



STRATEGIC PLAN

2024 - 2027

**ENGAGED
SUCCESSFUL
LEARNERS**

DIGITAL INNOVATION

Goal:

Embedding future-focused pedagogical, learning, operational and administrative practices to maximise each strategic focus of:

1. Reasonable Adjustments through:

- embracing assistive technology, digital tools and platforms to maximise individualised reasonable adjustments and intervention in learning and enhance pedagogical practices
- efficient and effective operational and administrative tools to document planned and enacted inclusive teaching and learning episodes

2. Educational Achievement through:

- an ongoing, deliberate and resourced improvement agenda to accelerate digital innovation in pedagogy and learning through staff capability and access
- a school Digital Pedagogy and Learning Scope and Sequence that is reviewed and strengthened on an annual basis
- embracing the effective use of Artificial Intelligence to support/compliment teacher roles/responsibilities including effective use by students to maximise learning opportunities

3. Wellbeing and Engagement through:

- embracing digital tools and platforms to enhance staff wellbeing and maximise engagement/communication with students, parents/carers, local community and external stakeholders
- enabling student voice in enacting digital innovations choices to maximise student engagement in the curriculum
- embracing the effective use of Artificial Intelligence to redefine school operational and administrative processes

REASONABLE ADJUSTMENTS

Goal:

By creating inclusive teaching and learning environments, to support all students with disabilities through reasonable adjustments and purposeful partnerships.

This means we:

- implement responsive staffing structures to ensure effective, sufficient and systemised reasonable adjustments to deliver quality curriculum
- build staff capacity regarding inclusive practices, disability knowledge and monitoring of student learning to maximise student access to the curriculum
- ensure accessible educational settings through multi-layered/tiered supports to enable all students to be engaged successful learners
- value student, parent/carer, community and stakeholder voice in our approach to teaching and learning

EDUCATIONAL ACHIEVEMENT

Goal:

Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes through collaboration and staff improvement in quality pedagogical and curriculum delivery.

This means we:

- set and monitor future learning goals, within the year and across years, so that every student achieves at least one year of learning growth each year especially high achieving students
- ensure the monitoring of student learning is led by teachers and owned by students while ensuring opportunities are availed to enact teacher, peer and self-evaluation feedback
- differentiate support and intervention so every student realises their potential in all learning areas
- invest in middle leaders to maximise staff capability through a documented professional learning plan, including collegial strategies, in reflective quality teaching practices to enhance student achievement
- intentionally evaluate/moderate the pedagogical and curriculum delivery while responding through the enactment of improvement plans
- have intentional strategies and initiatives for at-risk and priority group (First Nation & boys) students
- promote a culture of inquiry and innovation whereby creative exploration and independent learning are planned for and implemented in classroom learning programs

WELLBEING & ENGAGEMENT

Goal:

Being healthy, confident and resilient is a foundation for engaging in learning as is clear behavioural expectations and strong support process. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working.

This means we:

- engage all teaching staff to ensure a whole of school contribution in the development and implementation of improvement agendas, inclusive of clearly defined roles, responsibilities and accountabilities that are regularly communicated
- know each student through measuring wellbeing indicators and understand what works best for them through dedicated student support staff
- strengthen staff understanding and participation in enacting research driven staff wellbeing strategies
- value and recognise student and staff positive achievements and implement strategies to enhance the sense of Cranbrook belonging
- continue to enhance transitions through learning stages
- the engagement in personalised, purposeful, two-way and positive partnerships with parents/carers regarding students' current learning/progress and school initiatives and associated targets
- investigate strategies to ensure the curriculum is responsive and relevant to local needs and to collect and enhance student voice in curriculum engagement