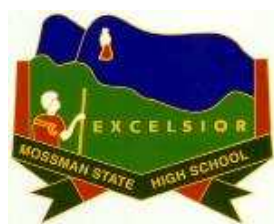


# Mossman State High School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

This report provides an overview of our school's progress towards its goals in 2013 and outlines future priorities and directions.

Our explicit improvement planning for 2014 focused on:

- Improving teaching – explicit teaching pedagogy in every classroom focused on the achievement of every student.
- Refining and embedding data based decision making to set targets, measure and monitor student progress.
- Refining and embedding Planning and Accountability Systems at all leadership levels.
- Connecting parents and caregivers with their children's learning.

**School progress towards its goals in 2014**

PRIORITY	PROGRESS
Improving Teaching	<ul style="list-style-type: none"> <li>• Explicit teaching in every classroom, every day.</li> <li>• Leaders providing coaching and feedback for all teachers.</li> <li>• Regional Explicit Teaching Coach worked with Heads of Department, Principal and Deputy Principals to refine and embed explicit teaching across the school.</li> <li>• Australian Curriculum in Mathematics, English, Science and History.</li> <li>• Differentiation of curriculum, teaching, learning and assessment to support every student's learning.</li> </ul>
Refining and embedding data based decision making	<ul style="list-style-type: none"> <li>• Whole School Data Strategy refined to provide all teachers with information on use and analysis of data to inform explicit teaching.</li> <li>• Teachers completed professional development sessions on collection, analysis, interpretation and use of data for individual student goal setting.</li> </ul>
Refining and embedding Planning and Accountability Systems at all leadership levels.	<ul style="list-style-type: none"> <li>• Line manager meetings held each week to review progress towards targets for 2014.</li> <li>• All teachers involved in performance development planning.</li> <li>• Internal School Review &amp; Discipline Audit completed and inform future planning.</li> </ul>
Connecting parents and caregivers with their children's learning	<ul style="list-style-type: none"> <li>• Developed, promoted and implemented an action plan for the arrival of Year 7 students into Mossman State High School in 2015 in consultation with Douglas Cluster Principals.</li> <li>• HOD Junior School and HOD Senior School, Year Level Coordinators and Form Teachers as key contact staff for parents.</li> <li>• Junior School Leaders and Senior School Leaders appointed.</li> <li>• Development of leadership skills through Junior School and Senior School Student Councils.</li> <li>• Development of leadership skills through involvement of students in Indigenous Leaders Conferences.</li> <li>• Visits to local primary schools and Parent/Caregivers information evenings.</li> <li>• Regular contact with parents and caregivers regarding attendance, achievement and support provided to assist students and parents/caregivers.</li> <li>• Regular interagency meetings to develop and implement action plans to improve individual student's attendance and engagement.</li> </ul>

**Future outlook**

In 2015 our focus is on:

- Embedding explicit teaching as our signature pedagogy with all teachers confident in their professional practice.
- Improving attendance to 95%.
- Embedding coaching and feedback to continually improve teaching and learning.
- The Great Results Guarantee supporting our focus on every student meeting National Minimum Standards or having an individual learning plan to address their learning needs.
- Differentiation of curriculum, teaching, learning and assessment to better support every student's learning.
- Connecting parents with their children's learning through increased contact, parent forums and building relationships.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	580	298	282	91%
2013	588	296	292	89%
2014	575	276	299	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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	22
Year 11 – Year 12	16	16	15

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	76	114	141
Long Suspensions - 6 to 20 days	10	9	10
Exclusions <sup>#</sup>	2	0	2
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive 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 2014.

A total of 17 subjects were offered in Years 9 & 10 in 2014.

A total of 34 subjects were offered in Years 11 & 12 in 2014.

Our distinctive curriculum offerings in 2014 included

Years 9 & 10:

- Industrial Technology & Design
- Japanese

Years 11 & 12:

- Dance
- Photo Imaging Studies
- Film, Television & New Media
- Hospitality Studies
- Certificate I in Hospitality
- Certificate I in Furnishing
- Certificate II in Information, Digital Media & Technology
- Certificate II in Business
- Certificate II in Visual Arts
- Certificate II in Workplace Practices
- Certificate III in Fitness
- Certificate III in Sport & Recreation

### 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
- North Queensland Athletics Carnival for Students with a Disability
- Interschool Equestrian Competitions
- Careers Workshops
- Public Speaking – Rostrum, 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
- Year 10 Canberra Trip
- Visiting International students
- Service Learning activities - Relay for Life, World's Greatest Shave, Forty Hour Famine
- Drumming Group
- Chaplaincy activities
- Work Experience

## 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. A HOD and Coordinator oversee the provision of computers and related facilities along with professional development opportunities.

## Social Climate

Mossman State High School is a SWPBS (School Wide Positive Behaviour Support) School. SWPBS at our school is built around the three school values:

- Be Safe
- Be Respectful
- Be a Learning

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

Students are supported by their Form Teachers, Classroom Teachers, Year Level Coordinators, HOD Junior School and HOD Senior School. The Student Support Services Team (Guidance Officer, Social Worker, School Based Youth Health Nurse, Community Education Counsellor, Chaplain) provide a more specialised level of support. The HODs, Deputy Principals and Principal also have the support of students and staff as their first 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.

**Parent, student and staff satisfaction with the school**

<b>Performance measure</b>			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	89%	86%
this is a good school (S2035)	94%	94%	88%
their child likes being at this school* (S2001)	94%	83%	85%
their child feels safe at this school* (S2002)	94%	100%	88%
their child's learning needs are being met at this school* (S2003)	94%	94%	86%
their child is making good progress at this school* (S2004)	94%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	78%	85%
teachers at this school motivate their child to learn* (S2007)	94%	89%	85%
teachers at this school treat students fairly* (S2008)	81%	81%	78%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	95%
this school works with them to support their child's learning* (S2010)	90%	88%	84%
this school takes parents' opinions seriously* (S2011)	93%	100%	81%
student behaviour is well managed at this school* (S2012)	84%	75%	75%
this school looks for ways to improve* (S2013)	97%	94%	90%
this school is well maintained* (S2014)	94%	83%	90%

<b>Performance measure</b>			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	93%	97%
they like being at their school* (S2036)	100%	88%	92%
they feel safe at their school* (S2037)	100%	93%	97%
their teachers motivate them to learn* (S2038)	99%	94%	95%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	90%	91%
teachers treat students fairly at their school* (S2041)	95%	75%	80%
they can talk to their teachers about their concerns* (S2042)	97%	86%	80%
their school takes students' opinions seriously* (S2043)	98%	79%	81%
student behaviour is well managed at their school* (S2044)	99%	69%	75%
their school looks for ways to improve* (S2045)	98%	93%	92%
their school is well maintained* (S2046)	99%	87%	91%
their school gives them opportunities to do interesting things* (S2047)	99%	91%	90%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	96%
they feel that their school is a safe place in which to work (S2070)		98%	96%
they receive useful feedback about their work at their school (S2071)		85%	91%
students are encouraged to do their best at their school (S2072)		92%	98%
students are treated fairly at their school (S2073)		94%	85%
student behaviour is well managed at their school (S2074)		88%	70%
staff are well supported at their school (S2075)		95%	79%
their school takes staff opinions seriously (S2076)		84%	60%
their school looks for ways to improve (S2077)		97%	93%
their school is well maintained (S2078)		89%	78%
their school gives them opportunities to do interesting things (S2079)		92%	91%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

There are many opportunities for Mossman State High School parents and carers to participate in their child's education. They are invited to:

- 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 6 Parent Evening 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
- Special ceremonies and celebrations
- Special performance such as Drama Productions, Artistic Impressions
- Sporting events

Regular communication is provided through:

- Regular reports and updates at monthly P&C Meetings
- Schools newsletters – as available on the school website.
- School Facebook.
- Postcards home.
- School LED Sign.
- Letters to parents.

### Reducing the school's environmental footprint

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

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	387,971	2,471
2012-2013	357,463	8,783
2013-2014	352,316	2,484

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

## Our staff profile

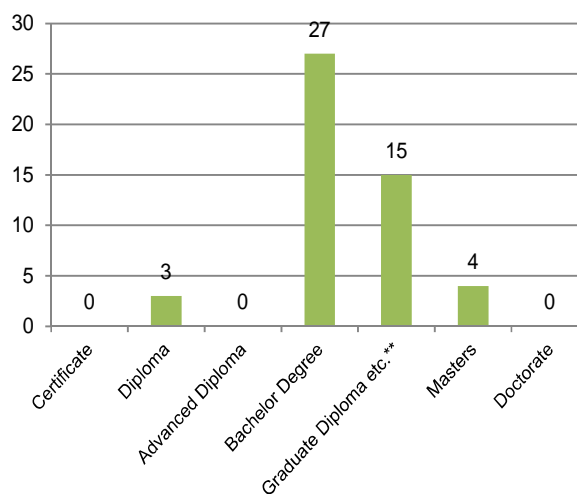
### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	30	5
Full-time equivalents	51	22	<5



## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	15
Masters	4
Doctorate	0
<b>Total</b>	<b>49</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$36,560.66.

The major professional development initiatives are as follows:

- Explicit Teaching
- Essential Classroom Management Skills
- Classroom Profiling
- Vocational Education & Training
- Queensland Studies Authority Subject Area Workshops, Panel Training & Queensland Certificate of Education
- Literacy & Numeracy
- Beginning Teachers
- Specialist curriculum areas
- Workplace Health & Safety
- First Aid Training
- More Support for Students with Disabilities
- Quality Schools-Inclusive Leaders
- Junior Secondary
- Non-Violent Crisis Intervention
- Working with Students with ASD

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

**Average staff attendance**

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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**

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	86%	86%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

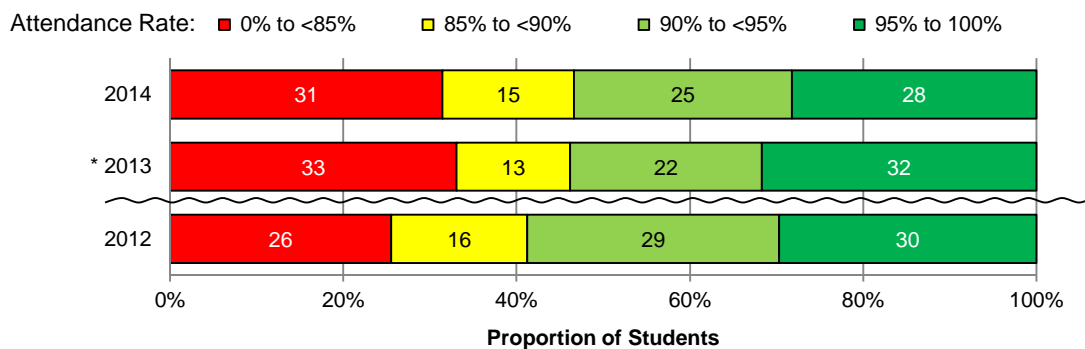
**Student attendance rate for each year level (shown as a percentage)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								91%	87%	89%	86%	87%
2013								90%	87%	86%	81%	83%
2014								89%	83%	86%	83%	85%

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DETE 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:

During Term 1 – Term 3 Master rolls are marked by form teachers at the beginning of the first lesson each day and by the classroom teacher at the beginning of the seventh lesson immediately after the lunch recess each day. This data is entered into One School.

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

In Term 4 the electronic roll marking system was implemented in conjunction with ID Attend and all data from every class was entered directly on to One School.

The form teacher monitors student attendance and notifies the Year Level Coordinator when a student is absent without explanation for two days. The Year Level Coordinator contacts parents and if not successful this is referred to the Head of Department Junior School or Senior School. The HODs then contact parents and record all information. Students who are frequently absent are referred to the Guidance Officer or Social Worker who provide additional support and case management for their attendance.

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.

Weekly contact is also 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.

The Principal regularly emphasises the importance of good attendance as a critical contributor to student performance on school assemblies.

Students with good attendance also receive recognition as part of the school house system and this contributes to a positive reward system.

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

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

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

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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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

The gap between indigenous and non-indigenous attendance rates continues to be at unacceptable levels. The impact of non-attendance is reflected in the student achievement levels. Indigenous students are supported in their academic progress by in-class teacher aide support and the employment of a Community Education Counselor. All staff are involved in professional development related to the local Kuku Yalanji culture and language. Fortnightly meetings were held with the Mossman Gorge Family Reform Commission to discuss case management for these students. Regular contact is made with parents and caregivers through the Community Education Counsellor and school staff to discuss attendance and support for students.

<b>Apparent retention rates Year 10 to Year 12</b>	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	78%	68%

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students receiving a Senior Statement	87	95	76
Number of students awarded a Queensland Certificate of Individual Achievement.	2	2	1
Number of students receiving an Overall Position (OP)	50	52	43
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	1	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	75	82	62
Number of students awarded an Australian Qualification Framework Certificate II or above.	65	77	55
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	69	74	64
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.	78%	58%	86%
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.	93%	91%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	87%	94%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	3	19	17	8	3
2013	7	7	16	18	4
2014	6	11	20	4	2

As at 19 February 2015. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	23	65	4
2013	30	72	19
2014	26	48	10

As at 19 February 2015. The above values exclude VISA students.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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

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.