


QUEENSLAND STATE SCHOOL REPORTING - 2010

James Nash State High School (2137)

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Principal's foreword

Introduction

My name is Darrin Edwards and I am proud to be the Principal of James Nash State High School. Located on the northern side of the growing township of Gympie, James Nash State High School is a Band 10 secondary school in the North Coast Educational Region and services the communities of Cooloola, Tiaro and Kilkivan.

Gympie is the administrative, heritage and cultural centre of the Cooloola Coast. Gympie boasts a tradition that few areas in Queensland can offer. A city of 16,000 people, Gympie has the warm hospitality of a country town with all the conveniences of a modern city. Known as the 'Town that Saved Queensland', Gympie's proud heritage began in 1867 with the discovery of gold by prospector James Nash at the site now occupied by the Town Hall.

The school's core purpose is to **"Inspire Learning"** and our goal is to **be a hub of educational excellence for all learners**. The core values that underpin our operation are: **Respect, Responsibility, Honesty/Integrity, Excellence, Safety and Equity/Fairness**. Our school's Strategic Planning and Performance Reporting are referenced against seven Key Planning Areas. They are: **Strategic/Leadership Planning, Curriculum Planning, Effective Teaching & Learning Planning, Facilities Planning, ICT Planning, Workforce Planning and Student Services Planning**.

School progress towards its goals in 2010

2010 was another outstanding year for our school with 91% of our Year 12 students qualifying for their Queensland Certificate of Education (QCE) and 85% of Year 12s receiving a Tertiary Admissions Centre offer. An outstanding 100% of students achieved a QCE, OP or VET qualification.

Year 9 NAPLAN data remained above state means in most dimensions for our school, with writing taking an unexpected decline from 2009. We have had improvements in the percentage of students in the upper two bands of performance in the areas of Reading, Spelling and Punctuation and Grammar

Indigenous student performance is continuing to align closely with non-indigenous student performance with a particular improvement in the retention rate for Indigenous students from Year 10 to Year 12.

The new QCAR curriculum and Year 10 Senior preparation program were fully implemented and will be reviewed again in light of the emerging National Curriculum.

A Professional Learning and development program was continued to support a shift in teacher practice toward e-Learning and digital pedagogies. A draft Schoolwide Pedagogical Model has been developed that combines the existing Pedagogical Model and the Smart Classroom digital pedagogies.

The school has continued to review the Responsible Student Behaviour Plan to introduce more positive school behaviour strategies.

The school was granted International School Accreditation in 2010 with our first International students arriving in June/July.

Future outlook

The school looks forward to continuing with a successful set of student outcomes. Our focus areas for development from 2011 are:

Improved Student Performance Data with a focus on Writing, Reading & Numeracy. Specifically 100% of all students undertaking NAPLAN test will be above NMS in Year 9. Above Like Schools in the top 2 bands in Reading and Numeracy and Writing. Improved Performance in Year 12 QCS Writing Task.

Common models for Curriculum Planning, Assessment and Pedagogy across the school.

Focus on Pedagogical Practice across the school with a review of School-wide Pedagogical Model with e-learning embedded and monitored through our Developing Performance Framework.

Student behaviour management with a focus on maintaining safe, quiet and disciplined learning environment and the recognition of positive behaviour.

Refine differentiation pathways for James Nash SHS to have programs for the full range of learners.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 to Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
915	443	472	83%

Characteristics of the student body:

James Nash State High School had an enrolment in 2010 of approximately 915 students who are drawn from a variety of small to large feeder primary schools.

Our students are our greatest resource and our greatest asset. Our classrooms are the most important environment for learning and are characterised by high expectations of student behaviour and respect for the rights for people to learn.

As a result of our focus on learning, students at James Nash High School are recognised for their academic excellence.

At James Nash we are focused on developing a school with positive relationships around learning. This will mean that relationships between staff, students and parents will provide care, safety and happiness.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	19	98%	92%	5%	2%
Year 11 – Year 12	14	94%	92%	2%	6%
All Classes	17	96%	92%	4%	4%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	271
Long Suspensions - 6 to 20 days	18
Exclusions	4
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings:

The James Nash Curriculum Plan is comprised of a **Middle School Curriculum Plan**, a **Senior School Curriculum Plan** and **Whole School Literacy/Numeracy Plan**. James Nash offers a distinctive, differentiated middle-schooling curriculum model where we believe that an appropriate match between student learning styles and class groupings is critical to student achievement.

Middle School

All class groupings were available to students in years 8 and 9 which implement the Queensland Curriculum Assessment and Reporting (QCAR) Framework to deliver cohesive learning programs which help students achieve deep levels of understanding. These groupings include:

Our school at a glance

Extension Programs:

Extension Plus – designed to challenge students with a demonstrated capacity for excellence and a willingness take learning risks with a range of subject matter.

Extension - designed to challenge and extend students who enjoy school, have an aptitude for schooling and are self-directed learners.

Mainstream Programs:

Essentials – reduced size class group designed to cater for the majority of students.

Active8 – designed to accommodate students who prefer physical activity as their medium for learning.

Digi – designed to accommodate students who best learn in an electronic digital environment.

Learning Support – small class designed for students with learning difficulties

Special Education Programs:

Special Education - designed for ascertained students who would benefit from specific education programs designed by specialist teachers.

James Nash also has a long established learning partnership with the University of the Sunshine Coast to offer Middle School Excellence Programs in Creative Writing, Mathematics and Science.

Senior School

Subject offerings are structured to meet the needs of both the tertiary-bound and vocationally orientated students. An extensive curriculum comprising of 24 QSA Subjects and 10 Registered Vocational Education Subjects is offered. Extension programs are available to senior students excelling in English and Music, with the opportunity to study English Extension (Literature) and Music Extension in Year 12.

Subjects available for study in the Senior School included; English, English Communications (Workplace), English Extension (Year 12 Only), Prevocational Mathematics, Mathematics A, Mathematics B, Mathematics C, Biology, Chemistry, Multi-Strand Science, Physics, Ancient History, Tourism (Integrated Tourism Studies), Economics, Geography, Modern History, Physical Education, Physical Recreation (Recreation Studies), Visual Art, Creative Arts: Visual Art Studies, Drama, Music, Home Economics, Hospitality Practices (Intro To Hospitality), German, Graphics, Industrial Skills (Building And Construction), Industrial Skills (Engineering Manufacturing), Industrial Skills (Practical Applications), Accounting, Business Communication & Technologies, Business (Business Procedures), Information Processing And Technology, Computer Studies (Information Technology At Work), Legal Studies.

International Program

James Nash is an accredited International School who proudly hosts International students from counties across the world. Our International Program builds our school's cultural wealth and provides our students with an International perspective on curriculum topics.

Extra curricula activities:

We offer a varied, dynamic and connected Curriculum. We recognise that much valuable learning happens in places other than the classroom. In addition to the respected academic curriculum, we offer a great number of engaging and challenging opportunities for students to develop their talents and special skills.

All students are encouraged to participate in extra curricula activities as we understand that these will contribute significantly to the student's personal satisfaction and enjoyment of school.

Faculty Organised:

- Minister's Awards for Art Education competition
- International German Trip (International Travel opportunity)
- Cooloola Gallery exhibition of student works
- Annual Musical excursion
- Brisbane Show school Band performances
- Gympie Show school Band performances
- Community concerts for Primary schools and Aged Care Facilities
- Fanfare competition
- Music Performance Evening
- Tournament of the Minds
- Public Speaking: including Lions Youth of the Year Plain English Speaking Competition
- ASX Sharemarket Game
- Creative Writing and Science Excellence programs

Our school at a glance

- Gympie Heart of Gold Short Film Festival
- Athletics
- Australian Maths Competition
- Cooloola Maths Teams Challenge
- Sunshine Coast Rugby Union competition
- Futsal – Bill Turner Cup
- JN Chess club
- RACI National Chemistry Quiz

Student Services :

- The “Bully Off” Program which compliments our Anti Bullying Policy
- A breakfast program initiated by the Chaplin run with community partnerships between local churches, James Nash SHS and the Chaplaincy.
- Cultural appreciation activities
- Peer Skills Program
- Driver Education Programs throughout 2010 including Roadcraft for Year 12 students and RYDA for Year 11 students.
- Year 12 Senior Conference
- Cooloola Careers Market

Faculty Annual Reports:

[2010 SAR - The Arts](#)

[2010 SAR - Business IT](#)

[2010 SAR - English](#)

[2010 SAR - HPE & HEC](#)

[2010 SAR - INDTAD Resource](#)

[2010 SAR - Leadership Plan](#)

[2010 SAR - Mathematics](#)

[2010 SAR - Science](#)

[2010 SAR - SOSE](#)

[2010 SAR - Special Education](#)

Our school at a glance

Information and Communication Technologies are used to assist learning:

At James Nash State High School our goal is to provide world-class ICT infrastructure and support, enabling excellence in teaching and learning. This goal is founded on the imperative to reform education and training in Queensland, toward realisation of the Queensland Government's Smart State agenda. It will function to move our learning community to those new teaching and learning processes which will deliver an education appropriate to the "Information Age" of the 21st century.

Our planning also recognises the desirability of access to computers in many/most classrooms and the possibility of students having their own portable computers or other technologies (privately or school purchased). In 2011 the school will introduce a 1:1 Mobile Device Program across the school. It is recognised that further development of teacher ICT competencies is a precondition to effective learning and teaching practices involving information communication technology. For this reason considerable investment in the provision of teacher ICT resources is a feature of our future planning. Cyclic upgrading and flexible innovative approaches to the use of ICT's are key features of the implementation of this plan.

Social climate

James Nash Student Services program aims:

To enable all students to develop self-confidence, optimism, high self-esteem, respect for others and achievement of personal excellence.

To ensure effective responsible student behaviour planning and strategies are identified and implemented to create a safe, supportive and productive learning environment.

To provide appropriate co-ordinated support strategies for all students whilst ensuring that gifted and talented, Aboriginal and Torres Strait Islander students, students with Learning Disabilities and students with other disabilities are identified and supported.

To supplement the school's curriculum (academic outcomes) plan with the provision of social emotional, health, cross-cultural and spiritual learning programs.

The student support service team at James Nash State High School comprises of the Year Level Co-ordinators, Guidance Officer, HOSES, School Nurse, School Youth Co-ordinator, Chaplin, Learning Support Co-ordinator and Structured Work Placement Officers.

Parent, student and teacher satisfaction with the school

Parent satisfaction levels increased in all but one dimension in 2010. There are very high levels of parent satisfaction with progress being made at school, that their child works well, what their child is learning, that their child is getting a good education, with learning opportunities and 81% of parents believe that "this is a good school".

Student satisfaction has shown significant improvement across **all** dimensions. Student opinion was above **Like Schools** and **State** Benchmarks in **all** performance areas. There has been a very significant improvement in opinion of Year 11 students.

Staff opinion remains very high and was above **Like Schools** Benchmarks in **all** dimensions and above **State** Benchmarks on Physical Work Environments, School Operations, Work Roles, Work Value and Recognition, Support Resources and Training and in Overall Ratings.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	71%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	81%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%
Percentage of staff members satisfied with morale in the school	84%

Our school at a glance

Involving parents in their child's education.

At James Nash we believe our role is to assist parents with the education of their child. We aim to provide the highest quality educational opportunities and strive to work closely with parents and the wider community to ensure we are meeting your expectations. We believe the greatest factor that can affect the performance of students at school is parental involvement and it is for this reason we encourage close links between school and home.

Parents are involved in school governance through School Council, Ladies Auxiliary (meet at 7:30pm 1st Wednesday of every month), Parents and Citizenship Association (meet at 7:30pm 4th Tuesday of every month) and through representation on our Key Planning Area Groups.

We invite parents into the school to discuss their student's progress at any time but we offer two formal occasions in the school year for parent/teacher interviews and issue written reports 3 times a year.

We maintain a vibrant school website and publish our school newsletters fortnightly and post them electronically to help provide parents with the highest levels of communication.

This School Annual Report aims to provide you with information about our great school and provide a forum to celebrate the wonderful achievements of our students.

Reducing the school's environmental footprint

In 2010, James Nash continued with its "Clean and Green" program to address environmental issues across the school. Specific water saving strategies were introduced including the introduction of dual-flush toilets and waterless urinals resulting in a significant reduction in water usage.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$86,012	\$56,466	\$14,030	\$9,432	\$2,273	\$2,572	\$1,239	298,807	1,360	0
2009	\$86,173	\$56,801	\$0	\$0	\$3,586	\$2,315	\$23,471	342,834	2,063	0
% change 2009 - 2010	0%	-1%	N/A	N/A	-37%	11%	-95%	-13%	-34%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	78	39	<5
Full-time equivalents	73	29	<5

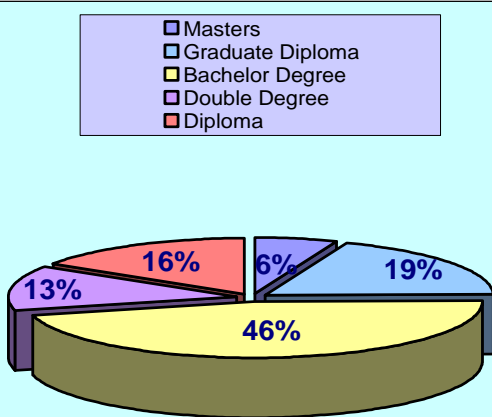
James Nash has professional and committed staff who strongly believe in building positive relationships between themselves, students and parents. The school has an excellent blend of experienced and new staff all of whom are focused on ensuring the best possible learning opportunities for students. We believe in building positive relationships around learning and accept that we too need to be learners to be effective teachers.

All teaching staff were engaged in learning and development activities around our agreed model of excellence in teaching and learning.

A professional commitment is expected in all that we do, and we invite parents to communicate directly with us if they wish to clarify any issues with regards to your child's progress. The school comprises 78 teachers and 39 non-teaching staff and we access many additional support personnel from the local community.

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	4
Graduate Diploma	13
Bachelor Degree	32
Double Degree	9
Diploma	11



Legend:

- Masters
- Graduate Diploma
- Bachelor Degree
- Double Degree
- Diploma

Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$24, 359

The major professional development initiatives are as follows: e-learning with all staff achieving ICT Pedagogical License and Developing Performance Framework

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 99% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							89%	89%	87%	87%	89%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school has introduced "IDAttend" to allow text messaging of absent student alerts to parents.

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Indigenous data is significantly affected by small cohort sizes so fluctuations are to be expected. Attendance, Retention and student performance aligns well with non-indigenous student outcomes but with significant variation from one year to another.

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	125
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	63
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	89
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	81
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	114
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	75%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	85%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
15	14	18	12	4

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
28	80	8

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

There is a recognisable decline in student enrolments and retention from Year 11 to Year 12. 44% of early leavers engage in Earning or Learning at another institution with 30 indicating they have left for other reasons. There is no clean data about the outcome for the remaining 26% of early leavers