Cranleigh School

Network: Belconnen

Action Plan 2019

# The purpose of this document

This is a *working document* and should be read in conjunction with, and flows directly from, our School Improvement Plan which articulates:

* a commitment to the Education Directorate’s three 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
* our priorities, as informed by the Directorate’s Strategic Indicators, School Review findings and analysis of multiple sources of evidence are:
  + Explicit improvement agenda with a sharp focus on improvement in measurable student learning outcomes
  + High performing teachers will deliver effective pedagogy based on research, data and mutually beneficial partnerships.

This Action Plan (AP) translates the actions to be taken in the current year of our five-year school improvement cycle, continuing the emphasis on:

* improving student outcomes
* monitoring and implementation of an inquiry approach to action school improvement
* monitoring and inquiry to inform daily teaching
* identification and mitigation of risks to the delivery of our five-year School Improvement Plan.

# Changes affecting our school’s annual planning

* Developing an ongoing system of collecting and monitoring student progress has continued to be challenging in a specialist school context. Finding appropriate assessment tools that are relevant and accessible to the broad range of student abilities has been difficult. There are no standardised assessment tools particularly for students with moderate to severe intellectual disabilities. The tool chosen (Ability Based Learning and Education Support – ABLES) has implementation and data analysis issues. There needs be a high level of consistency in staff completing the ABLES assessment within and across years and the data that is generated is not easily aggregated to give whole of class or whole of school results. Data collected to date cannot be compared to previous years on a reliable basis.
* The introduction and planning phase of PBL will commence in 2019. With the introduction of Sentral (SAS) to report negative and positive behaviours and a whole staff awareness of NuEd Trauma informed practises, it has highlighted a need for Cranleigh school to move in to the next phase of positive behaviour support for students that aligns to our CORE values.
* Staff well-being has been impacted on in 2018 particularly by difficult situations within the school with respect to student behaviour and the new Senior Practitioner legislation. The higher focus on Occupational Violence across the Directorate has been highly supportive to the school and the staff, however it has also highlighted some issues within the school, particularly around some de-escalation spaces and courtyards.
* Staff Wellbeing, Team Teach Refreshers, Resilience Training and continued consultation and support from the Complex Response Team will be a major priority for 2019.

# Our school’s approach to inquiry and professional learning communities

Professional Learning Communities (PLCs) are in place around the strategic plan priorities of: Assessment and Data, Communication and Literacy. Each of these groups meets on a regular basis throughout each term and in 2018, they developed frameworks and handbooks. These groups of teachers and some LSAs work collaboratively at the school level with the direct focus on improving student outcomes.

The Australian Curriculum is fully developed and embedded at Cranleigh with a detailed Scope and Sequence. Programming templates, Reporting templates and ILP reports are all aligned to each other although not Sentral compatible at this stage.

A total communication environment with all staff using and modelling PODD has been established to enable and enhance student voice. Professional Learning around this robust and highly effective communication system was held in Week 0, presented by Haylee Parfitt (Speech Pathologist). This contemporary, evidence based, and highly effective communication system has already had great traction with staff and students.

# Strategies and actions

## Priority 1: Explicit improvement agenda with a sharp focus on improvement in measurable student learning outcomes

### Strategies

1. Embed the Australian Curriculum for all students
2. Develop and document a school data collection strategy linked to the school vison (CORE Values), purpose and the Australian Curriculum
3. Develop partnerships with community and families to assist with the implementation of the Australian Curriculum
4. Update the Cranleigh school environment to ensure staff and students are accessing 21st century learning spaces and technologies

### Actions

| What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? | How will this action ***impact*** on student learning? |
| --- | --- | --- | --- |
| **ACTION**: Develop mechanism (database) for recording results of student’s assessments in key learning areas and ILP achievements | | | |
| Time allocation  Database/spreadsheet expertise  Mathematics PL (Week 0)  Smart Goal/ILP PL (Week 3) | Assessment and Data PLC and Curriculum leader (DP- Cathy)  DP (Kyrie) | Database that tracks data from K-6.  Moderation protocols.  Data collection/evidence against ILP (Smart Goals). | Recording and monitoring student progress will precipitate improved program development and implementation.  ILP data will be tracked and measured for growth with consistency from year to year (teacher to teacher). |
| **ACTION**: Align current ILP/Reporting templates to Education Directorate formats and templates that are supported through Sentral (SAS) | | | |
| Curriculum - Learning & Teaching Section of the Directorate  Sentral  Time allocations | Assessment and Data PLC and Curriculum leader (DP- Cathy) | Standardised report format. | Standardised report format will support monitoring of student progress. |
| **ACTION**: Continue to build and design in collaboration with ICW to resume and commence essential school upgrades (safe learning environments) | | | |
| Financial Plan and support from ICW  Design Plan and support from ICW  Design/Plan support from the Complex Response team | Business Manager  Principal  Playground Committee | The most up to date, contemporary learning environment suitable for students with complex communication needs and moderate to severe disabilities.  Safe and streamlined access for staff and students to transitions around the school. | Staff and students will be engaged, safe and provided with multiple spaces to play and learn.  Higher engagement/improved outcomes.  Staff wellbeing improves.  Decline in Riskman reporting  Improved SSSD. |

## Priority 2: High performing teachers will deliver effective pedagogy based on research, data and mutually beneficial partnerships

### Strategies

1. Renew and embed Cranleigh CORE Values (Commitment, Opportunity Respect, Excellence)
2. Develop and embed a culture of pedagogical reflection and improvement based on evidence
3. Develop school community partnerships that will mutually benefit staff and students (align these to CORE values)

### Actions

| What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? | How will this action ***impact*** on student learning? |
| --- | --- | --- | --- |
| **ACTION**: All stakeholders will be able to articulate and celebrate the CORE Values | | | |
| Graphic Designer  School improvement budget (unknown)  Time allocations  CORE Values | Leadership Team  All staff  Business Maher  School Improvement Committee | Improved signage.  Rebadging of school logo.  Changes to letterheads and  all school promotions. | Mutual accountability for all stakeholders.  Improved student outcomes.  Clear understanding of the school’s improvement agenda. |
| **ACTION**: Cranleigh will become a total Communication Environment with all staff becoming proficient communication partners using PODD | | | |
| PL Week 0 and consultation from Haylee Parfitt (SP) mid-year  PODD refresher/modelling at each staff meeting  Lead Teacher in PODD to coach in classrooms  Budget considerations  NSET (SP) | Leadership Team  Communication PLC | Standing agenda item at staff meetings.  Roster for coaching/consultation.  PODD and Apron upkeep/ maintenance.  EOI for identified conferences.  Possible study tour. | Over time all staff will be able to navigate through the PODD with ease to talk to students.  Students will begin to initiate conversation through PODD.  Improved learning outcomes.  Decrease in behavior/communication related issues.  All students will have a ‘voice’.  Cranleigh is a lighthouse school for best practice. |
| **ACTION**: Develop school community partnerships that will mutually benefit all stakeholders such as senior Camp and ‘Come, see @ celebrate’ | | | |
| Planned and monitored partnerships  Grant applications  Time allocation  Meet with Aranda and Weetangera  Budget considerations  Social Media promotions  Advertising | Principal  P&C  SLC – Whole school events  Level 3.2 teachers | Senior students will join buddy schools for day camp at Birragai.  ‘Come see celebrate ‘event will be larger the 2018 inaugural year with possible fund-raising opportunities as well as expanded community connections. | Students will attend camp and have success with inclusion buddies.  School profile will be raised, and community partnerships enhanced.  Greater funding and support for students.  Further upgrades possible to enhance the learning environment.  Greater volunteer involvement. |
| **ACTION**: Plan and investigate how the PBL model aligns with Cranleigh CORE values and how and when implementation is delivered | | | |
| PBL External Coach  Time allocations  PBL budget | Leadership Team (Led by DP -Cathy)  PBL Committee | PBL model has more than 80% uptake from staff. | Staff are aware of the importance and benefits of PBL ready for implementation (early phase) for 2020. |
| **ACTION**: Develop and implement a whole of school approach to enhance staff wellbeing | | | |
| Engaging an ESO service for a specific support (Complex Management Team)  Employee assistance programs  Wellbeing survey  SSSD  Wellbeing budget | DP (Kyrie)  Staff Wellbeing Committee  P&C | Wellbeing wall (staffroom).  Wellbeing walks timetables in to meeting agenda.  Remodel of staff room. | Improved data (SSSD/Wellbeing).  Decrease in Riskman (especially physiological) and negative SAS data.  Decrease in staff absences/greater consistency for students. |