



Greenbank State School Annual Implementation Plan 2020

Our learning intention is to understand how to develop assessment literate learners

Improve the outcomes for all students in English

Actions	Targets	Timelines	Responsible Officer
Deepen teachers' knowledge and understanding of how to effectively teach English using a literacy block.	100% of class P-6 classroom teachers have a literacy block goal in their APR	Quarterly	DP
Embed a gradual release of responsibility model as a high yield practice in English.	90% of students can answer the 5 student learning questions	Term 1	DP
Differentiate to ensure appropriate rigour for each learner.	U2B Yr 3 Read 51% Write 50% U2B Yr 5 Read 45% Write 30%	Quarterly	HOC
Develop and implement a whole-school phonics / spelling program.	Program developed	Term 3	DP
Continue to develop inclusive and viable assessment and moderation practices.	100% of students access robust and differentiated assessment tasks, moderated quarterly LOA C or above >80% P-6	Ongoing	HOC

Improve the outcomes for all students in Mathematics

Actions	Targets	Timelines	Responsible Officer
Develop teachers' knowledge and understanding of the Australian Curriculum Mathematics proficiency strands.	100% of staff undertake PD 90% of students can answer the 5 student learning questions	Quarterly	HOC
Use data more effectively to identify an appropriate focus for PLT meetings to further differentiate for learners.	100% of staff implement PLT goals developed from relevant mathematics data sets.	Ongoing	DP
Implement strategies daily to develop the consolidation of key knowledge and concepts in mathematics to promote automaticity	100% of teachers implement strategies on a daily basis. Yr 3 Numeracy U2B 60% Yr 5 Numeracy U2B 35%	End of semester 1	DP
Continue to develop inclusive and viable assessment and moderation practices.	100% of students access robust and differentiated assessment tasks moderated quarterly LOA C or above >85% P-6	Ongoing	HOC


Improve the quality of feedback processes and practices for students and staff

Actions	Targets	Timelines	Responsible Officer
Build staff capability to provide explicit feedback for student improvement across all learning areas.	100% of students have improvement orientated explicit oral/written feedback directly related to assessment writing tasks	Quarterly	DP
Embed structured feedback cycles for staff learning and development through formal lesson observations and student voice cycles.	100% of staff engage in 2 cycles per term	Quarterly	DP

***Endorsement** This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.


Jeff Jones Principal


Brenton Farleigh School Council


Bronwyn Johnstone ARD