

Nerang 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 **Nerang State High School** from **3 to 6 May 2022**.

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.

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)
Troy Ascott	Peer reviewer
James O'Neill	Peer reviewer
Bert Barbe	External reviewer



1.2 School context

Indigenous land name:	Yugambah
Location:	Weedons Road, Nerang
Education region:	South East Region
Year levels:	Year 7 to Year 12
Enrolment:	1097
Indigenous enrolment percentage:	6.4 per cent (70 students)
Students with disability percentage:	8.2 per cent (90 students)
Index of Community Socio-Educational Advantage (ICSEA) value:	972
Year principal appointed:	2009



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 11 Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), three deans, 49 teachers, seven teacher aides, seven administration officers, Industry Liaison Officer (ILO), information technology support officer, two cleaners, 55 students and nine parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and Nerang Returned and Services League of Australia (RSL) and Memorial Club president.

Partner schools and other educational providers:

- Nerang State School principal and Gilston State School principal.

Government and departmental representatives:

- Division 5 Councillor for City of Gold Coast and ARD.



2. Executive summary

2.1 Key findings

Staff are strongly committed to seeing every student succeed

The principal articulates that the school motto *'Seek within – Strive beyond'* guides all members of the school community to ensure students achieve their very best.

Staff are committed to providing students with every opportunity for a well-rounded education that prepares them with the confidence and knowledge to succeed as young adults. The five school values of *'Persistence, Resilience, Integrity, Diversity and Empathy'* (PRIDE) are known to students.

Students and staff feel strongly connected to the school and demonstrate an understanding of the importance of positive and caring relationships, with students. They work actively to establish an understanding of all students' backgrounds and learning needs, with a range of support systems in place for students in need. Students indicate feeling comfortable in seeking support for their social, emotional and financial needs.

Teachers are cognisant of the need to ensure students engage in challenging, relevant and interesting tasks.

Leaders are committed to providing courses of study, programs of personal development, and extracurricular activities aimed at assisting each student to achieve their full potential. Significant energy and attention is invested in thorough planning and rigorous assessment.

In senior secondary, the school offers a breadth of programs including 19 Queensland Curriculum and Assessment Authority (QCAA) general subjects and 13 applied subjects. A range of Vocational Education and Training (VET) courses is also available to students, in addition to various programs offered by Registered Training Organisations (RTO). VET Trades@Nerang is a popular program at the school, with Year 11 and Year 12 students able to attain nationally recognised VET qualifications.

The student code of conduct describes a school-wide belief that all students have the right to be educated in a disruption-free environment.

Expectations for students include *'be on time, be prepared, be respectful, and be a learner'*. The school supports students to meet behaviour expectations through the use of a Responsible Thinking Classroom (RTC) with a consequence continuum that outlines eight levels within the RTC process. The Head of Department (HOD) – engagement and five deans assist students to meet the school's behaviour expectations. Many staff members articulate that the behaviour management system needs to be simplified and refined, with expectations and consequences made clearer to students. They express a view that this system requires a more consistent and streamlined approach, including in the application of consequences.



School leaders articulate the importance of highly effective teaching to driving whole-school improvement.

The change from the Dimensions of Learning instructional model to the New Art and Science of Teaching (NASOT)¹ was identified through the formation of the school's Pedagogy Task Group. A school implementation plan was developed with ongoing support from an external consultant. Many teachers articulate a surface knowledge of NASOT and what it should look like in their classes. They identify the need to further refresh whole staff understanding of and commitment to NASOT.

School leaders identify the importance of the development of an expert teaching team.

Leaders articulate that shared responsibility for student learning success and commitment to ongoing professional capability development are important aspects of an expert teaching team. They have introduced a range of organisational structures such as cycles of staff professional meetings and routine coaching for leaders and teachers. HODs and teachers articulate strong collegiality and collaboration within faculties. Some teachers refer to watching their peers teach and inviting them into their class for observation and reflection on teaching practice. Some HODs routinely model teaching practice for early career teachers within the faculty. The establishment and implementation of systematic modelling, observation and feedback to teachers on NASOT is yet to be developed.

The principal's mantra is 'every student, every lesson, every day'.

Teachers reference a number of priorities as being the Explicit Improvement Agenda (EIA) in 2022. These include literacy, differentiation, coaching, attendance, 'Nerang On-Track' and Masterbooks. Moving forward, many teachers identify the need to focus on pedagogy and behaviour management.

Leaders have introduced whole-school expectations and practices for teachers to identify and address the learning needs of every student in their classes.

A differentiation plan provides all teachers with the school's belief and purpose statements, stating 'all students are capable of success...using quality teaching matched to individual's needs and capabilities'. Structural differentiation is utilised to support the range of students, including signature programs in junior secondary. Leaders articulate a belief that students are performing at higher levels in senior secondary due to their involvement in the signature programs in Years 7, 8 and 9.

Student data is deemed as essential for effective school leadership.

The principal acknowledges the importance of whole-school data sets to inform school strategic planning and resourcing decisions. Teachers describe how this data is utilised to inform and guide school decision making. A school data plan has been documented,

¹ Marzano, R. J., & Wills, J. (2017). *The New Art and Science of Teaching (Quick Reference Guide)*. Hawker Brownlow Education.



outlining data sets and sources, purposes, responsible officers, and actions. The plan references attendance, behaviour, achievement, wellbeing, and attainment.

The principal adopts a strategic approach to the allocation of resources to support key school initiatives.

The school budget process is well planned and rigorous, and involves the distribution of funds to support priorities including the coaching and mentoring of staff. Faculty leaders manage allocated funds that support school priorities. Many staff indicate that they are supported with funding for innovative projects and ideas when requested.

Parents speak positively of the levels of care and support afforded their child.

Parents are supportive of the school and identify its ability to cater for students with a variety of interests and from diverse backgrounds. Parents recognise the strong commitment towards students and the approachability of the principal. Parents believe that the school represents the interests and character of the community. The school actively seeks ways to enhance student learning and wellbeing by working to partner with parents, families, government agencies and a range of community groups. Local government representatives, along with community and educational partners, speak positively of their interactions with teaching staff and The Leadership Team (TLT).



2.2 Key improvement strategies

Review and refine behaviour management processes and approaches to provide clarity of expectations and practices, and embed consistent implementation across the school within a culture of high expectations.

Adopt a strategic approach to reinvigorate staff understanding of, commitment to, and successful engagement with, NASOT.

Devise and systematically implement processes that provide modelling, observation, and feedback opportunities for teachers.

Further refine, communicate and enact a precise EIA to promote increased clarity, consistency and sustainability of practice with a specific focus on pedagogy and behaviour management.

Evaluate the school's signature programs and approaches to structural differentiation to determine their impact on Year 12 and post-school outcomes for those students.