



Draft 2-Data Plan for Implementation in 2026

School name: Cedar Creek State School Data Plan Leader: Mike Meier- Principal

School Data Plan Template 1 - Appendix to Annual Implementation Plan (v2.1)

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Shared with LCC: Term 1 2026

Data Plan alignment: School Strategic Plan February 2026- February 2029 Annual Implementation Plan: 27 February 2026

The 2026 Data Plan reflects the State Schooling Strategy known as **Brighter Futures** which focuses on 2 main areas (as per below 1 & 2) and our associated Annual Implementation Plan (AIP) for this year: *Working together at Cedar Creek State School to ensure Excellence in Teaching and Learning for every student.*

- Educational Achievement- High Expectations for Every Student:** *Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals. Our common goal is for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them. In 2026, all State Schools will strengthen their practice and capability to effectively teach reading through the Australian Curriculum to realise the reading potential of every student.*
- Belonging and Engagement:** *Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning. Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive. True excellence is only possible when founded in equity. The School Motto for 2026 is: **One School- One Team.***

Our AIP Priorities and aspirations for 2026 are as follows:

AIP Priority 1 Educational Achievement: To improve English Level of Achievement (LOA) by strengthening the capability of teachers to understand the reading and writing demands across the Australian Curriculum using data informed Moderation (BAE) as a key practice to ensure Systematic Curriculum Delivery and high - quality teaching across Prep to Year 6 in a Culture of High Expectations at Cedar Creek State School. **Through the implementation of a refined differentiated approach to teaching and learning utilizing evidence-based pedagogies by our expert teaching team, 85% of students or more will achieve a C or above for English and 55% of students or more will achieve an A or a B by the end of 2026.**

AIP Priority 2 Belonging and Engagement: Promoting a Culture of Learning to enhance the sense of belonging, wellbeing and safety for all learners to support their engagement in learning, by establishing a strategic and inclusive whole of School Community Approach to Positive Behaviour for Learning so that a Culture of High Expectations is clearly communicated, understood and enacted by all adults and students at Cedar Creek State School. **Through a collaborative team approach, building strong school partnerships and our strategic targeted school resource deployment, 95% of students or above attend school on a daily basis, major behaviours reduce by 25% compared to the previous year, school disciplinary absences reduce by 50% across Prep 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 2026.**

Data set	Link to strategic priorities	How data is used (Purpose)	Targets/ Desired outcomes	Source of data / where data is stored	When the data is generated	When the data is available	When data is used	Who makes data available / looking after data sets	Who generated the data / who enters the data into the system	Who accesses and uses the data
P-6 A-E Data	Priority 1	Identify trends in achievement, within and across year levels and identified groups. Leadership team analyses strategies with staff. Informs next steps in capability development	English A-C ≥85% English A-B ≥55% Maths A-C ≥90% Maths A-B ≥55%	OneSchool Academic Reporting OneSchool Class Dashboard School Data Wall SORD	End of semester 1 End of semester 2	End of Semester 1 End of Semester 2	Following semester	Principal manages reporting HODC	Prep to Year 6 Classroom Teachers and Specialist Teachers	Teachers Leadership team Regional Team Parents
Report Card Data (Behaviour)	Priority 1 Priority 2	To identify trend in behaviour support needs. Leadership and PBL team reviews to determine supports for students, and capability building for staff.	≥95% of students achieve A-C: Report card Behaviour ≥ 85% of students achieve A-B: Report card Behaviour	OneSchool Academic Reporting OneSchool Class Dashboard SORD	End of Semester 1 End of Semester 2	End of Semester 1 End of Semester 2	Following Semester	Teachers input data Principal manages reporting	Class Teachers / Specialists	Teachers Leadership team Region Parents

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		Informs parents and staff positive behaviour for learning								
Report card data (Effort)	Priority 1 Priority 2	Informs parents and staff positive behaviour for learning	≥ 95% of students achieve A-C: Report card Effort ≥ 85% of students achieve A-B: Report card Effort	OneSchool Academic Reporting OneSchool Class Dashboard	End of Semester 1 End of Semester 2	End of Semester 1 End of Semester 2	Following Semester	Teacher input data Principal managers reporting	Class Teachers / Specialists	Teachers Leadership team Region Parents
Year 1 Phonics Check	Priority 1	Assessment for learning To triangulate and quality assure student progress in mastering decoding skills. To identify students requiring tailored systems of support.	Year 1 – End of Year Target: minimum expectation (Most of Extended Code- corresponds with PLD Stage 2) 100% of students achieving 'Fluent Decoder' by the end of Year 2	OneSchool	Y1 Term 3 Y2 Term 3 Students at risk in Y1.	As soon as the test is completed	Ongoing	Teachers / Leadership Team	Teachers / Leadership Team	Teachers HOSES / LET Team Leadership Team Teacher Aides
PLD	Priority 1 Priority 2	Monitoring student progress in phonics and spelling guiding next teaching steps from Prep to Year 6 Use PLD data to identify student point of need, group students for explicit instruction and intervention, monitor growth each term, and evaluate the impact of Tier 1 and Tier 2 instruction. Identify each student's point of need in literacy so learning tasks are within reach and achievable Detect students who are likely to disengage because literacy demands exceed current skills, then provide Tier 2 support quickly Detect early signs of disengagement (attendance patterns impacting placement test results and behaviour incidents)	95% of students achieving PLD targets stated below. ≥25% reduction in major behaviours during structured literacy time (morning session) For Prep to Year 2 Prep EOY Target: minimum expectation, Initial Code secure Desired: operating in early Extended Code Year 1 EOY Target: minimum expectation, most of Extended Code secure Year 2 EOY Target: Extended Code secure and applied in reading, writing, and spelling Year 3 EOY Baseline: Extended Code secure and automatic	One School	<u>Placement Test</u> Term 1,2 & 3 Week 8 (Prep- Week 6 Term 1) Term 4 Week7 Ongoing Prep – mid Term 1 Formally every 6-8 weeks	As soon as the test is completed	Ongoing	Teachers Head of Curriculum Engagement coach	Teachers	Teachers Leadership Team Teacher Aides

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			<p>Target: multisyllabic decoding and spelling using taught strategies</p> <p>Year 4 EOY Baseline: Extended Code secure and automatic Target: apply common prefixes and suffixes in spelling and vocabulary</p> <p>Year 5 EOY Baseline: accurate multisyllabic decoding and spelling Target: apply a widening range of prefixes and suffixes and spelling generalisations in curriculum vocabulary</p> <p>Year 6 EOY Baseline: independent application of morphology for decoding and spelling Target: apply advanced prefixes and suffixes and build vocabulary using Latin roots</p>							
DIBELS (8th Edition) P-6	Priority 1	<p>Universal Screener</p> <p>To identify at risk students in core reading skills.</p> <p>For prevention and determining intervention for reading difficulties in:</p> <ul style="list-style-type: none"> - Phonemic awareness - Letter/sound correspondences - Word reading accuracy and fluency <p>Comprehension (MAZE years 2-6)</p>	<p>Students achieving Benchmark Goals</p> <p>80% of students with negligible risk</p>	One School	<p>B.O.Y</p> <p>Week 7 Term 1</p> <p>M.O.Y</p> <p>Weeks 1 & 2 Term 3</p> <p>E.O.Y</p> <p>Week 5 Term 4</p>	<p>Week 8 Term 1</p> <p>Week 3 Term 3</p> <p>Week 6 Term 4</p>	Ongoing	<p>Teachers</p> <p>Head of Curriculum Learning Enhancement Team</p>	<p>Leadership team</p> <p>Teachers</p>	<p>Teachers</p> <p>HOSES / Learning Enhancement</p> <p>Other Staff</p> <p>Leadership Team</p>
NAPLAN	Priority 1	<p>Identify areas of identified need in Literacy and Numeracy</p> <p>Compare NAPLAN and LOA data in English to inform moderation and assessment practices.</p>	<p>90% of Students or above reach minimum standards across all areas of NAPLAN</p> <p>50 % U2B – Reading, Writing and Maths</p>	<p>OneSchool Reports / Class dashboard</p> <p>SORD</p>	<p>Term 1</p> <p>Week 7 & 8</p>	<p>Preliminary Data Term 3</p> <p>Week 1</p>	As soon as it becomes available to inform instruction and make comparisons	Principal HODC	QCAA and ACARA	<p>Teachers</p> <p>Leadership team</p> <p>Region</p> <p>Parents</p>

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							to A-E Data on Report Cards.			
Attendance	Priority 1 Priority 2	Monitoring attendance & engagement	Throughout 2026 Attendance $\geq 95\%$ for all students By the end of 2026 reduce the proportion of students with attendance below 85% in 2025 by 50%	Government Database One School (school uploads report) SORD	Each Day	Each day	Leadership attendance data huddle weekly Staff attendance data huddle weeks 5 and 10 terms 1-4	Principal / Leadership Team (Engagement Coach)	Administration Team/Teachers	Teachers Leadership Team Region Parents
School Disciplinary Absence (SDA)	Priority 1 Priority 2	Trends linked to PBL strategies Informing best practice Annually (SORD) To identify trend in behaviour support needs. Leadership team reviews with HOSES and Engagement Coach to determine supports for students, and capability building for staff.	By the end of 2026 reduce suspensions from Prep to Year 6 by 50% in compared to 2025	One School	Weekly on a day to day basis	Weekly	Weekly	Principal	Principal	Region Leadership Team
Behaviour Incident Reports	Priority 1 Priority 2	Informs PBL Priorities	By the end of semester 1 100% of classroom teachers are recording behaviour incidents using the agreed minor and major definitions. By the end of 2026 25% reduction in major behaviours compared to previous year	One School SORD	Weekly	Weekly	Weekly	PBL Team	PBL Team	PBL Team Staff Team
School Opinion Survey	Priority 1 Priority 2	Gather opinions of all stakeholders about delivery of school services To determine the needs of the community within the school and inform behaviour and inclusion processes. To maintain focus on positive school culture and staff wellbeing	100% staff participation 100% student participation >X parent participation SOS Staff, Parent, Student Satisfaction related to Positive Behaviour for Learning: That behaviour is managed well at this school $\geq 95\%$. School Opinion Survey	One School	Term 2	End of Term 3	End of Term 3 Ongoing into following year	DoE Principal	School Staff/Parents/Students	DoE Principal/Leadership Team Staff Parents

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			<p>Staff Satisfaction: I feel that Staff Morale is positive at this school- $\geq 95\%$</p> <p>SOS Student Satisfaction: My School takes students' opinions seriously $\geq 95\%$.</p> <p>SOS Parent Satisfaction: My child's learning needs are being met at this school $\geq 95\%$</p>							
Australian Early Development Census (AEDC)	Priority 1 Priority 2	<p>To guide decision making & planning for resources and services targeted to wellbeing of children and families (policies, planning & service delivery)</p> <p>Provide information on the five domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), and communication skills and general knowledge.</p>	Reduction in "at risk" across the domains and improving trends across those domains	One School AEDC Platform and subsequent reports	Every 3 years	Preliminary Report (Term 4) Final Report (early following year)	As soon as available Following 3 years.	The Australian Government (AEDC team) Principal HODC	Teachers / Leadership Team AEDC team Prep teacher	DoE/Region School leadership Team Teachers
Nationally Consistent Collection of Data on Students with Disability (NCCD)	Priority 1 Priority 2	<p>Assessment of and for learning</p> <p>Identification of SWD and levels of student support</p> <p>To collect data for students with disability where adjustments have been made in the delivery of curriculum</p> <p>Determines RAR Funding</p>	To inform State Government resourcing	One School	Term 3	RAR funding	When funding made available to determine support	DoE Principal HOSES	DoE HOSES / LET Team Teachers	DoE/Region School leadership Team Teachers
Moderation of Selected Student Summative Assessment Tasks	Priority 1 Priority 2	<p>Moderate subject using summative assessments to ensure consistency of teacher judgement.</p> <p>Moderation of targeted summative assessment tasks/folios</p> <p>Planning Days and data planning days- PLTs collaboratively plan for the next term- teaching and learning sequence, shared</p>	<p>100% consistency in LOA data</p> <p>Teachers' understanding of the Australian Curriculum</p> <p>Consistency of teacher judgement</p> <p>Maintenance of assessment integrity</p> <p>Alignment of judgements to validate assessment of students on an ICP</p>	<p>Assessment Tasks</p> <p>Summative task responses are stored on sharepoint > curriculum documents> summative assessment</p>	<p>Week 9 Term 1 & Term 3</p> <p>*Week 7 Twilight Moderation Term 2 & Term 4</p>	End Term	Ongoing	Teachers Principal	Teachers	DoE/Region Principal/Leadership Team Teachers

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		understandings, assessment, pedagogy.								
Setting Professional Goals & Review	Priority 1 Priority 2	Goal setting and monitoring professional development and performance	School improvement in staff performance	MyHR	Annually	Annually	Annually	Staff & School Principal	Staff	School Principal
Monitoring or Reviewing of the Three Levels of Planning	Priority 1 Priority 2	To ensure that the Australian Curriculum is being taught and assessed with rigour Evidence that all Australian Curriculum learning areas are planned and assessed, with consistent expectations and accessible learning for all learners.	All students accessing and being assessed in all areas of the Australian Curriculum EOY All units show planned adjustments and differentiation for learners requiring support. A consistent guaranteed and viable curriculum is in place across Prep to Year 6, with clear line of sight from whole school plans to year level plans to classroom plans. Teachers have shared expectations for what is taught, assessed, and what quality looks like, resulting in more reliable A to E judgments. EOY Three levels of planning stored on sharepoint > curriculum documents > three levels of planning	Share Point	Annually & reviewed	Annually	Annually (beginning of Year & end of the Year)	Head of Curriculum	Leadership Team	Leadership Team Teachers
Queensland Wellbeing and Engagement Survey	Priority 2	To gain a better understanding of student's wellbeing and engagement	100% of students years 4-6 complete the survey	DOE online data collection and survey system	Term 2 – weeks 1-4	Term 2	Ongoing	Engagement coach	DOE online data collection and survey system	Leadership team Teachers Learning Enhancement Team