Cairns State High
2025 - 2028 Strategic Plan
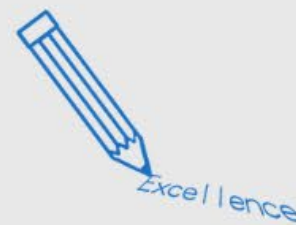
CAIRNS
State High
The best we can be.

Engaging and Contextualised Curriculum
Strengthening Collegial Pathways
Connected Care and Pathways
Commitment to Teaching Excellence

This represents Strengthening Collegial Connection.

To incorporate the aspects of this strategy, I chose to use a "lightbulb tree" with a sprout inside to represent growing and strengthening the connections between staff members/colleagues.

This represents Commitment to Teaching Excellence

Teaching is often associated with writing, this logo represents how Cairns High will promote excellence through teaching and diligence.

This represents Engaging and Contextualised Curriculum

To incorporate "engaging" and "curriculum", I decided to use a book shining as the symbol for this strategy. Books are a very engaging way for people to immerse themselves into a story/study. The shining lines represent the contextualised and valuable information on each page.

This represents Connected Care and Pathways

This symbolises the care and attention the school will provide to make sure students have the appropriate support either in school or out.

The people represent our school community and the future all underneath the 4 strategies. This symbolises the bright future Cairns State High will promote for their students/staff using the 4-year improvement plan.

Logo designed by Reever Lee, Year 11 Student (2025)

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School profile

Cairns State High School has a student enrolment of 1600 and is located 5 minutes from the central business district and 10 minutes from the domestic and international airport. It is three blocks from the Cairns Esplanade and is well-serviced by both school and city council buses. Being centrally located, it is well positioned to service families living in the city centre or families living in the northern, western or southern suburbs of Cairns. Cairns State High School was established in 1917 and is a school based on valued traditions which strives to deliver courses with the latest innovations. Cairns High has a reputation for outstanding student achievements in academic, arts and sports. The music program is outstanding and the school orchestra and chorale is a regular winner of the state-wide Fanfare Competition. Cairns High has an international focus. Our school has a very successful international student program with students and schools from various countries visiting our school often throughout the school year.

Vision and values

VISION – The Best We Can Be
MISSION - Grow happy, resilient, skilled young people who love learning, succeed in a range of valued pathways to their best ability and are well-prepared for life and a dynamic world of work
VALUES - Sense of belonging; Intentional collaboration; Student and staff voice; Valuing diversity and individual pathways; Creating leadership opportunities; Modelling effective learning principles

School review key improvement strategies

- **Domain 6** - Leading systematic curriculum delivery - Formalise 3 levels of planning across Years 7 to 10 to build a foundation for systematic curriculum planning, documentation implementation and enactment of the Australian Curriculum (AC).
- **Domain 8** - Implementing effective pedagogical practices - Develop opportunities for staff to participate in professional conversations to foster a shared language and understanding about pedagogy to inform next steps.
- **Domain 2** - Analysing and discussing data - Expand the PD program to enhance teachers' data literacy and their ability to effectively interpret and use data to inform teaching strategies and interventions.
- **Domain 3** - Promoting a culture of learning - Review and refine the Years 7 to 12 CONNECT program, informed by staff and student voice, to develop ownership, cohesion and progression, and emphasise accountability.

School priority 1 - Engaging and contextualised curriculum (Formalise systematic curriculum delivery)

Strategies
- Strengthen systematic curriculum: formalise 3 levels of planning
- Embed whole school moderation with a clear focus on before- and during-moderation
- Develop, implement and review student centred curriculum and assessment (formative and summative assessment) that is engaging, contextualised and aligns with AC V9 (Y7-9) and Senior syllabus (Y10) and 6 Cs
- 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
- Use data to design interventions to ensure students are engaged in learning that is accessible and aims to close gaps in learning

Measurable outcomes
- Improved A-C, A-B Level of Achievement (LOA) results
- Consistency between faculty data
- Three levels of planning are formalised (quality assurance of planning)
- Moderation junctures are scheduled and formalised, and there is a shared vision, language and capability to lead the moderation process.

Success criteria.
Behaviourally:
- **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.
- **Teachers can/will:** plan and implement engaging and contextualised curriculum to facilitate differentiated learning and foster student agency; design learning episodes that are and problem-based; enact planned curriculum and assessment consistently;
- **Support Staff can/will:** have a shared understanding of curriculum planning and delivery to support differentiated learning.
- **Leadership team can/will:** lead the implementation, resource/develop staff capability, and foster a shared vision of curriculum and moderation processes; quality assure and use data to regularly review whole school curriculum and moderation implementation and processes.

Resourcing
- Professional development for curriculum and moderation capability building
- Effective time allocation for collaborative curriculum planning and moderation
- Wider reading classes timetabled for Year 7 classes

School priority 2 - Commitment to teaching excellence (Implementing effective pedagogical practices)

Strategies
- Develop a shared language of consistent pedagogy throughout the school.
- Deepening the understanding and consistent application of evidence-based pedagogical practices (High Impact Teaching HIT)
- Embed Deep Learning across the curriculum (7-9).
- Non-teaching staff can access and use teaching and learning resources to target support.
- Continue and strengthen Learning Circles as a vehicle to support teachers in paedagogical development.

Measurable outcomes
- Shared language of pedagogical practices
- Consistent application of evidence-based pedagogical practices.
- Improved A-C, A-B Level of Achievement (LOA) results
- Planning reflects evidence-based pedagogical practices
- Improved student behaviour and engagement data

Success criteria.
Behaviourally:
- **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
- **Support Staff can/will:** assist teachers to deliver evidence-based pedagogical practices; support students to access quality teaching and learning
- **Leadership team can/will:** resource staff capability development, actively visit classrooms and provide feedback and support to teachers on pedagogical practice; build trust amongst staff to approach leaders for help/guidance; ensure that informal and formalised coaching and mentoring systems and processes are a visible culture in the school.

Resourcing
- Pedagogical practice professional development opportunities
- Effective time allocation for collaborative curriculum and pedagogical planning

School priority 3 - Strengthened collegial connection (Analysing and discuss data)

Strategies
- Enable Professional Learning Circles (PLC) to share practice, give feedback and upscale expertise
- Develop mutual accountability through peer observation and feedback
- Develop systems for onboarding new staff and Beginning Teacher (BT) program.
- Ensure that part time staff are fully engaged in collegial processes
- Cross faculty sessions focussed on school improvement
- Enhance teacher data literacy to be able to inform teaching strategies and interventions
- Support and encourage career progression both within and outside the school.

Measurable outcomes
- Focussed timetabled and strategic PLC sessions.
- Formalised and enacted observation and feedback process differentiated for individual teacher needs
- Embedded and consistent ADPD systems.
- Improved access to targeted and focused Professional Development for all full and part-time staff (including Professional Planning Thursday (PPT))
- SOS - Improved staff morale and access to PD perceptions.
- Reduction of teacher absences and increase in staff retention
- New and beginning teacher program enacted
- Number of staff seeking promotional opportunities

Success criteria.
Behaviourally:
- **Students can/will:** engage in improved and consistent teaching practice in classes
- **Teachers can/will:** engage with professional learning conversations; share evidence-based teaching practices with peers; demonstrate that their practice is data-informed; understand school process
- **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); lead and resource data literacy capability development; develop and lead new staff and BT support programs.

Resourcing
- Peer observation and APDP– allocation of time
- Professional Planning Thursday (continue)
- Professional development for data literacy

School priority 4 - Connected Care and Pathways (Promoting a culture of learning and inclusion)

Strategies
- Review and refine CONNECT Program informed by staff and student voice
- Investigate, plan and implement trauma aware education
- Embedding restorative practices with fidelity
- Expand and strengthen meaningful career pathways education
- Investigate Year 9 engagement patterns

Measurable outcomes
- Above state - QEW & SOS data
- 92% attendance
- Student engagement SET plan and Annual Performance Reviews (Y7-11)
- Teacher and student engagement with CONNECT program
- Reduction in OneSchool behaviour admin referrals
- Investigation into trauma education evidence-based practices
- Improved engagement of <85% attendance students = 15%
- SORD Year 12 Outcomes = Dark Blue

Success criteria.
Behaviourally:
- **Students can/will:** increase attendance and engagement with CONNECT program; have improved restorative skills and relationships with others.
- **Teachers can/will:** implement and reflect on strategies within the classroom related to trauma aware education and restorative practices
- **Support Staff can/will:** implement and reflect on strategies related to trauma aware education and restorative practices.
- **Leadership team can/will:** lead the review and refinement of Connect program, ensuring staff and student voice; model restorative practices and trauma aware education; monitor and review student pathway outcomes

Resourcing
- Deputy Principal Engagement to lead connected care and pathways initiatives
- Time and resources for key staff to collaboratively investigate, plan and implement trauma aware education and Connect program Professional development
- Staff professional development for restorative practices and trauma aware education.

Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028
Developing	✓				Developing	✓				Developing	✓				Developing	✓			
Implementing	✓	✓			Implementing		✓	✓		Implementing	✓	✓			Implementing		✓	✓	
Embedding			✓		Embedding				✓	Embedding			✓		Embedding				✓
Reviewing				✓	Reviewing				✓	Reviewing				✓	Reviewing				✓

CAIRNS State High. The best we can be.

Mr Chris Zilm — Principal 18/2/25
Ms Jules Steer — P&C President
Mr Nathan Lee Long — School Council Chair 18/2/25
Ms Fiona Free — School Supervisor