

Nerang State High School

Strategic Plan 2023-2026



School Profile

Nerang State High School was established in 1986 and caters for Years 7 to 12 students in a co-educational environment. Our school has an Enrolment Management Plan, servicing the Gold Coast hinterland suburbs of Nerang, Gilston, Carrara, Advancetown, Highland Park and Beechmont.


Our programs are delivered by a highly committed and talented team of teachers and support staff working collaboratively with students, parents and the broader community. We have a fine tradition of aiming high, and there is a culture of shared pride within our school. The school has an excellent reputation in the local community and performs well in academic and cultural endeavours. School staff and students work productively together in a positive, friendly and caring environment.

At Nerang High we have a rigorous commitment to ensuring our students have access to learning pathways that are aligned to their future aspirations. The school provides a diversity of courses to support every student in being able to achieve to their full potential. There is a strong academic focus supporting those who wish to pursue future tertiary study, along with an array of vocational training programs for students pursuing apprenticeships and traineeships or preparing for direct entry into the workforce.

Our focus is on ensuring every student's full potential is harnessed and nurtured. Our aim is to ensure that every day is engaging, every teacher is inspiring and every student succeeds.

We care; We are the right size; We have the right pathway for your child's future.

Endorsed:


Scott Ison
Principal


Tracey Spiers
P&C President

Our Vision

Our purpose is to nurture the talents of every student to become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Our future is one where:

- Our learners are highly engaged
- We have a pathway for every student
- Every student is successful
- Technology is integral to learning
- Students are critical thinkers
- Teachers are innovators
- We celebrate diversity
- Students value relationships and are highly resilient
- Teacher-Student relationships are paramount
- Students are prepared for their post-school pathway
- We are optimistic ... we inspire

Our Values

Our **Nerang PRIDE** inspires our students to have pride in their school, in themselves and in their community. **Nerang PRIDE** espouses what is fundamental in ensuring we are a school where we are about engaging minds and empowering futures.

- Persistence:** The determination to continue put in the effort, despite obstacles or difficulties. Seeing something through to the end and not giving up.
- Resilience:** The ability to deal with the hard things in life and knowing that you can solve your own issues and problems. Having inner strength and self-belief.
- Integrity:** Always doing the right thing, even when the choice isn't easy. Being ethical, decent, honest and truthful.
- Diversity:** Showing acceptance and respect for others, appreciating what makes them different. Understanding that each individual is unique, and accepting and valuing these individual differences.
- Empathy:** Understanding how others are feeling and responding to this with compassion. Seeing how our behaviour affects others and behaving in ways to make them feel respected.

Our Priorities

- ❖ Every Student Succeeds
- ❖ Every Teacher Inspires
- ❖ Every Day is Engaging

Every Student Succeeds	Every Teacher Inspires	Every Day is Engaging																																																																
<p style="text-align: center;">Supported Learning <i>All students are supported through a culture of high expectations.</i></p>	<p style="text-align: center;">Expert Teaching <i>Enhance teacher capability in pedagogical practice and support for students.</i></p>	<p style="text-align: center;">Engaging Curriculum <i>All learners are supported and engaged in a meaningful curriculum.</i></p>																																																																
<p>1(a) Review practices for supporting priority groups (aligned to DOE policies and expectations).</p> <table border="1" data-bbox="129 536 721 576"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>1(b) Implement and communicate a culture of high expectations providing clarity and consistency in sustainable behaviour management processes. Ensure ongoing review and staff training.</p> <table border="1" data-bbox="129 754 721 794"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>1(c) Refine communication strategies to provide clarity of school timelines/events and beliefs/priorities.</p> <table border="1" data-bbox="129 900 721 940"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>1(d) Simplify processes for goal setting and attainment to enable staff to meet school targets. (4DX)</p> <table border="1" data-bbox="129 1045 721 1085"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table>	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	<p>2(a) Develop a system of modelling, observation and feedback to enhance pedagogical practice.</p> <table border="1" data-bbox="801 536 1393 576"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(b) Provide professional learning/mentoring to increase capacity for data literacy to support differentiated teaching and learning.</p> <table border="1" data-bbox="801 716 1393 756"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(c) Develop and enact a digital pedagogical practice framework.</p> <table border="1" data-bbox="801 861 1393 901"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(d) Improve capability in differentiated practices to support students with diverse learning needs.</p> <table border="1" data-bbox="801 1007 1393 1046"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(e) Continue professional learning and embed NASOT.</p> <table border="1" data-bbox="801 1152 1393 1192"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(f) Restructure the induction program for new and beginning teachers and review the MBT program.</p> <table border="1" data-bbox="801 1297 1393 1337"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table>	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	<p>3(a) Implement the Australian Curriculum V9, including the general capabilities and cross-curriculum priorities.</p> <table border="1" data-bbox="1473 571 2065 611"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(b) Enact the moderation plan across all learning areas, with a particular emphasis on the before phase.</p> <table border="1" data-bbox="1473 716 2065 756"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(c) Evaluate the timetable structure (including structural differentiation) and its impact on learning outcomes.</p> <table border="1" data-bbox="1473 900 2065 940"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(d) Enhance existing connections with First Nations families and Elders.</p> <table border="1" data-bbox="1473 1045 2065 1085"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(e) Evaluate the Comets, ADP, STEM, Trades@Nerang and Quality Arts Programs to determine their impact on Year 12 and post-school outcomes.</p> <table border="1" data-bbox="1473 1222 2065 1262"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(f) Determine impact of existing partnerships on learning and wellbeing outcomes.</p> <table border="1" data-bbox="1473 1375 2065 1415"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table>	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															
2023	2024	2025	2026																																																															