



School Improvement Unit Report

Zillmere State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Zillmere State School from 14 to 18 July. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	70 Murphy Road, Zillmere
Education region:	Metropolitan North Region
The school opened in:	1877
Year levels:	Prep to Year 6
Current school enrolment:	150
Indigenous enrolments:	20.6 per cent
Students with disability enrolments:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	935
Year principal appointed:	2015
Number of teachers:	8 (full-time equivalent)
Nearby schools:	Taigum State School , Geebung State School, Aspley East State School, Aspley State High School.
Significant community partnerships:	Jabiru community Youth and Children's Services, Kurbingui Indigenous Family and Child Development, Police Citizens Youth Club (PCYC) Zillmere, Koobara Kindergarten
Significant school programs:	Before school reading club, Zillmere Zoomers playgroup.



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Six teachers and four teacher aides
 - 11 parents
 - 26 students
 - Chaplain
 - English as an Additional Language or Dialect (EAL/D) teacher
 - Support Teacher Literacy and Numeracy (STLaN)
 - German teacher
 - Speech pathologist
 - Two community members
 - Parents and Citizens' Association (P&C) executive

1.4 Review team

Lesley Vogan	Internal Reviewer, SIU (review chair)
Jennifer Hart	Internal Reviewer, SIU
Ian Rathmell	Internal Reviewer, SIU



2. Executive summary

2.1 Key findings

- Staff members, students and parents speak highly of the family feel of the school, and the inclusiveness of the culturally diverse community.

The principal promotes an environment of high expectations and is embedding the school motto of 'Aim High' throughout the school community.

- School staff are committed to the success of all learners. Teaching practices reflect the belief that students are at different stages in their learning and progressing at different levels.

The school is invested in supporting students to achieve educational outcomes. Teachers work hard to understand individual learners and use a range of diagnostic and achievement data to set starting points for learning to inform teaching practice and to support individual and group learning.

- An analysis of achievement and wellbeing data over time, has led to the establishment of a school-wide agenda to improve student learning outcomes in reading.

The Annual Implementation Plan (AIP) 2016 outlines the school core priorities, articulates strategies for improvement and the officers responsible for implementation. There are some targets for improvement. Timelines and monitoring processes are yet to be included.

- There is a whole-school curriculum plan based on the Curriculum into the Classroom (C2C) resources which are used selectively across year levels.

A two year curriculum cycle, the use of multi-age curriculum units and backward mapping to the Australian Curriculum (AC) are strategies used to support consistency in curriculum delivery. A systematic, contextual and cohesive plan, including quality assurance processes for curriculum implementation is in the development phase.

- The school has strategies developed to assist teachers to continue to develop their practice. A strong, collegial culture of trust and support is apparent in the school staff.

Teachers are supported to attend a range of Professional Development (PD) activities.

A school professional learning plan, aligned to the explicit improvement agenda and school priorities, is yet to be developed.

- Teaching staff use diagnostic data to identify starting points for improvement to learning. Data is discussed informally and is used primarily for grouping and tracking students.

The ability of teachers to understand class data, and respond to the implications for differentiation, is developing across the school. Conversations and language regarding data are yet to reflect a sophisticated understanding of student assessment and data concepts.

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- The principal recognises that effective teaching is the key to improved student outcomes. Staff members are committed to improving effective teaching practices that are impacting on student learning.

The principal is developing a collegial culture to drive improvement in pedagogy. An observation and feedback process to monitor the implementation of the key improvement priority is yet to be developed. The principal has identified the need to build a formalised mentoring, observations and coaching structure as a strategy to build teacher capacity.

- The school uses its human and physical resources to address the needs of students.

A range of programs and support strategies are introduced to target support to identified students. These programs are delivered through specific specialist teacher allocations, speech language therapy, teacher aides and classroom programs. A system to track and monitor student progress and program effectiveness is yet to be established.

- Students, staff, parents and community members speak highly of the school and the sense of the Zillmere family.

The school has established partnerships with families, businesses and local community organisations with the purpose of improving the opportunities and learning outcomes for students. The school is further developing partnerships with local Indigenous groups. Parents, students and staff members speak positively of the individual attention students receive, the work of staff members and the sense of belonging.



2.2 Key improvement strategies

- Develop explicit targets, timelines and monitoring processes to support the explicit improvement agenda. Communicate these to the whole school community.
- Develop an explicit, coherent and sequenced plan for curriculum delivery and assessment of the intended curriculum.
- Develop a school professional learning plan aligned to the explicit improvement agenda and staff learning priorities.
- Develop staff data literacy skills to build the capacity and confidence of teachers to identify starting points for teaching, track student progress and reflect on the effectiveness of their teaching practice.
- Implement a process for coaching, mentoring and providing systematic, formal and informal feedback to all staff members to build capacity aligned to the school's improvement agenda.
- Develop processes to evaluate intervention program effectiveness and systematically track student progress.