

Cranleigh School Strategic Plan 2017-2021 North Gunghalin Network

Endorsement by School Principal

Name: Sam Seton

Signed

Date:

Endorsement by School Board Chair

Name: Daniela Vrkic

Signed

Date:

Endorsement by School Network Leader

Name: Judy Hamilton

Signed

Date:

School Profile

Cranleigh School is a specialist primary setting for students with moderate to severe/profound intellectual disabilities with many students also diagnosed with have physical and/or sensory disabilities. A large proportion of students have autism as a primary or co-morbid diagnosis. Cranleigh's priority enrollment area is for the north side of Canberra, students who live north of Lake Burley Griffin. In 2017 the school has 90 students at February census from preschool to year 6 including our five 3 year old mainstream students. Students are grouped by age and ability into 13 classes with approximately 45 full time and part-time staff.

In 2016 the school underwent the School Review Process. The National School Improvement Tool (NSIT) report identified commendations and recommendations as listed below:

Commendations

- A relentless and balanced focus on learning and wellbeing for all
- Individual staff know their students very well and use find grain data to monitor student progress
- A whole school approach to build a culture of positive behaviour support
- An embedded and systematic communication framework is in place
- A professional learning community is in place

Recommendations

- Continue to develop and implement a whole school curriculum plan aligned to the Australian Curriculum
- Develop and implement a whole of school data plan
- Consider the development of a more explicit improvement agenda that has a sharp focus on improvement in measurable students learning outcomes
- Continue to develop school-community partnerships
- Continue the focus on building professional learning culture through opportunities for engagement with research partners

At the start of 2016, the implementation of the NDIS in the form of therapy support in the school required new processes and protocols for the timely and meaningful school visits by a large range of therapists. In addition, the Student Engagement Section, through the Network Student Engagement Teams employed speech pathologists, physiotherapists and occupational therapists to support schools in whole school practices and targeted programs. Over the latter half of the year Health Access at School (HAAS) was implemented for students. This involved on-site training for identified Learning Support Assistants, supervised practice of procedures and will be followed up with CIT training in 2017.

Strategic Priority 1

Explicit improvement agenda with a sharp focus on improvement in measurable student learning outcomes

Targets:

- By the end of 2018 a school data plan will be developed for implementation in 2019
- By the end of 2021 90% of successive year cohorts will have shown increased skill development progress on the Australian Curriculum using ABLES as the assessment tool
- By the end of 2021 100% of Cranleigh student will receive a progress report against the Australian curriculum

National Quality Standard Area covered by this priority

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| 1.1 | An approved learning framework informs the development of a curriculum that enhances each child's learning and development. |
| 1.1.1 | Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| 1.1.2 | Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. |
| 1.1.3 | The program, including routines, is organised in ways that maximise opportunities for each child's learning. |
| 1.1.5 | Every child is supported to participate in the program. |

| Key Improvement Strategies | Timelines and milestones | Lead roles/ Accountabilities/ Delegations | Targeted Resources | Key Performance Indicators |
|---|--------------------------|---|---|---|
| Embed the Australian Curriculum for all students | 2017 - 2021 | Exec team to lead All staff to implement | PL for all staff | Scope and sequence developed for all KLAS School reports and ILPs reviewed and rewritten to reflect Australian Curriculum School templates and planning documents revised |
| Develop and document a school data collection strategy linked to the school vision, purpose | 2018 | Led by exec team Input from school psychologist Advice from "Teaching and | ICT strategies to record data Data PL for teachers | School data plan, including calendar, developed Evidence of data collection located in central location, data walls and |

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| and Australian Curriculum | | Learning” | | programming documents |
| Develop partnerships with community and families to assist with the implementation of Australian Curriculum | 2017 - 2021 | All staff | Variety of communication strategies to meet the needs of all families (online, face to face, email, phone) | Proportion of parent satisfaction related to school and family connections Formalised links between between Cranleigh and other schools |
| Update school environment to ensure staff and students are accessing 21st century learning spaces and technologies | 2017 - 2021 | ICW - Interior design team Principal and Business Manager ICT coordinator | Colour palette plans ICW recommendations | Design plan developed with support from ICW interior designer Financial plan developed identifying stages for upgrades |

Strategic Priority 2

High performing teachers will deliver effective pedagogy based on research, data and mutually beneficial partnerships

Targets:

- By the end of 2017 the school, in collaboration with the community, will clearly articulate its vision and purpose
- By the end of 2021 100% of teaching staff will explicitly use student achievement data to inform their practice
- By the end of 2021 90% of teachers will agree they get effective feedback on their teaching practice
- By the end of 2021 at least two community partnerships have been developed that support educational outcomes for students

National Quality Standard Area covered by this priority

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| 1.2 | Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. |
| 1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. |
| 1.2.3 | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program |

| Key Improvement Strategies | Timelines and milestones | Lead roles/ Accountabilities/ Delegations | Targeted Resources | Key Performance Indicators |
|---|--------------------------|---|---|---|
| Develop a Cranleigh system map identifying purpose and vision | 2017 then review yearly | Led by executive team Input from all staff | Staff meetings dedicated to | <ul style="list-style-type: none"> • System map developed and shared • Staff are able to articulate the vision and purpose from the system map • The system map is displayed visually around the school and included in school documentation (newsletters etc) |
| Develop and embed a culture of pedagogical reflection and improvement based on evidence | 2017 - 2021 | Led by executive team Lead teachers to mentor beginning teachers | Staffing budget to identify coaching role/s Staff meetings dedicated to PL, data discussions and | <ul style="list-style-type: none"> • Action research projects undertaken • Proportion of staff who agree "staff are well supported at the school" • Evidence of data in written teacher programming and reflection |

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| | | | sharing Templates developed for programming | |
| Develop school community partnerships that will mutually benefit staff and students in reaching the Cranleigh vision and purpose statement | 2017 - 2021 | Led Cranleigh staff Family support officer | Time provided to school staff to facilitate meetings | <ul style="list-style-type: none"> ● Proportion of parents who agree community partnerships are valued ● Proportion of partnerships that have been evaluated |

