

CAIRNS STATE HIGH SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

<p>School priority 1 - Engaging and contextualised curriculum (Formalise systematic curriculum delivery)</p>	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Improved A-C, A-B Level of Achievement (LOA) results Consistency between faculty data Three levels of planning are formalised (quality assured) Students can/will: set and review goals, use AI responsibly, develop ICT skills confidently, critically analyse information, become more independent, and engaged in personalised, differentiated outcomes. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> A-C LOA 90% A-B LOA 70% 50% of marker students identified by teachers improve one LOA (at least) Parent/carer/student participation in Student Review meeting (Y7, 8, 9, 10 (SETP) & 11 (Student)) reaches 90% of all students and 90% of FN students.
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategies:</p> <ul style="list-style-type: none"> Strengthen systematic curriculum: formalise 3 levels of planning Embed whole school moderation with a clear focus on before- and during- moderation Increase student agency in curriculum and assessment planning, goal setting, monitoring and reporting Examine the role and implications of AI, embed ICT skills for learning & guarantee wider reading practice 															
<p>Actions:</p> <ol style="list-style-type: none"> Complete the writing and review of 7-8 curriculum planning, audit for salient features and renew Year 9 curriculum Engage every teacher in identifying marker a student in each 7-9 class. Moderation junctures are scheduled and formalised, and there is a shared vision, language and capability to lead the moderation process, with a focus on Marker students at 'during' moderation. Document the student review process, communicate to students and families the research base raising the impact and effect sizes. Form AI in education committee to examine innovation and regulation of Gen AI at Cairns SHS Include ICT skills audit in planned curriculum review of Year 7 Wider reading classes timetabled for Year 7 classes. 		<p>Responsible officer(s):</p> <ol style="list-style-type: none"> DP Junior Academy, DP Inntermediate & School Leadership Team Principal School Leadership Team DP Student Engagement Principal School Leadership Team HOD English 	<p>Resources:</p> <ul style="list-style-type: none"> Professional development for curriculum and moderation capability building Effective time allocation for collaborative curriculum planning and moderation 												
<p>School priority 2 - Commitment to teaching excellence (Implementing effective pedagogical practices)</p>	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Improved A-C, A-B Level of Achievement (LOA) results Students can/will: be active agents in their own learning journey, recognise strategies to support their own learning. Teachers can/will: consistently use evidence based pedagogical practices in the planning and teaching; skilfully differentiate learning, based on knowing their learners; participate in peer classroom observations to grow practice and feedback 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> English 'C', 'B' OR 'A' grades for Boys improve reducing 'D' 11.2% to 7% and FN from 11.7% to 5% Mathematics 'C', 'B' OR 'A' grades improve reducing 'D' grades from 12.8% to 7% and FN from 29.0% to 10% QEW: Academic self-efficacy, Mastery goal orientation 90%
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategies:</p> <ul style="list-style-type: none"> Deepening the understanding and consistent application of evidence-based pedagogical practices (High Impact Teaching HIT) Develop a shared language of consistent pedagogy throughout the school. Non-teaching staff can access and use teaching and learning resources to target support. 															
<p>Actions:</p> <ol style="list-style-type: none"> Review and sharing of planning 7-9 with a focus on assessment design, engagement strategies and Deep Learning Teachers research, identify, implement and evaluate a range of strategies: unambiguous, step by step, engaging and effective Effective pedagogical practices are referred to, modelled, documented and focus of feedback HODs engage teaching staff in best practice for collaboration with teacher aides in class. 		<p>Responsible officer(s):</p> <ol style="list-style-type: none"> School Leadership Team DP Engagement School Leadership Team School Executive Team School Leadership Team 	<p>Resources:</p> <ul style="list-style-type: none"> Pedagogical practice professional development opportunities Effective time allocation for collaborative curriculum and pedagogical planning 												
<p>School priority 3 - Strengthened collegial connection (Analysing and discuss data)</p>	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Teachers can/will: share evidence-based teaching practices with peers; demonstrate that their practice is data-informed; Support Staff can/will: engage with teaching staff school improvement strategies. Leadership team can/will: provide a comprehensive and structured plan for PLC and professional development (PPT); 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> SOS: Access to Professional Development, Staff morale 95%
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategies:</p> <ul style="list-style-type: none"> Develop mutual accountability through peer observation and feedback designed by staff in Professional Learning cycle Develop responsive systems for onboarding new staff and Beginning Teacher (BT) program. Ensure that part time staff are fully engaged in collegial processes 															
<p>Actions:</p> <ol style="list-style-type: none"> Enable Professional Learning Circles (PLC) to data literacy, share practice, give feedback and upscale expertise through SPG Review staff onboarding by reviewing needs of new staff to the school and planning responsively PT Staff with DP Strategic HR 		<p>Responsible officer(s):</p> <ol style="list-style-type: none"> School Leadership Team DP Strategic HR and Operations DP Strategic HR and Operations 	<p>Resources:</p> <ul style="list-style-type: none"> Enquiry Question focus on Reading/Writing Collaborative Learning Thursdays scheduled Data PD sessions 												
<p>School priority 4 - Connected Care and Pathways (Promoting a culture of learning and inclusion)</p>	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Reduction in One School behaviour admin referrals Students will: increase attendance and engagement with CONNECT program; have improved restorative skills and relationships with others. Teachers will: implement and reflect on strategies within the classroom (trauma aware education & restorative practices) Support Staff will: implement and reflect on strategies related to trauma aware education and restorative practices. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> QEW: Personal Social capabilities: Future outlook, Resilience, Feel safe, Fairness, Sense of belonging, Relationship with Peers 90% SOS Behaviour is well managed (S) (85%) 92% attendance Improved engagement of <85% attendance students reduces to 15% SORD Year 12 Outcomes = Dark Blue
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategies:</p> <ul style="list-style-type: none"> Review and refine CONNECT Program informed by staff and student voice Investigate Year 9 engagement patterns Expand and strengthen meaningful career pathways education 															
<p>Actions:</p> <ol style="list-style-type: none"> YC and DP review and collaboratively plan new scope and sequence for Connect with rollout in 2026 Engage staff in a review of Year 9 curriculum and offerings leading into Year 10 Student review progress set goals & identify strengths of learning and strategies which work best for them. Staff PD for restorative practices and trauma aware education. 		<p>Responsible officer(s):</p> <ol style="list-style-type: none"> DP Engagement DP Intermediate DP Engagement/GO team 	<p>Resources:</p> <ul style="list-style-type: none"> Deputy Principal Engagement leads connected care Collaborative planning time 												

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

Mr Chris Zilm
Principal
18/12/25

Ms Jules Steer
P&C President

Mr Nathan Lee Long
School Council Chair
18/12/25

Ms Fiona Free
School Supervisor

