Cedar Creek State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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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. 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 2018, 230 students were enrolled in 10 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 utilised daily by our students.

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.

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 and learning together in order to achieve the best outcomes of our students. There are many events within our school where parents are invited to join in with their child's learning and further enrich our students' learning,

Our school site 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.

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School progress towards its goals in 2018

During 2018, our explicit improvement agenda focused on:
- Explicit Teaching of Reading
- Explicit Teaching of Writing
- Explicit Teaching of Number

Improvement Priority One: **Improved outcomes for all student in Reading, Writing and Number**	
Strategies	**Progress**
• 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	• Decision made to focus on Reading and Writing and leave working with Dr Norton on Mathematics until 2019. • Teaching staff we involved in the documentation of *Teaching Reading – The Creek Way*, with clear school expectations of how reading would be taught and areas with teachers could use their own professional judgement. Planned classroom observations in 2019 will monitor the consistency of teaching reading throughout the school based on the school expectations. • Data used more as the basis for discussion about individual students and planning teaching programs.

including student personal goal setting and student reporting.	• Diagnostic testing results are recorded on One School. The implementation of these test (e.g. timing, procedures) will be a focus for 2019.
• 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	• Most teachers developed personal learning goals for students. In some classes students identified their own learning goals. • Teachers received support to further develop their skills in the teaching of reading, in particular using complex text questioning and using groups. • A Learning and Engagement Teacher was engaged to support teachers in differentiation and the teaching of reading. • Professional development on the Literacy Continua was offered, with many teachers (Prep-Year 6) using it to inform their planning. • Student conferencing (of writing) is used throughout the school. • Teachers used the *Mathematics Sequence of Content* to inform their planning.

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

Strategies	Progress
• 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.	• The implementation of the Australian Curriculum continued with a focus on teaching and reporting Histories and Social Sciences (HASS) and unpacking Technologies. • The Learning and Engagement Teaching supported teachers in implementing STEAM (Science, Technology, Engineering, Arts, Mathematics), with coding being a focus in Year 5/6 classes. • A range of professional development was undertaken by all classroom teaching in the areas of reading, writing and number. • Minimal progress occurred with developing a "Growth Mindset" philosophy. However, two staff members attended "Peaceful Kids" training. These staff members then provided some training for other staff and implemented a "Peaceful Kids" program with groups of identified students. • The current intervention identification processes and programs were review. A decision was made to modify process to ensure it was transparent and clearly understood by all staff and parents. • A Professional Learning Team (Learning and Engagement Review Team) supported teachers in developing intervention strategies. This work will continue in 2019.

Future outlook

In 2019, our explicit improvement agenda will focus on the:

- Explicit Teaching of Reading
- *14 Parameters of System and School Improvement* (Lyn Sharratt)

As outlined in our Annual Implementation Plan for 2019, Cedar Creek State School will improve outcomes for all students in Reading, continue to implement the Australian Curriculum, 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:
Roles and Responsibilities with clear expectations and accountabilities

- Monitor and review roles and responsibilities for leadership team and business manager.
- Develop, document and communicate roles and responsibilities for all other staff (in particular cleaners and schools officer) with clear expectations and accountabilities aligned to Explicit Improvement Agenda and other school priorities.

Improvement Priority Two:
Curriculum, Assessment and Reporting Framework

- Create and maintain an edStudio to house school curriculum expectations, intent, assessment, programs and other related documents.
- Collaboratively develop a sequenced, coherent school curriculum, assessment and reporting framework to ensure consistent teaching and learning expectations in English and Mathematics.
- Continue to develop and implement school practices and expectations on the teaching of Writing and Writers Workshop (or similar); including a clear and explicit framework for teaching writing, ensuring all staff members have the expert understanding and skill set required.
- Continue to develop and implement school practices and expectations on the teaching of Mathematics; including a clear and explicit framework for teaching writing, ensuring all staff members have the expert understanding and skill set required.
- Collaboratively develop a sequenced, coherent school curriculum, assessment and reporting framework to ensure consistent teaching and learning expectations in Science, HPE and HASS.
- Implement the Australian Curriculum – Technology.
- Develop a shared understanding of the Australian Curriculum – The Arts.
- Collaboratively develop a sequenced, coherent school curriculum, assessment and reporting framework to ensure consistent teaching and learning expectations in The Arts; for full implementation in 2020.
- Schedule regular planning meetings that aim to inform teaching practices.
- Schedule regular data analysis meetings that aim to inform teaching practices.
- Develop and implement a moderation plan, to include pre- and post-moderation of assessment tasks and student work.
- Embed the school's pedagogical framework to align with current and future agendas
- Use the *Inclusive Framework* to inform, plan and update the school's current Differentiation Plan, programs and processes.
- Implement *Learning and Engagement* Processes.
- Use the inquiry cycle to review differentiation and implement planned actions.

Improvement Priority Three:
Collegial Engagement

- Develop and implement a Collegial Engagement Framework that incorporates the Annual Performance Review Process, and formal classroom observation and feedback.
- All teaching staff and Business Manager (managed by the Principal) to undertake the Annual Performance Review Process, with a focus on the whole process being followed.
- All non-teaching staff (managed by the Business Manager) to undertake the Annual Performance Review Process, with a focus on the whole process being followed.
- Develop and implement a whole school Professional Development Plan based on school priorities and Annual Performance Development Plans.
- Establish use of walk-throughs to monitor implementation of school expectations and strategies.
- Release classroom teachers once a term for "Data Discussions" with Leadership Team representatives in order to discuss differentiation (ie: progress and plans for individual students).
- Establish the use of professional learning communities to promote the use of High Yield strategies from the Evidence Hub.
- Encourage and support staff participation in professional networks.

Improvement Priority Four:
Positive Behaviour for Learning (PBL)

- Commence the implementation of Tier Two strategies, including documentation and ongoing review of school processes and procedures, and training for all staff.

- Commence inquiry process for the development of a whole school student wellbeing framework that includes a social skills program and mindfulness related program/activities.
- Collaboratively review the school's Responsible Behaviour Plan for Student to inform a consistent approach to setting high expectations to drive a whole-school approach to managing student behaviour.

Improvement Priority Five:
Monitoring human and financial resources

- Establish systematic processes (including the use of the Standards of Evidence) to rigorously monitor the allocation of human and financial resources in priority areas to determine the impact on student outcomes.
- Develop clear and transparent budget processes and resource allocation methodologies reflective of the school's improvement agenda and communicate these to all staff members.
- Monitor the implementation of Investing for Success funds to ensure funds are expended according to the agreement.
- Commence implementation of the whole-school ICT plan.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	247	243	230
Girls	122	113	105
Boys	125	130	125
Indigenous	17	16	12
Enrolment continuity (Feb. – Nov.)	93%	89%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 2018, of the 230 students, 5.2% identified as indigenous. At the time of the National Consistent Collection of Data, 25% of students met the criteria of having a disability under the *Commonwealth Disability Discrimination Act 1992* definition and 4.3% of students were verified with a disability by Education Queensland.

The socio-economic circumstances of our students' families spread across the spectrum, as does the family occupation composition. While our school has a catchment area, it not enrolment management, so due to parental choice, several students travel from outside our catchment area. Our students reside within either the Scenic Rim Shire, Logan City or Gold Coast City Councils. Many of our students (15.2%) travel to school by bus.

The 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	21	22
Year 4 – Year 6	26	26	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 Technology and HASS. Classroom Music and Physical Activity are also based on the Australian Curriculum – The Arts (Music) and Health and Physical Education (HPE), respectively.

The other Key Learning Areas – The Arts and HPE 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.

The Koala Joeys Family Program – from Bump to Big School is offered at Cedar Creek State School one morning a week for children aged from birth to pre-Prep. This program has been specifically designed to be delivered in schools for the younger members of the school community. It focuses on empowering parents and carers to use nursery rhymes, songs, dance, movement and stories as a tool to form secure attachments. Early years brain development, social and emotional development, child development knowledge, early literacy and early numeracy information is shared during the program. Parents gain skills in a fun, interactive and supportive environment.

In 2018, the key features of our school's curriculum included:
- Introduction of Age-Appropriate Pedagogies across Prep to Year 6
- Developing a shared understanding of the Australian Curriculum – Technology
- Using Australian Curriculum as the basis for our curriculum and C2C as a resource in Prep to Year 6
- EQ's Inclusive Framework formed the basis of the review of how individual support is offered
- Swimming Program (Prep – Year 6)
- The following excursions and incusions:
  - SparkLab (Southbank) – Prep to Year 2
  - Year 3/4 incusion that included: archery, open-fire cooking, mobile climbing wall and a survivor challenge
  - Eureka Gold Rush – Year 5
  - Currumbin Valley Camp – Year 6
  - Deadly Australians incusion
  - Ditto Show (Bravehearts)
  - Queensland All Schools Touch Football Competition
  - Futsal Competition
  - Musical Experiences for Instrumental Music students
  - Albert Valley Community Fair – Choir Performance

Co-curricular activities

In 2018, these activities included:
- Instrumental Music Program – Strings, Woodwind, Brass, Percussion, Bass Guitar (Year 2-6 students)
- Choir (Year 2-6 students)
- STEAM group
- Friday Afternoon Sports (Year 3-6)
- Cross Country
- Inter-House Sports Carnival
- Futsal and Touch Competitions
- 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
- Student Council
- Community ANZAC Day parades
- University of New South Wales Global Assessments
- Year 6 Farewell dinner
- *Story Dogs*

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 a variety of educational apps are able to be borrowed by teachers to use in their classrooms. Students have access

to online reading resources (via Bug Club) at school and at home. Desktop lamp projectors are also available to enhance student learning.

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 organisation;
- 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.

In 2018, as part of the curriculum all students were taught how to respond to bullies and when necessary individual students receive additional support, either with the teacher, the Teacher-in-Charge (Special Needs), the Head of Curriculum, the Guidance Officer or the Principal. When necessary the school worked closely with students and their parents in response to any behavioural issues. The *Peaceful Kids* program was offered to a selected group of students with a focus on "mindfulness". Our school also offered a *Resilience* program (Triple P) for our parents to learn strategies that might help their children.

Our school chaplain worked closely with our school community to support individual students and families in stressful times. Boy- and girl-specific programs were organised by the school chaplain for the Year 6 students. Our school's Principal and our P&C president are members of the Community Leaders Network and regularly attended meetings during 2018. The main goal of this network is to develop ways of further supporting our community.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	79%	96%	84%
• this is a good school (S2035)	82%	96%	87%
• their child likes being at this school* (S2001)	88%	100%	94%
• their child feels safe at this school* (S2002)	94%	93%	87%
• their child's learning needs are being met at this school* (S2003)	82%	96%	80%
• their child is making good progress at this school* (S2004)	79%	93%	73%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	86%
• teachers at this school motivate their child to learn* (S2007)	79%	100%	86%
• teachers at this school treat students fairly* (S2008)	79%	93%	87%
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	97%
• this school works with them to support their child's learning* (S2010)	88%	100%	93%
• this school takes parents' opinions seriously* (S2011)	82%	96%	77%
• student behaviour is well managed at this school* (S2012)	82%	85%	71%
• this school looks for ways to improve* (S2013)	81%	100%	84%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	91%	93%	87%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	93%	98%
• they like being at their school* (S2036)	92%	89%	89%
• they feel safe at their school* (S2037)	96%	81%	94%
• their teachers motivate them to learn* (S2038)	99%	94%	96%
• their teachers expect them to do their best* (S2039)	100%	95%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	89%	98%
• teachers treat students fairly at their school* (S2041)	92%	79%	82%
• they can talk to their teachers about their concerns* (S2042)	94%	79%	81%
• their school takes students' opinions seriously* (S2043)	94%	73%	69%
• student behaviour is well managed at their school* (S2044)	77%	50%	69%
• their school looks for ways to improve* (S2045)	97%	89%	94%
• their school is well maintained* (S2046)	90%	82%	85%
• their school gives them opportunities to do interesting things* (S2047)	97%	82%	86%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	100%	95%
• they feel that their school is a safe place in which to work (S2070)	77%	95%	95%
• they receive useful feedback about their work at their school (S2071)	73%	95%	76%
• 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)	91%	95%	90%
• students are treated fairly at their school (S2073)	77%	85%	86%
• student behaviour is well managed at their school (S2074)	73%	65%	76%
• staff are well supported at their school (S2075)	77%	95%	71%
• their school takes staff opinions seriously (S2076)	82%	79%	70%
• their school looks for ways to improve (S2077)	91%	100%	75%
• their school is well maintained (S2078)	86%	75%	62%
• their school gives them opportunities to do interesting things (S2079)	90%	89%	86%

Percentage of school staff who agree# that:	2016	2017	2018

Parent and community engagement

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. Parent-Teacher Interviews that included students, were held at the end of Semester One and were offered at the end of Semester Two.

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 for special days and/or to be audience members during presentations and parades.

Newsletters were produced fortnightly to keep parents informed of the school life and initiatives being implemented. Feedback was requested of certain issues (e.g. planned refurbishment of Under B Block in 2019). Information about the curriculum and assessment programs was sent home each term in the form of a *Term Overview*. The P&C is our main forum to share (face-to-face) information about the school direction and to seek their input.

In 2018, to encourage and promote community engagement the following events and activities occurred:
- Days of Excellence to celebrate and promote student learning in Science, The Arts and Reading (Book Week)
- Under 8's Day
- Grandparents Day (a Mathematics and Technology focus)
- Cross Country Carnival (Term 1), Inter-House Sports Carnival (Term 2/3), and Swimming Carnival (Term 4)
- Art Show and Music Concert
- Tamborine Mountain Scarecrow Festival
- School Discos
- Albert Valley Community Festival

Many of our school events would not have been possible without our strong partnership with our P&C and the support from our parents/carers.

Respectful relationships education 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 2018, as part of our whole school approach to respectful relationship education, the following programs and initiatives were used:
- Chaplaincy Program – School Chaplain twice a week
- Braveheart Program - Ditto (Prep – Year 2)
- Adopt-a-Cop talk about Cyberbullying
- Awareness raising with staff on domestic and family violence and abuse
- Guidance Officer and other members of the leadership team provided/organised support for families affected by family violence and abuse

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	20	33	18
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. Our school also pumps water up from the Albert River and filters 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 lack of rain, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	92,896	102,768	102,336
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school | Search website

Search by school name or suburb | Go

School sector ⌄ | School type ⌄ | State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	20	16	<5
Full-time equivalents	18	9	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	3
Bachelor degree	16
Diploma	1
Certificate	0

*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 2018 were $12 787.

The major professional development initiatives are as follows:

- Internal Mentoring and Coaching
- Reading
- Australian Curriculum – Technology
- Peaceful Kids Program
- Growth Coaching
- Age-Appropriate Pedagogies
- Guidance Officer Training
- Executive Coaching
- Positive Behaviour for Learning training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	92%
Attendance rate for Indigenous** students at this school	89%	84%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	91%	93%
Year 1	93%	91%	92%
Year 2	92%	91%	91%
Year 3	89%	93%	91%
Year 4	93%	91%	93%
Year 5	93%	90%	92%
Year 6	93%	87%	91%

Year level	2016	2017	2018
Year 7	N/A	N/A	N/A
Year 8	N/A	N/A	N/A
Year 9	N/A	N/A	N/A
Year 10	N/A	N/A	N/A
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	13	20	46
2017	21	14	23	41
2018	16	11	27	46

Proportion of Students
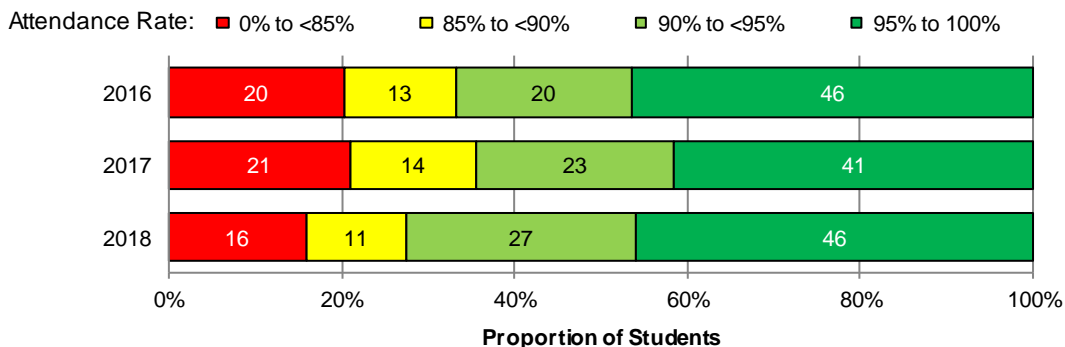
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

All student absences must be explained and parent/caregivers are encouraged 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 where necessary, work together to implement strategies to increase attendance.

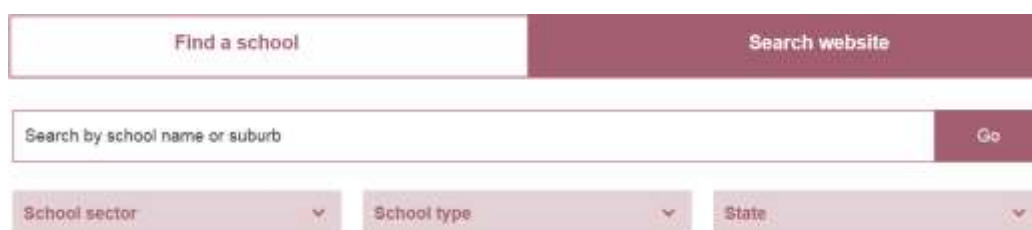Key strategies that were used in 2018 included:
- *PCYC Before and After School Care* available
- Before school supervision
- Information relating to the *Every Day Counts* initiative in school newsletters
- Consistent communication between home and school
- Guidance Officer working closely with families where absenteeism was a result of "school refusal and anxiety

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Conclusion

Cedar Creek State School started and finished the 2018 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 2018.

In 2018, the school had a more realistic improvement agenda than it did in 2017, allowing for more progress and success towards us achieving our vision and further improving our students' learning outcomes. We as a school community have continued to learn and have an even more "sharp and narrow" focus for 2019 and beyond. This learning, along with 2017 School Review report, and consultation with our regional office and school community, has been considered when prioritising 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.