Leadership Plan 2017-2020
(Including 2017 Annual Improvement Plan and Parent and Community Engagement Strategy)

2017

Principal's signature: [Signature]
Date: 29/2/17

P & C President's signature: [Signature]
Date: 28/2/17

School Council President's signature: [Signature]
Date: 24/2/17

ARD/ADG Signature: [Signature]
Date:
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; Gymnich 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
## School Improvement Targets 2017-2020

### James Nash State High School

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<thead>
<tr>
<th>Strand</th>
<th>Year Level</th>
<th>Measure</th>
<th>School Targets</th>
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<tbody>
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<td>Year 9</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>Year 7</td>
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### Measure | Annual Target Increase for State Schools | Dimensions of Measure | 2017 | 2018 | 2019 | 2020 |
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<tr>
<td>YEAR 12 OUTCOMES</td>
<td>100% completion of QCE or Vet Qualification.</td>
<td>Percentage of students awarded a QCE by the end of Year 12</td>
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<td>Percentage of Year 12 OP/IBD-eligible students with OP 1–15 or an IBD</td>
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<td>Percentage of Year 12 with Cert III Qualification that are not OP 1-15</td>
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<td>Percentage of post Year 12 in Education/Training or work</td>
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<td>Percentage of Year 12 students who are completing/completed a SAT or awarded — QCE, IBD, VET qual.</td>
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<td>The gap between Indigenous and non-Indigenous attendance rates.</td>
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<td>Apparent retention of students from Years 10 to 12</td>
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<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school. (S2016)</td>
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<td>Percentage of school staff who agree that they have good access to quality professional development. (S076)</td>
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<td>Overall percentage of school staff who agree with the individual staff morale items. (composite measure based on S016, S017, S018, S019 and S020)</td>
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<td>Percentage of Year 12 students awarded a VET qualification</td>
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<td>72%</td>
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<td><strong>Percentage of Students achieving A,B or C</strong></td>
<td>Data from Semester Reporting</td>
<td>Year 12 OUTCOMES</td>
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4
Leadership Plan-2017
(2017-2020)

Vision: World-class leadership across the school.

Introduction: This Leadership Plan is develop by the Executive Leadership Team of the school with the School Council to outline our intended strategic leadership of the school and to document the current and future leadership behaviours. This plan will provide direction and scheduling for the leadership behaviours that underpin our school’s vision. The organizational structure for this plan is based on the IDEAS Framework for school renewal.

Rational/Philosophical Underpinning:
At James Nash High, all leaders align their personal leadership behaviours to include these agreed school-wide leadership values. Leaders at James Nash promote:

1. The valuing of people.
2. Effective and efficient systems management and communication
3. The value of diversity in leadership styles.
4. A focus on leaders as learners.
5. Leadership of leaders.
6. An ethical framework for decision making/Research-based decision making.
7. Visionary futures-focused leadership.
8. Resilience and strength.
9. An emphasis on performance development and continuous improvement.
10. Models of coaching/mentoring/modeling rather than directing.

Organisational goals:-

Strategic Foundations:

Goal: To establish clear and accountable documentation for Strategic Planning across the school.

Strategies:

- To embed the strategic priorities from QSR and to develop this School Strategic/Leadership Plan reflecting school, School Council, community and EQ priorities. Ensure alignment of planning documentation with Strategic Goals. Clearly identify targets and strategies to address our school goal.
- Annually develop Operational Plan and maintain process of quarterly reporting on SAR/AIP to develop School Annual Report
- Develop an AIP structure for HOC role.
- Maintain the Key Planning Area of Leadership, Teaching and Learning Curriculum, Workforce, Student Services, ICT and Facilities to outline school strategic priorities.
- Embed the Strategic planning for Parent and Community Engagement into the Leadership Key Strategic Plan
- Maintain and annually review Key Strategic Plans
- Maintain a decision-making process that is inclusive of all stakeholders, maintain “scoping document” protocols for proposal development
- Ensure compliance with Commonwealth Schools Assistance Act requirements.
- Maintain an International School Accreditation Reference group to progress accreditation requirements.
- Subsume the 2014/2015 Junior Secondary Reference Group into existing Reference Groups from 2016 — but include Maintain the Success Team into the Curriculum Reference Group (Principal, Assistant Principal Junior Secondary, HOSES, HOD Student Services, 2015 Year 7 Co-ordinator/2015 Year 8 Co-ordinator, 3 x Junior Secondary Teachers, 3x Junior Secondary Parents) to lead Literacy and Numeracy and Higher Order Thinking priorities.

Goal: To maintain an agreed and shared Vision for the school.

Strategies:

- Regularly revisit the School Purpose and Values seeking staff personal alignment.
- Develop and regularly review our School Goal and “Teaching and Learning Charter” to guide strategic planning and staff personal alignment - to be formally reviewed in the QSR in 2017.
- Publish and promote Purpose, Values and Goal in: all classrooms; in school planner; at parent evenings; in promotional material; at all assemblies; at presentation evening; Teachers’ Chronicle; Professional Development Day presentations.
- Maintain the fundamentals of the IDEAS Framework for school renewal and sustainability
- Review school goals as part of School Council Quadrennial agenda and as part of our Quadrennial School Review due in 2017
Goal: To achieve continuous improvement in student outcomes and AOP/AIP Targets.
Strategies:
- To monitor and review AOP/AIP performance by all program managers and to set strategic priorities and budget allocation to achieve improved student outcomes.
- Enhance the Success Teams role across the school. Including the development of an “Intelligent Data Systems” to monitor student progress and provide intervention for students at risk of not showing adequate annual improvement. Continue to develop particular strategies to monitor progress towards QCE and VET qualifications.
- Establish strategies to improve post-secondary destinations data and student access to Cert III or above qualifications.
- All teachers to develop a class specific Literacy/Numeracy Action Plan for each of their classes.
- Program Managers to report on student progress in their faculty in AOP/AIP/School Annual Review/line management meetings.
- Seek external feedback on key performance data.
- To include NAPLAN performance data and performance improvement targets and strategies in School Literacy and Numeracy Plans.

Goal: To effectively utilize data to inform Strategic Planning, Curriculum Planning, Effective Teaching and Learning Planning, Workforce Planning, ICT Planning, Student Services Planning and Facilities Planning.
Strategies:
- To publish student data on all classes in our Knowledge of Learner Profiles within the Effective Teaching and Learning Chronicle but to ensure data literacy skills in all teaching and non-teaching staff.
- Continue to develop “Intelligent data systems” to measure and record individual student progress and improvement and for staff to report on student improvements.
- Ensure whole school data profiles are utilized by Reference Groups to assist strategic planning and utilize Whole School Data Plan to inform Reference Groups of relevant data sets.
- Maintain School Performance Data profiles for each year.

Goal: To differentiate James Nash High School towards a “hub of educational excellence for all learners”.
Strategies: Define the distinctiveness that differentiates J.N.S.H.S.

- Work with Gympie Schools Alliance to establish a “Year 13-Post-Secondary Education and Training option.
- Maintain Independent Public School accreditation.
- Implement the 2017 STEM Extension class and develop the 2018 STE(A)M Elective subject for 2018 and review implementation.
- Review the structure for the new Junior Secondary differentiated curriculum.
- To develop more formal partnerships with industry and the Trade Training Centre for Gympie.
- To develop formal partnerships with East Coast TAFE to deliver vocational industry experience and training opportunities and to establish a Trade Training Centre for Gympie.
- To develop greater formal partnerships with Sunshine Coast University to deliver tertiary qualifications for all learners.
- To develop formal partnerships with local government to provide education and training opportunities and try to develop a synergy with Gympie Muster and Gympie Training and Education providers.
- To develop/expand our e-learning capacity across the school specifically with our BYOd Program.
To maintain International Accreditation for the school and maintain an ISP Strategic Plan for JNSHS.
To develop J.N.S.H.S. facility usage for community learning. Looking forward to 24/7 usage
Maintain TTCIS Management Group to manage GTTC
Work towards sustainability of our Academy of Creative Arts and continue with promoting through Junior ACA.
Maintain the First Year Centre model around B-Block to provide transitional support for students Year 8 students Year 7/ Junior Precinct around J-Block.
Undertake school and Education Queensland consultation about establishing maintaining James Nash as a Principals Learning Institute.

Infrastructural Design:
Goal: To ensure organizational structure best reflects the needs of the school community. To plan strategically to enhance Parent and Community Engagement.

Strategies:
- Utilise the School Council and school stakeholders to annually review the Organizational Structure of the school, specifically addressing the Junior-Secondary Leadership structure in the school.
- Establish a Plan within this Key Planning document that articulates the current JNSHS approach to building parent and community engagement and improvement strategies.
- Implement the recommendations from the 2016 review of the School Organisational Structure
- Annually review the Strategic Leadership Roles and Responsibilities (including Head of Department responsibilities, and review portfolio responsibilities and implement recommendations from the 2016 review of HOC roles and responsibilities.
- Annually review and refine the devolution of managing school disciplinary absences
- Annually review the School Leadership Roles and Co-coordinator Time Allocations Annualy establish the current and future parameters affecting student learning organization (timetabling structures)
- Annually review effectiveness of PGD – Alternative Luncheartime Activities

Goal: To establish excellent Financial, Technological and Resource Management across the school

Strategies:
- Develop knowledge base on financial management for all school leaders through professional development.
- Develop HR management practices and familiarity with MyHR in all leaders through professional development.
- Ensure budget aligns to AOP/AIP strategic priorities.
- Maintain budget guidelines for school budget processes.
- Annually review the F.C.T. Agreement.

Goal: To ensure a safe and healthy workplace

Strategies:
- To maintain a Workplace Health and Safety Committee and Officer within our Facilities/Sustainability Reference Group and transition to MyHR for Workplace Health and Safety reporting.
- Maintain Curriculum Area Risk Assessment policy.
- To support Staff welfare strategies
- Implement Creating Healthier Workplaces key actions
- Implement Smart Choices strategies across the school

School-wide Pedagogy:
Goal: To maintain an agreed approach to Teaching and Learning at James Nash SHS

Strategies:
- Utilise the Investing 4 Success funding for sustainable improving teacher quality programs.
- Establish/Expand Maintain the Professional Learning Teams in our current meeting structure and re-appoint Lead Teachers of Professional Learning from 2016 under the leadership of DP-T and L.
- Re-invigorate our Professional Learning Circles/Book Club.
- Promote Review our School-wide Pedagogy to incorporate an agreed pedagogical approach to STEM Inquiry-based learning and continue research and implementing of Explicit Direct Instruction in Junior Secondary
- Develop common school-wide models for Curriculum Planning, Assessment and Pedagogy across the school based on the C2C Framework material.
- Success Team to continue to develop school-wide, agreed strategies for the explicit teaching of Writing, Reading, Spelling, Grammar and Punctuation and Numeracy at James Nash to be utilised by ALL teachers.
- Maintain school-wide mechanisms for all teaching staff to have ready access to QCARF/ACARA Unit Plans, Knowledge of Learners Profiles, Literacy/Numeracy Action Plans for all classes and mechanisms for Recording Adjustments for learners.
- Each term publish Teaching and Learning Chronicle for all staff to support communication and access to school-wide approaches to Teaching and Learning.
- Develop an “Intelligent data system” to monitor student improvement in targeted areas every 5 weeks
- Focus on High Expectations through: the development of James Nash High School’s “Good Standing” policy across the school; Maintain support of a Alternative Learning options for “At Risk” students with On the Right Track-Alternative education within the grounds of James Nash SHS
- Induction processes reflect/include the presentation of James Nash Teaching and Learning Chronicle to outlined agreed approaches to Teaching and Learning.
- Articulate the pathway options within the school with particular attention to access to Alternate Pathway programs (Edmund Rice, OTRT, U-Turn Shared subjects…….)

Goal: To maintain a focus on Professional Learning as a key to school renewal and improvement.

Strategies:
- Implement Developing Performance Framework as part of faculty AOP/AIP (raise the quality of discussion around these indicators)
- Monitor the implementation of Professional Learning Teams and develop a reporting structure.
- In 2015 utilise the updated Developing Performance proforma in JNSHS Professional Learning and Development Memo 2013/2014.
- To develop regular and timetabled Teacher Professional Learning Program aligned to the Professional Standards for Teachers, One School and E-learning digital School-wide Pedagogical Framework.
- All teaching staff to have Digital Certificate and 10% of staff to be working towards Digital Licenses or higher through Workforce Plan
- Enhance Individual Development planning for all staff to inform professional learning needs based around the Professional Standards for Teachers and the Developing Performance Framework (raise the quality of discussion around these plans) Develop a school-wide understanding of the Australian Professional Standards for Teachers and begin utilizing the standards for 2016/2017 Developing Performance Planning.
- Continue the use of Critical Friend and Supervisor Protocols to be used for all teaching staff
- Develop a model where all Administration are coaching allocated staff.
- Maintain a focus on classrooms as Safe, Calm and Disciplined learning environments; raise expectations for learning within classrooms.
- Develop Aspiring leaders through School and District Professional Learning opportunities.
- Work at a School, District, Regional and State level to explore establishing a Principles Learning Institute.
- Introduce staff to performance development strategies i.e. 360° feed back
Cohesive Community

Goal: To develop a Safe, Calm and Disciplined school climate where all students, staff and parents feel happy, supported and connected with the school.

Strategies:
- Ensure parent, staff and student representation on all Key Strategic Planning groups.
- Ensure parent and community engagement with next Quadrennial School Review in 2017, utilize technology to reach more parents.
- Schedule regular forums for student, staff and parents to express opinions and be actively involved with decision making i.e. School Council meetings, P and C meetings, Student Leader meetings, Staff meetings, Indigenous Parent Group.
- Developed mechanisms to better record Positive School-wide behaviours onto OneSchool.
- Expand the strategies used to recognize Positive School-Wide behavior.
- Develop Review: formal lessons to explicitly teach the positive school-wide behaviours required in the school.
- Publish Safe, Calm and Disciplined in all classrooms.
- Review mechanisms for recording Awards Recognition data.
- Develop a wider range of privileges for students of “Good Standing”.
- Embed positive school wide behaviour strategies within the school.
- Maintain a First Year Centre model for Year 8’s around B-Block and maintain J-Block as a Junior School Precinct for the arrival of Year 7 students.
- Maintain a role within the broader Gympie community through Chamber of Commerce/Council.
- “Internationalise” the presentational/marketing material of the school.

Goal: To provide educational leadership to the wider James Nash and Gympie education community.

Strategies:
- Encourage all classified officers to join professional associations.
- Establish a lead role for JNSHS with the Gympie Alliance of State Schools.
- Establish learning partnerships with Cooieela, Gympie Schools Cluster Inc.
- Maintain Principal forums for Cooieela Schools Secondary Principals.
- Maintain an active association with QSPA, QCAA.
- Develop leadership role within North Coast Leadership Team and through Mentoring of First Time Principals, Coaching of Experienced Principals and Inclusive Education Mentoring of Principals.

Goal: To develop world-class leadership behaviours in the range of leaders within the school (Distributive Leadership).

Strategies:
- Encourage Aspiring future leaders to undertake leadership training.
- Operate a succession planning model of aspirant leadership development.
- Ensure Development Plans are completed for all classified officers through self-reflective learning.
- Establish an “Internal Audit” mechanism amongst Executive Leadership with clearly articulated expectations to allow staff to self-assess performance.
- Maintain regular line management meetings for all program managers by the Principal and Deputy Principals aligned to Admin Key Planning responsibilities.
- Annually review HOD/Staff meeting structure and function.
- Annually review Executive Admin structure and function.
Student Outcomes

Goal: To ensure a relevant and connected curriculum is delivered that meets student’s future needs.

Strategies:
- Plan for new Senior Assessment and Tertiary Entrance SATE to begin in 2018
- Implement and monitor our new Junior secondary STEM Extension class
- Plan for the introduction of STE(A)M electives in 2018 for year 8s.
- Review and update the planning of the Junior Secondary School curriculum to ensure QCARF and/or ACARA compliance.
- Review the role of Year 10 in regards to a three-year senior.
- Monitor subject change data and subject performance data for Year 11.
- Review Year 10 Prep-Senior data to evaluate success of innovation.
- Expand Vocational Training options to provide greater learning pathways and increase numbers of students accessing Cert III or above qualifications.
- Expand Traineeship and Apprenticeship options to provide greater student access and develop strategies to motivate students into SAT’s.
- Expand the e-learning capacity of the school with the implementation of our BYOd Program into Year 12.
- Maintain an Alternate Learning Service for at “Risk Students” but undertake a curriculum re-design to provide for greater access to qualifications.

Goal: To develop a feeling of Pride in the school through a focus on quality.

Strategies:
- Expand the role of a school marketing officer position and a school marketing plan; establish a close relationship with media personnel
- Review and document the mechanisms for celebrating achievements within the school and explore mechanisms to improve recording.
- Implement School Uniform and Dress Code to raise student pride in their uniform.
- Maintain “James Nash Day” promotion
- Promote/publicise quality performances of staff and students at all assemblies and community forums and through electronic media
- Produce quality products for publication with a standardised presentation; particular attention needs to be paid to school handouts/notices/memorandum
- Improve physical appearance of the school with particular attention to classrooms and landscaping
- Promote school representation with strict eligibility prerequisites but with improved reward and recognition.
- To promote high expectations of student performance; presentation and behaviour.

Goal: Actively recruit quality students to enroll at James Nash SHS

Strategies:
- Maintain Year 6 into 7 and Year 10 into 11 Scholarship Programs to include a wider range of “Excellence”.
- Develop and badge “Excellence” Programs and explore establishing “Academies” to develop educational excellence pathways for the full range of learners.
- Develop Hockey Excellence and Netball Excellence programs to complement Rugby Union
- Implement International Student Program for long stay students.
- Review the James Nash State High Junior Secondary School Transition Program. Explore programs to have Junior Secondary students more connected with James Nash on more occasions. Continue Junior Academy of Creative Arts program.
- Improve our Marketing and enrollment information to parents.
Goal: Innovative Leadership Behaviours within the school are supported:

Strategies:
- Promote Innovations through submissions and budget allocations.
- Develop a culture which allows “risk taking” and sees mistakes as learnings.
### 2017 Action Plan

**Strategy** | **Timeline** | **By whom**
--- | --- | ---
**Term One** |  |  
I4S-Implement strategies to support Lit/Num planning/Success Team Action Plan | Week 1 | Whole School/Success Team  
Review 2016 School Performance Data | PDD | Principal  
Present School Performance Data | PDD | Principal  
Provide all staff with Knowledge of Learner Profile | PDD | HOD - IT  
Enhance the Success Team role across the school by establishing a Success Team Reference Group from 2016 | Week 2 | P/DP-JS  
Re-invigorate our Professional Learning Circles/Book Club | Week 2 | P/DP-T and L  
Complete review of Key Strategic Plans | By week 5 | Program leaders  
2017 Key Strategic Plans finalised | By week 5 | Reference Groups  
Finalise SIAF 2017 | By week 5 | Admin  
Present Draft 2017 Key Strategic Plans to P & C and School Council | February/March | Principal  
Complete 2016 SAR | Week 3 | HODs/ Admin  
Review and set date for James Nash Day | Week 4 | Principal/School Captains  
Review and set dates for Year 6-7 Transition Program | Week 5 | Principal/DPJS  
Draft Individual Development Plans (IDP) | Week 9 | Principal/DPs/AP/teachers  
Audit the Literacy/Numeracy Action Plans for all classes | Week 4 | Admin/HODs  
IEP’s developed/updated for Indigenous, LS LaN, International, SWD | Week 3 | HOD – SS/DPJS  
Finalise Quadrennial School Review timelines and School Review Audit timelines | 2017 | Principal/DPs  
Complete Budget 2017 | Week 5 | Principal/BSM  
Review Year 12 progress towards QCE | Week 4 | DPSS  
Begin promotion and marketing to Year 4/5/6 students | Week 5 | Principal/DPJS  
**Term Two** |  |  
Implement 2017 USC Excellence courses and introduce Senior Writing Course | Week 2 | Principal/Co-ord.  
Marketing Plan-Engage outside support | Week 4 | Principal/PA  
Monitor engagement with Lit/Num planning and pre-testing/ Intensive intervention for below NMS. | Week 5 | Whole School  
Undertake Quadrennial School Review/T&L Audit | TBA 2017 only | Whole School  
James Nash Day | TBA | School Captains  
Publish 2016 SAR | End of June |  
**Term Three** |  |  
Undertake SAR Term Two review | Week 2 | HOD’S/ Admin  
Review Yr 11 and 12 progress towards QCE | Week 2 | DPSS  
Begin 2018 AOP and Budget processes | Week 5 | Principal/BSM  
Implement 2017 USC Excellence courses | Week 2 | Principal/Co-ord.
<table>
<thead>
<tr>
<th>Task</th>
<th>Week</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the subject changes data for review of Pre-Senior</td>
<td>Week 2</td>
<td>DP and Kate</td>
</tr>
<tr>
<td>Complete 2017 Developing Performance and 2018 Staffing requests</td>
<td>Week 6</td>
<td>DP</td>
</tr>
<tr>
<td><strong>Term Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertake SAR Term Three review</td>
<td>Week 3</td>
<td>HODs/ Admin</td>
</tr>
<tr>
<td>AOP/AIP/Budget requests</td>
<td>Week 5</td>
<td>HODs/ Admin</td>
</tr>
<tr>
<td>Review Key Strategic Plans</td>
<td>Week 3</td>
<td>Program leaders</td>
</tr>
<tr>
<td>Review Organisational structure</td>
<td>Week 4</td>
<td>Admin</td>
</tr>
<tr>
<td>Draft 2018 Key Strategic Plans completed</td>
<td>Week 4</td>
<td>Program leaders</td>
</tr>
<tr>
<td>Review Strategic Leadership Roles and Responsibilities</td>
<td>End of week 6</td>
<td>Admin</td>
</tr>
<tr>
<td>Review School Leadership Roles and Responsibilities</td>
<td>End of week 6</td>
<td>Admin</td>
</tr>
<tr>
<td>Timetabling and staffing</td>
<td>All term</td>
<td>DP</td>
</tr>
<tr>
<td>End of Year QSA timelines ie. Verification/Reporting</td>
<td>End of week 5</td>
<td>DP/Kate</td>
</tr>
<tr>
<td>End of Year Alternate programs</td>
<td>End of week 5</td>
<td>HOY’s</td>
</tr>
</tbody>
</table>

**Appendix:**

- **School Vision and Values** (to be updated)
- **School Goal** (to be updated)
- **School Teaching & Learning Charter** (to be updated)
- **SAR 2015** (to be updated)
- **Strategic Leadership Roles & Responsibilities** (to be updated)
- **School Leadership Roles & Responsibilities** (to be updated)
- **Strategic Planning Organisational Structure** (to be updated)
- **Scoping Document**
- **Schoolwide Pedagogy/Staff Expectations**
- **Decision Making at James Nash State High School**
- **Budget Guidelines** (to be updated)
# James Nash State High School Data Plan

<table>
<thead>
<tr>
<th>Key Planning Area</th>
<th>Strategic Planning Objective</th>
<th>Data Source &amp; Storage</th>
<th>When</th>
<th>By whom</th>
<th>Expectations/Actions including tracking, monitoring &amp; visibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Plan</strong></td>
<td>Safe, Quite Disciplined Learning Environment</td>
<td>SOS</td>
<td>Nov</td>
<td>Principal</td>
<td>Provide school community with feedback and analysis of SOS data to inform KPA annual reporting, strategic planning and yearly direction setting</td>
</tr>
<tr>
<td><strong>Academic Excellence</strong></td>
<td>QCS, QTAC,</td>
<td>Dec</td>
<td>Principal/DPSS</td>
<td>Provide school community with feedback and analysis of data to inform KPA annual reporting, strategic planning and yearly direction setting</td>
<td></td>
</tr>
<tr>
<td><strong>Local Decision Making</strong></td>
<td>Data profiles/Headline Indicators</td>
<td>Feb July</td>
<td>Principal/School Council</td>
<td>Analyse school performance data to inform future Strategic Priorities</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum Plan</strong></td>
<td>Improved Student Performance in Literacy and numeracy</td>
<td>NAPLAN Data Profiles</td>
<td>Oct</td>
<td>DPJS</td>
<td>Provide school community with feedback and analysis of data to inform curriculum planning adjustments. Provide all teaching staff with Knowledge of Learners profiles Review Literacy and Numeracy Plan</td>
</tr>
<tr>
<td><strong>Close the Gap in Educational Outcomes for Indigenous students</strong></td>
<td>Data Profiles: LOA, NAPLAN, Attendance etc</td>
<td>Each Term</td>
<td>HOD SS/ HOD’S/ DPJS/ DPSS/ Teachers DPSL</td>
<td>DPJS and DPSS utilise the TrackEd program to track student success and identify students at risk of failure. Data visible to Management team.</td>
<td></td>
</tr>
<tr>
<td><strong>Provide multiple pathways and increase Year 12 Attainment</strong></td>
<td>Data Profile: Year 12 Outcomes Report</td>
<td></td>
<td></td>
<td></td>
<td>• OP Analyser used by DPSS to identify performance trends in Senior Authority subjects and inform analysis of school, subject and group performance. Data visible to Admin and HODs and shared with teachers on a needs basis. • Attendance to ensure attainment of QCE in line with 100% completion targets • Implement a compulsory OP program to target student QCS preparation using a three tiered differential model based on Academic Results.</td>
</tr>
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</tr>
<tr>
<td>Student Services Plan</td>
<td>Close the Gap in Educational Outcomes for Indigenous students, Implement strategies aimed at improving Student attendance rates.</td>
<td>Data Profile: LOA, Attendance, etc. OneSchool Performance Dashboard</td>
<td>Every day</td>
<td>DPSI/Indigenous T/A, Office staff/Classroom teachers</td>
<td>Attendance monitoring and intervention occurs on a daily basis.</td>
</tr>
<tr>
<td>Safe, Quite Disciplined Learning Environment</td>
<td>Support students' holistic wellbeing</td>
<td>SDA, One School Incident Summary Report</td>
<td>Monthly</td>
<td>DPJS, Student Service Reference Group</td>
<td>Regular review of case management of support services. Provide school community with feedback and analysis of data to inform KPA annual reporting, strategic planning and yearly direction setting.</td>
</tr>
<tr>
<td>Improve transitions between Primary and Secondary schools</td>
<td></td>
<td>SOS (student opinion), Bullying surveys, Support services case management data, One School Behaviour Incident Reports,</td>
<td>Monthly</td>
<td>DPJS, Student Services Reference Group</td>
<td></td>
</tr>
</tbody>
</table>

**Workforce Plan**

<p>| | Data Profile: SOS, DPF, My HR data | Each term | DPJS, Workforce Plan Reference Group | Monitor student and parent satisfaction with the quality of teaching across the school. Implement targeted PD identified in DPF audits. |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Facilities Plan</td>
<td>Reduce the school's environmental footprint</td>
<td>Data Profile: Environmental data, SOS, Budget</td>
<td>Yearly</td>
<td>BSM, Facilities Reference Group</td>
<td>Develop strategies to enhance environmental impact of the school. Monitor and report on energy usage across the school.</td>
</tr>
<tr>
<td>ICT Plan</td>
<td>Links to action plans that detail implementation of key initiatives</td>
<td>OneSchool ICT Dashboard, Data Profile: SOS</td>
<td>Yearly</td>
<td>DPTL, IT HOD, e-learning Reference Group</td>
<td>Provide school community with feedback and analysis of data to inform KPA annual reporting, strategic planning and yearly direction setting</td>
</tr>
<tr>
<td>Effective Teaching and Learning Plan</td>
<td>Teachers have ACARA compliant unit plans available in classrooms Teachers have Knowledge of Learners Profiles available in classrooms Teachers have clearly articulated strategies to teach literacy and numeracy Teachers have mechanisms in place to record adjustments to learning programs for targeted students Teachers have strategies in place to record Curriculum Risk Assessment</td>
<td>NAPLAN, Learning Support/Indigenous/SWD/Social Emotional PLP’s</td>
<td>Ongoing</td>
<td>All classroom teachers</td>
<td>• Teachers are supplied with hard copy school developed student data profiles for students that they teach at the beginning of each year. Profiles will include traffic light information for NAPLAN data. • Teachers are to interrogate supplied hard copy data profiles (and drill down in OneSchool dashboard as necessary) to identify individual learning needs of all students and are to record adjustments to learning programs on either a unit or individual lesson basis, for those students identified as requiring learning adjustments. • Teachers are to undertake a hazard identification process and risk assessment at either the unit and/or at an individual lesson planning level and record risk assessments and risk management procedures. • Teachers are provided hard copy and electronic file data by the Success team, about the cohort, class and targeted student level</td>
</tr>
</tbody>
</table>
| Ongoing and semester data records | literacy and numeracy requirements for their students in Year 7, 8 and 9.  
- Teachers complete data profiles and prepare score sheets for selected senior subjects so as to effectively record achievements as per Syllabus, Workprogram and QCAA result record requirements.  
- Faculty heads and teachers analyse OneSchool Semester reporting data on a Year/subject and class basis to identify performance trends, needs and plan for differentiation, change and adjustments. |
Parent and Community Engagement Framework for James Nash State High School

Communication
Effective communication between schools, parents, the community and students forms the foundation in developing and maintaining partnerships. Schools also have a responsibility to help parents understand the language of learning.

James Nash adopts a multi-model approach to communication and values face to face communication as well as incorporating current and modern technologies. Current strategies include:

- Parent/student interviews
- Newsletters—electronic and hardcopy
- Email
- Website
- Facebook
- SMS Messaging
- Complaints management strategies—Putting things right.
- Parent information evenings/symposiums
- Fridge Calendars
- Positive phone calls
- Safe, Calm and Disciplined
- P and C Meetings/Ladies Auxiliary Meetings/School Council/Employers Evenings
- Q-Parents
- Presence at the Gympie Show
- Primary School visits
- Feature articles in Newspaper & Primary School Newsletters
- Wrist bands
- Messages on Hold – phone message system
- School notes/notices/permission forms/medical forms

Future strategies include:

- The expansion of the role of our communications Administration Officer
- Widen our digital presence to include contemporary media
- Q Parents to be broadened
- Digital signage
-
Learning partnerships
Learning is not limited to the classroom. The beliefs, expectations and experience of parents is a powerful determinant in student's achievement. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

James Nash has as its Vision: To Inspire Learning and our goal is: To be a hub of Educational Excellence for all Learners. We value positive relationships around learning. Current strategies utilised to cultivate these partnerships include:

- Learning Goals included in Study Planners/Parent signatures.
- Individual goal setting within the Learning and Well-being program
- Year 10 SET Planning Conferencing
- BYOd Symposium
- Aboriginal and Torres Strait Islander community meetings
- Workplace Officer
- School Nurse
- POarent/Teacher Information Evenings
- SATs/Traineeships
- Parent Volunteers – Maths/Chess/Tuckshop/HPV

Future strategies include:

- Learning Goal through to Senior in Study Planners
- 
- 

Community collaboration
Schools do not exist in isolation – they are often the central hub of their community. Schools should leverage their position in the community to work together with other community members, for the benefit of all.

James Nash has established itself as hub of community engagement within the community. The school is widely recognised for its contribution to community activities. Current strategies include:

Whole Year:
- Gympie Disaster Management Committee member
- Gympie Council Economic Development Advisory Group member
- Gympie Chamber of Commerce membership
• Gympie Trade Training Centre-Lead School
• Gympie Schools Cluster Youth Achievement Committee
• Community Facilities Usage
• USC Education Academic Advisory Board member
• Gympie Alliance Professional Learning Co-ordinator
• Principal Learning institute
• USC Excellence Programs

Term 1

• Gympie Regional Gallery Exhibition
• National Day of Action Against Bullying and Violence
• James Nash Day
• Harmony Day
• National Reconciliation Week
• Easter on Mary
• Mayoral Prayer Breakfast

Term 2

• Gympie Council Little Kids Day Out
• Anzac Day-7 Services with students and bands
• Gympie Show Opening Ceremony/Performances/Exhibitions
• Fanfare
• Musical/ACA Production
• Parent Information Evenings
• Roadcraft Driver Training

Term 3

• Voices on the Coast
• Winter on Mary
• Gympie Eisteddfods in Gympie and Sunshine Coast
• Gympie Drama Festival
• Seniors Week Performances
• 2016 Census Support Venue
• Arts link
• Local/District and Regional Athletics
• National Science Week
• German Film Festival
• Gympie Music Muster-Host venue and performances
• Noosa Jazz Festival
• Maryborough Technology Challenge

Term 4
• Heart of Gold Movie Festival
• Gold Rush Parade
• Gold Rush Festival
• Mayoress Concert
• Relay for Life
• Remembrance Day
• German International Film Festival
• Awards Night

Future strategies include:
• Gympie Women in Business – Julie Williams

Decision-making
Providing opportunities for relevant consultation ensure decisions reflect local needs – whether for an individual student or the school as a whole. Greater community ownership and trust of school directions and decisions can be developed through open and authentic consultation.

James Nash has a clearly articulated decision making process that revolves around the Key Strategic Planning Framework. There are Reference Groups with Staff and parent representation and a student leadership model that delivers open and transparent processes and decision making. Specifically the following models of:

(find James Nash Decision Making policy and add in here)
• School Council including induction, training and development
• P and C/Ladies Auxiliary
• School Symposiums
• Parent information Evenings
• Broad consultation including open access Online surveys
• Indigenous community forums
• Professional Learning Teams
• Local Consultation Committee
• Chaplain - LCC
• Budget Sub-Committee (Principal, Business Services Manager, P & C President)
• Executive Leadership Meetings
• Management Meetings
• Staff Meeting (Teaching & Non-Teaching)
• Success Team Meetings
• Student Representative Council
• Principal/SRC/School Captain Leadership Meetings
• Gympie Alliance of State School Principals
• Key Planning Area Reference Groups
• Cooloola Schools Cluster
• GTTC Governance Group
• Support Services Team Meetings

Future strategies include:

•
•
•
•

Participation
In a society where parents lead complex lives, opportunities to participate in a variety of ways, times and places is key to improvement. Parent and community participation in student learning and the school community should be acknowledged and valued. This involvement sends a clear signal to students about the value of education.

James Nash values and encourages family participation in all levels of schooling:

• Parents are invited to formal forums and meetings through a range of media
• James Nash has a highly visible presence at Gympie Show and consultation booth
• Parent evenings conducted for Instrumental Music Performances/ Drama Performances/ Task Presentations/ German Film Festival/
• Roll of Honour Ceremonies for families
• Badge Ceremonies
• Published School Calendar-Fridge magnet
• Published Arts calendar
• Assessment Alerts for parents
• Q-Parents
• Parent support for extra-curricular activities i.e. Equestrian, HPV, Chess, Maths Tutoring, etc
• Graduation & Formal
• Parent Volunteers

Future strategies include:

[Items listed]

Continual improvement

The Teaching and Learning Audit Dimension 3 – a culture that promotes learning provides a mechanism for schools to review their parent and community engagement.

The School Opinion Survey also provides schools with valuable data to reflect upon the effectiveness of their parent and community engagement.

School and Community Partnerships is one of the central elements for inclusion in the Annual Implementation Plan and School Plan.