Background:
Nerang SS, situated on the Gold Coast, is part of the South East Region. The school has a very diverse student population including nine per cent Indigenous and a significant percentage of students from a non-English speaking background. Nerang SS has recently become part of the Next Steps initiative. There are currently 396 students in 16 classes.

Commendations:
- Since the previous Teaching and Learning Audit there has been significant progress in the domains of Systematic Curriculum Delivery, Differentiation and Effective Teaching Practices.
- There is evidence that the Principal and other school leaders see the development of staff members into an expert and coherent school wide teaching team as central to improving outcomes for all students.
- Staff members are collegial and passionate about their ongoing professional learning. Teachers participate in writing, reading and mathematics action learning projects which are facilitated by coaches and mentors.
- The Principal and other school leaders have analysed school performance data over a number of years and are aware of trends in student achievement levels. This data has informed the professional learning plan focus areas.
- School leaders and teachers are clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research and to use evidence based strategies.
- The school is successfully implementing Curriculum into the Classroom (C2C) units in English, mathematics and science and continuing to deliver the essential learnings in the other key learning areas.
- There is a strong focus on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace.
- Staff members plan collaboratively and work as supportive teams. Staff morale is generally high.
- School leaders and all staff members are highly committed to every student’s wellbeing and learning improvement. A high priority has been given to understanding and addressing the learning needs of all students in the school. There is a range of innovative support, extension, across-class and across-year level programs, which engage and challenge students at their level of need, such as school of distance education mathematics, cultural clubs, special interest clubs, Stephanie Alexander Kitchen Garden, science challenges, activities room, Monopoly program, music and sport.
- It is recognised throughout the school that some students require significant adjustments to their learning programs.

Affirmations:
- There is a documented school plan for the annual collection of student outcome data.
- Teachers are open to constructive feedback.
- Teachers moderate student assessments each term.
- Year level literacy and numeracy benchmarks have been developed.
- The school provides opportunities for teachers to take on leadership roles outside the classroom.
- The induction program for new teachers is supportive.
- The school is implementing the Department’s Developing Performance Framework as the basis for professional discussions with staff members.
- Teachers throughout the school provide explicit teaching of skills and content which includes clearly stating the lesson intent through We Are Learning To (WALT) (What I’m Looking For (WILF), and This Is Because (TIB)).
Recommendations:
- Communicate the improvement agenda, couched in terms of specific improvements, sought in student performances to the whole school community.
- Ensure targets for improvement, with timelines, are clear, known and owned by all staff members and are rigorously actioned. Consider developing personalised learning with individual student/cohort targets especially for higher achievers and those students achieving in the upper two bands.
- Monitor the impact of reading, writing, spelling, mathematics and science action learning projects. Encourage teachers to take responsibility for the changes in their practice required to achieve school targets and to use objective data as evidence of successful teaching.
- Support a strong collegial and self-reflective culture in which teachers are open to critique and teachers regularly invite leaders and colleagues to visit their classrooms to observe teaching and provide feedback.
- Review the whole of school process for providing feedback to students.