Zillmere State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Contact Information

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School Overview

Zillmere State School caters for students from Prep to Year 6 in both single-year and multi-year level classrooms. Zillmere State School celebrates the special characteristics each student brings to the school. Students from many different cultural backgrounds enrich the school experience for our students. We have the unique advantage of being a smaller school situated in an urban location. Our school was opened in 1887 to service the Zillmere community. Zillmere State School is situated close to a transportation corridor on the north side of Brisbane. Our school motto 'Aim High' embodies the core value we strive for our students to achieve. At Zillmere State School Literacy and Numeracy are the foundation of our school curriculum. A focus on these essential areas will equip our students with a strong base from which they are able to explore other key learning areas. At Zillmere State School we aim to nurture students to become deep thinkers, reflective learners and creative citizens committed to lifelong learning.

Principal's Forward

Introduction

Zillmere State School aims to provide a responsive learning environment which will enable our students to excel in their lifelong learning endeavours and be active contributors to the wider community.

This is facilitated through:

- The provisions of a broad curriculum that caters for a diverse range of students needs
- The appreciation of tolerance and difference
- Positive community involvement in school based decision making
- The development of student self-discipline and a goal-oriented approach
- Dedication and commitment of all staff

This report provides an overall school community profile and academic representation of Zillmere State School during 2016. Any questions which arise from this report should be addressed to the Principal as indicated above. The School Annual Report is available on the school's website and in hard copy from our school office.

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School Progress Towards its Goals in 2016

Successful Learners	
Strategy: Using Data to Inform Student Improvement	**Outcome/Progress**
Enhance Teachers' understanding of interpreting assessment *of and for* learning.	Achieved and Continuing
Analyse, triangulate and track student reading data to monitor performance and inform practice.	Achieved and Continuing
Early Start data collection, analysis, planning, implementation & evaluation of learning.	Achieved and Continuing
Establish short term data cycles for the collection of diagnostic data.	Commenced and Continuing
Strategy: Delivery of the Australian Curriculum Using Effective Practices and High Quality Resources.	**Outcome/Progress**
Embed focused intervention strategies for Year 3 & Year 5 Students identified as having potential to achieve in the Upper Two Bands and those at risk of not achieving National Minimum Standards on NAPLaN Testing.	Achieved and Continuing
Review and refine Zillmere's Literacy Framework [with a focus on vocabulary]	Achieved and Continuing
Establish & monitor an Improvement Agenda for Reading Comprehension.	Commenced and Continuing
Differentiated instruction targeting students for support and extension.	Achieved and Continuing
Audit curriculum materials and develop an acquisition plan.	Achieved and Continuing
Strategy: Build the Teaching Teams' Capability to Enhance Students' Learning Achievements.	**Outcome/Progress**
Provision of Professional Development to enhance Reading & Writing instruction skills, specified in Staff Developing Performance Plans.	Achieved and Continuing.
Review and revise Zillmere State School's Pedagogical Framework and share expertise to ensure Explicit Teaching is embedded within each teacher's curriculum delivery.	Achieved and Continuing
Use Collegial/Peer Coaching & Feedback to share best practice across classrooms.	Commenced in 2016 and Continuing in 2017

Future Outlook

During 2017, we will continue our improvement agenda by maintaining a clear and narrow focus on curriculum delivery, student achievement, and parental involvement by:

- **Providing resources** appropriately based on student needs [school data analysis]. This will include an investment in: Speech Language Pathology Services; increasing English as an Alternative Language/Dialect Specialist Teacher support; Continuing a weekly Pre-Prep Playgroup at Zillmere State School; Increasing student support provided by Teacher Aides; Subscription to on-line Literacy and Numeracy programs; Improving Teaching/Learning print, ICT and hands-on/manipulative resources; Specific Literacy and Numeracy professional development.
- Aiming for student attainment of **School-based** and **Regional Targets** through systematic data collection, planning, implementation and review of intervention. Our Targets and Timelines for 2017 include:
    - *100% of students will clearly understand what to do in their lessons and how to improve.
    - *100% of teachers will articulate how they plan for each of their students to attain targets.
    - *100% of parents will know how to assist their child with their learning goals.
    - *100% of students are making academic progress.
- The review, refinement and implementation of our **Responsible Behaviour Plan for Students**, incorporating the philosophy of the *Positive Behaviour for Learning* approach. This will be communicated with the school community and behavioural expectations will be explicitly taught to students.

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- **Enhancing communication** to ensure parents have a clear understanding of the strategic direction of the school. This will be achieved through individual and whole class parent meetings, the school newsletter, Zillmere's Website and Facebook page.
- Reviewing the **Pedagogical Framework** and related school Teaching & Learning programs and practices, based on current educational research such as Lyn Sharratt & Michael Fullan [Putting Faces on the Data].
- Maintaining the School's **Professional Development Plan** aligned to the School Improvement Agenda.
- Enhancing a formalised **Early Years Program** to include: links with local child care centres, a Pre-Prep Orientation Program, and parent information sessions/handbook.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	124	61	63	23	86%
2015*	132	62	70	20	83%
2016	145	69	76	31	87%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Zillmere State School was founded in 1877 and has a proud history of providing a supportive and caring learning environment. Zillmere is a multicultural school which caters for the individual academic, personal and cultural needs of each student. We have primary school age students from a diverse range of races, cultures and ethnicity, including refugee students, and a significant percentage of students for whom English is an alternative language or dialect.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	21	23
Year 4 – Year 7	22	26	28

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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Curriculum Delivery

Our Approach to Curriculum Delivery

The Zillmere Curriculum [*what* is taught] is based on the Early Years Curriculum Guidelines *[EYCG]*, Australian Curriculum and Queensland Essential Learnings. The EYCG in the Prep Year, builds on children's learning in their families and communities, and provides a foundation for their learning from Year 1 onwards. The Guidelines include Social and Personal Learning, Health and Physical Learning, and Active Learning Processes. Prep students are also taught the Australian Curriculum.

In 2016, our English, Mathematics, Science, History and Geography curriculum was drawn from Australian Curriculum [Australian Curriculum, Assessment and Reporting Authority], and Health & Physical Education, Arts, and Technology was drawn from the Queensland Essential Learnings [Queensland Curriculum and Assessment Authority]. We utilise a variety of resources for delivering the Australian Curriculum, including the Queensland Curriculum into the Classroom [C2C] Units.

Zillmere State School's Pedagogical Framework [how curriculum is taught] is based on the Dimensions of Teaching & Learning, and Gradual Release of Responsibility Model.

Our assessment framework details targets and expectations for student attainment at each year level, which is assessed using specific benchmark tools.

Co-curricular Activities

Zillmere State School offers a range of extra-curricular activities to develop and strengthen our students' interests and talents. These include:
- ❖ Student Leadership Program and Student Council
- ❖ Before School *Readers are Leaders* Reading Club [Prep to Year 6, four mornings each week]
- ❖ District Mathematics Tournament
- ❖ Opti-MINDS Challenge ~ Interschool team problem-solving across the Educational Districts and State.
- ❖ School Choir
- ❖ Ukulele and Glockenspiel program
- ❖ Instrumental Music Program [Brass, woodwind & percussion] for students in Years 4-6
- ❖ School Swimming Program utilising the heated school pool
- ❖ NAIDOC Week Celebration
- ❖ Zillmere Multicultural Festival
- ❖ Under 8s week
- ❖ Premier's Reading Challenge
- ❖ ANZAC Program with Geebung/Zillmere RSL Association

How Information and Communication Technologies are used to Assist Learning

Zillmere is equipped with a fully operational computer room catering for whole class activities, Electronic Interactive Whiteboards and/or Data Panels in every classroom, and an iPad ratio of 1:5 across the school. The school has invested in electronic devices to ensure they are used in a variety of ways to cater to all students' learning. These include research for class projects via the internet, word processing and publishing student work, and access to online learning tools. Zillmere State School is one of the first schools in Queensland to benefit from the National Broadband. An Information Systems Technician is employed at the school to ensure devices were fully operational.

Aligning with the curriculum, teachers fully integrate information and communication technologies into all aspects of the curriculum. Zillmere State School subscribes to on-line Mathematics [Mathletics] and Reading [Sunshine On-Line] programs which students may also access from their home.

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Social Climate

Overview

Zillmere State School has a caring and friendly social climate and our staff pride themselves on being approachable to parents and students. Our Parent School Opinion Survey indicated that parents were extremely satisfied that their child felt happy to come to this school, with the behaviour and discipline of students, and that their child felt safe at this school and learning is taking place.

Our Chaplaincy Program, supported by our Parent and Citizens' Association, is well received by our community and has been a wonderful support for our families.

The school works closely with Jabiru, our Outside-School-Hours-Care Provider, which offers a unique and innovative program incorporating curriculum delivery after the regular school day.

Our school enjoys productive partnerships with external organisations including Jabiru Community Services, Koobara Kindy & Playgroup, Kurbingui Youth Development Association, Save The Children Playgroup, Zillmere PCYC, Zillmere Community Centre, and Queensland University of Technology.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child likes being at this school* (S2001)	100%	100%	88%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	88%
teachers at this school motivate their child to learn* (S2007)	100%	92%	88%
teachers at this school treat students fairly* (S2008)	100%	83%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	88%
this school works with them to support their child's learning* (S2010)	100%	92%	88%
student behaviour is well managed at this school* (S2012)	100%	92%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	91%
they like being at their school* (S2036)	100%	100%	93%
they feel safe at their school* (S2037)	92%	98%	84%
their teachers motivate them to learn* (S2038)	100%	100%	96%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	91%
teachers treat students fairly at their school* (S2041)	100%	100%	89%
they can talk to their teachers about their concerns* (S2042)	100%	98%	91%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	100%	100%	91%
student behaviour is well managed at their school* (S2044)	100%	93%	79%
their school looks for ways to improve* (S2045)	100%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	86%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	93%	100%
their school looks for ways to improve (S2077)	100%	92%	100%
their school is well maintained (S2078)	100%	79%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Open communication is vital to the successful partnership between our school and the community. Parents have many opportunities to meet with teachers, contribute to school activities and enhance the education of their children and grandchildren.

Parents, Grandparents and Carers are encouraged to participate in the daily activities of classes, as well as scheduled whole school events. Parent attendance at information evenings and reporting interviews is strongly encouraged. Some of the valuable contributions our Zillmere families provide include: classroom Literacy and Numeracy support, Sporting events [Athletics, Cross-Country, Swimming program and carnivals, After-School sport], Tuckshop, Uniform Shop, School Banking, Fundraising, Reading Club, Zillmere Zoomers Playgroup, and Library resources preparation.

We value and acknowledge the efforts of carers, parents, facility members and wider community members at our annual Volunteers' Morning Tea.

Respectful Relationships Programs

Respectful relationships education programs give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to improved social and emotional skills,

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less disruptive classroom behaviour, and reduced emotional distress such as depression, stress or social withdrawal.

Zillmere State School has implemented programs that focus on appropriate, respectful and healthy relationships. These programs include the *Bullying, No Way!* [bullyingnoway.gov.au] and *You Can Do It - Program Achieve* [asg.com.au/you-can-do-it-education]. Concepts are explicitly taught, and cover Australian Curriculum requirements. Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	0	22
Long Suspensions – 6 to 20 days	0	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Our aim is to reduce our school's ecological footprint through raising staff and student awareness. Rain Water Tanks are plumbed into the toilets allowing them to be fully functional without rain. The installed Solar Panels are 4.5 KW. These panels help generate electricity which is used by the school and make a profit from any excess that is sold back into the grid. The solar panels are helping us reduce the amount of electricity we use and reach our target of being more sustainable. Our solar generation statistics at the Solar Schools web site: http://www.solarschools.net/profile.aspx?id=288

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	86,623	0
2014-2015	50,481	194
2015-2016	89,604	110

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name [ ] **GO**

Suburb, town or postcode [ ]

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff Composition, including Indigenous Staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	13	0
Full-time Equivalents	8	6	1

Qualification of All Teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	7
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $8 500.

The major professional development initiatives are as follows:

- ❖ Metropolitan Behaviour Support Crisis Intervention Training
- ❖ ICT - Robotics
- ❖ Early Year Oral Language Programs
- ❖ Reading and Writing Workshops
- ❖ Collegial Coaching
- ❖ Age Appropriate Pedagogies Trial School Participation.
- ❖ Senior First Aid and CPR
- ❖ Finance and Administration Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	88%	87%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL									
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
2014	90%	93%	92%	91%	92%	93%	96%	89%	
2015	92%	88%	93%	90%	91%	92%	94%		
2016	95%	92%	89%	95%	90%	89%	93%		

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:
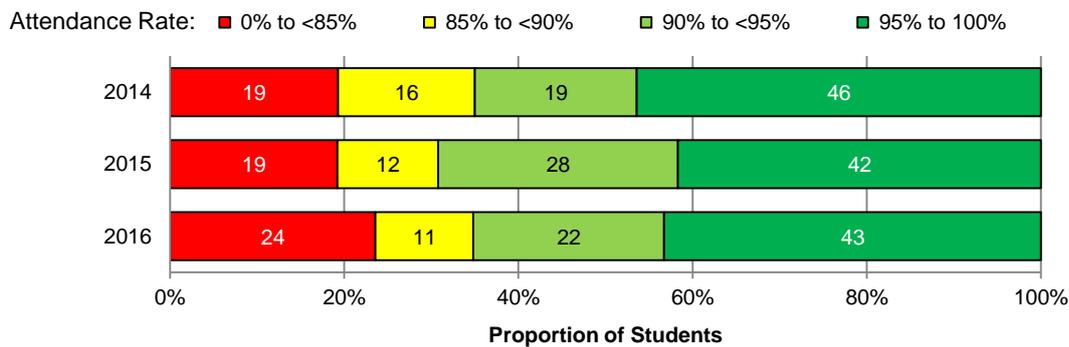
Description of How Non-Attendance is Managed by the School

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Zillmere State School we actively encourage 100% participation and regularly promote this in our school newsletter. Attendance incentive awards are given each week, and regular attendance is also rewarded at the end-of-term Celebration of Learning and Positive Behaviour Choices. To encourage student attendance, Zillmere State School deliberately plans special sporting and cultural events in the last few days of the term, and issues student academic reports on the last day of Term 2 and Term 4.

We have developed a safe and supportive school culture that promotes positive relationships, including the implementation of social skills programs [School Chaplain, Buddy Classes] and to promote supportive mechanisms for families [Guidance Officer, Department of Community Services, CYMHS, Queensland Police Services]. We invite parents/carers to speak with our school staff if they need support to help them get their children to school.

Parents are encouraged to take their children for non-urgent Medical appointments outside school hours. They are requested to advise the school by phone, email, face-to-face, or written note if their child is absent and the reason for this.
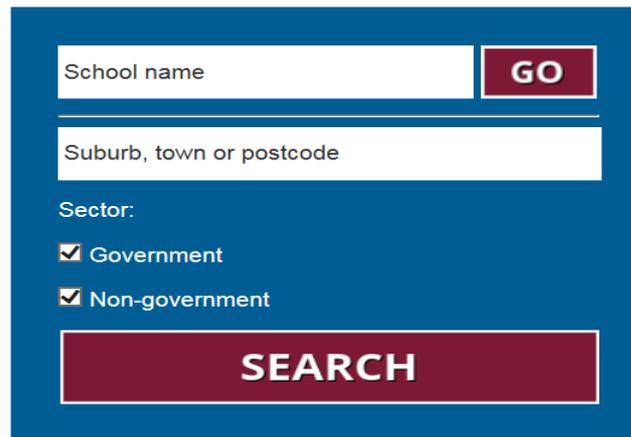
Teachers mark the rolls electronically twice daily: 9am and 2:00pm. Students who arrive at school after 9am are required to report to the office before going to their classroom. The class teacher sends a list of absent students to the Administration at 9:15 each day. Unless the school has been notified earlier, parents are contacted by school staff [as soon as possible after 9:15am] to ascertain the reason for their child's absence. Parents/Carers are also sent a text message to notify them of their child's absence from school and request for contact with the administration. All early departures require parents to sign students out at the school office. Administrative staff monitor patterns of absenteeism and notify the school principal for possible further investigation.

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NAPLaN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results

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