

# Investing for Success

Under this agreement for 2022  
Cedar Creek State School will receive

**\$86,396.00\***

## This funding will be used to

Ensure that every student is succeeding at Cedar Creek State School by:

1. Continuously improving teaching, learning and assessment of the Australian Curriculum, with an emphasis on reading & writing to meet the needs of our current and future Global Citizens. (*Alignment / Precision*)
2. Refining our Inclusive Differentiation Practices as a School Community from Pre-Prep to Year 6. (*Precision*)
3. Strategic School Governance to maximise our Whole of School Community Engagement, Culture, Leadership, Partnerships & Wellbeing. (*Intentional Collaboration*)

Our Prep to Year 6 Data Measures & Aspirational Targets:

- Level of Achievement Target for English- 80 % C or above and 40 % A or B.
- Level of Achievement Target for Mathematics- 80 % C or above and 40 % A or B.
- English NAPLAN Target - 90 % at Minimum Standard and 40% U2B.
- Mathematics NAPLAN Target- 90% Minimum Standard and 40% U2B.
- Overall Attendance Target Percentage- 95% or above.
- 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%.
- Literacy Continuum Data: Increase the percentage of students achieving the appropriate end of year Literacy Continuum cluster for 'aspects of Reading Text' and 'aspects of Comprehension' to 90%.

## Our initiatives include

- Focused and intensive teaching for students requiring additional support through Case Management, and in turn enable them to demonstrate proficiencies against the year-level achievement standards for English and Mathematics.
- Professional development and coaching to deepen teachers' understanding of the *Literacy Continuum* and build their capability in using the Literacy Continuum to monitor and support students' progression of literacy development. This includes monitoring early phase literacy and numeracy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention.
- Target professional development and coaching to deepen teachers' and teacher aides' understanding of the Australian Curriculum, with an emphasis on reading and writing.
- Enhancing the school *Transition to Prep* practices using the *Supporting Successful Transition Decision-Making Tool* as a guide to map progress.
- Supporting alternate outdoor / indoor research based learning engagement strategies and resources.



## Our school will improve student outcomes by

| Actions   | Costs    |
|---|----------|
| <b>Intervention Support</b> <ul style="list-style-type: none"> <li>Providing targeted professional development, support and additional teacher aide time for identified students to enhance our research based inclusive differentiation practices, including the implementation of other research based Literacy / Numeracy Intervention Programs such as the <i>Fountas and Pinnell Levelled Literacy Intervention (LLI) System</i>.</li> </ul>   | \$50,000 |
| <b>Flexible Learning</b> <ul style="list-style-type: none"> <li>Purchase a personal access licence for every student to access Mathletics and or Maths Seeds and Reading Eggs both at school and for home learning.</li> <li>Purchase and create on-line learning PADLETS to enable students, families and staff members to engage with these platforms to reinforce concepts and provide flexible learning opportunities to engage students and enhance learning across key learning areas.</li> </ul>   | \$9,000  |
| <b>Supporting Inclusive Practices &amp; Case Management</b> <ul style="list-style-type: none"> <li>Engaging with research based Professional Development / 'Expert Others' to upskill teachers and teacher aides with regards to Inclusive Practices, including watching others work (WOW) internally and externally to the school.</li> <li>Release staff for Case Management meetings in line with Lyn Sharratt's research based early and ongoing support and intervention strategy parameters.</li> <li>Allocating TRS to enable classroom teachers to engage in collaborative data inquiry, action learning and professional conversations around planning and assessment within and outside of the school, including moderation practices.</li> </ul> | \$10,000 |
| <b>Little Sprouts / Steps to Prep</b> <ul style="list-style-type: none"> <li>Early Years Coach &amp; Teacher Aide to offer a Little Sprouts /Steps to Prep Family Program for Birth-Pre-Prep aged children and their parents from Term 3.</li> <li>Purchasing resources and equipment to support and run the Little Sprouts / Steps to Prep Program.</li> </ul>   | \$4,000  |
| <b>Early Start Support</b> <ul style="list-style-type: none"> <li>Allocate a Teacher Relief Budget (TRS) to support Prep to Year 2 teachers using Early Start materials to inform teaching, learning and resourcing, and to track progress.</li> </ul>  | \$5,000  |
| <b>Promoting Nature Play / Hands on Learning</b> <ul style="list-style-type: none"> <li>The enhancement of outdoor play areas, including equipment and strategies to re-engage disengaged students and those most at risk of disengaging through the connection to the natural environment and nature groups within the school grounds and boundaries.</li> </ul>   | \$8,396  |

*Mike Meier*

**Mike Meier**  
Principal  
Cedar Creek State School



**Michael De'Ath**  
Director-General  
Department of Education



**Queensland  
Government**