

# Cairns State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Cairns State High School has been serving the Cairns community since 1917, originally as a department attached to a primary school, and from 1923 on its present site as Cairns State High School and Technical College. With the advent of the TAFE Sector, it later became the Cairns State High School. TAFE completely vacated the high school site as late as the early 1980s. Throughout its history as the only state secondary school in the region, it serviced the needs of generations of many Cairns families, including, during the 1970s and 1980s, a significant indigenous population from Yarrabah to the Cape.

Cairns State High School is currently the oldest and largest secondary school in Cairns. The school is the most inner city public secondary school in Cairns, being situated only a few blocks from the major commercial area, shopping centres, tourist facilities and very close to two large hospitals.

The school has an excellent reputation and in recent years the number of applications for enrolment has exceeded the capacity of the school. An Enrolment Management Plan (EMP) operates at the school and determines the process by which students are enrolled. The EMP is updated on an annual basis.

In 2005 Cairns State High joined an elite group of schools from across the world when it was awarded International Accreditation by the Council of International Schools. Cairns High is the only school outside of the south-east corner of the state to have been granted International Accreditation. In 2015 Cairns High prepared its self-study for the reaccreditation visit in May 2016.

In 2008 Cairns High was also accredited as an IB World School and began the implementation of the International Baccalaureate Diploma in 2010. The number of students involved in the program has increased progressively each year.

The Cairns High mission statement is *to develop young people who are inquiring, knowledgeable and caring, and who are committed to learning, success and global citizenship*. The school's values *respect for self, others and the environment; lifelong learning; tolerance and acceptance; honesty and integrity; diversity of background, beliefs and abilities* and its *Values Traditions and Latest Innovations*.

The school aims to develop learners who are *inquirers, knowledgeable, thinkers, effective communicators, principled, caring and cooperative, open-minded and flexible, confident to embrace new challenges, balanced and resilient and reflexive*.

The excellent reputation of Cairns State High is based on a record of strong academic achievement, a high quality vocational education program and Excellence Programs in Performing Arts, Visual Arts, STEM and Sport.

During 2015 the school focused on the following areas:

- Implementation of Junior Sedonday
- ASoT Consolidation
- Continuation of the IA self-study process
- Data refinement and adaptation

This report provides data related to the staff profile and the achievement of students in all aspects of their learning.

## School progress towards its goals in 2015

### Implementation of Junior Secondary

The construction of the Year 7 Block was completed in time for the commencement of the 2015 school year. This included the landscaping of the quadrangle and surrounds to provide an area for students to sit and play. In addition classrooms in F Block were refurbished.

The school implemented a new Organisation Chart from the beginning of 2015. This allowed positions to focus on the areas of Teaching and Learning and Student Services, and incorporated an additional Deputy Principal and Head of Department positions. A number of office areas were refurbished to accommodate new staff and to realign work centres.

The addition of Year 7 was successfully incorporated into the timetable structure and the Year 7 curriculum was finalised to ensure continuity from primary school, transition to secondary school and vertical alignment to years 8-12.

### Art and Science of Teaching Consolidation

During 2015 the ASoT Pedagogical Framework was relaunched with a full time ASoT coach being appointed and a team consisting of the ASoT coach, Deputy Principal (Teaching and Learning), Heads of Department – Teaching and Learning (7-9 and 10-12) working to drive the ASoT agenda. The school focused on developing Design Question 1, including Learning Goals, Opening and Closing Procedures, Proficiency Scales and the Classroom Environment. IObservation, the ASoT computer program used for recording lesson walk-throughs and observations, as well as a source of professional development, began to be used. Significant professional development and support was provided to staff to implement these ASoT goals.

The Endorsed Collegial Engagement in Classrooms Agreement was reached with the LCC committee outlining the way in which observations, walkthroughs and communication would be carried out for ASoT. In addition, the draft Cairns State High School Pedagogical Framework (ASoT 2014-2018) was developed. The appointment of an additional ASoT coach and five Interfaculty (ASoT) Key teachers (volunteer classroom practitioners) for 2016 was agreed to and funding was allocated from the I4S budget. This meant that from 2016, the support for individual staff in relation to ASoT, lesson IObservations and Walk-Throughs could be achieved on a much larger scale.

### Continuation of the International Accreditation Self-Study Process

Cairns State High School has been accredited with the Council of International Schools since 2005. This accreditation acknowledges that Cairns High meets internationally recognised standards and also demonstrates the school's commitment to high quality international education and to continually improving and keeping up with the best international education standards.

In 2014 the school successfully hosted the preparatory visit for the next significant visit which took place in May 2016. Throughout 2015, the school worked on a three part Self Study which reviewed the school's data, assessed the school according to its Guiding Statement and the set standards across the areas of School Guiding Statements; Teaching & Learning; Governance & Leadership; Faculty & Support Staff; Access to Teaching & Learning; School Culture & Partnerships for Learning; and Operational Systems; and identified the school's major strengths and areas for improvement.

As part of the process the school has drafted a five year strategic plan which will be updated once the report from the visit is received. This is expected in July 2016.

### Data: Refinement and Adaptation

During 2015 the strategic use of data continued to be a strong focus for our school. This was linked to both the School Performance Data, OneSchool Data, QCAA data, NAPLAN and our own Data Suite Program, as well as numerous other sources. At a school level, the administration and middle management teams have utilised data from all sources to track the progress of the school in terms of attendance, behaviour and academic performance. This information has been used to fine-tune our strategies to improve student outcomes in the future.

The Data Suite usage was expanded as the program was further enhanced by our IT technician. Heads of Department set yearly goals and performance targets in collaboration with their faculty staff and aligned this with the school targets and priorities for 2014. These were then tracked by each HOD and discussed in line management meetings throughout the year.

Teachers used OneSchool and other data to triangulate in order to determine their own class goals, targets for academic achievement, as well as strategies for supporting individuals. This included identifying individual students and groups of students with specific needs and differentiating their practices to provide improved outcomes for their students. This was reviewed at the end of each semester in relation to student progress and strategies/targets were refined in light of the new data. Students were able to set personal goals for behaviour and attendance as well as targets for academic achievement for each of their subjects. This was done at the beginning of each of the 4 terms with a review of the previous terms results, behaviour and attendance used to highlight areas of concern and celebration as well as strategies for future improvement.

The decision was made to move from the DataSuite program to Oneschool, for 2016, in terms of teachers setting class goals, targets and strategies for assisting specific students in their classes. From 2016 Students will use their Student Diaries to record their individual goals for academic achievement, effort, behaviour and attendance for each term. This will be reviewed and strategies for improvement will also be recorded. The Information will also be used in reviewing student progress towards their goals, prompting communication between students, their teachers and parents or carers.

## Future outlook

### Significant whole of school priorities for 2016

The priorities for 2016 are

- Implementation of the Australian Curriculum
- Development of Global Citizenship
- Student and Staff Wellbeing
- Quality Teaching and Learning
- eLearning

### School-Wide Key Targets for 2016

**A minimum of 94% of Year 12's achieving QCE**

**A minimum of 92% of Year 12's OP eligible students achieving OP 1 to 15**

**A minimum of 88% of students achieving A, B or C for all students in all subjects**

**A minimum of 30% of Year 9 students in upper 2 Bands**

**A minimum of 37% of Year 7 students in upper 2 Bands**

**A minimum of 93% attendance for all students**

## Our school at a glance

### School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: Yes**

**Year levels offered in 2015: Year 7 - Year 12**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1457	805	652	156	93%
2014	1469	834	635	160	94%
2015	1643	924	719	206	93%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Cairns State High School has traditionally been 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.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	N/A	N/A	N/A

Phase	Average Class Size		
	2013	2014	2015
Year 4 – Year 7 Primary	N/A	N/A	N/A
Year 7 Secondary – Year 10	24	24	24
Year 11 – Year 12	18	18	17

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	125	141	224
Long Suspensions - 6 to 20 days	11	9	10
Exclusions	1	10	6
Cancellations of Enrolment	11	21	12

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

In Year 7 students study Maths, English, History-Geography-Civics, Science, Health and Physical Education as core subjects. Additionally, all students will study at least one term of Industrial Technology, Graphics, Home Economics, Economics and Business as well as Digital Technologies. Students all study a LOTE and choose between Japanese, Mandarin and Italian. Cairns State High School has an excellent reputation in the Arts and the majority of students study Visual Arts for one semester and chose to study Music, Drama or Dance as a Performing Arts Subject for the alternate semester.

In Year 8, students study Mathematics, English, History-Geography-Civics, Science and Health and Physical Education as core subjects. Additionally, all students will study at least one term of Industrial Technology, Graphics, Home Economics, Economics and Business as well as Digital Technologies. Students all study a LOTE and choose between Japanese, Mandarin and Italian. Cairns State High School has an excellent reputation in the Arts and the majority of students study Visual Arts for one semester and chose to study Music, Drama or Dance as a Performing Arts Subject for the alternate semester.

Students choose their subjects for Years 9 and 10 in July/August Year 8. All students must choose English, Mathematics, Science, History-Geography and Health and Physical Education. Additionally, all students choose three subjects from a range of options covering Visual and Performing Arts, Practical Arts, LOTE and Technology. Full details of courses are available on the website or from the school.

In Years 11 and 12 students may choose either a Queensland Curriculum program or the International Baccalaureate Diploma program.

The majority of students elect to study the Queensland Curriculum and choose from 32 Authority and 15 Authority Registered Subjects. The full details of courses including a number of VET options are available from the website or from the school.

The International Baccalaureate (IB) Diploma was introduced at Cairns High in 2010. The IB is a quality international curriculum, which is very highly regarded across the world. Full details of the program are available on this website or from the school.

The school offers tailored programs for School Based Apprentices and School Based Trainees.

Cairns State High School offers Programs of Excellence in the areas of Academic (STEM), Soccer, Basketball, Hockey, Music, Dance and Drama and Visual Arts outside of school hours. Students are required to trial or audition for entry into the programs.

## Extra curricula activities

Cairns State High School is involved in a full range of academic, sporting, artistic, public speaking, debating and recreational endeavours. Students have produced outstanding performances in both the cultural and sporting fields. There are a significant number of extra-curricular activities that students from all year levels are involved in. Examples include the school's award winning orchestra, cheerleading, school musicals, debating and sporting successes by students at school, district, state and international level.

## How Information and Communication Technologies are used to improve 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 for years 7 to 9 and extended this to year 10 to 12 in 2016. This program replaced the commonwealth funded provision of devices to students program (NSSCF) which ran from 2008 to 2014. 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.

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.

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.

## Social Climate

Data gathered by Education Queensland through student surveys as part of the School Opinion Survey confirms that our students enjoy the experience of being a 'Cairns High student'. The survey provides data that Cairns High students rate their school much higher than state average in all areas of school life. In particular, students are extremely 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 students value respect for self, others and the environment, lifelong learning, tolerance and acceptance, honesty and integrity, diversity of background, beliefs and abilities and valued traditions and latest innovations. According to the most recent survey, many students and parents recognise that Cairns State High school is a safe and supportive environment in which to learn.

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 broken into Year 7 – 9 and Year 10 – 12. We also access a wide range of support from agencies outside of the school community such as 'Headspace', C.Y.M.H., Skills360, VPG and the Positive and Flexible Learning Centres.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	91%	95%
this is a good school (S2035)	100%	91%	94%
their child likes being at this school (S2001)	92%	90%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child feels safe at this school (S2002)	92%	93%	95%
their child's learning needs are being met at this school (S2003)	92%	86%	91%
their child is making good progress at this school (S2004)	92%	91%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	93%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	85%	81%
teachers at this school motivate their child to learn (S2007)	92%	82%	79%
teachers at this school treat students fairly (S2008)	100%	85%	82%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	89%
this school works with them to support their child's learning (S2010)	92%	88%	83%
this school takes parents' opinions seriously (S2011)	82%	81%	75%
student behaviour is well managed at this school (S2012)	83%	90%	89%
this school looks for ways to improve (S2013)	91%	93%	90%
this school is well maintained (S2014)	92%	94%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	95%	94%
they like being at their school (S2036)	95%	94%	87%
they feel safe at their school (S2037)	97%	97%	92%
their teachers motivate them to learn (S2038)	86%	93%	85%
their teachers expect them to do their best (S2039)	97%	99%	94%
their teachers provide them with useful feedback about their school work (S2040)	87%	85%	87%
teachers treat students fairly at their school (S2041)	81%	81%	81%
they can talk to their teachers about their concerns (S2042)	72%	83%	70%
their school takes students' opinions seriously (S2043)	77%	83%	64%
student behaviour is well managed at their school (S2044)	82%	85%	79%
their school looks for ways to improve (S2045)	91%	95%	88%
their school is well maintained (S2046)	88%	92%	88%
their school gives them opportunities to do interesting things (S2047)	91%	88%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	99%	98%
they feel that their school is a safe place in which to work (S2070)	95%	95%	96%
they receive useful feedback about their work at their school (S2071)	85%	85%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	87%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
students are encouraged to do their best at their school (S2072)	98%	98%	98%
students are treated fairly at their school (S2073)	96%	96%	97%
student behaviour is well managed at their school (S2074)	95%	92%	98%
staff are well supported at their school (S2075)	82%	86%	84%
their school takes staff opinions seriously (S2076)	82%	83%	83%
their school looks for ways to improve (S2077)	95%	94%	95%
their school is well maintained (S2078)	90%	93%	95%
their school gives them opportunities to do interesting things (S2079)	85%	87%	88%

# '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

### 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
- 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 assisting in all planning and preparation for the multiple events to be associated with school's centenary throughout 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.

The current promotional materials and activities include:

- Website (re-launched June 2014) including a live student calendar
- eProspectus which is available on the website
- eNewsletter, the Bulldog Bulletin, published 10 times per year
- Weekly Communique, a parent and student email update (also available on website)
- Facebook page
- Eureka school magazine
- Student diary
- Fridge calendar
- Faculty banners
- Enrolment Expression of Interest and Enrolment packs
- IB information booklets
- Subject selection booklets, Year 8 into 9 and Year 10 into 11
- Faculty fliers
- Year 8 information booklet
- Regular media releases

- Publication of student articles in the Cairns Post's Post Ed / Inspire

### Reducing the school's environmental footprint

Significant improvements in the area of reducing its environmental footprint in the past 12 months through the following initiatives:

- Coordination and development of Senior Leader involvement in Environmental Awareness for future activities to increase participation in Environmental Awareness Days. Further developed a plan where all students were able to participate in school based activities during lunchtimes including a recycling relay and clothes swap trading stall. Environmental Leaders have future activities programed to engage student awareness including: Tree Planting, Drain Stenciling and Litter/Package Free Lunch Days.
- The recycling program has been redirected to Seniors and moved to the Year 12 Memorial Area with Senior Interleaders and Student Council Representatives assisting in a monitoring process to determine the amount of recycling engagement within our school by Senior Students, this will better implement a solid grounding for Junior students in the future.
- Students from the Centre for Diverse Learning continue the recycling/shredding paper program and live plant maintenance and care.
- The school has further implemented paper saving initiatives by moving towards a modern electronic environment incorporating all of the schools marketing concepts and papercut has been provisioned on printers and copiers for students and staff. Cairns State High School will continue to improve measures to save power reminding staff to be diligent with airconditioner useage during cooler weather, turning off of lights and fans and maintaining a school blackout of lighting in the evenings to reduce electricity use. Water useage has dropped after upgrade to irrigation and watering system.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,033,578	19,522
2013-2014	808,358	14,017
2014-2015	1,067,924	9,015

\*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.

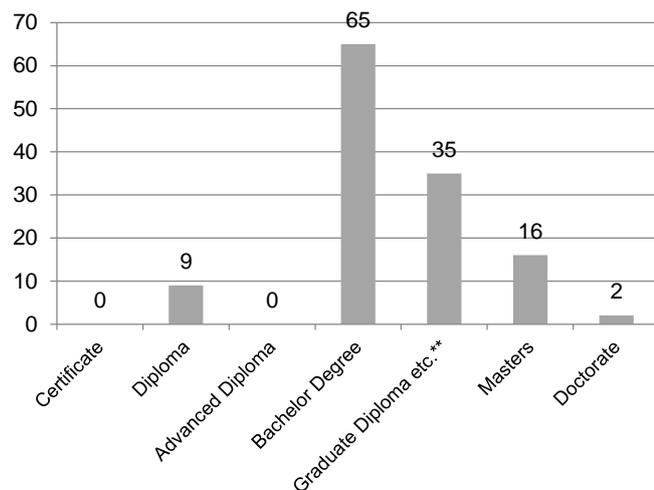
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	127	57	<5
Full-time equivalents	117	44	<5

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	65
Graduate Diploma etc.**	35
Masters	16
Doctorate	2
<b>Total</b>	<b>127</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$45 201.69.

The major professional development initiatives are as follows:

- International Baccalaureate (IB)
- QCAA Workshops
- Workplace Health and Safety
- Whole of School Pedagogy (ASoT)
- Information Communication and Technology
- Australian Curriculum (C2C)
- International Accreditation and Data Management
- Training updates for non-teaching staff.

Professional development activities included participation in courses (including online), conferences, forums, training and workshops.

The proportion of the teaching staff involved in professional development activities during 2015 was 56.5%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

Where it says '**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.

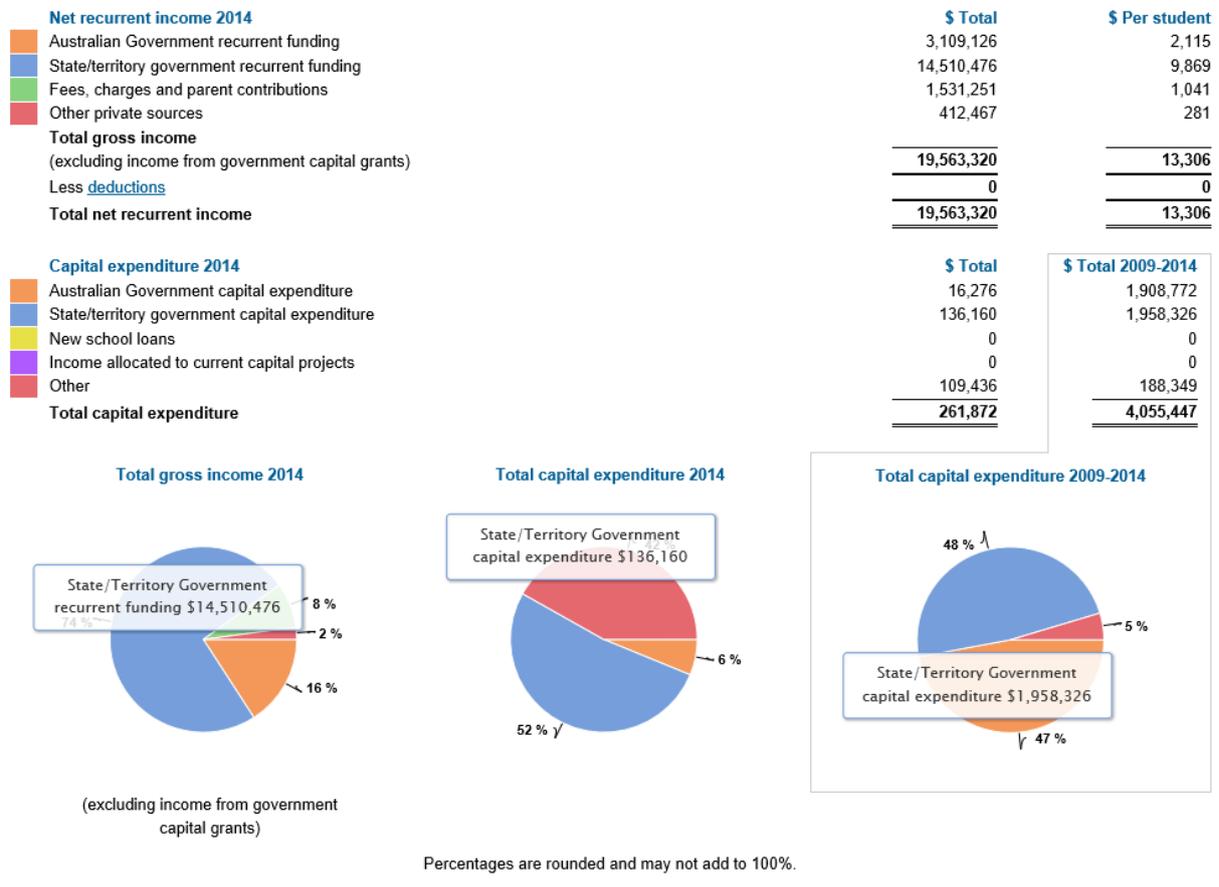
School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Full-time equivalent enrolments relating to recurrent income and capital expenditure:

1470.3

**Interpreting school financial information**

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).



## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	86%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

**Student attendance rate for each year level (shown as a percentage)**

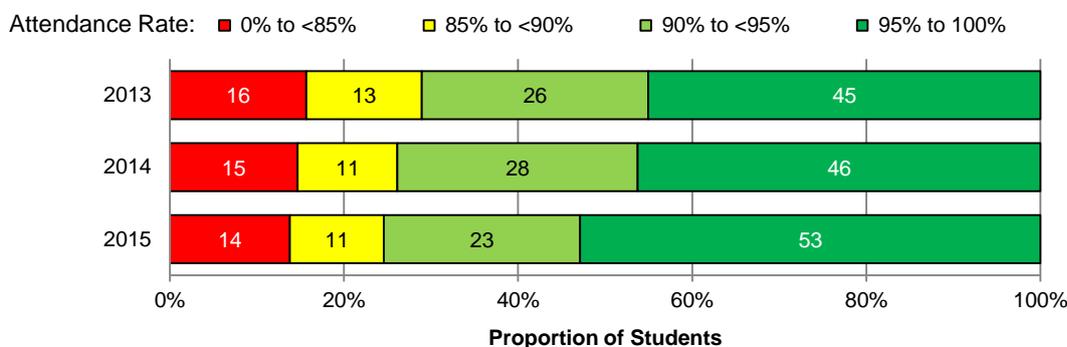
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	94%	90%	89%	91%	91%
2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	94%	91%	90%	90%	92%
2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95%	94%	92%	89%	92%	93%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

At Cairns State High School rolls are marked during Form Class at the beginning of each day. Any students arriving late sign in at the Student Services Office. Additionally teachers maintain paper and/or electronic rolls, which they mark in each lesson a daily basis. The emphasis is on marking these electronic rolls in class using teacher laptops wherever possible. This data is gathered and processed by the Student Services Office who then identifies students who may be missing either lessons or full days. Student services support and administration staff are constantly following up with students around non-attendance utilising various strategies. Form teachers also work frequently with students to review their current attendance rate, and set goals for improvement utilising the school diary.

Parents are sent an SMS everyday if their child is not in attendance at school, and if no explanation/reply email is received this is followed up with telephone calls. If no contact is received or no improvement in attendance is seen, the school follows the compulsory schooling process set out in DETE Policies above. Following processes set out in SMS-PR-043 Managing Student Absences and Enforcing Enrolment and attendance at State School.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

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

GO

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Sector:

Government

Non-government

SEARCH

Where it says ‘**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.

Colour Scheme <span style="font-weight: normal;">Red &amp; Green</span> <span style="font-size: 0.8em;">Submit</span>		Alternate view: <a href="#">Results in graphs</a>									
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy		
Year 7	<b>558</b> <small>550 - 565</small>		<b>517</b> <small>508 - 525</small>		<b>563</b> <small>555 - 571</small>		<b>555</b> <small>546 - 563</small>		<b>557</b> <small>549 - 564</small>		
	<small>SIM</small> <b>546</b> <small>538 - 553</small>	<small>ALL</small> <b>546</b>	<small>SIM</small> <b>513</b> <small>505 - 522</small>	<small>ALL</small> <b>511</b>	<small>SIM</small> <b>545</b> <small>538 - 553</small>	<small>ALL</small> <b>547</b>	<small>SIM</small> <b>541</b> <small>533 - 550</small>	<small>ALL</small> <b>541</b>	<small>SIM</small> <b>537</b> <small>529 - 545</small>	<small>ALL</small> <b>543</b>	
	<b>591</b> <small>584 - 598</small>		<b>547</b> <small>537 - 556</small>		<b>601</b> <small>593 - 609</small>		<b>592</b> <small>584 - 600</small>		<b>609</b> <small>602 - 616</small>		
Year 9	<small>SIM</small> <b>579</b> <small>572 - 586</small>	<small>ALL</small> <b>580</b>	<small>SIM</small> <b>550</b> <small>541 - 560</small>	<small>ALL</small> <b>547</b>	<small>SIM</small> <b>580</b> <small>573 - 588</small>	<small>ALL</small> <b>583</b>	<small>SIM</small> <b>565</b> <small>557 - 574</small>	<small>ALL</small> <b>568</b>	<small>SIM</small> <b>584</b> <small>577 - 591</small>	<small>ALL</small> <b>592</b>	

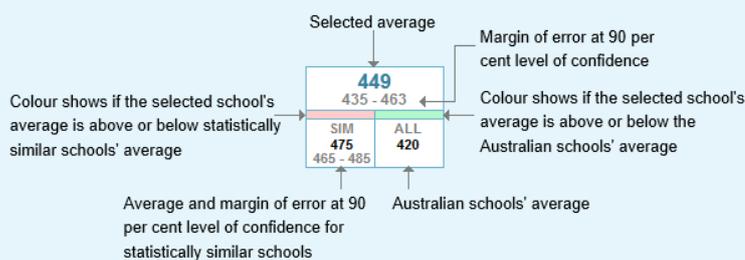
### How to interpret this chart

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

Selected school's average is

- substantially above**
- above**
- close to**
- below**
- substantially below**

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



[Tell me more](#)

<b>Apparent retention rates Year 10 to Year 12</b>	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	91%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	68%	75%	73%
<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	222	251	234
Number of students awarded a Queensland Certificate of Individual Achievement.	4	2	5
Number of students receiving an Overall Position (OP)	125	134	120
Percentage of Indigenous students receiving an Overall Position (OP)	26%	36%	23%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	15	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85	101	108
Number of students awarded an Australian Qualification Framework Certificate II or above.	63	65	82
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	205	221	211
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	96%	86%	91%
Number of students awarded an International Baccalaureate Diploma (IBD).	8	8	14
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	72%	71%	87%
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.	94%	91%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	94%	95%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	21	28	41	34	1
2014	24	37	38	24	11
2015	19	49	42	10	0

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
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2013	29	46	31
2014	48	48	40
2015	43	56	40

As at 16 February 2016. The above values exclude VISA students.

Students engage with a range of VET qualifications in a range of subject areas. Certificate courses on the Cairns High scope are:

- 30981QLD Certificate II in Workplace Practices
- CUV20715 Certificate II Visual Arts
- FSK10113 Certificate I Access to Vocational Pathway
- SIT20116 Certificate II Tourism
- BSB20115 Certificate II Business

Cairns High students also engage with the following VET qualifications through the VETiS and/or student funded model:

- CPC10111 Certificate I Construction
- MEM20413 Certificate II Engineering Pathways
- SIS30315 Certificate III Fitness
- MEA20511 Certificate II in Aircraft Line Maintenance
- SIT20213 Certificate II in Hospitality
- CHC30113 - Certificate III in Early Childhood Education and Care
- UEE22011 - Certificate II in Electrotechnology

Cairns High has 28 school based traineeships.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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

DESTINATIONS OF EARLY LEAVERS at Cairns State High School include:

- Transferring to another school (in district or out of the region/state/overseas)
- Leave school to enrol in full-time training at TAFE or other RTO providers
- Gain employment in a traineeship/apprenticeship or full-time work

School's approach to managing early leavers:

At Cairns State High School, we are continually checking student results and progress and when there are issues/concerns; meetings are set up with student/parent and school personnel. In these meetings we work through the issues, which may be impacting progress and look at different options available. We also request the student to complete some questionnaires to identify the possible career options. Student results are reviewed regularly, and critically at the major reporting junctures. Feedback is given to students at these juncture through formal meetings with members of staff.

We encourage students to stay at school by reviewing their current study and ascertain where alternatives can be implemented. Some alternatives are: TAFE courses, which are for secondary school students (related to their possible career options); work experience – which may lead to SATs.

If the student and parent decide to terminate enrolment (and not transfer to another school), we work through vocational education options (full-time courses leading to their career path) as well as ensure that if work is the option, that the student is equip with resume, sample cover letters and other contact personnel to assist with the smooth transition to the workplace.

We also encourage the student and parent to 'keep in touch' on their journey and if struggling with options, to contact the school to assist with other possibilities. Our early leavers primarily leave school to attend further Vocational Education, take up apprenticeships and traineeships or join the workforce.