

Mossman State High School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mossman State High School** from **30 May** to **1 June 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

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

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Chris Capra	Peer Reviewer
Shelley Lewis	External Reviewer

1.3 Contributing stakeholders

Consultation



Total of 102 interviews



8 community members
and stakeholders



48 school staff



31 students



15 parents and carers

1.4 School context

Indigenous land name:	Kuku Yalanji We acknowledge the shared lands of the Kuku Yalanji nation and the Kubirri Warra Clan people of the Kuku Yalanji language region.
Education Region	Far North Queensland
Year levels:	Year 7 to Year 12
Enrolment:	648 students
Indigenous enrolment percentage:	19.9%
Students with disability percentage:	12.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	949

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **10 to 12 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 962 and the school enrolment was 568 with an Indigenous enrolment of 13.3% and a student with disability enrolment of 4.2%.

The key improvement strategies recommended in the review are listed below.

- Build a whole-school culture of confidence in open communication and the provision of feedback regarding school practices. (Domain 3)
- Collaboratively review and implement the processes to consistently manage and engage students requiring intensive behaviour intervention and support. (Domain 3)
- 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. (Domain 1)
- Collaboratively develop school practices to enhance the instructional leadership of key personnel coupled with a clearly stated outline of the leaders' roles. (Domain 5)
- 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 Professional Development (PD). (Domain 8)

2. Executive summary

2.1 Key affirmations

Staff describe a strong commitment to the school.

Staff strongly identify with being a Mossman State High School staff member which is evidenced by their long tenure. Many staff are past students and discuss they 'love the school'. Community members articulate that staff choose to be at the school and express their support for staff and all that they are aiming to achieve for students.

Many staff express a belief that the school is well positioned to undertake positive changes.

A sense of optimism is expressed by many members of the school community regarding the new leadership team. Many staff and members of the community comment on 'happy' teachers. They describe the positive improvement in perception about the school within the community and the pride expressed by those associated with the school. Community members welcome that the principal chooses to live in the area and be a 'face' in the community. A sense of excitement for possibilities is expressed by the principal.

Staff identify positive and caring relationships to nurture successful learning, wellbeing and belonging for all students as a whole-school priority.

A strong commitment to ensuring student wellbeing as the key to students being successful in their chosen pathway is articulated by staff, parents and community members. Students describe the 'connection' with their teachers is the best part of the school. Parents indicate that their child is happy at the school and is learning and achieving. They describe that staff are approachable, try their best and are supportive of their child with a view to partnering with home in the educational journey of the student.

Leaders recognise the importance of building and maintaining partnerships to ensure a seamless transition to training, further education and work.

Partnerships have been strategically developed with the community, government and non-government organisations, Registered Training Organisations (RTO) and industry groups. Leaders and teachers describe how partnerships enhance the learning and wellbeing of all students. Principals of local feeder primary schools highlight the benefits they see in the relationships established with the school.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Review the Student Code of Conduct, associated systems and processes and allocation of resources to strengthen consistency of practices and support for all students to engage in their learning.

Domain 5: Expert Teaching Team

Create opportunities for collaboration within and external to the school to further build the capability of teachers in prioritised areas including professional learning and observation for teachers teaching outside their specialist areas.

Domain 8: Effective pedagogical practices

Formalise and implement a Local Consultative Committee (LCC) approved approach to observation and feedback to enable teachers to routinely engage in opportunities to reflect on and strengthen their use of agreed pedagogies captured in the 'Mossman Way'.

Domain 1: An explicit improvement agenda

Create further opportunities for staff consultation and collaboration on appropriate school-based decisions to establish collective ownership and shared responsibility for the strategic agenda.

Domain 6: Systematic curriculum delivery

Develop a whole school curriculum, assessment and reporting plan that includes 3 levels of planning to ensure teachers are clear about what and how to deliver the Australian Curriculum (AC) to every student.