Background:
Nerang SHS was opened in 1986 and caters for 850 students from Years 8 - 12. The current Principal, Mr Scott Ison, was appointed to the school in 2009.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in all domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture That Promotes Learning, Targeted Use of School Resources, An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Delivery and Effective Teaching Practice. Improved student achievement, the School Opinion Survey and anecdotal comments from staff members, students and parents validate school progress.
- The Teacher Professional Learning Community is characterised by shared norms and values, the de-privatisation of practice, effective collaboration and reflective dialogue.
- The explicit improvement agenda is well communicated and collectively understood. It informs all line management conversations, guides the development of faculty plans and is reflected in all school wide professional learning opportunities. The school budget process is collaborative, transparent and expertly aligned to the explicit improvement agenda.
- School leaders use data to drive strategic decision making, inform the school planning cycle and measure school progress.

Affirmations:
- The school has effective strategies to identify specific student learning needs and have implemented processes to address these needs. Examples include Club 95, Comet Classes and various learning support programs.
- The senior school curriculum offers an extensive range of high quality pathways including links to Griffith University, Vocational Education Programs as well as school based apprenticeships and traineeships.
- The school has effectively addressed the challenges of Junior Secondary through the development of extensive networks with feeder primary schools, the alignment of curriculum programs and the formation of extension and remediation programs.
- Curriculum differentiation is a current focus which is impacting positively on student learning.
- The school continues to meet all requirements of the Developing Performance Framework.

Recommendations:
- Further develop the Buddy Program to include a formal coaching and mentoring program where teachers have extended opportunities to learn from each other.
- Continue to build teachers’ data literacy skills to support a more independent use of data to inform teaching strategies. Focus teacher professional learning opportunities on improving all teachers’ capacity to manipulate curriculum, adjust pedagogy and alter classroom environments to meet the needs of all learners.
- Extend the school wide focus on high expectations to include all aspects of student learning, as well as student behaviour and uniform.
- Collaboratively develop a suite of accountability mechanisms to ensure all mandated changes to school policies, processes and practices are collectively enacted and routinely evaluated.
- Formalise student goal setting by including timelines, progress indicators and a cycle of review. Explore and implement strategies to engage parents and carers in this process.
- Further develop school targets to include Level of Achievement targets for all classes and individual students.
- Continue to collectively explore the connection between a teacher’s personal pedagogy, effective school wide teaching practices and the Dimensions of Learning Framework.