

Nanango 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

Nanango State High School acknowledges the Traditional Custodians of the land where we live and learn, the Wakka Wakka people, and we pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs South West Region
Year levels	Years 7 to 12
Enrolment	520
Aboriginal students and Torres Strait Islander students	16.7%
Students with disability	26.9%
Index of Community Socio-Educational Advantage (ICSEA) value	914

About the review

 3 reviewers from 10 to 12 June 2025	 160 participants	 68 school staff
 65 students	 19 parents and carers	 11 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Sharpen line-of-sight processes, including an ongoing focus on instructional leadership, to realise consistent and sustained successful enactment of all elements of the Explicit Improvement Agenda.

Domain 6: Leading systematic curriculum implementation
Sharpen leaders’ and teachers’ understanding of the K–12 curriculum, assessment and reporting framework requirements to build shared knowledge and capability in curriculum planning and assessment.

Systematically enact agreed moderation practices at multiple junctures to strengthen teachers’ understanding of the intended curriculum and enhance assessment literacy.

Domain 8: Implementing effective pedagogical practices
Broaden leaders’ and teachers’ knowledge and understanding of the 3 principles of pedagogy to inform deliberate, responsive and timely pedagogical decisions that meet all students’ learning needs.

Domain 7: Differentiating teaching and learning
Broaden teachers’ capability in differentiation to equip teachers with practical classroom strategies that support all learners, particularly those requiring greater challenge.

Key affirmations



Parents and students express appreciation for the caring and respectful relationships staff cultivate, which are building a positive school culture.

Staff, parents and students appreciate the school culture of trust and support that has been developed. Students emphasise feeling respected and valued and affirm how this encourages their attendance at school. Staff appreciate the genuine support they receive from leaders and colleagues. Staff and students comment that regular celebrations of their success reinforce a sense of belonging and pride. Parents value teachers’ work to meet their child’s learning and wellbeing needs. Leaders affirm a focus on ‘ensuring every student achieves to their full potential’.



Leaders highlight how they prioritise providing professional learning aligned with strategic focus areas to drive continuous school improvement.

Staff value how leaders support and encourage their engagement with professional learning. Leaders highlight the support that is provided for early career teachers. These teachers speak appreciatively of the provision of mentors, observations, and weekly meetings and comment on the value of the insights they gain through these initiatives, which enhance their day-to-day teaching practice. Leaders and teachers appreciate the creation of a Head of Department (HOD) position focused on teaching and learning. They celebrate the difference this position, in concert with other HODs, is making to curriculum, teaching and learning. Teachers highlight how this role has enhanced their access to Classroom Profiling and practical professional learning opportunities.



Students express appreciation for the variety of opportunities provided that increase their pathway options and enhance their personal growth.

Leaders highlight the extensive suite of subject offerings in the senior school. They promote a wide range of General, Applied and vocational options to cater to a broad range of student pathways. Staff, students and parents celebrate a rate of 100% Queensland Certificate of Education or Queensland Certificate of Individual Achievement attainment maintained over many years. Students appreciate the individualised tracking and support they receive through their senior years, including access to university headstart programs, UniPrep courses and TAFE courses. Leaders and teachers affirm the approach to Year 10 as a transition to the senior school. They highlight opportunities for students to engage in subjects to support their transition into the right subjects for their identified pathway.



Staff and community members praise the range of established partnerships with local schools, community organisations and businesses that benefit student wellbeing, engagement and learning.

The principal highlights the importance of the partnerships developed locally to support student outcomes. They appreciate how these community connections provide scholarships and fund student programs. Students express gratitude for the additional opportunities available to them because of these community contributions. Parents, teachers and students appreciate the range of student and family wellbeing and support services within the school and local community. Members of these support services groups appreciate the genuine partnership created with school staff through open and trusting communication. They value the longevity of the working relationship with school staff to support students and families.