

# Cranleigh School

## Annual Action Plan Report 2018

### Context

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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 88 students across pre-school to year 6. We had 13 classes and approximately 45 full time and part-time staff.

Cranleigh's Leadership Team had a more stable beginning to the school year, with Kylie Croke being appointed substantive principal in May. Cathy Otten continued in her leadership role (substantive DP) and in July the leadership team in consultation with the DIS and Director of Student Engagement embarked on a new pilot program which saw the recruitment of an additional SLC, Will Coman. Will was team leader of this new initiative which saw three students running a highly organised and individual program, with one to one staff support on a rotational timetable. Will was also team leader of two other classes with management and supervision responsibilities of this team.

Kyrie Douch was also appointed as an additional (acting) DP for Semester 2 to acknowledge the workload and time that the leadership team required to continue the improvement agenda whilst managing a cohort of students with complex behavioural needs.

Caren TeMoananui continues as SLC (2018-2020).

Staff movement and recruiting staff at the beginning of 2018 was problematic, although some key staff (four) transferred to Cranleigh and then as the year progressed, two recruitment processes allowed us to gain another two additional teachers with great skills and experiences. Four teachers and two LSAs were also given permanency. At the end of 2018, moving in to 2019 staffing is stable with very little movement.

# Methodology

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2018 saw the second 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 2018 the Cranleigh leadership team evaluated the progress of the 2018 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.

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## Priority One

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

- 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.

## Targets and progress

2018 AAP target	Progress
<ul style="list-style-type: none"><li>• By the end of 2018 a school data plan will be developed for implementation in 2019.</li></ul>	A comprehensive resource list of all available assessment tools for communication, literacy, numeracy and health and physical education, including social and emotional wellbeing has been developed for use by all staff in 2019. This list of resources has accurately mapped each assessment tool to corresponding curricular levels from both the Victorian and Australian Curriculum. Throughout 2019 teachers will be required to use this tool to identify and conduct appropriate assessments for their class of students, obtaining accurate data for reporting, moderation and continuous data tracking across the school. The data and assessment PLC have also done a review of timelines and tools used and a plan for the continued and consistent use of the 'data wall' is a focus for this PLC into 2109.



<ul style="list-style-type: none"> <li>Identify how the current ILPs link to the current curriculum and align to Directorate policy through dedicated teacher meetings around ILP templates and the link to their teaching and learning programs and curriculum implementation.</li> <li>Develop and document Scope &amp; Sequence for remaining areas of the Australian Curriculum through targeted PLCs and working groups.</li> </ul>	<p>Correspondence between Specialist School Principals and Deputies is ongoing and into 2019 a systematic approach to reporting against A-E, P Grades and a 5-point Scale will be a focus. Consultation with an Executive Officer from the Curriculum section around academic reporting for children who attend a SS and how we can agree on a common template into the future occurred in Term 4, in planning for 2019 and beyond.</p> <p>A new report template has been developed and used this year to reflect areas of learning against the Australian Curriculum and levels of engagement rather than A-E. Preschool aged children report aligns to EYLF.</p> <p>The overarching Scope &amp; Sequence has been further developed to review Design Technologies and Digital Technologies. Furthermore, the General Capabilities in the areas of Literacy, Numeracy, Personal and Social Capability, Critical and Creative Thinking and Information and Communication Capability has been added to Scope and Sequence.</p> <p>One Cranleigh Curriculum document has been established that incorporates the overarching Scope and Sequence content, curriculum descriptors from Level A (Victorian Curriculum) to Year 6 in all learning areas of the Australian Curriculum, general capability achievement descriptors and Assessment strategies mapped to learning levels. The Cranleigh Curriculum document has continued to be reviewed and staff upskilled through staff meetings including reviewing ways in which we can imbed the General Capabilities.</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"> <li>Develop and document a school data collection strategy linked to the school vision, purpose and Australian Curriculum.</li> <li>Based on the Australian Curriculum and the Cranleigh vision, identify what sorts of data we require about our students (e.g. literacy, numeracy, social/emotional) through staff survey and feedback from key stakeholders as a part of the annual school satisfaction survey</li> </ul>	<p>A data wall for English – Reading and Writing is the focus for tracking student growth from Level A to Yr 2. The Data and Assessment PLC has been the designer and driver for professional conversations around student achievement throughout the year. This PLC has been to visit both Turner and Malkara Schools to observe and understand these data walls in action and has used these visits to ascertain where to next.</p> <p>A comprehensive resource list of all available assessment tools for communication, literacy, numeracy and health and physical education, including social and emotional wellbeing has been developed in Term 4. This tool has been presented to teachers for comment and additional information.</p>

<ul style="list-style-type: none"> <li>Identify and trial assessment tools that meet the individual needs of all students in consultation with colleagues from other specialist and mainstream schools.</li> </ul>	<p>SSS 2018 data indicates that 70% of staff members agree or strongly agree that ‘teachers at this school use results from system processing to inform planning’.</p> <p>The Data and Assessment PLC have been to visit two schools and have also surveyed current teachers at Cranleigh to inform what tools are used across the system and those that are specific to Special Schools. A Cranleigh Maths assessment Kit that was developed in 2017 has been reviewed and presented to the PLC in 2018.</p>
<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"> <li>Identify key schools to partnership with in developing a network of professionals to critically analyse curriculum implementation through the Future of Education, Specialist School position paper.</li> <li>Review and update ILP and reporting templates to align with the Australian Curriculum and Directorate initiatives through regular communication with parents/cares via newsletter, ILP meeting’s, Learning Journey and School Website.</li> </ul>	<p>The proportion of parents and carers who agree or strongly agree that they understand how the school uses the Australian Curriculum has decreased from 62% to 56%. It is envisaged that the Come, See &amp; Celebrate Cranleigh event, which showcased the teaching and learning that occurs in every classroom, and with the promotion of school happenings on both Facebook and Twitter, will give further exposure to this goal. The new report format should also give families greater clarity regarding what their child is learning about in key areas of the Australian Curriculum. The proportion of parents and carers who agree or strongly agree that the school has developed community partnerships which benefit staff and students has increased slightly from 71% to 72%.</p> <p>One Cranleigh SLC has had initial conversations with colleagues at Kingsford Smith School (KSS) to develop a partnership for inclusion – In November 2018 - IEO Tikarra Locke at KSS has indicated she is happy to support a relationship between KSS and CS in 2019.</p> <p>Feedback has been sought from parents and carers and staff through staff meetings, P&amp;C meetings, School Board meetings, the newsletter and the School Satisfaction Survey (SSS)</p> <p>SSS - Staff 2018 data indicates that 76% of staff agree or strongly agree that ‘the reporting format allows me to give meaningful feedback on student learning’.</p> <p>SSS - Parents and Carers 2018 data indicates ‘my child’s report provides meaningful feedback on their learning’.</p>



## Priority Two

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

- 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.

2018 AAP target	Progress
<ul style="list-style-type: none"> <li>• By the end of 2017 the school, in collaboration with the community, will clearly articulate its vision and purpose.</li> </ul>	<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>  <p>Cranleigh School System Map Ver2.0 0</p>

### Evaluation of each Key Improvement Strategy (KIS)

Indicators of success:

KIS and indicators of success	Evaluation
<p>1. Develop a Cranleigh system map identifying purpose and vision.</p>	<p>System map was completed in term three in partnership with Jane Kovacs and shared with the community. The system map is displayed visually around the school and included in school documentation (newsletters etc). With the large staff turnover in 2018, the ownership and buy-in of most staff was wavering. With several attempts at staff meetings to look at components of the map and to share the vision and values, it was not a unanimous or positive outcome and requires a review for 2019. The new executive team structure required a re-think as to how we operate as a team. Kerrie Heath (UC and previous Principal of Campbell High School), agreed to facilitate an Executive team building/planning day in the July School Holidays. The 5 of us spent the morning being challenged as to who we are as leaders, our own vision and values and our commitment to becoming a united leadership team. We developed statements and rituals. These values have been the focus for each meeting and has maintained a strong and positive theme throughout the Semester. See attached.</p>



Indicators of success:

- Review and embed Cranleigh system map with all staff (new and existing) at whole staff meetings and ensure current version are readily accessible to school community via updates in newsletter, staff handbooks and School Website.
- Align Cranleigh vision and purpose with the 2018 Directorate’s new vision and purpose and 5 goals through whole staff presentation and workshop.
- Introduce and reinforce NuEd – Trauma informed practices as a whole school approach to meet the needs of all students through whole staff Professional Learning and PLCs.

The System map was presented to staff and workshops held. It has been placed in the staff induction handbook and the school website. The proportion of parents and carers who agree or strongly agree that they can clearly articulate the school vision and purpose has increased slightly from 67% to 68%.

The proportion of staff who can clearly articulate the school’s vision and purpose was recorded at 75% in 2018, there is no 2017 data.

The proportion of staff who understand the school’s vision and goals increased from 71% to 82%.

The proportion of staff now agree or strongly agree that the leadership shapes members’ perceptions of this school’s values and ideals sharply increased from 67% to 91%.

The proportion of staff who agree or strongly agree that students and staff who uphold the values of the school are recognised and celebrated increased from 66% to 71%.

The Education Directorate new Strategic Plan 2018-2021 has been launched and was shared at a school level with all staff in Term 3 and the School Board. They are displayed throughout the school. The five goals are also a strong theme at executive team meetings. The Future of Education and the Strategic Plan will be an ongoing theme throughout 2019 with the vision that these goals closely align to the 2019 Impact Plan.

All staff completed NuEd-Trauma informed practice training and Team Teach training Term 1 and Term 3. Ongoing refreshers have run throughout the year (whole staff meetings). Team Teach training for new and relief staff occurs each term, as two executives are certified Team Teach trainers. Caren (SLC) attended 4-day Berry Street presentation on Trauma informed practises. This consolidated and reinforced the importance of our whole school social emotional program. Continue to develop student-centred self-regulating strategies.

2019 Caren to present Berry St Info and standardise social and emotional language across all classroom environments including importance of “check ins” and “body breaks”.

2. Develop and embed a culture of pedagogical reflection and improvement based on evidence.

Professional Learning Communities (PLCs) have become a focus for our teachers and Learning Support Assistants (LSAs) this year . They meet three times a term to share and learn more about each key area.

These are:

- Communication.
- Literacy.
- Assessment and Data.

<p>Indicators of success:</p> <ul style="list-style-type: none"> <li>To develop a consistent communication environment for all students at Cranleigh School (PODD/Proloquo2Go/review handbook) through regular PL and reminders around best practise with the use of AAC at meetings. Provide staff with current reading around the use of AAC.</li> <li>Build staff capacity to gain a deeper understanding of positive behaviour support through Team Teach, &amp; NuEd Trauma informed practices at identified staff meetings, review of students plans and Team Teach refreshers.</li> </ul> <p>Identify and trial assessment tools that meet the individual needs of all students including Communication &amp; Social/emotional.</p>	<p>Each PLC surveyed staff and completed an audit of what already exists in the school and what works well or needs refinement. A framework (see attached) has been written for both the Literacy and Communication PLC whilst the Data and Assessment PLC continue to research and consult. Each PLC has presented to all staff at various time throughout the year and two celebrations have occurred.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Communication Literacy Framework Handbook (2).docx Cranleigh School 20</p> <p>Professional Learning on Proloquo2Go and PODD was presented to teachers by NSET Speech Therapist.</p> <p>A two-day PODD training session was attended by 7 key staff at Malkara.</p> <p>PLC established to develop a whole school framework for 2019.</p> <p>Communication handbook guidelines have been updated.</p> <p>80 PODDs and aprons have been ordered and are ready to give to all staff after PODD PL in Week 0, 2019. The PL will be presented by Haylee Parfett.</p> <p>SLC attended ISAAC Conference 2018.</p> <p>Ongoing PL throughout the year including refreshers during whole school meeting</p> <p>Ongoing executive support through coaching and mentoring in NuEd.</p> <p>Intensive termly review process of all students on Risk Assessment with the support of NSET.</p> <p>New model ('west wing') trialled - and a review and restructure of executive team saw an additional SLC employed to support staff and a cohort of student with complex needs (See 2019 Proposal).</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>PROPOSAL FOR ADDITIONAL FUNDING</p> <p>A comprehensive resource list of all available assessment tools for communication, literacy, numeracy and health and physical education, including social and emotional wellbeing has been developed for use by all staff in 2019. This list of resources has accurately mapped each assessment tool to corresponding curricular levels from both the Victorian and Australian Curriculum.</p>
<p>3. Develop school community partnerships that will mutually benefit staff and students in reaching the Cranleigh vision and purpose statement.</p>	<p>Proportion of parents who agree community partnerships are valued:</p> <p>The 2017 Parent Satisfaction Survey indicates 89% agree or strongly disagree that 'Community partnerships are valued and maintained'.</p>

<p>Indicators of success:</p> <ul style="list-style-type: none"> <li>• Identify and develop mutually beneficial and meaningful inclusion partnerships through Principal to Principal correspondence and school visits.</li> <li>• To increase the number of students at Cranleigh who participate in inclusion through regular and ongoing partnerships with local/neighbourhood schools. Investigate the desire for inclusion partnerships at an individual level at ILP meetings.</li> <li>• Identify local community organisations to develop mutually beneficial partnerships through the P&amp;C and School Board and with the Schools Family Support Officer and NDIS agencies.</li> </ul>	<p>The proportion of parents who agree or strongly agree that community partnerships are valued and maintained has increased from 89% to 91.3% in 2018.</p> <p>Principal to Principal emails and exchanges of ideas and commitment to inclusion occurred in Term1, 2018. We continued inclusion opportunities with Radford and Belconnen High, and Aranda and Weetangera primary schools and Southern Cross ECS.</p> <p>Four students have attended partial attendance inclusion placements this year with one of these students successfully taking up full enrolment in 2019. There are seven students leaving Cranleigh within the K-5 years cohort. ILP scripts to be provided to teachers for 2019 school year, regarding other school options.</p> <p>The Inaugural Come, See &amp; Celebrate @ Cranleigh event (30 October 2018) was an absolute success! We had over 300 people come through the doors including families, community friends and staff. This event really did showcase the teaching and learning that takes place every day. Kippax Fair donated \$1,000, Weetangera Primary Band and Choir performed and Radford College provided two student pianists. The ASOC Spring Art Show was held in November, where the four specialist schools were invited to exhibit student art works. The Cranleigh component was a display of student 'self portraits'. Five students were the recipients of the 'Young Artist Achievement Awards' and Cranleigh School also won the first prize for their group artwork, and were awarded a \$200 voucher to Eckersley's Art &amp; Craft.</p> <p>Other community initiatives for 2018 include:  Facebook page established.  Website relaunched/refreshed.  Grant submissions have been lodged.  Lions Club relationship established with a \$3,000 donation to go towards playground equipment (Preschool) and a pledge to repair school bikes.  Increase in wok experience enquiries, from a variety of schools &amp; CIT.  Cyclabilities/Circus/Pegasus/Tennis.  Dental Health Nurse.  MEP – Georgia/Canberra Symphony Orchestra ongoing.  ANU Medical Students' professional visits.  Ongoing interaction with therapists and therapy providers.  2 x nominations at the Public Education Awards: V. Nikias (Volunteer) and Radford College (Partnership).  Volunteers afternoon tea was hosted in December with close to 20 guests.</p>
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