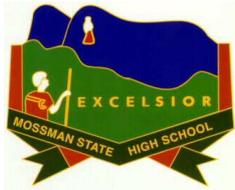


# Mossman State High School (2002)

## Queensland State School Reporting

### 2012 School Annual Report



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Contact Person	Deborah Kachel, Principal

## Principal's foreword

### Introduction

Mossman State High School provides a broad range of academic and vocational educational opportunities for the youth of the area. As the only high school in this area, staff are committed to ensuring that all students have access to educational experiences that will develop their potential across social, cultural, academic and sporting arenas.

Enrolments at Mossman State High School have remained stable over the past year. In 2012 our student population included interstate and overseas students, Aboriginal & Torres Strait Islander students, students with English as a second language and students with disabilities. This diversity allows our students to develop attitudes of tolerance, acceptance and understanding as they develop an appreciation of the richness of experiences they each bring to our school community.

Curriculum is reviewed on an annual basis to incorporate the needs of our community. A diverse range of subjects is offered in the middle school and senior school to cater for student needs. The Pathways Officer assists students to gain School Based Apprenticeships and Traineeships, industry placement/work experience.

The Student Support Team includes the Guidance Officer, Social Worker, School Based Youth Health Nurse, School Chaplain, Community Education Councillor, Youth Support Coordinator and teacher aides.

Parents are encouraged to become involved in our school through organised parent evenings as well as through the Parents & Citizens Association.

Our school has a networked computer system with a ratio of 1 student to each computer. We have successfully implemented the Federal Government's initiative of 1 computer for every Year 9 – 12 student.

Our school staff are dedicated to the youth of the area. Staff take a keen interest in the progress of each student and encourage them to become involved in curriculum and extra curricula activities to develop their potential. Our staff are a blend of experienced and beginning teachers and provide a dynamic teaching and learning environment.

### School progress towards its goals in 2012

# Queensland State School Reporting

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A whole-school approach to improving student achievement through explicit teaching continued to be refined and implemented.

A common Course Outline is used across all curriculum areas.

English, Mathematics and Science faculties implemented the National Curriculum Years 8, 9 & 10.

Timetabled intensive literacy lessons continued for students in Years 8, 9 & 10.

Targeted intervention continued for individual students in Years 8 & 9 using individual student data from Year 7 NAPLAN tests.

NAPLAN Strategy was refined and implemented to include targeted intervention and practice tests.

Teachers continued to be up-skilled to teach literacy and numeracy across all learning areas.

Year 12 Outcomes for 2012 showed significant improvements with 78% of OP eligible students receiving an OP 1 – 15.

79% of students awarded a QCE, 86% awarded a VET qualification and 93% completing a SAT or awarded a QCE or VET qualification.

### Future outlook

Our Operational Plan for 2013 outlines the following as our key priorities:

Improving teaching.

Refining and embedding data based decision making.

- Implementing Systems Leadership Training (SLT) models and tools at all leadership levels.

- Connecting parents and caregivers with their children's learning.

- Close-the-gap between indigenous and non-indigenous students.

- Improving practices to support the wellbeing of students and staff.

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	573	292	281	88%
2011	589	305	284	91%
2012	580	298	282	91%

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

### Characteristics of the student body:

The student body reflects the diversity of the Douglas area. Students attending our school come from Mossman, Port Douglas, Daintree, Alexandra Bay, Miallo, Rocky Point, Wonga Beach, Cooya Beach, Newell Beach, Julatten and Mount Molloy communities. These communities have diverse socio-economic, ethnic and cultural backgrounds and this blend of diversity provides our students with an excellent preparation for life in a multi-cultural global society.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	23	22	23
Year 11 – Year 12	15	15	16

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	126	73	76
Long Suspensions - 6 to 20 days	10	17	10
Exclusions	4	5	2
Cancellations of Enrolment	0	0	0

## Curriculum offerings

Our distinctive curriculum offerings include a broad range of subjects to cater for the diverse needs of our students. In the senior school, a range of authority subjects (required for OP eligibility), non-authority and VET options are offered. The school does not have fixed subject lines in the senior school. The final subject offerings for each year are determined by the subject choices made by students for that year.

A total of 9 subjects were offered in Year 8 in 2012.

A total of 16 subjects were offered in Years 9 & 10 in 2012.

A total of 33 subjects were offered in Years 11 & 12 in 2012.

Our distinctive curriculum offerings in 2012 included

Years 9 & 10:

- Japanese
- Industrial Technology & Design
- Textiles

Years 11 & 12:

- Dance
- Photo Imaging Studies – Black & White
- Photo Imaging Studies – Digital
- Visual Art Studies
- Film, Television & New Media
- Hospitality Studies
- Certificate II in Workplace Practices
  - Certificate II in Active Volunteering

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## Extra curricula activities

Leukaemia Foundation Queensland Youth Committee  
Instrumental Music Program  
The Cowboys Challenge (Rugby League)  
Queensland AFL 9-A-Side Competition  
TCN (Trinity Coast North) Sports competing in various sports  
Peninsula Sporting Competitions in various sports  
Mossman 7's Carnival (Rugby League & Netball)  
North Queensland Athletics Carnival for Students with a Disability  
Interschool Equestrian Competitions

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# Our school at a glance

Careers Workshops

Lions Youth of the Year

Indigenous Leadership Conference

Mr & Miss Mossman High

Creative Generation State Schools Onstage in Dance, Vocal & Film & Television

Music Camp

Cairns & District Junior Eisteddfod – the school entered several sections and students competed individually

State Honours Band in Cairns & Brisbane

Italy Trip

Year 10 Canberra Trip

## How Information and Communication Technologies are used to assist learning

Our school has a networked computer system with a ratio of 1 student to each computer. We have successfully implemented the Federal Government's initiative of 1 computer for every year 9 – 12 student. Access is provided via an extensive wireless access system allowing connectivity to the school network anywhere at our campus.

Computers are used to assist learning across all curriculum areas. Students have access to computer rooms as well as computers in many classrooms. Students also have access to computers before school, during recess periods and after school to support their learning. We have implemented a Laptop Take Home Scheme that allows students to engage in anywhere, anytime learning.

An audit of computers access and usage is conducted during each year and staff are encouraged to undertake professional development to improve their skills. An Information Communication Technologies for Learning Committee oversees the provision of computers and related facilities along with professional development opportunities.

## Social climate

School Wide Positive Behaviour Support Program continues to be developed at Mossman State High School. This program encourages students to engage in positive behaviours and these are recognised and acknowledged by staff and students.

Our vision is:

**E**veryone

**A**chieving their Best

**S**triving to Improve

**E**very Day

Our three school rules are: Be Safe, Be Respectful and Be a Learner.

Students are supported by their classroom teachers, Year Level Coordinators, Guidance Officer, Social Worker, School Based Youth Health Nurse, School Chaplain, Community Education Counsellor, Pathways Officer and teacher aides. The Heads of Department, Deputy Principals and Principal also have the support of students and staff as their number one priority.

Visitors to our school always comment on the supportive feeling they have when they are at our school. They see our school as a very happy, caring place where they feel welcome and where our students and staff show respect for each other. These visitors include employers, advisory teachers, community representatives and guest presenters from various organisations across the state. These individuals visit many schools across the State so their observations provide excellent feedback for us regarding the social climate of our school.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Parents, students and teachers indicate a high level of satisfaction with the education provided for students at our school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.8%
this is a good school	93.5%
their child likes being at this school*	93.5%
their child feels safe at this school*	93.5%
their child's learning needs are being met at this school*	93.5%
their child is making good progress at this school*	93.5%
teachers at this school expect their child to do his or her best*	96.8%
teachers at this school provide their child with useful feedback about his or her school work*	90.3%
teachers at this school motivate their child to learn*	93.5%
teachers at this school treat students fairly*	80.6%
they can talk to their child's teachers about their concerns*	93.5%
this school works with them to support their child's learning*	90.3%
this school takes parents' opinions seriously*	93.1%
student behaviour is well managed at this school*	83.9%
this school looks for ways to improve*	96.8%
this school is well maintained*	93.5%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	99.1%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	98.2%

## Our school at a glance

teachers treat students fairly at their school*	94.7%
they can talk to their teachers about their concerns*	97.4%
their school takes students' opinions seriously*	98.3%
student behaviour is well managed at their school*	99.1%
their school looks for ways to improve*	98.3%
their school is well maintained*	99.1%
their school gives them opportunities to do interesting things*	99.1%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	82.4%
with the individual staff morale items	97.4%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Parent/Teacher Interviews in Semester 1 & Semester 2  
Year 8 Parent Evening in Term 1  
Pathways Evening Term 1  
Year 10 Subject Information Evening for Year 11 subjects in Term 3  
Year 7 Parent Evening in Term 3  
Parent Workshops/Information Evenings  
Parents & Citizens Association  
Open invitation for parents to contact staff members at any time

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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Our school has implemented the following projects to support the reduction of our environmental footprint.

Irrigation system using bore water for our ovals  
Energy saving light bulbs installed  
Air conditioning policy of non-use during Term 2 and Term 3.  
Recycling program for all paper and card board  
Sustainable market garden

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	342,844	1,837
2010-2011	355,294	2,288
2011-2012	387,971	2,471

# Our staff profile

## Staff composition, including Indigenous staff

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

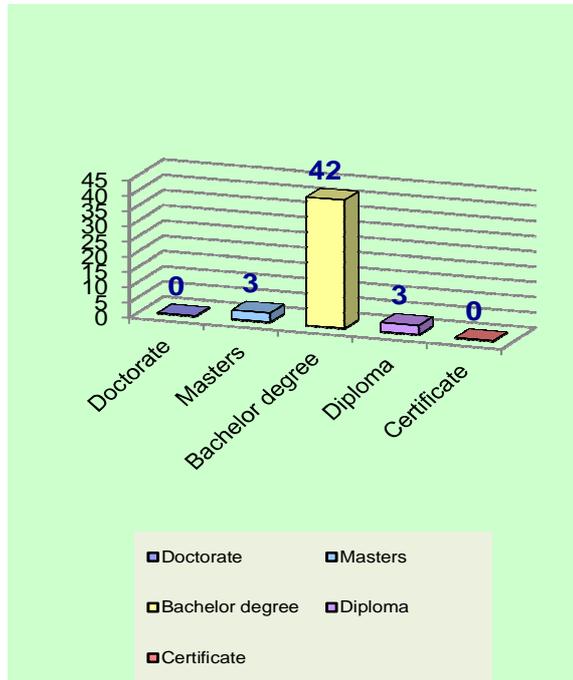
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2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	48	31	5
Full-time equivalents	45	22.6	3.7

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	42
Diploma	3
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$31,670.

# Our staff profile

The major professional development initiatives are as follows:

- Vocational Education & Training
- Queensland Studies Authority Subject Area Workshops, Panel Training & Queensland Certificate of Education
- Literacy & Numeracy
- Beginning Teachers
- Explicit Teaching
- Integrating laptops into classroom practices
- Specialist curriculum areas

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	97.5%	97.3%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95.6% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

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

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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	88%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

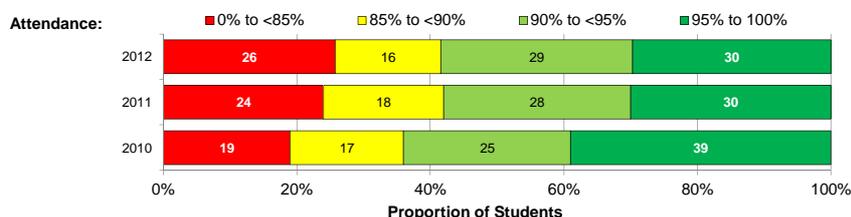
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								93%	89%	90%	90%	88%
2011								89%	89%	89%	89%	87%
2012								91%	87%	89%	86%	87%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The following processes and procedures are used at our school:

Class rolls are marked by every class room teacher every lesson.

Master rolls are marked by class room teachers at the beginning of the first lesson each day and at the beginning of the seventh lesson immediately after the lunch recess each day. This data is entered onto SMS.

Letters are mailed to parents on a weekly basis, asking for an explanation for their student's absence when documentation has not been provided or when parents have not contacted the school explaining the absence.

Teachers notify the Deputy Principal managing attendance of any student absences that occur for every lesson each day. The Deputy Principal follows up with these students on a daily basis and notifies parents if necessary.

Weekly contact is made with the local police officer (truancy officer) to follow up with parents/guardians of those students who are frequently absent with no explanation.

Regular articles regarding student attendance are included in our school newsletter to remind parents of attendance requirements.

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

# Performance of our students

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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Eight one (81) of the five hundred and eighty one (581) students attending our school in 2012 identified as Indigenous. These students make up 13.94% of the student population. The gap between indigenous and non-indigenous attendance rates was 14.3%. The gap between indigenous and non-indigenous apparent retention from Year 10 to Year 12 was 19%. Indigenous students are supported in their academic progress by in-class teacher aide support, the employment of a Community Education Counsellor (part time) and homework classes. The EATSIPS Committee continues to lead the embedding of indigenous perspectives across the curriculum. All teaching staff attended professional development related to the local Kuku Yalanji Culture including a two day cultural camp at Upper Daintree.

# Performance of our students

<b>Apparent retention rates Year 10 to Year 12</b>	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	74%	79%

<b>Outcomes for our Year 12 cohorts</b>	2010	2011	2012
Number of students receiving a Senior Statement.	74	94	87
Number of students awarded a Queensland Certificate Individual Achievement.	2	1	2
Number of students receiving an Overall Position (OP).	45	59	50
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	18	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	63	84	75
Number of students awarded an Australian Qualification Framework Certificate II or above.	54	77	65
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	56	79	69
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	60%	68%	78%
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%	94%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	97%	90%

As at 2 May 2013. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	7	9	11	9	9
2011	9	12	19	16	3
2012	3	19	17	8	3

As at 2 May 2013. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above

## Performance of our students

2010	17	51	5
2011	40	74	5
2012	23	65	4

As at 2 May 2013. The above values exclude VISA students.

Mossman State High School offers –

Certificate I in Hospitality in Year 12 Hospitality & Year 11/12 Hospitality Studies

Certificate I in Business in Year 10 Business Studies

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

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

The parents/carers of all students leaving our school are asked to complete documentation which indicates their reason for doing so. This includes transferring to another Queensland School, transferring Interstate and leaving school.

A number of our students leave before completing Year 12 as they are successful in gaining full time apprenticeships, traineeships or employment through our school-based apprenticeship/traineeship program and our work experience program.