

Zillmere State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Zillmere State School** from **3 to 5 March 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Christine Dolley	Internal reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Murphy Road, Zillmere	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	149	
Indigenous enrolment percentage:	25.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	26 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	903	
Year principal appointed:	2015	
Significant partner schools:	Aspley State High School	
Significant community partnerships:	Jabiru Community Youth and Children's Services, Early Years Place, Mimi's House – Hope Centre Services	
Significant school programs:	SELF (Social Emotional Learning Framework) program – 2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Inclusion (HOI), Head of Curriculum (HOC) and pedagogy, Advisory Visiting Teacher (AVT) – inclusion, learning and engagement coach, guidance officer, project officer, Business Manager (BM), administration officer, Inclusion Teacher (IT), seven teachers, six teacher aides, 22 parents, Parents and Citizens' Association (P&C) president, vice president and secretary, tuckshop convenor and 22 students.

Community and business groups:

- Jabiru Community Youth and Children's Services, Koobara Community Kindergarten and Pre-Prep, Kurbingui Youth and Family Development, Camp Australia Outside School Hours Care (OSHC), Department of Education (DoE) Senior Project Officer – community Elder, and Mimi's House.

Partner schools and other educational providers:

- Aspley State High School and St Joseph's Nudgee College.

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School differentiation plan or flowchart
Investing for Success 2020	Literacy Framework
OneSchool	School Data Profile (Semester 1 2019)
Draft Professional learning plan 2020	Headline Indicators (October 2019 release)
School pedagogical framework	Curriculum planning documents
School Opinion Survey 2019	Professional development plans
Whole School Curriculum Plan	School newsletters and website
School budget overview	Collegial Engagement Framework
Responsible Behaviour Plan for Students	Assessment Framework and Data Schedule 2020
Report card and NAPLAN update Semester 1 2019	



2. Executive summary

2.1 Key findings

School staff are committed to meeting the learning and wellbeing needs of all students.

Staff members are committed to the school and in particular to the diverse range of students in their care. Staff know their students and families well and they willingly explore strategies that will enhance the quality of teaching and address barriers for learning success.

Staff demonstrate an understanding of the importance of positive and caring relationships in enabling students to successfully engage in their learning.

Staff speak of the care they have for their students and the support they provide them every day. School practices are inclusive and a diverse range of students are welcomed and supported within classrooms. Parents express an appreciation for the work of staff members and the care they afford their child. Parents indicate they feel comfortable visiting the school and talking with teachers.

The principal has developed an improvement agenda for the school that outlines three priorities and acknowledges supporting the social and emotional learning and wellbeing of students as the key agenda.

The priorities include reading comprehension improvement, writing improvement and enhancing student engagement through social and emotional learning, inclusion and partnerships. Staff express the need to implement strategies to build a school culture that has high expectations for student attendance, behaviour and engagement in their learning. Staff acknowledge the need to have a collaborative vision of what high expectations will look like in the school and clear processes that will support the implementation and follow-through of the agreed strategies.

Staff acknowledge the importance of the social and emotional learning agenda and the management of student behaviour as areas for further development.

Staff identify a number of obstacles to address to further enable school-wide improvement. Student behaviour, staff morale and sense of wellbeing, and clarity of communication are cited as essential areas to address within school improvement priorities. Staff members express a desire for more timely and clear communication regarding school expectations and direction. Staff members articulate the need for clarity regarding a future direction for the school that will enable the establishment of agreed and understood procedures and maintenance of high expectations for student behaviour and respect for others.



The school has recently reviewed the pedagogical framework, based on the Dimensions of Teaching and Learning (DoTL).

The school pedagogical framework, based on DoTL, has been reviewed adapted and modified in full consultation with support staff, teachers and teacher aides. It is acknowledged by the principal that the delivery of the emerging Explicit Improvement Agenda (EIA) will require adjustments to the pedagogical framework. A clear understanding by staff members of the school's agreed pedagogical approaches and signature practices is yet to be apparent.

The school has a long history and is well established in the community.

Generations of local families identify with the school and comment on their long association with the school that is situated in spacious grounds within a close suburban environment. The school seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. These partnerships offer support and provide access to resources and services to support the school and its students.

The school is in the beginning stages of implementing a Social and Emotional Learning Framework (SELF).

SELF includes explicit teaching of positive behaviour, de-escalation strategies, resilience building and self-regulation. The program additionally includes brain breaks, circle time, calm plans, ready to learn plans and access to Zillmere Zen Dens or Take Time spaces within classrooms.



2.2 Key improvement strategies

Collaboratively develop a school-wide vision for what high expectations will look like in the school and clear processes including the setting of targets and timelines to support the implementation of the agreed strategies.

Develop and communicate a future direction for the school that will enable the establishment of agreed and understood procedures and maintenance of high expectations for student behaviour and respect for others.

Develop action plans within the school improvement agendas to address the identified obstacles to school-wide improvement of student behaviour, staff morale and sense of wellbeing, and clarity of communication.

Define and embed the school's agreed pedagogical approaches to ensure the signature practices are a feature of every teacher's repertoire.