

# Mossman State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	PO Box 163 Mossman 4873
Phone	(07) 4099 9333
Fax	(07) 4098 1491
Email	principal@mossmanss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Randal Smith

## Principal's foreword

### Introduction

Mossman State School provides a balanced education, aligned to the Australian Curriculum, differentiated for a wide range of individual learners. Each year, our school sets specific goals and targets as part of our Strategic Planning Process. These align with Education Queensland's Strategic Plan and are critical to the achievement of our school's major priority of encouraging and developing student potential and success. Our service commitment is to ensure every student, every day in every classroom is learning and achieving through real-life opportunities in preparation to achieve paid employment, or an articulated VET pathway or an OP that can lead to University entry.

2015 saw the continuation and refinement of our Explicit Teaching journey. The two mantras of "Every Child Matters Every day" and "Every Child Can Be a High Achiever" have driven our continued refinement of Explicit Teaching and the use of daily consolidations into our every day practice. All staff are committed to developing their Explicit Teaching pedagogy and subject specific consolidations and have experienced continued success with improving student outcomes. 2015 has been a successful year for Mossman State School and credit must go to all staff, students, parents, carers and community members for their combined energy and efforts.

### School progress towards its goals in 2015

Goal	Progress
Develop and implement a Mossman State School Whole School Curriculum Plan that is aligned to the Australian Curriculum, incorporating C2C based units and existing foundation programs	Continue to embed
Implement front ended assessment with exemplars.	Continue to embed
Implement termly collaborative planning sessions using the collaborative inquiry model	Continue to embed
Embed use of school wide foundation programs	Continue to embed
Differentiated curriculum and pedagogy to improve percentage of students in the Upper 2 Bands in NAPLAN	Continue to embed
Improve our Explicit Instruction teaching through collaborative coaching and WOW project	Continue to embed
Improve coaching and increase mentoring	Continue to embed
Increase data meetings – 5 weekly instead of once per term	Completed
Individual goal setting with students	Completed
Review year level benchmarks and targets for English and Mathematics	Completed
Implement Professional Development Plans with teachers	Completed
Collect and Utilise data throughout year for End of Year Internal School Review	Completed
Support EASTIP committee	Completed
Provide space for and assist with playgroup and Parent Room	Completed
Maintain acceptable number of absences at 4 per term	Success with some students, ongoing for others
Continue to implement SWPBS	Continue to embed

### Future outlook

*In all schools in the FNQ Region in 2016 school improvement planning will focus on:*

- 1. Improving teaching:**
  - a. *Explicit teaching practices in all classrooms*
  - b. *The teaching of reading, writing and numeracy*
  - c. *Teachers implementing the C2C curriculum and foundational learning programs*
  - d. *Leaders coaching teachers and giving relevant feedback.*
- 2. Refining and embedding data based decision making:**
  - a. *Using data to set school benchmarks, targets and short term individual student goals*
  - b. *Measuring and monitoring school and student improvement.*
- 3. Refining and embedding Planning & Accountability Systems at all leadership levels.**
- 4. Connecting parents and caregivers with their children's learning.**

### Future work based on data and school performance

- Continue to embed Explicit Teaching
  - continue focus on Explicit Teaching pedagogy, High Expectations, effective Consolidations
  - continue to use Anita Archer for professional development
  - develop explicit teaching feedback culture within school
- Continue to use a collaborative planning approach to front end assessment aligned to ACARA utilising existing C2C units complimented with existing foundation learning programs
- Continue to inform parents of individual class curriculum focus and assessments though termly letters home, developed as part of the collaborative planning process
- Familiarise and Introduce new Australian Curriculum in Digital Technology and Design Technology and The Arts
- Continue to embed Data Based Decision Making – 5 weekly reviews
- Continue to set class targets
- Continue to use individual targets and benchmarking sheets with parents and students
- Continue to embed Coaching and Feedback – review and refine coaching by Principal and Teaching and Learning Coach
  - Introduce peer coaches
  - Increase classroom visits by peers
- Embed Planning and Accountability Systems Implementation- continue to share systems with staff
  - Introduce systems to other staff

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	238	114	124	139	94%
2014	217	102	115	110	82%
2015	197	88	109	98	90%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

There were 8 classes in 2015. Our enrolment included 17 students supported by our special education program. Special Education students are integrated into regular classes with withdrawal for intensive intervention. Mossman State School has an approximate enrolment of 197 students with approximately 50% of these identifying as Aboriginal or Torres Strait Islander. Many of these students are recognised as second language users in their home. Our School's ICSEA (Index of Community Socio-Educational Advantage) factor value of 869 for our school remains below average.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	20	20
Year 4 – Year 7 Primary	21	22	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	29	13	14

Long Suspensions - 6 to 20 days	6	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

- Explicit Teaching in all classrooms including specialist lessons
- Student leadership program and camp
- Annual Senior Camp
- Organised lunch time sporting competitions/activities
- Individualised support programs
- Swimming program
- Athletics Day and Cross Country
- Reef Guardian
- Student Council
- Term Attendance Award excursion

### Extra curricula activities

- Instrumental music
- Before School Reading Club
- Premiers Reading Challenge
- Australian Mathematics Competition Training groups
- Special Needs Programs
- Library Lessons
- Various sporting teams
- Talent Quest
- Fire Education Program P-1
- Port Douglas ANZAC Ceremony
- NAIDOC Celebrations
- Under 8s Day
- Discos
- Arts' Council Performances
- Bush Dance
- Weekly Religious Education
- Mabo Day
- Sorry Day

### How Information and Communication Technologies are used to improve learning

With the use of a Computer lab and wireless technology, whole class instruction with technology skills is integrated into all key learning areas. Skills and processes are taught as required so that students may use ICT as a tool within all KLAs. The use of interactive whiteboards in classrooms has also engaged students in their everyday learning, especially the PowerPoints used during consolidations and the warm-up within lesson blocks.

Computers and technology are used in our school to assist students and teachers accessing information. Three staff members currently hold ICT Pedagogical Licences.

Specific targeted resourcing of basic components eg iPads, digital cameras, scanners, digital recorders is ongoing.

Sound Amplification systems have been installed in classrooms.

Refurbished computer lab with new hardware and furnishings.

Created a second mini lab in the library.

Upgrade of wireless technology to increase connectivity.

## Social Climate

Our school activates Daily Wellbeing by opening the school day with a Before School Reading Program that operates from 8am. This program is staffed by Teacher Aides and volunteers and has proven to be a highly successful and enjoyable start to the day for our school community.

Our School Wide Positive Behaviour committee meets fortnightly and reviews behavioural incidents across the school. This committee influences the specific behaviour skills that teachers explicitly teach as a result of current incidents. Through this process a fortnightly focus is established and outlined in our weekly staff memos and at assembly. Positive behaviour is identified, acknowledged and strengthened through "I Spy" awards, daily, weekly and monthly classroom behaviour rewards.

A termly WPHS meeting occurs in the third week where relevant WPHS issues are discussed and actions developed to address any concerns.

Staff are kept informed through a weekly staff meeting with explicit agenda items and an end of week staff newsletter outlining the upcoming week's events and foci.

The introduction of extended play areas during lunch times, including a Games Room, Drumming Room and Dance Room has significantly value-added to the repertoire of opportunities available to our students. These additional play areas have been incorporated to meet the natural talents and harness the natural inclinations of our students. These have proven successful in supporting behaviours at lunch time.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	88%	98%	93%
this is a good school (S2035)	87%	95%	98%
their child likes being at this school (S2001)	88%	91%	93%
their child feels safe at this school (S2002)	92%	93%	95%
their child's learning needs are being met at this school (S2003)	83%	93%	95%
their child is making good progress at this school (S2004)	83%	98%	98%
teachers at this school expect their child to do his or her best (S2005)	92%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	95%	95%
teachers at this school motivate their child to learn (S2007)	87%	91%	98%
teachers at this school treat students fairly (S2008)	91%	91%	93%
they can talk to their child's teachers about their concerns (S2009)	83%	98%	100%
this school works with them to support their child's learning (S2010)	88%	93%	98%
this school takes parents' opinions seriously (S2011)	87%	90%	93%
student behaviour is well managed at this school (S2012)	78%	81%	88%
this school looks for ways to improve (S2013)	96%	91%	93%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school is well maintained (S2014)	96%	93%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	97%	98%
they like being at their school (S2036)	97%	93%	98%
they feel safe at their school (S2037)	95%	90%	95%
their teachers motivate them to learn (S2038)	92%	94%	100%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	92%	94%	95%
teachers treat students fairly at their school (S2041)	93%	90%	97%
they can talk to their teachers about their concerns (S2042)	86%	89%	98%
their school takes students' opinions seriously (S2043)	93%	96%	100%
student behaviour is well managed at their school (S2044)	82%	80%	92%
their school looks for ways to improve (S2045)	97%	98%	100%
their school is well maintained (S2046)	98%	94%	95%
their school gives them opportunities to do interesting things (S2047)	97%	95%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	96%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	100%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	91%
student behaviour is well managed at their school (S2074)	100%	89%	92%
staff are well supported at their school (S2075)	100%	93%	96%
their school takes staff opinions seriously (S2076)	100%	100%	96%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	88%	85%	87%
their school gives them opportunities to do interesting things (S2079)	100%	100%	96%

# '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

Our school is supported by a highly effective P&C who actively participate in the school improvement agenda. The P&C committee on the third Monday of each month where they plan ways to support the school and to develop strong community relationships. The school's tuckshop is administered by the P&C committee and they have aligned the tuckshop menu to reflect the Smart Choices policy.

Our school rescheduled our weekly assemblies from Wednesday afternoons to Friday mornings. This change of time has proved to be extremely successful and positive and has increased parental participation and involvement markedly. This gives us the opportunity to celebrate successes through Student of the Week Awards, Principal's Awards, sight word certificates, reading level awards, Athletics and Reading Eggs awards. These assemblies provide a wonderful opportunity for our school student leaders to develop leadership and organisational skills.

The Before School Reading Club has been extremely influential in engaging our parent body in daily school activities. The introduction of iPads with reading books and sight words has engaged parents in our school's literacy improvement agenda.

Our teachers formulate Individual Curriculum Plans and Educational Support Plans for identified students. These plans have been developed in consultation with the student's parents.

The school supports Meet and Greet evenings, Book Fairs, P&C Dance nights, Parent/Teacher interviews and fun raising events that reflect The community expectations for the school are extremely high. They expect that the school will deliver a quality education to all students in a safe and supportive environment. The school and community agree that education at a rural school should be as good an education as offered anywhere else in the state and that "geographical isolation" does not mean that sacrifices are made or that we are remote or disadvantaged in any way. The community values academic success, good behaviour, sportsmanship, honesty, participation and open communication. As such, the community expects these qualities to be evident within the school.

Parents are involved in their child's education through meetings with teachers

- to establish students learning targets in Reading, Writing, Spelling and Number each term;
- interviews to review student's progress each term;
- to review learning support or other individualised programs each term;
- helping in the classrooms with various activities such as reading, art, sports
- helping at events such as Under 8s, NAIDOC, Monster Maths, Cross Country, Athletics, Interschool sport, Bush dance
- participation in committees like P&C, EATSIP, PACE, Behaviour Management
- meet and greet teacher/parent nights
- before school reading club
- Mother's and Father's day events

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2015, Mossman State School continued to investigate issues of sustainability.

A plumber was hired to eliminate dripping taps.

Solar electricity was used to supplement the energy sourced from the grid.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	138,499	4,135
2013-2014	124,926	1,295
2014-2015	122,412	651

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

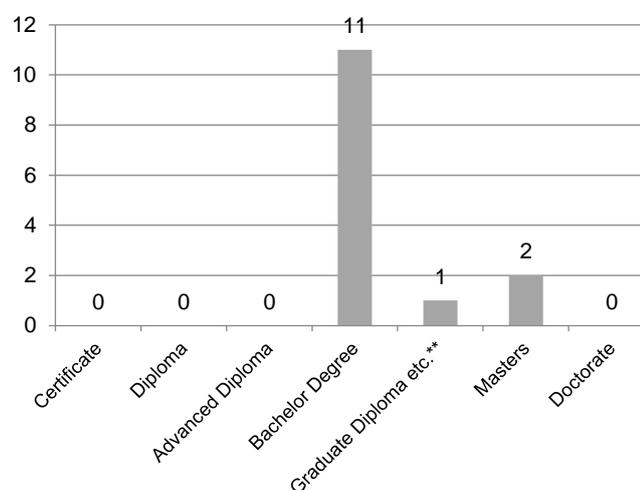
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	20	6
Full-time equivalents	13	12	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	11
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
<b>Total</b>	<b>14</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$12 296.30.

The major professional development initiatives are as follows:

Explicit Instruction with a focus on writing- Anita Archer

Explicit Instruction with a focus on High Expectations and pedagogical refinement

Creating Effective Consolidations

Collaborative Coaching

Head of Teaching and Learning Training

NAPLAN Writing data analysis

Education Queensland's Explicit Instruction Vignettes

School Wide Positive Behaviour Support

Response to Intervention

Australian Professional Standards for Teachers

Collaborative Inquiry based planning (Termly)

Professional Learning Community withy Master Teacher

Principal Conference

One School Finance

Annual Mandatory Training including Student Protection, Asbestos awareness, Anaphylaxis, Fire Extinguisher training, Keys to managing to Information, Code of Conduct and Ethical Decision Making, Health Safety and Well Being, Internal Controls, Curriculum Activity Risk Assessment

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

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Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
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The overall attendance rate for the students at this school (shown as a percentage). 89% 86% 89%

The attendance rate for Indigenous students at this school (shown as a percentage). 86% 81% 86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

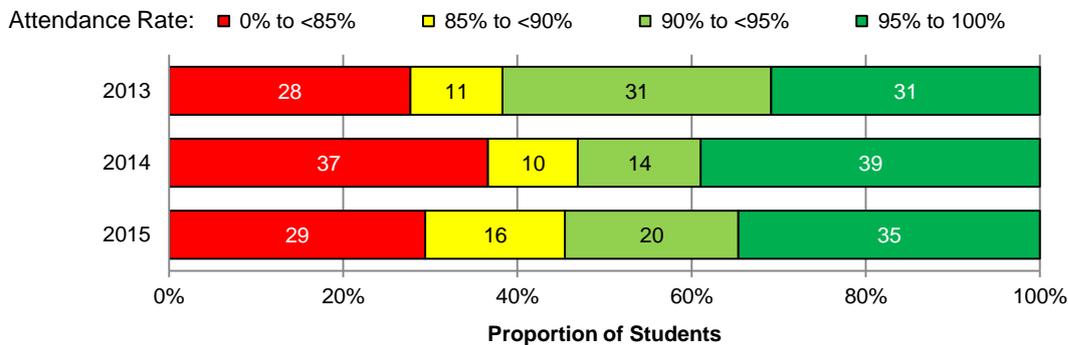
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	91%	87%	93%	92%	89%	87%	86%					
2014	82%	86%	89%	86%	89%	87%	83%	89%					
2015	91%	87%	90%	90%	87%	92%	88%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

At Mossman State School, we aim to improve regular attendance by all students. There are 3 officers delegated to monitor attendance.

	Mossman Gorge Students	Other Indigenous Students	Non Indigenous Students
WHO is responsible	Cape York Welfare Reform Attendance Officer	EQ CEC	Mossman SS Administration Officer
WHEN is attendance monitored	Physically checked 9.00am and 12.00 noon	Rolls marked twice per day but checked weekly by CEC	Rolls marked twice per day, note unexplained absences weekly
REPORTING	Reports sent to principal daily	Reports sent to principal	Reports sent to principal monthly

		monthly	
REWARDS	<p>Daily Dojo points in class</p> <p>Weekly attendance awards on assembly..</p> <p>Termly attendance awards excursion for the class with the highest attendance.</p> <p>School Awards noted on One School, on the website and in the school newsletter.</p>	<p>Daily Dojo points in class</p> <p>Weekly attendance awards on assembly.</p> <p>Termly attendance awards excursion for the class with the highest attendance.</p> <p>School Awards noted on One School, on the website and in the school newsletter.</p>	<p>Daily Dojo points in class</p> <p>Weekly attendance awards on assembly.</p> <p>Termly attendance awards excursion for the class with the highest attendance.</p> <p>School Awards noted on One School, on the website and in the school newsletter.</p>
CONSEQUENCES	<p>Breach letter sent home for</p> <ul style="list-style-type: none"> <li>• Unexplained absences</li> <li>• Unexplained late arrivals</li> </ul>	<p>Home visits for</p> <ul style="list-style-type: none"> <li>• 3 or more unexplained absences</li> </ul>	<p>School to contact home for</p> <ul style="list-style-type: none"> <li>• 3 or more unexplained absences</li> </ul>

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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