

Investing for Success

Under this agreement for 2021

Zillmere State School will receive

\$105 274*

This funding will be used to

- Develop a shared understanding across school leaders, class teachers and teacher aides of school expectations relating to behaviour, through collegial discussions regarding the school's vision. This will lead to an established whole-school approach for managing student behaviour enabling the consistent implementation of agreed strategies that promote high expectations of a safe, supportive and disciplined learning environment.

Our initiatives include

- Implementation of Positive Behaviour for Learning [PBL] as a whole school behaviour support framework that aligns with the current student wellbeing and engagement program [Zillmere's Social and Emotional Learning Framework] operating within the school, ensuring clarity and consistency of practice, and maximising each student's academic progress.

Target: PBL will be introduced in Semester 1 2021 [training of internal coach and familiarisation of whole staff] with full implementation by 2022.

Our school will improve student outcomes by

Initiative	Action	Outcome	Financial
Coaching & Professional Learning	Engage Metropolitan North Regional PBL coach to work with the Zillmere PBL Team, including the appointed internal coach, individually and as a group.	PBL coaching will enhance capabilities within the Zillmere staff and build their capacity to implement the PBL program consistently; collect, monitor and reflect on valid data; participate in collegial discussions and feedback; and facilitate improvement strategies as required.	\$15 000
Speech / Language Pathologist	Continue school purchase of SLP services to supplement regional allocation.	Monitoring the response to intervention of students included in personalised Speech and Language programs developed by the SLP and implemented by Teacher Aides; and review/refine intervention strategies leading to enhanced literacy skills evident in A-E data.	\$14 500
Additional Teacher Aide Hours	Employment of additional Teacher Aides to support specific and targeted intervention.	Increase the literacy support, and social and emotional learning enhancement for students, leading to improved academic, behaviour and attendance outcomes evident in data sets.	\$20 774
Additional Teacher Fraction Allocation	Supplement fractional teaching staff to allow reduced class sizes, resulting in a lower student:teacher ratio.	Enhanced curriculum engagement and academic outcomes for all students resulting from differentiated teaching and individualised goals based on teachers knowing the learning needs of each of their students.	\$55 000



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