

James Nash State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

James Nash State High School acknowledges the shared lands of the Kabi Kabi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region. We pay our respects to their Elders, past and present.

About the school

Education region	North Coast Region
Year levels	Years 7 to 12
Enrolment	1053
Aboriginal students and Torres Strait Islander students	11.3%
Students with disability	35.9%
Index of Community Socio-Educational Advantage (ICSEA) value	969

About the review

 5 reviewers from 17 to 20 March 2025	 257 participants	 115 school staff
 117 students	 19 parents and carers	 6 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Collaboratively review line management practices for all staff, building collective capability through differentiated support for leading Annual Implementation Plan priorities, to enhance consistency and strengthen line of sight.
Domain 5: Building an expert teaching team Systematically enact opportunities for teachers to collaboratively strengthen their understanding of the Empowering Learners (EL) initiative to further develop mastery of the identified high-impact teaching strategies.
Domain 7: Differentiating teaching and learning Consolidate the range of expected practices for differentiating teaching and learning to support teachers in effectively engaging, challenging and extending all students.
Domain 4: Targeting school resources Implement processes for monitoring school-resourced programs to evaluate their impact on student outcomes and guide future strategic decision-making.
Domain 9: Building school-community partnerships Prioritise developing a multi-faceted parent engagement strategy to increase parental input into the school's current and future direction.
Domain 6: Leading systematic curriculum implementation Systematically enact consistent collaborative planning, review and moderation processes across faculties to build teachers' curriculum capability and support the alignment of curriculum, teaching, learning and assessment.

Key affirmations



Leaders, staff and students praise the staged roll-out of the EL approach and how these practices, such as learning walls, foster student agency.

Leaders emphasise their shared commitment to implementing evidence-informed, high-impact teaching strategies that foster student agency and empower all learners to succeed. Teaching staff speak positively about the vision for teaching within the school to develop students as confident and independent learners within an engaging and inclusive learning environment. Teachers describe their developing knowledge of strategies that encourage students to become self-directed learners, and articulate they value leaders' support in developing their teaching practice in this area. Students describe the positive impact these strategies are having on their understanding of assessment tasks and next steps in learning.



Student leaders express appreciation for the opportunity to contribute to the school and wider community through the range of student leadership positions.

Students praise opportunities available across Years 7 to 12 to experience leadership, including through the Student Representative Council and Ambassadors program. They speak of participating in a variety of community events, such as the Gympie Muster, through their roles in these programs. Community leaders praise students for their skills and work ethic when engaging with the community, and the positive contributions they make to the local community and the school.



Leaders highlight they value and prioritise opportunities for teacher collaboration as an effective way to drive pedagogical improvement.

School leaders speak of how they promote capability development through focused professional learning, which is a key pillar in the school improvement agenda. Teachers express appreciation for regular opportunities to collaborate with colleagues through department and Community of Practice meetings. They speak of the value of intentional collegial discussions to deepen their curriculum and pedagogical knowledge.



Leaders, staff and parents highlight the range of partnerships that provide students with access to attainable, aspirational post-school pathways.

Leaders describe how links with 5 universities enable students to experience university courses as part of their senior curriculum, and gain early entrance into tertiary programs. Students describe the benefits of developing their skills to engage in tertiary education and of guaranteed entry into university courses. Leaders celebrate how a strong and longstanding connection with the adjacent Trade Training Centre provides students with opportunities to complete a range of Vocational Education and Training qualifications, work in industry one day a week and attain their Queensland Certificate of Education. Students and parents remark that enrolment in the program is highly valued and competitive, and discuss many examples of students transitioning to full-time employment upon completing the program.



Staff, parents and community praise the bespoke curriculum programs developed to cater for all students' learning needs, interests and post-school aspirations.

Parents of students in the 'Go 4 Gold' extension program describe how they are engaged as partners in their child's learning within this program. They speak of being invited to attend classrooms and of strong communication home. Parents praise how the Go 4 Gold program provides a range of challenging learning experiences for students achieving at all levels and enables their child to learn in multiple ways through an inquiry approach. Teachers describe how they collaborate with colleagues from the Gympie Alliance of Schools each term to design and quality assure a shared secondary Mathematics curriculum, including moderating at multiple junctures. They comment this builds their curriculum capability and facilitates peer learning.