James Nash
State High School

WORKFORCE PLAN
2017 - 2020

School Context:

Located on the northern side of the growing township of Gympie, James Nash State High School is a Band 10 secondary school in the Wide Bay-Burnett Region and services the communities of Cooloolaa, Tiaro and Kilkivan Shires.

Gympie is the administrative, heritage and cultural centre of the Cooloola Shire. 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.
# 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, 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

- Improve Student Performance Data with a specific focus on:
  - Improving student **reading**, **numercy** 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

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

### Great People-Teaching Quality

- 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

- 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

- 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

- 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

<table>
<thead>
<tr>
<th>Strand</th>
<th>Year Level</th>
<th>Measure</th>
<th>School Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Reading</td>
<td>Year 7</td>
<td>NMS</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td></td>
<td>30% / 20%</td>
</tr>
<tr>
<td>Writing</td>
<td>Year 7</td>
<td>NMS</td>
<td>92% / 90%</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td></td>
<td>20% / 20%</td>
</tr>
<tr>
<td>Spelling</td>
<td>Year 7</td>
<td>NMS</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td></td>
<td>30% / 20%</td>
</tr>
<tr>
<td>Grammar &amp;</td>
<td>Year 7</td>
<td>NMS</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>Year 9</td>
<td></td>
<td>30% / 20%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Year 7</td>
<td>NMS</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td></td>
<td>30% / 25%</td>
</tr>
</tbody>
</table>

### Dimensions of Measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>Annual Target Increase for State Schools</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 12 OUTCOMES</strong></td>
<td>100% completion of QCE or Vet Qualification.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Percentage of students awarded a QCE by the end of Year 12</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Percentage of Year 12 OP/IBD-eligible students with OP 1–15 or an IBD</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Percentage of Year 12 with Cert III Qualification that are nct OP 1-15</td>
<td>20%</td>
<td>20%</td>
<td>21%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Percentage of post Year 12 in Education/Training or work</td>
<td>80%</td>
<td>81%</td>
<td>82%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing/completed a SAT or awarded — QCE, IBD, VET qual.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>INDIGENOUS EDUCATION</strong></td>
<td>Close the gap in student attendance</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The gap between Indigenous and non-indigenous attendance rates.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Close the gap in Year 12 retention</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>The gap between Indigenous and non-indigenous apparent retention 10 to 12</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>ATTENDANCE AND RETENTION</strong></td>
<td>Remain above like schools.</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
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<tr>
<td>Average attendance rate for students</td>
<td>82%</td>
<td>83%</td>
<td>84%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Apparent retention of students from Years 10 to 12</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>SATISFACTION MEASURES</strong></td>
<td>An increase of 1% pa</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school. (S2048)</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school. (S2016)</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td></td>
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<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school. (S2035)</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td></td>
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<tr>
<td>Percentage of school staff who agree that they have good access to quality professional development. (S076)</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<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>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>
# James Nash State High School

<table>
<thead>
<tr>
<th>Strand</th>
<th>Year Level</th>
<th>Measure</th>
<th>School Targets</th>
<th>Outcome Comments</th>
<th>Annual Review Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Year 7</td>
<td>NMS</td>
<td>100% 100% 100%</td>
<td>Above State; Above</td>
<td>Yr 7 Above State; Above</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td>U2B</td>
<td>22% 23% 24% 25%</td>
<td>Above State; Equiv. to Nation</td>
<td>Yr 9 Above State; Equiv. to Nation</td>
</tr>
<tr>
<td>Writing</td>
<td>Year 7</td>
<td>NMS</td>
<td>89% 92% 95% 98%</td>
<td>Above State; Above</td>
<td>Yr 7 Above State; Above</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td>U2B</td>
<td>22% 23% 24% 25%</td>
<td>Above State; Equiv. to Nation</td>
<td>Yr 9 Above State; Equiv. to Nation</td>
</tr>
<tr>
<td>Spelling</td>
<td>Year 7</td>
<td>NMS</td>
<td>100% 100% 100%</td>
<td>Above State; Above</td>
<td>Yr 7 Above State; Above</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td>U2B</td>
<td>22% 23% 24% 25%</td>
<td>Above State; Equiv. to Nation</td>
<td>Yr 9 Above State; Equiv. to Nation</td>
</tr>
<tr>
<td>Grammar &amp;</td>
<td>Year 7</td>
<td>NMS</td>
<td>100% 100% 100%</td>
<td>Above State; Above</td>
<td>Yr 7 Above State; Above</td>
</tr>
<tr>
<td>Punctuation</td>
<td>Year 9</td>
<td>U2B</td>
<td>22% 23% 24% 25%</td>
<td>Above State; Equiv. to Nation</td>
<td>Yr 9 Above State; Equiv. to Nation</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Year 7</td>
<td>NMS</td>
<td>100% 100% 100%</td>
<td>Above State; Above</td>
<td>Yr 7 Above State; Above</td>
</tr>
<tr>
<td></td>
<td>Year 9</td>
<td>U2B</td>
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<th>Outcome Comments</th>
<th>Annual Review Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 12 OUTCOMES</td>
<td>Percentage of students awarded a QCE by the end of Year 12</td>
<td>100% 100% 100% 100%</td>
<td>100%</td>
<td>Met target</td>
<td>Outstanding Achievement</td>
</tr>
<tr>
<td></td>
<td>Percentage of Year 12 OP/IBD-eligible students with OP 1-15 or an IBD</td>
<td>75% 75% 75% 75%</td>
<td>74%</td>
<td>Target included OP 16 with a large number in this group: 63.3% OP 1-15</td>
<td></td>
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<tr>
<td></td>
<td>Percentage of Year 12 students awarded a Senior Statement and awarded a VET qual</td>
<td>72% 73% 74% 75%</td>
<td>68%</td>
<td>Close to achieving target</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of Year 12 students who are completing or completed a SAT or awarded — QCE, IBD, VET qual</td>
<td>100% 100% 100% 100%</td>
<td>100%</td>
<td>Outstanding achievement</td>
<td></td>
</tr>
<tr>
<td>INDIGENOUS EDUCATION</td>
<td>Close the gap in student attendance</td>
<td>The gap between Indigenous and non-Indigenous attendance rates.</td>
<td>0% 0% 0% 0%</td>
<td>1.1%</td>
<td>Outstanding improvement and close to target</td>
</tr>
<tr>
<td></td>
<td>Close the gap in Year 12 retention</td>
<td>The gap between Indigenous and non-Indigenous apparent retention 10 to 12</td>
<td>0% 0% 0% 0%</td>
<td>0%</td>
<td>Indigenous retention significant stronger than non-Indigenous</td>
</tr>
<tr>
<td>ATTENDANCE AND RETENTION</td>
<td>Average attendance rate for students</td>
<td>94% 95% 96% 97%</td>
<td>91.3%</td>
<td>Met target</td>
<td>Outstanding result</td>
</tr>
<tr>
<td></td>
<td>Apparent retention of students from Years 10 to 12</td>
<td>81% 82% 83% 84%</td>
<td>85.1%</td>
<td>Senior retention remains an issue for the school</td>
<td></td>
</tr>
<tr>
<td>Percentage of Students achieving A, B or C</td>
<td>Data from Semester Reporting</td>
<td>85% 86% 85% 85%</td>
<td>86.2%</td>
<td>Target met</td>
<td></td>
</tr>
<tr>
<td>SATISFACTION MEASURES</td>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>92% 93% 94% 95%</td>
<td>92.2%</td>
<td>No State comparison data available. Year 11 opinion lower than Year 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>92% 93% 94% 95%</td>
<td>97.8%</td>
<td>No State comparison data available; Excellent data and 86 survey’s returned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92% 93% 94% 95%</td>
<td>96.6%</td>
<td>No State comparison data available; Excellent data and 86 survey’s returned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of school staff who agree that they have good access to quality professional development</td>
<td>92% 93% 94% 95%</td>
<td>88.5%</td>
<td>No State comparison data available 90% for Teaching staff and 76% for non-teaching staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall percentage of school staff who agree with the individual staff morale items</td>
<td>92% 93% 94% 95%</td>
<td>92.5%</td>
<td>No State Comparison data available 96% for teaching; 80% for non-teaching</td>
<td></td>
</tr>
</tbody>
</table>

4
Workforce Reference Group Review Comments

Highlights 2016

- Teacher induction program – ongoing process that has been implemented and achieved.
- Developed an induction package for teachers that are new to school.
- Social events were reviewed and put to all school members. Events such as the race day were made available. End-of-term lunches were catered to ease work on staffroom. Friday Morning Teas continue to be successful.
- Implementation of Explicit Instruction – universal method of teaching with a high level of compliance.
- Staff agree that we do have an effective Student Behaviour Management plan.
- Teaching and learning chronicle made available electronically – environmentally friendly
- Continuation of the Success teams – improved NAPLAN results
- Appointment of Heads of Curriculum (Coaches) – Student Services / Eng, HAG & LOTE / Maths, Science & HPE
- HOD The Arts appointed as Deputy Principal at Noosa District SHS
- Permanent appointment of HOD English to James Nash SHS
- Permanent appointment of Deputy Principal Student Services to James Nash SHS.
- APDP successfully implemented within existing AITSL standards.
- Placing subject-trained teachers on to Numeracy and Literacy classes.
- Implementation of twilight PD on second week back.
- Outstanding positive staff feedback from School Opinion Survey

Recommendations

- Further refine induction program around new DETE mentor program, including the Beginning Teacher Reference Group procedures surrounding new experienced staff to James Nash as opposed to the First Year Mentoring program.
- Reword the work/life balance goal to a less prescriptive goal. Perhaps ‘continue to manage and develop work/life balance’
- Review the Beginning Teacher Reference Group processes – ensure up to date processes are used.
- Recommendation to have in-service on behaviour management such as strategies for a class environment or whole-school policy.
- Further develop role of the Master Teacher to improve pedagogy, specifically EDI strategies, especially with new teachers to the school. Ensure a professional induction occurs with all new teachers.
- Continue to support the changes to the Whole School meeting format to include PLC / Staff Meeting one fortnight and Reference Group / Staff Meeting on the alternative fortnights.
- Develop Lead Teachers to take on leaderships positions in developing Professional Learning Teams.
- Actively recruit banks of supply teachers to support staff illnesses and professional development agendas.
- Employ ‘Smart Teachers’, a recruiting company, to assist with sourcing appropriate teachers for contracts and supply opportunities, given the difficulty in getting staff from HR sources.
- Adhere to new Annual Performance Development review process. Align with the current model
- Development a relationship with USC so current students can participate in Wider Field Experience
- Continue with Explicit Instruction as the signature method of teaching and learning at James Nash SHS.
- Trial a STEM Extension class in Year 7 for 2017
- Continue Success Teams to improve literacy and numeracy across school and reach system target of being at or above national means by 2017.
- Continue to improve gender balance across faculties.
- Review the work environments of all staff groups on a yearly basis and develop plans to address concerns
and enhance facilities and equipment.
- Continue PD on the collection, dissemination, use and understanding of performance data, research and evaluation to improve performance and the delivery of services – Success Team to share information about data collection and what to do with it.
- Continue to consider for the impact of the Gympie Trade Training Centre on school staffing requirements.
- Maintain ‘On the Right Track’ funding (seen as a vital to the School).
- With the renovation of A1, ensuring the move for Friday Morning Tea and Drinks Club to Home Economics does not impact on the Home Economics staff. Friday afternoon drinks to be moved to various hotels each week – to be advertised in advance.

Workforce Priorities 2017

- Align new Annual Performance Development strategies with existing Performance Development strategies in the school and to further align AITSL standards with existing strategies.
- Develop and implement new Leadership Roles and Responsibilities inclusive of new Junior School leadership roles and the I4S staffing resources.
- Plan and implement a Leadership conference for Term 2, 2017.
- Advocate for a strengthen application process and criteria requirements for experienced senior teacher positions and provide an accelerated pathway for high performing teachers to the experienced senior teacher classification. Continue Professional Learning Teams, run by potential Lead teachers in a reformed PLC / Staff meeting structure, once per month, with the existing Reference Group meetings / Staff meeting being once per month.
- Prepare a timeline to advertise permanent Head of Department - The Arts.
- Prepare a timeline to advertise the permanent replacement of Deputy Principal Teaching and Learning at the end of 2017.
- Employ 2 additional teachers with I4S funding to assist with improving student performance in the areas of NMS and U2B in Years 8 & 9.
- Employ 0.8FTE teacher to assist with the EDI, PLT, and STEM programs.
- Employ 2 additional Administration Assistants with I4S funding to support data entry and HOC roles.
- Assist eligible teachers to attain Lead Teacher and Highly Accomplished Teacher roles, newly developed by EQ.
- Improve induction program for new teachers by introducing an accredited mentoring program for beginning teachers to learn from experienced, high performing teachers in the classroom.
- Align the school developing performance plan to the new Annual Teacher Performance Review Process (I4S)
- Maintain a healthy, safe and supportive workplace for all staff.
- Maintain Master Teachers and HOCs to provide targeted student support, coaching, and planning and implementation of relevant initiatives.
- To review the Workforce Plan Strategic Planning Overview, including outcomes, strategies, goals and links to current documents.

Appendix

1. Professional Learning Community Framework
2. Professional Development and Learning Memo
3. Professional Development Application Form
Data Plan for Workforce

<table>
<thead>
<tr>
<th>Key Planning Area</th>
<th>Strategic Objective</th>
<th>Planning Data source</th>
<th>When</th>
<th>By whom</th>
<th>Expectations/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Plan</td>
<td>Improve the quality of teaching across the school. Professional Development to ensure staff capacity and capability and local context.</td>
<td>SOS, DPF, Skyscraper data</td>
<td>Each term</td>
<td>DP, Workforce Plan Reference Group</td>
<td>Monitor student and parent satisfaction with the quality of teaching across the school. Implement targeted PD identified in DPF audits.</td>
</tr>
</tbody>
</table>

Performance Outcomes and Satisfaction Measures

**Outcome 1:** A workforce that has the capability and flexibility to deliver the strategic objectives of the department with ongoing learning and development opportunities. Professional Development to ensure staff capacity and capability in the local context.

**Outcome 2:** Leadership that drives educational reform, supports productive relationships, promotes innovation and improves the quality of teaching across the school.

**Outcome 3:** A healthy and satisfied workforce engaged in a safe and supportive work environment.

Staff Opinion Survey Highlights:

Staff opinions remain very high in all dimensions. Staff opinion is above State measures in all by two questions. There is only a significant difference in opinion between teaching and non-teaching staff in a few areas pertaining mostly to do with PD.

100% of teaching staff feel that: this is a good school; they would recommend this school to others; information and communication technology is well maintained; being aware of WPH & S procedures; having the skills to use ICT; this school looks for ways to improve.

100% of non-teaching staff feel that: this is a safe place to work; students are encouraged to do their best; I have the skills to do my job; I am well prepared for my job; that social, cultural and racial diversity are respected; have the ICT skills to do their job; award of WPH & S procedures; these is a strong sense of community.

98 – 100% of all staff believe: they enjoy working at this school; feel this is a safe place to work; students are encouraged to do their best; students are treated fairly; the school looks for ways to improve; they have the necessary skills to do their job; feel well prepared for the different aspects of their job; that social, cultural and racial diversity is respected; have access to ICT to do their job; have the necessary IT skills; aware of WHP & S procedures; students with disabilities are well supported; staff at the school are approachable; the school is well organised; the school has a strong sense of community; I would recommend this school to others; this is a good school.

The areas where we differ most positively from "Like Schools" and "State" is: Student behaviour is well managed at this school; Staff opinion is taken seriously; staff morale is positive in this school; ICT is well maintained; there is good communication between all staff; this school is well organised; strong sense of community.
The questions where our school opinion varies most positively from “State” opinion is: staff morale is positive at this school; there is good communication between all staff at this school; this school is well organised; students are treated fairly; the school is well maintained; I feel well prepared for my job requirements; student behaviour is well managed; the school takes staff opinions seriously; access to ICT to do their job; ICT equipment is well maintained; the school keeps me well informed about things important to me; the school asks for my input; there is a strong sense of community.

Top Results
- 98.3% of staff enjoy working at this school
- 98.3% of staff feel this school is a safe place in which to work.
- 98.3% of staff feel that students are treated fairly
- 99.2% of staff thinks the school looks for ways to improve
- 96.9% think the school is well maintained.
- 98.3% feel they are well prepared for the different aspects of my job at this school.
- 99.1% students receive a good education at this school.
- 99.2% feel that they have the necessary skills to do their job effectively
- 99.2% feel that social, cultural and racial diversity are respected in this school.
- 97.5% can access necessary information and communication technologies to do my job
- 100% feel confident collaborating with teaching colleagues.
- 99.2% feel students are encouraged to do their best at this school.
- 98.3% of staff feel that it is a good school
- 99.2% feel that students are encouraged to do their best.
- 100% are aware of occupational health and safety procedures at this school.
- 98.2% feel that the staff are approachable.
- 97.5% feel that the school is well organised.
- 96% feel the school encourages them to take responsibility for their work
- 98.3% feel the school has a strong sense of community
- 100% have the required skills to use the necessary information and communication technologies to do their job
- 98.1% feel the school provides useful information online
- 98.3% would recommend the school to others.
Staff Opinion Survey recommendations for improvement:

- 82% of staff are satisfied that the Developing Performance process helps to improve my work.
- 81% feel they have a good life balance

We have a great place to work in and we must all continue to work to maintain this. We do not tolerate negative background conversations and encourage others to share their thoughts openly and professionally.

One of the most professional of behaviours is to be open to professional feedback, coaching and mentoring. All staff has engaged in our critical friend processes and supervisor protocols and has had regular developing performance discussion with their supervisor because we know this is internationally recognised good practice.
JAMES NASH STATE HIGH SCHOOL
WORKFORCE PLAN

VISION STATEMENT: A satisfied, flexible workforce of highly capable personnel, supporting and delivering the strategic objectives of the school.

Introduction:
This plan was developed by Program Leader Cheryl Greinke, Ben Tarlinton and the Workforce Planning Committee (selected teaching staff). The Ancillary Office Staff, Teacher Aides and Cleaners were also consulted during the planning process. The plan will provide direction for building capacity and flexibility in the school workforce over the next 3 years.

The Plan addresses 3 main areas:

- A workforce that has the capability and flexibility to deliver the strategic objectives of the department with ongoing learning and development opportunities. Professional Development to ensure staff capacity and capability in the local context.

- Leadership that drives educational reform, supports productive relationships, promotes innovation and improves the quality of teaching across the school.

- A healthy and satisfied workforce engaged in a safe and supportive work environment.

Associated Planning Documents:

- Education Queensland – Strategic Plan
- School Annual Report & Operational Plan
- Training and Development Framework
- Professional Standards for Teachers
- School Opinion Survey/Corporate Data Warehouse data

Budget Areas

204400 – Professional Development
204410 – Education Leadership
204411 - PD Whole Staff
204412 - TRS - PD
203414 – Workforce Innovations
201114 - On the right track
206100 - WPH&S
206110 - First Aid
206111 - Staff Welfare
WORKFORCE PLAN
Strategic Planning Overview

Outcome 1:
A workforce that has the capability and flexibility to deliver the strategic objectives of the department with ongoing learning and development opportunities. Professional Development to ensure staff capacity and capability in the local context.

Goal: Provide for a balance of experience in practice by monitoring the staffing mix within each department/work unit, ensuring that school requirements are addressed within the guidelines of Education Queensland’s Selection and Recruitment guidelines including Transfer policy.

Strategies:
- Principal, Deputy Principals and HODs/HOSES monitor and make recommendations/requests for effective staffing mix and requirements.
- Review and adjust selection and recruitment processes to ensure that Education Queensland’s and James Nash State High School’s Vision and Values are integral to selection decisions.
  Forward plan for the changing structure of leadership and classified officer positions.
- Fill all vacancies in an efficient and timely manner.
- Transferability ratings for teachers to be identified annually.
- Engage in workplace reform process where appropriate to provide effective staffing mix and allocation for all school sections.
- Source and maintain high quality staff to support the JNSHS Excellence program, through special consideration by regional staffing officers as part of the annual staffing cycle.

Goal: Identify and implement/access effective responsible student behaviour strategies.

Strategies:
- Maintain an appropriate allocation from secondary FTE to support 'Alternate campus' staffing (0.1-0.5 FTE)
- Maintain a close working relationship and cooperative agreement with the Edmund Rice Alternate school administration.
- Provide ongoing professional development in responsible student behaviour.
- Sustain the staffing priority to secure Guidance Officer as 1.0 FTE at James Nash SHS
- Prepare a timeline to advertise permanent Head of Curriculum Student Services position to assist the Head of Department Student Services, focusing on students in Years 7 – 9.

Goal: To provide effective staffing and HR levels across the school.

Strategies:
- Periodically audit, review and allocate school support staffing levels for all departments/work units.
- Monitor staff absences and TRS usage levels.
- Fill all vacant positions in a timely and efficient manner.
- To actively source a bank of relief teachers to assist in peak times such as periods of illness (flu season) and to facilitate Professional Development opportunities for existing staff.
- Provide ongoing professional development to develop quality teachers and actively recruit teachers in the areas of STEM / STEAM / Coding and Robotics.

Goal: To maintain and improve competency of all staff through professional learning,
teaching and development programs.

Strategies:

- Annually determine and publish a ‘Professional Development and Learning’ agenda focused on key school priorities.
- Implement Professional Learning Teams, to be managed and lead by Lead Teachers, in the areas of Data (Knowledge of Learners), Higher Order Thinking, Explicit Direct Instruction, Behaviour Management and School Wide Pedagogy.
- Implement the role of Higher Order Thinking Coach, to work specifically with teachers of Extension Plus and Extension classes in the Junior School and assist with senior student QCS preparation.
- Prepare a timeline to advertise permanent Head of Curriculum Literacy and Head of Curriculum Numeracy position to assist the Heads of Department Mathematics, Science and HPE and Heads of Department English/LOTE and SOSE respectively, focusing on students in Years 7 – 9.
- Use I4S funding to employ additional staff to focus on Year 8 & 9 students who are below NMS benchmarks, but do not qualify for Learning Support and those students who have the potential to be in U2B.
- Develop an individual professional development planning process for all teaching staff which uses the Annual Performance Development Plan for teachers as a framework for reflection and organisation, using the Teacher Annual Performance Review and Developing Performance Toolkit.
- Increase alignment of the DPP with AITSIL standards – to be developed at Professional Learning Days
- Ensure leadership team completes the Capability and Leadership Framework.
- Develop an individual professional development planning process for all ancillary and support staff.
- Provide a process for staff to access individual training and development opportunities.
- Articulate benchmarks of best practice to allow staff to measure their performance levels and/or needs e.g. Professional Standards Framework for Teachers.
- Maintain a register of all professional Learning, Training and Development.
- Provide individual teaching staff with a self-managed professional learning log.
- Ensure Teacher VET qualifications meet annual audit requirements.
- A program for professional learning during Student Free Days is organised and published annually.
- A proportion of SFD time is allocated to Faculty professional development.
- Improve opportunities for tertiary post graduate studies via implementation of the Professional Development Pathways Program.
- Embed the Developing Performance Framework in school operations.
- Address essential components of the “New Professionalism Program” in professional learning and development initiatives.
- Provide Professional learning opportunities in Literacy and Numeracy teaching.
- Provide support for the implementation of One School and increasing workload around data entry.

Outcome 2:

Leadership that drives educational reform, supports productive relationships, promotes innovation and improves the quality of teaching across the school.

Goal: Actively support the attainment of EEO targets and needs of JNSHS staff, through developing a work shadowing program and professional support program for all staff especially those identified in the target groups (i.e. Aboriginal and Torres Strait Islander people, people of non-English speaking backgrounds, people with disabilities and women.)

Strategies:

- Allocate I4S funding to employ an additional staff member to assist with the
- Staff support to organise promotional training programs and endeavour to have members of target groups attend.
- Further develop the ED funded Mentoring program for eligible first year teachers and promote the Mentoring
program professional development with senior teachers. Employ an additional staff member at 0.4FTE with Mentoring funding to assist with roll out of time to allow for mentors to work with first year teachers.
- Ensure that internal processes for filling vacancies promotes EEO targets.
- Develop a leadership program for staff in target groups and support the career development of all JNSHS employees.

Goal: Maintain a Teacher Professional Learning Community.

Strategies:

- Implement Professional Learning Teams across the school, whereby the teaching staff meeting structure is modified. One fortnight devoted to PLT, then staff meeting and the alternative fortnight. Reference Group meetings followed by a staff meeting. Head of Department meetings will be held on the alternative fortnight.
- Continually improve the teacher Professional Learning Community structure through School Wide Pedagogy programs such as the Critical Friend review protocol.
- Faculties to continue their work with the EDI strategies through accessing the expertise of the Master Teacher.
- Encourage staff to use the Head of Curriculum – Master Teacher in the Critical Friend protocols.
- Redevelop the policy and program of staff induction to emphasise School Wide Pedagogy.
- Support the supervision and development of pre-service and beginning teachers.
- Maintain development of James Nash High School as an effective learning organisation, through staff Professional Learning on
  - Shared norms and values
  - Deprivatisation of practice
- Student Free Days maintain a staff professional learning focus, which includes whole school, faculty and individual needs.
- Perform a VET skills audit to ascertain training and development needs in order to meet benchmarks or mandated requirements.
- Continue to embed ICTs Pedagogical Certificate and licence Professional learning and Certification Scheme as part of the “Smart Classrooms Professional Development Framework”.
- Provide opportunities for leadership development under the" Leadership Matters "Framework.

Outcome 3:

A healthy and satisfied workforce engaged in a safe and supportive work environment.

Goal: Promote a healthy, safe and supportive school environment and to streamline the operation of the human resource areas in the school.

Strategies:

- Embed whole school induction and a ‘Professional Development and Learning’ agenda.
- Provide the school with a planning document for the provision of a safe, supportive and productive learning environment (Student Services Plan)
- Establish a co-ordinated model for student support services with regular meeting and reporting processes.
- Focus on staff moral by identifying what are positive factors and negative factors within the school on staff moral and to plan for an increase of the positive factors and a reduction of the negative factors.
- Maintain the structured program to commend staff for valued contributions to the school community.
- Maintain the operation of Workplace Health and Safety and Rehabilitation Co-ordination within the Staff Support Group.
- Support the ‘Team Culture’ developments in the school via IDEAS methodologies.
- A welcome program to support the newly appointed staff e.g. Welcome package; Staff mentors.
- Implement the school policy on part time employment.
- Design a program to improve the equipment provision and work environment for school staff with a view to improving satisfaction and productivity e.g. Furniture replacement schedule.
- The development, implementation, and facilitation of programs, practices and initiatives that enable employees
to balance their work and personal lives.
- Maintain a structured process of support and supervision for all employees.
- Maintain an annual flu immunisation program to reduce staff sick leave.
- Implement a Curriculum Risk Assessment and Management program across the school
- Promote physical activity and healthy lifestyle.
## WORKFORCE TRIENNIAL PLAN

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<td>LEADER: Ben Tarlinton &amp; Cheryl Greinke</td>
<td>Review the work environments of all staff groups and develop plans to address concerns and enhance facilities and equipment.</td>
<td>Investigate ways of improving the induction program for new teachers by introducing an accredited mentoring program for beginning teachers to learn from experienced, high performing teachers in the classroom.</td>
<td>Focus on staff morale by identifying the positive factors and negative factors within the school on staff morale and develop a plan to increase the positive factors and reduce the negative factors.</td>
<td>Review the work environments of all staff groups and develop plans to address concerns and enhance facilities and equipment.</td>
<td>Review key actions of the Health, Safety and Wellbeing Action Plan.</td>
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<td>The following programs are implemented annually:</td>
<td>Continue to review the staff social events program and make recommendations for change to staff groups.</td>
<td>Review the risk, safety and accident reporting systems of One School &amp; My HR</td>
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<td>- Welcome program</td>
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<td>- <strong>Student Free Day program</strong></td>
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<td>- Pre Service support prog</td>
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<td>- Induction prog</td>
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<td>- Allocate WPHS personnel</td>
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<td>- Flu vaccination program</td>
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<td>- Community</td>
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<td>- Annually allocate Workplace Health and Safety Officer and Reps and Rehabilitation Co-ordination.</td>
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<td>- Social club to organise activities annually to assist with work/life balance.</td>
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<td>- Maintain the program</td>
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Investigate ways of strengthening application process and criteria requirements for experienced senior teacher positions and provide an accelerated pathway for high performing teachers to the experienced senior teacher classification.

Investigate Student Behaviour Management plan effectiveness across school.

Review our RSBP to guide our maintenance and teacher in service requirements to maintain safe, calm and disciplined learning environment.

PD and PL

Review our professional learning framework to inform the development of our PLC (Professional Learning Community). Implement, through a range of modes including ICT, professional development focused on the key school priorities outlined in the annual Professional Development Agenda.

Ensure Leadership Matters: Leadership capabilities for Education Queensland Principals is used to review IDPs, strengthen the performance and guide professional development of school leaders and aspirants.

Promote and support applications for Gifted and talented PL where appropriate.

Implement programs and maintain networks that strengthen the quality of leadership in the school and enhance the collaborative organisational climate.

Audit the use of IDPs with all staff

PD and PL

Review the provision of professional development in responsible student behaviour.

Review the equity of PD budget allocations across all staffing groups

Continue implementation of the Developing Performance program processes, associated with managing performance for teachers and school leaders.

Identify and implement/access effective responsible student behaviour strategies

PD and PL

Staff supported to organise/attend leadership development programs and encouragement of target groups to attend.

Strengthen and extend the IDP process, as part of the Developing Performance program.
Continue with Workforce Plan reference group restructure to include three sub-committees

1. Staff Welfare And Social
2. Beginning Teachers
3. Professional Learning

Celebrate the achievements of school staff through reward and recognition, including those offered through the New Professionalism Program.

Develop, implement, and facilitate programs, practices and initiatives that enable employees to balance their work and personal lives.

Ensure Teacher VET teacher qualifications meet annual audit requirements.

Audit annually the use of IDPs with all staff. Monitor the peer support program and Critical Friend Protocol to support teacher professional skill development and provide useful feedback to professional staff.

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Monitor staffing mix to ensure a balance of
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<th>Maintain and improve competency of all staff through professional learning, teaching and development programs, e.g. PD focus on Explicit Instruction; The teaching of Reading Comprehension, Spelling and Grammar; The teaching of Writing; engage staff in new public service code of Conduct training; PD for staff in Responsible Student Behaviour.</th>
<th>Develop and implement new Leadership Roles and Responsibilities inclusive of new Junior School Leadership roles and the Great Teachers = Great Results staffing resources. Plan and implement a Leadership conference for Term 1, 2015. Development a relationship with USC so current students can participate in Wider Field Experience and run literacy and numeracy programs.</th>
<th>Investigate teacher gender balance across faculties. Investigate ways of strengthening and extending the IDP process, as part of the Developing Performance program. Plan for the allocation and structure of future leadership positions involving classified officers.</th>
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<td>appropriate staff allocated to timetabled classes. Develop an Indigenous workforce strategy by increasing the use of identified and specified position descriptions and developing specialised strategies for the increased employment of Aboriginal and Torres Strait Islander staff.</td>
<td>Employ appropriate staffing to meet the needs of the Yr. 7 student population move into high school.</td>
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<td>Investigate ways of attracting excellent teaching staff into areas that have shortages Review the school environments so as to provide equal employment opportunity, free from all forms of unlawful discrimination where people are valued for their diverse culture, experiences, knowledge and abilities.</td>
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