







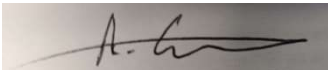
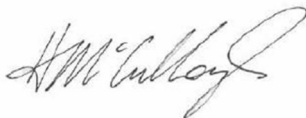


CRANBROOK STATE SCHOOL

2024 - 2027 SCHOOL STRATEGIC PLAN

<div><div>School profile</div><div>Education region: North Queensland Region</div><div>Indigenous enrolment percentage: 28.7%</div><div>Index of Community Socio-Educational Advantage (ICSEA) value: 934</div></div> <div><div>Year levels: Prep to Year 6</div><div>Enrolment: 549</div><div>Students with disability percentage: 29.7%</div></div> <div><div>Vision – Engaged Successful Learners</div><div>Mission - Our School creates a positive and co-operative environment in which the potential of each individual can be realised as a Responsible, Informed, Caring and Happy Citizen.</div><div>Values – Safe, Responsible, Respect</div></div>				
<div><div><div><div></div><div></div></div><div><div></div><div><div>Educational achievement</div></div></div><div><div></div><div><div>Wellbeing and engagement</div></div></div><div><div></div><div><div>Culture and inclusion</div></div></div><div><div></div><div></div></div></div></div>				
<div><div>School review key improvement strategies</div><div>School priorities</div></div>				
<div><div><div><div>Domain 1: Driving an explicit improvement agenda</div><div><ul style="list-style-type: none">Clarify and communicate roles, responsibilities and accountabilities of all staff to ensure all stakeholders understand their role in contributing to the improvement agenda.</div></div><div><div>Domain 3: Promoting a culture of learning</div><div><ul style="list-style-type: none">Collaboratively review staff consultation and communication practices to ensure a shared understanding of improvement actions and that staff voice is considered in decision-making.</div></div><div><div>Domain 6: Leading systematic curriculum implementation</div><div><ul style="list-style-type: none">Prioritise teachers and leaders collaboratively planning curriculum, moderating student work and observing student learning to extend systematic curriculum leadership and expertise across all staff.Develop shared understandings between teachers and leaders regarding the purposes and processes of moderation to target moderation junctures that respond effectively to student achievement data.</div></div><div><div>Domain 5: Building an expert teaching team</div><div><ul style="list-style-type: none">Systematically implement agreed observation and feedback processes to ensure all teaching staff receive effective guidance on their teaching practice.</div></div></div><div><div>Digital Innovation</div><div><ul style="list-style-type: none">Embedding future-focused pedagogical, learning, operational and administrative practices to maximise each strategic focus of Reasonable Adjustments, Educational Achievement and Wellbeing and Engagement.</div><div><div>Reasonable Adjustments</div><div><ul style="list-style-type: none">By creating inclusive teaching and learning environments, to support all students with disabilities through reasonable adjustments and purposeful partnerships.</div></div><div><div>Educational Achievement</div><div><ul style="list-style-type: none">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.</div></div><div><div>Wellbeing and Engagement</div><div><ul style="list-style-type: none">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.</div></div></div></div>				
<div><div><div>School priority 1: Digital Innovation</div><div>Embedding future-focused pedagogical, learning, operational and administrative practices to maximise each strategic focus of Reasonable Adjustments, Educational Achievement and Wellbeing and Engagement.</div></div><div><div>Strategies</div><div>Reasonable Adjustments through:</div><div><ul style="list-style-type: none">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.</div><div><div>Educational Achievement through:</div><div><ul style="list-style-type: none">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.</div></div><div><div>Wellbeing and Engagement through:</div><div><ul style="list-style-type: none">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.</div></div></div><div><div>Measurable/desired outcomes</div><div>Pedagogical - The Digital Pedagogy and Learning Scope is enacted within the curriculum by 100% of teachers.</div><div>Learning – Student engagement in digital learning platforms and applications is more than 50% of their total curriculum engagement time.</div><div>Operational – Digital platforms and applications are used 75% of the time to plan, enact, record and monitor the operational enactment of curriculum and extra-curricula options.</div><div>Administrative – Digital platforms and applications are used 90% of the time to plan, enact, collect, communicate, record and monitor the administrative enactment of all school operations.</div></div></div>				
<div><div><div>Phase</div><div>2024</div><div>2025</div><div>2026</div><div>2027</div></div><div><div>D - I</div><div>I</div><div>I</div><div>I</div></div></div>				
<div><div><div>School priority 2: Reasonable Adjustments</div><div>By creating inclusive teaching and learning environments, to support all students with disabilities through reasonable adjustments and purposeful partnerships.</div></div><div><div>Strategies</div><div><ul style="list-style-type: none">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 learnersvalue student, parent/carer, community and stakeholder voice in our approach to teaching and learning.</div></div><div><div>Measurable/desired outcomes</div><div><ul style="list-style-type: none">SEP LEVELS OF ACHIEVEMENT<ul style="list-style-type: none">English, A = 6% B = 20% C = 50%Mathematics A = 5% B = 25% C = 50%SEP - AT OR ABOVE NMS % - 90%SEP ATTENDANCE – 85%SEP SCHOOL DISCIPLINARY ABSENCES RATE – 3%SEP BEHAVIOUR – REPORTING (C or Better) – 85%SEP EFFORT – REPORTING (C or Better) – 90%</div></div></div>				
<div><div><div>Phase</div><div>2024</div><div>2025</div><div>2026</div><div>2027</div></div><div><div>I</div><div>I</div><div>E</div><div>R</div></div></div>				

School priority 3: Educational Achievement					Strategies <ul style="list-style-type: none">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.	Measurable/desired outcomes <ul style="list-style-type: none">LEVELS OF ACHIEVEMENT<ul style="list-style-type: none">English & Mathematics – 88% C or betterEnglish & Mathematics – 50% A (20%) & B (30%)MEAN SCALE SCORE - above to QSSUPPER TWO BANDS - above to QSSAT OR ABOVE NMS - above to QSS
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.						
Phase	2024	2025	2026	2027		
	I	I	E	E		
School priority 4: Wellbeing and Engagement					Strategies <ul style="list-style-type: none">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 communicatedknow each student through measuring wellbeing indicators and understand what works best for them through dedicated student support staffstrengthen staff understanding and participation in enacting research driven staff wellbeing strategiesvalue 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	Measurable/desired outcomes <ul style="list-style-type: none">SOS – PARENT OVERALL RATING – Good School – 95%ATTENDANCE – 85%ATTENDANCE – FIRST NATIONS – 80%SCHOOL DISCIPLINARY ABSENCES RATE – 1%BEHAVIOUR – REPORTING (C or Better) – 95%EFFORT – REPORTING (C or Better) – 95%
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.						
Phase	2024	2025	2026	2027		
	I	I	E	E		
Approvals <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <div><div> Principal</div><div> P&C/School Council</div><div> School Supervisor</div></div>						