



ACT
Government
Education

Cranleigh School

Report of Review, 2021

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Publication and independent Review Team details

Date of School Review: 03, 04, 05 and 06 May 2021

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National School Improvement Tool Review Report prepared by:

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Report Date: 06 May 2021

Report of Review, 2021 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

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Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool (NSIT)* and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

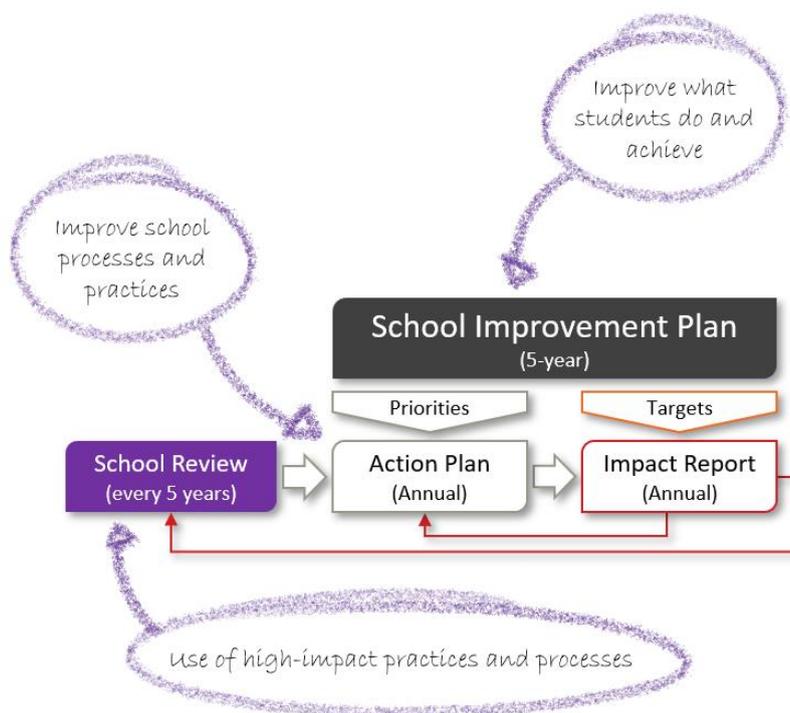
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school communities.

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations

for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.



What are Commendations, Affirmations and Recommendations?

Commendations

Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

Affirmations

Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings

- The leadership team is united and committed to the improvement of every student's learning and wellbeing. The Cranleigh School Strategic Plan 2017-2021 identifies two priorities: an explicit improvement agenda in terms of measurable student outcomes and high performing teachers using effective pedagogy based on research, data and mutually beneficial partnerships. There is a significant shift in the focus of the 5-year School Improvement Plan from being teacher focused to student-centred focus.
- The principal identifies the collaborative development of the '4 CORE Values' – Commitment, Opportunity, Respect and Excellence, and the Cranleigh School System Map outlining the agreed values and behaviours for all staff members as pivotal in focusing on the whole school priorities articulated in the Strategic Plan. Parents and the School Board were involved in the development of the core values.
- The annual Action Plans (AP) identify the focus for each year of the Strategic Plan. In 2020 the disruptions to delivery against the documented actions stalled. The leadership team works with the School Board to continue actions outlined into the 2021 school year.
- There has been significant professional learning and whole school uptake of the use of Pragmatic Organisation Dynamic Display (PODD)¹ as an agreed communication approach. All staff members wear their PODD book to facilitate communication with students across the school day and are actively engaged in delivery of effective communication pathways for every student.
- Significant work has been undertaken to align school curriculum with the Australian Curriculum achievement standards and the Victorian Curriculum levels prior to Foundation. The Cranleigh School Scope and Sequence provides teachers with clear direction for planning for teaching for the full range of students in their class.
- The principal articulates there is an ongoing challenge in using student learning data to monitor student growth and inform whole school actions and initiatives. They have used perception and behaviour data to inform the focus on wellbeing and communication. There has been a review of a broad range of assessment tools. These have been refined to a suite of tools to inform whole school decisions and planning for teaching. Explicit measurable student performance targets are yet to be developed and communicated to staff, parents and the wider community.
- The leadership team regularly engage with and discuss research to guide pedagogical

¹ Pragmatic Organisation Dynamic Display (PODD) is normally a book or device that contains symbols and words to support communication between people with complex communication needs and their communication partners, whether that's carers, family, friends or support workers. PODD has been developed by Gayle Porter, a speech pathologist with the Cerebral Palsy Education Centre in Victoria

decisions. Key work has commenced in developing consistent literacy teaching practices using 4 Blocks to Literacy and the emerging work in 10 Essential Instructional Practices in Literacy (10EIP).

- The leadership team identify an emerging practice of monitoring whole school programs and initiatives to evaluate their effectiveness using data. They routinely review progress towards goals in the annual Action Plan each term.
- Staff members tell stories of and celebrate significant learning growth for students.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- The leadership team is committed to the effective use of both whole school data sets and class assessments to drive student learning improvement over time. There is a documented Assessment Schedule 2021 identifying the timelines for collection for a range of tests across the school year and the review of Individual Adjustment for Learning Plans (IALP).
- The introduction of Roadmap of Communicative Competence (ROCC) last year has established strong baseline data and a tool for pre and post testing individual student communication skill development over a school year. Following disruptions last year, the second data capture is currently underway.
- Teachers track English and Personal and Social capability using Abilities Based Learning and Education Support (ABLES) each semester. ABLES was determined to be not fine grained enough for all students so some school based and tailor-made assessment tools such as the Cranleigh Mathematics Assessment Tool (CMAT) and Cranleigh Wellbeing Tracker have been developed. Some teachers state CMAT provides the starting point for teaching and on review of term data, the next steps in learning for the student.
- The assessment and data Professional Learning Community (PLC) has refined the assessment spreadsheet down to a manageable range. The leadership team acknowledge the need to further refine the array and types of assessment used. PLC members survey staff, capture video evidence, presenting both data sets at the end of term to the whole staff. The next step identified is to include ROCC data to inform ongoing adjustments to teaching.
- A literacy data wall has been established in the teacher planning room and is updated each semester. Some teachers report they are yet to engage with and use the data wall to discuss student progress and monitor student learning.
- The principal reports that injury to staff and students has reduced markedly with a range of strategies in place including the strategic placement of Executive teachers in specific classes based on whole school behaviour data review.
- Teachers are yet to routinely use student achievement data to reflect on the effectiveness of their teaching.
- Parent voice is considered through School Satisfaction Survey (SSS) responses, Parents & Citizens (P&C) and School Board meetings.
- The 2020 establishment of the Student Representative Council (SRC) provides student voice and feedback to the leadership team, engagement at whole school events and celebrations.
- Executive teachers support the development of teacher data literacy in team meetings and PLCs.

NSIT Domain 3: A culture that promotes learning

Domain descriptor

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Findings

- There is a strong culture of mutual trust and support among teachers, school leaders and parents. All stakeholders acknowledge the safe supportive learning environment with a focus on meeting the social, emotional, psychological and physical needs of all students. Parents reflect high regard for the leadership team, class teachers and support staff.
- The use of daily records in the communication book helps keep parents informed of student learning and engagement. Most parents comment that they are equal partners in their child's learning and appreciate the combination of communication books, face to face check-ins with staff at drop off and pick up.
- Staff and parents value the open and positive communication with school leaders captured in a quote 'they felt highly supported as the result of open minds and hearts of the school leaders'.
- "Green, Calm, Ready to Learn" provides a strong focus on regulation before learning.
- Cranleigh CORE Values are embedded and guide all operational and learning strategies and underpin a deep sense of caring and belonging.
- School Positive Behaviour Support Plans (PBSP) reflect personal details including communication preferences of students, engagement strategies, medical, physical and wellbeing profile, behaviours and triggers and positive support response. Outcomes are regularly monitored through formal meetings.
- High expectations for engagement and learning are facilitated through deliberate, planned and differentiated tasks aligned to the Australian Curriculum.
- The embedding of Positive Behaviours for Learning (PBL) has resulted in clear and well-defined processes to minimise challenging behaviours. This has resulted in a significant reduction in incidents of Occupational Violence (OV) and reports of major incidents.
- Adjustment for behaviour flow charts, protocols for whole class response, implementation of trauma informed practices using the Team Teach Asia Pacific² approach are routinely used by all staff.
- A range of environments support connection, diversity of learning and sensory experiences for students. These include the hydrotherapy pool, sensory gym, withdrawal spaces for small groups and individuals. These are complemented by a range of outdoor

² Team Teach Asia Pacific is a whole school approach to positive handling strategies to manage and respond to challenging behaviours.

spaces and equipment which are used to reset student focus.

- Aboriginal and Torres Strait Islander perspectives are evident throughout the school and are acknowledged in the artifacts, communication, programming and connection to land.
- Staff wellbeing strategies are explicit, valued, visible and fun, increasing staff morale over the 5-year improvement cycle. 'Shout outs' recognise staff, wellbeing walks and the creation of a Swellbeing (social and wellbeing) team are examples of these strategies.

NSIT Domain 4: Targeted use of school resources

Domain descriptor

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings

- The leadership team has strategically sourced and introduced programs and strategies to identify and address the learning and wellbeing needs of the students.
- The Special Needs Team meetings occur in week 5 each term. The team comprises the class teacher, team leader, the deputy principal and school psychologist. The team review Network Student Engagement Team (NSET), PBSPs and IALPs. They strategically and flexibly inform adjustments to teachers and Learning Support Assistants (LSA) resourcing in response to complexity of students, emergent needs and identify external agency support.
- A significant number of LSAs are employed to support individual needs of students within and across classes. Floater LSAs are timetabled to assist with the self-care needs of identified students.
- An analysis map of all staff members including their qualifications and workplace health and safety has been developed.
- An Arts teacher has been employed to work across classes. One Executive teacher provides teachers with support and guidance regarding development and delivery of quality hydrotherapy lessons.
- There is an ongoing budget commitment to the provision of a highly specialised range of equipment to support access to and engagement in learning, wellbeing and self-care needs for a small number of students with complex medical conditions. These include a hoisting rail, standing equipment and adjustable seating.
- The leadership team have undertaken deliberate planning of meeting schedules to facilitate collaboration within teaching teams and with their Executive Teacher.
- Learning environments have been strategically designed and adapted to ensure students have appropriate spaces within classrooms to meet their academic and social emotional learning needs.
- Classrooms have an interactive whiteboard, iPod and access to iPads as required.
- The Business Manager (BM) states there is significant work in maintenance processes to deal with aging facilities and increasing enrolments.
- There has been strategic re-development of the external physical environment over time. In particular the early years play area has been upgraded progressively. The next areas for upgrade are the top and bottom play areas. The principal and BM express their commitment to maintaining a variety of play spaces that are safe, supportive and inclusive.

NSIT Domain 5: An expert teaching team

Domain descriptor

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings

- A deliberate and well-executed recruitment strategy has enabled the school to source appropriately qualified staff for the specialist setting. This includes upskilling of contract teachers and LSAs resulting in increased permanency.
- Career development discussions and personal learning goals for staff are identified, documented and enacted annually under the guidance of a nominated school leader.
- A teacher profile of skills and qualifications is maintained to support identification and maintenance of staff with specialist skills. Many teachers, leaders and LSAs are involved in further studies.
- There is a documented Professional Learning Plan (PLP) with dedicated time and resources where teachers and LSAs build competence and confidence in learning and wellbeing.
- There is a Cranleigh staff handbook for organisational and administrative matters.
- Staff meetings and team meetings are scheduled. School leadership support staff via individual conversations, class team meetings and team meetings. This includes student behaviour, engagement, learning, managing a team of adults and therapists.
- Staff roles and responsibilities are aligned to whole school policies/procedures and differentiated for experience level.
- The school is an active participant in the network of specialist schools within the ACT.
- Partnerships with the University of Canberra (UC) for the training of teachers as part of their preservice placements and Canberra Institute of Technology (CIT) for training towards certification for LSAs.
- Executive teachers report that they aim to undertake formal observation/feedback once per term. Many teachers comment on the organic nature of feedback.
- Formal arrangements are in place to support beginning and contract teachers. Less evident was explicit staff induction regarding curriculum, teaching and pedagogy.
- Teachers and support staff engage in teaching team and class team meetings to plan and reflect on teaching and learning outcomes of their students.
- Career development discussions and personal learning goals for staff are identified, documented and enacted annually under the guidance of a nominated school leader.
- Staff meeting schedules privilege time for PLC discussions, curriculum and pedagogy.
- Some teachers lead sharing of practice in their area of expertise. The availability of

teacher release time has inhibited this practice occurring more regularly. LSAs express an interest in further professional learning and joining case management conversations to better support teaching for the full range of students in classes.

NSIT Domain 6: Systematic curriculum delivery

Domain descriptor

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Findings

- The school has prioritised the development of a documented, sequenced whole school curriculum plan which makes clear what and when teachers should teach.
- Teachers utilise Achievement Standards based on the Towards Foundation Level Victorian Curriculum or the Australian Curriculum for expected learning levels Foundation to year 6.
- Teachers use the Cranleigh Scope and Sequence document to identify the starting point for teaching and differentiation for every student.
- Scope and sequence for key subjects, reflect strands and sub-strands K-6 and are aligned to the Australian Curriculum. Scope and sequence documents include the four levels of pre-foundation to reflect the level of modification required to address the learning needs of individual students. These prioritise the creation of learning experiences that are accessible, flexible, engaging and challenging for all students.
- A standardised unit planning template includes both sustainability and Aboriginal and Torres Strait Islander cross-curricula priorities.
- Professional learning on curriculum planning is embedded in staff meetings. These occur every second staff meeting and include discussion on appropriate modifications to learning programs.
- Assessment of learning is now a significant priority whereas previously the focus was predominately on personal hygiene and self-regulation.
- The leadership team acknowledge they are in the early stages of whole school development and consistent use of rubrics for assessment and moderation.
- Teachers identify that they are more confident in referencing the Australian Curriculum achievement standards and content descriptors.
- Pre-school students follow and are reported against the Early Years Learning Framework (EYLF).
- Teachers consult with parents to identify learning goals to suit individual students and their context. These are articulated in the student's profile.
- The school is reporting using the Student Administration System (SAS) templates where modified grades are used to report on the Achievement Standards.
- The planned curriculum and assessment schedule are reviewed by the staff each year.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings

- The leadership team actively promote, model and support differentiation to achieve safe, supported, connected and inclusive learning environments. All staff are agile, adaptable and committed educators and collaborate to make quick and expert judgements to adjust programs and environments to achieve best outcomes for all students.
- Individual Learning Plans (ILPs) are developed using a local specialist school network collaboration document based on the National Consistent Collection of Data (NCCD) documentation and these are then referred to as IALP.
- There is a comprehensive record of parent/teacher meetings including communication, English, mathematics and social-emotional learning goals. The school has processes to connect and gather in-depth information from families to inform and support possible ways to ensure children are successful at school.
- IALPs are completed for every student, including adjustments to the environment, curriculum, assessment and communication detailing individual student skills. IALPs are reviewed twice per year with parents and classroom teachers incorporate ILP goals in planning.
- Regular assessments of student learning occur, and this informs reporting. Short learning and teaching cycles using formative learning evidence and the plan, act, notice, reflect cycle or similar are less evident.
- LSAs work with individual students or small groups as directed by the classroom teacher to support students additional learning, wellbeing, or behavioural needs.
- Therapists work with students, alongside their peers and teaching staff in the classroom, resulting in capacity building of staff as they observe the therapist demonstrate and model a range of specific strategies for the student.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings

- Cranleigh School has maintained a relentless focus on ensuring every child has a voice. Augmentative and Alternative Communication (AAC) strategies including visual schedules, PODD, Proloquo2Go and EyeGaze technology are used to support communication for every student. Staff appreciate the importance of this and the opportunities to practice using PODD. Some staff express a desire to have more training, and this is occurring in 2021.
- Throughout Semester 2, 2020 the leadership team engaged in online learning to build professional and pedagogical knowledge of the implementation of Professor Nell Duke's 10 Essential Instructional Practices in Literacy (10 EIP). Cranleigh School is now preparing for the Early Years Literacy Initiative Semester 2 2021 with Christine Topfer (consultant) and the ACTED Instructional Mentors.
- The leadership team is currently supporting teachers to understand the alignment of the established 4 Blocks to Literacy with the 10 EIP.
- Pedagogical practices being used at Cranleigh have been identified as play-based learning, inquiry, 8 Ways of Learning, explicit instruction and direct instruction.
- There are three established PLCs: Literacy, Assessment and Data, and Communication providing an opportunity for teachers to work across year levels, to develop whole-of-school tools, artefacts, organisational structures and provide professional learning. Evidence of student learning as the intentional focus of PLC conversations is an emerging practice.
- The leadership team alternate their meetings between strategic school planning and professional discussion. Key evidence-based researchers are referenced, Lyn Sharratt, and Professor Nell Duke (10 EIP).
- Playing and Learning to Socialise (PALS) is expected every day to support social and emotional learning as a consistent whole school approach.

NSIT Domain 9: School-community partnerships

Domain descriptor

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Findings

- Parents express a strong appreciation for the collaborative and engaging way the leadership team, teaching and non-teaching staff partner with them to support the diverse range of complex needs of their students.
- A Reconciliation Action Plan (RAP) has been collaboratively developed in conjunction with other specialist schools in the ACT. Local indigenous leaders work in conjunction with the school to embed Aboriginal and Torres Strait Islander histories, culture and perspectives. The development of a Cultural garden and the naming of classrooms in Ngunnawal and Wiradjuri languages support students to learn in context. Acknowledgement of Country has also been developed with students using Boardmaker symbols.
- Network Student Engagement Team (NSET), a pool of allied health professionals, assist to triage and connect to external therapy services. A dedicated Family Support Officer (FSO) provides parents links with external service providers and home school liaison.
- A strong partnership with local schools assists students transitioning to and from the school.
- A long-standing partnership with the Brumbies Rugby Union Club, has built a long-term community connection and a reciprocal passion for the sport. In addition to providing PE coaches, running clinics and player visits, they have donated memorabilia for every student. The elite rugby players report personal satisfaction and an ongoing commitment to stay connected to the students. This has inspired students to join clubs in the wider community including Sense Rugby.
- A dedicated group of parents maintain a school P&C. They run activities such as the Uniform Swap shop, Mother's and Father's Day stalls and fundraising activities. They contribute to the wellbeing of staff through the donation of funds to supply fruit weekly.
- Mainstream students from Radford College nominate and go through a selection process to participate in supporting Cranleigh students in classroom activities. They participate on a weekly basis and their work is formally reported in their semester school reports.
- Partnerships with the Lions Club, The Snow Foundation, Pegasus Riding for Disabled, Edventure Care, ANU medical students, Lids for Kids program, Aranda and Kingsford Smith Schools complement the range of activities provided. To date, the review of partnerships has been informal.

- Due to health restrictions experienced in 2020, parents express a desire to reinstate opportunities for parents to engage as volunteers.
- Come See Celebrate, a showcase within the broader community was introduced in 2018. This enabled the community to gain an appreciation of the specialist school setting.

Commendations

- Staff share a deep commitment to inclusive and equitable access to quality education for all students.
- The leadership team is united and collaborative, driving a strong improvement agenda. This includes curriculum, assessment and pedagogy.
- Embeddedness of the CORE values Commitment, Opportunity, Respect, and Excellence underpins the culture of connection and improvement.
- There are high levels of trust across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, and parents, school leaders, teachers, LSAs and non-teaching staff work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.
- The leadership team actively promotes the use of differentiated teaching and this is reflected in high levels of differentiated support and the creation of a culture in which all students are expected to learn successfully in their own ways and at their own pace.
- The development of a cohesive and well-defined curriculum aligned to the Australian Curriculum includes personalised learning plans mapped to the appropriate achievement standards.
- Documentation and communication of each student's profile of needs is developed in partnership with parents.
- Creative use of sensory and personalised spaces supports a range of physical, social, emotional and psychological needs of students. School-wide processes and resources have been identified and allocated to support these needs.
- Embeddedness of indigenous perspectives through a well-articulated Reconciliation Action Plan (RAP) includes partnerships with local indigenous leaders which enhances the learning environment and curriculum.
- Cranleigh School has maintained a relentless focus on ensuring every child has a voice. Augmentative and Alternative Communication (AAC) strategies including visual schedules, Pragmatic Organisation Dynamic Display (PODD), Proloquo2Go and eye gaze technology are used to support communication for every student.

Affirmations

- There has been deliberate focus on capturing learning data to map progress of students, evident in the documented school plan and timetable for collection of wellbeing and achievement data.
- A deliberate and well-executed recruitment strategy has enabled the school to source appropriately qualified staff for the specialist setting. The leadership team proactively develop and maintain strategic partnerships with learning and training institutions such as the University of Canberra and Canberra Institute of Technology to recruit and train staff with particular expertise.

- The leadership team quality assures the curriculum being delivered remains a focus for discussion among and collaboration between teachers. The curriculum plans reflect flexible delivery to meet individual needs.
- IALP for every student include adjustments to environment, curriculum, assessment, communication where individual learning goals are identified.
- Explicit literacy strategies such as 4 Blocks to Literacy and the expansion to include '10 Essential Instructional Practices' in Literacy are forming the basis of consistent pedagogical practices being implemented across the school.
- Teachers are open to constructive feedback and provide feedback to colleagues.
- Partnerships with local businesses and community organisations provide links with the broader community and provide social links and sponsorship.
- The professional learning plan with an associated budget has enabled staff to facilitate every child to have a voice.

Recommendations

- Develop an improvement agenda with a precise focus on student academic and personal growth monitored through measurable student achievement targets.
- Identify and utilise suitable data sets that enable the tracking of learning and personal growth over time ensuring a balance of formative and summative assessment tasks are utilised to inform teaching adjustments.
- Further refine curriculum assessment and reporting practices in line with the system requirements that support the implementation of the Australian Curriculum.
- Collaboratively develop a systematic approach for coaching and mentoring that formalises feedback processes for the staff.
- Identify and document the agreed teaching strategies at Cranleigh to inform induction processes and day to day professional practice.
- Consolidate and build strategic partnerships which continue to bring in local resources to enable students to engage in the wider community. Evaluate these for effectiveness of intent through measurable outcomes for students.