



CEDAR CREEK STATE SCHOOL



2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

Preamble: This Annual Implementation Plan is aimed at setting out our key collaborative agreed upon strategies as a community in 2025 under the State Schooling initiative known as 'Equity & Excellence'. The front cover highlights some of the overarching guiding principles and research-based approaches that guide our work, followed by two main AIP priorities, associated strategies, actions, targets and outcomes to ensure that we realise the potential of every student.

Our Acknowledgement: We acknowledge the Traditional Owners of the lands, seas, skies and waterways from across our vast nation and especially those from our local area. Valuing First Nations cultures and voice in our approach to engagement and learning is essential. Connections to culture enrich the learning of every student and strengthen all of our work.

Vision

The Cedar Creek family is an inclusive, supportive and collaborative community of lifelong learners. We become self-monitoring, independent, resilient problem solvers, who are adaptable and successful.

Values

- I am Safe; I am Responsible; I am respectful; & I am a Learner.

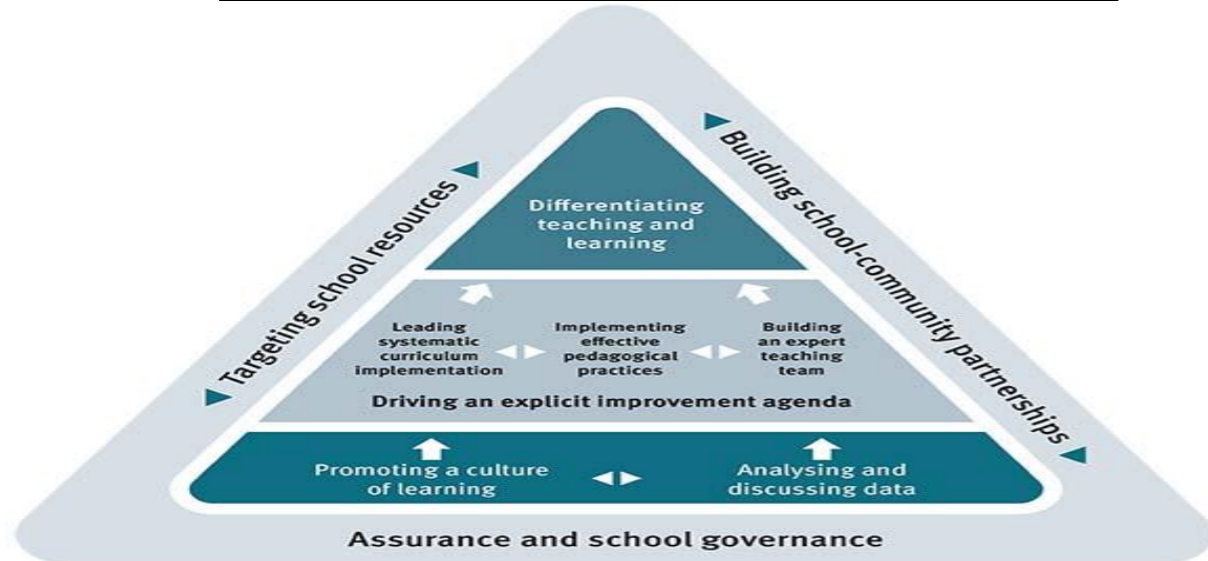
Equity & Excellence- Working together at Cedar Creek State School- *Realising the potential of every student.*

- **Educational Achievement-** We have a common goal that every student achieves at least one year of learning growth each Year by offering data informed targeted differentiation and integrated support based on current research.
- **Wellbeing and Engagement-** We know each student and understand what works best for them, which includes supporting staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.
- **Culture and Inclusion:** We embrace diversity by creating welcoming, inclusive and an accessible school setting. We value student, parent/ carer, community and stakeholder voice in our approach to teaching and learning.

Educational Leadership and Teaching Expertise: Empowering our staff team, including leaders to build professional expertise across their career through targeted high quality development opportunities.

Digital Innovation in Teaching and Learning: Embedding future-focused learning practices that connect students and teachers Regionally, State-Wide, Nationally & Internationally.

Australian Council for Educational Research School Improvement Tool



Our School Improvement is guided by the School Improvement Hierarchy Lens

We are a Leading Learning Collaboratively School: (The 14 Parameters of System and School Improvement.)

Our School is particularly focused on the research-based Parameters 1; 3; 5; 6; 13 & 14.

- **Parameter 1- Shared Beliefs and Understandings:**
 - a. All student can achieve high standards given the right time and the right support.
 - b. All teachers can teach to high standards given time and the right assistance.
 - c. High expectations and early and ongoing intervention are essential.
 - d. All leaders, teachers, and students can articulate what they do and why they lead, teach, and learn the way they do.
- **Parameter 3- Quality Assessment Informs Instruction**
- **Parameter 5: Early and Ongoing Intervention**
- **Parameter 6- Case Management Approach**
- **Parameter 13- Cross Curricular Literacy Connections**
- **Parameter 14- Shared Responsibility and Accountability:** 'We all own the FACES'

A Whole School Approach to Pedagogy- A whole school approach to pedagogy is a process for how we determine, review and monitor how effectively the pedagogies employed are working to support students' achievement, wellbeing and engagement based on a broad range of rich data sets. We are guided by the K-12 Curriculum, Assessment and Reporting Framework. This is responsive to assessment and reporting data; selecting and employing effective pedagogies, using principles (the curriculum, the learning and the learner) to support students' achievement, wellbeing and engagement; & exploring and enhancing digital learning and in teaching and learning. Our principles of pedagogy are: **Know students and how they learn; Know where students are in their learning; & Know the next steps in learning.**

At Cedar Creek SS, a whole school approach ensures a cohesive response to diverse learning needs and consistent practice in a culture of ongoing improvement. We set high expectations, monitor student progress, conduct school- wide analysis and discussion of student achievement data, and support student learning with quality teaching focused on improving the achievement of every student (BAAE). Teachers heighten student explicit learning through the use of the Gradual Release Model: "I Do, We DO, You Do"; Co-constructed Success Criteria; Bump It Up Walls; Learning Walls; Individual Learning Goals and Descriptive Feedback

<p>School Priority 1</p>	<p>English Achievement: To improve <u>English Level of Achievement</u> (LOA) by building the <u>capability</u> of teachers to understand and implement the <u>Australian Curriculum</u> using <u>Moderation</u> (BAAE) as a key practice to ensure <u>Systematic Curriculum Delivery</u> across P-6 in a <u>Culture of High Expectations</u> at Cedar Creek State School.</p> <p>Through the implementation of a refined differentiated approach to teaching and learning utilizing evidence-based pedagogies by our expert teaching team, 80% of students or more will achieve a C or above for English and 50% of students or more will achieve an A or a B by the end of 2025.</p>	<p>Phase</p>	<p>School Priority 2</p>	<p>Positive Behaviour for Learning: To improve and support the <u>engagement, attendance and wellbeing</u> of all learners, by establishing a <u>strategic and inclusive whole of School Community Approach</u> to Positive Behaviour for Learning so that a <u>Culture of High Expectations</u> is clearly communicated, understood and <u>enacted</u> by all adults and students at Cedar Creek State School.</p> <p>Through the continuation of building strong school partnerships and our strategic targeted school resource deployment, 95% of students or above attend school on a daily basis, school disciplinary absences reduced by 50% across Yr 3 to year 6, as well as the School Opinion Survey congruence increasing to 95% for students, staff and parents related to the 'Management of Behaviour' in 2025.</p>	<p>Phase</p>
<p>Link to school review improvement strategy:</p>	<p>The statements below are directly linked to our School Priority 1 of enhancing targeted Teaching & Learning to lift student learning outcomes in the area of English:</p> <ul style="list-style-type: none"> Collaboratively develop the three levels of planning of the Australian Curriculum, aligned to the P-12 curriculum, assessment and reporting framework, and systematically deliver supported by quality assurance mechanisms to ensure the intended is enacted. Systematically deliver through structures and processes an Explicit Improvement Agenda (EIA) of reading that is supported by clear actions, success milestones and staff accountabilities. Embed the ongoing implementation of a culture of continuous professional improvement that includes formalised mentoring, coaching, observation and feedback regarding pedagogical practices aligned to the priority. 	<p>Link to school review improvement strategy:</p>	<p>The statements below are directly linked to our School Priority 2 of enhancing targeted inclusive differentiation practices to lift student engagement and subsequent achievement:</p> <ul style="list-style-type: none"> Build Staff knowledge, understanding and capacity in best practice high-yield differentiation practices. Embed the ongoing implementation of a culture of continuous professional improvement that includes formalised mentoring, coaching, observation and feedback regarding pedagogical practices aligned to the priority. 		
<p>Strategies</p>	<ol style="list-style-type: none"> Moderation (Analysis and Discussion of Data): Scheduled internal and external moderation opportunities for Teaching & Learning Teams using the Before- After-After End Moderation Model (BAAE). Structured Literacy Time (Systematic Curriculum Delivery): The coordination of highly effective age-appropriate <u>Structured Literacy Time</u> in every classroom across P-6, particularly guided by the <u>Cedar Creek S.S. Reading Framework and Writing Framework</u> which are actioned with a research-based Clarity Lens- <i>The Assessment / Instruction Waterfall Chart</i>. (For our system, 2025 is 'The Year of Reading implementation through the Australian Curriculum.') Professional Learning (An Expert Teaching Team): Through the provision of targeted internal and external professional learning opportunities, Teaching & Learning Teams will have the necessary skills and knowledge to implement the Australian Curriculum aligned to the K-12 Curriculum, Assessment and Reporting Framework, especially in relation to the Teaching of Reading and Writing based on current research. This includes the provision of regular feedback for teaching team members focused on our research based and agreed upon pedagogical practices as outlined in the 'My Checklist 2025' one page document. Case Management & Data Walls (Analysis & Discussion of Data): Leaders, Classroom Teachers and Knowledgeable Others are engaged in structured Case Management Meetings specifically focused on 2 Marker students per classroom as captured on the co-constructed School Data Wall, with particular focus on A / B students. Learning Intentions & Success Criteria (Effective Pedagogical Practices): Using co-constructed Bump-it-up Walls, Learning Walls / Anchor Charts, every teacher translates the Australian Curriculum into age-appropriate language (with students) to create explicit Learning Intentions and Success Criteria with a particular focus on the A & B standard. Feedback (Effective Pedagogical Practices): Every Teacher engages in the process of goal setting with their students aligned to the Learning Intentions and Success Criteria and provides regular constructive feedback to each student. 	<p>Strategies</p>	<ol style="list-style-type: none"> Positive Behaviour for Learning (A Culture that Promotes Learning): Promoting and providing proactive leadership, training and learning opportunities for Staff, Students and the School members related to research based Positive Behaviour for Learning (PBL) initiatives. This includes the collaborative review and development of the <i>Student Code of Conduct & 'Cool Choice' Point System 2025</i>. Every Day Counts (A Culture that Promotes Learning): Enhance with the community clearly identified values, information and education related to the importance of student attendance management- Every Day Counts (Slogan for 2025 = 'Be in it to Win it') Professional Learning (An Expert Teaching Team): Building the capacity of our Teaching & Learning Teams to ensure that they can cater for the wide range of students in our care, age appropriately, so that all students are able to access and participate in education and achieve. This includes evidence- based <u>Trauma Informed</u> training and implementing agreed upon high yield practices in a supportive environment. Differentiated Teaching and Learning (A Culture that Promotes Learning / Effective Pedagogical Practices): Aligning our collective Inclusive Practices to the Inclusive Practices Policy recommendations, ensuring that every student is welcomed, engaged, learning and achieving. This includes the provision of reasonable adjustments and teaching strategies tailored to meet individual needs so that all students can access and fully participate in learning, alongside their similar aged peers. Student Learning and Wellbeing Framework Implementation (A Culture that Promotes Learning): The refinement and implementation of the Student Learning and Wellbeing Framework by engaging with Regional Wellbeing Initiatives and Alliances. School Support Services Review (Targeted Use of School Resources / School Community Partnerships): The strategic review of the School Support Services Team Roles and Responsibilities and action planning to maximise the skills and coordination of school-based staff and the wider-community through deliberate collaboration based on current research and data. 		

Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
<p><i>Actions are how the strategy will be applied or achieved</i> <i>Record the actions needed to implement the identified strategy along with the nominated lead.</i></p> <ol style="list-style-type: none"> <u>Moderation (Analysis and Discussion of Data):</u> <ul style="list-style-type: none"> The HOD C will lead staff through the Internal Moderation processes, including the professional learning related to the Before, After, After End Moderation Process, including the clarification of Roles and Responsibilities. The P-6 Learning Teams will be involved in Cluster Moderation using the same process with the Beenleigh Cluster of Schools and the Scenic Rim Cluster. <u>Structure Literacy Time (Systematic Curriculum Delivery)</u> <ul style="list-style-type: none"> The consultative review & refinement of the Cedar Creek State School Reading and Writing Frameworks by the Leadership Team based on current research, ensuring that agreed upon elements of the Structured Literacy Time are clearly understood and enacted age appropriately in each classroom. Our HOD C will provide Professional Development related to the Assessment / Instruction Waterfall Chart to guide staff teams through the collaborative planning process and research based high-yield pedagogies. <u>Professional Learning (An Expert Teaching Team)</u> <ul style="list-style-type: none"> The Principal will strategically steer Reference Group coordination and collaboration to increase distributed leadership. Our HOD C will lead, guide and co-construct the 3 levels of planning with T & L teams, so that there is clarity with regards to the Teaching of Reading and Writing in and across the Australian Curriculum. Each staff member will be exposed to: The English Year Level Description; The Reading & Writing Expectations Across a Year; The Achievement Standards; & The Reading / Writing Demands of Assessments. The HOD C and Early Years Coach will continue part-take in the 'Primary School Expert Reading Leaders' with a specific focus on P-2 to develop their expertise (Learning to Read: Whole School Approach to the Teaching of Phonics as a priority). Led by our HOD C, all Teaching and Learning staff will continue to access the on-demand Reading Module suite related to the 'Simple View of Reading' during scheduled staff professional learning sessions. (Learning to Read: Whole School to the Teaching of Phonics as a priority) Staff will have access to Coaching via our Early Years Coach and Scheduled WOW sessions are also offered related to the Teaching of Reading and Writing for targeted staff team members based on data, observations and feedback from the leadership team. <u>Case Management & Data Walls (Analysis & Discussion of Data):</u> <ul style="list-style-type: none"> The Leadership Team and a Knowledgeable Other from the S.S.S. Team lead the Case Management Meetings during staff meetings in weeks 3, 6 & 9 with a particular focus on lifting A / B student achievement. Based on cyclical feedback and outcomes, strategies are collaboratively agreed upon based on data and research, as well as the deployment of human and physical resources to ensure success / targeted intervention. <u>Learning Intentions & Success Criteria (Effective Pedagogical Practices)</u> <ul style="list-style-type: none"> The Leadership Team will ensure that all Classrooms have highly effective 3rd Teacher Artefacts in the form of BIU Walls, Anchor Charts, Learning Walls and A/B exemplars. The HOD C will provide and co-construct A & B samples with each classroom teacher based on the Achievement Standards. Teachers will then co-construct further A, B & C samples with their students which will be clearly displayed and annotated for the learner. <u>Feedback (Effective Pedagogical Practices)</u> <ul style="list-style-type: none"> The HOD C and Early Years Coach will provide goal setting exemplars and model the effective use of feedback strategies based on current research. Each teacher will engage students in goal setting and the provision of timely feedback. The Leadership team will utilize the 5 Essential Questions to check student understanding, as well as the written goal artefact that each student has recorded. This will be fed back to teachers to guide their practice and next steps. 	<p><i>Catering \$400.00</i></p> <p><i>Early Years Coach \$30,000</i></p> <p><i>Teacher Release for PD & WOW / Coaching \$20,000.00</i></p> <p><i>On-Demand Reading Modules and related resources</i></p> <p><i>Share Point Shop Resource Hub Library 2025</i></p> <p><i>Reading and Writing Framework 2025</i></p> <p><i>Chart Supplies & Fasteners \$ 500.00</i></p> <p><i>My Checklist 2025 Distribution</i></p> <p><i>Scholl Data Wall / Case Management Minutes</i></p> <p><i>Clarity Book for Every New Classroom Teacher and Specialist, as well as an additional 7 copies to be housed in the Library Teacher Section</i></p>	<ol style="list-style-type: none"> <u>Positive Behaviour for Learning (A Culture that Promotes Learning)</u> <ul style="list-style-type: none"> The S.S.S. Team Led by the Principal will work in consultation with the PBL Team to proactively respond to weekly data set collections related to Positive Behaviour for Learning with fidelity. The PBL Team will both provide and source Regional Training and Support for our Staff Team to enhance the consistency and proactive response to student behaviour and support based on research and data <u>Every Day Counts (A Culture that Promotes Learning)</u> <ul style="list-style-type: none"> The Principal will lead the proactive promotion of the - Every Day Counts Slogan for 2025= 'Be in it to Win it!' via Weekly Assemblies, Newsletters, School Facebook Page, School Electronic Sign and School Website. The Principal will interrogate weekly data sets based on attendance to coordinate the targeted support for specific individual students and groups, as well as celebrating high rates of attendance with the community. <u>Professional Learning (An Expert Teaching Team)</u> <ul style="list-style-type: none"> The provision of Professional Learning Session related to 'Inclusive Leaders' and 'Equity' so that all staff are able to gain a deeper understanding of Inclusive Practices and heighten their capacity to cater for the wide range of specific student needs sourced and provided by the S.S.S. Team. Via the S.S.S. Hub Model, Staff have access to knowledgeable others who are able to provide professional learning sessions, mentoring and coaching related to inclusive practices. <u>Differentiated Teaching and Learning (A Culture that Promotes Learning / Effective Pedagogical Practices)</u> <ul style="list-style-type: none"> Guided by the S.S.S. Team, Teaching Staff are able to plan for, document and implement research-based differentiation practices and adjustments based on data. The Case Management and S.S.S. Process is clearly documented for each student, and reflected in the curriculum provisions as evidenced by PLC's and walkthroughs led by the Leadership Team. <u>Student Learning and Wellbeing Framework Implementation (A Culture that Promotes Learning)</u> <ul style="list-style-type: none"> The S.S.S. Team led by the Principal in consultation with stakeholders will review and refine the Cedar Creek State School Student Learning and Wellbeing Framework. The S.S.S. Team will coordinate the strategic provision of research-based programs and initiatives that promote community Wellbeing and targeted support for stakeholder groups based on data and current research. <u>School Support Services Review (Targeted Use of School Resources / School Community Partnerships)</u> <ul style="list-style-type: none"> Weekly S.S.S. Team meetings led by the Principal every Friday Morning, during which 15 minutes are dedicated to the planning and strategic review and development of a S.S.S. Strategic Plan, including clearly articulate and defined Roles and Responsibilities in Term 1. School-wide stakeholder consultation and representation to guide the review and development of S.S.S. Hub Model led by the Principal and the Leadership Team. 	<p><i>PBL Meetings</i></p> <p><i>PBL Regional Team Access</i></p> <p><i>PBL Signage for Classrooms and Across the School \$600.00</i></p> <p><i>One School & SORD Data</i></p> <p><i>Be in it to Win It Prizes and attendance recognition initiatives (High Attendance Badges, Invitation to End of Term Celebration Events....)</i></p> <p><i>Inclusive Leaders Resources and related E&E Policies.</i></p> <p><i>Knowledgeable Others</i></p> <p><i>Case Management and S.S.S. One Portal Resource HUB</i></p> <p><i>Student Learning and Wellbeing Framework Resources / Research</i></p> <p><i>Weekly scheduled meetings to review and further develop hard copy and an on-line resource HUB aligned to E&E. Newsletter and Website Development</i></p>

<p>Measurable outcomes (As per School Data Plan)</p>	<ul style="list-style-type: none"> • Level of Achievement Target for English: 80 % C or above. • Level of Achievement Target for English: 50 % or above A or B. • Literacy NAPLAN Target: 90% or above at Minimum Standard. • Literacy NAPLAN Target: 50% or above U2B. • Year 3 & Year 5 Upper Two Bands: Increase the percentage of students achieving in the Upper Two Bands for NAPLAN in Reading and Writing to 50%. • School Opinion Survey Staff Satisfaction: I feel confident using student assessment data to improve student achievement at my school to 100%. • School Opinion Survey Student Satisfaction: My teachers provide me with useful feedback about my school work to 100%. • School Opinion Survey Parent Satisfaction: Teachers at this school expect my child to do his or her best to 100%.
<p>Success criteria</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> • Clearly articulate and answer the 5 Essential Questions related to their current English Unit of work and learning intentions. • Physically locate and articulate their reading goals and the strategies to be mastered to move to the next goal. <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Actively engage with BAAE Moderation as a key practice. • Clearly articulate and answer the 5 Essential Questions related to their current English Unit of work and learning intentions. • Articulate an increased confidence in implementing evidence-based agreed upon Reading Teaching & Learning instructional practices based on Professional Learning. • Implement the core Structured Literacy Time components and evidence-based practices on a weekly basis. • Actively contribute and sign onto a minimum of 2 Reference Groups. <p>Teacher Aides can/ will:</p> <ul style="list-style-type: none"> • Make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning in relation to the Assessment / Instruction Waterfall Chart. • Clearly articulate and answer the 5 Essential Questions related to the English Unit of work and learning intentions. • Actively contribute and sign onto a minimum of 2 Reference Groups. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Lead the strategic utilization of BAAE to monitor student progress and ensure Systematic Curriculum Delivery. • Clearly articulate and answer the 5 Essential Questions related to their leadership of this work • Conduct schedules learning walks with precision on a weekly basis, and provide written feedback utilizing an appreciative inquiry approach. • Commit to the Case Management process to support the strategic deployment of human and physical resources based on data and evidence-based practices. • Engage in Learning Walks and Talks (LWT) to quality assess the impact of professional learning and Third Teacher Space.
<p>Artefacts</p>	<ul style="list-style-type: none"> • Refined, clearly articulated and documented Leadership Team Roles and Responsibilities. • The 3 Levels of Planning are explicitly documented and clearly reflect Version 9 of the Australian Curriculum for English. Highlighted are: The English Year Level Description; The Reading & Writing Expectations Across a Year; The Achievement Standards; & The Reading / Writing Demands of Assessments. • The 2025 E & E 'My Checklist' is present in each classroom to guide our strategic and aligned common practices. • Refined Reading Framework aligned to Version 9 of the Australian Curriculum.

End Term 4

End Term 4

<p>Measurable outcomes (As per School Data Plan)</p>	<ul style="list-style-type: none"> • Indigenous Learners: 80 % of Indigenous students achieving C or better in English, Maths and Science. • Student with a Disability: Proportion of students (with a disability) achieving a C or better in English, Maths and Science- to 80% • Students with a Disability: 100% of students with a disability have an ICP and or a differentiated plan based on Tier 1, Tier 2 and or Tier 3 school-based parameters using Case Management Processes via S.S.S. • Mathematics: Increased the Percentage of Student receiving an A or B in Mathematics to 50%. • Attendance Target: Overall Attendance Target Percentage- 95% or above • Attendance Target: Reduce the percentage of students with less than 85% attendance by 50%. • Disciplinary Absences: Student disciplinary absences are reduced by 30% compared to the previous School Calendar Year. • School Opinion Survey Satisfaction: Staff, Parent, Student Satisfaction related to Positive Behaviour for Learning: That behaviour is managed well at this school- above 95%. • School Opinion Survey Staff Satisfaction: I feel that Staff Morale is positive at this school- above 95% • School Opinion Survey Student Satisfaction: My School takes students' opinions seriously- above 95%. • School Opinion Survey Parent Satisfaction: My child's learning needs are being met at this school- above 95%.
<p>Success criteria</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> • Be at school by 8:50 am and attend school 95% of the time by the end of 2025. • Be able to identify, recognize and regulate their own emotions via the Zones of Regulation charts. • Be engaged in engaged in extra-curricular programs that heighten their engagement and school satisfaction: Sporting Schools Programs, Morning Fitness & Running Club; Bike Riding Programs, HOL- Targeted Hands on Learning STEM & Café; Robotics & Coding Academy; Friday Afternoon Electives from Yr 3-Yr 6; Environmental Initiatives; Indigi Club; Breakfast Club; Guitar Club and the Performance Singing / Instrumental Groups. <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Actively contribute and sign onto a minimum of 2 Reference Groups. • Plan for and clearly document targeted Tiered Intervention and differentiation based on data. • Reinforce with their classes the 'Be in it to Win it' messages, as well as setting high expectation for their students regarding their attendance and goal setting. • Introduce the PBL behaviour focus for the week with their students and reinforce the common messages and language related to the targeted behaviours. <p>Teacher Aides can/ will:</p> <ul style="list-style-type: none"> • Actively contribute and sign onto a minimum of 2 Reference Groups. • Support Tiered Intervention / differentiation and make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning in relation to the Assessment / Instruction Waterfall Chart. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Strategically Steer Reference Group coordination, collaboration to increase distributed leadership. • Monitor weekly attendance data sets and trends and follow up on students with a below 85% attendance rate, as well as those who at school after the first bell at 8:50 am on a regular basis. • Monitor PBL trends on a weekly basis and collaboratively plan for proactive strategies and support for those individuals and groups identified.
<p>Artefacts</p>	<ul style="list-style-type: none"> • Reference Group Minutes • Positive Behaviour for Learning Strategic Planning Documents and Weekly Data Sets. • Student Code of Conduct 2025-2029 • 'Cool Choice' Point System 2025 • Every Day Counts Slogan for 2025= 'Be in it to Win it!' via Weekly Assemblies, Newsletters, School Facebook Page, School Electronic Sign and School Website. • Differentiation Planning and Personalized Learning Plans.

	<ul style="list-style-type: none"> Refined Writing Framework aligned to Version 9 of the Australian Curriculum. The 3rd Teacher- Every Classroom has clearly developed BIU Walls, Anchor Charts and Learning Walls in line with the Assessment / Instruction Waterfall Chart. A & B Exemplars are clearly displayed, labelled and co-constructed. Timetabled Structured Literacy Time is actioned in every classroom based on data and current evidence-based practices. Every Student has learning goals clearly stated in written / pictorial form in their classroom and annotated feedback. Staff Meeting Case Management PLC Schedules (W 3,6 & 9) with 2 Marker Students clearly identified on the School Data Wall. Cluster Moderation Documentation, Plans and Work Samples as evidence. The 'Setting Professional Goals' process reflect the School Priority 1 goal for each teaching staff team member. 				<ul style="list-style-type: none"> Case Management Documentation. Walk through notes and written feedback notation. Updated Cedar Creek Student & Wellbeing Framework. The Professional Learning Plan clearly targets and documents the identified staff needs based on data and research. Refined, Clearly Articulate and documented S.S.S. Roles and Responsibilities. Refined S.S.S. Referral Processes. 		
Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring
<p>Indicative Level of Achievement Target for English: 80 % C or above</p> <p>Indicative Level of Achievement Target for English: 50 % or above A or B</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Be aware of their reading & writing progress as captured by their individual reading goals as I can statements. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Track student progress utilizing BAAE as a teaching tool to determine the next steps and pedagogies for learning. Have a clear understanding of the achievement standard to make balanced judgements to the determine student level of achievement based on evidence (BAAE). Access the Simple View of Reading professional learning modules to guide evidence-based Teaching & Learning practices. Implement the core Structured Literacy Time components and evidence-based practices on a weekly basis. Actively contribute and sign onto a minimum of 2 Reference Groups. <p>Teacher Aides can/ will:</p> <ul style="list-style-type: none"> Make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning in relation to the Assessment / Instruction Waterfall Chart. Clearly articulate and answer the 5 Essential Questions related to the English Unit of work and learning intentions. Actively contribute and sign onto a minimum of 2 Reference Groups. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Update the Leadership Team Roles and Responsibilities and share these with the School Team / School Community. Actively Lead BAAE & provide training and moderation opportunities to ensure consistency (BAAE). Engage in Learning Walks and Talks (LWT) to quality assess the impact of professional learning and Third Teacher Space. Commit to the Case Management process to support the strategic deployment of human and physical resources based on data and evidence-based practices. 	<p>Documented Student Learning Goals</p> <p>Updated Leadership Team Roles and Responsibilities Documentation</p>		<p>Attendance Target: Reduce the percentage of students with less than 85% attendance by 20%.</p> <p>Overall Attendance Target Percentage- 91% or above</p> <p>Disciplinary Absences: Student disciplinary absences are reduced by 30% compared to the previous School Calendar Year.</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Be at school by 8:50 am and attend school 91% of the time by the end of Term 1. Be able to identify, recognize and regulate their own emotions via the Zones of Regulation charts. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Actively contribute and sign onto a minimum of 2 Reference Groups. Plan for and clearly document targeted Tiered Intervention and differentiation based on data. Reinforce with their classes the 'Be in it to Win it' messages, as well as setting high expectation for their students regarding their attendance and goal setting. Introduce the PBL behaviour focus for the week with their students and reinforce the common messages and language related to the targeted behaviours. <p>Teacher Aides can/ will:</p> <ul style="list-style-type: none"> Actively contribute and sign onto a minimum of 2 Reference Groups. Support Tiered Intervention / differentiation and make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning in relation to the Assessment / Instruction Waterfall Chart. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Strategically Steer Reference Group coordination, collaboration to increase distributed leadership. Monitor weekly attendance data sets and trends and follow up on students with a below 85% attendance rate, as well as those who at school after the first bell at 8:40 am on a regular basis. Monitor PBL trends on a weekly basis and collaboratively plan for proactive strategies and support for those individuals and groups identified. 	<p>One School / SORD Data Sets</p> <p>Zones of Regulation Charts</p> <p>'Be in it to Win It One Portal Resources</p>	

End Term 1

End Term 1

End Term 2	<p>Level of Achievement Target for English: 80 % C or above</p> <p>Level of Achievement Target for English: 50 % or above A or B.</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Answer the 5 Essential Questions and identify their level of achievement based on the BIU Wall and associated feedback. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Have a clear understanding of the achievement standard to make balanced judgements to the determine student level of achievement based on evidence (BAAE). Access and complete the Simple View of Reading professional learning modules to guide evidence-based Teaching & Learning practices. Implement the core Structured Literacy Time components and evidence-based practices on a weekly basis. Actively contribute and sign onto a minimum of 2 Reference Groups. <p>Teacher Aides can/ will:</p> <ul style="list-style-type: none"> Make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning in relation to the Assessment / Instruction Waterfall Chart. Clearly articulate and answer the 5 Essential Questions related to the English Unit of work and learning intentions. Actively contribute and sign onto a minimum of 2 Reference Groups. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Ensure that students are tracked utilizing BAAE and monitor student progress. Commit to the Case Management process to support the strategic deployment of human and physical resources based on data and evidence-based practices. 	<p>Updated Data Wall to reflect and capture student A-E progress.</p> <p>Internal & Cluster Moderation Sessions</p>		End Term 2	<p>Attendance Target: Reduce the percentage of students with less than 85% attendance by 30%.</p> <p>Overall Attendance Target Percentage- 93% or above</p> <p>Disciplinary Absences: Student disciplinary absences are reduced by 40% compared to the previous School Calendar Year.</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Be at school by 8:50 am and attend school 93% of the time by the end of Term 2. Be able to identify, recognize and regulate their own emotions via the Zones of Regulation charts. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Actively contribute and sign onto a minimum of 2 Reference Groups. Plan for and clearly document targeted Tiered Intervention and differentiation based on data. Reinforce with their classes the 'Be in it to Win it' messages, as well as setting high expectation for their students regarding their attendance and goal setting. Introduce the PBL behaviour focus for the week with their students and reinforce the common messages and language related to the targeted behaviours. <p>Teacher Aides can/ will:</p> <ul style="list-style-type: none"> Actively contribute and sign onto a minimum of 2 Reference Groups. Support Tiered Intervention / differentiation and make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning in relation to the Assessment / Instruction Waterfall Chart. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Strategically Steer Reference Group coordination, collaboration to increase distributed leadership. Monitor weekly attendance data sets and trends and follow up on students with a below 85% attendance rate, as well as those who at school after the first bell at 8:50 am on a regular basis. Monitor PBL trends on a weekly basis and collaboratively plan for proactive strategies and support for those individuals and groups identified. 	<p>One School / SORD Data Sets</p> <p>Zones of Regulation Charts</p> <p>'Be in it to Win It One Portal Resources</p>	
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End Term 3	<p>Indicative Level of Achievement Target for English: 80 % C or above</p> <p>Indicative Level of Achievement Target for English: 50 % or above A or B</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Be aware of their reading & writing progress as captured by their individual reading goals as I can statements. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Track student progress utilizing BAAE as a teaching tool to determine the next steps and pedagogies for learning. Have a clear understanding of the achievement standard to make balanced judgements to the determine student level of achievement based on evidence (BAAE). Fully plan for and implement reading evidence-based Teaching & Learning practices based on professional learning. Implement the core Structured Literacy Time components and evidence-based practices on a weekly basis. Actively contribute and sign onto a minimum of 2 Reference Groups. <p>Teacher Aides can/ will:</p> <ul style="list-style-type: none"> Make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning in relation to the Assessment / Instruction Waterfall Chart. Clearly articulate and answer the 5 Essential Questions related to the English Unit of work and learning intentions. Actively contribute and sign onto a minimum of 2 Reference Groups. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Ensure that students are tracked utilizing BAAE and monitor student progress. Further refinement of the Leadership Team Roles and Responsibilities and share these with the School Team / School Community. Commit to the Case Management process to support the strategic deployment of human and physical resources based on data and evidence-based practices. Engage in Learning Walks and Talks (LWT) to quality assess the impact of professional learning and Third Teacher Space. 	<p>School Data Wall Capture</p> <p>Refined Leadership Team Roles and Responsibilities Documentation</p>	End Term 3	<p>Attendance Target: Reduce the percentage of students with less than 85% attendance by 40%.</p> <p>Overall Attendance Target Percentage- 94% or above</p> <p>Disciplinary Absences: Student disciplinary absences are reduced by 50% compared to the previous School Calendar Year.</p>	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Be at school by 8:50 am and attend school 94% of the time by the end of Term 3. Be able to identify, recognize and regulate their own emotions via the Zones of Regulation charts. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Actively contribute and sign onto a minimum of 2 Reference Groups. Plan for and clearly document targeted Tiered Intervention and differentiation based on data. Reinforce with their classes the 'Be in it to Win it' messages, as well as setting high expectation for their students regarding their attendance and goal setting. Introduce the PBL behaviour focus for the week with their students and reinforce the common messages and language related to the targeted behaviours. <p>Teacher Aides can/ will:</p> <ul style="list-style-type: none"> Actively contribute and sign onto a minimum of 2 Reference Groups. Support Tiered Intervention / differentiation and make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning in relation to the Assessment / Instruction Waterfall Chart. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Strategically Steer Reference Group coordination, collaboration to increase distributed leadership. Monitor weekly attendance data sets and trends and follow up on students with a below 85% attendance rate, as well as those who at school after the first bell at 8:50 am on a regular basis. Monitor PBL trends on a weekly basis and collaboratively plan for proactive strategies and support for those individuals and groups identified. 	<p>One School / SORD Data Sets</p> <p>Zones of Regulation Charts</p> <p>'Be in it to Win It' One Portal Resources</p>
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Approvals

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

Principal: Mike Meier 

P&C: Cari Hughes 

School Supervisor: Bronwyn Johnstone 