Cedar Creek State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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Our Administration Building

Our School Site

Our new Tuckshop eating area

Over looking our senior playground, vegetable gardens. The Albert River is just behind the trees.

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School Overview

Cedar Creek State School is the “city school with a country school feel”. Catering for students in Prep to Year 6, our school is situated in the Albert River Valley district, midway between Beenleigh and Tamborine Mountain Cedar Creek State School. Our school opened on 21 September, 1874 on the present school site with first day enrolment of 38 students. In 1913, some of the school land was surrended so that a School of Arts Hall could be built. With the popularity of country living near a city, the school community saw a reduction in the number of larger farms and an increase in small acreage living.

In 2017, 243 students were enrolled in 11 classes. Our school boasts fully air-conditioned classrooms from Prep to Year 6, with all learning spaces also benefiting from interactive whiteboards. Our Library and Computer Lab are the most recent additions to our campus and are utilised daily by our students who have helped create the space and how we would use it.

Our vision is to be a school that is an inclusive, supportive and collaborative community of lifelong learners, where our students become self-monitoring, independent and resilient problem solvers, who are adaptable and successful. We expect all members of our school community to behave in a safe, responsible and respectful manner and, as reflected in school’s motto – “Learning to Learn” – to be a learner.

Our Old School Bell

At Cedar Creek State School we believe that whether you are a child or an adult you never stop learning. By “Learning to Learn” together we are:

- continually pushing ourselves to acquire new knowledge, skills and capabilities;
- being risk-takers and trying new things;
- willing to experiment and become a “learner” again and again; and
- succeeding by continually learning.

Our close school community allows for and recognises the importance of home and school working together in learning for the best outcomes of our students. There are many programs within our school where parents are invited to join in with their child’s learning. We also have partnerships with our greater community, working together to enrich our students learning,

Today our school still sits on the bank of the Albert River and beside the historical Cedar Creek Hall and even though our school has fluctuated in size, the classroom style and curriculum intent has changed, and we have embraced the use technology to enhance learning and engage students, the culture of our school has remained the same.

Principal’s Foreword

Introduction

The intention of this report is to provide parents, staff, students and the community with a snapshot of the progress our school has made towards improving our quality of teaching and learning. The report provides an overview of student and school highlights, and the goals and results achieved in the 2017 academic year. In addition, this report also briefly outlines our school’s climate, curriculum offerings and community involvement.

Our improvement agendas for 2017 and subsequently for 2018 have been developed based on school data and in consultation with stakeholders, whilst ensuring the expectations of Education Queensland and our school community are met. As always, our overall goal and focus is improving the student learning outcomes for all of our students.

School Progress towards its goals in 2017

During 2017, our explicit improvement agenda focused on:

- Reading
- Explicit Teaching
- Community Engagement

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Improvement Priority One:
School and Community Partnerships – Engaging the Community

Strategies	Progress
• Parent and Community Engagement Framework implemented	• Planned strategies were implemented
• Community media program developed to support: – Improved communication of school operations and successes – Enrolment growth strategy – Improved travel to and from school via school bus	• Facebook used as an effective communication strategy • Parent Information booklet was updated • Bus roll taken in the afternoon • School website will be redeveloped in 2018
• Establish sustainable relationships with local organisations	• Relationships will continued to be developed in 2018
• Individual learning goals for all students clearly articulated and communicated with parents	• Learning goals were identified for most students. Methods to effectively communicate these with parents are being refined
• Open communication and engagement with community around Higher Order Thinking Skills and their application to school	• Higher Order Thinking Skills are still being embedded. However, each term parents are informed of the curriculum intent, assessment tasks, events and how they can help, via a Term Overview.
• Open communication and engagement with community around Positive Behaviour for Learning (PBL)	• As part of the PBL processes parents are kept informed of their children's behaviour (including positive). Information is also included in the Parent Information booklet. Feedback from parents regarding the implementation of PBL was obtained.
• Effective initiatives to support closing the gap for Indigenous students are in place and cultural and academic activities for targeted students are supported by Teacher Aide resources	• Teacher Aides were utilised to provide targeted small groups or individual programs for Indigenous students. These programs were implemented in all year levels for various lengths of times and will continue in 2018.
• Develop stronger partnerships between Cedar Creek State School, Tamborine Mountain State High School, Beenleigh State High School and Windaroo State High School to support transition of Year 6 students to high school	• Partnerships were created with local high schools. Where offered and appropriate Year 6 students had the opportunity to attend transition programs.

Improvement Priority Two:
Continued focus on Whole School Improvement Agenda

Strategies	Progress
• Maintain/Develop/Refine and review as required, strategies as identified in Teaching and Learning Audit	• The 2017 improvement agenda was developed based on the recommendations of the 2013 Teaching and Learning. • In 2017, a review by the School Improvement Unit was carried out using the *National School Improvement Tool.* The report from this review will guide future direction for improvement.
• Improved and focussed assessment – front ended to support planning and inform teaching and learning	• Curriculum into the Classroom (C2C) and related "Guides to Making Judgements"(GTMJ) were used to more effectively link planning and assessment.
• Vertical alignment of curriculum – English – Maths – Other Key Learning Areas (KLAs)\	• The decision was made to use C2C units of work to ensure vertical alignment of curriculum across the Year Levels.
• Seamless curriculum in relation to instrumental music program to promote participation especially in the earlier years of school (Early Start Program)	• Our Instrumental Music Program - Strings is offered to Year 2-6 students and Band (Woodwind, Brass, Percussion, Bass Guitar) is offered to Year 4-6 students

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Improvement Priority Three:
A Whole School Approach for Consistent Systematic Curriculum Delivery

Strategies	Progress
• Implement a curriculum framework defining whole school programs in all KLAs	• Our school continues to develop and implement school programs based on the Australian Curriculum. In 2017 Humanities and Social Sciences (HASS) was fully implemented. Our school will continue to "roll out" the remaining KLAs as per our implementation plan.
• Sequenced whole school programs with common language and pedagogy for Reading, Writing (including spelling and punctuation), numeracy and Science	• This strategy has been partially completed. Our school will continue to develop and refine our common language and pedagogy.
• Implementation of PBL philosophy for the development of social and personal outcomes	• The PBL met at least once a month to review the implementation of the PBL philosophy. Regular review of data informed the direction of the teaching component of the PBL program.
• Support for extra curriculum activities to enhance the opportunities of broad curriculum offerings for students	• Various extra curriculum activities and events were offered to enhance student learning and to encourage community involvement. (Refer to *Curriculum Delivery* section for more details.

Improvement Priority Four:
Whole School Effective Teaching Practices Aligned to Cedar Creek State School Pedagogical Framework

Strategies	Progress
• Development of digital learning space and the notion of 24/7 learning on demand	• Whilst not completed in 2017, plans were put into place to ensure 24/7 access to the Queensland State School digital library from 2018.
• Continuation of differentiation within the classroom focussing on key target groups (high ability learners, Indigenous students and students with disabilities (SWD)	• Teachers continued to differentiate the curriculum for individual students based on needs. The school leadership provided support and direction when required.
• Implementation of Pedagogical Framework to direct curriculum intent, pedagogy, teacher judgement, feedback, assessment and moderation strategies within the whole school context.	• The previous 2014 Pedagogical Framework was reviewed. In 2017, this was rewritten to reflect the future direction of the school. The implementation of the new Pedagogical Framework will commence in 2018.
• Embedding agreed practices across the school in Reading, Writing and number	• Agreed practices were identified and discussed. These are yet to be documented.
• Implement and entrench the philosophies (and processes once accepted) of PBL with the school culture (Tier One and Tier Two)	• PBL philosophies have been implemented across the school.
• Teachers engage in the analysis and discussions of data through Personalised Learning Teams (PLTs) to direct future teaching practices and address student learning needs	• PLTs met weekly to discuss needs of individual students and identified strategies to further support them.
• Investigate and implement effective practices in the teaching of Science	• Science was taught in all Year Levels.
• Encourage teaching and support staff to continue formal studies in Literacy, Numeracy, Science and Information Technologies (IT) • School professional development schedule to support this agenda	• All staff were encouraged to undertake Professional Development. (Refer to *Professional Development* section for more details.
• Implementation of curriculum coaching in focus areas of Literacy, Numeracy, Science and IT.	• A full-time curriculum coach was employed to support staff in the teaching of Reading. The instructional coaching model was used.
• Continue school processes form 2013 Teaching and Learning Audit – WOW time, SOLT, and Action Research Program	• Staff continued to be encouraged to participate in WOW time and undertake Action Research.

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Improvement Priority Four: **Leadership Density for Synergy, Empowerment, Involvement, Responsibility and Sustainability**	
Strategies	**Progress**
• Maintain instructional leadership opportunities to build leadership density. This can be done through: – Formal lesson observations – Deliver associated coaching	• The leadership team consisted of the Principal, Head of Curriculum (HOC) and the Reading Coach. • The instructional coaching process was used. • *Growth Coaching* training was undertaken to further improve coaching skills of the leadership team.
• Develop professional capability through the Developing Performance Framework	• The Annual Performance Review process was partially completed by some staff. A more thorough understanding of the purpose and the process could occur.
• Develop professional capability through Professional Standards – QLD an AITSL	• The Professional Standards for Teachers was used by most teachers to reflect on their practices.
• Support staff to engage in : – Mentoring – Cluster networking – Creating new networks on a needs basis to compliment school improvement	• Staff had networking and mentoring opportunities. • The HOC, Reading Coach, Guidance Offices and the Head of the Special Education Program established productive networks with Canungra and St Bernard State Schools
• A culture that promotes learning with a focus on minimum disruptions to teaching and learning including attendance and behaviour. This can include quarantining prime learning time (Monday, Tuesday and Wednesday) and schedule PCT and other events on Thursday/Friday	• As much as possible minimum disruptions to teaching and learning was achieved.
• Targeted use of school resources including human, financial, facilities development and maintenance. This can include teacher aide support for the upper two bands, SWD and targeted groups, targeted PD and support to ensure consistent approach to teaching/pedagogy across the school	• Resources were utilized to provide specific programs to targeted students. • Targeted PD was provided
• Key Teacher support to lead group initiatives to align to school improvement agenda – Reading, Writing, Number, Science, IT and higher order thinking skills	• The HOC and Reading Coach supported the implementation of the school improvement initiatives.
• Investigate grants and funding to be put towards building of a hall and upgrade of sporting facilities	• Grants and funding opportunities were investigated. • The P&C received a gambling grant which helped to transform storage space under B Block into a new Tuckshop facility and Uniform Shop. • Successful Grant application to establish a Yarning Circle. This will be constructed in 2018.
• Ensure smooth staff transition focussed on maintaining continuity of learning programs across all KLAs	• New staff to the school were supported by the HOC and Reading Coach.
• Principal to continue improving leadership performance through mentoring, cluster networking, professional groups (QASSP), creating networks on a needs basis, and future university studies in leadership development	• Relevant PD was undertaken by the Principal and other members of the Leadership Team.

To support our internal reviewing and planning processes, during 2017, a review was carried out by a review team from the Education Queensland's School Improvement Unit at Cedar Creek State School. The department regularly reviews Queensland state schools to make sure they're delivering a quality education to students. Every Queensland state school is reviewed at least once every four years. At the end of the review the school was provided with a report. The report was an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommended improvement strategies for the school and its community to consider when planning the future direction for improvement. The school will use this report when developing the 2018-2021 Explicit Improvement Agenda. A copy of report's executive summary can be located on the school's website, www.cedarcreekss.eq.edu.au .

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Future Outlook

In 2018, our explicit improvement agenda will focus on the:

- Explicit Teaching of Reading
- Explicit Teaching of Writing
- Explicit Teaching of Number

As outlined in our Annual Implementation Plan for 2018, Cedar Creek State School will improve outcomes for all students in Reading, Writing and Number, and build staff capacity in leadership and management to focus expertise and resources. To assist our school achieving these outcomes the following strategies have been planned.

Improvement Priority One:
Improved outcomes for all student in Reading, Writing and Number

- Develop clear documentation outlining how we enact the teaching of Reading, Writing and Number "The Cedar Creek Way" in all classrooms. Utilising Fountas and Pinnell's "Guiding Readers and Writers" (in particular "The Writers' Workshop) and Dr Norton from Griffith University (for Number).
- Use learning data to monitor, plan and implement appropriate teaching and learning strategies with clear intent utilising varied data sources.
- Develop rigorous monitoring and mapping strategies to capture student achievement including student personal gaol setting and student reporting.
- In Reading specifically – Continue to focus on complex text questioning and classroom grouping strategies to ensure positive outcomes using the coach and regional support networks to facilitate a Year 5-9 approach..
- In Writing specifically – Using the Writing component of the *Literacy Continua*, focus on developing critical literacy skills to author multiple texts tailoring personal learning and student conferencing.
- In Number specifically – Using the *Mathematics Sequence of Content*, focus on developing critical number skills and tailor personal learning needs.

Improvement Priority Two:
Build staff capacity in leadership learning and management to focus expertise and resources

- Deepen knowledge, expertise and understanding of the Australian Curriculum focused on community needs to target required learning.
- Commence resourcing STEAM program and embed thinking processes across curriculum that align to a research based methodology catering for a future focused curriculum.
- Engage staff in professional development specific to Reading, Writing and Number and develop agreed professional development modes for staff to compliment professional learning.
- Develop a whole school "Growth Mindset" philosophy for learning and ensure the learning environment values risk-taking.
- Map and align intervention strategies and classroom practice to ensure strong links to classroom pedagogy.
- Using *Professional Learning Teams* (PLT) address differentiated learning approaches for all students and document school methods to cater to all learning needs.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	234	128	106	20	94%
2016	247	122	125	17	93%
2017	243	113	130	16	89%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Cedar Creek State School is a semi-rural school where our students are mostly resident, as opposed to transient. In 2017, of the 243 students, 7% identified as indigenous and 7% had a language background other than English. At the time of the National Consistent Collection of Data, 21.2% of students met the criteria of having a disability under the *Commonwealth Disability Discrimination Act 1992* definition. More than half of these students were identified in the *cognitive* disability category.

The socio-economic circumstances of our students' families spread across the spectrum, as does the family occupation composition. Our school is not enrolment management, so due to parental choice, approximately 65% of enrolments travel from outside our small catchment area. Our students reside within either the Scenic Rim Shire, Logan City or Gold Coast City Councils. Many of our students (29.6%) travel to school by bus.

The vast majority of our students begin school with us in Prep and remain for the duration of their primary education whereupon they then transition to a range of high schools.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2015**	**2016**	**2017**
Prep – Year 3	24	25	21
Year 4 – Year 6	28	26	26
Year 7 – Year 10			
Year 11 – Year 12			

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Curriculum Delivery

Our Approach to Curriculum Delivery

The curriculum and assessment programs at Cedar Creek State School are based on the Australian Curriculum Key Learning Areas – English, Mathematics, Science and HASS. Specialist Music and Physical Activity are also based on the Australian Curriculum – The Arts and Health and Physical Education (HPE), respectively.

The other Key Learning Areas – The Arts, HPE, LOTE (Japanese) and Technology are based on a combination of the Australian Curriculum and the Year 1-9 Queensland Curriculum or in the case of Prep Year, social and personal learning, health and physical learning, and active learning processes from the Early Years Curriculum Guidelines. An implementation plan for the Australian Curriculum has been developed by the school with full implementation by 2020. The Australian Curriculum can be found at https://www.austrlaliancurriculum.edu.au.

In 2017, the key features of our school's curriculum included:

- Development of Cedar Creek State School's Pedagogical Framework
- Implementation of the Australian Curriculum – HASS
- Introduction of STEAM (Science, Technologies, Engineering, Arts, Mathematics)
- Re-introduction of C2C as the basis of the curriculum programs in Prep to Year 6
- *Guide to Making Judgements* used for a more rigorous assessment program
- *Rigorous Reading* with weekly instructional coaching support for teachers
- Reading and Writing intervention programs (including "Crack the Code" and Levelled Literacy Intervention)
- Excursions and Inclusions including:
  - Year 4 and 6 Camp
  - Ditto Show (Prep – Year 4)
  - David Fleay Wildlife Park (Prep – Year 2)
  - Lone Pine (Year 3/4)
  - Gold Rush (Year 5)
  - Science Excellence Experiences
  - Musical Experiences for Instrumental Music students

STEAM

The Arts

Science

Incursion

Co-curricular Activities

In 2017, these activities included:

- Instrumental Music Program – Strings, Woodwind, Brass, Percussion, Bass Guitar (Year 2-6 students) including Ensembles, Band and Drumline
- Choir (Year 2-6 students)
- STEAM group
- Friday Afternoon Sports (Year 3-6)
- Cross Country
- Inter-House Sports Carnival
- Futsal and Touch Competitions
- Shuttle Time (Badminton exchange program, with visitors from Nepal following the earthquake)
- Hosting a Japanese Exchange student
- Indigi Club – afterschool club for our indigenous students
- AusKick – after school program
- Koala Joey (Birth to 5 years of age) – early language and literacy program for parents and children
- PEP (Prep Experience Program)
- Commonwealth Games Paintings for Athletes
- Student Council
- Swimming lessons
- Community ANZAC Day parades
- Univeristy of New South Wales Global Assessments
- Year 6 Graduation

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used as a tool to assist student and staff learning. All classrooms have interactive whiteboards and staff and students have access to a laptop computer lab. IPads, loaded with *Reading Eggs* and other appropriate apps are able to be borrowed by teachers to use in their classrooms. Desktop lamp projectors are also available to enhance student learning. In 2017, as part of our STEAM initiative basic coding was introduced in the Year 6 classrooms.

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Social Climate

Overview

At Cedar Creek State School we aim to create a supportive school environment where

- all members feel safe and are valued;
- social and academic learning outcomes are maximised for all through quality curriculum, interpersonal relationships and school organization;
- school practices are proactive rather than reactive and where appropriate non-discriminatory language and behaviours are defined, modelled and reinforced.

Our *Responsible Behaviour Plan for Students* is the means by which a safe, supportive environment is established and maintained. The Plan acknowledges the values, principles and standards in Education Queensland's Code of School Behaviour Cedar Creek State School ultises the *Positive Behaviour for Learning* (PBL) philosophy and strategies to ensure the wellbeing of the school community.

Our school chaplain works closely with our school community to run development programs for students under stress as well as families in stressful times.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	94%	79%	96%
this is a good school (S2035)	63%	82%	96%
their child likes being at this school* (S2001)	88%	88%	100%
their child feels safe at this school* (S2002)	100%	94%	93%
their child's learning needs are being met at this school* (S2003)	75%	82%	96%
their child is making good progress at this school* (S2004)	88%	79%	93%
teachers at this school expect their child to do his or her best* (S2005)	94%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	100%
teachers at this school motivate their child to learn* (S2007)	93%	79%	100%
teachers at this school treat students fairly* (S2008)	75%	79%	93%
they can talk to their child's teachers about their concerns* (S2009)	94%	88%	100%
this school works with them to support their child's learning* (S2010)	94%	88%	100%
this school takes parents' opinions seriously* (S2011)	81%	82%	96%
student behaviour is well managed at this school* (S2012)	56%	82%	85%
this school looks for ways to improve* (S2013)	81%	81%	100%
this school is well maintained* (S2014)	88%	91%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	92%	94%	93%
they like being at their school* (S2036)	97%	92%	89%
they feel safe at their school* (S2037)	93%	96%	81%
their teachers motivate them to learn* (S2038)	92%	99%	94%
their teachers expect them to do their best* (S2039)	93%	100%	95%

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Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
their teachers provide them with useful feedback about their school work* (S2040)	90%	97%	89%
teachers treat students fairly at their school* (S2041)	92%	92%	79%
they can talk to their teachers about their concerns* (S2042)	90%	94%	79%
their school takes students' opinions seriously* (S2043)	90%	94%	73%
student behaviour is well managed at their school* (S2044)	88%	77%	50%
their school looks for ways to improve* (S2045)	97%	97%	89%
their school is well maintained* (S2046)	92%	90%	82%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	82%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	77%	95%
they receive useful feedback about their work at their school (S2071)	93%	73%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	91%	95%
students are treated fairly at their school (S2073)	100%	77%	85%
student behaviour is well managed at their school (S2074)	93%	73%	65%
staff are well supported at their school (S2075)	100%	77%	95%
their school takes staff opinions seriously (S2076)	100%	82%	79%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	100%	86%	75%
their school gives them opportunities to do interesting things (S2079)	93%	90%	89%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

Community engagement was part of our improvement agenda for 2017. Parents/Caregivers were encouraged to participate in the education of their child through open communication with both their child's class teacher and the administration team to discuss their child's progress and/or needs. Parents/Caregivers of students with diverse needs were involved in the development of their child's *Individual Curriculum Plan*. Parents were encouraged to assist in classroom activities, engage in physical activity with the students and were invited into the school to be audience members during presentations and parades.

Newsletters were produced fortnightly to keep parents informed of the initiatives being implemented and feedback was requested on a regular basis. Information about the curriculum and assessment programs was sent home each term in the form of a *Term Overview*.

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In 2017 to encourage and promote community engagement the following event and activities occurred:

- Days of Excellence to celebrate and promote student learning in Science, The Arts, STEAM and Reading (Book Week)
- Under 8's Day
- Grandparents Day
- Inter-House Sports Carnival and Cross Country Carnival
- Art Show and Music Concert
- Tamborine Mountain Scarecrow Festival – winning the Country Cousins section
- Stargazing Night
- Movie Night
- Tuckshop and Uniform Shop Official Opening

Cedar Creek State School was featured several times with good news stories in the Tamborine Times. Many of our school events would not have possible without our strong partnership with, and support from, our P&C.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Our whole school PBL approach outlines our expectations of being safe, responsible and respectful members of our school community. Our PBL program provides students with the opportunity to focus on explicit weekly lessons in order for them to develop social skills and experience positive rewards for good behaviour.

In 2017, as part of our whole school approach to respectful relationship education, the following programs and initiative were used:

- Chaplaincy Program – School Chaplain twice a week
- Braveheart Program (Prep – Year 2)
- Adopt-a-Cop talk about Cyberbullying
- School Nurse talks with students (Year 6)
- Series of Wellbeing Coaching/Talks for staff

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	22	20	33
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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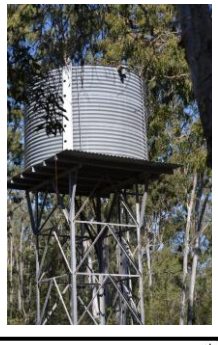
Environmental Footprint

Reducing the school's environmental footprint

Part of our "country feel" comes from the fact that we rely solely on rainwater as our drinking source, evidenced by the number of water tanks used to catch our own water supply for drinking and we also pump water up from the Albert River, and filter it prior to using it in our toilets and on our gardens. We have a comparatively small footprint by using these natural resources. At times we may need to truck water into the school as a result of drought, the occasional broken pipe or hole in a water tank.



Our school is part of the "Solar Schools Program" and as such, have a 4 K/w solar system installed on one of our buildings. This system can be used as part of the Science program allowing students to be aware of environmental issues.

Paper and cardboard products in the classroom, staffroom and office are recycled. Where possible, green waste products from lunches are collected, used in composting activities and returned to the school gardens.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	123,572	
2015-2016	92,896	
2016-2017	102,768	

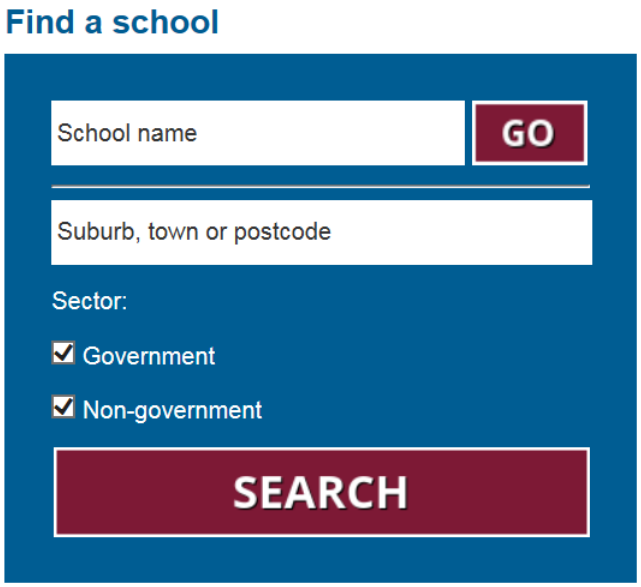
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**



Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	22	15	0
Full-time Equivalents	18	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	16
Diploma	1
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $19,967.

The major professional development initiatives are as follows:

- Internal Mentoring and Coaching
- Australian Curriculum - HASS
- Growing Great Leaders
- Team Coaching and Growth Coaching
- Prep Pedagogies & Practices (Age-Appropriate Pedagogies)
- Wellbeing – Positive Practices
- Guidance Officer training
- Business Manager Training
- STEAM (Science, Technologies, Engineering, Arts, Mathematics)
- Positive Behaviour for Learning training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

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Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	89%	84%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

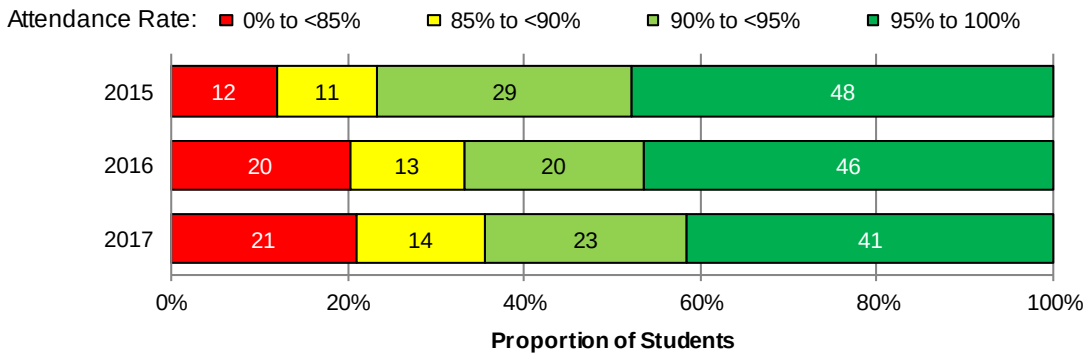
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015	93%	92%	90%	94%	96%	93%	95%						
2016	91%	93%	92%	89%	93%	93%	93%						
2017	91%	91%	91%	93%	91%	90%	87%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The classroom teacher marks the roll twice daily, by 9am and again when students return to the classroom from second break. All absences, along with late arrivals and early departures are recorded onto OneSchool. Students who arrive to school late must report to the office to receive a “late slip”. Parents/Caregivers wishing to collect their child early, must obtain an “early departure” from the office, prior to collecting their child from their classroom.

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All student absences must be explained and parent/caregivers are encourage to use a dedicated telephone number to ring through student absences to our school. Incoming telephone messages are emailed to teachers and the reason for the absence is recorded on *OneSchool.*

In line with Education Queensland's "same day notification process", the parent/caregiver of any student who is absent (and the school has not been notified of the absence) will receive a *OneSchool* generated text message.

In situations where a student is absent from school for an extended period of time, or has a high rate of absences the teacher will contact the parent/caregiver. In extreme cases, a member of the Leadership Team will contact the parent/caregiver and if necessary together will implement strategies to increase attendance.

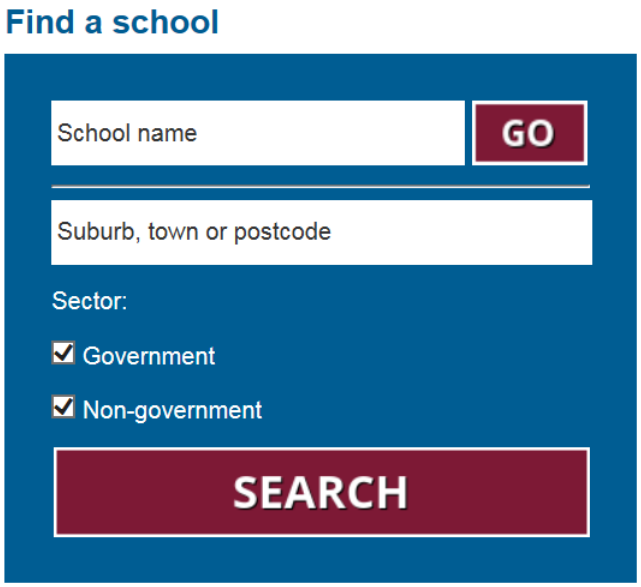
Key strategies that were used in 2017 included:

- *Walk and Talk* before school
- Dance Club before school
- Information relating to the *Every Day Counts* initiative in school newsletters
- Consistent communication between home and school

NAPLAN

Our Reading, Writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**



Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

Cedar Creek State School started and finished the 2017 school year with different Principals. However, along with the leadership and guidance of these two Principals, the dedication and professionalism of the other members of the Leadership Team and the support from other school staff, P&C, parents/caregivers and the wider-school community Cedar Creek State School successfully continued on its planned improvement agenda for 2017.

The school had a vigorous improvement agenda for 2017 resulting in a lack of depth in the implementation of some strategies. The learning taken from this was the importance of a more “sharp and narrow” focus for 2018 and beyond. This learning, along with 2017 School Review report, and consultation with our regional office and school community, will be considered when prioritizing future direction for our school improvement.

The Cedar Creek State School logo represents our place in the community – a learning environment nestled below Tamborine Mountain, surrounded by trees, and with the Albert River meandering behind us. Steeped in history and culture, our school continues to be a place where we all are “learning to learn” together.

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