



Cairns State High School

Celebrating 100 Years in 2017

ANNUAL REPORT 2017

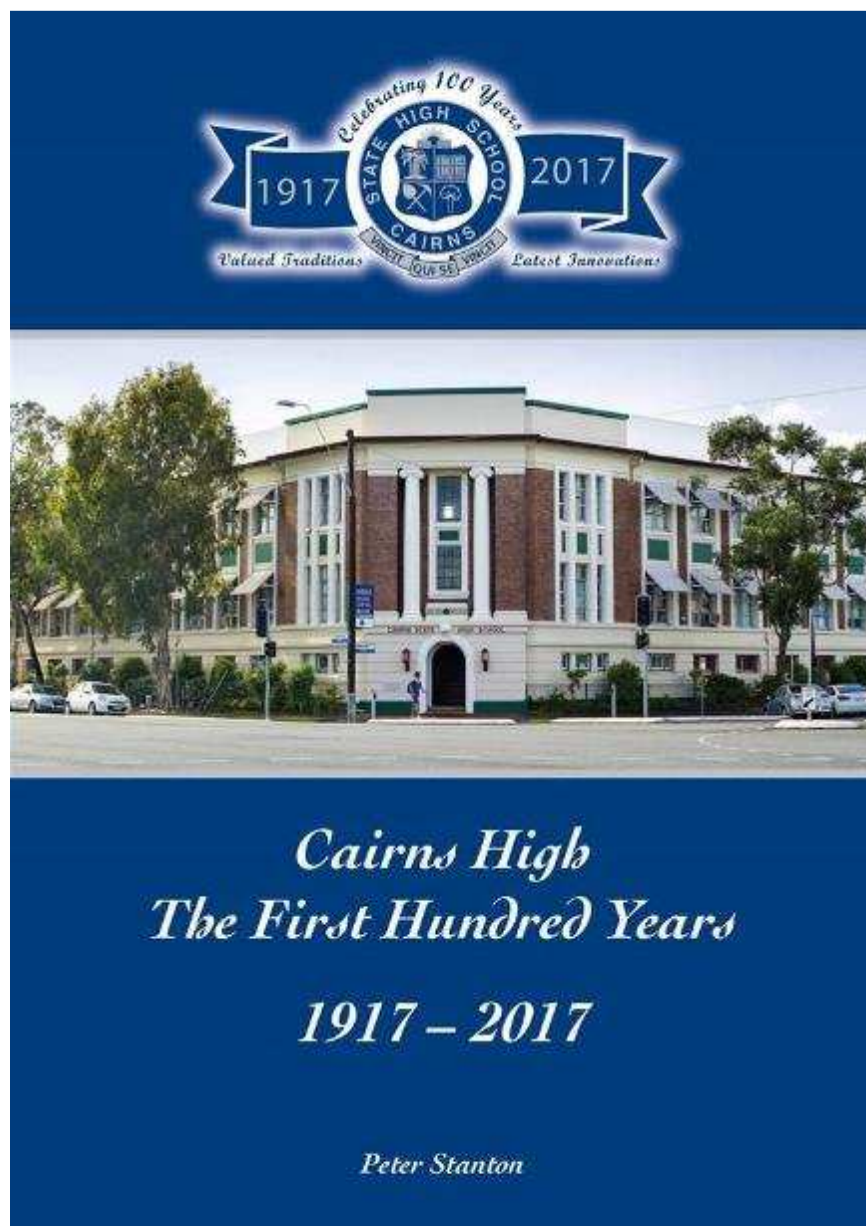
Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Cairns State High School celebrated its Centenary in 2017 and marked the year with several significant school and community events.

The school has a student enrolment of 1643 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-served 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 is a regular winner of the statewide Fanfare Competition.

Cairns High has an international focus. Our school has a very successful international student program, is internationally accredited and in 2010 commenced the International Baccalaureate Diploma Program to students in years 11 and 12.



Principal's Foreword

Introduction

2017 was the year in which the school celebrated the first 100 years of operation.





How the School marked the Centenary 2017-2017

- The book authored by History teacher, Peter Stanton, was launched. Peter spent 6 years researching and then writing the book which represents a comprehensive history of the school and Cairns community,
- The 30th anniversary of the Year 12 Camp bus crash, in which 8 students tragically lost their lives, was commemorated with a public memorial service and morning tea.
- 'Back to Cairns High' open day gave over 500 old scholars the opportunity to attend the school, take a tour, catch up with friends and enjoy a morning tea.
- Year 12 buried a time capsule.
- The McKenzie Walk was constructed and opened by the Premier in honour of Mr Bernie McKenzie, Principal 1979-1999.
- The Premier attended and unveiled a plaque on the front of the school and the Junior Secondary building. She attended the school again later in the year to announce an election commitment for \$11M for a new hall and landscaping – which will be named the Centennial Hall.
- The whole community came together for a Jazz Supper Club on September 16, enjoying a 100 piece orchestra playing a specially commissioned piece, singing and dancing and great food and company.
- The main office area was refurbished thanks to \$75 000 in sponsorships from local business and community members, organised by previous Principal, Angela Toppin. The refurbishment included the re-instatement of the iconic lights on the front of the heritage listed A Block building and a new Centenary window pane at the top of the stair.
- A range of souvenir merchandise was also sold along with the book.

School Progress towards its goals in 2017

What sets Cairns State High apart from every other school is that we have used educational research to determine our focus for the future and kept it as simple as possible so we can achieve our objectives. It seems almost too obvious to declare 'Teaching' as the number one priority, yet also focusing on our core business and working together to improve the quality of the classroom experience.

Teachers are working in teams to develop a consistent, quality approach to instruction that also values their personal pedagogical gifts: that x-factor that teachers bring to the classroom. Cairns State High teachers are recruited because of their qualifications, diverse experience and enthusiasm for young people. Every one of us here in the school values being part of this school community and the development of strong professional teams where practice is shared, planning is done and feedback is sought and given, shows how committed our staff are to being 'the best we can be'. We use a range of information (data) to evaluate student progress at every step of learning.

Our equally important yet innovative focus on 'Wellbeing' means that we are building the right opportunities for students to develop into full participants in our fast-paced world. The great classroom experience hand-in-hand with developing resilience is the only way forward in a modern educational setting and Cairns High is leading the way. We are spending time and resources on developing new ways to develop 'the whole person' and engaging with students along the way ensures that we listen to their views about what they need from their school.



A strong pastoral care program is currently being mapped from Year 7-12 and in Junior, we provide lesson time to take students through some of the elements. All schools have a Responsible Behaviour Plan which outlines the positive and negative consequences of appropriate and inappropriate behaviours, but Cairns State High's is different in that it weaves in our major focus on 'Wellbeing'.

Learning and teaching in our school is effective and students participate positively within our school community. Cairns State High School supports teaching and wellbeing by:

- Promoting high expectation relationships;
- Maintaining high standards of learning, uniform and behaviour;
- Developing positive education with the Learning Curve program as the foundation
- Focusing on individual case management and pastoral care;
- Implementing Restorative Practices to enhance relationships among students, and between students, teachers, and parents, so as to accept responsibility.

This double helix approach to what matters most is in line with the Positive Education philosophy.



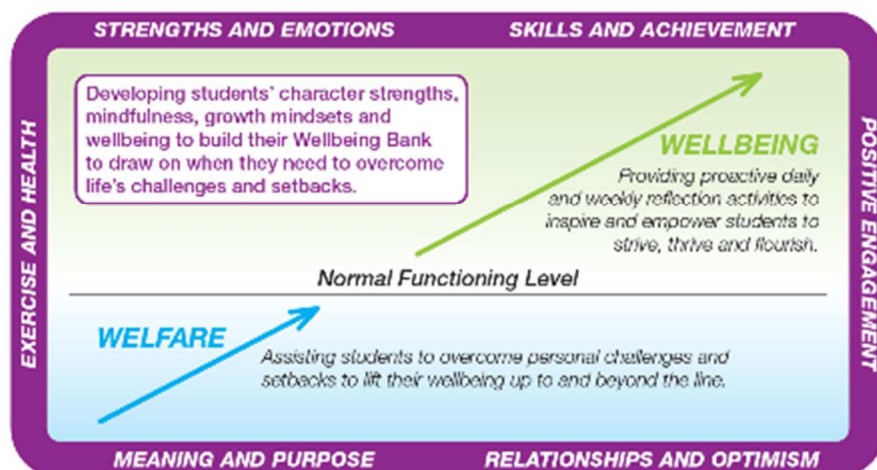
Positive education challenges the current paradigm of education, which places academic attainment above all other goals. In some settings this has led to the elimination of the Arts, or sports programs in favour of drilling students in literacy elements such as spelling and grammar.

We believe that the DNA of education is a double helix with intertwined strands of equal importance:
Academic: The fulfilment of intellectual potential through a rich curriculum and learning of the best that has been thought and known.

Character and Wellbeing: The development of character strengths and wellbeing which are intrinsically valuable and contribute to a variety of positive life outcomes.



Positive Education = Positive Psychology approaches + Best Practice teaching



With the new QCE commencing in 2019, we have placed the 'Attainment' agenda into the strategic plan so that our students are well-prepared for the new system when they enter Senior. This and the work occurring in 'Internationalism' form the business development as important but less immediate focus areas preparing our school for the future.

These four areas and the work that goes with them is our clear focus for 2017-2020 – every year.

Teaching	<ul style="list-style-type: none"> Teachers engaged in implementing the High Impact Teaching strategies in the instruction of writing, vocabulary, sentence structure and paragraphing; Planning a piece of writing became a clear focus in every classroom; The school's Curriculum plan was completed; Teacher planning was explicitly defined; Learning programs in Junior School were reviewed to reduce assessment load; Subject guides were re-vamped and provided succinct information to students and families; Year plans were written to a common format and centrally stored; Teacher expectations were defined and stated in 'The State of Play' document. A school data plan was developed to reflect on student achievements; The school's eLearning committee continued innovating with ReadCloud and BYOx implementation; NAPLAN writing for Year 9 achieved an improvement for the first time in three years.
Wellbeing	<ul style="list-style-type: none"> Pastoral care was taught to Year 7&8; The Responsible Behaviour Plan was reviewed to include a focus on wellbeing; Restorative practices implementation and training commenced; Case management of individual student need was introduced and models of tracking progress trialled; Student support team met regularly and streamlined the process for meeting student needs; Clontarf Academy commenced operations supporting young Aboriginal and Torres Strait Islander men; Staff training in the Learning Curve framework occurred at the start of the year.
Attainment	<ul style="list-style-type: none"> Student reviews occurred at each semester break; Student interviews were systematically planned and conducted; Staff and administration commenced professional development in the new QCE; The school made the decision to align Year 10 programs with the new syllabuses; QCE monitoring supported excellent attainment.
International	<ul style="list-style-type: none"> The school welcomed large numbers of international students in study tours, long and short stay programs; The annual study tour to Italy took place; International Baccalaureate continued in its seventh year; Students travelled around Europe in the tour led by the Executive Principal and two staff; The Executive Principal attended the Council of International Schools conference in Adelaide.

Future Outlook

The school will continue the journey of the four-year plan with increased emphasis on implementation of the new QCE in Semester Two by writing new unit plans and preparing for new subjects in 2019.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1643	924	719	206	93%
2016	1637	922	715	185	93%
2017	1651	936	715	186	93%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the Student Body

Overview

Cairns State High School is a comprehensive high school and continues to aim to have a student population that reflects the population of the Cairns community. Cairns High has significantly more applications for enrolment than there are positions and the school operates an Enrolment Management Plan. This plan is implemented with the aim of ensuring that students from disadvantaged groups are proportionally represented at Cairns State High School.

The Enrolment Management Plan also ensures that students from across the region are able to access the Programs of Excellence offered by the school.

There are 59 cultures represented by the student enrolment.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	24
Year 11 – Year 12	18	18	18

Curriculum Delivery

Our Approach to Curriculum Delivery

Cairns State High School's [curriculum](#) aligns with the school's Guiding Statement through the implementation of the Australian Curriculum, Queensland Curriculum and Assessment Authority (QCAA) Syllabus documents for all subjects, Australian Skills Quality Authority (ASQA) training packages and the International Baccalaureate Organisation (IBO) Study Guides.

Students participate in a quality-assured learning program developed from the Australian Curriculum, or the QCAA Queensland syllabuses throughout the years of Junior Secondary (7-9).

In Year 10 students transition to the Senior curriculum with an in-depth preparatory program.

Year 11 and 12 students have a range of opportunities with QCAA and IB subjects, VET, TAFE, University and work based learning.



Teaching programs are developed by our expert faculty teaching teams and audited to ensure alignment with authorized curriculum, students study subjects. Organized in a timetable of 20 lessons and a 10 minute meeting with a form teacher every morning to take the roll, give out notices and ensure students are ready for the day.

Co-curricular Activities

Cairns State High School offers students vast opportunities to involve themselves in [co-curricular activities](#) and to enhance their educational experiences. There is a busy year-round calendar of special events which is facilitated by committed staff and students.

Participation in such activities brings increased self-esteem and confidence, and the satisfaction of working successfully in a team. There are many opportunities available to students in the following areas:

- Sport
- Dance
- Drama
- Music
- Art
- Academic

How Information and Communication Technologies are used to Assist Learning

The curriculum at Cairns High is supported by a vast array of both print and media resources. The school runs a student resource scheme which provides students with textbooks and other resources.

Students also have access to the student network drive (S Drive) which stores electronic textbooks and teacher created resources.

The Cairns High Library provides 24/7 access to information and digital resources to support research assignments. The Library Online portal provided by Concord Infiniti allows students to locate current and credible information from a range of databases and links to information hubs including Proquest eLibrary; Weblinks; National Library of Australia via Trove and the State Library of Queensland; the Gale Virtual Reference Library (GVRL) and Clickview Online. Turnitin is used to ensure authenticity of authorship of student work.

From 2015 the school introduced the Bring Your Own Device (BYOx) Program and in 2017 achieved an uptake of 96%. Students having their own device allows them 24/7 access to curriculum resources, teacher access and in some cases, learning through the Learning Place online classrooms. The school's eLearning Committee in conjunction with the P&C BYOX subcommittee have been working to promote the importance of BYOX with students and parents during the first year of this program. Students are given multiple opportunities to acquire and demonstrate their skills in accessing and evaluating information from print and media resources while developing their ICT skills and using a range of technology tools in both junior and senior.

Teachers are provided with laptops through the Computers for Teachers (C4T) program to encourage the embedding of the teaching of ICTs within curriculum delivery. In this context Cairns High has a strong eLearning focus and supports teachers to develop contemporary classroom practice. The school has an eLearning teacher mentor who delivers eLearning Café professional development sessions, presents at faculty meetings and provides training sessions for classes.

Social Climate

Overview

Our students enjoy the experience of being a 'Cairns High student'. Students are very satisfied that the school provides a safe, academically challenging and supportive environment in which to learn.

Parents have also expressed their satisfaction with the school in terms of teachers setting high expectations of their students and motivate them to learn. They have also recognised that there is a strong focus on continuous improvement in curriculum programs, teaching and learning practices, as well as upgraded facilities for their students.

The school's mission statement is "To develop young people who are inquiring, knowledgeable and caring, and who are committed to learning, success and global citizenship".

Cairns State High School values are:

EXCELLENCE
Respect Responsibility Resilience

The School Support Staff include Guidance Officers, a Chaplain, a Youth Health Nurse, Youth Worker, Senior Mentor Officer, a Learning Support Unit, Deputy Principals, Student Services and Head of Departments Student Services, and a strong network of Year Co-ordinators. Additionally there is a strong Student Council body of students. We also access a wide range of support from agencies outside of the school community such as 'Headspace', C.Y.M.H.S, Skills360, and VPG.

The Responsible Behaviour and Wellbeing Plan commenced implementation in 2017.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	98%	96%
this is a good school (S2035)	94%	94%	92%
their child likes being at this school* (S2001)	95%	96%	100%
their child feels safe at this school* (S2002)	95%	91%	98%
their child's learning needs are being met at this school* (S2003)	91%	92%	94%
their child is making good progress at this school* (S2004)	89%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	92%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	87%	94%
teachers at this school motivate their child to learn* (S2007)	79%	83%	94%
teachers at this school treat students fairly* (S2008)	82%	83%	90%
they can talk to their child's teachers about their concerns* (S2009)	89%	92%	90%
this school works with them to support their child's learning* (S2010)	83%	86%	82%
this school takes parents' opinions seriously* (S2011)	75%	85%	78%
student behaviour is well managed at this school* (S2012)	89%	87%	83%
this school looks for ways to improve* (S2013)	90%	94%	90%
this school is well maintained* (S2014)	94%	94%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	96%	92%
they like being at their school* (S2036)	87%	88%	89%
they feel safe at their school* (S2037)	92%	90%	87%
their teachers motivate them to learn* (S2038)	85%	87%	86%
their teachers expect them to do their best* (S2039)	94%	98%	94%
their teachers provide them with useful feedback about their school work* (S2040)	87%	83%	84%
teachers treat students fairly at their school* (S2041)	81%	70%	71%
they can talk to their teachers about their concerns* (S2042)	70%	70%	72%
their school takes students' opinions seriously* (S2043)	64%	63%	60%
student behaviour is well managed at their school* (S2044)	79%	72%	64%
their school looks for ways to improve* (S2045)	88%	93%	83%
their school is well maintained* (S2046)	88%	88%	87%
their school gives them opportunities to do interesting things* (S2047)	94%	85%	90%

Staff opinion survey

Performance measure	2015	2016	2017
Percentage of school staff who agree# that:			
they enjoy working at their school (S2069)	98%	98%	96%
they feel that their school is a safe place in which to work (S2070)	96%	99%	99%
they receive useful feedback about their work at their school (S2071)	87%	88%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	77%	91%
students are encouraged to do their best at their school (S2072)	98%	99%	100%
students are treated fairly at their school (S2073)	97%	95%	98%
student behaviour is well managed at their school (S2074)	98%	97%	96%
staff are well supported at their school (S2075)	84%	86%	92%
their school takes staff opinions seriously (S2076)	83%	87%	92%
their school looks for ways to improve (S2077)	95%	95%	96%
their school is well maintained (S2078)	95%	96%	92%
their school gives them opportunities to do interesting things (S2079)	88%	88%	92%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

School Council

The Cairns High School Council has parent and community members. The P&C President is an exofficio member of the Council. School Council has operated since 1998 and ensures that local decision making and consultation informs the development of the school.



P&C Association

- The most significant voluntary adult group that supports Cairns State High School is the Parents and Citizens' Association (P&C). The group comprises of parents and interested citizens and operates as a constituted body. It is affiliated with the Parents and Citizens' Association Queensland.
- The P&C aims to help maintain the academic, social, and cultural excellence offered at Cairns High. A significant proportion of income is derived from the operation of the Canteen, Uniform shop and school facility hire. The association employs a Liaison Officer to oversee and coordinate plans for the future.
- The P&C has been an important financial contributor to many vital projects in the school, including:
- On a needs basis assist students with associated costs to represent the school at high levels of sporting, cultural or academic pursuits of excellence; and
- the rebuild and expansion of the Canteen facilities
- The school encourages parents and carers to join the P&C and to make a contribution to the school in a way that suits them.
- The P&C is a useful and effective forum to stay in touch with what is happening in the school and also to have input into school activities and policy.

Music Support Sub-Committee

- The Music Support Sub-Committee is very active and provides invaluable and substantial support for the maintenance and development of the exceptional music program at Cairns High.

Centenary Celebrations Sub-Committee

- The Centenary Celebrations Sub-Committee was formed in 2015 and is assisted in all planning and preparation for the multiple events to be associated with the School's centenary in 2017.

Cairns High Communications

- Cairns State High School has developed a communication strategy and branding guidelines which includes strategies to update all promotional materials to reflect the updated Guiding Statement and also to promote Cairns High and its mission to the wider community. The school has a range of promotional materials and activities which aim to assist parents and the wider community to understand its mission, values and expectations; and the programs and activities the school has to offer.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The focus on Wellbeing combined with the celebration of diversity results in the implementation of Clontarf Academy in the school, a student led LGBTIQ+ group supported by the School Based Youth Health Nurse.

Several events in the school are marked by student activity such as NAIDOC week, Mental Health Week, RUOK day, Reconciliation week, Pride week, Staff were trained in the implementation of Peer Support for 2018 pairing groups of Year 7 with Year 11 Peer Support leaders.

The school values of Excellence, Respect, Responsibility and Resilience clearly place respectful relationships at the centre of our business.

The School's Responsible Behaviour and Wellbeing plan clearly articulated the school's anti-Bullying policy and procedures. The National Day of Action against Bullying and Violence was marked with a range of student activities.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	224	199	145
Long Suspensions – 11 to 20 days	10	28	18
Exclusions	6	16	7
Cancellations of Enrolment	12	8	20

Environmental Footprint

Reducing the school's environmental footprint

Cairns State High School's School Council commenced the development of a climate action plan. The student Environmental Club implemented a number of initiatives including an Environmental Day to raise awareness of resource usage and recycling. The facilities team developed a strategic plan to replace inefficient air conditioning system with new more energy efficient units.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	1,067,924	9,015
2015-2016	495,343	
2016-2017	20,784	11,478

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	130	63	5
Full-time Equivalents	120	49	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	9
Graduate Diploma etc.**	35
Bachelor degree	75
Diploma	9
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$51886.79

Details regarding in-kind professional development opportunities and activities undertaken for 2017 were:

- QCAA Workshops / SATE
- IB Language and Psychology training
- Australian Teachers Wellbeing Toolkit Program
- First Aid
- Stem Workshops
- Indigenous Education Conference
- Faculty upskilling
- Dynamic Learning Group – Cracking the hard class
- BEAQ State Conference
- Mental Health and Wellbeing

The proportion of the teaching staff involved in professional development activities during 2017 was 73%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	87%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

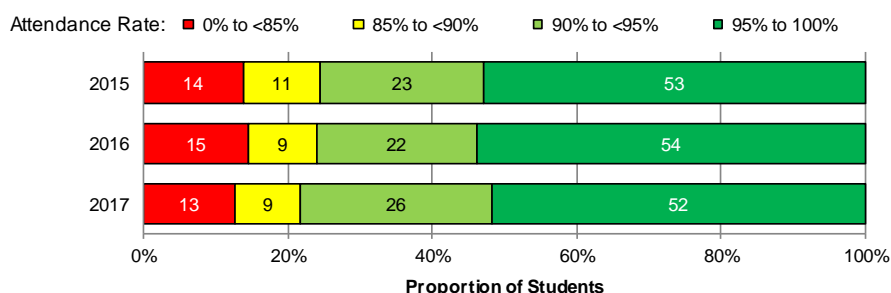
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	94%	92%	89%	92%	93%
2016	94%	93%	90%	91%	92%	94%
2017	95%	93%	92%	92%	93%	93%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class absenteeism is managed by teaching staff who mark a roll using ID attend for every class. Anomalies are detected by the Deputy Principal and managed by them directly. Discussion during the year regarding the improvement of the system was conducted.

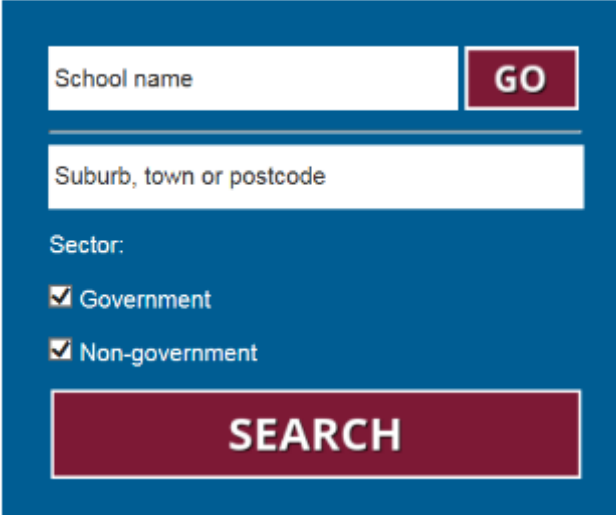
Attendance is monitored at frequent intervals to detect patterns of absence and flag possible disengagement. De-identified attendance data is published regularly to students. High attendance levels are encouraged and acknowledged. High attendance is a condition for participation in many school co-curricular events.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	234	238	249
Number of students awarded a Queensland Certificate of Individual Achievement.	5	9	0
Number of students receiving an Overall Position (OP)	120	153	148
Percentage of Indigenous students receiving an Overall Position (OP)	23%	43%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	18	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	108	98	103
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	82	97
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	211	221	239
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	91%	87%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	14	11	17
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	87%	80%	62%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	93%	96%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	95%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	19	49	42	10	0
2016	20	58	45	28	2
2017	13	35	43	47	10

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	43	56	41
2016	28	63	35
2017	27	89	23

As at 14th February 2018. The above values exclude VISA students.

The School-Based VET programs offered at Cairns High include:

- Certificate I in Construction
- Certificate II Business
- Certificate II in Engineering Pathways
- Certificate II in Hospitality
- Certificate III in Hospitality
- Certificate II in Tourism
- Certificate II in Visual Arts
- Certificate III in Early Childhood Education and Care

International Baccalaureate Diploma Programme								
IB DP Average score	IB Diploma Awarded	IB Top School Score	IB QCE rate	Predicted/ Awarded EE	Subject EE/Paper score	TOK scores predicted/ awarded	Predicted/ Awarded subject scores	Average predicted/ awarded
31	20	37	21/30	25/28	112/99 1.131	96/89 1.078	745/687 1.084	4.69/4.32 1.084

The comparative scores are totals then fraction of GPA calculation.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	87%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	73%	84%	62%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.cairnsshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

- Work
- TAFE
- Vocational Pathways Group (training and pre-work training)
- Interstate

