



Greenbank State School

Strategic Plan 2022 - 2025

Vision

Creating a World of Difference - The Greenbank Way.

Teacher, family and leader as a Connected Greenbank Community of learners supporting the Connected Greenbank kid.

Values

- Creating safe places in which to learn.
- Developing meaningful, caring for others and the environment.
- Engaging each other in learning.
- Connecting learning to the world for a sustainable future.
- Empowering each other to share our special abilities.
- Daring to think outside the box.

School Priorities

Data Literacy

Long-term targets/desired outcomes

1. 100% of teaching staff can apply classroom data sets linked to whole school targets.
2. 100% of teaching staff participate in data review meetings.
3. All year level team targets are developed, implemented and reviewed.
4. Whole of school, year level and class data targets are embedded and purposeful.

Strategies

	2022	2023	2024	2025
Identify purpose and use of school-based data through a review of current processes.	✓			
Enhance staff understanding of whole school target development.	✓			
Develop deliberate data interrogation process.		✓		
Staff contribute to whole school target development.		✓		
Implement and review process.			✓	
Staff develop whole school and year level targets.			✓	
Purposeful data usage.				✓
Staff develop whole school, year level and class targets.				✓



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School Priorities

Engagement and Wellbeing

Long-term targets/desired outcomes

1. Staff and student Wellbeing Program developed with whole staff.
2. 100% of teaching staff include neuroscience strategies in classroom activities celebrating successes gained.
3. Community engagement strategies linked to review of the Wellbeing Framework are evidenced through school data sets.
4. Whole school community input into Wellbeing Framework is embedded with clear links to neuroscience evidenced based data.

Strategies	2022	2023	2024	2025
Enhance staff understanding of neuroscience relating to behaviour.	✓			
Develop a whole staff and student wellbeing framework.	✓			
Increase in parent information and skill development courses.	✓			
Further professional development in neuroscience.		✓		
Implement Wellbeing Framework.		✓		
Increase class/community celebration opportunities.		✓		
Review and revisit neuroscience as part of behaviour strategies.			✓	
Review Wellbeing Framework.			✓	
Explore further community engagement opportunities.			✓	
Embed Neuroscience strategies.				✓
Embed Wellbeing Framework.				✓
Increased community involvement in wellbeing initiatives.				✓





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School Priorities

Quality Teaching

Long-term targets/desired outcomes

1. 100% of classroom teachers have undertaken professional learning in the BAAE model.
2. 100% of teaching staff have undertaken learning leading to Apple certification.
3. 'Clarity' high yield practices are embedded in teaching and learning in classrooms.
4. Observation and feedback culture is embedded across the school.

Strategies	2022	2023	2024	2025
Further develop the BAAE moderation model through planning.	✓			
Continue "Clarity" journey of observation and feedback culture.	✓			
Classroom teachers Apple certified.	✓			
Further develop staff competence and expertise in BAAE.		✓		
Embed high yield "Clarity" practices.		✓		
Ongoing PD in digital literacy.		✓		
Full cycle BAAE in English.			✓	
Monitor and review "Clarity" practices.			✓	
Ongoing digital PD and upskilling staff.			✓	
Full cycle of BAAE in English and Maths.				✓
Implement and enhance reviewed "Clarity" strategies.				✓
Effective digital pedagogies embedded.				✓





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School Priorities

Inclusion and Differentiation

Long-term targets/desired outcomes

1. 100% of teaching staff are implementing current school strategies aligned to pedagogy in their classroom.
2. 100% of teaching staff have contributed to whole of school strategies to support inclusion.
3. 100% of teaching staff promote inclusion strategies with non teaching colleagues.
4. Inclusion strategies are embedded with review strategies implemented consistently.

Strategies	2022	2023	2024	2025
Co-develop shared understanding of inclusion.	✓			
Continue to develop differentiation strategies and pedagogy.	✓			
Co-develop strategies to support inclusion.		✓		
Shared understanding of a differentiated approach to teaching and learning.		✓		
Promote inclusion strategies.			✓	
All staff employ differentiation practices.			✓	
Review and enhance inclusive practices.				✓
Differentiation practices embedded.				✓

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.


Principal


P and C / School Council


Assistant Regional Director



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