



Zillmere State School

2025 'Equity and Excellence' Annual Improvement Plan




Educational Achievement and Culture and Inclusion

Strategy	Actions	Impact	3, 6, 9 month timelines	Responsible officers	School Targets
Implement an inclusive, consistent and collaborative approach to the teaching of writing and reading across the school	Leadership will: <ul style="list-style-type: none"> Provide a Fortnightly meeting with Principal with class teacher and teacher aide to support NCCD adjustments, evidence on Oneschool and support time mapped in the Universal Design for learning T/A timetable. All teachers and leadership team members complete the 2 day structured synthetic phonics PLD training in term 1. Support the implementation of the structured literacy Learning time (LLT) utilising PLD - synthetic phonics approach as part of the teaching in the Australian Curriculum. This approach utilises explicit teaching, paired with focused instructional routines. Track progress and intervention for 3 marker students for writing based on English assessment Criteria. Provide PD, modelling, coaching and clear structure/timelines for starting an inclass ‘English Learning wall’ to anchor the curr. planning, writing goals, marker students, bump it up wall, Exemplar. This will support teachers in driving the pedagogy and differentiation. Utilise Sharratt’s ‘Clarity: What matters most in Learning, Teaching and Learning’ book to underpin the ‘why’ and ongoing PD support for staff. Utilise Sharratt’s 5 questions when enacting scheduled walkthroughs that focus on the learning wall. Identify with teachers, Writing goals for all students based on English assessment Criteria Support the Early identification and of students not improving in English achievement level D to C and C to B in Term 1 and 3 so that adjustments can be made. Monitor student growth in English through formative and summative assessment. This occurs through Fortnightly structured support meetings with HOD C for all classroom teachers driven by the moderation cycle and utilising: <ul style="list-style-type: none"> A-E English data Writing samples Support teachers to make adjustments through the Zillmere Inclusive Practices Team processes. Provide opportunities for teachers and aides to build capability in the Reading & Writing Centre’s ‘Inclusive Teaching of Reading’ approach 	<ul style="list-style-type: none"> P-6 teachers and aides will be equipped with an understanding of evidence-based reading instruction and the ability to implement this in the classroom. Whole school approach to the teaching of reading and 1 hour of structured literacy Learning time (LLT) in every class. Early identification of reading and writing disorders through Zillmere Inclusive Practices team ensuring adjustments and differentiation occur inclass. 	3 months Also see ‘Term 1/2/3/4 AIP Plan’ for detailed week to week timeframes 6 months	All classroom teachers and teacher aides (teaching teams) Principal HOD C GO Psychologist All year	75% of students C or above and a 25% of students B or above in English by end of semester 2, 2025 Whole school Approach to the Teaching of Reading implemented by 100% of teachers (structured Literacy Learning Time, English unit)
	Teachers will: <ul style="list-style-type: none"> Engage in weekly meetings with the HOD (curr) or Principal to support them in the ‘2025 AIP term Plan’. Utilise their inclass ‘English Learning wall’ to anchor the curr. planning through writing goals, 3xmarker students, bump it up wall, Exemplar etc. This will support teachers in improving pedagogy and differentiation across a multi-age class.. Teacher Aides will deliver consolidation opportunities and intensive support programs for identified students through the Universal design for Learning T/A weekly timetable Present students of concern to regular weekly Case Management meeting (3 marker students) explicitly, systematically and sequentially teach the five elements of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) as part of structured literacy time P-2 – use Early Start to generate purposeful data about literacy and numeracy achievement, track progress and measure growth for P-2 students. P-6 - Monitor student growth in English through formative and summative assessment. <ul style="list-style-type: none"> Literacy Continuum, student assessment informing the next unit A-E English data, writing samples 	<ul style="list-style-type: none"> Early identification of reading disorders Early intervention to address areas of concern Universal Design for Learning timetables will be flexible and responsive to student needs curriculum planning and resourcing decisions will be data driven, starting with the 3 marker students. 	3 months 6 months		

	<ul style="list-style-type: none"> administer, monitor and use formative and summative data to effectively differentiate teaching in English for all students participate in cluster moderation events and Zillmere Inclusive Practices (ZIP) fortnightly meeting for the case management of students 				
	Students will: <ul style="list-style-type: none"> utilise the co-constructed English Learning Wall to support their English learning Identify a specific visual writing learning goal every term hear the sounds in spoken words and understand that words are made up of sequences of sounds (phonemic awareness) identify the phonemes that make up each word, which helps children to learn to read and spell (phonics) read quickly and naturally with accuracy and expression (fluency) use knowledge of words from speech to recognise words that they encounter in print (vocabulary) decode what they read and then make connections between what they read and what they already know (comprehension) 	<ul style="list-style-type: none"> P-6 students will be empowered with the specific skills and strategies they need to read and write effectively alongside their peers. 	3 months		
Strategy	Actions	Impacts	3, 6, 9 month timelines	Responsible Officers	School Targets
Develop a consistent and collaborative approach to curriculum planning, differentiation and pedagogical practice (how we teach) to ensure that all required aspects of the Australian Curriculum are taught and assessed with rigour and fidelity.	Leadership will: <ul style="list-style-type: none"> Develop the School’s Data Plan Annual Assessment Schedule Compare data in English LOA, NAPLAN and to investigate any anomalies and quality ensure moderation feedback loops. Enact the 3 levels of planning consistently across all classes focusing on the multi-age complexities. Build an assessment culture and develop a shared assessment literacy Use data to determine the focus of moderation processes Use strategies to engage in moderation processes at multiple junctures ie every term Use data collected through moderation processes for continuous improvement Collaborate with teachers to complete a school-wide Collegial Engagement Framework, including classroom walkthroughs, observations and providing and receiving feedback for PBL lessons, The explicit teaching of reading and high quality instructional routines CPR – consistent, predictable routines). Provide opportunities for teachers to participate in Academic Case Management Meetings. Provide PD, formal observations, coaching and modelling on Explicit teaching and instructional routines. 	<ul style="list-style-type: none"> Participation in cluster moderation - curriculum, pedagogy, assessment and reporting will be aligned teacher judgements will be more consistent and reporting more accurate, against the Australian Curriculum achievement standards Increased collegial engagement through Case Management meetings, walkthroughs and observations. Increased utilisation of Explicit Instruction and instructional routines to improve student engagement. 	3 months Also see ‘Term 1/2/3/4 AIP Plan’ for detailed week to week timeframes 6 months	All classroom teachers and teacher aides (teaching teams) Principal HOD C All year	Decrease by 30% the annual school suspensions and major behaviour incidents. 100% of teachers implementing EI strategies in English by end of Semester 2. Collegial Engagement Framework implemented. Including classroom walkthroughs, formal observations and providing and receiving feedback for structured LLT and Explicit Instruction in the English unit. Data Plan’s Annual Assessment schedule documented and implemented by 100% of teachers Increase in documented, evidence based Personal Learning Plans (PLP) for students
	Teachers will: <ul style="list-style-type: none"> P-6 staff engage Explicit Instruction Pedagogy to support the engagement of all learners. P-6 staff engage in High Impact Strategies to increase engagement within English i.e structured literacy times with a designated phonics program (PLD) and focused instructional routines. Plan for and articulate the curriculum intent that underpins each learning experience across multi-age classes utilising focused instructional routines and engaging pedagogy/ learning areas i.e. Community Wellbeing Garden. Provide regular feedback to children to connect them with the strengths of their current learning and then co-construct future learning goals for English i.e Learning wall student samples 	<ul style="list-style-type: none"> Teachers and Teacher Aides (Teaching team) teach with a shared understanding of ‘session by session’ identified students to adjust the learning for Teachers and Teacher Aides develop a shared understanding and application of HITS (High Impact Teaching Strategies) with a focus on explicit teaching and instructional routines 3 levels of planning reflect whole school pedagogical approach (Hattie’s 10 High impact strategies) 	3 months 6 months 9 months		
	Students will: <ul style="list-style-type: none"> work in partnership with the teacher to plan for, co-construct and reflect on their learning. move, do and interact appropriately in a range of learning situations to engage in higher order thinking and build on current learning engage in a range of learning spaces, both indoors and outdoors – a focus on the pedagogical spaces of the Community Wellbeing Garden and the Nutrition and wellbeing Centre (construction to be completed in Term 2). participate with increasing focus, concentration, motivation and self-regulation due to explicit teaching, engaging kinaesthetic learning and instructional routines. 	<ul style="list-style-type: none"> Increased access to the Australian Curriculum for all learners Increased engagement in English Students’ next steps visible to teachers, students and parents/carers through daily feedback strategies and visual English student goals 			

Wellbeing and Engagement

Strategy	Actions	Outcomes	3, 6, 9 month timelines	Responsible Officers	School Targets
Develop a consistent and collaborative approach to our roles, team protocols, team leader and team member behaviours and improving relationships in the wider community.	Leadership will: <ul style="list-style-type: none"> Develop clear work roles contextualised within our school's - 'Givens', high performing teams protocols, team leader and team member behaviours. Pivot towards 'Harmony Day' and NAIDOC Term celebrations whereby culture and strengths are shared through the Big Brother/ Sister yr 5/6 students Friday afternoon clubs program (enrichment). Move away from individual day celebrations but taught with depth and fidelity through Friday afternoon clubs and ACARA. In collaboration with the Community Hub and regional Principal Advisors, establish a working relationship with local community groups Through the Community Hub, continue to grow the school-based playgroup to strengthen the transition to Prep program and build parent capability and understandings of the school experience. Through the Community Hub, continue to enhance student engagement through different ventures/opportunities: TAFE digital literacy & language classes for refugee/migrant families, 4 x breakfast program per week Continue to build relationship with Aspley SHS to support the transition to high school program i.e in Term 4, 6 visits to the school for full days, soccer programs Continue the Early Years Network between the local Kindies and the school Increased student voice through regular meetings of the Student Council. 	<ul style="list-style-type: none"> Clarity of staff work roles, ways of working together through a process of high performing teams Indigenous community groups/organisations (Koobara Kindy and Kurbingai) will be seen as integral parts of the development of Zillmere State School's Aboriginal and Torres Strait Islander understandings and embedding perspectives within learning experiences. Increased numbers of pre-prep children attending the playgroup introduced in 2024 Increased engagement with enrolled indigenous families through a school 'First Nations Parents and Carers Reference Group'. Increased engagement with enrolled Pacific islander families through starting a school 'Pacifika Parents and Carers group' Improved community engagement through a school/community/Wellbeing Garden and Nutrition and Wellbeing Centre being constructed. Increased engagement of refugee/migrant families with school Increased engagement of refugee/migrant students through the school community Hub accessing support organisations Smoother transitions into Prep(Eealy Year Network with 6 other local kindies) and high school (7 whole day visits in Term 4 to ASHS etc.) Increased enrolment numbers 	3 months	Andrew Shaw All staff through 'working action groups' Community Hub Coordinator Ongoing	Specific Zillmere State School Teacher roles and teacher aide roles documented that reflect APDPs Annual overall Student Attendance above 85% Improved School Opinion Survey data in target areas of: this school takes parent opinions seriously and This school has a strong sense of community.
			6 months		School commemorates and has increased community participation in Under 8s week, NAIDOC, Harmony Day
			9 months		Nutrition and Wellbeing Centre built Renewed P&C and a Student Council engagement.



Andrew Shaw
Principal

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Tracy Egan
School Supervisor