

Zillmere State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Zillmere State School acknowledges the shared lands of the Yuggera and Turrbal nation and the Yuggera and Turrbal people of the Yuggera and Turrbal language region.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	105
Indigenous enrolments	35.2%
Students with disability	33.3%
Index of Community Socio-Educational Advantage (ICSEA) value	914

About the review

 3 reviewers from 11 to 13 June 2024	 95 participants	 23 school staff
 48 students	 19 parents and carers	 5 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Sharpen the 3 levels of planning, including monitoring and tracking curriculum implementation across multiple year levels, to ensure all students receive their entitlement across all learning areas.

Domain 1: Driving an explicit improvement agenda
Monitor and embed practices aligned to school improvement priorities to inform ongoing strategic planning cycles and drive school improvement.

Collaboratively formalise the school's values and vision to further enhance broad, collective understanding of, and commitment to, school improvement priorities and actions.

Domain 8: Implementing effective pedagogical practices
Prioritise professional learning and collaborative reflection on teaching practice to support teachers and teacher aides in developing common language and understanding of effective pedagogy.

Domain 7: Differentiating teaching and learning
Broaden opportunities for professional learning about differentiation strategies and reasonable adjustments, ensuring reasonable adjustments are included in planning, to provide students with multiple opportunities to demonstrate knowledge and understanding.

Key affirmations



Leaders promote a holistic approach to meeting the needs of students.

Staff describe a strong commitment to understanding the diverse backgrounds of students. They recognise that students have a range of learning needs, levels of readiness and motivations. Staff work with families to overcome barriers to learning. They describe implementing a range of adjustments to support students to learn successfully. Students express strong appreciation for the care and encouragement they receive from staff to improve their learning.



Leaders build strong connections with families and local community groups to enhance student learning, engagement and wellbeing.

The principal speaks of positioning the school at the heart of the community. They explain they are attracting a range of stakeholder voices to ensure parent and stakeholder representation reflects the diversity of the community. Families are recognised as integral members of the school, and they appreciate the school as a place where all cultures are celebrated. Parents and carers articulate they feel welcome in the school, and that staff are approachable and responsive.



Staff use research-informed programs to build knowledge and methods in supporting student engagement.

Staff members express that training in the Berry Street Education Model¹ helps to build their knowledge of trauma-informed practices. Positive Behaviour for Learning (PBL) and Zones of Regulation² are being embedded. This work focuses on common language, shared expertise and agreed student expectations. Students explain the PBL and Zones of Regulation processes, and how they participate in the varied rewards programs for appropriate behaviour and attendance. Staff describe significant improvement in student behaviour and engagement.



Teachers and teacher aides work alongside each other as a professional learning community.

Teachers and teacher aides describe their work together as 'educator teams'. Leaders work collaboratively with staff to build a sense of collective responsibility and mutual trust. Staff members communicate consistent processes and systems are established to manage day-to-day operational matters, and ensure that decision-making processes are transparent. Teachers highlight improvement in staff morale, with high levels of collegiality, collaboration and support. School Opinion Survey data regarding staff morale shows an increase from 64.3% in 2021 to 100% in 2024.

¹ Berry Street (2022). *Berry Street Education Model*. <https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>
² Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social Publishing.