

Cranleigh School

Annual Action Plan Report 2017

Context

Cranleigh School is a specialist primary setting for students with moderate to severe/profound intellectual disabilities. Many of our students also have physical and sensory disabilities and a large proportion of students have autism as a primary or co-morbid diagnosis. Cranleigh provides programs for students who live north of Lake Burley Griffin (Malkara being the equivalent for students living south of the lake). It is important to note that Cranleigh is one of a range of options offered to parents/carers of students with assessed eligibility as the ACT Education Directorate has an inclusive philosophy for enrolment.

The students range in age from 4 to 12 years. Class groups are small, with an average of 7 in each class. Students are placed in these groups according to their age and educational needs. Each class group has a teacher and at least one Learning Support Assistant (LSA).

We finished the year with 89 students across pre-school to year 6, including our six 3 year old mainstream students (Connect 3). With School Board approval it was decided that 2017 would be the final year of the Connect 3 program. We had 14 classes and approximately 45 full time and part-time staff.

Further, Cranleigh's Leadership Team has been in flux for most 2017, firstly with the new appointed principal Sam Seton successfully winning the position of Director Student Engagement, which was originally for 8 weeks and then extended until the end of the 2017 school year. Kylie Croke was appointed as the acting principal. Kyrie Douch joined the Leadership Team in March, moving across from her NSET role, Cathy Otten (substantive DP) and Jenny Parsons (acting DP 1 Year) had joint Duty responsibilities while the school embedded the changes and challenges of HAAS and NDIS policy. For 2018, Jenny Parsons will be moving in to a NSET role; Caren TeMoananui has been given a 2 year contact in her SLC role (2018-2020) and Cathy Otten and Kyrie Douch will be continuing at Cranleigh.

Staff movement has also been strong; we farewelled 4 permanent teachers while two others took LWOP for 2018 and some LSA movement has also occurred. Staff morale against the School Satisfaction Survey has taken a dip in some areas and this is to be expected with staff movement and leadership changes. This will be an important focus area for 2019.

Methodology

2017 saw the first year of implementing the 2017- 2021 School Strategic Plan with recommendations from the School Review Process to further embed the Australian Curriculum and ABLES with a focus on assessment and data collection.

Throughout 2017 the Cranleigh leadership team evaluated the progress of the 2017 Annual Action Plan (AAP) using the National School Improvement Tool. This involved consultation across the school with professional conversations and data collection within the teaching teams and with all staff. Information was collated and presented at executive meetings on a regular basis.

School Satisfaction Surveys and The School Climate Survey gave input around staff and parent feedback. Student feedback is seen as being reflected through parent input.

Priority One


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

Targets and progress

2017 AAP target	Progress
<ul style="list-style-type: none">By the end of 2018 a school data plan will be developed for implementation in 2019.	Discussions around types of data to be collected other than ILP data continues. ABLES data is a good indication of student growth although this tool needs moderation. A 'data wall' has been designed to show where students sit in the A-D area of the Australian Curriculum against the Personal and Social Capability. This is in the new teacher work room and in 2018 will continue with students plotted against more domains, including English.

Evaluation of each Key Improvement Strategy (KIS)

KIS and indicators of success	Evaluation
<p>1. Embed the Australian Curriculum for all students.</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> • Scope and sequence developed for all learning areas. • School reports and ILPs reviewed and rewritten to reflect the Australian Curriculum. • School templates and planning documents revised. 	<p>A Scope and Sequence has been developed by a team of teachers for Science, The Arts, HASS, Health & PE. English and Maths are currently being reviewed.</p> <p>In progress with discussions between the five specialist school principals who have been sharing templates.</p> <p>SLC team leaders do a termly review of programs. Termly reviews indicate implementation of the Australian Curriculum across all classes in the school. A checklist has been developed to keep track of program requirements. The overview page was reviewed and will be revised to align with the curriculum areas.</p>


<p>2. Develop and document a school data collection strategy linked to the school vision, purpose and Australian Curriculum.</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> • School data plan, including calendar, developed. • Evidence of data collection located in central location, data walls and Google Drive. 	<p>A data wall was developed and is displayed in the teacher workroom showing students ABLES results for the Personal and Social Capacity. Incident data is collected and recorded by all staff on a daily basis. Data is analysed on a needs basis to inform planning and when reviewing individual student cases. Assessment schedule reviewed by teachers and a draft for 2018 has been developed.</p> <p>The below assessment tools were revised:</p> <ul style="list-style-type: none"> • New A-D Maths assessment tool • PM Benchmark • Sena • Waddington Maths • The Bridge • ABLES • Writing assessment
<p>3. Develop partnerships with community and families to assist with the implementation of Australian Curriculum.</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> • Proportion of parent satisfaction related to school and family connections. • Formalised links between Cranleigh and other schools. 	<p>The 2017 Parent Satisfaction Survey indicates 62% agree or strongly agree that 'I understand how the school uses the Australian Curriculum'. 67% agree or strongly agree 'I can clearly articulate the school vision and purpose.' 71% agree or strongly agree 'The school has developed community partnerships which benefit staff and students.'</p> <p>Special Schools position paper (Future of Education)</p>  <p>Future of Specialist Schools in the ACT- p</p>

<p>4. Update school environment to ensure staff and students are accessing 21st century learning spaces and technologies.</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> • Design plan developed with support from ICW interior designer. • Financial plan developed identifying stages for upgrades. 	<p>The foyer was updated with new paint, carpet and furniture all within the new colour pallet. The school introduced music playing over the bell system to indicate to students a warning and then the need to transition.</p> <p>Classroom upgrades Bathroom upgrades Design Consultant engaged (Master plan)</p>
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Priority Two

Design plan developed with support from ICW interior designer.
Financial plan developed identifying stages for upgrades.

Target and progress

Target	Progress
<ul style="list-style-type: none"> • By the end of 2017 the school, in collaboration with the community, will clearly articulate its vision and purpose. 	<p>Dr Jane Kovacs – Quality Learning Australia (QLA) facilitated sessions where staff (approx. 45) and parents (approx. 20) were challenged to look deeply into our vision of values and behaviours, critical success factors, priorities, and outcomes. After the consultation process that the Cranleigh Community undertook with Dr Jane Kovacs, we now have our very own system map and values/behaviours. This map is a testament to the passionate and committed stakeholders of this wonderful school. I have attached the map and our values and behaviours.</p> <div style="text-align: center;">  <p>Cranleigh School System Map Ver2.0 0</p> </div>

Evaluation of each Key Improvement Strategy (KIS)

KIS and indicators of success	Evaluation
<p>1. Develop a Cranleigh system map identifying purpose and vision.</p> <p>Indicators of success:</p> <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). 	<p>System map was completed in term three in partnership with Jane Kovacs and shared with the community.</p> <p>Current staff who were involved in the process could articulate the basics of the new vision. With the large turnover of staff this year, this will continue to be a priority for 2018.</p> <p>The map is clearly visible and has been shared with parents and families in the newsletter.</p>
<p>2. Develop and embed a culture of pedagogical reflection and improvement based on evidence.</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> • Action research projects undertaken. 	<p>Due to the changing nature of Leadership and that many teachers were moving on and facing change fatigue, it was decided that it was not appropriate to embark on all teachers taking on an Action Research Project (ARP).</p> <p>In saying this acting DP Jenny Parsons undertook an ARP as a key project for her Aspiring Leaders Program. This research project focused on the Mathematics Curriculum and on one strand within that area. The Number and Algebra strand was chosen as this is the one which is predominately taught within the school and is part of every classroom.</p> <p>The first step was to analyse with teachers the achievement standards to identify the skills being taught and therefore needing assessment. Then we brainstormed assessment ideas/strategies/tools, both formal and informal, and found out what assessment strategies teachers were currently using and were these assessments formative or summative? Research on current assessment tools which meet our student's needs was accessed. The leadership</p>

<ul style="list-style-type: none"> • Proportion of staff who agree that “staff are well supported at the school”. • Evidence of data in written teacher programming and reflection. 	<p>team collaborated with other specialist schools to share what they were using. Appropriate assessments for each concept was chosen and differentiated and modified to be appropriate and accessible for all students at each level of the A-D Australian Curriculum. Both teachers and leadership members will implement the assessments in 2018 and reflect on consistency and accessibility for all students.</p> <p>The Cranleigh School Satisfaction Survey found that 67% of staff agree or strongly agree that ‘staff are well supported at this school. This is a drop of from 2016 (91%) with a decrease of 24%. In 2018 this will be a highly targeted area.</p> <p>Teacher programming indicates that teachers are using a wide range of assessment methods to inform programming. The use of ABLES as an assessment tool is documented in each program to indicate each student’s current level of skill against the Australian Curriculum. Data is also used to inform individualized planning in ILP’s and in behaviour planning.</p>
<p>3. Develop school community partnerships that will mutually benefit staff and students in reaching the Cranleigh vision and purpose statement.</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> • Proportion of parents who agree community partnerships are valued. • Proportion of partnerships that have been evaluated. 	<p>The 2017 Parent Satisfaction Survey indicates 89% agree or strongly disagree that ‘Community partnerships are valued and maintained’.</p> <p>In consultation with the school board it was decided to cease Connect 3 and further explore inclusion visits to local preschools.</p> <p>This year we continued inclusion opportunities with Radford and Belconnen High, and Aranda and Weetangera primary schools. New inclusion programs commenced with</p>

	Macquarie Primary, Southern Cross ECS and Macgregor Preschool.
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