

# Zillmere State School: Annual Implementation Plan 2021

Scan and assess	Prioritise	Develop and plan	Act	Review		
Focus	Improvement priority	Inputs	Precision	Outputs	Short-term outcomes	Long-term outcomes
<p>Every student succeeding in Queensland state schools</p> <p>A whole-school approach for managing student behaviour to enable consistent implementation of agreed strategies that promote high expectations of a safe, supportive and disciplined learning environment.</p> <p><b>Informing evidence</b></p> <p>Non-academic data:</p> <ul style="list-style-type: none"> <li>SOS results</li> <li>SDA data</li> <li>Attendance rates</li> </ul> <p>Workforce data:</p> <ul style="list-style-type: none"> <li>SOS data</li> </ul> <p>School Strategic documents:</p> <ul style="list-style-type: none"> <li>Priority School Review Action Plan</li> <li>Student Code of Conduct</li> <li>Pedagogical Framework</li> <li>AIP</li> <li>Behaviour &amp; Complex Case Management team [ZIP Team]</li> </ul> <p><b>Identified problems of practice</b></p> <ol style="list-style-type: none"> <li>Having a clear vision and direction.</li> <li>Developing the capability of all stakeholders</li> <li>Earlier intervention for students on trajectories of low academic performance, attendance and participation.</li> <li>Stronger home-school connections</li> <li>Deeper understanding of inclusive education</li> <li>Enhanced teacher understanding of trauma informed practices</li> <li>Clear and consistent processes for the successful management of student behaviour.</li> </ol>	<p><b>Prioritised problem of practice</b></p> <p>Developing a clear direction and quality assuring the consistent implementation of evidence-based practices across the school.</p> <p><b>Initiative/s and evidence base</b></p> <ul style="list-style-type: none"> <li>National School Improvement Tool</li> <li>Metropolitan Region Behaviour Support Services – Renee Macgregor [Positive Behaviour for Learning]</li> <li>Putting Faces on the Data – Dr Lyn Sharratt and Michael Fullan</li> <li>Clarity – What Matters Most in Learning – Dr Lyn Sharratt</li> <li>Trauma Informed Practices using resources: BSEM, Zones of Regulation, and Dr Judith Howard [QUT].</li> </ul> <p><b>Responsible Officers</b></p> <p>EIA – Lynette Wood [Principal]                      PBL – Wendy McKay [DP]                      Inclusion – Priscilla Cupitt [HOSES]                      Attendance – Wendy McKay [DP]                      Transitions – W McKay / P Cupitt</p>	<p>School I4S Funding</p> <ul style="list-style-type: none"> <li>Supplement fractional teaching staff to allow reduced class sizes, resulting in a lower student:teacher ratio.</li> <li>Coaching &amp; Professional Learning -Teacher release</li> <li>Continue school purchase of SLP services to supplement regional allocation. [Total SLP for Zillmere 0.2]</li> <li>Employment of additional Teacher Aides to support specific and targeted intervention.</li> </ul> <p>School Funded</p> <ul style="list-style-type: none"> <li>Fractional supplement to employ a full time Head of Special Education</li> <li>Professional Learning for staff aligned with PSR Action Plan.</li> <li>Purchase of additional Teacher Aide hours</li> <li>Metro Behaviour Support Services contribution.</li> </ul> <p>Regional Allocation</p> <ul style="list-style-type: none"> <li>EAL/D teacher 1 day/week</li> <li>SLP 3 days/ term.</li> </ul> <p>Regional Support Personnel</p> <ul style="list-style-type: none"> <li>Minimum of 2 ARD visits per term</li> <li>Metropolitan Teaching and Learning Team</li> <li>Wellbeing &amp; Inclusion Team</li> </ul>	<ul style="list-style-type: none"> <li>Develop &amp; enact Roles and Expectations for Leadership Team</li> <li>School staff actively promote the school vision and priorities through newsletters, FB, school events and website.</li> <li>Develop a shared understanding across school leaders, class teachers and teacher aides of school expectations relating to behaviour, to ensure consistency of practice</li> <li>Engage with regional coach to establish school wide expectations relating to PBL</li> <li>Embed the Social &amp; Emotional Learning program to ensure clarity and consistency in the teaching of SEL at ZSS.</li> <li>Monitor whole school, cohort and individual attendance rates to ensure Every Day Counts at ZSS.</li> <li>Development of ZSS Attendance Policy.</li> <li>Build staff capability around Inclusion, trauma informed practices and data analysis</li> <li>Co-construct school wide behaviour and students with disabilities data walls and facilitate staff engagement with these</li> <li>Commence all staff meetings with a data conversation</li> <li>Continue to develop clear and consistent inclusive practices</li> <li>Review/ refine the Data Collection Schedule with a focus on how assessment is used to inform teaching.</li> <li>Develop a school professional learning plan</li> <li>Create a Parent Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>Establish and embed structures enabling staff to work in professional teams to share expertise and build knowledge</li> <li>Collaboratively review, refine and enact ZSS moderation processes [internally &amp; externally]</li> <li>Develop co-teaching processes to support the additional and diverse needs of students with disabilities.</li> <li>Establish consistent practices that support inclusion</li> <li>Liaise with external agencies to support students and families</li> <li>Create opportunities with local EYECs &amp; high schools to strengthen transitions</li> </ul> <p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>Priority Review Action Plan</li> <li>PBL framework with signature strategies</li> <li>Trauma informed practices</li> <li>Roles &amp; Expectations of leadership team</li> <li>Data Walls – Behaviour P-6 &amp; Students with Disabilities</li> <li>Professional learning plan</li> <li>ZSS Data Schedule</li> <li>SEL program</li> </ul>	<p><b>3 months</b></p> <ul style="list-style-type: none"> <li>Development and engagement with data walls for behaviour and students with disabilities</li> <li>Implementation of SEL program across P-6</li> <li>Introduction of team meeting structure to enable sharing of knowledge and skills</li> <li>Promotion of school vision through newsletters</li> <li>Initial engagement with external PBL coach</li> <li>Implementation of signature trauma aware strategies across school</li> <li>Professional learning plan rollout</li> <li>Staff upskilling re: Inclusion and PBL behaviour strategies</li> <li>Data Collection Schedule finalised</li> <li>Recruitment of Hub Leader</li> </ul> <p><b>6 months</b></p> <ul style="list-style-type: none"> <li>Evidence of data walls being further refined</li> <li>Continue to embed signature trauma aware practices to engage students in learning</li> <li>Present finalised ZSS Attendance Policy to staff and P&amp;C for feedback</li> <li>Continuation of collaborative moderation processes with neighbouring school</li> <li>Evidence of Inclusive practices across P-6</li> <li>Evidence of community accessing the Hub services</li> </ul>	<p><b>9 months</b></p> <ul style="list-style-type: none"> <li>Continue to embed trauma aware signature practices</li> <li>Continue to build staff capability around inclusive practices</li> <li>Continue to build staff capability through actioning off APR process to support EIA and school priorities</li> <li>Continue to embed whole school PBL processes</li> <li>Whole school case management processes established and embedded</li> </ul> <p><b>12 months</b></p> <ul style="list-style-type: none"> <li>Collaboratively review data in behaviour and A-E – English to check for improved alignment</li> <li>Review data walls &amp; case management for engagement and influence on practice</li> <li>Embedded moderation practices (internal/external)</li> <li>Continue to grow engagement in trauma aware practices as PBL signature strategy.</li> <li>Review 2021 PBL action plan</li> <li>Review all strategic documents</li> </ul>
<b>Baseline and comparison measures</b>		<b>Input Measures</b>	<b>Interim indicators</b>	<b>Outcome measures</b>		
<p>Prep – 6</p> <ul style="list-style-type: none"> <li>SDAs – Minor/Majors, Indigenous and Non-Indigenous students, Students with Disabilities</li> <li>Attendance: Indigenous &amp; Non-Indigenous students</li> <li>SOS: Parents, staff and students [Is behaviour managed well at this school?]</li> <li>Attendance targets</li> <li>A-E Level of Achievement in English, % of students attaining a grade of C or better in 2019 /2020.</li> </ul>		<ul style="list-style-type: none"> <li>Moderation of student performance in English against Marking Guides aligned with the Australian Curriculum</li> <li>OneSchool behaviour referral data</li> <li>English A-E data + N*</li> <li>NAPLAN data</li> </ul> <p>*N = Need to know more. Why was N awarded?</p>	<p><b>6 months</b></p> <ul style="list-style-type: none"> <li>Decrease in the % of students with a disability receiving a school disciplinary absence</li> <li>PBL – Number of students identified as Tier 1, 2, and 3.</li> <li>Improvement in English A-E data 53.7% to 55% of all students.</li> <li>Improvement in English A-E data 24.1% to 30% of students with a disability.</li> <li>Improvement in attendance</li> </ul>	<p><b>12 months</b></p> <ul style="list-style-type: none"> <li>Improvement in English A-E data - 55% to 60% of all students.</li> <li>Improvement in English A-E data - 30% to 50% of students with a disability.</li> <li>Improved attendance for all students</li> <li>PBL – Number of students identified as Tier 1, 2, and 3.</li> </ul>		

Endorsement - This plan was developed in consultation with the school community and meets the school needs and systemic requirements. Lynette Wood

Principal  
Zillmere State School



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P and C President  
Zillmere State School



Sam Donovan  
Assistant Regional Director

