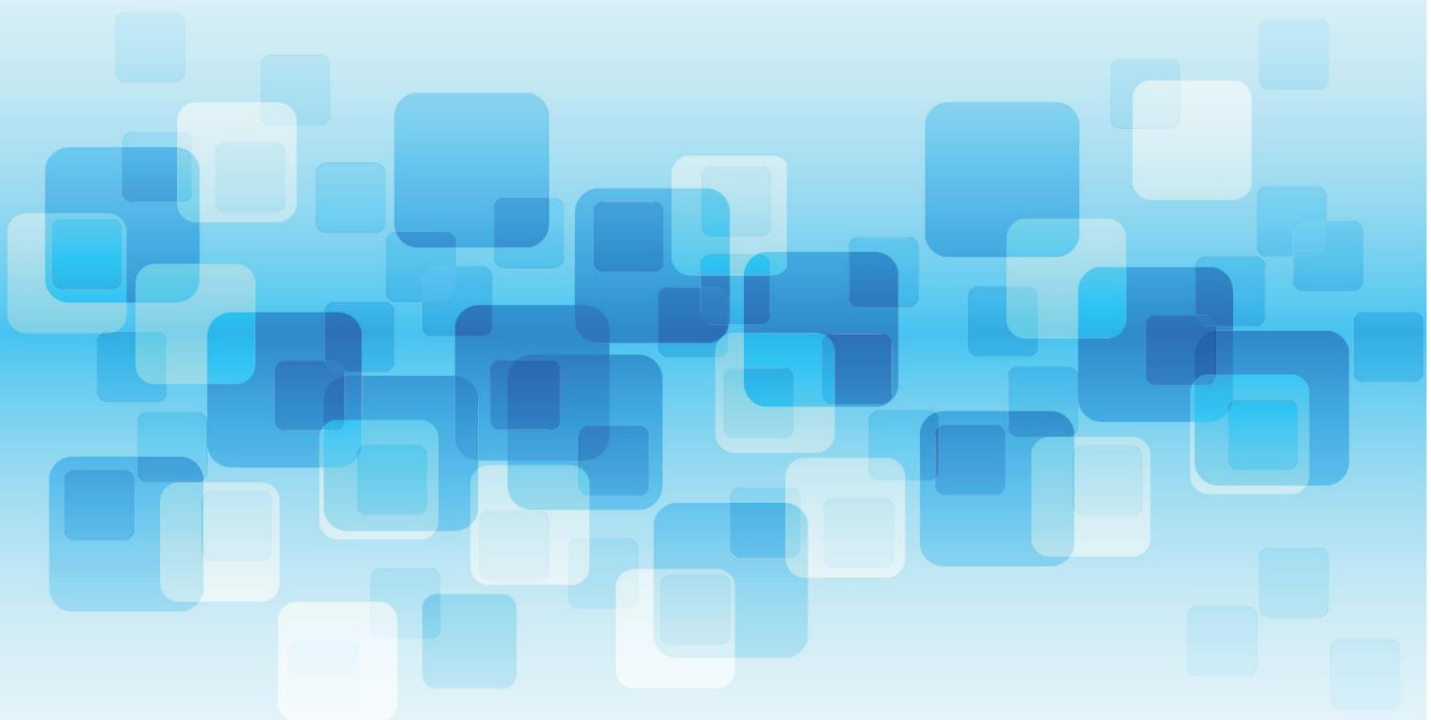




# School Improvement Unit Report

## Mossman State High School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Mossman State High School from 4 to 6 May 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	46-62 Front Street, Mossman
<b>Education region:</b>	Far North Queensland
<b>The school opened in:</b>	1974
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	644
<b>Indigenous enrolments:</b>	18 per cent
<b>Students with disability enrolments:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	961
<b>Year principal appointed:</b>	1993
<b>Number of teachers:</b>	45.3 full-time equivalent, 5.4 special education program
<b>Nearby schools:</b>	Mossman State School, Miallo State School, Wonga State School, Daintree State School, Julatten State School, Alexandra Bay State School, Port Douglas State School, Saint Augustine's Primary School
<b>Significant community partnerships:</b>	Douglas Shire Council, Rotary, Returned Services League, Mossman Community Centre, Port Douglas Neighbourhood Centre, Mossman Multi Purpose Health Service, Mossman Gorge Wellbeing Centre, Mossman Gorge Family Responsibilities Commission, Kuku Yalanji Elders and Community Members, Local



	employers and businesses.
<b>Unique school programs:</b>	Connect Program, Sunshine Program, Strength Program, Youth Committee, Leukaemia Foundation



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, two Deputy Principals, seven Heads of Department, Head of Inclusive Practices, Master Teacher, Support Teacher Literacy and Numeracy (STLaN), Guidance Officer
  - 29 classroom teachers
  - Student leaders and 70+ students across various year levels
  - Business Services Manager (BSM), two administration officers
  - Community Engagement Coordinator and Pathways Coordinator
  - Support services team
  - Eight teacher-aides
  - Tuckshop convenor
  - Parents and Citizens' (P&C) Association president, treasurer and nine parents
  - Principal, Mossman State School
  - Indigenous elders
  - Douglas Shire Mayor
  - Community representative from Returned and Services League of Australia (RSL), Rotary and local business

### 1.4 Review team

Paul Pengelly	Internal Reviewer, SIU (review chair)
David Curran	External Reviewer
Jan Carr	Peer Reviewer



## 2. Executive summary

### 2.1 Key findings

- Positive and caring relationships between staff, students and parents are highly valued at Mossman State High School.

Students feel that the teaching and support staff care about them. Students value their teachers and feel they establish positive relationships with them based on mutual respect and trust, and have high expectations for their welfare and learning.

- A significant number of highly effective and valued partnerships contribute positively to student learning outcomes.

Mossman State High School is a well-respected hub within the local community. The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access resources not available within the school for the purposes of improving student outcomes. There is a broad range of partnerships currently operating that provide valuable opportunities for students and enhanced learning outcomes.

- There is a clear commitment to a broad improvement agenda however this is not always supported by clear expectations, strategies and quality assurance processes.

The principal and school leaders articulate commitment to the broad range of improvement priorities however a strategic approach to quality assurance has not been fully implemented. There are variations in the level of confidence and commitment, and consequently the degree of implementation evident across the school.

- There are some inconsistencies in the school-wide approach to promoting appropriate student behaviour.

The values of *Respect*, *Safety*, and *Learning* are visually displayed and referenced within classrooms across the school. School Wide Positive Behaviour Support is identified as the adopted research-based approach to behaviour management however there appears to be some inconsistency in the understanding of and commitment to this initiative as a whole school approach.

- The school articulates a commitment to improved teaching however this does not currently include a school-wide approach to coaching and mentoring.

The school's Annual Implementation Plan 2015 identifies improved teaching as integral to improving student learning outcomes. The document clearly articulates the strategies to enhance effective pedagogy. Teachers speak favourably of periodic feedback provided on lesson observation templates however the school is yet to establish a strategic and systematic approach to coaching and mentoring.



- A consistent and school-wide approach to embedding highly effective teaching strategies is emerging.

School leaders are explicit about their desire to see effective teaching occurring throughout the school however this has not yet translated into consistent, school-wide practice. Elements of explicit teaching implementation are evident to varying degrees in classrooms across the school. Learning intentions and success criteria are evident in all classrooms. Further elements of explicit teaching are evident although less consistently applied.



## 2.2 Key improvement strategies

- Narrow and sharpen the focus of the improvement agenda to enhance understanding of and commitment to identified priorities and targets.
- Implement quality assurance processes to ensure a consistent, school-wide approach and increased levels of confidence and expertise in the implementation of agreed improvement strategies.
- Develop and embed consistent, school-wide behaviour management processes that reflect clear alignment with the explicit improvement agenda. Include a review of the collection and analysis of behaviour data to better align resources.
- Implement a strategic and school-wide process for observation, feedback, coaching and mentoring that aligns with the pedagogical framework and is supported by targeted professional development.
- Quality assure the implementation of the pedagogical framework to ensure consistent practice in all classrooms.