

James Nash State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **James Nash State High School** from **23 to 26 February 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Darren Cook	Peer reviewer
Valerie Hadgelias	External reviewer
John Wessel	External reviewer



1.2 School context

Location:	Myall Street, Gympie	
Education region:	North Coast Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1320	
Indigenous enrolment percentage:	8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	970	
Year principal appointed:	2018	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 14 Heads of Department (HOD), Business Manager (BM), guidance officer, 69 teachers, six teacher aides, six administration officers, 48 students, 17 parents, tuckshop convenor, Parents and Citizens' Association (P&C) president and vice president and school council representative.

Community and business groups:

- Gympie Chamber of Commerce Chair.

Partner schools and other educational providers:

- Kilkivan State School principal, Gympie West State School principal and University of the Sunshine Coast (USC) representative.

Government and departmental representatives:

- State Member for Gympie, Councillor for Gympie Regional Council and lead principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Teaching and Learning Handbook
Investing for Success 2021	Strategic Plan 2018-2025
Curriculum planning documents	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2021	School newsletters and website
School pedagogical framework	Student Code of Conduct
School data plan	School Performance Overview
School Opinion Survey	Headline Indicators (October 2020 release)



2. Executive summary

2.1 Key findings

The school prides itself on providing a broad, quality education that addresses the academic, social, emotional and personal needs of students.

Staff members demonstrate a commitment to young people. Students speak positively of the pathways, opportunities and support afforded to them. The school leadership team has established an extensive improvement agenda based on analysis of current school data.

Staff members are focusing energy and attention on systematic curriculum delivery.

In Years 7 to 10, a range of practices is being implemented to ensure a consistent approach to the planning, delivery and assessment of curriculum. This work makes explicit reference to the Australian Curriculum (AC) and comprehensive year/band plans and unit plans, using common templates, are apparent. For Years 11 and 12, staff members are proud of their efforts in successfully introducing the new Queensland Certificate of Education (QCE) across all faculties. Leaders express confidence that the school has successfully introduced the new system and is providing all Year 11 and Year 12 students with the best possible opportunity to succeed.

Staff members express a strong commitment to success for all students.

An explicit whole-school expectation exists that differentiated teaching and learning is used across the school to support the learning of every student. Leaders recognise the importance of classroom teachers understanding and addressing the needs of individual students in their day-to-day teaching. Leaders recognise the need to build staff understanding of legislative and policy requirements regarding inclusion. A shared philosophical approach to inclusion is yet to be explored.

Commitment to the school, its students, and the local community is articulated by staff members.

Parents and the community consistently speak proudly of the school, emphasising the high priority placed upon building and maintaining supportive, caring and inclusive relationships with the school community. Some staff members identify a degree of concern regarding consistency of implementation of agreed school behaviour management processes and practices. The school has recently restructured middle management positions, with three Heads of Department (HOD)–school culture positions established to develop comprehensive behaviour responses for students.

Leaders identify that school-wide analysis and discussion of student data is an important component of school improvement.

School performance data is shared with staff and community members to identify areas for improvement and to celebrate success. The school's leadership team articulates the importance of key data sets and is using this data to contribute to a culture of collegial engagement and improved student outcomes. Teachers indicate confidence that student



Level of Achievement (LOA) data is reliable, and articulate that the school's moderation processes are supporting teacher judgements. They identify that further capability development in data literacy would be beneficial.

The school leadership team views the development of staff into an expert teaching team as a key driver to improving outcomes for students.

Staff members are committed to growing and developing their professional skills and expertise. School leaders acknowledge the Communities of Practice (CoP) process presents new opportunities to build HOD and teacher capability. A commitment from school leaders to monitor and support staff over time through the implementation of the CoP processes is apparent as an emerging school improvement priority.

The principal and other school leaders recognise that highly effective teaching is the key to improving student learning.

The implementation of a school-wide pedagogical framework is intended to provide an evidence-based suite of quality practices to be implemented in every classroom. Leaders articulate an expectation that this framework will facilitate the development of a common language to describe teaching practice and ensure a consistent and shared approach to teaching across the school. The school's newly developed pedagogical framework is presented as the 6 Phase Model for Student Learning. School leaders acknowledge the importance of ensuring this framework is implemented across the school with fidelity.

The school enjoys the support of an active Parents and Citizens' Association (P&C).

A \$70 000 contribution was recently received from the P&C towards a water harvesting project designed to improve the green appearance of school sporting fields. Significant funds have been raised in the past three years by the P&C towards the full air conditioning of all classrooms across the school. The tuckshop and uniform shop are the key enterprises of the P&C.

The school has strong support from the wider parent community.

The school seeks to build and maintain productive partnerships with families, local businesses, community, and educational organisations with the express view of improving outcomes for students. Parents and members of the wider community indicate that the school benefits from a positive image within the community.



2.2 Key improvement strategies

Further build staff understanding of legislative and policy requirements regarding inclusion and implications for classroom practice.

Strengthen and quality assure a school-wide and consistent approach to the implementation of agreed behaviour management practices and processes.

Strengthen capability of staff members to interpret and analyse a broad range of student learning data to better inform classroom teaching practice.

Deepen the rigour and scope of the CoP process to leverage enhanced staff capability in the delivery of quality pedagogical and differentiation strategies.

Collaboratively develop processes to quality assure the rigorous and consistent implementation of the school's preferred expected pedagogical processes and practices at the classroom level.