

Mossman State High School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mossman State High School** from **10 to 12 September 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Judith Fenoglio	Peer reviewer
Graham Trevenen	External reviewer



1.2 School context

Location:	Front Street, Mossman
Education region:	Far North Queensland Region
Year opened:	1973
Year levels:	Year 7 to Year 12
Enrolment:	568
Indigenous enrolment percentage:	13.3 per cent
Students with disability enrolment percentage:	4.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	962
Year principal appointed:	2019
Day 8 staffing teacher full-time equivalent (FTE):	51
Significant partner schools:	Alexandra Bay State School, Daintree State School, Julatten State School, Miallo State School, Mossman State School, Port Douglas State School, St Augustine's School, Wonga Beach State School
Significant community partnerships:	Queensland Police Service (QPS), Returned and Services League of Australia (RSL), Douglas Shire Council, Mossman Lions Club, Rotary Club of Mossman, Mossman Community Centre, Elders Justice Network, Mossman Gorge Wellbeing Centre, Kuku Yalanji Elders, Leukaemia Foundation, businesses in the Douglas Shire
Significant school programs:	Instrumental music, Indigenous Pathways Program, Registered Training Organisation (RTO) partnerships, Leukaemia Foundation Youth Committee, Duke of Edinburgh



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, eight Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, 31 teachers, Business Manager (BM), Community Education Counsellor (CEC), three Indigenous Elders, three office staff, six teacher aides, School-Based Youth Health Nurse (SBYHN), Parents and Citizens' Association (P&C) executive, eight parents, two school captains, four senior leaders, four junior leaders and 29 students.

Community and business groups:

- Rotary Club of Mossman, Mossman RSL and Mossman Lions Club.

Partner schools and other educational providers:

- Principal of Mossman State School, principal of Port Douglas State School and Indigenous Pathways Program.

Government and departmental representatives:

- Deputy Mayor of Douglas Shire Council, Councillor of Douglas Shire Council, ARD, and Douglas Shire Councillor and President of Clink Theatre.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview 2019
Professional learning plan 2019	Curriculum planning documents
School pedagogical framework	Professional development plans 2019
School Opinion Survey 2018	School newsletters and website
Responsible Behaviour Plan for Students 2018	School Disciplinary Absence Summary and analysis
Report card and NAPLAN update Semester 1 2019	School improvement targets



2. Executive summary

2.1 Key findings

The welcoming nature of the school community is exemplified by the positive, inclusive and caring relationships that exist between students, staff and parents.

There is a strong culture of collegial support and the school works in partnership with parents and the broader school community to promote effective student learning. Students and staff describe positive relationships in the learning and teaching environment. Students and staff have a sense of belonging to the school and share a joint belief that they care for each other.

The school leadership team has a clearly defined belief that the collection and analysis of data is central to improving student learning outcomes.

The school collects a wide range of data and is establishing a culture whereby open and transparent discussions regarding the effective use of data sets is at the forefront of teaching and learning. The school systematically collects a range of data sets that school personnel access to determine intervention strategies to assist the learning of each and every student.

The school has identified effective communication as a means to develop trust and positive relations.

Staff indicate a desire for the school to develop an effective process whereby they are able to share views, provide feedback and evaluate school decisions in an honest and supportive process. Some staff members articulate a degree of hesitancy regarding the provision of feedback to the leadership team.

Staff and parents indicate they value a consistent, timely and relevant management of student behaviour.

Some staff and parents indicate there may be an opportunity to review the management of students exhibiting high levels of inappropriate behaviours. They additionally indicate a desire to review and enhance processes to effectively manage student behaviour including students who require behaviour support and intervention.

Roles, responsibilities and accountabilities statements are published in a staff handbook.

Teachers indicate that these statements are focused on operational aspects for all leadership positions. They articulate the statements are yet to clearly address strategic school issues to move the school forward. They comment that greater clarity would be beneficial for future school direction.



The leadership team supports the development of staff into an expert team as central to improving student learning outcomes.

Leaders understand the processes to develop the capability of teachers. Many staff articulate the importance of improvement in instructional leadership as essential to the development of the school. Staff express a degree of uncertainty regarding the roles and responsibilities for instructional leadership in the school. Most teachers express a desire for the instructional leadership capability of all staff to be further enhanced.

There is a school-wide observation and feedback plan that is expected to be followed in all faculties.

Most teaching staff articulate that the implementation of this process varies across the school. A consistent strategic school-wide process for observation, feedback, coaching and mentoring, that aligns with the pedagogical framework and is supported by targeted Professional Development (PD), is yet to be implemented by the leadership team.

The school provides a variety of opportunities for a wide range of post-school destination pathways.

Engaging external Registered Training Organisations (RTO) to deliver qualifications utilising Vocational Education and Training in Schools (VETiS) funding is identified by teachers as exemplary practice. The Indigenous Pathways Program is a signature initiative supporting an alternative pathway for successful student outcomes. Parents and students are informed of senior school opportunities through information sessions and communication channels.

School leaders and teachers articulate the importance of tailoring teaching to address student needs and readiness to learn.

Teachers identify the use of classroom dashboard as a useful resource to gather data indicating where students are positioned in the learning, relevant to benchmark standards. Support teachers and teacher aides are timetabled and utilised to provide in-class support within general curriculum and special education classrooms.



2.2 Key improvement strategies

Build a whole-school culture of confidence in open communication and the provision of feedback regarding school practices.

Collaboratively review and implement the processes to consistently manage and engage students requiring intensive behaviour intervention and support.

Collaboratively develop clear roles, responsibilities and accountabilities statements for all school leaders and communicate these to the whole school supported by Quality Assurance (QA) for effective implementation.

Collaboratively develop school practices to enhance the instructional leadership of key personnel coupled with a clearly stated outline of the leaders' roles.

Implement a school-wide process for observation, feedback, coaching and mentoring that aligns with the pedagogical framework and is quality assured and supported by targeted PD.