



Cairns State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 5643 MSO Cairns 4870
Phone	(07) 4050 3033
Fax	Nil
Email	principal@cairnsshs.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Christopher Zilm, Executive Principal



From the Executive Principal

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-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 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.

School progress towards its goals in 2018

The focus on the key elements of the school's strategic plan continued in 2018. Work preparing for the new QCE in Year 11 for 2019 intensified and the professional development focus on the teaching of writing continued to see development in classroom practice. The wellbeing focus was also revisited and initiatives to ensure that students felt connected to the school, community and their futures was established.

NAPLAN testing provided valuable feedback about the performance of boys in writing and the leadership team worked with curriculum leaders and students themselves to unpack the motivation and performance of our young men particularly in Year 9. Considerable time is spent on ensuring as many students as possible qualify for a QCE and this meant that the HOD and DP instituted several intervention learning programs as a safety net to maximise attainment.

The demand for enrolment places at the school continues and this is met with challenges around space and the absolute commitment

Future outlook

The school executive team and staff are all committed to continuing the course charted and this includes specific allocation of resources to quality assuring the curriculum and assessment writing for Year 11 as the first year of the new QCE, the ongoing review of Junior units with the lens of 'effective, engaging' from the school pedagogy plan. International students continue to enjoy the experience of being at Cairns SHS and we are keen to see the improved integration with senior students in the new study space provided for them all. Wellbeing will be given a boost with the commencement of a holistic program called 'Connect' aiming to link the student to the school, be known well and have their needs met throughout their entire school journey.



The P&C and school continue to work together to engage parents in decision making and participation in school events and the transfer of business operations of the canteen, uniform shop along with the mandated move of the facilities hire operation to the school will provide a unique opportunity for P&C to re-frame its purpose and engage with more families.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1637	1651	1664
Girls	922	936	930
Boys	715	715	734
Indigenous	185	186	181
Enrolment continuity (Feb. – Nov.)	93%	93%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 64 cultures represented by the student enrolment.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	24
Year 11 – Year 12	18	18	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 throughout the years of Junior Secondary (7-9). In Year 10 students transition to the Queensland or IBDP 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	96%	95%
• this is a good school (S2035)	94%	92%	95%
• their child likes being at this school* (S2001)	96%	100%	98%
• their child feels safe at this school* (S2002)	91%	98%	96%
• their child's learning needs are being met at this school* (S2003)	92%	94%	93%
• their child is making good progress at this school* (S2004)	96%	94%	93%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	94%	84%
• teachers at this school motivate their child to learn* (S2007)	83%	94%	87%
• teachers at this school treat students fairly* (S2008)	83%	90%	85%
• they can talk to their child's teachers about their concerns* (S2009)	92%	90%	91%
• this school works with them to support their child's learning* (S2010)	86%	82%	89%
• this school takes parents' opinions seriously* (S2011)	85%	78%	85%
• student behaviour is well managed at this school* (S2012)	87%	83%	93%
• this school looks for ways to improve* (S2013)	94%	90%	89%
• this school is well maintained* (S2014)	94%	94%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	92%	93%
• they like being at their school* (S2036)	88%	89%	90%
• they feel safe at their school* (S2037)	90%	87%	91%
• their teachers motivate them to learn* (S2038)	87%	86%	79%
• their teachers expect them to do their best* (S2039)	98%	94%	95%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	83%	84%	78%
• teachers treat students fairly at their school* (S2041)	70%	71%	68%
• they can talk to their teachers about their concerns* (S2042)	70%	72%	69%
• their school takes students' opinions seriously* (S2043)	63%	60%	73%
• student behaviour is well managed at their school* (S2044)	72%	64%	68%
• their school looks for ways to improve* (S2045)	93%	83%	91%
• their school is well maintained* (S2046)	88%	87%	88%
• their school gives them opportunities to do interesting things* (S2047)	85%	90%	87%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	96%	96%
• they feel that their school is a safe place in which to work (S2070)	99%	99%	98%
• they receive useful feedback about their work at their school (S2071)	88%	91%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	91%	89%
• students are encouraged to do their best at their school (S2072)	99%	100%	100%
• students are treated fairly at their school (S2073)	95%	98%	100%
• student behaviour is well managed at their school (S2074)	97%	96%	95%
• staff are well supported at their school (S2075)	86%	92%	94%
• their school takes staff opinions seriously (S2076)	87%	92%	94%
• their school looks for ways to improve (S2077)	95%	96%	99%
• their school is well maintained (S2078)	96%	92%	94%
• their school gives them opportunities to do interesting things (S2079)	88%	92%	91%

* 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 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.

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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	199	145	118
Long suspensions – 11 to 20 days	28	18	19
Exclusions	16	7	7
Cancellations of enrolment	8	20	12

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Cairns State High School's School Council continued the implementation of a climate action plan with a resources audit.

The student Environmental Club implemented a number of initiatives including an Environmental Day to raise awareness of resource usage and recycling. New recycling bins were purchased by the P&C in support of the students' activity in this area.

The facilities team developed a strategic plan to replace inefficient air conditioning system with new more energy efficient units.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	495,343	20,784	1,035,026
Water (kL)		11,478	9,228

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

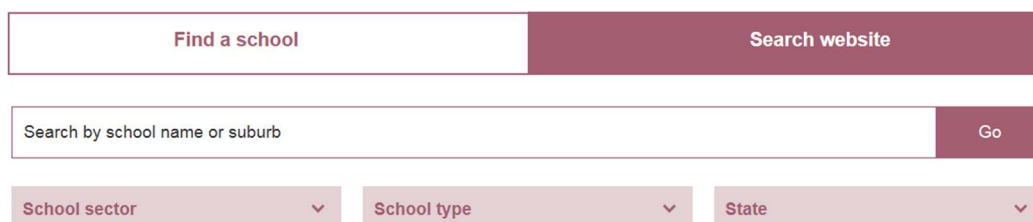
School funding

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	130	67	<5
Full-time equivalents	122	51	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	9
Graduate Diploma etc.*	35
Bachelor degree	75
Diploma	9
Certificate	0

*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 2018 were \$97000.

The major professional development initiatives are as follows:

- Focus on Teaching and Wellbeing
- Structured Teaching and a focus on writing.
- Implementation of new SATE (development of staff capability and programs)
- Implementation of new International Baccalaureate syllabus (development of staff capability and programs)
- High Impact Teaching (coaching of heads of department by Yvanna Jones)
- Peer observation (all staff to observe peers minimum twice in year and give/receive feedback)
- Mandatory training
- Staff upskills for connect programs, learning curve program.
- Indigenous education and cultural learnings/connections.
- EALD training
- Restorative Practices training

The proportion of the teaching staff involved in professional development activities during 2018 100%, however the number who did targeted professional development was 76%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	85%	87%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

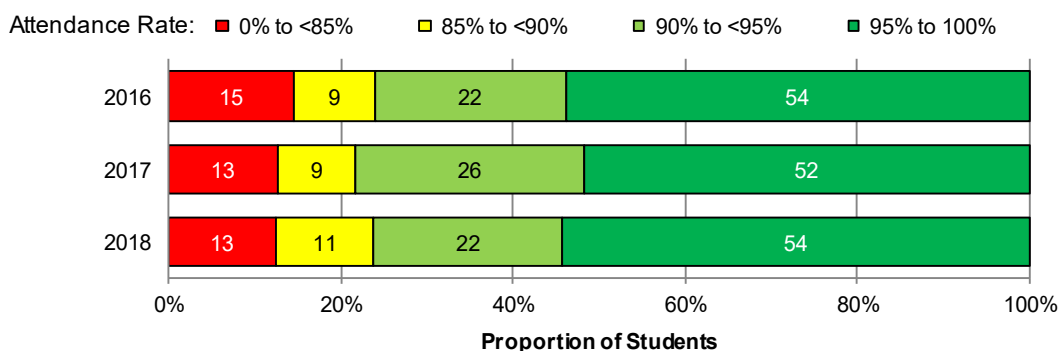
Year level	2016	2017	2018
Year 7	94%	95%	94%
Year 8	93%	93%	92%
Year 9	90%	92%	91%
Year 10	91%	92%	91%
Year 11	92%	93%	93%
Year 12	94%	93%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' and 'Search website' buttons are at the top of the section.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text 'View School Profile' in a dark font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' item is highlighted.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	238	249	269
Number of students awarded a QCIA	9	0	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	221	239	259
Percentage of Indigenous students awarded a QCE at the end of Year 12	87%	100%	97%
Number of students who received an OP	153	148	164
Percentage of Indigenous students who received an OP	43%	20%	58%
Number of students awarded one or more VET qualifications (including SAT)	98	103	112
Number of students awarded a VET Certificate II or above	82	97	110
Number of students who were completing/continuing a SAT	18	18	23
Number of students awarded an IBD	11	17	19
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	80%	62%	75%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	96%	97%	98%
Percentage of QTAC applicants who received a tertiary offer.	95%	97%	98%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	20	13	25
6-10	58	35	50
11-15	45	43	51
16-20	28	47	36
21-25	2	10	2

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	28	27	46
Certificate II	63	89	100
Certificate III or above	35	23	21

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	87%	85%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	84%	62%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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 are described below.

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

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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