



James Nash State High
School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Located on the northern side of the growing township of Gympie, James Nash State High School is a perfectly sized secondary school set in tranquil surrounds that services the communities of Gympie, Cooloola and Kilkivan. 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 the operation of the school are: Respect, Responsibility, Honesty/Integrity, Excellence, Safety and Equity/Fairness. At James Nash we believe our role is to assist parents with the education and care of their children. We aim to provide the highest quality educational opportunities and strive to work closely with parents and the wider community to ensure we meet their expectations. At James Nash our unique class groupings means that students can pursue excellence at the level that is best for them in classes with like minded students. Extension Plus classes are available which provide programs to extend high performing learners. Equally, students can be placed in our other differentiated class grouping where the curriculum is designed to best cater for the way they learn. As an Independent Public School and an accredited International Study Program School, James Nash is recognised for providing high quality educational programs for the full range of learners and in 2013 received a Queensland Showcase Award for Excellence in Education.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

James Nash State High School is an Independent Public School with a strong commitment to the education of students from the communities of Gympie, Cooloola and Kilkivan. As Principal I welcome you to our James Nash community and look forward to the education journey in front of us.

Our school is widely recognised as a great school – with this in mind I am challenging our community to “go beyond great”. Meeting this high expectation requires a strong team to provide the learning our students will need now and into the future. This learning extends beyond the acquisition of knowledge and into the skills that are necessary to experience success for the remainder of their lives. These learning opportunities include an extensive range of curricular and extra-curricular activities.

Across their time with us our students will be challenged to be the best they can be. Practicing our values of positivity, respect, persistence and hard work in conjunction with our provision of a safe, calm and disciplined learning environment provides the foundation for the success of James Nash students.

2017 Operational/Improvement Plan

STRATEGIC DIRECTIONS (2017-2020)

Our Core Purpose is: **To Inspire Learning**

Our Goal is: **To be a hub of Educational Excellence for all Learners**

Therefore we will be focused on:

- **Positive relationships around learning**
Relationships between staff, students and parents will demonstrate care, safety, discipline and happiness. Calm, open and positive communication will underpin all relationships
- **Delivery of high quality classroom practices integrating current technology**
Implementing high quality classroom practices reflecting our school-wide pedagogy, seamlessly integrating modern technologies
- **Promoting excellence in behaviour and performance in our community**
Establishing a proud, respectful and diverse culture that values and accepts excellence through pursuing high performance by staff and students and fosters learning partnerships with the community
- **Facilities and grounds**
Creating an environmentally sustainable yet pleasant ambience throughout the school
- **Providing curriculum pathways for either earning or learning (employment or further education)**
Maintaining a high quality, diverse and differentiated curriculum ensuring future employment options in a rapidly changing workplace
- **Valuing and celebrating difference and diversity**
Recognising and responding appropriately to individual learning needs within the learning culture of the school and the community
- **Developing a sustainable Junior Secondary culture**
Effectively integrating and transitioning students through the Junior Secondary school community guided by agreed principles, specifically strong leadership, fostering a distinct identity, local decision-making reflecting local needs, quality teaching practices relevant to the cohort, the student's well-being and authentic parent and community involvement.

2017 PRIORITIES:

Successful Learners

1. Improve Student Performance Data with a specific focus on:
 - Improving student **reading, numeracy and writing performance** across the school.
 - Supporting students in all subjects achieve C or better.
 - Increasing the relative gain performance data in Yr 7-9 students across Reading, Numeracy & Writing; the sharpest focus will be on the relative gain for high performing students.
- ★
- Increase the performance of high performing students on Theta & Phi type (Higher Order Thinking) questions on standardised testing.
 - Increasing the % of students who did not receive an OP 1-15 to complete a **Cert III**

High Standards

2. Student Behaviour Management with a specific focus on:
 - Respectful relationships

Great People-Teaching Quality

3. Improve Teacher Quality (Investing for Success) through:
 - The consolidation of EQ & school initiatives (i.e. Master Teacher, EDI, Heads of Curriculum, Annual Performance Development, Success Team, STE(A)M Training).
 - Improving teacher capacity to teaching Higher Order Thinking & develop H.O.T. skills in high performing students.

Great People

4. Undertake whole school Curriculum Review to align our curriculum framework to ACARA and changes in State & National curriculum, assessment & reporting standards (re SATE) and the emerging STE(A)M agenda.

Engaged Partners

5. Establish James Nash as an Education & Training Hub of Excellence by:
 - Consolidating and reviewing school community partnerships including School Council (review EMP for 2018); University of Sunshine Coast links; Gympie Trade Training Centre; Industry links; International Schools Program; Independent Public School; Registered Training Organisations.
 - Expanding post-secondary destination pathways (including HOST Program).

Local Decision Making

6. Expand Bring Your Own Device (BYOD) Strategy from 2016 to 2017 to include Years 10, 11 & 12. To investigate the expansion of BYOD into Junior Secondary.

School-wide Key Targets for 2017 – High Standards

100% of Year 12's achieving QCE

A minimum of 85% of students achieving A, B or C for all students in all subjects

A minimum of 20% of Year 7 & Year 9 students in Upper 2 Bands in NAPLAN Writing

A minimum of 80% of students (six months after Year 12) in education, training & employment

A 10% reduction across the school in incidents of disrespect



2018 Annual Improvement Plan

STRATEGIC DIRECTIONS (2018-2021)

Our Moral Purpose is to: Empower learners to be successful today and prepared for tomorrow



Our Vision is to be: A collaborative team in pursuit of excellent learning



Our Values are: Respectful (safe, calm & disciplined), Positive, Resilient and Hardworking



In order to continually improve student success and school performance we will be focused on:

- **Culture**
A culture founded on respect positivity, resilience, and hard work that delivers our vision for James Nash.
- **Capability**
An unrelenting focus on improving the knowledge, skills and aspirations of the James Nash community.
- **Community**
Accessing the collective community to celebrate, challenge and inform the progress of James Nash.
- **Curriculum**
Delivering a curriculum that provides for our students success now and into the future.
- **Craft**
Teaching that empowers students to learn the skills, knowledge and attitudes necessary for lifelong success.
- **Conditions**
Providing the conditions which enable students to learn, teachers to teach and leaders to lead.

2018 PRIORITIES:

STUDENT SUCCESS & SCHOOL PERFORMANCE

- 100% of Year 12's achieving QCE
- A minimum of 85% of students achieving A, B or C for all students in all subjects
- A minimum of 20% of Year 7 & Year 9 students in Upper 2 Bands in NAPLAN Writing
- A minimum of 80% of students (six months after Year 12) in education, training & employment
- A 10% reduction in Years 7, 8 & 9 in incidents of verbal disrespect

CULTURE

1. Improve the behaviour of Junior students with a specific focus on respectful relationships.
2. Embed the new school creed.

CAPABILITY

3. Improve Teaching Quality through:
 - a. Developing staff skills in differentiation
 - b. Skilling staff to deliver SATE
 - c. HAT access plan through PDP
 - d. Specific skilling re Writing in Faculties
4. Develop Leadership capability across the school.

COMMUNITY

5. Establish James Nash as a BYOD School.
6. Improve partnering with Local Schools

CURRICULUM

7. Expand post-secondary destination pathways (including HOST Program, OP Mentoring Program) to support student's pursuit of aspirational pathways.
8. SATE implementation planning

CRAFT

9. Implementing an Inquiry Focus to Pedagogy (R&D branch) within our school
10. Improve the Higher Order Thinking skills (including 21 Century Skills) of all students.
11. Improve pedagogy through:
 - a. The alignment of School Wide Pedagogy, EDI, Annual Performance Development, Critical Friend and Supervisor Protocol.
 - b. 100% of staff having Digital Pedagogy Licence to support whole school BYOD agenda and enhance preparation for SATE agenda.
12. Design and build a timetable to accommodate future needs.

CONDITIONS

13. Review a range of administrative procedures ensuring the collaborative processes are maintained.
14. Review and refine faculty support.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1250	621	629	77	92%
2016	1248	622	626	88	92%
2017	1220	612	608	85	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

James Nash State High School had an enrolment in 2017 of approximately **1220** students who are drawn from a variety of small to large feeder primary schools. The school has reached its maximum enrolment capacity and an enrolment management plan is in place to manage the growth in student numbers.

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.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	20	20
Year 11 – Year 12	17	16	16

Curriculum Delivery

Our Approach to Curriculum Delivery

The James Nash Curriculum Plan is comprised of a Junior 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.



Junior School

All class groupings were available to students in years 7, 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:

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 / Extension STEM – 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.

Learning Support – small class designed for students with learning difficulties.

Structured Learning Programs:

Structured Learning – designed for ascertained students who would benefit from small group teaching and learning with specialist teachers to assist with success in the curriculum and assessment process.

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 34 QCAA Subjects and 9 VET Qualifications is offered.

Extension programs are available to senior students excelling in English, with the opportunity to study English Extension (Literature) in Year 12.

Subjects available for study in the Senior School included; English, English Communications, English Extension (Year 12 Only), Prevocational Mathematics, Mathematics A, Mathematics B, Mathematics C, Biology, Chemistry, Science in Practice, Physics, Ancient History, Economics, Social and Community Studies, Geography, Modern History, Physical Education, Physical Recreation (Recreation Studies), Visual Art, Practical Art, Drama, Drama in Practice, Music, Home Economics, Hospitality Practices (Intro To Hospitality), German, Graphics, Technology Studies, Industrial Skills (Building And Construction), Industrial Skills (Engineering Manufacturing), Industrial Skills (Practical Applications), Accounting, Business Communication & Technologies, Information Processing And Technology, Legal Studies, Certificate I & II in Hospitality, Certificate II & III in Tourism, Certificate I & II in Business, Certificate I & II in Information Digital Media & Technology, Certificate II in Skills for Work and Vocational Pathways.

International Program

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

Co-curricular 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 include:

- Minister's Awards for Art Education competition
- 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
- Muster
- Noosa jazz festival
- Brisbane theatre excursion
- ACA intensive
- IM camp
- Goma excursion
- Gympie gallery excursions
- Gold rush parade
- Whole School Musical Production
- JACA showcase event
- Gympie Eisteddfod
- Music Performance Evening
- Human Powered Vehicles Challenge

- Tournament of the Minds
- National Chemistry Quiz
- Science ICAS Competition
- Science Investigation Awards
- Science, Engineering and Technology Expo Science and Engineering Challenge Green City Challenge
- Public Speaking: including Lions Youth of the Year Plain English Speaking Competition
- ASX Sharemarket Game
- Creative Writing and Science Excellence programs
- Gympie Heart of Gold Short Film Festival
- Mathletics
- Australian Maths Competition
- Cooloola Maths Teams Challenge
- Sunshine Coast Rugby Union competition
- Futsal – Bill Turner Cup
- Inter School Hockey, Netball, rugby League
- Vicki Wilson Cup Netball
- Tin Can Bay Gala Sports Day
- Wide Bay volleyball championships
- Girls AFL
- Tennis
- Swimming, Athletics, Cross Country, Triathlon
- Assisting Gympie West Cross Country & Athletics
- JN Chess club
- RACI National Chemistry Quiz
- Student Services Organised include:
- A breakfast program initiated by the Chaplain run with community partnerships between local churches, James Nash SHS and the Chaplaincy.
- Cultural appreciation activities
- Saving Lives program
- On the Right Track program
- AIME mentoring program
- Peer Skills Program
- Rock and Water
- Hope Reigns
- Driver Education Programs through including Roadcraft for Year 12 students and RYDA for Year 11 students.
- Year 12 Senior Conference
- Gympie Regional Careers Expo

How 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 contemporary teaching and learning. This infrastructure will function to move our learning community to those new teaching and learning processes which deliver an education appropriate to the “Information Age” of the 21st century.

ICTs are seen as instruments of pedagogy; integral to learning and supporting contemporary modes of global interaction. They are cross faculty/interdisciplinary in their function to support teaching and inspire learning, however their application is faculty specific and requires unique organisational structures in different areas of the school and beyond. Learning occurs effectively when digital content, digital pedagogies and eLearning spaces intersect appropriately to create smart classrooms. ICTs enable students to become proficient at 21st century skills, such as critical thinking, problem solving, collaboration, use of technology, self-direction, and communication.

ICTs inspire student learning when used as instruments of pedagogy in a range of ways and for a range of purposes; including:

- Providing efficient and effective access to higher levels of intellectual rigour
- Facilitating high levels of collaboration, engagement and motivation to learn
- Establishing genuine connections between students and knowledges explored in learning
- Supporting diversity, difference and flexibility in the who, when and where of learning

Our work with ICTs continues to recognise the desirability of access to computers in most learning spaces and the possibility of students having their own portable computers or other technologies (privately or school purchased). We have embedded a Mobile Device Program across the Senior school, providing IT native students the ICT tools they are familiar with and that will support their learning. Access to ICTs in the Junior school features pods of tablet devices, pods of laptop devices, specialist faculty computer facilities and six computer rooms.

Social Climate

Overview

- James Nash Student Services program aims:
- To enable all students to develop self-confidence, optimism, high self-efficacy, resilience, respect for others and achievement of personal excellence.
- To ensure effective responsible student behaviour planning and strategies are identified and implemented to create a supportive, productive, 'Safe, Calm and Disciplined' 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 the James Nash SHS Learning and Wellbeing Program is a sequential program which focuses on the development of a strong sense of self efficacy and resilience *delivered across years 7 to 12*. The aim of the Learning and wellbeing program is to equip students with the ability to deal with adverse events through the teaching of 'life skills' associated resilience and self-efficacy.

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, Chaplain, Indigenous Community Advisor, Learning Support Co-ordinator and Structured Work Placement Officers.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	98%	98%
this is a good school (S2035)	98%	97%	100%
their child likes being at this school* (S2001)	95%	92%	96%
their child feels safe at this school* (S2002)	98%	92%	96%
their child's learning needs are being met at this school* (S2003)	100%	98%	98%
their child is making good progress at this school* (S2004)	98%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	100%
teachers at this school motivate their child to learn* (S2007)	98%	92%	96%
teachers at this school treat students fairly* (S2008)	93%	86%	92%
they can talk to their child's teachers about their concerns* (S2009)	98%	98%	98%
this school works with them to support their child's learning* (S2010)	96%	93%	96%
this school takes parents' opinions seriously* (S2011)	88%	88%	94%
student behaviour is well managed at this school* (S2012)	91%	92%	94%
this school looks for ways to improve* (S2013)	95%	95%	96%
this school is well maintained* (S2014)	100%	93%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	92%	93%
they like being at their school* (S2036)	86%	85%	87%
they feel safe at their school* (S2037)	95%	92%	92%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	84%	89%	87%
their teachers expect them to do their best* (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	84%	83%
teachers treat students fairly at their school* (S2041)	83%	79%	70%
they can talk to their teachers about their concerns* (S2042)	73%	79%	62%
their school takes students' opinions seriously* (S2043)	76%	80%	69%
student behaviour is well managed at their school* (S2044)	79%	78%	64%
their school looks for ways to improve* (S2045)	91%	93%	92%
their school is well maintained* (S2046)	94%	89%	90%
their school gives them opportunities to do interesting things* (S2047)	90%	87%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	98%	99%
they feel that their school is a safe place in which to work (S2070)	97%	98%	95%
they receive useful feedback about their work at their school (S2071)	88%	91%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	90%
students are encouraged to do their best at their school (S2072)	98%	99%	98%
students are treated fairly at their school (S2073)	99%	98%	100%
student behaviour is well managed at their school (S2074)	93%	92%	89%
staff are well supported at their school (S2075)	89%	88%	95%
their school takes staff opinions seriously (S2076)	90%	93%	94%
their school looks for ways to improve (S2077)	96%	99%	99%
their school is well maintained (S2078)	97%	97%	94%
their school gives them opportunities to do interesting things (S2079)	93%	92%	93%

* Nationally agreed student and parent/caregiver items

'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

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 (meet once per term), Ladies Auxiliary (meet at 6:30pm 4th Tuesday 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.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	231	217	319
Long Suspensions – 11 to 20 days	9	5	17
Exclusions	4	2	6
Cancellations of Enrolment	2	1	0

Environmental Footprint

Reducing the school's environmental footprint

- James Nash SHS continued with its Clean and Green program
- Facilities Reference Group grows to include whole school sustainability agenda and efforts.
- Student Representative Committee prototype solar powered watercooler and charging station.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	333,552	
2015-2016	381,861	
2016-2017	383,741	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

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.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	112	54	<5
Full-time Equivalent	103	39	<5

Qualification of all teachers

All teaching staff were engaged in learning and development activities around our agreed model of excellence in teaching and learning. Teachers engage in Professional Learning Communities on a monthly basis in an area of their own choosing.

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 **112** teachers and **54** non-teaching staff and we access many additional support personnel from the local community.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Graduate Diploma etc.**	41
Bachelor degree	56
Diploma	6
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$31675.48

The major professional development initiatives are as follows:

- Professional Learning Teams
- Australian Curriculum delivery
- New senior curriculum (SATE)
- QCAA
- First Aid
- VET

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	90%	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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

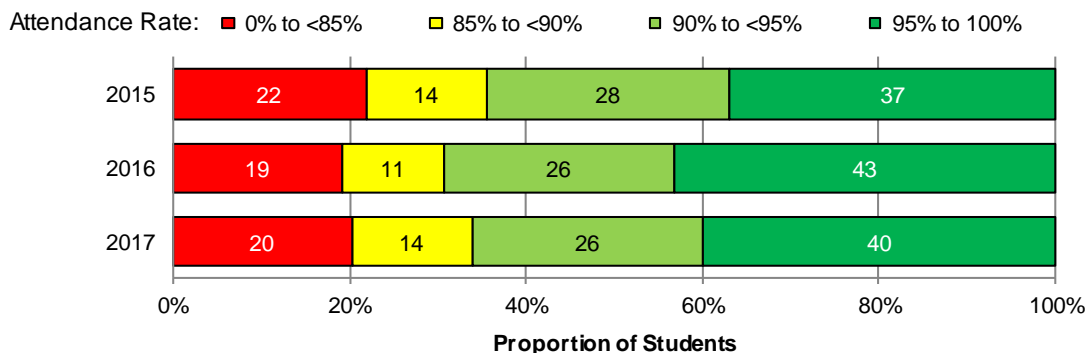
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	91%	90%	90%	88%	89%
2016								92%	91%	92%	90%	91%	91%
2017								92%	91%	90%	89%	89%	92%

*Attendance rates effectively count 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 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.

The school aims to address and discourage student absenteeism with the five step approach.

- 1. Develop a positive school culture** - School has developed a 'Safe, Calm and Disciplined' school environment that promotes positive relationships.
- 2. Communicate high expectations of attendance** - 'Every Day Counts' attendance message promoting high expectations of student attendance is communicated consistently to students and the school community.
- 3. Record and follow-up student absence** - Text message to parents for Unexplained Absence after Care class roll marking every morning. Rolls are marked every lesson of the school day to verify and track student attendance.
- 4. Monitor student non-attendance** - utilise IDattend and Performance Dashboard to analyse attendance data and identify school and student absenteeism trends.
- 5. Provide intervention and support** - 'Attendance Improvement Plans' are developed with parents through a supportive process with a focus on positive and proactive solutions.

NAPLAN

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/>.

To access our NAPLAN results, 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

Sector:

Government

Non-government

Where it states '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 NAPLAN information is available by selecting 'NAPLAN' 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 our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	163	188	180
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	1
Number of students receiving an Overall Position (OP)	79	75	69
Percentage of Indigenous students receiving an Overall Position (OP)	38%	36%	29%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	20	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	111	132	130
Number of students awarded an Australian Qualification Framework Certificate II or above.	99	124	119
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	161	185	179
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	70%	73%	86%
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.	99%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	97%	95%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	12	23	20	17	7
2016	10	24	21	19	1
2017	17	25	17	8	2

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	50	96	12
2016	69	119	17
2017	71	115	15

As at 14th February 2018. The above values exclude VISA students.

Students are able to study the following certificates at school: Certificate I in Hospitality SIT10216 and Certificate II in Hospitality SIT10316, Certificate II in Workplace Practices 30981QLD, Certificate II in Skills for Work and Vocational Pathways, Certificate I in Business BSB10115, Certificate II in Business BSB20115, Certificate II in Information, Digital Media and Technology ICT20115, Certificate II in Tourism SIT20116, and Certificate III in

Tourism SIT30116. Our SEP students also undertake a Certificate I in Business BSB10115 and Certificate I in Information, Digital Media and Technology ICT10115 as part of their learning program. Students were also able to study TAFE School-Link Certificate courses – Certificate II in Automotive Vocational Preparation, Certificate II in Health Support Services, Certificate II in Engineering Pathways, Certificate II in Salon Assistant, Certificate II in Sport and Recreation, Certificate II in Electrotechnology (Career Start) and Certificate III in Fitness. Other RTO provided opportunities for students in Certificate II in Logistic, Certificate II in Health Support Services and Certificate II in Public Safety (Aquatic Rescue). School base traineeships undertaken by students included Certificates II and III in Retail, Certificate III in Business, and Certificate III in Mechanical Light Vehicle, Certificate II in Agriculture – Beef, Certificate III in Civil Construction, Certificate III Commercial Cookery and Certificate III Engineering.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	76%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	111%	69%	64%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<https://jamesnashshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Planning%20documents/Next%20Step%20Data%20Summary%202017.pdf>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Due to the community's socio-economic circumstances, there is significant movement of students from the school as families move to seek employment opportunities. A small number of students pursue enrolment in other schools or training providers in and around the Gympie community. Any students who seek to change enrolment into another State Secondary School in town are required to have an "Exit Interview" with the school before the transfer of the student is completed.

Conclusion