

Mossman State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Mossman State High School is in Far North Queensland approximately 80 km north of Cairns and is the only high school in the Douglas Cluster of Schools. Students attending our school reside in the Mossman, Port Douglas, Miallo, Wonga, Daintree, Cape Tribulation and Julatten areas.

Our vision is

Every student succeeding

- We Care
- We Learn
- We Succeed

As the only high school in the area, we strive to offer a broad curriculum to cater for the diverse needs of our student group. Our curriculum includes a wide range of academic and vocational courses and is reviewed annually to reflect the changing needs of our school community.

All members of our school community are expected to uphold our values of being safe, being respectful and being a learner.

We have a Student Support Services Team that reviews support processes and programs across our school with a focus on student wellbeing and access to learning opportunities.

The breadth and depth of our curriculum provides all students with engaging and challenging learning experiences. We afford all students the opportunity to develop the knowledge, skills and attitudes to successfully transition to further study, training and the workforce and to actively contribute to society.

School progress towards its goals in 2018

Our school priorities as identified in the Annual Implementation Plan focused on:

- Teaching practice for positive behaviour & learning
- Attendance & engagement
- Student & Staff Wellbeing

Key achievements within these priority areas are:

- Student attendance >95% increased to 43.8% from 36.8%. The number of students <85% decreased from 26.9% to 21.5%.
- Year 7 – 12 English students >90% achieved A-C rating.
- Year 7 Numeracy 28.7% were U2B
- 99% Year 12 achieved a QCE, VET, SAT
- 98% Year 12 achieved a QCE or QCIA
- 96.6% received a QTAC offer
- 87.9% received a VET Certificate II or higher
- 90.4% of students believe 'I am getting a good education'

Future outlook

The improvement agenda in 2019 is focussing on:

- Engagement in Learning
 - Curriculum implementation
 - Pedagogical framework
 - Engaging students
- Engagement in and with community
 - School promotion
 - Building community partnerships
- Engagement in capability development
 - All staff complete annual professional development plan
 - Implement staff wellbeing strategies

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	644	611	608
Girls	311	286	283
Boys	333	325	325
Indigenous	94	84	78
Enrolment continuity (Feb. – Nov.)	92%	90%	93%

Notes:

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

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

Characteristics of the student body

Overview

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.

Approximately 13% of our students identify themselves as being indigenous and 6% have English as a second language. The Kuku Yalanji people are the traditional owners of the land on which our school stands. Indigenous cultural activities are an important part of our school and local community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	22	22
Year 11 – Year 12	18	17	14

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Junior Secondary School

The Junior School (Year 7, 8 & 9) offers Australian Curriculum supported by the Queensland Curriculum to Classroom resources.

Core curriculum offerings in Junior Secondary School –

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

Distinctive curriculum offerings in Junior Secondary School –

- Year 7 students undertake one elective in specialist facilities on a 8 week rotation (Art, Technology, Drama, Home Economics, Music)
- Year 8 students undertake two electives each term in specialist facilities in a 13 week rotation (Art, Digital Technology, Drama, Home Economics, Japanese, Manual Arts)
- Year 9 students undertake two electives for the year.

Senior Secondary School

Year 10 is the transition year to the senior phase of learning.

Year 10 students were able to undertake a VET qualification to be attained by the end of the year. (Certificate I in Construction, Certificate II in Health Support Services & Certificate II in Community Services, Certificate II in Tourism, Duke of Edinburgh).

- A total of 32 subjects were offered to Year 10 students in 2018.
- Year 10 subjects offered allow students to prepare for their Year 11 and Year 12 studies.
- A total of 32 subjects were offered to Year 11 and Year 12 students in 2018.

- 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.

Co-curricular activities

Academic

- Public Speaking – Rostrum, Lions Youth of the Year
- Careers Workshops
- Academic competitions across curriculum areas
- Work Experience
- Optiminds
- QMAT Year 7/8 Maths Quiz
- Readers Cup Competition
- Global Tropics Future activities
- Great Barrier Reef Restoration Symposium Young Adult Workshop

The Arts

- Instrumental Music Program
 - Concert Band
 - Brass Ensemble
 - Flute Ensemble
 - Jazz Band
 - Percussion Ensemble
 - Sax Ensemble
 - String Ensemble
- Music Camp
- Cairns & District Junior Eisteddfod –students competed individually
- State Honors Band in Cairns

Leadership Development

- Indigenous Leaders of Tomorrow
- Indigenous Leaders of the Future
- Indigenous Leadership Conference
- School Captains
- School Captains – Junior School
- Year 12 Senior Leaders
- Year 9 Junior Leaders
- Student Councils – Junior Secondary and Senior Secondary
- M.A.T.E. Program (Mentors in Violence Prevention)

Sporting

- 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
- State Representative Sport
- Interschool Equestrian Competitions
- State of Origin Touch Football Comp – Teachers vs Students
- Swimming House Carnival
- Cross Country House Carnival
- Athletics House Carnival
- Vicki Wilson Netball
- Team Tennis

- Mossman 7s Interschool 7-a-side Netball and Rugby League Competitions
- FNQ Volleyball Schools Cup
- AFL Junior School Boys
- FNQ Schools Mountain Bike Challenge
- T20 Cricket

Cultural

- Year 8 Camp to Cooktown & Laura
- Year 11 Sydney/Canberra Trip
- Visiting International students – Study Tours
- NAIDOC Week Activities
- Sorry Day

Civic

- Leukaemia Foundation Youth Committee
- Service Learning activities - Relay for Life, World's Greatest Shave
- Remembrance Day
- Pre ANZAC Day Service
- Participation in community ANZAC Services

Wellbeing

- Aggression Replacement Training (Youth Justice)
- Drum Beat
- Radiance Program

How information and communication technologies are used to assist 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.
- BYO Laptop program for Years 7 – 12.
- 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.
- Electronic roll marking system.

Social climate

Overview

Our school pastoral care programs to support students, staff and parents are based on our three core values–

We are Respectful

We are Learners

We are Safe.

Students are supported by their Form Teachers, Classroom Teachers, Year Coordinators, Head of Department Junior School, Head of Department Senior School and Head of Special Education Services.

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

The Head of Departments, 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	87%	82%
• this is a good school (S2035)	91%	91%	75%
• their child likes being at this school* (S2001)	89%	90%	80%
• their child feels safe at this school* (S2002)	87%	88%	80%
• their child's learning needs are being met at this school* (S2003)	84%	87%	80%
• their child is making good progress at this school* (S2004)	90%	88%	82%
• teachers at this school expect their child to do his or her best* (S2005)	92%	88%	86%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	85%	79%
• teachers at this school motivate their child to learn* (S2007)	83%	85%	81%
• teachers at this school treat students fairly* (S2008)	75%	78%	75%
• they can talk to their child's teachers about their concerns* (S2009)	92%	92%	90%
• this school works with them to support their child's learning* (S2010)	81%	86%	79%
• this school takes parents' opinions seriously* (S2011)	80%	84%	74%
• student behaviour is well managed at this school* (S2012)	72%	66%	55%
• this school looks for ways to improve* (S2013)	88%	82%	71%
• this school is well maintained* (S2014)	96%	89%	83%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	84%	84%	90%
• they like being at their school* (S2036)	78%	76%	81%
• they feel safe at their school* (S2037)	85%	81%	80%
• their teachers motivate them to learn* (S2038)	81%	83%	84%
• their teachers expect them to do their best* (S2039)	90%	93%	96%
• their teachers provide them with useful feedback about their school work*	83%	81%	86%

Percentage of students who agree# that:	2016	2017	2018
(S2040)			
• teachers treat students fairly at their school* (S2041)	60%	60%	72%
• they can talk to their teachers about their concerns* (S2042)	62%	66%	64%
• their school takes students' opinions seriously* (S2043)	65%	59%	68%
• student behaviour is well managed at their school* (S2044)	59%	53%	53%
• their school looks for ways to improve* (S2045)	80%	82%	85%
• their school is well maintained* (S2046)	77%	79%	83%
• their school gives them opportunities to do interesting things* (S2047)	75%	84%	85%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	88%	94%	93%
• they feel that their school is a safe place in which to work (S2070)	92%	92%	87%
• they receive useful feedback about their work at their school (S2071)	80%	84%	71%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	85%	84%
• students are encouraged to do their best at their school (S2072)	92%	95%	85%
• students are treated fairly at their school (S2073)	85%	82%	74%
• student behaviour is well managed at their school (S2074)	61%	62%	46%
• staff are well supported at their school (S2075)	69%	74%	65%
• their school takes staff opinions seriously (S2076)	67%	75%	65%
• their school looks for ways to improve (S2077)	83%	79%	73%
• their school is well maintained (S2078)	88%	92%	93%
• their school gives them opportunities to do interesting things (S2079)	87%	81%	93%

* 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

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 Term 2 & Term 3
- Year 7 Parent Evening in Term 1
- Year 10 Subject Information Evening for Year 11 subjects in Term 3
- Year 6 Parent Evening and School Tour in Term 3
- Parent Workshops/Information Evenings

- Parents & Citizens Association Meetings
- 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 Website
- School Facebook
- Email
- Postcards home.
- School LED Sign.
- Letters to parents – [including “Club 95” and Achievement/Behaviour/Effort]
- Interim Reports Term 1 & Term 3.
- Semester Reports 1 & 2.

Respectful relationships education programs

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

Form teachers, Year Co-ordinators and members of the Student Support Services Team and the Positive Behaviour for Learning (PB4L) Team ensure the well-being of students is a priority.

Programs include:

- MATE (Mentors in Violence Prevention)
- RADIANCE Program – delivered by School Chaplain & Guidance Officer
- Drumbeat
- STYMIE – anonymous reports of bullying and harassment
- Rock & Water
- ‘Values’ address at assemblies
- Extra-curricular lunchtime activities
- HPE Curriculum – embedded units on Relationships
- School Nurse – class visits on Anti-bullying & Sexual Harassment

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	202	122	120
Long suspensions – 11 to 20 days	7	6	15
Exclusions	1	1	4
Cancellations of enrolment	0	7	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	370,109	387,787	359,835
Water (kL)	1,820	1,309	6,922

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	61	38	6
Full-time equivalents	55	28	5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications	
Doctorate	1	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	6	
Graduate Diploma etc.*	15	
Bachelor degree	37	
Diploma	1	
Certificate	1	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$26,294.52.

The major professional development initiatives are as follows:

- New Queensland Certificate of Education Subject Training
- First Aid and CPR Training
- Beginning Teachers
- Queensland Curriculum & Assessment Authority Workshops covering various school subjects
- Queensland Certificate of Individual Achievement
- Essential Skills for Classroom Management
- Staff also participated in Professional Development in a variety of specific development areas.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	88%	89%
Attendance rate for Indigenous** students at this school	72%	76%	77%

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

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

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

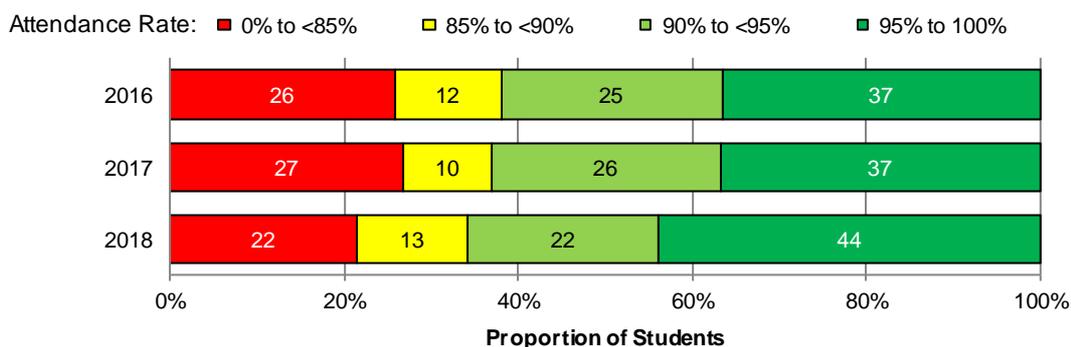
Year level	2016	2017	2018
Year 7	92%	92%	92%
Year 8	88%	90%	88%
Year 9	90%	85%	91%
Year 10	88%	87%	86%
Year 11	85%	88%	85%
Year 12	87%	87%	90%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

The following strategies are used:

- An electronic roll marking system (ID Attend) provides daily data on school attendance.
- Students are required to attend “Form Class” where rolls are marked by a supervising teacher; student are also marked on a roll for each class they attend.
- Students arriving after this time are required to ‘sign in’ through the front Administration office, a parent/guardian note; verbal or sighted permission is required.
- Any unexplained absences are followed up with a text message through the “ID Attend’ system which sends a text at 9.30am each day to parent/caregivers’ mobile phone notifying them of the student absence.
- Students with unexplained absences at the end of each week – a letter is sent home on the following Monday to obtain an explanation for the absence.
- 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

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

Year 12 Outcomes

Tables 13–15 show for this school:

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

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	97	96	99
Number of students awarded a QCIA	0	2	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	89	93	97
Percentage of Indigenous students awarded a QCE at the end of Year 12	79%	86%	100%
Number of students who received an OP	44	48	43
Percentage of Indigenous students who received an OP	14%	0%	22%
Number of students awarded one or more VET qualifications (including SAT)	70	78	88
Number of students awarded a VET Certificate II or above	70	78	87
Number of students who were completing/continuing a SAT	15	12	5
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	52%	77%	67%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	98%	99%
Percentage of QTAC applicants who received a tertiary offer.	90%	100%	97%

Notes:

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	4	5
6-10	14	17	13
11-15	8	16	11
16-20	17	11	13
21-25	4	0	1

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	3
Certificate II	63	75	87
Certificate III or above	14	36	36

Note:

The values in table 15:

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

Certificate I in Construction
 Certificate II in Community Services
 Certificate II in Health Support
 Certificate II in Resources & Infrastructure
 Certificate II in Salon Assistant
 Certificate II in Sport & Recreation
 Certificate II in Tourism
 Certificate II in Visual Arts
 Certificate III in Fitness
 Certificate III in Sport & Recreation

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	80%	82%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	64%	43%	53%

Notes:

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

Student destinations

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

Early school leavers

The 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. Some families moved out of the area.

Next Step – Post-school destinations

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

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

This school's report will be available at <https://mossmanshs.eq.edu.au/Pages/default.aspx>