

Cranleigh School

Network: Belconnen

School Improvement Plan 2022-2026

The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle. Review findings support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for student)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

Our school's improvement agenda positioned within the Directorate's Strategic Plan

Vision

Directorate's vision: We will be a leading learning organisation where people know they matter.

School's vision: We provide a high-quality education and nurturing communication environment for all students, respecting the diversity and abilities of our learners.

Mission

Directorate's mission: We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

School's mission: We will be an inclusive and respectful place of learning that provides individualised opportunities for all children and staff to achieve.

Values

Directorate's Values: Respect, Integrity, Collaboration, Innovation.

School's values: Cranleigh School values are the CORE of our school; CORE: Commitment, Opportunity, Respect and Excellence

Cranleigh CORE Values

We will statements...

Commitment We will build relationships with the students We will engage with the children's learning and provide equal learning opportunities, with a curricular focus We will be professional, prepared, present, positive, and accountable	Opportunity We will take on feedback, and continue to learn from each other We will allow all students, staff and families to find and use their voice We will look for and allow time for positive solutions and maintain high expectations
Respect We will value the diversity and abilities of our learners We will give time to give and receive communication We will respect this is the students' place to learn We will include and inform our students about what we are doing We will be mindful of our surroundings when discussing students (on a need-to-know basis), maintaining their dignity and privacy in a professional manner.	Excellence We will work together to deliver high-quality education for all students We will seek and offer opportunities for constructive feedback, reflection, and growth to improve practice We will foster a nurturing communication environment that encourages independence and time to respond

Rituals:

We will praise each other for demonstrating CORE values

We will walk and talk once a term to share and celebrate our CORE values

We will display these CORE values and hold ourselves and each other accountable

We will share and celebrate examples of CORE values at each staff meeting

Education Directorate's Strategic Goals for 2018-2021

- Schools where students love to learn
- Investing in early childhood
- Evidence informed decisions
- Learning culture
- United leadership team

Education Directorate's Strategic Indicators for 2018-2021

- To promote greater equity in learning outcomes in and across ACT public schools
- To facilitate high quality teaching in ACT public schools and strengthen educational outcomes
- To centre teaching and learning around students as individuals

The Directorate annually publishes progress against its Strategic Indicators. Our school's contributions to these Strategic Indicators are detailed in our annual Impact Reports.

Multiple sources of evidence

Evidence informing this School Improvement Plan includes:

- analysis of system-level data

- analysis of school-based evidence over time (past 4/5 years)
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework.*

**For schools with a preschool setting their Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.*

Our improvement priorities

Priority 1: Improve student outcomes in literacy

The statement below details our vision for how this priority will change the experience of school for our students.

All students are seen as readers and writers and experience regular opportunities to engage with reading and writing in a variety of authentic, contextually appropriate and differentiated ways.

The scope and sequence at Cranleigh is aligned with age equivalent Australian Curriculum content, supported by Levels A-D of the Victorian curriculum. All students work towards Personalised (P) learning programs incorporating strategies within their Individualised access to Learning Plans to access Key Learning Areas (KLA).

PLCs identify areas for growth and improvement to ensure all students achieve success and are challenged with their learning goals.

Individual student learning data will be tracked to target teaching and monitor growth and progress.

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: 95% of students demonstrate growth in the English language modes of reading and writing. Students' progress within the five point scale, increasing complexity of achievement standard (levels), or increase in independence as determined by levels of support in end of semester reports. This target was determined based on the average level of achievement in Semester 1, 2022 reports.

Source: English Achievement Standards from the Victorian Curriculum levels A-D and Australian Curriculum.

Starting point: Baseline data will be determined throughout the 2022 year. Assessment data from the above sources will be used to determine where students are at against the Australian Curriculum and Victorian Curriculum Levels A-D in English.

Perception data

Target or measure: 90% or more of Teachers and LSAs indicate, with strong scores, that there is a strong academic emphasis at the school.

Source: Annual School Climate Survey

Starting point: Baseline data of 85.7% of staff agree or strongly agree was determined by the staff responses to the 2021 Annual School Climate Survey

School program and process data

Target or measure: An increase in the percentage of staff (teachers and LSAs) that are confident in engaging students in authentic reading and writing opportunities. The target was set by reviewing staff opinions from the 10 essential practices surveys, for practices 1 and 8 (in 2021).

Source: School Google Survey based on staff confidence in embedding the 10 Essential Literacy Practices.

Starting point: Baseline data to be re-established in 2022 for practices 1 to 10.

Priority 2: Enhance strategies to enable student engagement

The statement below details our vision for how this priority will change the experience of school for our students.

Students at Cranleigh have a diverse range of communication, sensory, academic and social emotional needs. Students at Cranleigh engage in the school community through explicit teaching in communication including AAC (PODD, visuals), a rigorous social emotional learning program aligned to current evidence-based research and clear, agreed whole school expectations aligned to PBL. Students at Cranleigh have the opportunity to engage in highly engaging, differentiated learning through personalised programs tailored to each student.

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: Increase the number of students demonstrating growth towards independence by positively engaging in learning experiences.

Source: Attitudes to learning aspect of end of semester reports

Starting point: Baseline data to be established from end of semester reports, 2022 (semester 1).

Perception data

Target or measure: 95% of staff indicate, with strong scores, that the school has strong shared values and approaches.

Source: Annual Staff and Climate Survey

Starting point: Baseline data of 91.7% of staff agree or strongly agree was determined by the staff responses to the 2021 Annual School Climate Survey

School program and process data

Target or measure: To increase the number of students demonstrating growth in communicative competence. The target was set by measuring the number of students moving across the emergent communicator/ transitional/independent/competent levels in 2022.

Source: Roadmap of Communicative Competencies (ROCC) individual student profiles, based on 10 domains. The detailed scoring descriptors for each domain will be used to estimate the 0-5 score for each student.

Starting point: Baseline data for each student will be determined in 2022. The base level of communicative competence will be determined as emergent, transitional or independent/competent.

Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

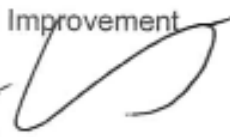
Principal

Name: Kylie Croke

Date: 
26/07/2022

Director School Improvement

Name: Kris Willis

Date: 24/7/22 

Board Chair

Name: MARY LISHOMWA

Date: 26/7/22 