to plan and the reporting against these targets could not be tracked across the four years to determine which had been met.

Evidence Cited

- Teacher programs
- Annual School Board Reports (2013-2015)
- Cranleigh Literacy Framework
- School Satisfaction Survey data

Strategic Priority 3: Strengthen partnerships with schools and the community

Improvement strategies towards this priority have focused on:

- establishing connections with the University of Canberra to support Cranleigh's research engagement
- connecting with other schools and families to support transition planning and inclusion initiatives
- establishing relationships and programs of mutual benefit between Cranleigh and community groups, local businesses, schools and cultural institutions
- developing a Family Liaison team to support and strengthen relationships between families and the school.

Notable indicators of success in this area include:

- the consistently high percentage of parents who recognise that community partnerships are valued and maintained
- transition goals as part of ILPs for 100 percent of students in years 5 and 6
- collaboration between Weetangara, Aranda and Macgregor Primary Schools to support inclusion with mutually beneficial student learning outcomes. Engagement levels at Cranleigh School have expanded from two classes to five
- the engagement of four students in dual enrolment programs between their neighbourhood schools and Cranleigh School
- the appointment of a Family Support Worker, who has supported the transition of families to the NDIS in addition to a broad range of other issues

There was evidence to indicate that targets relating to the incorporation of transition goals within 100% of ILPs for year 5 and 6 students were met every year.

Parent Satisfaction Survey data in relation to perceptions that community partnerships are valued and maintained was consistently high in 2013 and 2014 although the specific targets were not met in 2014 or 2015.

Evidence Cited

- School Satisfaction Survey data
- Annual School Board Reports (2013-2015)

Reflections

Across the life of the plan, the alignment between elements of the planning process (Strategic Plan, Annual Action Plans and reports) is not clear. The leadership team has acknowledged variance in targets set and measured. In addition, the shifting emphasis in the improvement strategies has limited clarity in the line of sight against the three priorities identified in the Strategic Plan. The panel noted though that the priority of improving student learning outcomes was at the forefront of decision making and teacher practice. Furthermore, the school has yet to identify effective data collections that will support improvement and this uncertainty has played out in target setting, monitoring and reporting.

Section D: National Tools Self-Evaluation Results

The School Improvement Team (SIT) led a reflection of the school's progress against the National School Improvement Tool (NSIT). At a whole of staff meeting, the NSIT was presented in order to build an understanding of it and seek participation in the reflection process. The SIT as a representative group of staff then met and reflected on each of the domains of the NSIT and identified evidence to support the judgements they made about school progress for each. The compilation of the feedback from the SIT was then synthesized by members of the school leadership team and presented as a whole of school reflection.

National School Improvement Tool

The combined time reviewers spent in conversations with the principal, leaders, teachers, students, parents and board members was approximately eighteen hours. Another twenty three hours was spent on review, moderation, writing and preparation for school leadership team feedback. A combination of individual and small group interviews with staff members, students and parents/carers were held.

The panel noted the following in relation to the **Explicit Improvement Agenda** domain.

- *The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes.*

- *Plans for improvement do not appear to have been clearly communicated, widely implemented. Targets for improvement are not specific (e.g. not accompanied by timelines).*
- *The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.*
- *There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.*

Comments and Findings

- The school has developed a strategic plan and subsequent annual action plans and has identified three key priorities in this planning cycle: improve student learning outcomes; build staff capacity and strengthen partnerships with schools and community. Whilst the three priorities have remained, the strategies for each have been variable across the yearly plans and this has resulted in some lack of continuity.
- Targets for priority one (the percentage of students who show progress of one or more levels along the reporting continuum in their Individual Learning Plan goals) have been developed for each annual action plan but not always monitored and reported on.
- Staff and parents alike describe significant gains made by individual students in relation to their short and long term goals and these stories of success are shared and celebrated.
- Teachers speak with one voice about a core focus on improving student learning outcomes. They do not make explicit links between the strategic plan and their focus. However, the enactment of the improvement agenda is evident in the ways staff interact and collaborate with purpose and with intent of every child improving.
- The school leadership team stays abreast of current research in catering for students with disabilities.

Within the **Analysis and Discussion of Data** domain, the panel verified the following.

- *Teachers routinely use objective data on student achievement as evidence of successful teaching.*
- *There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school.*
- *Time is set aside (e.g. in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.*
- *Tests may be used by some teachers, but generally are not used as part of a whole-school assessment strategy.*
- *An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.*

- *Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.*
- *There is limited engagement with parents and families around school data.*

Comments and Findings

- In the context of a school with an enrolment of students with complex and high level disabilities, it is recognised that the school cannot routinely use systemic assessment (e.g. NAPLAN) and many common diagnostic tools to measure student academic progress. The measuring of growth over time is challenged by the nature of the students who bring degenerative conditions.
- There is evidence of some whole of school data analysis of the percentage of students who meet their learning goals, although the school leadership team has grappled with effective ways of doing this.
- There are few school wide data sets being harvested and analysed. However, at a classroom level, teachers very astutely collect and analyse fine grain data about each and every child.
- The school is implementing ABLES systematically. This assessment tool is supporting the school in making more accurate judgements about individual student learning. A pre and post testing regime is emerging which will provide valuable whole of school data to monitor school performance over time.
- Teachers are using a range of assessment tools and techniques at regular intervals to monitor learning for each and every child.
- The school is paying attention to Staff and Parent Stakeholder data.
- Teachers have a very sophisticated understanding and appreciation of multiple modes of evidence and use this to inform their future plans and strategies.
- In a range of meeting structures, there are focused conversations about the performance and needs of individual students which inform future directions and strategies.

With respect to **A Culture that Promotes Learning** domain, the panel noted the following.

- *The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. Staff morale is sustained at a high level. There is a happy, optimistic feel to the school.*
- *High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. There is a strong sense of belonging and pride in the school.*
- *A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.*

- *There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.*
- *Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.*
- *Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.*

Comments and Findings

- There is an unshakable belief at Cranleigh that every child is capable of successful learning and a culture of very high expectation of academic progress.
- Teachers demonstrate very high levels of care for the children at Cranleigh School. This is evident in the way they speak of their students and the culture within each and every classroom.
- There is clear evidence that, through the implementation of ILPs, that students are learning successfully, in their own ways at their own pace.
- The school is implementing the Positive Behaviour Learning Framework using trauma informed practices based on the Cranleigh Communication Framework and this supports a strong culture of learning in a supportive environment.
- There has been a focus on improved transition processes for students in preparation for the move to high school.
- The school has created a Family Support Worker position to build stronger partnerships with parents/carers.
- Teachers and parents alike speak with pride about the school and have a very deep commitment to it.
- A very strong collegial culture is evident amongst staff. Learning Support Assistants (LSAs) are partners in the education of children and highly valued in the school. Staff support, encourage and learn from each other in a very collaborative way.
- Although some elements of the 2014 and 2015 staff perception data would indicate otherwise, staff morale is very high and staff speak of feeling valued and supported.
- There are multiple opportunities for students to be engaged in learning and experiences beyond the school through community engagement activities.
- A highly inclusive culture is evident.
- Teachers describe the dual focus on care and curriculum.
- Teachers have a strong sense of professional accountability and the level of trust between them allows for openness in discussions around practice.

The panel noted the following in relation to the **Targeted Use of Resources** domain.

- *The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school.*
- *A range of initiatives (e.g. across-class and across-grade groupings for literacy and numeracy) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise.*
- *The school has developed processes (e.g. systematic testing and assessment) for identifying student learning needs, although there may not always be good school records of student achievement and progress.*
- *Programs to meet individual learning needs (e.g. programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, refugees) are prioritised, where possible, in the school budget.*
- *Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.*

Comments and Findings

- Students are allocated to classes according to need and a range of across-class and grade groups are evident.
- The individual needs of students as identified in ILPs drive resourcing decisions in the school.
- Through ABLES assessment, a very systematic approach for identifying student needs is emerging.
- A Family Support Worker, funded by the school, supports the school priority of 'strengthened partnerships with schools and community'.
- The school actively seeks grants to augment its resources.
- An Executive Teacher (Professional Practice) funded position supports teachers in mentoring, coaching and providing feedback on teaching practices.
- A highly skilled LSA team supports their flexible deployment.
- The school connections to community and business organisations and the fundraising efforts of the P&C have resourced specialised equipment to meet the needs of students at the school e.g. sensory gym.
- The school has committed funding to support the implementation of AAC throughout the school.
- There are purposeful and quality learning environments and facilities which reflect the school's commitment to aesthetics.

Within the **An Expert Teaching Team** domain, the panel verified the following.

- *There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.*
- *There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.*
- *Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.*
- *The school provides opportunities for teachers to take on leadership roles outside the classroom.*

Comments and Findings

- Building staff capacity is prioritised in strategic planning documents.
- There has been a strong focus on building a peer coaching culture in the school.
- There has been active encouragement of teachers learning from other schools through study tours and visits.
- The identification and appointment of an Executive Teacher (Professional Practice) supported the culture of continuous professional improvement at Cranleigh. This school leader developed and implemented an approach through which teachers observed and reflected on practice, with a formal feedback structure. This provided an opportunity to engage teachers and build their familiarity with the Professional Standards. This work has resulted in increased teacher sharing, cross pollination of ideas, expansion of networks across the school, and the strengthening of repertoires of practice. The enhancement of universal practices, use of the communication matrix, and PBS were notable examples.
- School based professional learning has focused on understanding and supporting students who have experienced trauma. Action research has been promoted. The education team contributes to planning for professional development.
- LSAs identify as educators at Cranleigh. They enjoy strong and significant relationships with families, students, colleagues and the broader school leadership team. Teachers acknowledged the contributions of the LSA team in planning, observing, providing feedback, and stretching their practice through encouraging and supporting innovation and risk taking.
- Parents are highly trusting and confident in the expertise and knowledge of teachers. The Board Chair described the principal's strength as a knowledgeable and accessible professional who articulates the school vision and plans in ways that are understood by the community.
- There is a highly reflective culture both at an individual and collective level.
- Opportunities for interschool professional learning are encouraged.

In the domain **Systematic Curriculum Delivery**, the panel noted the following.

- *Curriculum delivery is designed to meet the needs of those with disabilities.*
- *The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.*
- *School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school-wide strategies are in place to drive a consistent approach.*
- *Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.*

Comments and Findings

- The school is transitioning from the Cranleigh/Malkara Curriculum to the Australian Curriculum supplemented by AusVELS and ABLES.
- Staff are building familiarity with these frameworks, and early implementation has revealed many benefits as personalised learning plans and monitoring practices are refined.
- Teachers recognise synergies between AusVELS, ABLES assessment, and the Australian Curriculum.
- Past and present teachers collaborate to conduct ABLES assessment at the commencement of the year.
- Personalised planning for curriculum delivery occurs between teachers and parents through the ILP processes.
- In planning, teachers start with the deep knowledge of the child, and planning processes are fluid to meet individual needs.
- A whole of school approach to curriculum planning and implementation is emerging.
- There is a strong focus on curriculum renewal with collaborative discussions and planning.

In consideration of the domain **Differentiated Teaching and Learning**, the panel found the following.

- *The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (e.g. accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for those students requiring them. Differentiation is a priority of the school and a feature of every teacher's practice.*
- *Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning*

activities. Reports to parents and carers include details of how learning opportunities have been tailored to individual needs and of the progress individuals have made.

Comments and Findings

- There is a deeply embedded culture of personalised learning and differentiated practice to ensure the successful outcomes of learners with diverse and complex needs.
- Teachers draw on a very wide repertoire of strategies and give deep consideration to novel approaches to personalise the learning.
- Teachers are highly perceptive and responsive to needs of students and their families. They articulated and provided examples of flexibility in transition practices and factors influencing class placement decisions.
- The language and practices observed during visits to learning spaces reflected respect for individuals, learning preferences and needs.
- The adoption and adaption of visual communication systems supports understanding between all members of the learning community.
- Teachers use a very sophisticated and highly personalised range of assessment tools to monitor progress, identify strengths and weaknesses and make judgements about student needs.
- Reporting to parents occurs daily and through multiple modes, including phone calls, daily communication books, emails, photo and video stories and formal reports which include detailed information about the personalised learning and progress.

The panel noted the following regarding the domain **Effective Pedagogical Practices**.

- *School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school.*
- *There is some clarity about what students are expected to learn.*
- *High expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.*

Comments and Findings

- School Leader C teachers are positioned as leaders of pedagogy at Cranleigh.
- Action Research has strengthened knowledge, skills and attitudes towards the design of sensory experiences. Resources and opportunities to meet sensory needs are incorporated creatively in classrooms and the gym has been created to provide rich experiences for class groups.
- Parents highly value the extent to which teachers research, explore and experiment with ways to support and engage their children. They described how this approach expands

the 'profile' of their children, and supports their own understanding of how to support them as a learner.

- Teachers engage in forums on a regular basis to build pedagogical understanding and skills.
- There is a clear, embedded and articulated approach to supporting communication between students and staff. The school recognises that this pedagogical practice is fundamental in empowering learners.
- There is a shared understanding and consistency of practice around universal and positive behaviour learning.
- Explicit teaching of skills and content in a very highly scaffolded way is evident in every classroom. Teachers have a high expectation of learning and improvement.
- A repertoire of teaching practices is evident although this has not yet been clearly developed into a pedagogical framework for the school.
- Whilst there is a strong focus and consistency of practice across the school around positive behaviour learning, and AAC, less evident is a focus on the identification and implementation of agreed effective teaching practices in reading, writing, mathematics and science.
- Clarity about what students are expected to learn is emerging as the school moves to developing a whole of school curriculum framework.

In the final domain **School-Community Partnerships**, the panel found the following.

- *The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students. Partnerships have generally been initiated by the senior leadership team and have their support.*
- *Each partnership brings staff and students of the school together with external partners such as families, other education or training institutions, local businesses and/or community organisations.*
- *Attention has been given to communication and to the sharing of experiences within the partnership; however, there may be no formal plan for reviewing the partnership's outcomes and effectiveness.*
- *There is evidence that the school's partnerships are being implemented as intended. However, there may be limited evidence of improved student outcomes as a result of partnership activities – possibly because there has been insufficient time for them to demonstrate an effect.*

Comments and Findings

- There is a well-established partnership between Weetangara and Aranda schools that is of mutual benefit. This provides a secure and scaffolded environment for students at Cranleigh to meet other students, make friends and learn together.

- Rich opportunities for students to experience high quality performances and engagement in the Arts are evident through the Australian National University (ANU) music program and connections with the Canberra Symphony Orchestra.
- A range of links with cultural institutions across the ACT, e.g. the National Museum of Australia, Australian War Memorial, Questacon, National Portrait Gallery are operational and support enriched learning.
- Shared enrolments of students is evident to support individual needs.
- The school has over the years has held a signature event in partnership with local business: Cranleigh-Capital Chemist Art Show.
- Teachers work to build effective partnerships with parents through a range of communication strategies including: phone calls, daily communication books, emails with photos and videos, ILP meetings and interviews.
- Families interviewed by the panel described a shared commitment between home and school in the learning journey. This is evident in the ILP process.
- In recognition of diverse family needs and capacity, a Family Support Worker role is a significant connection point for families.
- The school hosts a number of school based apprentices and trainees from local schools.
- Cultural connections through indigenous elders are being developed to support the embedding of the cross curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.

National Safe Schools Framework: School Audit Tool

The school has used the National Safe Schools Framework: School Audit Tool (NSSFSAT) in 2016 to reflect on strengths and identify areas for development against the Tool. The panel noted that the areas of strength: positive behaviour management; professional learning; a supportive and connected school culture and early intervention and targeted support align with the findings in relation to 'A Culture that Promotes Learning' from the NSIT. The school has recognised that areas for development are about the consistent implementation of policies, processes and practices.

Section E: Commendations and Recommendations

Commendations

Cranleigh School is commended for the following.

1. There is a relentless and balanced focus on learning and wellbeing for all. Staff see themselves as educators first. A culture of high expectation is reflected in interactions, language and practices. There is a very strong sense of collegiality and shared responsibility for student success. Trusting relationships are fostered by design and this enables risk taking, open communication and informed experimentation. Cranleigh is an intentionally inviting environment and there is a positive and optimistic atmosphere. Staff are passionate about their work, care deeply about their students and each other and are committed to making each day a positive one for each child.
2. Staff know their students very well, their academic, functional and social and emotional needs, strengths and areas for growth. They have an unrelenting focus on working to understand where students are at in their learning and use fine grain data collected from a range of appropriate tools to closely monitor the progress of individual students and adjust their teaching in response. Personalised learning is an embedded practice. Teachers draw on a very broad repertoire of practice to bring about student understanding and are creative and adaptable in the differentiated strategies they use.
3. The school has implemented a whole of school approach to build a culture of positive behaviour support. This approach ensures that the promotion of positive behaviours is the focus and very clear strategies are in place to manage the complex behaviour of some students. The school's leadership team is highly supportive and visible throughout the school and staff speak of how much this visibility and presence is appreciated.
4. The school has embedded the Augmentative and Alternative Communication (AAC) Framework and a culture of clear communication is highly evident throughout the school. This systematic approach has supported teachers in understanding the needs of their learners as well as providing a means of communication for many of the learners who are nonverbal.
5. A professional learning community is evident and, because of the high level of trust between staff, a very organic process of teachers sharing and learning from each other has emerged. Staff are encouraged to be innovative, access quality professional learning, mentor and coach each other.

Recommendations

The panel recommends Cranleigh School pays attention to the following opportunities for improvement during the next planning cycle.

1. Continue to develop and implement a whole of school curriculum plan aligned to the Australian Curriculum, supplemented by AusVELS and ABLES.
2. Develop and implement a whole of school data plan that is pertinent for Cranleigh School, which takes into consideration best practice for students with disabilities and which harvests the rich information teachers collect. This plan should support the school to monitor improvement over time in academic, attendance and behavioural outcomes, as well as student well-being. More specifically these data sets should monitor literacy, numeracy, transition and ILP student achievement over time, as well as the required systemic collections (such as stakeholder data). The school leadership team should continue to support staff in rolling up the individual student data they rigorously collect to examine trends and growth over time.
3. Consider the development of a more explicit improvement agenda in the next planning cycle that has a sharp focus on improvement in measurable student learning outcomes and retains a strong alignment throughout the planning cycle. Ensure that progress towards targets is monitored and that initiatives and programs are evaluated for effectiveness in producing the desired improvements in student learning and performance.
4. Continue to develop school-community partnerships that are strategically established, sustainable, formalised, mutually beneficial and reviewed at regular intervals to support students at Cranleigh.
5. Continue the focus on building a professional learning culture through opportunities for engagement with research partners. This will provide high levels of clarity about the priorities for building capacity and the impact of mentoring and coaching models and other professional learning processes. Take time to identify and label the key pedagogical practices of Cranleigh so that teachers are 'singing to the same song book' with automaticity. Ensure that these key pedagogical practices also include effective research based ways of teaching reading, writing, mathematics and science.

Section F: Record of School Review Process

The following people were members of the external School Review Panel for Cranleigh School conducted on 8-9 September 2016.

Name: Christina Rogers	ACER: Lead Reviewer
Name: Wendy Cave	School: Principal, Macquarie Primary School

As chair of the Panel I endorse that this is a true and accurate record of the findings from the external School Review process.

Name: Christina Rogers	
Signature: 	Date: 23 / 09 / 2016.

As Principal of Cranleigh School I accept the School Review Report on behalf of the school community.

Name: Sue Roche	
Signature: 	Date: 3 / 11 / 2016