

Cranleigh School

Belconnen



School Strategic Plan 2026-2029

Our vision, mission and values

Vision

We are dedicated to delivering a high quality standard of education within a supportive and professional environment. Our school upholds a strong commitment to recognising and respecting the diverse backgrounds, strengths, and abilities of all learners, ensuring that each student is supported, valued, and empowered to achieve their fullest potential.

Mission

Our mission is grounded in the values of dignity, equity, and respect for every learner. We are committed to creating an inclusive educational environment where each student's unique identity, strengths, and abilities are recognised and celebrated. Guided by these shared values, we empower every learner to grow with confidence, contribute with purpose, and shape a future defined by compassion, opportunity, and excellence.

Values

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

Our improvement priorities

Priority 1: Improve student access to rich and meaningful learning opportunities

The statement below details our vision for how this priority will impact student outcomes.

- Students will see themselves as learners.
- Students will benefit from highly differentiated and personalised curriculum.
- Students will have increased use of and access to communication Augmentative and Alternative Communication (AAC).
- Students will use known co-regulation strategies to engage in learning.
- Students will benefit from staff strengthening Professional Learning Communities (PLCs) to improve practice and student outcomes.

Targets and measures

Student learning data

Target or measure	Source	Starting point
100% of students demonstrate growth in the English language modes of speaking, listening and writing. Students' progress in growth of achievement standard (rubrics) or increase in independence as determined by levels of support in end of semester reports.	Assessments based on the English Achievement Standards from the 'Levels A to D' Foundation Victorian Curriculum and Australian Curriculum.	Baseline data will be determined throughout the 2026 year. Assessment data will be used to determine where students are at against the Australian Curriculum and Victorian Curriculum Levels A-D in English.
Increase the number of students demonstrating growth in communicative competence over the course of the year (as indicated by an increase in the number of students moving along the continuum from emergent to transitional, or transitional to independent/competent).	Roadmap of Communicative Competence (ROCC) individual student profiles, based on 10 domains.	Baseline data for each student will be determined in term 4, 2026. The base level of communicative competence will be determined as emergent, transitional or independent/competent.

Perception data

Target or measure	Source	Starting point
Increase the percentage of teachers who agree/strongly agree they feel confident in - supporting students to see themselves as learners - designing and delivering lessons that are highly differentiated and personalised - supporting students to use co-regulation strategies to engage in learning.	School-based staff survey, PDP goals	Baseline to be determined in semester 2, 2026, with progress monitored through regular check-ins across the duration of the Strategic Plan
Increase the percentage of students who agree/strongly agree they see themselves as learners and know what co-regulation strategies to use to engage in learning (ZoR toolbox).	School-based student survey (yes/no questionnaire, PBL Data)	Baseline to be determined in semester 2, 2026, with progress monitored through regular check-ins across the duration of the Strategic Plan

School process data

Target or measure	Source	Starting point
Increase in data used to focus and drive collaborative improvement and evaluate impact on learning in all Professional Learning Communities.	Self-evaluation against the ACT Education Directorate's Professional Learning Community Maturity Matrix.	Baseline to be determined in semester 2, 2026, with progress monitored through regular check-ins across the duration of the Strategic Plan

Our key improvement strategies

Strategy 1: Review and refine whole school assessment process

Strategy 2: Continue to develop contextualised evidence-informed teaching strategies

Strategy 3: Continue to build the capability of staff to support co-regulation with students and availability of communication supports

Measurable Outcomes

Over the duration of this Strategic Plan (2026-2029), success will be measured by 100% of students demonstrating growth in literacy achievement, increased communicative competence and use of AAC, and greater independence in using co-regulation strategies. Staff will demonstrate increased confidence in delivering personalised learning and evidence-informed practice, with Professional Learning Communities showing measurable growth in data-driven collaboration and their impact on student outcomes.

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and School Board.

Principal

Name: Kylie Croke

Date: 14/09/2026

Executive Education Leader

Name: Danielle Porter

Date: 16/09/2026

School Board

Members of School Board	• Liana Joubert • Rebecca Byrnes • Judith Fishlock • Karen Vey • Ash Waston • Phoenix Bewsher • Kylie Croke
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Date: 09/09/2026