



Cairns State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Cairns State High School has a student enrolment of 1430 and is located 5 minutes from the central business district and 10 minutes from the domestic and international airport. It is three blocks from the Cairns Esplanade and is well-serviced by both school and city council buses. Being centrally located, it is well positioned to service families living in the city centre or families living in the northern, western or southern suburbs of Cairns. Cairns State High School was established in 1917 and is a school based on valued traditions which strives to deliver courses with the latest innovations. Cairns High has a reputation for outstanding student achievements in academic, arts and sports. The music program is outstanding and the school orchestra is a regular winner of the state wide Fanfare Competition. Cairns High has an international focus. Our school has a very successful international student program, is internationally accredited and in 2010 commenced the International Baccalaureate Diploma Program to students in years 11 and 12.

Principal's Foreword

Introduction

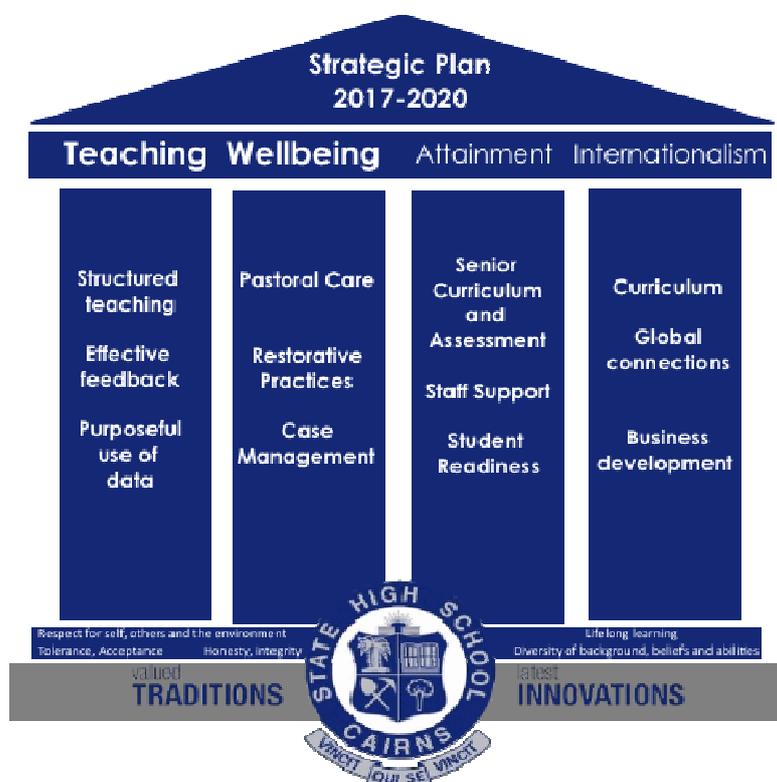
School Progress towards its goals in 2016

- Students continued to excel in 2016 academically, culturally and on the sporting field.
- The symphonic orchestra won the regional and then the state final of Fanfare in August, making it the sixth time Cairns High has taken home the trophy.
- The School was re-accredited as a Council of International Schools' (CIS) School following extensive self-study and comprehensive inspection.
- Solid academic performance in the QCAA Year 12 curriculum and the International Baccalaureate Diploma program continued a tradition of excellence. QCE reached the regional target of 97% thanks to careful monitoring and management.
- Presentation night proved to be another major highlight with record numbers of students qualifying for awards.
- 2016 was a year of leadership change with Mrs A Toppin taking up a position on Mareeba Shire Council in March and Mr C Zilm commencing as Executive Principal in August.
- The school teaching staff continued to progress the Art and Science of Teaching agenda with Learning Goals, iObservations and Routines being consolidated.
- The Quadrennial School review occurred in October and from that work commenced with stakeholder groups on defining the new four year plan for the school community.
- Preparations for the celebrations to mark the school's centenary promised a number of very special events for the whole community in 2017.

Future Outlook

The Centenary year marks the start of a four year commitment to a duality of emphasis on Teaching and Wellbeing.

Attainment will be a focus as the new Senior QCAA curriculum is introduced and, as ever, the school's focus on the international learning and opportunities will continue to shape the school.



Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2016: Year 7 - Year 12
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1469	834	635	160	94%
2015*	1643	924	719	206	93%
2016	1637	922	715	185	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 2016, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	24	23
Year 11 – Year 12	18	18	18

*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.

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.

Co-curricular Activities

Cairns State High School orchestra won Fanfare 2016.

Students are 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 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 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

Overview

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, and VPG.

A review of the school's Responsible Behaviour Plan commenced late in the year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	95%	98%
this is a good school (S2035)	91%	94%	94%
their child likes being at this school* (S2001)	90%	95%	96%
their child feels safe at this school* (S2002)	93%	95%	91%
their child's learning needs are being met at this school* (S2003)	86%	91%	92%
their child is making good progress at this school* (S2004)	91%	89%	96%
teachers at this school expect their child to do his or her best* (S2005)	93%	92%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	81%	87%
teachers at this school motivate their child to learn* (S2007)	82%	79%	83%
teachers at this school treat students fairly* (S2008)	85%	82%	83%
they can talk to their child's teachers about their concerns* (S2009)	92%	89%	92%
this school works with them to support their child's learning* (S2010)	88%	83%	86%
this school takes parents' opinions seriously* (S2011)	81%	75%	85%
student behaviour is well managed at this school* (S2012)	90%	89%	87%
this school looks for ways to improve* (S2013)	93%	90%	94%
this school is well maintained* (S2014)	94%	94%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	94%	96%
they like being at their school* (S2036)	94%	87%	88%
they feel safe at their school* (S2037)	97%	92%	90%
their teachers motivate them to learn* (S2038)	93%	85%	87%
their teachers expect them to do their best* (S2039)	99%	94%	98%
their teachers provide them with useful feedback about their school work* (S2040)	85%	87%	83%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	81%	81%	70%
they can talk to their teachers about their concerns* (S2042)	83%	70%	70%
their school takes students' opinions seriously* (S2043)	83%	64%	63%
student behaviour is well managed at their school* (S2044)	85%	79%	72%
their school looks for ways to improve* (S2045)	95%	88%	93%
their school is well maintained* (S2046)	92%	88%	88%
their school gives them opportunities to do interesting things* (S2047)	88%	94%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	98%	98%
they feel that their school is a safe place in which to work (S2070)	95%	96%	99%
they receive useful feedback about their work at their school (S2071)	85%	87%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	87%	77%
students are encouraged to do their best at their school (S2072)	98%	98%	99%
students are treated fairly at their school (S2073)	96%	97%	95%
student behaviour is well managed at their school (S2074)	92%	98%	97%
staff are well supported at their school (S2075)	86%	84%	86%
their school takes staff opinions seriously (S2076)	83%	83%	87%
their school looks for ways to improve (S2077)	94%	95%	95%
their school is well maintained (S2078)	93%	95%	96%
their school gives them opportunities to do interesting things (S2079)	87%	88%	88%

* 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 ex-officio 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
- 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. **Respectful relationships programs**

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is outlined in the school's Responsible Behaviour Plan which commenced review in 2016 with the view to introduce Restorative Practices, Case management and explicitly outline the high expectations for behaviour and relationships in the school.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	141	224	199
Long Suspensions – 6 to 20 days	9	10	28
Exclusions	10	6	16
Cancellations of Enrolment	21	12	8

* 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.

Environmental Footprint

Reducing the school's environmental footprint

The school looks to reduce energy consumption through efficiency measures in air conditioning, lighting and computer use. Recycling is a feature of administration and staff life with student-led groups such as the environmental group running awareness days and a program of recycling.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	808,358	14,017
2014-2015	1,067,924	9,015
2015-2016	495,343	

ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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

School name

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	131	65	<5
Full-time Equivalent	121	49	<5

Qualification of all teachers 2

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	65
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 2016 were \$53159.05

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken:

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
- HOD writing PD
- Training updates for non-teaching staff.

The proportion of the teaching staff involved in professional development activities during 2016 was 71.7%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	85%

*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 2016 for all Queensland Secondary schools was 90%.

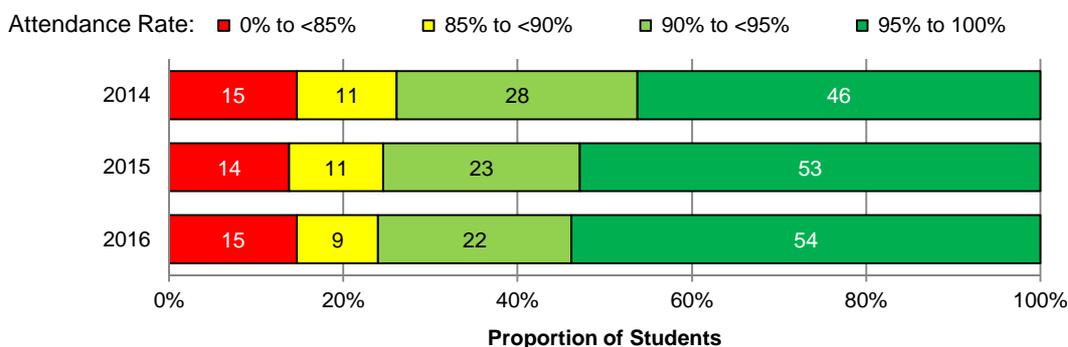
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									94%	91%	90%	90%	92%
2015								95%	94%	92%	89%	92%	93%
2016								94%	93%	90%	91%	92%	94%

*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 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 on 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.

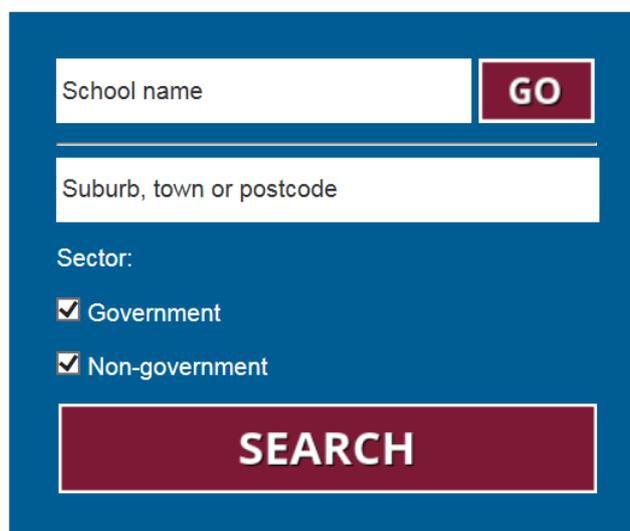
Parents are sent an SMS everyday if their child is not in attendance at school, and if no explanation/reply email is received this is followed up with telephone calls. If no contact is received or no improvement in attendance is seen, the school follows the compulsory schooling process set out in DETE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

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.

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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	2014	2015	2016
Number of students receiving a Senior Statement	251	234	238
Number of students awarded a Queensland Certificate of Individual Achievement.	2	5	9
Number of students receiving an Overall Position (OP)	134	120	153
Percentage of Indigenous students receiving an Overall Position (OP)	36%	23%	43%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	26	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	101	108	98
Number of students awarded an Australian Qualification Framework Certificate II or above.	65	82	82
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	221	211	221
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	91%	87%
Number of students awarded an International Baccalaureate Diploma (IBD).	8	14	11
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	87%	80%
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.	91%	93%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	95%	95%

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
2014	24	37	38	24	11
2015	19	49	42	10	0
2016	20	58	45	28	2

As at 3rd February 2017. 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
2014	48	48	40
2015	43	56	41
2016	28	63	35

As at 3rd February 2017. 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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	85%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	73%	84%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

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.

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.