

Mossman State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This annual report provides an overview of the progress achieved by Mossman State High School over the past 12 months.

Our vision "Everyone achieving their best, striving to improve everyday" is supported by our commitment to continuous improvement.

We aim to ensure every student experiences success. Our school places a high level of importance on attendance and engagement in a curriculum that provides students with the knowledge, skills and confidence to participate effectively in the community and beyond.

The Junior Secondary Schooling years (Year 7 to Year 9) are seen as a crucial period and as we welcomed Year 7 students for the first time, systems and structures have been developed to support a strong Junior Secondary School identity and philosophy,

Students in the Senior Secondary School (Year 10 to Year 12) were able to choose individual pathways to successfully complete studies in a range of tertiary fields and vocational education and training areas.

Our Year 12 students achieved great success in 2015 and we are very proud of their achievements.

School progress towards its goals in 2015

There were 5 key priorities identified for Mossman State High School for implementation in the 2015 Annual Implementation Plan. They are:

1. Improving teaching
2. Refining and embedding data based decision making
3. Implementing Systems Leadership models and tools at all leadership levels
4. Connecting parents and caregivers with their children's learning
5. Closing the gap between attendance and outcomes of indigenous and non-indigenous students.

Progress made within these priorities has been extensive and a Full School Review provided feedback that assisted us to refine our focus for the future.

A snapshot of the progress made in each of the priorities is outlined in the following table:

Priority 1 – Improving Teaching

- Professional learning opportunities for teachers to develop and enhance skills in explicit teaching.
- Leadership team supported teachers to develop their capability through a coaching and feedback process.
- Appointment of a HOD Junior Secondary Teaching & Learning.

Priority 2 – Refining & embedding data based decision making

- Continued implementation of foundation learning programs.
- Strong focus on NAPLAN Strategy.
- Learning support teacher and Master teacher supported staff to use and analyse data to inform teaching and learning.
- QCE Committee established and strategies implemented to increase percentage of students achieving a QCE.

Priority 3 – Implementing Systems Leadership models and tools at all leadership levels

- Leadership Team used Full School Review to develop priorities for 2016.

Priority 4 – Connecting parents and caregivers with their children’s learning

- Communication with community continued to be inclusive and supportive.
- Expanded strategies for two way communication between staff and parents/carers to increase successful outcomes for students (QCE, Attendance, Achievement / Behaviour / Effort)
- Communication (via a range of media) reinforcing parent/carers role in supporting their children’s learning.

Priority 5 – Closing the gap between attendance and outcomes of indigenous and non-indigenous students.

- Strong focus on attendance data and implementation of “Club 95” resulted in a 3% increase in the overall attendance rate for the year and a 5% increase in the attendance rate for indigenous students.
- 100% of indigenous students in Year 12 received a Queensland Certificate of Education.

Future outlook

The Strategic Plan 2016-2019 and the 2016 Annual Implementation Plan have been developed following our Full School Review in 2015.

Improvement priorities outlined in the Strategic Plan provide a sharp and narrow focus based on recommendations and data. These include:

- An expert teaching team committed to a school-wide improvement agenda and developing their individual capability.
- A strong culture of learning founded on high standards and expectations and a commitment to every student succeeding.
- Connecting parents and caregivers to their children's learning and purposefully engaging them in school activities.

Our Annual Implementation Plan for 2016 includes the following 3 key priorities.

1. Developing teaching capability
2. Improving attendance rates for all students
3. Enhancing positive behaviour for learning (PB4L)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	588	296	292	94	89%
2014	575	276	299	93	91%
2015	620	298	322	106	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	22	21
Year 11 – Year 12	16	15	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	114	141	145
Long Suspensions - 6 to 20 days	9	10	6
Exclusions	0	2	2
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Junior Secondary School

Core curriculum offerings in Junior Secondary School –

- (a) Mathematics
- (b) English
- (c) Humanities & Social Sciences
- (d) Science
- (e) Health & Physical Education

Distinctive curriculum offerings in Junior Secondary School –

- Year 7 students undertake two electives each term in specialist facilities
- Year 8 students undertake two electives each term in specialist facilities.
- Year 9 students undertake two electives for the year.

Senior Secondary School

- A total of 20 subjects were offered to Year 10 students in 2015.
- Year 10 subjects offered allow students to prepare for their Year 11 and Year 12 studies.
- A total of 37 subjects were offered to Year 11 and Year 12 students in 2015.
- Year 10, 11 & 12 students have the opportunity to access School Based Apprenticeships and Traineeships when they become available.
- Year 11 & 12 students are able to undertake a range of academic subjects that enable entry into university.
- Year 10, 11 & 12 students are able to undertake a range of Certificate I, II and III Courses in vocational training.

Extra curricula activities

- Leukaemia Foundation Youth Committee
- Instrumental Music Program
 - Concert Band
 - Brass Ensemble
 - Flute Ensemble
 - Jazz Band
 - Percussion Ensemble
 - Sax Ensemble
 - String Ensemble
- 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
- Music Camp
- Cairns & District Junior Eisteddfod – the school entered several sections and students competed individually
- State Honours Band in Cairns & Brisbane
- Year 11 Canberra Trip
- Visiting International students
- Service Learning activities - Relay for Life, World's Greatest Shave, Forty Hour Famine
- Drumming Group
- Chaplaincy activities
- Work Experience
- Student Councils – Junior Secondary and Senior Secondary
- Chess Club
- Japan Trip
- Academic competitions

How Information and Communication Technologies are used to improve learning

Our school has implemented a range of strategies to enable Information and Communication Technologies (ICTs) to be used to improve learning. These include:

- Integrated ICTs across the curriculum.
- Additional computer laboratories.
- Year 10, 11 & 12 student laptop computer program.
- Virtual classroom for students enrolled in School of Distance Education subjects.
- Support staff to ensure students have access to ICTs.
- A Head of Department and Network Coordinator oversee the provision of computers and related facilities along with professional development opportunities for staff.

Social Climate

Our school pastoral care programs to support students, staff and parents are based on our three core values – Be Safe, Be Respectful, Be a Learner.

Students are supported by their Form Teachers, Classroom Teachers, Year Coordinators, HOD Junior School and HOD Senior School.

The Student Support Services Team (Guidance Officer, Social Workers, School Based Youth Health Nurse, Chaplain and Community Education Counsellor) provide a more specialized level of support.

The HODs, Deputy Principals and Principal also have the support of students, staff and parents 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, Full School Review team 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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	89%	86%	85%
this is a good school (S2035)	94%	88%	88%
their child likes being at this school (S2001)	83%	85%	90%
their child feels safe at this school (S2002)	100%	88%	90%
their child's learning needs are being met at this school (S2003)	94%	86%	86%
their child is making good progress at this school (S2004)	100%	89%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	93%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	78%	85%	83%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school motivate their child to learn (S2007)	89%	85%	87%
teachers at this school treat students fairly (S2008)	81%	78%	87%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	94%
this school works with them to support their child's learning (S2010)	88%	84%	87%
this school takes parents' opinions seriously (S2011)	100%	81%	83%
student behaviour is well managed at this school (S2012)	75%	75%	72%
this school looks for ways to improve (S2013)	94%	90%	90%
this school is well maintained (S2014)	83%	90%	88%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	97%	88%
they like being at their school (S2036)	88%	92%	80%
they feel safe at their school (S2037)	93%	97%	85%
their teachers motivate them to learn (S2038)	94%	95%	85%
their teachers expect them to do their best (S2039)	98%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)	90%	91%	83%
teachers treat students fairly at their school (S2041)	75%	80%	61%
they can talk to their teachers about their concerns (S2042)	86%	80%	65%
their school takes students' opinions seriously (S2043)	79%	81%	66%
student behaviour is well managed at their school (S2044)	69%	75%	46%
their school looks for ways to improve (S2045)	93%	92%	82%
their school is well maintained (S2046)	87%	91%	74%
their school gives them opportunities to do interesting things (S2047)	91%	90%	77%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	96%	96%
they feel that their school is a safe place in which to work (S2070)	98%	96%	96%
they receive useful feedback about their work at their school (S2071)	85%	91%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	89%	75%
students are encouraged to do their best at their school (S2072)	92%	98%	93%
students are treated fairly at their school (S2073)	94%	85%	91%
student behaviour is well managed at their school (S2074)	88%	70%	67%
staff are well supported at their school (S2075)	95%	79%	79%
their school takes staff opinions seriously (S2076)	84%	60%	80%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school looks for ways to improve (S2077)	97%	93%	94%
their school is well maintained (S2078)	89%	78%	88%
their school gives them opportunities to do interesting things (S2079)	92%	91%	89%

'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

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 7 Parent Evening in Term 1
- 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
- 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 – also available on the school website.
- School Facebook
- Email
- Postcards home.
- School LED Sign.
- Letters to parents – [including "Club 95", Achievement/Behaviour/Effort]
- Interim Reports Term 1 & Term 3.
- Semester Reports.

Reducing the school's environmental footprint

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
2012-2013	357,463	8,783
2013-2014	352,316	2,484
2014-2015	375,142	43,960

*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.

Note – A major water leak was discovered which impacted on our water consumption for this period. The leak was difficult to locate and involved major repairs including replacing pipes encased in concrete flooring. We have been advised that the plumbing within the school requires major work given the age of the buildings. Ongoing repairs to plumbing continue to occur.

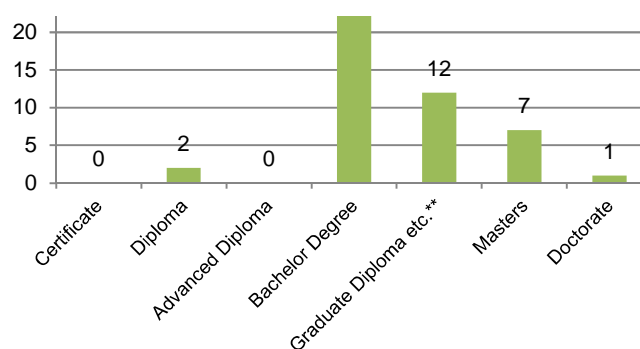
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	37	6
Full-time equivalents	56	27	5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	12
Masters	7
Doctorate	1
Total	57



*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 2015 were \$23,835.56.

The major professional development initiatives are as follows:

- Explicit Teaching
- Essential Classroom Management Skills
- 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
- Non-Violent Crisis Intervention
- Working with Students with ASD
- Mentors in Violence Prevention
- ASDAN

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	86%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	73%	69%	74%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

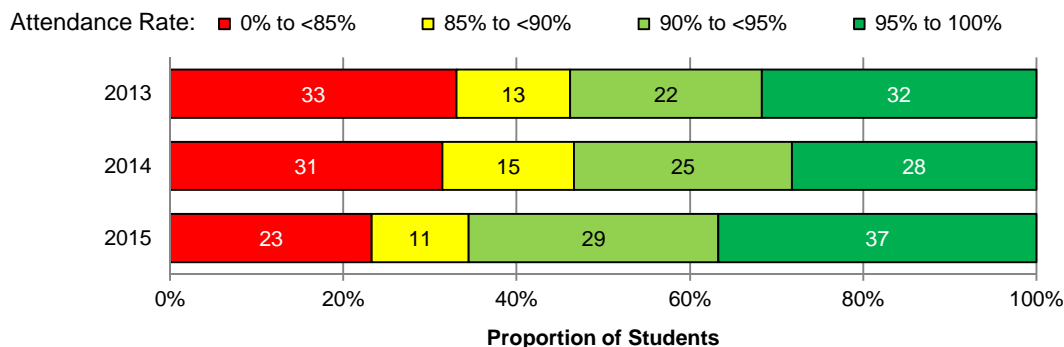
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	87%	86%	81%	83%
2014									89%	83%	86%	83%	85%
2015								89%	91%	90%	87%	89%	88%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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

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

The following strategies are used:

- An electronic roll marking system (ID Attend) provides daily data on school attendance.
- Student attendance is monitored on a daily basis.
- Unexplained absences are followed up each day.
- Attendance data is published each week.
- A rewards program (Club 95) is in place for acknowledging good attendance.
- Students with a pattern of poor attendance are case managed by a care team.

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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	68%	68%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	58%	33%	52%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	95	76	75
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	0
Number of students receiving an Overall Position (OP)	52	43	37
Percentage of Indigenous students receiving an Overall Position (OP)	22%	0%	22%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	7	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	82	62	51
Number of students awarded an Australian Qualification Framework Certificate II or above.	77	55	48
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	74	64	68
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	56%	75%	100%
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.	58%	86%	76%

Outcomes for our Year 12 cohorts	2013	2014	2015
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%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	94%	91%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
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
2013	7	7	16	18	4
2014	6	11	20	4	2
2015	6	8	14	7	2

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	30	72	19
2014	26	48	10
2015	10	29	27

As at 16 February 2016. The above values exclude VISA students.

The following VET qualifications were completed by our students.

- Certificate II in Visual Arts
- Certificate II in Tourism
- Certificate III in Fitness
- Certificate III in Sport & Recreation
- RATEP Certificate III in Education (ATSI)

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.