# Cedar Creek State School
## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

## Acknowledgement of Country

Cedar Creek State School acknowledges the shared lands of the Yugambeh nation and the Yugambeh people of the Yugambeh language region. We pay our respects to their Elders, past and present.

## About the school

| Education region | South East Region |
|---|---|
| Year levels | Prep to Year 6 |
| Enrolment | 250 |
| Aboriginal students and Torres Strait Islander students | 10% |
| Students with disability | 25% |
| Index of Community Socio-Educational Advantage (ICSEA) value | 975 |

## About the review



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| 3 reviewers from 16 to 18 July 2025 | 102 participants | 29 school staff |
| 35 students | 29 parents and carers | 9 community members and stakeholders |

## Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**
Build teachers' understanding of the full breadth of Australian Curriculum requirements to enhance their capability in aligning curriculum planning, assessment, marking and reporting.

**Domain 3: Promoting a culture of learning**
Refine and strengthen Positive Behaviour for Learning processes, with a focus on Tiers 2 and 3, to further improve student engagement and behaviour.

**Domain 2: Analysing and discussing data**
Prioritise collecting, analysing and sharing reading data to monitor students' literacy progress and identify next steps in learning.

**Domain 1: Driving an explicit improvement agenda**
Refine the school leadership model, including clear roles, responsibilities and accountabilities, to systematically monitor and evaluate the effectiveness of improvement priorities.

**Domain 7: Differentiating teaching and learning**
Collaboratively build knowledge and understanding of inclusive education practices to shape a whole-school vision for inclusion and effectively support all students to learn alongside their peers.

**Domain 8: Implementing effective pedagogical practices**
Build teachers' understanding of evidence informed pedagogy and the principles of pedagogy to foster a shared language and capability in selecting effective pedagogies for learning.

## Key affirmations



**Community members recognise how staff foster strong and enduring relationships within the school community, underpinned by a deep sense of belonging and shared history.**

Staff, parents, and community members describe relationships as central to the school's success. Families acknowledge that staff routinely 'go above and beyond' to support student learning and wellbeing. The school is proudly recognised as a longstanding educational institution serving local families for generations. Community events such as the 'Back to the Creek' celebration and the ongoing EcoMarines program are referenced by school community members as examples of the school's meaningful partnerships and strong community engagement.



**Leaders and staff celebrate a culture of professional collaboration and shared expertise that supports collective efficacy and staff capability.**

Staff speak proudly about the supportive and collegial environment within the school, describing how they 'support each other professionally and personally'. Teachers value regular curriculum planning sessions led by the Head of Department – Curriculum (HOD-C), and praise the HOD-C's 'clear and practical guidance'. Leaders articulate a deliberate focus on recruiting staff with specific expertise to enhance teaching quality and leadership capacity. Teacher aides are recognised as 'skilled professionals' and integral members of the teaching team who contribute directly to student achievement.



**Staff articulate a strong commitment to student-centred learning, with a clear focus on inclusion, engagement, and differentiation.**

Teachers articulate the importance of knowing their students well and designing purposeful learning experiences that reflect their interests and strengths, speaking of how they 'use what engages them to drive learning'. Students speak confidently about using learning walls and 'Bump it up' walls to guide their next steps, noting that these tools 'help us see where we're going'. Parents appreciate being informed about their child's learning and how they can support them at home.



**Staff and students speak appreciatively of strategic improvements to learning environments and resourcing to support student success and wellbeing.**

Staff and students express appreciation for the improvements made to the school's physical and digital learning environments. Teachers describe recent capital works as having a positive impact on classroom functionality and student engagement, noting that the spaces are 'more inviting and better suited to learning'. They comment that investment in information and communication technology infrastructure has also improved digital access. Staff commend the Parents and Citizens' Association for their ongoing financial contributions through the school canteen, remarking that this support funds programs and upgrades that 'make a real difference'.