



Mossman State School

School annual report

Queensland state school reporting

2020



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School overview

School Context: Mossman State School is a historically and culturally rich school, located in the semi-rural township of the Mossman community. Our school community embraces a wide representation of cultures, languages and lifestyles, which make up our student, parent and staff population. Approximately 47% of our students identify as Aboriginal or Torres Strait Islanders. We value and embed our local Indigenous language and culture within our school curriculum, including a multi award-winning Indigenous language program, co-designed with our Indigenous community. Our school community values students who are self-managed, socially responsible and environmentally aware.

The Mossman State School staff is comprised of compassionate, diligent and highly accomplished teachers, committed to providing a high quality, inclusive education program, aligned to the Australian Curriculum. Our learning areas include English, Mathematics, Science, Humanities and Social Sciences (HASS), The Arts, Technologies, Health and Physical Education and Languages (Kuku Yalanji and Japanese). Our signature pedagogy is Explicit Instruction, based on strong evidence-based practices. We use daily consolidations and foundation learning programs to scaffold and support learning and differentiate programs according to each child's learning needs. All classrooms employ a full time teacher aide and are equipped with computers and interactive whiteboards. We also have a dedicated computer laboratory, mobile banks of laptops and tablets, STEAM room, dance room, music room, games room and a well-resourced library. Extracurricular activities include: World of Maths Day, Maths competitions, literacy competitions, Interschool sport, Year 5 & 6 South East Queensland trip, Leadership Camp, Instrumental Music, NAIDOC activities, arts performances, book fairs, religious instruction, cross country, swimming carnival, swimming lessons, Life Education van visits, Braveheart visits, cluster spelling bee, under 8s day, market days and our M Factor talent quest. Our school implements an inclusive education philosophy, which supports all students with varying identities and abilities.

Mossman State School follows a Positive Behaviour for Learning philosophy, explicitly teaching and recognising positive behaviours. All staff, along with our guidance officer, social worker and community education counsellor, support the ongoing development of positive behaviours and consistently promote our three school rules: 'Be Safe, Be Respectful and Be a Learner', across all school settings. This is encouraged daily with our I Spy awards program, weekly with assembly awards like student of the week and monthly with class pennant awards for bookwork, conduct and attendance. We are committed to activating daily wellbeing and consider the development of strong relationships an integral part of everything we do. Our daily before school reading program provides valuable opportunities to establish these relationships between students, staff, parents, carers and other family and community members. Our school values strong parent and community engagement and our Parents and Citizens Association plays an integral role in supporting policy development and fundraising. We value strong partnerships with our Indigenous community and support monthly meetings of the Kuku Yalanji Language Advisory Group (KYLAG), which has been integral in the development and continuation of our Indigenous language and culture program.

Our vision and purpose: Our vision at Mossman State School is to create a safe, supportive and inclusive environment, embracing diversity and equity, so that students, staff, parents, carers, family and community members feel welcome, valued and included. At our school we 'enrol families, as well as students.'

Our goal is to make teaching and learning at our school visible through deliberate, consistent and sustained Explicit Teaching practice. Our aim is to ensure that every child, every day, is successful in some way. This promotes a cycle of optimism, hope and joy that helps sustain a love of teaching and learning. The purpose of education at our school is to promote learning, achievement and progress through the Australian Curriculum but we also aim to develop the character of our students: intellectual character, moral character, civic character and performance character. Our vision is to uphold 3 fundamental principles of teaching and learning in order to have an IMPACT on our students' achievement, love of learning, their desire to stay in learning and improve their healthy sense of being, respect for self, and respect for others.

1. We nurture and challenge the intellectual and imaginative capacities of our students, ensuring that there is legitimate progression of learning from one day, week, month, term and year to the next.

2. We care for the humanity and sensitivity of our students as developing human beings worthy of being taught with genuine respect, enlightened discipline and imaginative flair.

3. We maximise the potential of our students for later schooling, employment and the quality of life itself so that they can contribute to and enjoy the fruits of living within an Australian society that is fair, just, tolerant, honourable, knowledgeable, prosperous and happy.

Our values: Our school community values students who are socially responsible, self-managed, environmentally aware who will become economically engaged citizens. Our professional learning community values active, passionate, and engaging staff who consistently evaluate their IMPACT on student achievement, progress and love of learning. Our staff embrace our collaborative practices and processes and maintain currency of evidence-based practice, which enhances the teaching and learning cycle. Our school values the diversity of our school community and is responsive to its needs.

School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Overview

Mossman State School is a small rural school with 12 classes in 2020. Our enrolment included 18 students supported by our special education program. Special Education students are integrated into regular classes with withdrawal for intensive intervention. Mossman State School had an enrolment of 262 students with approximately 51% 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 892 for our school remains below average. Our school's enrolment data indicates an annual increase of approximately 15 students each year. Our school's attendance rate is remaining steady with 89% attendance in 2020 with 60% of our students attending over 90% of the time. Our student population is trending upwards with the continuity of student enrolment mapping state trends.

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	29	33	38	31	34	38
Year 1	25	32	37	24	34	37
Year 2	33	26	40	33	25	41
Year 3	39	34	28	41	35	31
Year 4	28	41	35	29	41	36
Year 5	40	28	46	42	28	47
Year 6	30	43	28	27	43	32
Total	224	237	252	227	240	262

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	2018	2019	2020
Prep – Year 3	21	20	20
Year 4 – Year 6	20	20	26

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

Our approach to curriculum delivery

Provide an outline of your school's approach to curriculum delivery including a dot point list of the main curriculum offered by your school and a description of your pre-Prep programs, if applicable.

Our approach to curriculum delivery is to facilitate

- Explicit Teaching in all classrooms, including specialist lessons
- Specialist Teaching in HPE, Digital Technology and The Arts, including Dance, Drama and Music, Instrumental music
- Student leadership program and camp
- Annual Senior Camp
- Organised lunch time sporting competitions/activities, including games room, dance room and drumming program
- Individualised student support programs
- Swimming and gymnastics program
- Athletics Day and Cross Country
- Reef Guardianship program
- Student Council
- Term Attendance Award excursion

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at

<https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

- Instrumental music
- Before School Reading Club
- Playgroup affiliated with Playgroup Qld
- Premier's Reading Challenge
- Australian Mathematics Competition
- Special Needs Programs
- Library Lessons
- Various sporting teams
- Fire Education Program P-2
- Port Douglas ANZAC Ceremony
- NAIDOC Celebrations
- Under 8s Day
- Discos
- Arts Council Performances
- Participation in Port Short Film Festival – winning school entry
- Participation in Port Douglas Carnivale
- Weekly Religious Instruction lessons
- Mother's and Father's Day stalls
- Prep Market Day
- New sports houses with Indigenous names developed
- Lunch time STEAM club
- Healthy Eats program
- Life Education program

- Life Education – Talk about It sessions for Years 5 & 6

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

School progress towards its goals in 2020

The implications and complications that the COVID pandemic presented to our school gave our staff an opportunity to re-define how our school was going to 'do business' and to explore new 'ways of working' during this life-changing, ever evolving period of cultural change. Our school was critical in ensuring 'essential workers' children were being catered for in terms of face to face teaching. This mode of learning was also critical for those children deemed 'vulnerable' and the face to face delivery mode enabled consistency and continuity for these children most at risk of disengaging in the teaching/learning cycle. Our school also provide on-line teaching and learning programs with teachers using pre-prepared lessons and uploaded them on OneNote and used Teams technology to instruct and guide students and their parents through the required learning in the home environment. Our teachers also produced work related module booklets that were tailor made for students that did not and/or could not access devices or internet connection. Our school catered for the diversity and disparity of family circumstances that were evident in ensuring those families with no connectivity and could not access devices were provided with individualise learning booklets of work that met their individual needs. Our staff undertook well-being checks with families including phone calls, class dojo, emails, Teams meetings and home visits. Staff also delivered these work booklets to children who were unable to collect booklets from school. With this home delivered service our school also provided a 'meals on wheels' type arrangement where pre-prepared meals being delivered. These meals were prepared by one of our families who had access to a commercial kitchen and to restaurants who had food items that they donated. The multifaceted manner in which our school and staff catered for individual circumstances was greatly appreciated by receiving families. It also provided a 'warm fuzzy' for families who were overwhelmed with this act of generosity. This approach enabled our school to maintain the teaching and learning aspect of school life through multiple learning platforms and to touch base with families and students through a well-being lens. COVID implications enabled our school to focus on bringing JOY, OPTIMISM and HOPE to the lives of our school families in a time of unrelenting change and unforeseen circumstances.

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 a SATE that can lead to university entry.

2020 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 everyday practice. All staff are committed to developing their Explicit Teaching pedagogy and subject specific consolidations and have experienced continued success with improving student outcomes. The coaching program continues throughout the school and the mentoring program is well developed for first and second year students. 2020 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 in a complex, ever evolving and changing world that 2020 brought.

2020 saw the continued development of the Kuku Yalanji Indigenous Language program for Prep to Year 6 students, aligned to the Australian Curriculum Indigenous Language Framework. Prior the introduction of this language program into classrooms the school has undertaken an extensive 18 month community consultation process, which included the signing of a Language Agreement and the development of a Kuku Yalanji Language Advisory Group made up of Traditional Owners and Indigenous community members representing the 5 clan groups. The Indigenous language program was rolled out to the upper school in 2020. The Indigenous Language program earned two Queensland Reconciliation Awards and a State Showcase Award in 2019 and the school has received much positive public feedback.

Behaviour continues to improve across the school with a school-wide approach to Positive Behaviour for Learning and staff using the 'catch them while they're good' approach in all areas. Our school community drafted the new Student Code of Conduct which will come into full implementation in 2021.

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 learning programs.	Embedded
Implement front ended assessment with exemplars.	Embedded
Implement termly collaborative planning sessions using the collaborative inquiry model	Embedded
Embed use of school wide foundation programs	Continued to refine and embed
Improve our Explicit Instruction teaching through collaborative coaching and Watching Others Work (WOW) practices	Continued to refine and embed
Improve coaching and increase mentoring	Continued to refine and embed
Individual goal setting with students	Continue to refine and embed
Review year level benchmarks and targets for English and Mathematics	Completed
Implement Professional Development Plans with teachers and teacher aides	Completed
Provide space for and assist with playgroup	Completed
Improve overall school attendance	Continue to refine and embed
Continue to implement PBL and draft new Student Code of Conduct	Continue to refine and embed
Develop Indigenous Language program aligned to the Australian Curriculum with consultation with the Indigenous community.	Continue to refine and embed
Draft new Student Code of Conduct	Continue to refine

Future outlook

In 2021, our school improvement planning will focus on:

1. Attendance
2. Number of students in P-6 achieving a C or better in English, Maths and Science Semester 2 Reports.
3. Number of students achieving U2B in NAPLAN, in particular Reading, Writing and Numeracy
4. Connecting parents and caregivers with their children's learning.

2021 Targets and Strategies to Improve Student Outcomes

Priorities	Targets	Improvement Strategies
P-6 Attendance	<p>Overall attendance rate of >90%.</p> <p>Over 50% of students with >95%, over 70% of students >90%, less than 20% of students <85%.</p> <p>Continue to close the gap on indigenous and non-indigenous student attendance.</p>	<ul style="list-style-type: none"> • Continue with current positive strategies – make more visible eg. newsletter, website. • Continue with daily notifications from office staff. • Continue with phone calls from classroom teacher after 3 days consecutive unexplained absence. • Principal calls after 5 days consecutive unexplained absence. • Employment of extra Administration Officer. • Connecting parents and care givers to their children's learning eg. Class Dojo, Meet & Greet, social media, parent-teacher interviews

1-6 %C or above in English, Maths & Science	Over 80% of students in Year 1 to 6 achieving C level or above in English, Maths and Science.	<ul style="list-style-type: none"> • Embed Explicit Teaching pedagogy & high expectations for all. • Termly collaborative planning sessions to identify critical content for success • Daily consolidations in English and Maths, weekly consolidations in Science. • Differentiated learning – scaffolded support for Tier 2 students.
3&5 %U2B in NAPLAN Reading, Writing and Numeracy	Improve percentage of students achieving U2B in NAPLAN to: >45% in Year 3 and >35% in Year 5 in more than three of the four test areas.	<ul style="list-style-type: none"> • Explicit Teaching pedagogy – differentiation for high performing students. • Continued professional development for all staff • Daily consolidations in English and Maths • Daily Reading Hierarchy consolidation • Daily Writing program • Daily reading groups for P-6 • 2-3 times weekly explicit reading comprehension through foundation programs eg. QAR (build stamina)
Connecting parents and caregivers with their children's learning.	Continue with Kuku Yalanji language program throughout the school by the end of 2019. Host monthly KYLAG (Kuku Yalanji Language Advisory Group) meetings at the school.	<ul style="list-style-type: none"> • Termly letters home outlining key events, curriculum focus and details about assessment and ways to help • Daily use of Class Dojo • Daily Reading Club before school • Community playgroup attached to the school • Assembly– increased community attendance • Weekly updated school website, Facebook page, Dojo • Mossman Good News postcards sent home daily • Meet and Greet nights and Book Fairs • Athletics carnivals • KYLAG meetings and Kuku Yalanji language program
Implement new Student Code of Conduct	Reduce number of negative behavior records in One school. Increase number of positive behavior records in Oneschool.	<ul style="list-style-type: none"> • I Spy awards • Class Student of the week certificates • Principal awards • Monthly class pennant awards

How information and communication technologies are used to assist learning

With the use of a Computer lab that caters for a class of 28 students and a mini lab of 8 computers, and the utilisation of 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 Learning Areas. The use of interactive whiteboards in classrooms has also engaged students in their everyday learning, especially through the use of digital presentations during consolidations and 'warm ups' within lesson blocks. All teachers have a CFT (Computers for Teachers) laptop funded by Education Queensland. The school self-funds the provision of laptops for Teacher Aides as well to help with the differentiation of learning in classrooms. All teachers and teacher aides are also provided with iPads.

The school employed a Digital Technology teacher whose role and responsibility was to facilitate the Teaching of Digital Technology as identified in the Australian Curriculum. The school is also a member of the #QLDtechschools and the ACARA Digital Technologies in Focus initiatives. The school purchased a teacher aide to assist with integrating technology into all classrooms and to set up a lunch time STEAM program.

- Computers and technology are used in our school to assist students and teachers accessing information.
- Specific targeted resourcing of basic components eg iPads, digital cameras, scanners, and digital recorders is ongoing.
- Sound Amplification systems have been installed in classrooms.

Information and communication technologies (ICT) are an important part of contemporary schooling. The

Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>

Social climate

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 [School Opinion Survey webpage](#).

Our school engagement processes are based on the philosophy of ‘catch-em while they’re good’ and ‘enrol families as well as children.’ This approach is based on the premise that all students want to do the right thing, most of the time and that families play a crucial role in school life. The recognition and celebration of our students needs to be focused on those behaviours that we value at our school – be safe, be respectful and be a learner. We acknowledge, celebrate and reward students making smart choices and doing the right thing.

Our school activates ‘Daily Wellbeing’ by opening the school day with a Before School Reading Room that operates from 8am. This program is staffed by teacher aides, parents and volunteers and has proven to be a highly successful and enjoyable start to the day for our school community.

Our Positive Behaviour for Learning committee meets fortnightly and reviews behavioural incidents and trends 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, in the school newsletter and at assembly. Positive behaviour is identified, acknowledged and strengthened through “I Spy” awards, daily, weekly and monthly classroom behaviour rewards.

A termly Work Place Health and Safety 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.

Our school utilises a variety of strategies to keep parents informed and engaged, including, Meet and Greet evenings, Book Fair evening, parent-teacher interviews, week assemblies, weekly newsletter, a Facebook page, Class and School Dojo system, school sign and our school website. Classroom teachers also send out information letters to keep parents informed about curriculum, assessment and upcoming events each term.

The continuation of extended play areas during lunch times, including a Games Room, Drumming Room and Dance Room has significantly value-adds 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 extra play areas have proven successful in supporting positive behaviours during lunch times. Students go to play time before coming into class and eating their lunch which has a significantly positive impact on the calming down period after play time. This also reduces litter around the school and teachers are able to monitor the food groups being consumed.

Our school facilitates the operation of a Qld Affiliated Playgroup, which operates Mon-Thurs from 9am-12. Our school supports this community program through affiliation fees for Playgroup Qld, consumables, electricity, cleaning and outside play equipment.

Mossman State School prides itself on hosting numerous university-based practicum students who are undertaking teacher-training degrees and High School work experience students.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	97.5%	97.7%	
This is a good school.	100.0%	100.0%	
My child likes being at this school. ²	97.5%	100.0%	
My child feels safe at this school. ²	100.0%	97.7%	
My child's learning needs are being met at this school. ²	92.3%	100.0%	
My child is making good progress at this school. ²	95.0%	95.5%	
Teachers at this school expect my child to do his or her best. ²	95.0%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	97.4%	97.6%	
Teachers at this school motivate my child to learn. ²	97.4%	97.7%	
Teachers at this school treat students fairly. ²	92.3%	97.7%	
I can talk to my child's teachers about my concerns. ²	97.4%	100.0%	
This school works with me to support my child's learning. ²	97.4%	100.0%	
This school takes parents' opinions seriously. ²	100.0%	97.7%	
Student behaviour is well managed at this school. ²	95.0%	95.3%	
This school looks for ways to improve. ²	100.0%	100.0%	
This school is well maintained. ²	95.0%	100.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. 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 meets on the third Thursday 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 celebrates the week's successes every Friday morning with a whole school assembly. These assemblies are extremely successful and positive and have 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 awards, Reading Eggs awards and attendance awards. We have also established a monthly pennant system, whereby each month a class is awarded with a cloth pennant to hang in their classroom for excellence in one of three areas. The three pennants awarded each month are for Excellence in Bookwork, Excellence in Attendance and Excellence in Conduct. Our assemblies are run and organised by our school student leaders each week and provide a wonderful opportunity for our 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 to help them access the curriculum. 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 fundraising events that reflect our community's high expectations of our school. Parents 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.

In 2020, the P&C developed a new sports house uniform incorporating Indigenous language names. The artwork for the uniforms was done by a local Indigenous artist and the art was used to develop a series of house banners.

Parents are involved in their child's education through:

meetings with teachers to establish student learning targets in Reading, Writing, Spelling and Number each term
interviews to review student progress each term
meetings 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, Cross Country, Athletics, Interschool sport, school dance
participation in committees like P&C, Behaviour Management
meet and greet teacher/parent nights
Before School Reading Club
Mother's and Father's day events

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school believes that there are three primary needs that need to be met for students to feel connected, safe and acknowledged at school. These include, having a relationship with teachers and teacher aides; academic work at their level so they have a feeling of success; and friends at school so they can feel connected to a social group.

Our school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our school utilises a variety of resources, which promote and teach positive and productive relationships. We have established 'buddy' systems operating within the school, where older students 'buddy' younger students. This operates both during play and class times. We have older students buddying Prep students during Technology and Physical Education classes. Our school implements the "High Five" philosophy of ignoring, talking friendly, walking away, talking firmly and reporting in response to managing and resolving unwarranted and unsolicited interpersonal relationships. Our school embraces the importance of staff having strong positive relationships with our students and checking in on wellbeing daily. Our school holds fortnightly Positive Behaviour for Learning meetings, where we analyse Oneschool behaviour incidents and identify trends. We then have a focus area, which is communicated to staff, students and families through weekly memos, newsletters and assemblies. Staff record both negative and positive behaviours on Oneschool.

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships, including the Bravehearts Ditto show for Prep to Year 2 students, Life Education lessons for Prep to Year 6 students and Talk About It sessions for Year 5 and 6 students. We encourage Arts Council performances that focus on personal and social values that support our school ethos.

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	96.3%	100.0%	
I like being at my school. ²	96.3%	99.0%	
I feel safe at my school. ²	95.1%	99.0%	
My teachers motivate me to learn. ²	98.8%	97.9%	
My teachers expect me to do my best. ²	98.8%	100.0%	
My teachers provide me with useful feedback about my school work. ²	97.5%	98.9%	
Teachers at my school treat students fairly. ²	90.1%	99.0%	
I can talk to my teachers about my concerns. ²	92.6%	95.8%	
My school takes students' opinions seriously. ²	95.0%	95.7%	
Student behaviour is well managed at my school. ²	91.1%	90.5%	
My school looks for ways to improve. ²	97.5%	100.0%	
My school is well maintained. ²	93.8%	100.0%	
My school gives me opportunities to do interesting things. ²	93.8%	100.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	100.0%	100.0%	
I feel this school is a safe place in which to work.	100.0%	100.0%	
I receive useful feedback about my work at this school.	91.3%	100.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	100.0%	
Students are treated fairly at this school.	100.0%	95.7%	
Student behaviour is well managed at this school.	95.7%	100.0%	
Staff are well supported at this school.	100.0%	100.0%	
This school takes staff opinions seriously.	100.0%	100.0%	
This school looks for ways to improve.	100.0%	100.0%	
This school is well maintained.	73.9%	91.3%	
This school gives me opportunities to do interesting things.	95.7%	95.7%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	8	0	2
Long Suspension	0	0	0
Exclusion	0	0	0
Total	8	0	2

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. 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.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

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 [My School](#) 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.



The screenshot shows a search interface with a text input field labeled "Search by school name or suburb". To the right are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass search icon.

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

[View School Profile](#)

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances" (which is highlighted), "VET in schools", "Senior secondary", and "Schools map".

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		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	16	17	16	23	28	27	7	6	6
FTE	14	15	15	14	17	15	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

- Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	5
Graduate Diploma etc.*	2
Bachelor degree	12
Diploma	
Certificate	

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

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	91%	90%	88%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

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

Year Level	2018	2019	2020
Prep Year	89%	91%	84%
Year 1	88%	90%	90%
Year 2	94%	83%	87%
Year 3	92%	93%	86%
Year 4	88%	88%	92%
Year 5	90%	89%	90%
Year 6	93%	91%	85%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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
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WHO is responsible	Cape York Welfare Reform Attendance Officer was not funded by Families Responsibilities Commission (FRC) in 2017. EQ Community Education Counsellor	EQ Community Education Counsellor (CEC)	Mossman SS Administration Officer
WHEN is attendance monitored	Physically checked 9.00am and 1:50pm.	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 monthly	Reports sent to principal monthly
REWARDS	Daily Dojo points in class Weekly attendance awards on assembly. Termly attendance awards excursion for the class with the highest attendance. School Awards noted on One School, on the website and in the school newsletter. FRC Attendance Awards at the gorge at the end of each semester.	Daily Dojo points in class Weekly attendance awards on assembly. Termly attendance awards excursion for the class with the highest attendance. School Awards noted on One School, on the website and in the school newsletter.	Daily Dojo points in class Weekly attendance awards on assembly. Termly attendance awards excursion for the class with the highest attendance. School Awards noted on One School, on the website and in the school newsletter.
CONSEQUENCES	Breach letter sent home for <ul style="list-style-type: none"> • Unexplained absences • Unexplained late arrivals 	Home visits for <ul style="list-style-type: none"> • 3 or more unexplained absences 	School to contact home for <ul style="list-style-type: none"> • 3 or more unexplained absences

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 [My School](#) 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.



The image shows a search interface with a dark red background. On the left is a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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

[View School Profile](#)

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



The image shows a horizontal navigation menu with a dark red background. The menu items are "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a white background and a small downward arrow next to it.

Notes

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.