James Nash State High School
Queensland State School Reporting
2015 School Annual Report

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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 Gympie, Rainbow Beach, Tin Can Bay, Mary Valley, Tiaro and Kilkivan.

Gympie is the administrative, heritage and cultural centre of the Gympie Region. 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 2015

Improving student performance is critical to our success as a high performing state high school. The measures of this success include the performance of our students at key junctures including NAPLAN in year 9 and Exit in year 12. I am proud to share with our community the successes of our school for 2015.

James Nash State High School

Strand	Year Level	Measure	School Targets				Out comes	Annual Review Comments
			2014	2015	2016	2017	2014	
Reading	Year 9	NMS	100%	100%	100%	100%	94.4%	Above State; Above/Eqiv to Nation
		U2B	20%	21%	22%	23%	18.5%	Above State; Below/Eqiv to Nation
Writing	Year 9	NMS	83%	86%	89%	92%	77.9%	Below State; Below/Eqiv to Nation
		U2B	20%	21%	22%	23%	6.1%	Below State; Below Nation
Spelling	Year 9	NMS	100%	100%	100%	100%	95%	Above State; Above Nation
		U2B	20%	21%	22%	23%	13.3%	Below State; Below Nation
Grammar & Punctuation	Year 9	NMS	100%	100%	100%	100%	90.1%	Above State; Above/Eqiv to Nation
		U2B	20%	21%	22%	23%	19.9%	Above State; Above/Eqiv to Nation
Numeracy	Year 9	NMS	100%	100%	100%	100%	97.7%	Above State; Above/Eqiv to Nation
		U2B	20%	21%	22%	23%	18.1%	Below State; Below /Eqiv to Nation

Measure	Annual Target Increase for State Schools	Dimensions of Measure	School Targets				Out comes	Annual Review Comments
			2014	2015	2016	2017	2014	
YEAR 12 OUTCOMES	An increase of **at least 1% pa**.	Percentage of students awarded a QCE by the end of Year 12	100%	100%	100%	100%	98%	Above State/Outstanding result
		Percentage of Year 12 OP/IBD-eligible students with OP 1–15 or an IBD	75%	75%	75%	75%	74%	Very close to achieving target
		Percentage of Year 12 students awarded a Senior Statement and awarded a VET qual	70%	71%	72%	73%	70%	Achieved Target
		Percentage of Year 12 students who are completing/completed a SAT or awarded — QCE, IBD, VET qual.	100%	100%	100%	100%	100%	Above State/Outstanding Result
INDIGENOUS EDUCATION	Close the gap in student attendance	The gap between Indigenous and non-Indigenous attendance rates.	2%	1%	0%	0%	2.2%	Very close to target
	Close the gap in Year 12 retention	The gap between Indigenous and non-Indigenous apparent retention 10 to 12	0%	0%	0%	0%	?	?
ATTENDANCE AND RETENTION	An increase of **1% pa**.	Average attendance rate for students	92%	93%	94%	95%	89.9%	Last week of school caused drop - 0.1% below threshold
		Apparent retention of students from Years 10 to 12	79%	80%	81%	82%	83%	Continuing to perform above targets
SATISFACTION MEASURES	An increase of **1% pa**	Percentage of students satisfied that they are getting a good education at school. *(S2048)*	90%	91%	92%	93%	96.7%	Above Like Schools, Above North Coast School; Above all State Schools
		Percentage of parents/caregivers satisfied that their child is getting a good education at school. *(S2016)*	90%	91%	92%	93%	94.1%	Above Like Schools, Above North Coast School; Above all State Schools
		Percentage of parents/caregivers satisfied with their child's school. *(S2035)*	90%	91%	92%	93%	98%	Above Like Schools, Above North Coast School; Above all State Schools
		Percentage of school staff who agree that they have good access to quality professional development. (S076)	90%	91%	92%	93%	89.7%	Above Like Schools, Above North Coast School; Above all State Schools
		Overall percentage of school staff who agree with the individual staff morale items.	90%	91%	92%	93%	93%	Above Like Schools, Above North Coast School; Above all State Schools

2015 Operational/Improvement Plan

STRATEGIC DIRECTIONS (2015-2018)

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.

2015 PRIORITIES:

Successful Learners

1. Improve Student Performance Data with a specific focus on:
   - improving student **reading, numeracy** and **writing performance** across the school.
   - **Supporting a minimum of 85%** of students in all subjects achieve C or better.
   - increasing the percentage of students in **the upper two bands of NAPLAN Writing and Numeracy** to a minimum of **20%**
   - increasing the percentage of students receiving **OP 1-5** at **25%**
   - increasing the % of students in non OP 1-15 range to complete a **Cert III**

High Standards

2. Student Behaviour Management with a specific focus on:
   - Improving the out of class behaviour data (PGD structures) Improve consistency of RSBP application within faculties
   - Improve consistency of RSBP application within faculties
   - increasing the % of students in the 95-100% attendance range.

Great People-Teaching Quality

3. Improve Teacher Quality (Great Teachers = Great Results) through the introduction of EQ & school initiatives (i.e. Master Teacher, EDI, Heads of Curriculum, Annual Performance Development, Annual Principal Performance Development, Success Team).

Great People

4. Undertake whole school Curriculum Review to align our curriculum framework to ACARA and changes in State & National curriculum, assessment & reporting standards.

Engaged Partners

5. Establish James Nash as an Education & Training hub of excellence by implementing and reviewing school community partnerships including School Council (review EMP for 2016); USC links; GTTC (Industry links); Flying Start; ISP; IPS

Local Decision Making

6. Introduce Mobile Device Strategy for 2016 to replace NSCCF strategy

School-wide Key Targets for 2015 – 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 9 students in Upper 2 Bands in NAPLAN Writing
A minimum of 90% attendance for all students

Queensland Government

Department of Education and Training

2016 Operational/Improvement Plan

STRATEGIC DIRECTIONS (2016-2019)

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.

2016 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.
   - increasing the percentage of students receiving **A & B Grades** on QCS (with a focus on Higher Order Skills in Thinking, Analysing & Writing)
   - 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:
   - Increasing the student attendance rate across the school (addressing Friday attendance concerns)

Great People-Teaching Quality

3. Improve Teacher Quality (Investing for Success) through:
   - the introduction of EQ & school initiatives (i.e. Master Teacher, EDI, Heads of Curriculum, Annual Performance Development, Annual Principal Performance Development, Success Team).
   - 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.

Engaged Partners

5. Establish James Nash as an Education & Training Hub of Excellence by:
   - implementing and reviewing school community partnerships including School Council (review EMP for 2017); University of Sunshine Coast links; Gympie Trade Training Centre; Industry links; Flying Start; International Schools Program; Independent Public School; Registered Training Organisations.
   - expanding post-secondary destination pathways.

Local Decision Making

6. Introduce Bring Your Own Device (BYOD) Strategy for 2016 to replace NSCCF strategy

School-wide Key Targets for 2016 – 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 90% attendance for all students

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

Queensland Government

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	965	471	494	42	90%
2014	1054	536	518	61	88%
2015	1250	621	629	77	92%

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

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

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

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

Characteristics of the student body:

James Nash State High School had an enrolment in 2015 of approximately 1076 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	21	20
Year 11 – Year 12	16	17	16

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	161	214	231
Long Suspensions - 6 to 20 days	9	4	9
Exclusions	1	7	4
Cancellations of Enrolment	0	0	2

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

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

Curriculum delivery

Our approach to curriculum delivery

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 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 – 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.
Active – 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.

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 QSA Subjects and 6 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, 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 II in Business, Certificate II in Information Digital Media & Technology, Certificate II in Workplace Practices.

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.

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 include:
- 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
- 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 improve 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

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

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	94%	100%
this is a good school (S2035)	100%	98%	98%
their child likes being at this school (S2001)	100%	96%	95%
their child feels safe at this school (S2002)	100%	98%	98%
their child's learning needs are being met at this school (S2003)	100%	94%	100%
their child is making good progress at this school (S2004)	100%	96%	98%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	92%	97%
teachers at this school motivate their child to learn (S2007)	100%	88%	98%
teachers at this school treat students fairly (S2008)	96%	96%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	98%
this school works with them to support their child's learning (S2010)	100%	98%	96%
this school takes parents' opinions seriously (S2011)	96%	89%	88%
student behaviour is well managed at this school (S2012)	100%	94%	91%
this school looks for ways to improve (S2013)	100%	98%	95%
this school is well maintained (S2014)	100%	98%	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	97%	95%
they like being at their school (S2036)	90%	91%	86%
they feel safe at their school (S2037)	94%	92%	95%
their teachers motivate them to learn (S2038)	89%	90%	84%
their teachers expect them to do their best (S2039)	97%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	90%	92%	92%
teachers treat students fairly at their school (S2041)	85%	79%	83%
they can talk to their teachers about their concerns (S2042)	78%	82%	73%
their school takes students' opinions seriously (S2043)	83%	83%	76%
student behaviour is well managed at their school (S2044)	86%	86%	79%
their school looks for ways to improve (S2045)	96%	94%	91%
their school is well maintained (S2046)	98%	95%	94%

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Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	91%	91%	90%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	99%	95%
they feel that their school is a safe place in which to work (S2070)	96%	99%	97%
they receive useful feedback about their work at their school (S2071)	93%	94%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	96%	97%	99%
student behaviour is well managed at their school (S2074)	96%	97%	93%
staff are well supported at their school (S2075)	93%	95%	89%
their school takes staff opinions seriously (S2076)	90%	94%	90%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	95%	98%	97%
their school gives them opportunities to do interesting things (S2079)	93%	91%	93%

# '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, 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 and the School Council.

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

- James Nash SHS continued with its Clean and Green program
- Select staff and students complete TAFE course "Sustainability in the Workplace"
- JNSHS Environmental Committee holds 2 successful fundraising BBQs.
- Facilities Reference Group grows to include whole school sustainability agenda and efforts.
- JNSHS Environmental Committee implements staff room recycling program.
- JNSHS Environmental Committee planted, cared for and harvested fresh organic produce in the Science Garden.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	323,205	5,497
2013-2014	230,341	2,399
2014-2015	333,552	

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

Our staff profile

Staff composition, including Indigenous staff

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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	104	54	<5
Full-time equivalents	98	37	<5

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 98 teachers and 37 non-teaching staff and we access many additional support personnel from the local community.

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	15
Advanced Diploma	
Bachelor Degree	43
Graduate Diploma etc.**	31
Masters	9
Doctorate	
Total	**98**
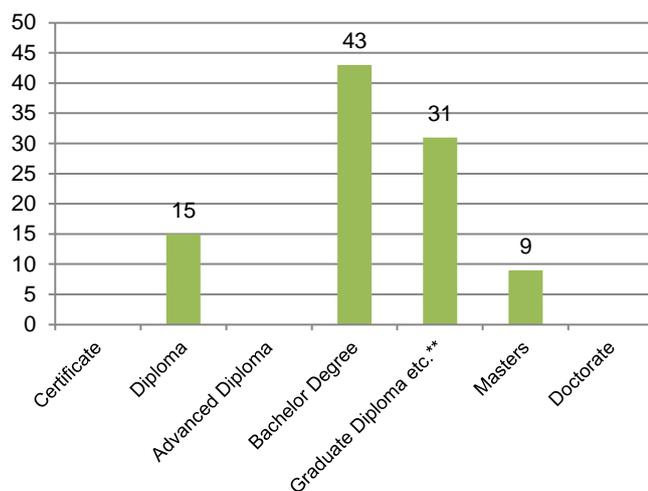
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $26989. The major professional development initiatives are as follows:

- **Curriculum, Teaching, Assessment and Reporting:**
  Middle Phase of Learning pedagogy (preparation for Year 7s into high school)
  Literacy across the curriculum/ improving writing
  School Wide Pedagogy / Effective Teaching and Learning
  Differentiation, Adjustments and Variations

- **Digital pedagogies and embedding ICT:**
  eLearning in 1:1 environments
  ICT Certificate and Digital Pedagogy Licence

- **Leadership and Performance Culture**:
  Corporate Training requirements : Code of conduct

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

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

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 2015 school year.

School income broken down by funding source

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

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

Find a school

| School name | GO |

| Suburb, town or postcode |

Sector:
☑ Government
☑ Non-government

SEARCH

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	83%	86%

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

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

| **Student attendance rate for each year level (shown as a percentage)**												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	88%	87%	87%	87%
2014									91%	88%	87%	89%	88%
2015								93%	91%	90%	90%	88%	89%

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
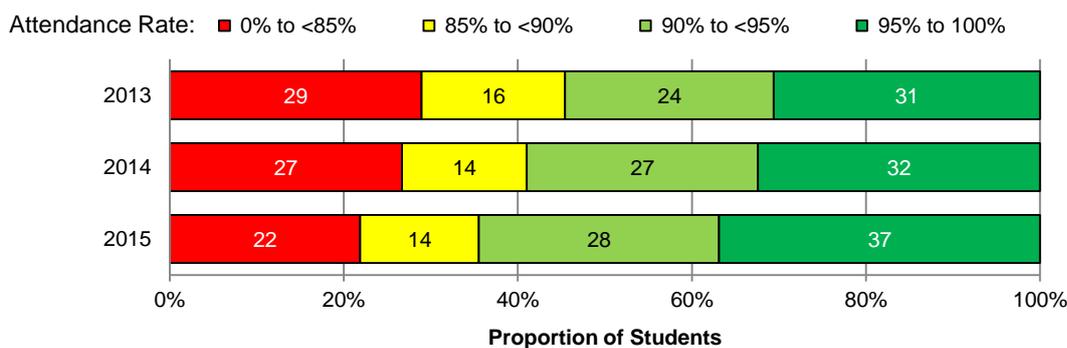
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Queensland Government

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.

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

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

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

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

School 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	83%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	71%	111%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	141	145	163
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP)	67	54	79
Percentage of Indigenous students receiving an Overall Position (OP)	60%	100%	38%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	15	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	94	102	111
Number of students awarded an Australian Qualification Framework Certificate II or above.	85	94	99
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	131	142	161
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	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.	76%	74%	70%
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.	95%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	100%	94%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Years	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
2013	11	21	19	15	1
2014	8	23	9	14	0
2015	12	23	20	17	7

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Years	Number of students completing qualifications under Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2013	44	82	13
2014	43	92	19
2015	49	96	11

As at 16 February 2016. The above values exclude VISA students.

Students are able to study the following certificates at school: Certificate I and II in Hospitality SIT10213 and SIT20213, Certificate II in Workplace Practices 30981QLD, Certificate II in Business BSB20112, Certificate II in Information, Digital Media and Technology ICA20111, Certificate II in Tourism SIT20112, and Certificate III in Tourism SIT30112. Our SEP students also undertake a Certificate I in Business BSB10112 as part of their learning program.

Students were studied TAFE School-Link Certificate courses – Certificate II In Automotive, Certificate II in Engineering, Certificate II in Hairdressing, Certificate II in Sport and Recreation, Certificate I in Construction and Certificate II in Hospitality – Kitchen Operations. Other RTO provided opportunities for students in Certificate II in Logistic 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 Meat Processing (General).

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Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

Due to the community's socio-economic circumstances, there is significant movement of students from the school as families move to seek employment opportunites. 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.