



Support & Extension

Acknowledging

[The Gimuy Walubarra Yidinji and Yirrganydji](#)

Cairns State High School acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of our land, the Gimuy Walubarra Yidinji and Yirrganydji peoples, and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

Ancestors have walked this country and we acknowledge their special and unique place in our school's historical, cultural and linguistic identity.

Every student deserves to feel safe, respected, valued and happy. Every student deserves to dream, believe and succeed. Unfortunately, many young people face a culture of low expectations and negative perceptions of who they are. As a result, their self-esteem, achievements and ambitions can be, and so often are, deeply corroded.

Cairns State High School aims to provide every child with the opportunity to be 'the best we can be' and close the gap in school engagement, attainment and completion.

Executive Principal's Message

The variety of needs of young people requires a variety of responses. Cairns State High has programs and processes in place that support and extend student learning through effective **teaching** and **wellbeing**: Our main strategic focus areas for the period 2017-2021.

This document outlines the range of services which we currently have in place at Cairns State High. In the spirit of continual improvement, we review and add to our programs constantly. Please feel free to contact us for further information at any time.



Christopher Zilm
Executive Principal

EXCELLENCE
Respect Responsibility Resilience

Right from the very start, we collect information about every new student and then share this with our teaching teams.



Year 6 students (along with parents and carers) engage in a transition program in the form of a series of information and familiarisation sessions. Students enrolling in a Centre of Excellence work with the leaders of these program in groups and individually. A program of interviews provides future students with an opportunity to give us information individually. It might also be useful for you to meet with other staff in preparation of the start at Cairns State High. Students with disability must meet with the Head of Centre for Diverse Learning (C4DL).

Students coming into other Year Levels will meet with the relevant Head of School and be introduced to the Year Coordinator who will help with the induction to the school. We request information from previous schools formally in a transfer note. Information requested from the previous school normally includes: Achievement, leadership, behaviour, literacy and numeracy results and any engagement in special programs or support

A key element of the pedagogy framework set by the Executive Principal, Mr Christopher Zilm, is 'Know the Student'. To achieve this, we have committed to arranging the school in three sub-schools each with their own Head:



- Head of Junior Secondary (7, 8)
- Head of Intermediate (9, 10)
- Head of Senior School (11, 12)

Each of the Deputy Principals in these roles take full responsibility for the engagement, achievement and attainment of their students.

Case management occurs for every student of the school. At the end of every reporting juncture (Term 1, Sem 1, Sem 2);

- Achievement is reviewed;
- High achievement and improvement is acknowledged
- Effort and behaviour levels are used to determine student engagement.



In an ongoing manner:

- Positive behaviours are recorded and acknowledged;
- Behaviour referrals and consequences are tracked;
- Attendance is monitored daily;
- Referrals to support team occur when issues emerge;

In Senior School in particular:

- Being on track to attaining QCE is monitored closely;
- ATAR achievement and performance trajectory is monitored;
- Attainment of VET competencies is tracked by teacher.

Planning with parents and students occurs when agreement and partnership are required.

The Centre for Diverse Learners (C4DL) provides a range of students with a disability with the required support to participate in the school curriculum and the wider community, enabling each student to achieve his or her potential.



Each student's learning is addressed through collaborative approaches, individualised learning plans and differentiation practices. Our service is multi-disciplinary through the provision of special education teachers, teacher aides. Access to speech pathologists, occupational therapists, physiotherapists and advisory teachers is provided through Education Queensland student support programs.

The Head of Special Education Services, also coordinates the deployment of Learning Support resources to students experiencing difficulties in their learning.

Our teachers are recruited for their expertise, passion and commitment. It is thanks to our staff that we are able to offer a whole range of co-curricular programs in sport, culture and academics.

Classroom teachers monitor and support the learning of their pupils on a daily basis:



- Know the student: Teachers take an active interest in each student. They use a range of data and observations to assist them get to know each of their pupils.
- Group information: Information collected on students from their previous schools is available to class teachers on our student data base.
- Differentiating practice: Grouping students for activities, working with individuals and making changes to tasks help meet the differing needs of students in a class.
- Communication: Emailing your child's teacher is easy. All teachers have their emails listed on the school website. If you want to phone the teacher, please call the office.
- Interviews: We have formal parent/teacher interviews twice a year, once after Term 1 holidays and then early in Term 3.

The Head of Teaching and Learning develops plans that support students with learning difficulties access the curriculum. The Curriculum Support team consists of teachers and teacher aides. Our teacher aides are paraprofessionals and when allocated to class, provide the teacher with the opportunity to work with students needing additional support more frequently.



In class support is allocated on a needs basis using the resources we have available.

At advertised times, teacher aides are available to assist with a range of learning tasks. The Help Hub gives students the chance to get homework done, receive extra help and ask questions. Additional support classes in and outside the timetable support our learners achieve success.

Vary the Pathway is another key to our pedagogical approach. This means that teachers may narrow the focus of learning for some students so they can properly grasp a key concept. This might take the form of changing assessment tasks or class work.



A 'Support Plan' is developed by the Head of C4DL, HOD Engagement or Head of School. It brings teachers together with parents/carers to outline consistent strategies which may assist.

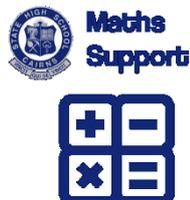
'Individual Curriculum Plans' are developed in cases where a series of supports have been trialled and the student is deemed to need quite an alternate program.

There is a pastoral care plan for Year 7 to Year 12 and it takes a number of different forms. It is based on several key elements which together meet the wellbeing needs of the whole student:



- *Engagement: Focusing on your strengths and the bright side of life*
- *Purpose: Having passion and reason for what you do*
- *Achieving success: Building your skills to strive, thrive and flourish*
- *Relationships: Focusing optimistically and believing you and others matter*
- *Strengths: Being in charge of your emotions through your strengths*
- *Physical health: Having a healthy body*





Students are placed into smaller support classes based on previous performance.

Depth of learning is a focus rather than pace.

Students in Year 10 access Short Courses in Literacy and Numeracy.

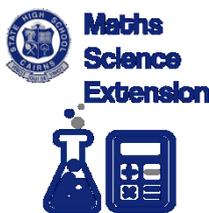
There are a number competitions, clubs and committees available in the school, for example:



- Titration competition
- Debating
- Maths Science Engineering Challenge
- Maths Team Challenge
- Spelling bee
- Reader's Cup
- Australian Maths Competition
- Sports gala days
- School Musical
- Eisteddfod
- Fanfare
- Study Tours
- International Buddy opportunities
- BLA competitions
- Coding club
- Knitting club
- Environmental club
- Student Council
- English speaking club
- International Week
- Mental Health week
- NAIDOC



Literature extension provides students with an additional school subject conducted after hours along the same lines as a Program of Excellence. Students engage in the in-depth study of classic Australian, English and American literature on top of their regular studies. Analytical skills are developed through developing a thesis and writing an extended analytical essay. Enrolment is by application and invitation. This is available to students from Year 7.



Maths Science Extension can also be selected from Year 9. Students considering a career in Mathematical Sciences, Engineering or Electronics are encouraged to apply for this subject, which is conducted after school hours. Maths Science Extension supports the study of the range of science subjects on offer in Senior (11 and 12) level. It is taken in conjunction with normal curriculum Mathematics and Science.



Students who are engaging in Programs of Excellence in Art, Dance and Drama in Years 7 and 8 may also choose school extension subjects to complement their Excellence program as part of their curriculum program.



Music Extension is considered an essential selection for students engaging in the Music Programs of Excellence (Orchestra or Chorale) in Year 7 and Year 8.

It is a full-year program.



Offered to students in Year 9 and 10, these programs are designed to keep students engaged in school and develop important sporting and social skills.



Cairns

Centres of Excellence

Aerospace & Engineering Music Performing & Visual Arts Sport



Cairns High offers a range of specialist opportunities called Programs of Excellence within a number of key Centres of Excellence. There is high standard of entry required for these specialist programs and more information is available in the COE information book available on the school website.



Vocational Education



Students thinking about a career pathway can explore its reality by taking part in a work experience program from Year 10, normally conducted in the holiday. Our Senior Schooling team also provide students with options for workplace training through School based traineeships or apprenticeships, TAFE courses or certificate qualifications with outside training organisations (such as VPG).

We also offer several certificate I, II and III courses at school as part of the curriculum program during the school day.



Aboriginal & Torres Strait Islander Support

A major performance objective of Cairns State High is to 'Close the Gap' in achievement, engagement and completion by all Aboriginal and Torres Strait Islander students.

We have a full time Community Education Counsellor whose role it is to liaise between families and the school, plan cultural events and work with individual students on goal setting and providing opportunities in and out of school.

Cairns State High also hosts a Clontarf Academy which supports the achievement of young our young Aboriginal and Torres Strait Islander men and Diamond Spirit which provides cultural safety and development for our young Aboriginal and Torres Strait Islander women.



Social Emotional Support



Social Services



Career Guidance



Cairns State High has a strong support team led by two Guidance Officers who work in close partnership to deliver proactive and reactive support for students experiencing social and emotional distress.

They also deliver a range of career guidance services and connect students with social services in the community.



Chaplaincy Program



Health Services



Other members of the support team consists of a part time Chaplain, employed by Scripture Union, and a School Based Youth Health Nurse (employed by the Department of Health).

They connect students with a range of social and welfare programs available in the community.



International Student Support



International students have an established program of support and a long history of quality service provision.

Our Home stay coordinator assists students with their living arrangements and our teachers and teacher aides provide EALD support for English language development.

Study tours are also coordinated by our International team.



EALD Programs



Students whose first language is not standard English are supported through bandscaling assessments and review, as well as special classes to develop their English as a second Language and Dialect.

These classes are by invitation and are designed to accelerate progress in learning English and supporting progress in all subjects.



Student Services



Administratively there are a range of other supports in the school.

Student Services is where students go to manage any queries about school attendance, lateness of having to leave during the day for an appointment which cannot be scheduled at another time.



Technical Support



Resource Centre



Students can access a range of support services to assist their learning in the Library.

- *IT help desk for any network access or BYOX help.*
- *Assistance with printing*
- *Homework club*
- *Borrowing books*
- *Research and study skills.*



CAIRNS

State High
The best we can be.

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