



James Nash State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

James Nash State High School is located in the Wide Bay Region of Queensland and is serviced by Education Queensland's North Coast region. Our school services the communities of Glenwood to the North, Kilkivan to the West, Amamoor to the South and Gympie to the East. As such we have a diversity of students with an underlying common thread of a connection to our rural surrounds and the associated values and beliefs. Set on the northern outskirts of Gympie, James Nash High was founded in 1977 and has a current enrolment of 1300 students expected to grow to nearly 1400 by 2025.

Our school is committed to developing independent self-assured yet humble young men and women. We provide the learning opportunities for this to occur through a gradual release process across the 6 years of high school. The transition to adulthood from 12 year olds requires that we empower these young people to undertake safe risk taking, ensuring that they learn through their mistakes and develop an understanding of the need to be responsible for their actions and accountable for the outcomes. Achieving this provides a great sense of pride for both our parents and teachers.

Our aim is to ensure that our young people have the best opportunity to lead a life of choice rather than a life of chance. We constantly look to explore opportunities for rural and remote students to experience the same opportunities as their metropolitan counterparts. Key actions associated with this; focus on improving:

- University entrance rates
- Participation in training post high school and
- Transition to employment.

We know and understand that lifelong success will require lifelong learning.

School progress towards its goals in 2018

The James Nash Strategic Plan 2018 – 2021 outlines the improvement priorities and objectives for the 2019 year.

Key deliverables are outlined in the School's Annual Improvement Plan, which can be accessed online [here](#), or obtained from the James Nash Administration Building.

Future outlook

The school's improvement priorities are based on the James Nash vision statement: "meaningful learning developed collaboratively to empower learners".

In 2019, the school will have focus on the following key strategies (among others):

- Faculty-based collaborative inquiry teams to develop a suite of strategies for prototyping with scaling in faculties across Semester 2.
- Explicit focus on strong expectation during year 12 to be involved in transition to education, training or work, including;
 1. Tertiary pathway planning with USC via alt entry including Study Tour, and
 2. Transition to certificate qualification via RTOs.
- Improved information sharing with staff, students and parents via newsletter, website, and social media tools.

For more information, please review the Annual Improvement Plan [here](#).

School profile

Coeducational or single sex –

Co-educational

Independent public school - Yes

Year levels offered in 2019 – 7-12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1248	1220	1209
Girls	622	612	608
Boys	626	608	601
Indigenous	88	85	94
Enrolment continuity (Feb. – Nov.)	92%	91%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

James Nash State High School is managed by in-catchment enrolment plan, which accept students based on their home locality to the school.

The school is represented by a diverse range of students from across the Gympie region, as well as those visiting the school as part of the school's international exchange plan (facilitated by an in-house International Coordinator and Education Queensland International). Given the school's locality in regional and semi-rural Queensland, students attending school may come from rural and agricultural backgrounds, or from coastal communities to the east and south-east.

In August 2019, James Nash will open a new multi-purpose facility which will allow for school population growth and include four additional open-plan classrooms, a collaborative learning space, new science labs and staffrooms.

Programs of Excellence

The school's Programs of Excellence are supported through the allocation of a defined number of places. Places in the Programs of Excellence will only be available to out-of-catchment enrolments once the demand for in-catchment enrolment has been met and sufficient *Student Enrolment Capacity* has been reserved for future in-catchment growth. Currently James Nash State High School has the capacity to enrol:

- 225 students in Rugby Union;
- 85 students in Extension Program; and
- 77 students in Academy of Creative Arts

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	20	21
Year 11 – Year 12	16	16	14

Curriculum delivery

Our approach to curriculum delivery

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

Junior School

All class groupings were available to students in years 7, 8 and 9 which implement the Queensland Curriculum Assessment and Reporting (QCAR) Framework to deliver cohesive learning programs which help students achieve deep levels of understanding. These groupings include:

Extension Programs

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

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

Mainstream Programs:

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

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

Structured Learning Programs:

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

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

Senior School

Subject offerings are structured to meet the needs of both the tertiary-bound and vocationally orientated students. An extensive curriculum comprising of 34 QCAA Subjects and 9 VET Qualifications is offered.

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

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

International Program

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

Co-curricular activities

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

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

Examples of extra-curricular activities include:

- Creative Generations
- HI Artworks Exhibition
- ANZAC Day parades
- James Nash Day
- Gympie Show
- Gympie Muster
- Gold Rush Parade
- Fanfare
- Eisteddfods (Gympie and the Sunshine Coast)
- Noosa Jazz Festival
- QPAC – including theatre performance and Musical at the Lyric
- Music Night
- Gallery of Modern Art (GOMA)
- Artslink Theatre performance

- International German Trip (International Travel opportunity)
- Cooloola Gallery exhibition of student works
- Annual Musical excursion
- Brisbane Show school Band performances
- Community concerts for Primary schools and Aged Care Facilities
- Fanfare competition
- Music Performance Evening
- 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
- Athletics
- Australian Maths Competition
- Cooloola Maths Teams Challenge
- Sunshine Coast Rugby Union competition
- Futsal – Bill Turner Cup
- JN Chess club
- RACI National Chemistry Quiz

How information and communication technologies are used to assist learning

James Nash recognises the desirability of access to computers in most classrooms and the possibility of students having their own portable computers or other technologies (privately or school purchased). In 2016, the school became a BYOD (Bring Your Own Device) school for Years 10-12. The BYOD program continually evolves as the needs of students and technology changes.

Social climate

Overview

The James Nash Social Services program aims to develop self-confidence, high self-efficacy, resilience, and respect for others.

Strategies of the program include:

- 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), 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.
- A full team of support staff and wellbeing roles, including but not limited to; Year Level Co-ordinators, in-house Guidance Officer, HOSES, School Nurse, School Youth Co-ordinator, Chaplain, Indigenous Community Advisor, Learning Support Co-ordinator and Structured Work Placement Officers.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	98%	89%
• this is a good school (S2035)	97%	100%	88%
• their child likes being at this school* (S2001)	92%	96%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child feels safe at this school* (S2002)	92%	96%	91%
• their child's learning needs are being met at this school* (S2003)	98%	98%	88%
• their child is making good progress at this school* (S2004)	94%	100%	88%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	87%
• teachers at this school motivate their child to learn* (S2007)	92%	96%	85%
• teachers at this school treat students fairly* (S2008)	86%	92%	84%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	92%
• this school works with them to support their child's learning* (S2010)	93%	96%	90%
• this school takes parents' opinions seriously* (S2011)	88%	94%	86%
• student behaviour is well managed at this school* (S2012)	92%	94%	77%
• this school looks for ways to improve* (S2013)	95%	96%	91%
• this school is well maintained* (S2014)	93%	100%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	93%	87%
• they like being at their school* (S2036)	85%	87%	76%
• they feel safe at their school* (S2037)	92%	92%	82%
• their teachers motivate them to learn* (S2038)	89%	87%	80%
• their teachers expect them to do their best* (S2039)	97%	98%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	83%	78%
• teachers treat students fairly at their school* (S2041)	79%	70%	63%
• they can talk to their teachers about their concerns* (S2042)	79%	62%	61%
• their school takes students' opinions seriously* (S2043)	80%	69%	67%
• student behaviour is well managed at their school* (S2044)	78%	64%	55%
• their school looks for ways to improve* (S2045)	93%	92%	83%
• their school is well maintained* (S2046)	89%	90%	83%
• their school gives them opportunities to do interesting things* (S2047)	87%	90%	86%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	99%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel that their school is a safe place in which to work (S2070)	98%	95%	93%
• they receive useful feedback about their work at their school (S2071)	91%	92%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	90%
• students are encouraged to do their best at their school (S2072)	99%	98%	95%
• students are treated fairly at their school (S2073)	98%	100%	94%
• student behaviour is well managed at their school (S2074)	92%	89%	83%
• staff are well supported at their school (S2075)	88%	95%	87%
• their school takes staff opinions seriously (S2076)	93%	94%	86%
• their school looks for ways to improve (S2077)	99%	99%	95%
• their school is well maintained (S2078)	97%	94%	92%
• their school gives them opportunities to do interesting things (S2079)	92%	93%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

James Nash State High School engages with parents and the broader Gympie community via a range of mediums and communication tools, including;

- Facebook
- Schoolzine Newsletter (once per fortnight)
- School website
- Media releases and stories via local print and broadcast media
- Consultative surveys
- Direct contact i.e. letters/phone calls home to parents
- A range of meetings and school events, including open nights, information nights, welcome BBQs.

Parents are involved in school governance via School Council (meet once per term), Ladies Auxiliary (meet at 6:30pm 4th Tuesday of every month), and the Parents and Citizenship Association (meet at 7:30pm 4th Tuesday of every month). 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.

Respectful relationships education programs

To supplement the school's curriculum (academic outcomes), 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 and encompasses social education components. 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, including in relationships with others.

Students also have access to the services of a Youth Coordinator, School Nurse, Guidance Counsellor and Chaplain should they be facing difficulties in regards to relationships with others.

Key features of the program include:

- Students have access to The Learning Curve, a positive education wellbeing program.
- Active whole-school engagement in Anti-Bullying Week, Mental Health Week, social opportunities such as open mic performances throughout the term, student voice via Student Representative

Council, opportunities for Indigenous students through QATSIF scholarships and Indigenous traineeships. The School Council also allows for two student representatives.

- Social engagement activities such as the Anti-Bullying Chalk walk, outdoor BBQs and Pay It Forward week.
- Surf Life Saving Bronze Medallion was completed by a small number of students Term 4 2018.
- Peer Skilling and Peer Skills facilitator groups with our school Chaplain and School Nurse.

In the future, an alternative program will be piloted for disengaged students with a volunteer from the community.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	217	319	328
Long suspensions – 11 to 20 days	5	17	9
Exclusions	2	6	4
Cancellations of enrolment	1	0	3

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	381,861	383,741	388,942
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	112	52	5
Full-time equivalents	104	40	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	5
Graduate Diploma etc.*	
Bachelor degree	107
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$68,370.19

73.2% of staff undertook professional development in 2018.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	90%	86%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

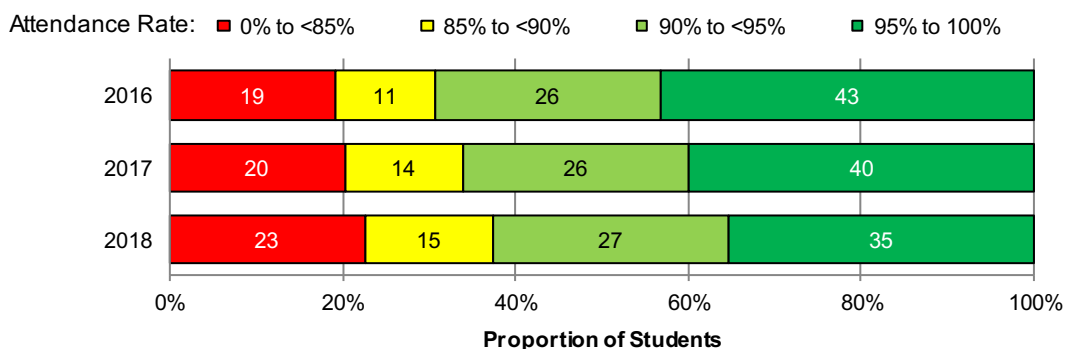
Year level	2016	2017	2018
Year 7	92%	92%	92%
Year 8	91%	91%	90%
Year 9	92%	90%	90%
Year 10	90%	89%	88%
Year 11	91%	89%	89%
Year 12	91%	92%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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

1. **Develop a positive school culture** – Our School promotes positive, respectful, resilient and hardworking values. Teachers identify learning needs of students and provide appropriate support, as well as the school offering many extra-curricular activities during break times.

2. **Communicate high expectations of attendance** – Expectation of 100% attendance and school promotes ‘Every Day Counts’. Expectations communicated consistently to students and the school community.

3. **Record and follow-up student absence** – A text message to parents for Unexplained Absence after Care class roll marking every morning (if the student is absent). 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.

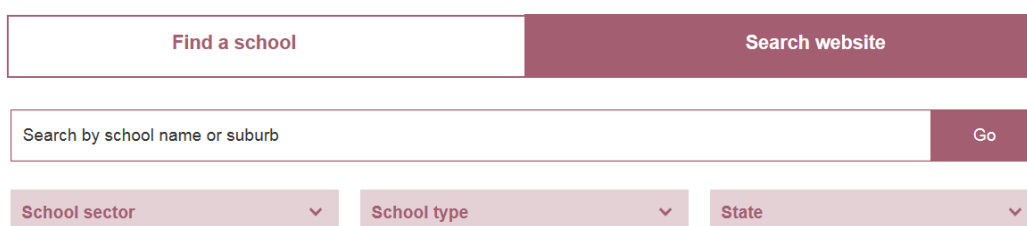
5. **Provide intervention and support** – Weekly meetings with Student Support personnel to identify and provide positive and proactive support to students who have low attendance

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	188	180	159
Number of students awarded a QCIA	3	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	185	179	159
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	75	69	65
Percentage of Indigenous students who received an OP	36%	29%	29%
Number of students awarded one or more VET qualifications (including SAT)	132	130	123
Number of students awarded a VET Certificate II or above	124	119	113
Number of students who were completing/continuing a SAT	20	25	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	73%	86%	72%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	95%	93%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	10	17	15
6-10	24	25	17
11-15	21	17	15
16-20	19	8	18
21-25	1	2	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	69	71	62
Certificate II	119	115	109
Certificate III or above	17	15	13

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

James Nash VET Opportunities

In 2018, James Nash offered a variety of VET qualifications for students, including the following:

- Cert I Business
- Cert II Business
- Cert II Skills for Work & Vocational Pathways
- Cert I in Information, Digital Media and Technology

- Cert II in Information, Digital Media and Technology
- Cert I Hospitality
- Cert II Hospitality
- Cert III Tourism
- Cert III Tourism

The following VET courses were offered to students as part of the Gympie Trade Training Centre program:

Cert I Construction
 Cert I Engineering
 Cert II Furniture Making Pathways
 Cert II Resources and Infrastructure Work Preparation

The school's VET program is flexible and may change based on the needs of our student population and industry requirements.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	76%	83%	68%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	69%	64%	39%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Young people who choose to leave school may do so to seek a range of opportunities; such as to pursue full-time employment (if over the age of 16), an apprenticeship, traineeship or similar qualification, or less commonly, to move to another area or school.

This school works closely with a range of external agencies to support students who have left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.jamesnashshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

