



**CAVENDISH ROAD**  
*State High School*

**STRATEGIC**  
*Plan*  
**2020-2023**



## ... our plan

The Cavendish Road State High School Strategic Plan was developed to inform the direction and evolution of our school between 2020 and 2023. It puts down markers for our school's aspirations for continuous improvement over the next 4 years and is basis for the school's Annual Implementation Plan for each of these years.

Stakeholders across the school community contributed in some way to review our school's attainment of goals set down in the previous Strategic Plan, and define actions in response to the school's 2019 School Review to arrive at this plan.

Mr Richard Usher  
Executive Principal

Mr Michael Skinner  
P & C President

Mr Russell Pollock  
Assistant Regional Director



The 2019 School Improvement Unit Review affirmed Cavendish Road State High School to be a high performing school with excellent systems, people, and great student outcomes made possible by a quality school culture.

The 4 pillars of Tradition, Innovation, Excellence and Community were identified in the 2019 School Review as powerful rally points and serve as the foundations to the next 4 years into the future, anchoring our school community to a revival of our school motto since 1951 'Nil sine pulvere, nil praeter optima' and a distinguished 69 year history.

The purpose of doing so is to ensure enduring values and relevance in a century that is marked by disruption and change to ensure our school remains grounded, aspirational and a herald of State schooling.

With a sound well-grounded culture for learning, academic and sporting successes and an extensive network of "Cavroadians" our school turns attention to other challenges of change of this century and the need to continue to be agile, creative and driven.

Our school has experienced rapid enrolment growth over the previous 4 years, as also our school's Index of Comparative Socio-Economic Advantage continues to climb for the aspirant families our school attracts. While our school enrolment increases to capacity by 2022, and natural talent improves, school performance tracks this trend and seeks to outperform.

Students in our school achieve above State and National comparisons and experience very high post school success.

As a State school, the measure of student learning growth as a result of impactful teaching for every student is as valuable as outright performance. Teaching staff seek professional growth as an expert team. In particular teachers have adapted to and adopted professional learning practices of peer observation and feedback to reduce the variance of teaching practice across our school and harness the expertise within. Differentiation, and identifying and providing learning opportunity for students in and near the top two bands to optimise student performance is an emerging priority.

Our school has seen other changes including the journey of the first year 7s through high school, significant infrastructure support of new buildings facility, an active and effective P&C supporting the school both financially and philosophically in the direction and aspirations held for our students. Further developing partnership in industry, tertiary and employers is a continuing priority to sustain successes.

Community and wellbeing are key and explicit in our daily program. Peer support, pastoral care and positive education are overwhelmingly supported by students, staff and parents. Wellbeing is a cornerstone to our school's culture for learning. Academic and sporting success of our school over the most recent decade has re-instated our school as a school of status.

Our school bases its success on a commitment to high standards, high expectations, opportunity, challenge and expert teaching. The Cavendish Road State High School community is committed to the State school ethos that though we are collective, we are one.

Central to our school's successes has been the attention to student governance and empowering our young people through opportunity and challenge, the adoption of philanthropy as an authentic connection to community and to personal excellence and not elitism. There is much to celebrate in the achievements and collective efforts over this time. Student governance will continue to evolve.

*...our philosophy*

## OUR VISION

... is to achieve and celebrate success through a commitment to individual excellence.

## OUR PURPOSE

... is to provide an outstanding education within a caring community.



## VALUES 4 PILLARS AND 5 C'S

### Tradition

Our school has a rich and long history with many past generations of "Cavroadians" exemplary of State schooling. "Cavroadians" identify with and commit to high standards in uniform and conduct embodied in the school motto, 'Nil sine pulvere, nil praeter optima'. The literal translation is "Nothing without dust (from effort), '(without which) is worthy of reward'. The common translation is "Nothing without effort, nothing but the best".

The implication is one of valuing effort and the reward or honours that follow are justifiably claimed. Our school expects wearing the green and white with pride and to high standard, admirable personal conduct and a committed work ethic from our students. In return, students receive care, and fostered as emerging active, informed and compassionate citizens.

**Innovation** is embraced to retain relevance, rigour and challenge for students to be independent, critical and creative thinkers and problem solvers.

Our school was one of the first in State education to embark on innovations that distinguished our school with points of difference. Programs of excellence attract out of catchment enrolment and due to such demand stimulates the migration of families to our catchment.

Our school provides a wide range of co-curricular activities and opportunity for students to participate in academic, cultural and philanthropic ventures, experiences and challenges. Flipped learning, philosophy and creative thinking are explicitly taught. STEM/STEAM, Languages and Culture provide frames of teaching content that makes meaning.

**Excellence** is encouraged, sought and celebrated as students take charge of and self-direct their learning to personal best. Cavroadians have excelled in all fields of endeavor. We strive for world class and personal best.

Outstanding education is a balance of academic, cultural, sporting and personal development. Every student's commitment to outstanding education involves a strong work ethic, high levels of organisation and a positive attitude in all aspects of school life.

Our underlying principles and signature professional behaviours includes staff commitment to outstanding education providing quality curriculum, purposeful pedagogy, ensuring student personal mastery and timely feedback.

Achieving excellence involves identifying individual gifts and talents, supporting all students with or without a disability, setting personal goals, access to opportunity and not accepting mediocrity. We celebrate success, whenever excellence is achieved.

**Community** is fostered through a connection to others in a culture of inclusion, care and wellbeing, philanthropy and service as hallmark signature of our school.

Though our school may move with the times and with a view to the future the green and white always strives to represent the best of public education in each and every generation.

We value diversity as well as the collective that brings us together as a school community focused without distraction of what it means to be a “Cavroadian”.

As a State school we are not influenced by doctrine other than living the charter of State schools of egalitarianism, inclusion, opportunity, optimal learning for every child through our philosophy, vision, values and professional behaviours. Individual beliefs are respected while habits of mind, high levels of care and school spirit define us as “Cavroadians”.

We acknowledge and celebrate indigenous culture and heritage and the contribution of diverse cultural backgrounds to our one collective identity.

A comprehensive pastoral care and peer support program underpins our school culture of care and inclusion.

Deans of year champion wellbeing and life skills as a cross curricular priority, and foster pride and belonging for their year cohort and to be active in their school community.

A welfare team of professional and para-professionals includes a school nurse, a school chaplain, Youth Support Co-coordinator and four Guidance Officers in an extensive framework for the provision of support and care for all students.

Student governance reflects the 4 pillars, and students engaged in community partnerships and projects.

We do not tolerate bullying.

**Our ‘5 C’s** that students will strive to do their personal best, while understanding and demonstrating signature behaviours derived from our Values and beliefs.

- **Courtesy,**
- **Cooperation,**
- **Commitment,**
- **Consideration,**
- **Challenge.**

## ...affirmations

from 2019 School Review at a glance

### History

Our school opened in 1951 and held its acclaim as a leading State High School over the past 69 years. Some notable alumni who currently serve as school House Patrons:

#### Harpur:

As a boy, PAUL HARPUR was fit and fast. He was a student at Cav Road between 1994 and 1997. Despite a tragic accident where he lost his sight, in true Cavroadian spirit, he continued his love for sport and began working upon a pathway to life after school. After graduating, Paul went on to complete degrees in Business and Law with Honours, a Masters in Law, and a PhD. Paul was admitted as a solicitor in February 2004.

Dr Paul Harpur’s research and teaching expertise are in the areas of disability rights, anti-discrimination laws, work health and safety laws and corporate social responsibility.

#### Page:

Brisbane-born STEPHEN PAGE is the first choreographer of Aboriginal and Torres Strait Islander descent to have achieved major national and international recognition. His Aboriginal ties are to his father’s community, that of the Munaljali people of the Yugambeh tribe whose traditional land in south-eastern Queensland extends from Charleville in the west across to Surfers Paradise in the east. Stephen was a past student at Cav Road. He progressed to become a nationally and internationally renowned Indigenous dancer and choreographer, a member of Sydney Dance Company and Aboriginal Islander Dance Theatre. Stephen is the Artistic Director of the Bangarra Dance Theatre.

#### Johnson:

DICK JOHNSON was a student at Cav Road between 1952 and 1956. He is a five-time Australian Touring Car Champion and three-time Bathurst 1000 winner. Dick is a supporter of over 100 charities annually including organisations supporting children. In 1997 he was awarded the Member of the Order of Australia.

Now retired from driving, Dick Johnson has no intention of stepping away from the sport that has made him a popular national sporting personality and one of the most successful racing drivers in Australian history.

#### Harrop:

Four members of the HARROP family attended Cav Road.

Loretta attended Cav Rd between 1988 and 1992. She represented Australia in swimming between 1986 and 1990 and competed as a Triathlete in the 2000 Sydney Olympics finishing 5th. Loretta also won Silver at the 2004 Athens Olympics.

Rebecca attended Cav Road between 1985 and 1989 and was School Captain in 1989.

Luke attended Cav Road in 1990 and was a world-class Professional Triathlete. Sadly at the age of 24, Luke died tragically after being hit by a car when on a training ride for the national Australian triathlon series at Surfers Paradise.

“He was an absolute world-class athlete,” coach Col Stewart said of Harrop, who was second in the 2001 Triathlon Australia national series.

Russell Harrop, father of Rebecca, Loretta and Luke, was a very generous supporter of Cavendish Road State High School and also a past student.

## Culture

A culture for learning through inquiry in and across the curriculum, extra-curricular programs, programs of excellence, a strong presence of student governance, parent and community partnership, celebrating successes and depth to school spirit.

## Sport

We field 64 of teams in inter-school competitions with 2330 of participant students in 2019. Our teams are formidable in local, district, regional and State competitions and championships and since 2016 have won 117 south district titles and 31 metropolitan finals of premierships in AFL, Basketball, Cricket, Futsal, Football, Rugby League, Netball, Touch Football and Volleyball.

## Cultural connections

Cavendish Road SHS was the first Queensland school to establish a sister school relationship. Our sister school Omiya Koryo in Saitama Prefecture is an enduring relationship. Our International program is CRICOS accredited and our school hosts over 60 students as international enrolments.

We nurture and acknowledge the traditional owners of the land, the rich heritage and knowledge shared by them and promote reconciliation.

## Learning

We use the Marzano “Art & Science of Teaching” as a frame of reference.

Visible Learning is an emerging feature of pedagogical practice for impactful teaching that can be measured by student learning growth – one year’s growth for one year’s instruction. Professional learning teams where teachers reflect on their skills of knowing their learners, gathering and responding to information on learner progression is practiced and based on the science that every child can learn and progress, they simply may have different points of entry and levels of mastery.

## Academic

In 2018/19 more than 90% of Year 12 students achieved OP 1-15, 100% achieved their QCE and 96% of eligible students QTAC entry. Indigenous students achieved 100% in each of these measures. Pass rates of A-C in years 7 to 10 exceed 95%. Students receiving an A or B in English, Mathematics and Science exceed 70%.

## Governance

Our school:

- Internationally recognized as a CRICOS school.
- Has an active, supportive, effective and financially viable P&C Association.
- An active Student Council of Senior and Junior representatives of a student voice.

## Students

A growing school:

- 1800 students in 2019 and enrolments growing to 1955 within the life of this plan and 109% retention rate.
- In-catchment enrolment has increased from 35% to 55% from 2016 to 2019 and anticipated to continue to increase. Out of catchment enrolments will be reduced for our school to remain within its capacity.
- Enrolment gender balance was a priority in the previous four year plan and was achieved in 2019 trending towards girls in majority of enrolment in the life of this plan.
- Exemplary attendance exceeding 94%. Exemplary A or B in reportable behaviour and effort that exceeded 85%, and greater than 98% satisfactory or above.
- In 2019 86.8% of students post year 12 were in employment, training or further education. 73% of students head to post-school education.
- The top 5 further education destinations in order are Health, Social Studies, Engineering, Management & Commerce, Creative Arts with Physical Science, Architecture, Education and Information Technology following. Less than 6% of students enter service or semi-skilled industries such as Hospitality or Agriculture.

## Staff

126 fulltime equivalents of teaching staff in 2019, 5 of whom have Doctorates, 11 Masters Degrees, 80 Bachelor Degrees, 38 Graduate Diplomas 72 support and ancillary staff.



## THREE KEY PRIORITY THEMES FOR 2020 - 2023

Over the next 4 years Cavendish Road State High School will embark on the next phase of our school's development delivering on these priorities, that at any time the following characteristics are visibly evident in our school:

- **Visibly Vibrant Culture** - Being a "Cavroadian" is to personally identify and commit to our School motto, 4 Pillars and 5 C's
- **Visible Teaching & Learning** - Visibly explicit teaching, Visible learning intentions & goals, Visible feedback
- **Visible Learning Growth** - Every Child can learn, grow, succeed, excel

### VISIBLY VIBRANT CULTURE

A positive learning culture for all

#### Habits & Behaviours

5 C's  
Growth mindsets

#### Identity

Enrolment management & strategy  
"Cavroadian" School spirit

#### Wellbeing

Explicit program of Pastoral Care & Peer Support  
WH&S Compliant

#### Partnerships in learning

Student/Staff/Parent voice  
Business & Tertiary partnerships & MOU  
Parent support groups  
Primary and broader school cluster relationships

#### Cultural & Global connections

Indigenous recognition & reconciliation  
International Study Program  
Study Tours Abroad  
Philanthropy, Patronage & Volunteering at home and abroad

### VISIBLE TEACHING & LEARNING

Explicit teaching for impact

#### Student mastery

Reading  
Writing  
Numeracy  
Surface, Deep & Transfer learning

#### Viable Curriculum

Australian curriculum has fidelity & rigour  
New Senior implemented

#### Expert Teaching

AsoT informed  
Visible Learning  
Evidence based teaching knowing the impact and target teaching

#### Leadership

Leadership learning  
Aspirant development

#### 21st Century Innovation in Learning

Extra & Co-curricular opportunity  
Critical thinking  
Philosophy  
Project based Learning

### VISIBLE LEARNING GROWTH

At least one year's progress from one year's instruction

#### Students

Student directed learning goals  
Progress monitored  
Measurable gains made

#### Differentiation - School wide practices

- **Challenge**
  - ▶ Extending the top
- **Extend**
  - ▶ Progressing the middle
- **Support**
  - ▶ Eliminating the tail

#### Inclusion

- DDA Compliant

#### Teachers

Reflective practice  
Collaborative practice  
Directed professional development

#### Extra & Co-curricular Learning

Programs of excellence

#### Opportunity for Challenge

University links  
Extension programs  
Student governance & leadership

### OUTCOMES

Exemplary State schooling

Students in our school achieve above State and National comparisons and experience very high post school success in QCE, ATAR, NAPLAN

All students graduate with a QCE and first preference post-school options

Attendance, behavior & effort are very high

Students are responsible for their own learning as they improve and make measurable progress

Teaching staff seek professional growth as an expert team through peer observation, feedback & collaboration

Leadership & team development is evident

A strong sense of identity and community and spirit for students, staff, parents and alumni

Professional learning practices of peer observation and feedback reduces the variance of teaching practice across our school

Expertise within the school is harnessed

Differentiation is understood and teachers ensure their teaching has impact on every learner

All students are challenged and high achievers programs value add to student progress and growth

Curriculum & pedagogy is world class. Deep learning is evident and authentic

Identifying and providing learning opportunity for students in and near the top two bands to optimise student performance is evident

Further developing partnership in industry, tertiary and employers sustains authentic learning and student pathways and qualifications

Community and wellbeing are key and explicit in our daily program

Peer support, pastoral care and positive education are overwhelmingly supported by students, staff and parents

**Visibly vibrant culture: Being a “Cavroadian” is to personally identify and commit to our school motto, 4 Pillars, and 5 C’s. A positive learning culture for all.**



ACTIONS	STRATEGIES
<b>Habits &amp; Behaviours</b>	5 C’s Growth mindsets
<b>Identity</b>	Enrolment management & strategy “Cavroadian” School spirit
<b>Wellbeing</b>	Explicit program of Pastoral Care & Peer Support WH&S
<b>Partnerships in learning</b>	Student/Staff/Parent voice Business & Tertiary partnerships & MOU Parent support groups Primary and broader school cluster relationships
<b>Cultural &amp; Global connections</b>	Indigenous recognition & reconciliation International Study Program Study Tours Abroad Philanthropy, Patronage & Volunteering at home and abroad

SUCCESS INDICATORS
<ul style="list-style-type: none"> <li>• Students are actively encouraged, supported and expected to face new challenges enthusiastically</li> <li>• Our core values are contextualised and practiced with sincerity</li> </ul>
<ul style="list-style-type: none"> <li>• Enrolment management and strategy reflects the intent and tenet of State education and our school as a school of preference</li> <li>• Our school continues to be a school of high expectations, high standards and demonstrative of a reputation well earned</li> </ul>
<ul style="list-style-type: none"> <li>• The school’s basis to best learning is in the care and guidance afforded every student through pastoral care, peer support and explicit wellbeing and community activities</li> <li>• Our school has very low incidents of WH&amp;S issues</li> </ul>
<ul style="list-style-type: none"> <li>• Parent opinion of being a good school, that students are cared for and that parents are welcome exceed 95% and like schools</li> <li>• P&amp;C continues to strongly support the school</li> <li>• New and emerging business and community partnerships are in place</li> <li>• Our school continues to support our smaller primary partners and new cluster initiatives are in place</li> </ul>
<ul style="list-style-type: none"> <li>• Our school continues its strong advocacy for Aboriginal &amp; Torres Strait Islander students and recognition of the cultural lessons they bring to the greater benefit to reconciliation</li> <li>• The school’s International Student program expands to re-instate cultural exchanges</li> <li>• Our students continue to commit to philanthropic ventures, community aid and charitable causes</li> </ul>





**Visible Teaching & Learning: Visibly explicit teaching, Visible learning intentions & goals, Visible feedback. Explicit teaching for impact.**

ACTIONS	STRATEGIES
<p><b>Student Mastery</b></p>	<p><b>Reading</b> <b>Writing</b> <b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Continuing Literacy as a core learning priority: Reading &amp; Writing proficiency</li> <li>Continue to empower teachers to respond to reading, writing, and thinking demands within the curriculum at appropriate junctures</li> </ul> <p><b>Surface, Deep &amp; Transfer learning</b></p>
<p><b>Viable Curriculum</b></p>	<p><b>Australian curriculum has fidelity &amp; rigour</b></p> <ul style="list-style-type: none"> <li>School wide system across faculties for 3 level curriculum planning</li> <li>Achievement standards derived from appropriate curriculum and are moderated for consistency, language demands and progression</li> <li>Alignment between the Australian Curriculum &amp; progression to SATE</li> <li>Breadth, depth &amp; clarity in learning pathways, learning options, extra &amp; co-curriculum</li> <li>Develop and implement whole school moderation processes</li> </ul> <p><b>New Senior implemented Programs of Excellence</b></p>
<p><b>Expert Teaching</b></p>	<p><b>AsoT informed Visible Learning</b></p> <p>Evidence based teaching knowing the impact and target teaching</p> <ul style="list-style-type: none"> <li>Teacher Annual Performance Development Plans connect to school goals and priorities</li> <li>A School Professional Learning Plan supports the capabilities of teachers &amp; leaders in line with the school's EIA</li> <li>Professional Learning Teams develop protocols for classroom observations and</li> <li>Conduct peer observations and shared professional practices</li> </ul>
<p><b>Leadership</b></p>	<p><b>Leadership learning</b></p> <ul style="list-style-type: none"> <li>Develop capability of executive and senior instructional leadership</li> <li>Aspirant development</li> </ul>

**SUCCESS INDICATORS**

<ul style="list-style-type: none"> <li>Students acquire an ever-increasing capacity to engage with and make meaning of a wide range of complex texts</li> <li>Students develop their capacity to write with ease, fluency and in range of expressive genre</li> <li>Students are capable in their numeracy and mathematical skills</li> <li>The teaching of thinking skills is evident in classrooms, student written and oral work and assessment requires deeper thinking and the transference of understanding</li> <li>Students are able to make meaning from experience to apply to new situations</li> </ul>
<ul style="list-style-type: none"> <li>Curriculum is faithful to the content, intent and allocations of time to the Australian Curriculum</li> <li>Students' work and assessment is moderated to Australian standards</li> <li>Curriculum includes broader opportunities for students to develop and grow as responsible citizens, and with life skills</li> <li>Students are prepared for and achieve success in the new senior including maintaining 100% QCE success, very high tertiary entrance and qualification</li> </ul>
<ul style="list-style-type: none"> <li>Teachers use the pedagogy framework to design their lessons and point of common reference to discuss their work</li> <li>Teachers understand and apply the cycles of learning to identify their impact and adjust accordingly</li> <li>Agreed collegiate teaching repertoires of best practice emerge</li> </ul>
<ul style="list-style-type: none"> <li>Staff and school leadership have access to and develop their leadership skills together and for common purpose</li> </ul>

**Visible Learning Growth: Every child can learn, grow, succeed, excel.**

**At least one year's progress from one year's instruction.**



ACTIONS	STRATEGIES
<b>Students</b>	<ul style="list-style-type: none"> <li>Student directed learning goals</li> <li>Progress monitored</li> </ul>
<b>Differentiation - School wide practices</b>	<ul style="list-style-type: none"> <li>• <b>Challenge</b> <ul style="list-style-type: none"> <li>▶ Extending the top</li> </ul> </li> <li>• <b>Extend</b> <ul style="list-style-type: none"> <li>▶ Progressing the middle</li> </ul> </li> <li>• <b>Support</b> <ul style="list-style-type: none"> <li>▶ Eliminating the tail</li> </ul> </li> </ul>
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>• <b>DDA Compliant</b></li> <li>• <b>Promote and maintain a strong, caring culture for learning</b> <ul style="list-style-type: none"> <li>▶ Develop a school Wellbeing Plan for students and staff</li> <li>▶ Continue student support and welfare services, targeted interventions and enhancements for engaging target groups</li> <li>▶ Student voice, leadership and governance provide opportunity for personal and whole school wellbeing</li> </ul> </li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Collaborative practice</li> <li>• Directed professional development</li> </ul>
<b>Extra &amp; Co-curricular Learning</b>	<ul style="list-style-type: none"> <li>• Programs of excellence</li> <li>• Enrichment and extension programs</li> </ul>
<b>Opportunity for Challenge</b>	<ul style="list-style-type: none"> <li>• University links</li> <li>• Extension programs</li> <li>• Student governance &amp; leadership</li> </ul>

SUCCESS INDICATORS
<ul style="list-style-type: none"> <li>• Students are provided scaffolds for and progressively take responsibility for their own learning and progress, setting and progressing towards learning goals and understand success criteria that indicate progress.</li> <li>• Students use teacher feedback for and of learning to refine and improve their work to make measurable gains</li> </ul>
<ul style="list-style-type: none"> <li>• Students are provided a range of curriculum and extracurricular opportunities to challenge their potential through authentic learning, problem solving and creative thinking</li> <li>• Students at or near the second decile of high performers have similar opportunity to high achievers to optimise learning engagement</li> <li>• Every student meets or exceeds national minima in literacy and numeracy and students visibly progress one year within their program of instruction</li> </ul>
<ul style="list-style-type: none"> <li>• Every student receives adjustment to the full extent of their right to access the curriculum</li> <li>• Gaps between mainstream and target student groups narrow by at least 1% per annum</li> <li>• Student governance reflects the 4 Pillars, 5C's in leadership opportunity, recognition, certification and celebration</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers work together in action research of their own classrooms and practice and use evidence based approaches to impactful teaching</li> <li>• Teachers reflect on their knowledge, experience and impact on learning to direct their own professional development</li> </ul>
<ul style="list-style-type: none"> <li>• All activities focus on optimal learning growth</li> <li>• Aspirational outcomes of achievement are shared for the pursuit of excellence without elitism</li> </ul>
<ul style="list-style-type: none"> <li>• University links, extension and programs of excellence in the Arts, Sport and Academic have extension to post-school credit and pathways</li> </ul>



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