CEDAR CREEK STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN
2026 is the Year of Strengthening Reading Implementation

Preamble: This Annual Implementation Plan is aimed at setting out our key collaborative agreed upon strategies as a community in 2026 under the Sate Schooling strategy known as 'Brighter Futures'. The front cover highlights some of the overarching guiding principles and evidence-based approaches that guide our work, followed by two main AIP priorities, associated strategies, actions, targets and outcomes to ensure that we are delivering excellence for every student. *We also value student, parent/ carer, community and stakeholder voice in our approach to teaching and learning.*

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

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

**Values:** I am Safe; I am Responsible; I am respectful; & I am a Learner.

Brighter Futures: *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.**

A Confident and Professional Workforce: Empowering our staff team, including leaders to build professional expertise across their career through targeted high quality development opportunities.

Digital Innovation: Enhancing the access to digital devices, as well as embracing new and emerging technologies to enrich teaching and learning opportunities.

- <u>**Australian Council for Educational Research School Improvement Tool**</u>
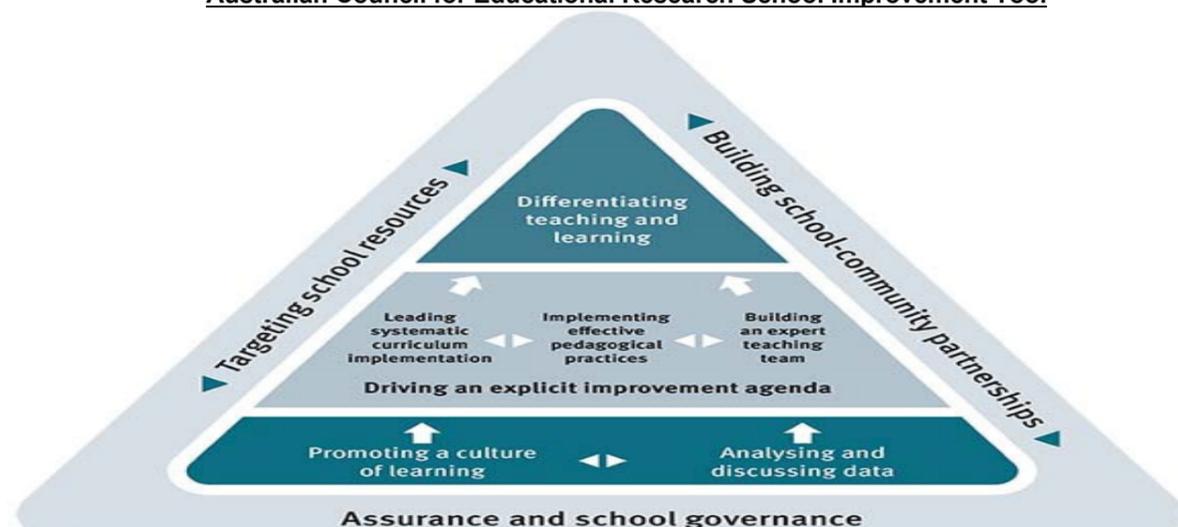
Our School Improvement is guided by the School Improvement Hierarchy Lens

<u>**We are a Leading Learning Collaboratively School:**</u> **(**The 14 Parameters of System and School Improvement.)

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

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

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

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

Educational Achievement

Belonging and Engagement

School Priority 1	*2026 is the Year of Strengthening Reading Implementation*	Monitoring				School priority 2	Motto for 2026: *One School - One Team*	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
	English 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.**						**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.**				
Link to school improvement strategy:	The 2026 school priorities are explicitly derived from the Key Improvement Strategies outlined in the 2025 School Review Report. A key priority is to strengthen teacher capability in analysing and discussing student data to inform differentiated teaching and learning, and to implement effective, evidence-based pedagogical practices. By developing a deep and consistent understanding of how to use data to identify student needs, monitor progress, and adjust instruction, teachers will be equipped to provide targeted support and appropriate challenge for every learner. This strategic focus will contribute to consistent, high-quality teaching across all classrooms, resulting in improved student engagement, growth, and achievement.					**Link to school improvement strategy:**	The 2026 school priorities are explicitly derived from the Key Improvement Strategies outlined in the 2025 School Review Report. The school is committed to cultivating a positive and inclusive culture that upholds belonging, wellbeing, and safety for all students and staff. This commitment includes ensuring individual needs are acknowledged and supported, addressing and removing barriers to attendance and engagement, and establishing a shared and consistent understanding of behaviour expectations across the school. Furthermore, the school will strengthen positive relationships and promote collaborative learning environments in which all members of the community feel confident, resilient, and supported to achieve and thrive.				
Strategy/ies	1. **Refining the School Leadership Model (Driving an Explicit Improvement Agenda)**: Refining the school leadership model, including clear roles, responsibilities and accountabilities, to systematically monitor and evaluate the effectiveness of improvement priorities. 2. **Professional Learning** (*An Expert Teaching Team*): Through the provision of targeted internal and external professional learning opportunities, Teaching & Learning Teams will have the necessary skills and knowledge to implement the Australian Curriculum aligned to the K-12 Curriculum, Assessment and Reporting Framework, especially in relation to the **Teaching of Reading and Writing** based on current research. This includes the provision of regular feedback for teaching team members focused on our evidence based and agreed upon pedagogical practices. *3. **Structured Literacy Time** (*Systematic Curriculum Delivery & Implementing Effective Pedagogical Practices*): The coordination of highly effective age- appropriate Structured Literacy Time in every classroom across P-6, particularly guided by the Cedar Creek S.S. Reading Framework and Writing Placemats which are actioned with an evidence-based lens. (For our system, 2026 is 'The Year Strengthening Reading implementation through the Australian Curriculum.')* 4. **Learning Intentions, Success Criteria & Feedback** (*Effective Pedagogical Practices*): Using co-constructed Bump-it-up Walls, Learning Walls / Anchor Charts, every teacher translates the Australian Curriculum into age-appropriate language (with students) to create explicit Learning Intentions and Success Criteria with a particular focus on the A & B standard. This includes teachers engaging in the process of goal setting with their students aligned to the Learning Intentions and Success Criteria and provide regular constructive feedback to each student. 5. **Data Collection & Case Management** (*Analysis & Discussion of Data*): Regular data collection, analysis and professional conversations will support targeted instruction, reasonable adjustments and progress monitoring. The deliberate and targeted provision of physical data (Data Wall) and digital data sets will enable Leaders, Classroom Teachers and Knowledgeable Others to monitor progress and engage in structured Case Management where appropriate, with particular focus on A / B students. 6. **Moderation** (*Analysis and Discussion of Data*): Scheduled internal and external moderation opportunities for Teaching & Learning Teams using the Before- After- End Moderation Model (BAE).					**Strategy/ies**	1. **Positive Behaviour for Learning** (*A Culture that Promotes Learning*): Promoting and providing proactive leadership, training and learning opportunities for Staff, Students and the School members related to evidence based Positive Behaviour for Leaning (PBL) initiatives. This includes the collaborative review and development of the *Student Code of Conduct*. 2. **Every-Day Counts** (*A Culture that Promotes Learning*): Enhance with the community clearly identified values, information and education related to the importance of student attendance management- Every Day Counts (**Slogan for 2026 = 'Be in it to Win it'')** 3. **Professional Learning** (*An Expert Teaching Team*): Building the capacity of our Teaching & Learning Teams to ensure that they can cater for the wide range of students in our care, age appropriately, so that all students are able to access and participate in education and achieve. 4. **Differentiated Teaching and Learning** (*A Culture that Promotes Learning / Effective Pedagogical Practices*): Aligning our collective Inclusive Practices to the Inclusive Practices Policy recommendations, ensuring that every student is welcomed, engaged, learning and achieving. This includes the provision of reasonable adjustments and teaching strategies tailored to meet individual needs so that all students can access and fully participate in learning, alongside their similar aged peers. 5. **Student Learning and Wellbeing Framework Implementation** (*A Culture that Promotes Learning*): The refinement and implementation of the Student Learning and Wellbeing Framework by engaging with Regional Wellbeing Initiatives and Alliances. 6. **Maximising School Support Services:** (*Targeted Use of School Resources / School Community Partnerships*): Maximise the skills, coordination and collaboration of school-based staff, regional teams and wider-community partnerships to effectively target support across the school and enhance processes for complex case management.				

Actions: including Responsible role(s)	Resp Officer	Resources	Actions: including Responsible role(s)	Resp Officer	Resources
1. **Refining the School Leadership Model** (Driving an Explicit Improvement Agenda): • The Leadership Team will collaboratively develop a document that outlines the clear roles, responsibilities and accountabilities to strategically drive the explicit improvement agenda of the school. 2 **Professional Learning** (*An Expert Teaching Team*): • Our HOD C will lead, guide and co-construct the 3 levels of planning with T & L teams, so that there is clarity with regards to the Teaching of Reading and Writing in and across the Australian Curriculum. Each staff member will be exposed to: The English Year Level Description; The Reading & Writing Expectations Across a Year; The Achievement Standards; & The Reading / Writing Demands of Assessments. • All teaching staff members will have access to the Reading Portal Modules, PLD Training Package and or access the Regional Reading Master Class Professional Learning Sessions to build teachers' understanding of evidenced informed pedagogy and the principles of pedagogy to foster a shared language and capability in selecting effective pedagogies for learning.	Principal HOD-C HOD-C	School Strategic Plan; AIP & Schedule of Collections Three Levels of Planning. CARF and Curriculum Gateway; Reading Portal, Reading Signpost, PLD Resources, Regional Professional Learning	1. **Positive Behaviour for Learning** (*A Culture that Promotes Learning*): • Collaboratively review the Student Code of Conduct through authentic consultation with staff, students and parents to promote a culture of learning. • Refine and strengthen PBL processes, focusing on Tier 2 and Tier 3 supports, to improve engagement, behaviour and support individual needs. • Implement the Bullyproof Program to establish consistent behaviour expectations and strengthen wellbeing and respectful relationships across the school, with a focus on de-escalation, respect for personal boundaries, preventative strategies, and restorative negotiations that support a positive school culture. • Embed an Engagement Coach to support students and classes with their learning habits, behaviour, self-regulation, motivation, attendance and punctuality, as well as to build confidence and a strong sense of belonging. • Source and provide support and training for our Staff Team to enhance the consistency and proactive response to student behaviour and support based on research and data.	Principal Principal Engagement Coach Principal Principal	Code of Conduct Policy PBL Research Bully Proof Program Engagement Coach 3 Days per Week Regional Staff

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Actions	Responsible	Resources
• Staff will have access to coaching via our HOD-C and scheduled WOW sessions are also offered related to the Teaching of Reading and Writing for staff team members based on data, observations and feedback from the leadership team and expert others. **3** **Structured Literacy Time** (*Systematic Curriculum Delivery & Implementing Effective Pedagogical Practices*) • Refine and embed a whole-school literacy strategy aligned with the Reading Signpost / Reading Portal, so that literacy instruction is evidence-based and data-informed, with reading practices implemented consistently which are also aligned to agreed upon universal instructional / pedagogical routines. • The consultative refinement of the Cedar Creek State School Reading and Writing Placemats by the Leadership Team based on current research, ensuring that agreed upon elements of the Structured Literacy Time are clearly understood and enacted age appropriately in each classroom. • The collaborative refinement to embed curriculum-appropriate pedagogies, incorporating a balanced range of evidence-informed, collaborative, and child-centred teaching approaches that enhance engagement, participation, and learning outcomes. • Ensure that timetabled literacy groupings across cohorts are supported by inclusion staff and protected structured literacy blocks of time are consistent. This includes intentional text selection that builds students' background knowledge cumulatively. • Introduce and implement the PLD Program across P-6, an evidence-based literacy approach integrating structured synthetic phonics, oral language and movement skills. Grounded in the Science of Reading, it develops reading through phoneme recognition and blending, drawing on speech pathology, occupational therapy, and educational expertise.	HOD-C HOD-C Principal HOD-C HOD-C / HOSES HOD-C	Teacher Release Time $4000.00 Three Levels of Planning. CARF and Curriculum Gateway; Reading Portal; Reading Signpost, PLD Resources
4 **Learning Intentions, Success Criteria & Feedback** (*Effective Pedagogical Practices*): • The Leadership Team will ensure that all Classrooms have highly effective 3rd Teacher Artefacts in the form of BIU Walls, Anchor Charts, Learning Walls and A/B/C exemplars. • Each classroom teacher will provide and co-construct A, B & C samples with their students based on the Achievement Standard. The samples will be clearly displayed and annotated for the learner. • The HOD C will provide goal setting exemplars and model the effective use of feedback strategies based on current research. • Each teacher will engage students in goal setting and the provision of timely feedback. • The Leadership team member will utilize the 5 Essential Questions to check student understanding, as well as the written goal artefact that each student has recorded. This will be fed back to teachers to guide their practice and next steps.	HOD-C Classroom Teachers HOD-C Teachers Principal	Chart Resources for each class
5 **Data Collection & Case Management** (*Analysis & Discussion of Data*): • Prioritise collecting, analysing and sharing reading data to monitor students' literacy progress and identify next steps in learning. This includes a point in time Physical Data Wall and agreed upon digital data sets as outlined in the School Data Plan. • Establish regular opportunities for data conversations between teachers and leaders to build teachers' capability in effectively using data to identify evidence-informed differentiated teaching strategies. • Based on cyclical feedback and outcomes, strategies are collaboratively agreed upon based on data and research, as well as the deployment of human and physical resources to ensure success / targeted intervention. • The Leadership Team lead the Case Management process for marker students with a particular focus on lifting A / B student achievement. **6** **Moderation** (*Analysis and Discussion of Data*): • The HOD C will lead staff through the Internal Moderation processes, including the professional learning related to the Before, After, End Moderation Process, including the clarification of Roles and Responsibilities to enhance this process. • The P-6 Learning Teams will be involved in Cluster Moderation using the same process with the Beenleigh Cluster of Schools and the Scenic Rim Cluster.	HOD-C HOD-C /HOSES HOD-C /HOSES Principal HOD-C HOD-C	Data Wall & Digital Data Sets (School Data Plan) Teacher Planning Release Time LET Team / Teacher Aides Case Management Proforma Moderation Proforma Catering $500.00

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Actions	Responsible	Resources
• Proactively respond to weekly data set collections related to Positive Behaviour for Learning with fidelity and ensure that all members of the school community are aware of what constitutes a major behaviour and minor behaviour. • Systematically implement a parent communication plan, using surveys to capture perspectives and guide whole-school improvement. Increase regular communication with parents on wellbeing, cyber safety, and the Bullyproof program to strengthen home–school partnerships and reinforce shared expectations. (Parent Engagement Strategy)	Principal HOD-C & Engagement Coach	One School Data / SORD Newsletter & On-Line Platforms
2. **Every-Day Counts** (*A Culture that Promotes Learning*): • The Principal will lead the proactive promotion of the - Every Day Counts Slogan for 2026= *'Be in it to Win it!'* via Weekly Assemblies, Newsletters, School Facebook Page, School Electronic Sign and School Website. • Refine attendance monitoring processes and link these to the roles and responsibilities for staff team members across the school. This includes establish a localised student attendance improvement plan focused on improving regular attendance and strengthening student engagement across all year levels. (Amy Berry's Continuum of Engagement) • The Principal and members of the leadership team will interrogate weekly data sets based on attendance to coordinate the targeted support for specific individual students and groups, as well as celebrating high rates of attendance with the community.	Principal Principal Principal	As listed Belonging in School- 11 Dimensions of Learning. One School / SORD
3 **Professional Learning** (*An Expert Teaching Team*): • The provision of Professional Learning Sessions related to 'Inclusive Leaders' and 'Equity' so that all staff are able to gain a deeper understanding of Inclusive Practices and heighten their capacity to cater for the wide range of specific student needs sourced and provided by the S.S.S. Team. • Via the S.S.S. Hub Model, Staff have access to knowledgeable others who are able to provide professional learning sessions, mentoring and coaching related to inclusive practices.	HOSES HOSES	Inclusive Leaders Resources Professional Learning Plan/ S.S.S Team
4 **Differentiated Teaching and Learning** (*A Culture that Promotes Learning / Effective Pedagogical Practices*): • Guided by the HOSES & S.S.S. Team, Teaching Staff are able to plan for, document and implement evidence-based differentiation practices and adjustments based on data.	HOSES	S.S.S. Team
5 **Student Learning and Wellbeing Framework Implementation** (*A Culture that Promotes Learning*): • The S.S.S. Team in consultation with stakeholders will review and refine the Cedar Creek State School Student Learning and Wellbeing Framework. • The S.S.S. Team will coordinate the strategic provision of research-based programs and initiatives that promote community wellbeing and targeted support for stakeholder groups based on data and current research. • Investigate opportunities to further embed the engagement and wellbeing framework across the wider school community, using a radial infographic to reinforce shared expectations to support wellbeing, engagement and enhance student attendance.	HOD-C HOD-C HOD-C	Regional Network Engagement and Wellbeing Survey. Belonging in School- 11 Dimensions of Learning
6 **Maximising School Support Services:** (*Targeted Use of School Resources / School Community Partnerships*): • Weekly S.S.S. Team meetings led by the HOSES dedicated to strategic resource deployment across the school based on data. • Refine Case Management coordination, especially where higher complexities warrant an interagency approach and or wider stakeholders. • Define staff / stakeholder roles and responsibilities with clear accountabilities.	HOSES HOSES Principal	Meeting Minutes Roles & Responsibilities Documentation

<table>
<tr><td rowspan="3">End of Year Success Criteria</td><td>Measures</td><td>

Performance:
- **Level of Achievement Target for English**: 85 % C or above.
- **Level of Achievement Target for English**: 55 % or above A or B.
- **Literacy NAPLAN Target**: 90% or above at Minimum Standard**.**
- **Literacy NAPLAN Target**: 50% or above U2B.
- **Year 3 & Year 5 Upper Two Bands:** Increase the percentage of students achieving in the Upper Two Bands for NAPLAN in Reading and Writing to 50%.
- **School Opinion Survey Staff Satisfaction:** I feel confident using student assessment data to improve student achievement at my school to 100%.
- **School Opinion Survey Student Satisfaction:** My teachers provide me with useful feedback about my schoolwork to 100%.
- **School Opinion Survey Parent Satisfaction:** Teachers at this school expect my child to do his or her best to 100%.

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Measures

Behaviour
Students can/will:
- Clearly articulate and answer the 5 Essential Questions related to their current English Unit of work and learning intentions.
- Physically locate and articulate their reading / writing goals and the strategies to be mastered to move to the next goal.
- Apply literacy skills to support reading, writing, and communication across learning areas.

Teachers can/will:
- Consistently plan, teach, and assess using Level 1, 2 and 3 planning aligned to the Australian Curriculum v9.
- Implement agreed whole-school literacy and pedagogical practices with fidelity, including structured literacy and evidence-informed reading instruction.
- Use student achievement and progress data (e.g. DIBELS, Phonics Check, LOA, NAPLAN) to inform planning, differentiation, and targeted intervention.
- Engage in regular collaborative planning, moderation, and data conversations to improve curriculum quality and teaching practice.
- Take collective responsibility for improving student learning outcomes, attendance, and engagement.
- Clearly articulate and answer the 5 Essential Questions related to their current English Unit of work and learning intentions.

Teacher Aides can/ will:
- Make themselves aware of the 3rd Teacher Elements / Units of Work in each classroom to support Teaching & Learning
- Clearly articulate and answer the 5 Essential Questions related to the English Unit of work and learning intentions.
- Support teachers in delivering whole-school literacy and evidence-informed practices.
- Assist targeted students and small groups to improve engagement and learning.
- Contribute to data collection, planning, and progress monitoring.
- Engage in professional learning to strengthen capability and school priorities.

Leadership team can/will:
- Lead the strategic utilization of BAE to monitor student progress and ensure Systematic Curriculum Delivery.
- Clearly articulate and answer the 5 Essential Questions related to their leadership of this work.
- Engage in Learning Walks and Talks (LWT) to quality assess the impact of professional learning and Third Teacher Space.
- Conduct schedules learning walks with precision on a weekly basis and provide written feedback utilizing an appreciative inquiry approach.
- Commit to the Case Management process to support the strategic deployment of human and physical resources based on data and evidence-based practices.
- Lead and monitor AIP implementation and curriculum priorities.
- Establish and protect collaborative planning, moderation, and data conversation structures.
- Support and build staff capability through coaching and targeted professional learning.
- Ensure consistent enactment of whole-school literacy expectations.
- Use data to track progress, evaluate impact, and adjust strategies.
- Allocate resources strategically to support key actions and equitable outcomes.

Artefacts

Artefacts
- Refined, clearly articulated and documented Leadership Team Roles and Responsibilities.
- The 3 Levels of Planning are explicitly documented and clearly reflect Version 9 of the Australian Curriculum for English. Highlighted are: The English Year Level Description; The Reading & Writing Expectations Across a Year; The Achievement Standards; & The Reading / Writing Demands of Assessments.
- Timetabled Structured Literacy Time is actioned in every classroom based on data and current evidence-based practices.
- Refined Reading & Writing Placemats aligned with agreed upon instructional routines.
- The 3rd Teacher- Every Classroom has clearly developed BIU Walls, Anchor Charts and Learning Walls in line with the Assessment / Instruction Waterfall Chart. A & B Exemplars are clearly displayed, labelled and co-constructed.

Measures

Performance:
- **Indigenous Learners**: 85 % of Indigenous students achieving C or better in English, Maths and Science.
- **Student with a Disability**: Proportion of students (with a disability) achieving a C or better in English, Maths and Science- to 80%
- **Mathematics**: Increased the Percentage of Student receiving an A or B in Mathematics to 55%.
- **Attendance Target**: Overall Attendance Target Percentage- 95% or above
- **Attendance Target**: Reduce the percentage of students with less than 85% attendance by 50%.
- **Disciplinary Absences**: Student disciplinary absences are reduced by 50% compared to the previous School Calendar Year.
- **School Opinion Survey Satisfaction: Staff, Parent, Student Satisfaction related to Positive Behaviour for Learning:** That behaviour is managed well at this school- above 95%.
- **School Opinion Survey Staff Satisfaction:** I feel that Staff Morale is positive at this school- above 95%
- **School Opinion Survey Student Satisfaction:** My School takes students' opinions seriously- above 95%.
- **School Opinion Survey Parent Satisfaction:** My child's learning needs are being met at this school- above 95%.

Behaviour
Students can/will:
- Be at school by 8:50 am and attend school 95% of the time by the end of 2025.
- Be able to identify, recognize and regulate their own emotions via the Zones of Regulation charts.
- Demonstrate consistent engagement in learning and active participation in classroom and school activities.
- Exhibit positive, respectful, and safe behaviours aligned with the Student Code of Conduct.
- Take responsibility for their learning and behaviour, demonstrating resilience, confidence, and a growth mindset.
- Engage in leadership opportunities and contribute meaningfully to school initiatives and community activities.
- Be engaged in engaged in extra-curricular programs that heighten their engagement and school satisfaction: Sporting Schools Programs, Morning Fitness & Running Club; STEM; Robotics & Coding Academy; Environmental Initiatives; Breakfast Club; Guitar Club and the Performance Singing / Instrumental Groups.

Teachers can/will:
- Foster positive relationships with students and colleagues to create a safe, inclusive, and collaborative learning environment.
- Plan for and clearly document targeted Tiered Intervention and Differentiation based on data.
- Reinforce with their classes the 'Be in it to Win it' messages, as well as setting high expectation for their students regarding their attendance and goal setting.
- Introduce the PBL behaviour focus for the week with their students and reinforce the common messages and language related to the targeted behaviours.
- Apply consistent behaviour expectations aligned with the Student Code of Conduct to support safe, respectful, and inclusive learning environments.

Teacher Aides can/ will:
- Assist teachers in implementing inclusive and differentiated teaching practices.
- Support student engagement and wellbeing during lessons, breaks, and transitions.
- Provide targeted support for Tier 2 and Tier 3 students within the PBL framework.
- Encourage and reinforce positive behaviour, social skills, and participation.

Leadership team can/will:
- Provide clear guidance, expectations, and support for staff to implement school priorities.
- Monitor and analyse engagement, attendance, and behaviour data to inform decisions and interventions.
- Ensure consistent application of policies, programs, and professional development across the school.
- Model collaborative leadership and maintain a strong focus on wellbeing, inclusion, and school culture.
- Build capacity in staff and student leaders through mentoring, coaching, and performance management.
- Monitor PBL trends on a weekly basis and collaboratively plan for proactive strategies and support for those individuals and groups identified.
- Monitor weekly attendance data sets and trends and follow up on students with a below 85% attendance rate, as well as those who are at school after the first bell at 8:50 am on a regular basis.
- Communicate expectations and progress clearly to staff, students, and the community.
- Define staff leadership roles and responsibilities with clear key events and accountabilities.

Artefacts
- Student Code of Conduct.
- Positive Behaviour for Learning Strategic Planning Documents.
- Weekly Data Sets (SORD).
- 'Cool Choice' Point System 2026.
- Shared Moral purpose statement.
- Qld Engagement and Wellbeing Survey report.
- Every Day Counts Slogan for 2026= '**Be in it to Win it!** via Weekly Assemblies, Newsletters, School Facebook Page, School Electronic Sign and School Website. (SORD Attendance data reports)
- Differentiation Planning and Personalized Learning Plans.

- School Data Plan - Every Student has learning goals clearly stated in written / pictorial form in their classroom and annotated feedback. - Cluster Moderation Documentation, Plans and Work Samples as evidence. - The 'Setting Professional Goals' process reflect the School Priority 1 goal for each teaching staff team member. - School Budget.	- Case Management Documentation. - Walk through notes and written feedback notation. - Updated Cedar Creek Student & Wellbeing Framework. - Refined, clearly articulate and documented Roles and Responsibilities. - The Professional Learning Plan clearly targets and documents the identified staff needs based on data and research.

Reduction of red tape in day-to-day work, planning and processes include:
- Clear staff leadership roles and responsibilities that are defined, documented, and enacted, including key events, accountabilities, and line management structures.
- A centralised SharePoint site for whole-school curriculum delivery, providing easy access to planning documents, assessment, moderation, and resources.
- Streamlined communication systems with consistent templates and expectations for staff.
- Simplified planning processes with aligned timelines.
- Updated workflows for key school operations (e.g., excursions, reporting, behaviour processes) to ensure clarity and efficiency.
- Improved data collection systems and storage.

Supporting red tape reduction in Queensland state schools
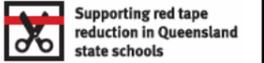
Approvals

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

25 Feb 2026

Mike Meier	*Jessica Windeatt*	*Cari Hughes*	
Principal- M Meier	**A Principal- J Windeatt**	**P&C- Cari Hughes**	**School Supervisor- Bronwyn Johnstone**

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