



Cairns State Special School

ANNUAL REPORT 2017

Queensland State School Reporting

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

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



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School Overview

Cairns State Special School is a new school that opened in January 2017. The school provides highly specialised and individualised programs for students with intellectual disability and multiple disabilities, from Prep to Year 12. With state of the art facilities and the provision of a comprehensive, multidisciplinary approach, we deliver engaging and relevant learning and lifestyle experiences appropriate to the diverse needs of our students. Our goal for our first year has been to establish relationships and foster a sense of community and ensure we provide opportunities for all students to reach their potential and be the best they can be within a safe, supportive and stimulating learning environment. Our whole school approach to curriculum and pedagogy supports students becoming as independent as possible within their community.

Principal's Foreword

Introduction

Cairns State Special School's 2017 Annual Report provides parents, staff, students and the community with a comprehensive and concise picture of our state school and the progress we have made towards our goals for our foundation year.

Cairns State Special School is an outward facing school, a vibrant place, a learning place and an innovative place. We nurture purposeful community links and provide personalised and relevant opportunities for all students to reach their potential and have a voice and choice in their learning and pathway.

School Progress towards its goals in 2017

OUR PRIORITIES 2017:

- **High expectations - defining and embedding our ways of working.**
 - Organisational structures enable Professional Learning Teams to plan together and with one another where the focus is on identified priority professional learning, deepening knowledge of curriculum and high impact practices, regular data analysis and moderation activity that supports consistency of teacher judgments.
 - We introduced Team Coaching as a model of reflective practice, collaborating to refine and review Coaching Plans ensuring professional learning matches staff needs; we access quality facilitators to deepen our knowledge and utilise a range of evidence based high-impact pedagogical practices.
 - We implement a whole-of-practice approach to Performance and Development, using the Australian Professional Standards for Teachers, where planning, goal setting and feedback are evidence based, rigorous and aligned to our AIP.
 - A common belief in high expectations is articulated by all parents and staff members, in addition to a shared commitment to establish and maintain mutually respectful relationships across the school community. Significant importance is placed on positive and caring relationships as a foundation for successful learning. All staff members uphold the belief that the school needs to provide a safe and supportive learning environment where every student is able to experience success every day.

- All teachers are aligned with a Professional Learning Team (PLT) that meets weekly. All PLTs have a leader that provides guidance, direction and support for colleagues. The principal and deputy principal coach the PLT leaders to build their leadership capacity. These teams have enabled cohesion between the teachers within a sector. Teachers value this approach and view this as an important way to operate to ensure the continuity of a culture of collaboration.
- **Implementing a whole school Curriculum Commitment, including a comprehensive pedagogical framework with a focus on evidenced based practices, authentic and relevant learning for the multi-sensory learner.**
 - All staff were involved in collaboratively formulating a Whole school Curriculum Framework (for the multi-sensory learner), Pedagogical Framework and an Assessment, Moderation and Reporting Framework. This work is captured in our 'Cairns State Special School Curriculum – Our Commitment' document which also includes an overview of the school's philosophy and beliefs about curriculum and the way in which students learn. There is a commitment to developing school curriculum units that meet the diverse learning needs of the school population. The school is in the early stages of the implementation of a newly- developed curriculum planning overview and unit plan templates that align to the content descriptions of the Australian Curriculum (AC). These templates are currently being unpacked with teachers using exemplars to build common understandings of the expected curriculum planning processes.
 - Teachers are striving to provide motivating and challenging classroom activities to meet the identified needs of students. Curriculum planning documents demonstrate how the different needs of students are addressed and teachers are confident in talking about the different learning needs of the students in their classes. Differentiation is a feature of all teachers' practice.
- **The collaborative implementation of a whole school Communication Commitment.**
 - School staff, therapists and advisory teachers, contributed to the collaborative formulation of a whole school Communication Plan that details school beliefs, roles and responsibilities.
- **Establishing an outward facing school with strong and purposeful parent and community partnerships supporting opportunity for VOICE and CHOICE in learning and pathways.**
 - Forums for parent and community engagement are held regularly to ensure we include all major stakeholders voice and choice in the direction of our school. Parents commend the inclusive and personalised nature of support provided for their child, and all staff articulate high expectations for the learners of the school. Parents articulate they feel valued as part of their child's educational team, and express they have the utmost respect and trust in the staff of the school.

Future Outlook



SCHOOL PLAN Cairns State Special School FOUR YEAR SCHOOL PLAN 2017 – 2020



Name of principal: Chris Simmons		Address: 42-80 Windarra Street, Woree QLD 4868		School band: Band 9 Years P-12		New School 2017																																																																																
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Document and review annually. ○ Support the development of teacher skills in data literacy, allowing teams to utilise a wide range of systemic and school-based data to inform school improvement priorities. • A Culture that Promotes Learning <ul style="list-style-type: none"> ○ Promote the school's vision of high expectations, a strong collegial culture and a commitment to excellence, enabling a strong sense of belonging and pride. ○ Establish and maintain a learning environment that is safe, respectful and inclusive. • Targeted Use of Resources <ul style="list-style-type: none"> ○ Develop and implement a school-wide process for identifying and addressing student learning and communication needs, with data maintained centrally, and utilised to determine resource needs. • An Expert Teaching team <ul style="list-style-type: none"> ○ Collaboratively develop a comprehensive pedagogical framework to guide all teaching practices. ○ Implement Team Coaching and classroom-based learning, mentoring and coaching arrangements. • Systematic Curriculum Delivery <ul style="list-style-type: none"> ○ Engage all teaching staff in the development of a whole school curriculum, assessment and reporting plan for the multi-sensory learner. • Differentiated Classroom Learning <ul style="list-style-type: none"> ○ Planning provides multiple opportunities for students to learn and teachers regularly use student achievement data to inform teaching and learning for the multi-sensory learner. • Effective Teaching Practices <ul style="list-style-type: none"> ○ Structures support all staff to regularly and collaboratively share, document, implement and reflect on whole school, evidence based practices for the multi-sensory learner. ○ Research, develop and embed an evidence-based approach to the teaching of literacy and numeracy • School and Community Partnerships <ul style="list-style-type: none"> ○ Establish an outward facing school with strong parent and community partnerships that support positive student outcomes and opportunity for VOICE and CHOICE. 		<table border="1"> <thead> <tr> <th>Quantitative Measures</th> <th>Target</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>ATTAINMENT - 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Our School at a Glance

School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015					
2016					
2017	44	15	29	17	88%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The Department of Education (DoE) website, provides information for parents and guardians about types of schooling, how to enrol in a Queensland state school, including enrolment processes for a student to attend a special school. To be enrolled at our school, students must have a severe disability that includes a verified intellectual disability. An eligibility process is completed prior to enrolment.

Students who are enrolled in special schools within the Department of Education in Queensland, require highly specialised teaching with individualised programs to facilitate access to and participation in the wide range of educational and lifestyle opportunities to maximise learning outcomes. Our enrolment at the end of 2017 was 57 students from Year Prep to Year 12.

Average Class Sizes

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

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

Curriculum Delivery

Our Approach to Curriculum Delivery

We value a holistic and student focused approach to education. We value high expectations, explicit teaching and authentic learning with a focus on communication, promoted and delivered through a dynamic, diverse, inclusive curriculum. In all learning, we value discovery, connection (active engagement) achievement and innovation as we work together to achieve the extraordinary.

We value a safe and encouraging learning environment, where ability is recognized and possibilities are encouraged. Our endeavour is the demonstration of the core principles of resilience including gratitude, empathy and mindfulness, thereby promoting emotional literacy and positive mental health.

We involve all stakeholders in the planning of highly individualised curriculum for our students and this is documented in the student ICP, SET Plan, QCIA - Curriculum Plan and Support Provisions (including: Communication; Social/Emotional Development; Music; Physical Education; and, Visual Arts). Specialist teachers provide whole school programs including: Music, Visual Arts and Physical Education.

Students in Prep to Year 10 are provided a highly individualised curriculum, based on the Australian Curriculum extended General Capabilities of literacy and numeracy to access Australian Curriculum learning area content and/or are provided a different year-level or partial year-level curriculum and achievement standards in one or more learning areas. Students in Years 11 and 12 are provided an individual educational program, detailed in a Curriculum Plan, to meet Queensland Certificate of Individual Achievement (QCIA) goals taken from some or all of the curriculum organisers - Communication and technologies; Community, citizenship and the environment; Leisure and recreation; Personal and living dimensions; and, Vocational and transition activities. Further to this, the curriculum focus for senior students in Years 11 and 12 is being developed through the provision of school based programs and in future, the delivery of certificate courses aligned with the (QCIA).

Our whole school Curriculum Framework includes concept organizers:

- Me
- My world
- My place – changes over time
- My place – caring for my environment
- My world – making a difference

Age appropriate contexts for learning (topics) are captured and documented in units of work designed by our teaching teams, drawn from the Australian Curriculum learning areas including:

- English
- Mathematics
- Science
- Health and Physical Education
- Technologies
- Humanities and Social Sciences (History; Geography; Civics and Citizenship; and, Economic and Business)
- The Arts (Dance, Drama, Music, Media Arts, Visual Arts)

Throughout 2017, we introduced and established a number of school based programs (micro industries), designed to provide student focused and fully differentiated learning environments that support students to achieve their potential while developing strategies to overcome barriers. Electives as contexts for learning include:

- Horticulture
- Multi Skills
- Catering

Leisure and Recreation, and Design and Technology are planned to be introduced in 2018.

Co-curricular Activities

Our school aims to provide the students with real life and life like opportunities to learn and to succeed. As a Positive Behaviour for Learning school, we explicitly teach our school skills – We listen. We wait. We communicate. We share. We are safe. Students enjoy an eclectic educational experience with challenges and success forming part of all aspects of their school life utilising the school and community resources.

Cairns State Special School provides a comprehensive, multidisciplinary approach ensuring educational, vocational, medical, paramedical and other support services maximize educational outcomes for all students. Our endeavour is a fully integrated collaborative model of service delivery that includes all stakeholders. We share responsibility for setting appropriate goals, for determining strategies to achieve goals, for empowering each other and collaborating on teaching practices which maximize goal achievement. We reflect on what we need to know, do and be in order to achieve excellence.

Extra-curricular Activities

The following are provided for students:

- Whole school social activities – Dance Party; Movie Night; Pizza Night
- Art Show (annual)
- Whole school camp program Prep - Year 12
- Student Leadership Program – including Year 6 and Year 12 School Leaders, House Leaders and Junior School Council representatives
- Daily physical activity program
- Weekly full school assembly – celebrating student learning
- Whole school swimming program
- NAIDOC Week Activities – whole school and community
- The Resilience Project – a focus on activities in context that provide strategies to improve mental health
- Personal development programs – utilizing the Family Planning Disability Teaching resources (True)
- Electives Program Years 7-12 – Horticulture; Hospitality; Multi-skills; Design and Technology; and, Leisure and Recreation
- Incursions and Excursions relevant to units of work delivered across year levels
- Open Day (annual)
- Whole school - Big Day Out

How Information and Communication Technologies are used to Assist Learning

Technology is a major resource for class programming and is used extensively across our school. We have adopted a range of technology sources to enhance our pedagogical practices.

Technology resources include:

- Interactive Touch Board Technology – Edutouch and Prowise boards in every classroom and in shared spaces
- Digital Cameras for all staff
- Voice Output Devices to support communication programming for pre-intentional and nonverbal students.
- Class PC access
- Computer For Teachers Laptops Program
- Principal and Deputy 3G Laptops
- iPads for class access
- iPods for class access
- iPads for staff – all teachers and teacher aides
- 1:1 Student iPad Program – parent supported
- Augmentative and alternative communication (AAC) systems: communication boards; devices that produce voice output (speech generating devices or SGD's).
- Access equipment: switch devices, touch screens, adapted mouse, eye gaze technology, on-screen keyboards, enlarged keyboards, tablet keyboards, ergonomic keyboards and key guards
- Assistive listening devices and visual aids

Social Climate

Overview

The leadership team and staff members are committed to their core objective to provide personalised and relevant opportunities for all students to achieve their potential and have a voice and choice in their learning and pathway. All staff members uphold the belief that the school needs to provide a safe and supportive learning environment in which every student is able to experience success every day.

Community members and parents applaud the culture of the school that embraces all individuals. Parents commend the inclusive and personalised nature of support provided for their child, and all staff members articulate high expectations for the learners of the school. This is reflected in the DoE 2017 School Opinion Survey data and our local 2017 Parent Survey where 98% of all responses agreed/strongly agreed with the survey statements.

Parent, Student and Staff Satisfaction

Parent opinion survey

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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)			100%
they feel that their school is a safe place in which to work (S2070)			100%
they receive useful feedback about their work at their school (S2071)			88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			100%
students are encouraged to do their best at their school (S2072)			100%
students are treated fairly at their school (S2073)			100%
student behaviour is well managed at their school (S2074)			94%
staff are well supported at their school (S2075)			94%
their school takes staff opinions seriously (S2076)			94%
their school looks for ways to improve (S2077)			100%
their school is well maintained (S2078)			100%
their school gives them opportunities to do interesting things (S2079)			94%

* 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

We actively encourage parents and carers to be involved in our school sharing their voice and their choice. We believe that education is a partnership between the home and the school, and we greatly value parent involvement as fully as time and commitments allow. Family support assists us to provide the very best education possible for our children, in a safe and happy environment.

Throughout 2017, parents were active participants in their child's education at Cairns State Special School in the following ways:

- Attended information, introduction and social evenings

- Volunteered in classrooms
- Attended whole school and class celebrations
- Attended parent teacher meetings and were active participants in our ICP process
- Attended P&C meetings, School Council meetings and activities; participated in many forums throughout 2017 for parent/community voice and choice in our school's direction
- Participated in P&C activities, including an Open Day
- Participated in the Official Opening of the School in June
- Attended Parent Education Sessions
- Participated as guest speakers
- Assisted in setting up resources across the school.

We are committed to:

- Ensuring we involve all stakeholders in the planning of highly individualised curriculum for our students and this is documented in the student ICP, SET Plan, QCIA - Curriculum Plan and Support Provisions (including: Communication; Social/Emotional Development; Music; Physical Education; and, Visual Arts)
- Embedding the teaching of communication across all learning areas. Following a stakeholder meeting to complete a Pragmatic Profile for each student, all students have a Communication Profile completed which details the following: Primary Mode of Communication; Additional Modes of Communication; Additional Considerations; Receptive Language Capabilities; Expressive Language Capabilities; and, Current Communication Goals. This information is critical for all those supporting student communication development.
- Providing opportunities for all stakeholders to have a voice and choice in the direction of the school through regular facilitated forums, our P&C meetings, our School Council meetings, information sessions and through partnerships/sponsorships with community organisations
- Identifying, planning for and providing relevant and authentic opportunities for students to be involved in micro-industry/enterprise, community-based learning, work and vocational placement.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Our school is a Resilience Project (Official Partnership) School and as such, we provide an emotionally engaging, whole school program that uses evidence based approaches to build resilience in order to develop mental health. The school wide implementation of the Resilience Project which focuses on gratitude, empathy, mindfulness and emotional literacy, directly supports our school's values. Community partnerships are very important to us and we make a deliberate choice to foster strong community partnerships that support improved outcomes for our students. We welcome parent involvement in our school and ensure that our students have access to all the supports they require in their learning.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days			0
Long Suspensions – 11 to 20 days			0
Exclusions			0
Cancellations of Enrolment			0

Environmental Footprint

Reducing the school's environmental footprint

As a new school, we are conscious of ensuring our environmental footprint is managed carefully. While we have no historical data as yet, we do have a commitment to sound sustainability practices. We have implemented a whole school recycling program which our students actively manage and participate in.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015		
2015-2016		
2016-2017		

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

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	16	34	<5
Full-time Equivalent	14	24	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	15
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$28,006

The major professional development initiatives are as follows:

- All teaching and support staff undertook two days training in Team Teach (positive handling strategies for responding to and managing challenging behaviours).
- All staff engaged in and completed all mandatory training and staff training in CPR, Asthma, Epilepsy and First Aid and where relevant, staff training to meet specialised health needs of students.
- All teaching and support staff - enhanced expertise in communication learning.
- Access to coaching/mentoring for all PLT members (based on PLT Goals)
- All teaching staff participated in whole school moderation activity – English and Mathematics.
- Staff engaged in peer observation and feedback activity (informal).
- Health and Safety - Training (5 days) for nominated Health and Safety Advisor (HSA), (3 days) for two nominated Health and Safety Representatives (HSRs) – one teaching; one non-teaching and training for Facilities Management Team (4 hrs) – Principal/Deputy Principal/Business Services Manager.
- Principal Professional Learning at both regional forums and state-wide IPS forums.
- Positive Behaviour for Learning (PBL) training and support including ESCM.
- In Term Four, established professional learning lounge for ongoing, incidental collaborative sharing.
- Ongoing fortnightly professional learning for teaching and non-teaching staff against school priorities.
- Train the Trainer – Intensive Interaction (two staff)

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).			85%
The attendance rate for Indigenous students at this school (shown as a percentage).			76%

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

The overall student attendance rate in 2017 for all Queensland Special schools was 88%.

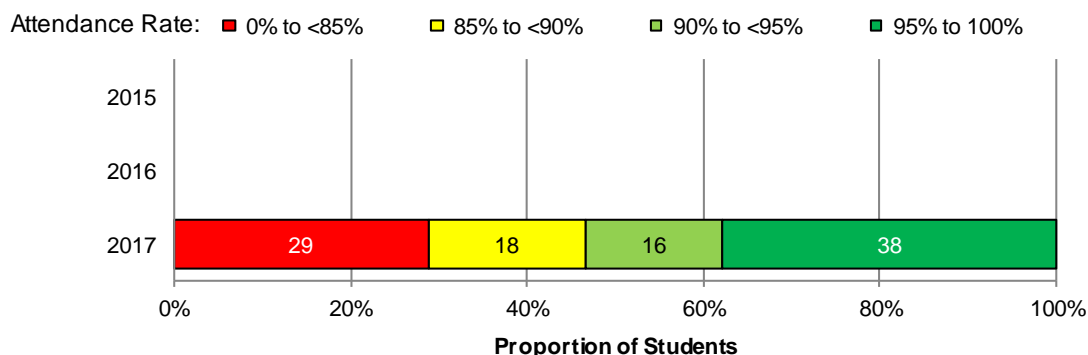
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015													
2016													
2017	51%	96%	97%	92%	92%	95%	92%	67%	94%	62%		89%	DW

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Non-attendance is not considered a major concern at Cairns State Special School. Families/carers are very good at corresponding with the school when their children are sick or on holidays. If a child is absent without correspondence from the family, either the teacher or the administration team contact the family/ carer on the day of the absence. If a student is absent long term due to health we forward a card or correspondence and a staff member may visit the home or hospital.

NAPLAN

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

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

Find a school

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement			1	
Number of students awarded a Queensland Certificate of Individual Achievement.			1	
Number of students receiving an Overall Position (OP)			0	
Percentage of Indigenous students receiving an Overall Position (OP)			0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			0	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			0	
Number of students awarded an Australian Qualification Framework Certificate II or above.			0	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			0	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			0%	
Number of students awarded an International Baccalaureate Diploma (IBD).			0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			0%	
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.			0%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			0%	

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015					
2016					
2017	0	0	0	0	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015			
2016			
2017	0	0	0

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.				

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

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

Student Destinations

Post-school destination information

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

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

The report will be available at:

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

Conclusion

We are a new school, absolutely committed to the provision of high quality educational experiences for students in a safe and respectful environment. All students are supported to achieve their personal best through authentic and relevant learning experiences, aimed at developing and enhancing academic skills, social competencies, and daily living and recreational skills.

Our collective goal is to pursue excellence across our school community within a culture of continuous improvement. We have uniformity of purpose and a common direction in which to work, as detailed in our current Strategic Plan. We work in teams and share the responsibility and care for all children and young people enrolled at our school.

All staff members place a high value on collaborative practices, and consider that they each have a say in the decision-making processes. PLTs are an important forum within the school to enable staff problem solving of student learning and school operational issues as they arise. PLTs provide the forum for staff members to engage in Professional Development (PD) and planning for teaching and learning programs. All teachers speak positively about their PLT.

The school communicates the expectation for all students to be successful learners, reinforced in newsletters, at school assemblies and the school website. The school has high expectations for student attendance, behaviour and learning engagement.

Community members and parents applaud the culture of the school that embraces all individuals. Parents commend the inclusive and personalised nature of support provided for their child, and all staff members articulate high expectations for the learners of the school.

We look forward to the future with confidence.