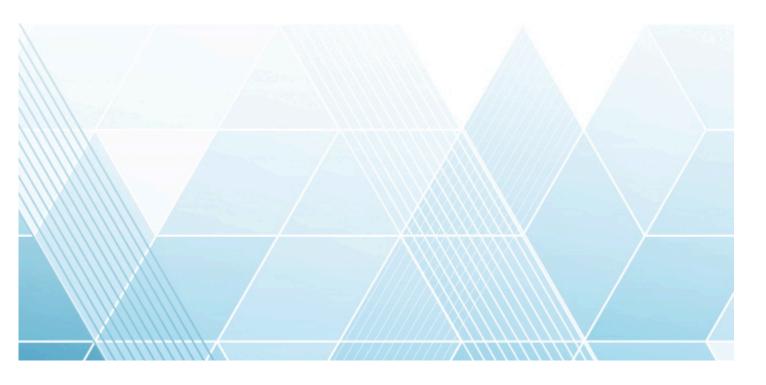


## Mossman State High School

# School annual report

## **Queensland state school reporting**

## 2024



**Department of Education** 



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School context	
Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2024	Year 7 – Year 12
Webpages	<ul> <li>Additional information about Queensland state schools is located on the:</li> <li><u>My School</u> website</li> <li><u>Queensland Government data</u> website</li> <li>Queensland Government <u>schools directory</u> website.</li> </ul>

## Characteristics of the student body

## **Student enrolments**

#### Table 1: Student enrolments by year level

	F	ebruary		August			
Year Level	2022	2023	2024	2022	2023	2024	
Year 7	118	116	106	120	120	107	
Year 8	107	114	118	112	114	117	
Year 9	138	97	114	138	92	106	
Year 10	112	138	83	111	133	82	
Year 11	111	92	112	104	84	102	
Year 12	70	91	73	66	82	67	
Total	656	648	606	651	625	581	

Notes

1. Student counts include headcount of all full- and part-time students at the school.

## Average class sizes

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

Year Levels	2022	2023	2024
Year 7 – Year 10	23	21	20
Year 11 – Year 12	14	17	15

Notes

1. Classes are measured against targets of 28 students per teacher in Years 4 to 10 and 25 students per teacher in Prep to Year 3 and Years 11 to

12. Where composite classes exist across cohorts (e.g. Year 3/4) the lower target is used.

## **Respectful relationships education**

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the <u>School Opinion Survey webpage</u>.

### Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree <sup>1</sup> that:	2022	2023	2024
This is a good school.	70.0%	76.4%	74.2%
My child likes being at this school. <sup>2</sup>	74.1%	73.6%	78.2%
My child feels safe at this school. <sup>2</sup>	78.8%	75.5%	79.4%
My child's learning needs are being met at this school. <sup>2</sup>	69.4%	66.0%	69.7%
My child is making good progress at this school. <sup>2</sup>	77.1%	80.4%	75.8%
Teachers at this school expect my child to do their best. <sup>2</sup>	85.3%	89.5%	87.6%
Teachers at this school provide my child with useful feedback about their schoolwork. <sup>2</sup>	75.8%	78.8%	75.3%
Teachers at this school motivate my child to learn. <sup>2</sup>	66.2%	71.7%	72.4%
Teachers at this school treat students fairly. <sup>2</sup>	66.4%	63.9%	75.0%
I can talk to my child's teachers about my concerns. <sup>2</sup>	85.6%	89.8%	88.6%
This school works with me to support my child's learning. <sup>2</sup>	77.8%	84.3%	83.8%
This school takes parents' opinions seriously. <sup>2</sup>	63.0%	78.8%	68.5%
Student behaviour is well managed at this school. <sup>2</sup>	40.7%	46.4%	54.8%
This school looks for ways to improve. <sup>2</sup>	70.4%	77.9%	68.8%
This school is well maintained. <sup>2</sup>	85.0%	91.3%	89.5%

Notes

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

2. Nationally agreed parents/caregiver items.

#### Table 4: Student Survey

Percentage of students who agree <sup>1</sup> that:	2022	2023	2024
I like being at my school. <sup>2</sup>	51.8%	42.5%	46.1%
I feel safe at my school. <sup>2</sup>	69.9%	54.1%	71.4%
My teachers motivate me to learn. <sup>2</sup>	67.6%	60.8%	63.2%
My teachers expect me to do my best. <sup>2</sup>	85.5%	92.0%	87.6%
My teachers provide me with useful feedback about my schoolwork. <sup>2</sup>	69.4%	68.0%	68.7%
Teachers at my school treat students fairly. <sup>2</sup>	45.7%	45.9%	52.1%
I can talk to my teachers about my concerns. <sup>2</sup>	39.1%	44.1%	51.8%
My school takes students' opinions seriously. <sup>2</sup>	38.3%	44.4%	39.3%
Student behaviour is well managed at my school. <sup>2</sup>	26.7%	32.4%	33.9%
My school looks for ways to improve. <sup>2</sup>	55.4%	63.5%	61.1%
My school is well maintained. <sup>2</sup>	41.7%	46.6%	48.3%
My school gives me opportunities to do interesting things. <sup>2</sup>	64.0%	78.1%	66.7%

Notes

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

2. Nationally agreed student items.

#### Table 5: Staff Survey

Percentage of staff who agree <sup>1</sup> that:	2022	2023	2024
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	77.1%	79.2%	73.7%
I enjoy working at this school. <sup>2</sup>	72.5%	69.0%	74.1%
I feel this school is a safe place in which to work. <sup>2</sup>	79.7%	73.6%	65.5%
I receive useful feedback about my work at this school. <sup>2</sup>	55.2%	45.6%	67.9%
Students are encouraged to do their best at this school. <sup>2</sup>	82.6%	78.9%	81.0%
Students are treated fairly at this school. <sup>2</sup>	66.2%	60.0%	60.3%
Student behaviour is well managed at this school. <sup>2</sup>	46.4%	27.8%	34.5%
Staff are well supported at this school. <sup>2</sup>	49.3%	44.3%	51.7%
This school takes staff opinions seriously. <sup>2</sup>	56.5%	44.9%	55.2%
This school looks for ways to improve. <sup>2</sup>	72.5%	63.4%	77.6%
This school is well maintained. <sup>2</sup>	80.6%	84.7%	86.2%
This school gives me opportunities to do interesting things. <sup>2</sup>	60.6%	60.9%	77.6%

Notes

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

2. Nationally agreed staff items.

## Description of how this school manages non-attendance

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

## School disciplinary absences

## Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2022	2023	2024
Short suspension	295	192	84
Long suspension	3	4	0
Exclusion	1	1	1
Cancellation	2	4	1
Total	301	201	86

Notes

School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
 The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

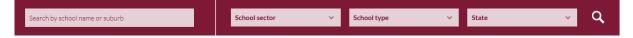
## **School funding**

## School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the <u>My School</u> website.

#### 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.



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



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



## **Teacher standards and qualifications**

The Teacher registration eligibility requirements: Policy (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

https://www.qct.edu.au/registration/qualifications

## Workforce composition

## Staff composition, including Indigenous staff

 Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
Description	2022	2023	2024	2022	2023	2024	2022	2023	2024
Headcount	65	68	61	40	38	39	6	5	<5
FTE	57	60	55	29	29	31	5	5	<5

Notes

1. Teaching staff includes school leaders.

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

3. FTE = full-time equivalent

## Key student outcomes

## Student attendance

Tables 8–9 show attendance rates at this school as percentages.

### Table 8: Overall student attendance at this school

Description	2022	2023	2024
Overall attendance rate for students at this school	81%	83%	82%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.

2. Full-time students only.

#### Table 9: Student attendance rates for each year level at this school

<u> </u>			
Year Level	2022	2023	2024
Year 7	85%	88%	87%
Year 8	80%	80%	82%
Year 9	78%	81%	75%
Year 10	79%	78%	83%
Year 11	81%	85%	79%
Year 12	86%	85%	87%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.

2. Full-time students only.

## 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 <u>My School</u> 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.

Search by school name or suburb	School sector V		School type 🗸 🗸	,	State 🗸	q
		-				

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



4. Click on NAPLAN and select a year to view school NAPLAN information.

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

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
   The National Assessment Program Literacy and Numeracy (<u>NAPLAN</u>) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) Year 12 Certification Summary.

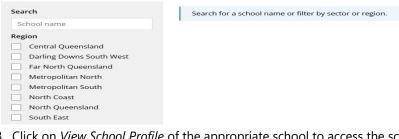
Year 12 outcomes information are also available via the <u>My School</u> website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

## How to access our certification data

- 1. Click on the QCAA link http://www.gcaa.gld.edu/.
- 2. Enter the school name you wish to search.

Year 12 certification data by school



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



## 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

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

#### Next Step – Post-school destinations

The results of the 2021 Next Step post-school destinations survey, Next Step - Post-School Destinations report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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.eg.edu.au.

Post-school destinations information is also available via the My School website.