



ZILLMERE STATE SCHOOL ANNUAL IMPLEMENTATION PLAN

School Vision: Creating a strong, united school family.

Educational achievement Belonging and engagement



School priority 1	Curriculum & Learning Enhance the consistency and quality of reading instruction.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				School priority 2	Belonging and Engagement Cultivate an inclusive, respectful and engaging learning environment for all learners.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Domain 1 – Driving an explicit improvement agenda Domain 6 – Leading systematic curriculum implementation Domain 8 – Implementing effective pedagogical practices Domain 7 – Differentiating teaching and learning					Link to school improvement strategy:	Domain 7: Differentiating teaching and learning Domain 8: Implementing effective pedagogical practices Domain 9: Building school-community partnership				
Strategy/ies	<ul style="list-style-type: none"> Strengthen the knowledge and understanding of the principals of explicit instruction to develop and refine instructional routines to execute the consistent delivery of reading instruction. Establish and develop a shared understanding of the importance of text selection to deepen teacher knowledge & understanding. Develop teaching practice in shared and dialogic reading, including planning for high quality discussions and questioning to strengthen students' language comprehension. Explore the implementation of DIBELS and Year 1 Phonics check to track student progress and inform teaching. 					Strategy/ies	<ul style="list-style-type: none"> Employ effective pedagogy, using the principles (the curriculum, the learner and the learning), to support students' achievement, wellbeing and engagement, working relationships with community and demonstrate appropriate cultural understandings. Build knowledge and increase understanding of Trauma informed practice to influence teacher strength based approach to learning. Deepen teacher knowledge and understanding of culturally responsive pedagogies to enhance practice and improve student engagement. 				
Actions: including Responsible role(s)		Responsible Officers	Resources		Actions: including Responsible role(s)		Responsible Officers	Resources			
<ul style="list-style-type: none"> All staff to engage in Reading Portal explicit instruction masterclass – utilise system resources to reset and refocus. Leadership to create opportunities for teachers continue to engage in ZSS Playbook to inform their lesson design in reading, inclusive of instructional routines for the systematic instruction of synthetic phonics, spelling and shared dialogic reading. Engage in professional learning opportunities for DIBELS, Structured Systematic Phonics (PLD and DoE Reading Modules) and Shared Dialogic Reading, engagement norms and Look-fors Work collaboratively to create resources for Phonics and Shared Dialogic Reading Enhance teacher practice through the use of LWaTs, Watching Others Work (WOW), discussion on filmed practice, modelling and coaching Utilise teacher AIP release sessions fortnightly to develop ongoing moderation cycles that gradually shift focus from understanding the curriculum to collaborative analysis of student work inform teaching with a focus on pedagogical choices for impact. Leadership to use regular Learning Walks and Talks to monitor the student success Collaboratively design <i>Capability Development Framework</i> for Zillmere State Monitor student progress in reading and spelling through the use of PLD screeners, DIBELS 		<ul style="list-style-type: none"> All classroom teachers and teacher aides (teaching teams) Synthetic phonic coach & Inclusion Teacher Principal HOD-C 	<ul style="list-style-type: none"> Inclusion teacher x 5 Days a week Teaching and learning across P-6 Reading through Australian Curriculum P– 6 Playbook provided to all staff PLD resources Continue investment in decodable readers across school Reading portal resources X 1 fortnight coach in synthetic phonic space for onboarding teachers DIBELS diagnostics kits 		<ul style="list-style-type: none"> Provide whole-staff professional learning in 8 Ways of Aboriginal Learning, Berry Street, and PBL. Engage Principal Advisor – PBL to refine Tier 1 practices; use PBL Fidelity, NCCD RAR, and behaviour data to reduce incidents and strengthen PLR consistency. Ensure staff participate in RRE training and continue coaching cycles each semester to sustain practice fidelity. Co-design and refine the ZSS Transition to School program with ECECs and Principal Advisors; strengthen the Wellbeing Warrior Framework to support student, staff, and community wellbeing. Utilise Family Support Coordinator to their families and carers in the early years of schooling to assist with a smooth transition into the school environment by establishing positive patterns of attendance, behaviour and engagement in learning Amplify and Strengthen student voice to ensure interest-based learning opportunities; review and refine leadership programs, Student Council, and Year 5–6 leadership opportunities to increase active student participation (Learner). Collaborative design Look-fors on universal wellbeing practices Regular walkthroughs and discussions with students to monitor student progress Enhance teacher practice on universal practices through the use of LWaTs, Watching Others Work (WOW), modelling and coaching Use of student case management to track, monitor and plan for student adjustments Utilise teacher AIP release sessions fortnightly to build a deeper understanding of student needs and plan for adjustments Embed the 'Attendance HERO' mindset (Here, Everyday, Ready, On time) to strengthen daily attendance habits. 		<ul style="list-style-type: none"> All classroom teachers and teacher aides (teaching teams) Principal HOD-C GO Psychologist Family Support Coordinator 	<ul style="list-style-type: none"> PBL Principal advisor PBL committee (Including, Principal, Teacher, TA and parent representative) Family Support coordinator employed 0.6 per week. Wellbeing Framework PD – School leaders in Term 1 & throughout 2026 Senior leader program – connections with Highschool HOD/ DPs 			

End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> 80% of P-6 students achieving a C against the aspects of the achievement standard relevant to reading. 30% P-6 students achieving AB against the aspects of the achievement standard relevant to reading. 80% Year 1 students achieving 'fluent' in Year 1 phonics screening for decoding. 80% of all students in P-2 achieving 'Above benchmark – green/blue in fluency & comprehension. 	End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Reduce major incidents by 20% from 211 per year to 170 Improve student attendance to 90% or above Monitored by Principal and celebrated at Principal morning tea Improve School Opinion Survey data targets: Student behaviour is well managed at our school, Students are treated fairly 80% of students can verbalise universal practices as measured through walkthroughs
	Artefacts	<p>Behaviour</p> <p>Students can/will:</p> <ul style="list-style-type: none"> Identify a specific reading and writing goal each term (decoding fluency) Students will participate in a structured literacy learning block, in-particular the school Synthetic Phonic program (PLD) accompanied by Termly screening Develop their reading fluency and language comprehension through Monitoring and summative assessment tasks <p>Teachers can/will:</p> <ul style="list-style-type: none"> Identify at risk students to engage throughout moderation processes (two marker students per class, each term – one above, below and/or at standard. Engage in fortnightly meetings with HOD-C to engage in whole school approach to moderation including a focus on analysis of student work to inform teaching with a focus on pedagogical choices for impact Screen and group students; ensure clear instructional routines in place for differentiated groups; review data regularly through PLTs; use available resourcing for quality implementation; track and record student progress. P-6 staff engage Explicit Instruction Pedagogy to support the engagement of all learners. P-6 staff engage in High Impact Strategies (HIIT) 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. Embed structured literacy time, which demonstrates phonemic awareness, fluency, vocabulary and comprehension – through the explicit instruction of reading through the Australian Curriculum v.9 Teachers engage in ZSS data plan (inclusive of MTSS framework) for tracking reading progress Explore and build knowledge in DIBELS reading diagnostics assessments in replacement of PLD reading screener <p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> Support students in targeted reading intervention (identified students) within LLT (Literacy Learning Time – Literacy Block) as outlined in UDL timetables co-developed with teaching staff. Engage in weekly professional development with members of the Leadership Team (Principal, Business Manager & HOD-C) to build their understanding in the implementation of reading. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Meet teachers for fortnightly Data meeting; identify focussed intervention support for specific students and teachers based on data capture through ZIP (Zillmere Inclusive Practice meetings); facilitate PLTs to monitor PLD progress; use PLD mentor & Inclusion teacher to target specific areas for support across the school acknowledge and celebrate success; monitor implementation of quality standards. Collaborate school in Cluster moderation and 'WOW' sessions Record student (Case management students) responses/actions and learning evidence to Sharratt's Five Questions for Students to track student assessment literacy Extend TA knowledge by having weekly TA team meeting to provide professional development to support them in supporting students 'at risk'. Extend teacher knowledge through professional development, coaching, WOW focusing on research based best practice Meet teachers for Fortnightly Data meeting in AIP session; facilitate PLTs, conduct LWTs three times per term providing immediate feedback to teacher; commence Feedback Committee work to develop suite of resources for teachers. Data is collected (Data Plan) and used effectively. Monitor AIP progress through weekly walkthroughs, LWaTs, data discussions 		Artefacts	<p>Behaviour</p> <p>Students can/will:</p> <ul style="list-style-type: none"> Collaborate with teachers to plan, co-construct and reflect on their learning, building ownership and agency. Improve focus, motivation, and self-regulation through explicit teaching, instructional routines and kinaesthetic learning experiences. Engage in Transition-to-School experiences in partnership with ECEC providers to support strong starts and belonging. Develop leadership capability through regular leadership meetings and connect with Aspley SHS every three weeks to build transition readiness. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Engage in fortnightly TEAMS meetings to review PBL, Wellbeing and Curriculum data, informing case management and behaviour planning. Participate in PD with the regional coach to deepen understanding of PBL data, fidelity processes and reasonable adjustments. Collaborate with the Family Support Coordinator to strengthen relationships with families and community stakeholders and gain an understanding of the strategies used for early intervention and engagement Implement the Transition-to-School plan by visiting local ECEC centres and participating in cluster ECEC professional learning. Partner with Aspley SHS to enact Year 6 transition plans in Term 1, Term 3 and Term 4 to support students' readiness for high school. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Engage in TEAM meetings to deepen understanding of ZSS learners through reviewing PLRs, PBL and Wellbeing data. Embed Breakfast Club into daily routines to support wellbeing and readiness for learning. Monitor student attendance and engagement and communicate insights with classroom teachers and leadership. Support students by modelling regulation strategies and the Zones of Regulation. Participate in weekly PD to build capability in school programs, PBL and Berry Street trauma-informed practices. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Monitor and analyse attendance, behaviour and wellbeing data—including PBL fidelity and monthly reports—to determine next steps and communicate focus areas to the school community. Facilitate fortnightly NCCD and PLR review meetings with teachers to strengthen understanding of reasonable adjustments and inclusive practice. Engage with regional ECEC cluster meetings and invite staff to participate to support strong transitions into ZSS. Partner with the PBL Principal Advisor to refine OneSchool data processes and strengthen schoolwide PBL practices in Term 1. Use walkthroughs to monitor universal wellbeing practices Examine data to identify students behind/not making progress and co-construct proactive supports
Artefacts	Lyn Sharratt — Clarity; Australian Curriculum v9.0; DOE Whole School Approach to Pedagogy DOE Reading Position Statement, Australian Curriculum, PLD Scope and Sequence; DIBELS Diagnostic kits, Engagement Norms	Artefacts	DOE wellbeing framework guide, DOE list of external supports guide, EAP, EFI – Masterclass in Pedagogy, NCCD RAR data, PBL fidelity Data		

Reduction of red tape in day-to-day work, planning and processes include:

- Inclusion teacher role introduction to reduce NCCD teacher load and to support student reasonable adjustment planning
- Head of Department – Curriculum – to support strategic vision and building teacher capability, supporting planning sessions and time to support v.9 curriculum delivery.
- All curriculum documents on SharePoint to support time management and reduce different platforms.
- School to support collaborative planning time during work hours.
- OneNote for sharing of resources Negotiate who to upload.
- Remove data collection tools including PM Readers, Pat R and Sparkle kits
- Finger scanner for timesheets for TA and support team to support other priorities.



Approvals

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

Principal *J Saul*

P&C/School Council **N/A**

School Supervisor *Atgal*