

SUPPLIERS (individuals and organisations who provide inputs) to our school

- Education Directorate
- ACT government
- Federal government
- Director of School Improvement (DSI)
- Education Support Office (ESO)
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Inclusion partners
- Therapists (occupational, speech, physiotherapists)
- Support organisations
- Care and Protection
- Sponsors
- Medical professionals
- ASBAS
- Transport companies, bus and taxi drivers
- Social workers
- Respite workers
- ANU music

INPUTS (external resources) required by our school

- Legislation
- Policy and guidelines
- Support and professional services
- Curriculum
- NDIS
- Programs
- Budget and finances

OTHER STAKEHOLDERS (other individuals and organisations with a vested interest in the success) of our school

- Community and community partners
- Capital Chemist
- Tertiary institutions
- Department of Justice
- Local businesses

Our school PURPOSE (aim or mission)

Cranleigh School provides every child with high quality specialist education in a safe and social environment. Our inclusive approach to teaching and learning allows every child to achieve.

Our school VISION (image of the desired future state)

Our school is a centre of educational excellence. We are recognised as a leading inclusive, specialist education organisation with experts in curriculum, pedagogy, behavioural support, communication and trauma sensitive practices. We are supported by a strong community, with parents, carers, families and partners. They are part of our learning team, working together to continually improve our school.

We have a positive, safe, welcoming school culture focussed on a quality, individualised curriculum and teaching practice that promotes communication, independence, inclusion, social skills and self care. Our staff are valued, confident and capable. We celebrate diversity, have high expectations of everyone, and think outside the box!

Our school VALUES (the behaviours we aspire to, as we work and learn together)

CORE – Commitment, Opportunity, Respect, Excellence.

CRITICAL SUCCESS FACTORS (our priorities – the things we must get right for success and survival of the school)

1. A clear improvement agenda that is shared and understood by key stakeholders, and focused on improving student learning, informed by the Australian Curriculum and data generated by effective assessment processes. It clearly articulates our expectations, what we are working together to achieve, and what we value as a school.
2. Continuing to build our capacity and confidence in best practice pedagogy, by engaging in research partnerships, fostering wellbeing through effective communication, valuing and supporting one another, and celebrating our success.
3. Developing and consolidating community partnerships through parent and carer involvement in school wide activities, and engaging in research.

Our PEOPLE (individuals and groups) working IN our school, in relationship with one another, with clients, suppliers and other key stakeholders

Leadership Team/Executive, Teachers, Learning Support Assistants, School Administration Staff, School Board, Trainees, Pre-service teachers, Volunteers (parents and carers), Parents and Citizens Association.

Our PROCESSES (sequences of actions) that enable our school to achieve its purpose and serve its clients

Student learning and support

- Pedagogy (Individual Learning Plans)
- Curriculum planning and programming (including excursions)
- Assessment and reporting
- Inclusion
- Student therapy
- Student hygiene and medication (including HAAS)
- Student behaviour management (manual handling, incident reporting)

Administration

- Human resources
- Facilities management
- Timetabling/Rosters
- Enrolments/Transitions
- Finance
- Transportation

Leadership

- School planning
- School improvement
- Professional learning (induction, coaching and mentoring)
- Accountabilities and responsibilities
- Stakeholder communication
- Staff wellbeing and support

FEEDBACK (information about the school) we use to improve our processes and performance

- Student engagement and learning, Parent satisfaction, Staff satisfaction, plan implementation

RESULT MEASURES (indicators of success) for the school

- Student achievement
- Student wellbeing
- Student engagement and satisfaction
- Parent/carer engagement and satisfaction
- Staff satisfaction, engagement and wellbeing (retention, attendance, injuries)
- Community involvement
- Shared direction and values
- Communication
- Curriculum implementation
- Program effectiveness.

Cranleigh School



System Map

Version 2.0 8 August 2017

Our CLIENTS (recipients and beneficiaries of our services)

- Students
- Parents, guardians, carers and families
- Local schools
- The community

Our GRADUATE PROFILE (the educational outcomes we aspire to achieve with our students)

We aspire and support our students to:

- Be effective communicators
- Access and build capacity across the Australian curriculum
- Be independent
- Be confident and have high self-esteem
- Be resilient, able to recognise and regulate their emotions
- Have the social skills to build great relationships
- Engage in an active, healthy lifestyle
- Be valued and contributing members of our community

Our values and behaviours

| Value | Behaviour | Value | Behaviour |
|---|-----------|--|-----------|
| Commitment | | Respect | |
| I think, I sit still and focus | | I listen when others are speaking and look at them | |
| I am prepared and help others to prepare | | I share, help, look after, include and support everyone | |
| I am happy and positive | | I am trusting | |
| I am actively engaged and contribute | | I value the contribution of others | |
| I accept and honour the decisions agreed to by the majority | | I acknowledge other people's needs | |
| I am a team player | | I am honest | |
| I collaborate | | I act safely (safe hands, feet and mouth) | |
| I follow through with commitments | | I am polite. I use my manners and good words | |
| I am on time | | I am kind and compassionate | |
| Opportunity | | I explain my feelings when confused, upset or angry | |
| I work hard to solve problems | | I speak about others in a positive way | |
| I set myself challenging goals | | Excellence | |
| I seek, welcome and act on feedback | | I complete tasks on time | |
| I explain myself | | I do my best and work hard | |
| I ask questions | | I look after myself and wellbeing | |
| I allow everyone to have a voice | | I eat healthy foods | |
| I involve everyone and take turns | | I believe everyone can learn and do all I can to learn and develop myself and others | |
| I value others ideas and opinions, keeping an open mind to change | | I do my best to communicate well with everyone | |
| I help others to resolve issues | | I celebrate success and achievement | |