

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes, or risks to the delivery of improvement for student learning.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):
Strategies

- Embed Achievement Standards in school planning and reporting against five-point scales.
- Develop and document a school data collection strategy linked to the school vision (CORE Values).

Actions

- Align current ILP/Reporting templates to Education Directorate formats and templates that are supported through Sentral (SAS).

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2020 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):
Strategies

- Develop school community partnerships that will mutually benefit staff and students.

Actions

- Develop school community partnerships.
- Develop and embed 'Cultural Integrity' across the school.
- Further develop and embed a whole-of-school approach to enhance staff wellbeing.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):
Strategy

- Embed Cranleigh CORE Values (Commitment, Opportunity Respect, Excellence) and align these to PBL.

Actions

- Tier 1 Universal School-wide Systems is implemented.

Reporting against our priorities

Priority 1: Explicit improvement agenda with a sharp focus on improvement in measurable student learning outcomes

Targets or measures

By the end of 2020 we will achieve the following:

- Embed Achievement Standards in school planning and reporting against five-point scales.
- Develop and document a school data collection strategy linked to the school vision (CORE Values).

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Our achievements for this priority

Embed the Australian Curriculum for all students against five-point scales

- Align current ILP/Reporting templates to Education Directorate formats and templates that are supported through Sentral (SAS).

This was achieved through:

- Teachers completed the first reporting cycle using SAS Reporting module through SAS using both the Covid-19 Template in Semester 1 and PS Specialist School Template in Semester 2.
- SLC Attendance at SAS Academic reports training.
- Reports distributed through SAS for Semester 1 and 2.
- Parent feedback requested for reports, no feedback received.
- 2020 School Satisfaction Survey data showed that Cranleigh School saw a 11.4% increase in parent/carer responses who agreed *I am regularly informed about my child's progress* to a total of 90%.
- New Individual Adjustments for Learning Reviews of ILPs at Cranleigh through internal presentation to upskill teachers.
- ILP templates reformatted to reflect the adjustments made for each student to access the Australian Curriculum across all key learning areas while also aligning with the Nationally Consistent Collection of Data.
- 2020 School Satisfaction Survey data showed that 93.8% of Cranleigh School Staff agreed that *this school works with parents to support students' learning*.
- Collective staff collaboration to further refine the whole school Scope and Sequence.
- Collective staff collaboration to create rubrics using a five-point scale for Literacy levels A-Year 2.
- During COVID-19 teachers had the opportunity to plan and design units of work for year level cohorts (K-2, 3/4, 5/6) utilising the Australian Curriculum accessible through Google Classrooms. This was a first for many of our teachers, students and families.
- In-school PL for SAS reports.
- Parent information session held to inform families of new ILP and reporting processes.
- Week 0 PL presented by the Curriculum Team on the backward by design approach to incorporate the Achievement Standards and General Capabilities.

Develop and document a school data collection strategy linked to the school vision (CORE Values).

- Align current ILP/Reporting templates to Education Directorate formats and templates that are supported through Sentral (SAS).

This was achieved through:

- Began to create rubrics using a five-point scale as a whole school data collection strategy to capture anecdotal achievements of students towards their progress in meeting Australian/AusVELS Achievement Standards.
- 2020 School Satisfaction Survey data showed that Cranleigh School was 7.5% above the school type average for staff who agreed *teachers at this school use results from system testing and system processes to inform planning*.
- Week 0 PL in the Roadmap of Communicative Competencies (ROCC) training for all staff as the Cranleigh School Speaking and Listening assessment.
- Assessment and Data PLC working towards whole school literacy assessment implementing a 'Bump it up' wall using the *Stages of Writing Development* for students and staff to monitor student's progress.
- CMAT established as the Cranleigh Maths assessment tool for the Number and Algebra strand of Mathematics – data tracking wall in work room.
- Literacy Data wall for ABLES levels displayed in the staff work room for Reading and Writing strand.
- Assessment Schedule outlining assessment expectations each term established and followed by all staff to ensure consistent collection of data across the year.
- Continuation of Literacy, Communication and Assessment and Data PLCs.
- Targeted teacher meetings focusing on pedagogy and practice.
- Identifying and targeting school display boards to highlight and showcase examples of students learning.
- Teacher PL of the ROCC lead by Janelle Samson with Malkara School.

Challenges we will address in our next Action Plan

- Continue to develop and implement a whole-of-school curriculum plan aligned to the Australian Curriculum, supplemented by AusVELS and ABLES.
- 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.
- The school leadership team to continue to support staff in rolling up the individual student data they rigorously collect to examine trends and growth over time.
- 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.
- To align assessment to rubrics - Literacy PLC to develop pre reading checklists for data collection and moderation across rubric.
- Writing assessment to be agreed on and presented to all staff.
- Data wall in shared workspace does not allow for teachers to meet/collaborate - investigate other space to display data that allows for collaborative discussions/review.

- Due to COVID-19 the implementation of the ROCC took a different path with teachers' focus on PL and learning being delivered online. The ROCC assessment tool to be relaunched in 2021.
- Due to COVID-19 the Early Years Literacy Initiative was delayed which required only the leadership team to complete the masterclasses in Semester 2. The 10 Essential Literacy Practice will be embedded across 2021.

Priority 2: High performing teachers will deliver effective pedagogy based on research, data and mutually beneficial partnerships

Targets or measures

By the end of 2020 we will achieve the following:

- Embed Cranleigh CORE Values (Commitment, Opportunity Respect, Excellence) and align these to PBL.
- Develop school community partnerships that will mutually benefit staff and students.

In 2020 we implemented this priority through the following strategies:

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Our achievements for this priority

Embed Cranleigh CORE Values (Commitment, Opportunity Respect, Excellence) and align these to PBL

Tier 1 University School-wide systems is implemented

This was achieved through:

- Schoolwide evaluation tool was complete.
- Fortnightly meetings and presentations to whole school staff held across the year.
- Shared space matrix completed for gym, pool, chickens, corridors, foyer and playgrounds.
- Ongoing monitoring of whole school data to inform future actions.
- 2020 School Satisfaction Survey data showed that 85.4% of staff agreed *student behaviour is well managed at this school.*

Develop school community partnerships that will mutually benefit staff and students

Develop School community partnerships

This was achieved through:

- Brumbies partnerships through Sporting Schools and Whole School Special Events.
- Students attended camp with Aranda Primary School.
- Inclusion partnerships with Kingsford Smith School, Weetangera, Latham and Aranda Primary Schools.
- Kingsford Smith School playground visits to support students' engagement on playground.
- Continued support through Lions Club BBQs.

- Rotary Club Peace Pole.
- Work experience, volunteers and placement students from Canberra College, Belconnen High School, Hawker College, Black Mountain School, Radford College, CIT, University of Canberra, Australian Catholic University.
- 2020 School Satisfaction Survey data showed that there was a 6.7% increase in staff agreed *community partnerships are valued and maintained at the school* to a total of 93.8%.

Develop and Embed 'Cultural Integrity' across the school

This was achieved through:

- Cultural Integrity Team
 - Regular and scheduled meetings throughout the year.
 - Aboriginal and Torres Strait Islander Cultural Competence Course completed by four staff members.
- SRC team and Cultural Garden
 - Adam Shipp supported SRC on National Tree Planting Day to rejuvenating and extending our cultural garden so that all students can access parts of it.
 - Reviewing and rewriting our Acknowledgement of Country.
 - Engaging with community – Adam Shipp to get permission to share the story of Dinawan and displaying it in the Cultural Garden.
 - Purchased and installed a bird bath – caring for our animals that were so hot and thirsty over the hot summer months.
- Whole School Planning documents
 - Intentional teaching, which is deliberate, purposeful and thoughtful. All Curriculum areas are embedded with Aboriginal and Torres Strait Islander Histories and Culture.
 - Authentically embedding and being culturally responsive and resourceful by allowing our Aboriginal and Torres Strait Islander children to be able to see themselves in our learning spaces.
- Staff
 - NAIDOC week shared staff lunch.
 - Planned PL on creating the R.A.P and learning language (contemporary song line for our acknowledgement of country).
 - PL - Enquiry table display in the staff room showing resources, Big ideas/questions and ideas on how you could embed Aboriginal and Torres Strait Islander Histories and Culture in the different year levels.
- Acknowledgement of Country
 - Understanding of what an Acknowledgement of Country means and the difference between a Welcome to Country and an Acknowledgement of Country.
 - Acknowledgement of Country re-written with staff and SRC.
 - Displayed in the Cultural Garden.
 - All classrooms either display the acknowledgement of country or it is a part of the daily morning circle routine.
- Students and staff engaged in Cultural workshops to gain a deeper understanding respecting of our First Nations Peoples
 - Adam Shipp – importance of plants.
 - Ronnie Jordan – Art, weaving.
 - Tyrone Bell – language and yarnning.
- Reconciliation week
 - Classroom activities – visit from Adam Ship.

- NAIDOC week – Held during a different week due to COVID-19. We had two celebrations:
 - Classroom activities – including videos, stories, music and games.
 - Visit from Tyrone Bell.
- Flags
 - New flags provided and three flag poles positioned at the front of the school.
- Resources
 - The start of this journey has been through purchasing, books, puzzles, games, chalkboards as well as rejuvenating our cultural garden.
- Reconciliation Action Plan (RAP)
 - Cranleigh worked with all specialist schools to create a cluster RAP.
 - Cluster RAP was created with staff, students and community.
 - The Cluster RAP has been published and is to be reviewed every 12 months.
 - Current RAP has been identified as exemplary with the United Nations.

Further develop a whole of school approach to enhance staff wellbeing

This was achieved through:

- All staff engaging in Benestar Resilience training.
- Whole school weekly wellbeing focus and specific events celebrated such as September Happiness Happens Month, weekly themed lunches/days.
- Wellbeing Walks held in place of traditional meetings each Wednesday Week 8.
- Grant application for ACT Health Promotions Grants Program pending for Wellbeing Program 2021.
- Weekly shoutouts celebrated in staff meetings.
- A heavy staff wellbeing focus during Safe and Supervised Sites.
- 2020 School Satisfaction Survey data showed that there was a 7.1% increase in staff agreed *this school takes staff opinions seriously.*
- 2020 School Satisfaction Survey data showed that there was a 5 % increase in staff agreed *staff are well supported at this school.*

Challenges we will address in our next Action Plan

- Continued implementation of PBL Tier 1 Universal School-wide systems. Potential staff turnover and retraining in PBL progress thus far.
- Continue to develop school-community partnerships that are strategically established, sustainable, formalised, mutually beneficial and reviewed at regular intervals to support students at Cranleigh.
- Come, See & Celebrate 2020 was moved to online with limited opportunities for the community to be onsite.
- End of year Graduation and concert drastically changed to meet COVID-19 requirements which limited the engagement of the wider school community.
- Cultural Integrity team to review and appropriately rename class names for 2021 using Ngunnawal language for fauna and flora.
- Cost of initiatives to support wellbeing such as cost to receive services, for example, Benestar, nutritionist, yoga.

