



**Centenary State High School**

# **ANNUAL REPORT**

# **2016**

**Queensland State School Reporting**

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Centenary State High School is a highly regarded co-educational school of approximately 1470 students, located in the Centenary Suburbs in Brisbane's west. The school is 14 kilometres from the city centre, close to universities and major public transport routes. Centenary State High School is a high demand school set amongst natural bushland yet close to all the amenities of Brisbane city.

A tradition of excellence and high achievement is firmly embedded in all aspects of learning and articulated clearly in the school's motto 'Quality Learning Quality Futures'. The school's service delivery is underpinned by five couplets of values: Respect and Integrity; Aspiration and Achievement; Resilience and Commitment; Collaboration and Community; Innovation and Creativity. The school has an enviable record of student achievement across academic, sporting, cultural and civic realms. The school consists of two sub schools catering for the different learning and wellbeing needs of Junior and Senior Students. Across both schools there is a focus on the development of the whole individual, setting high academic standards but scaffolding these with a strong pastoral care program. The school develops well rounded and successful young adults who are ready to meet the challenges of the 21st century world beyond the school gate.

## Principal's Foreword

This report outlines Centenary State High School's progress over 2016 in achieving its strategic goals. The report includes broad ranging performance data and an overview of school strategy.

### School Progress towards its goals in 2016

SCHOOL STRATEGIC PRIORITIES	PROGRESS	DESCRIPTION
Writing for Learning – Skill the Senior Leadership Team as Leaders of Learning	Completed	SLT worked with Yvana Jones as a Literacy Coach. Writing practices made explicit in Faculty Plans.
Writing for Learning – Implement Consistent Writing Practices across the School	Partially Completed	Multiple strategies including – Quarterly literacy foci, Instructional Feedback on Writing Strategy; Literacy Intervention Teachers; Regular extended writing across classes.
Writing for Learning – Develop an Expert Writing Team	Completed	Writing Team using an Intervention Model developed. Coached by an external consultant.
Pedagogy for Innovation and Engagement – Skill Staff in Digital Pedagogy Skills	Completed	All staff engaged in cluster PD on Digital Pedagogy. All faculties subsequently developed an elearning goal.
Pedagogy for Innovation and Engagement- ASOT as the school's Pedagogical Framework	Completed	Staff completed PD on Lesson Segments [DQ2,3,4] across the year.
Collegial Mentoring	Completed	All staff participated in peer observations on focussed areas of improvement.

Future Outlook

PRIORITY AREA	KEY TARGETS
<p><b>Systematic Curriculum Development and Delivery</b></p> <ul style="list-style-type: none"> <li>Review of Junior Secondary curriculum documentation with a view to ensure consistency across faculties and alignment within programs</li> <li>Embedding of Digital Literacy Plan across curriculum delivery</li> <li>Review of Year 10 as preparatory year of the Senior School within the emerging SATE system.</li> <li>Priority Professional Development in Australian Curriculum (Region) and SATE (QCAA)</li> </ul>	<ul style="list-style-type: none"> <li>Year 12 Outcomes                             <ul style="list-style-type: none"> <li>80% of OP eligible students receive an OP 1-15</li> <li>100% of student who apply through QTAC receive a tertiary offer</li> <li>100% QCE Attainment</li> <li>QCS Mean &gt; 175</li> </ul> </li> <li>NAPLAN                             <ul style="list-style-type: none"> <li>Average Relative Gain Higher than Peers average 25%</li> <li>Average Relative Gain less than Peers average &lt;15%</li> <li>&gt;90% NMS All strands</li> <li>&gt;25% U2B All strands</li> <li>&gt; Australian Means All strands</li> </ul> </li> <li>8-12 Subject Performance                             <ul style="list-style-type: none"> <li>60% A, B in Semester Reports</li> </ul> </li> <li>School Opinion Surveys                             <ul style="list-style-type: none"> <li>Parents &gt; 95% Satisfied This is a Good School</li> <li>Staff &gt; 95% Satisfied This is a Good School</li> <li>Students &gt;95% Satisfied This is a Good School</li> </ul> </li> <li>Pedagogical Framework                             <ul style="list-style-type: none"> <li>Walkthroughs indicate that at least 90% staff utilising Centenary Classroom Practices</li> <li>At least 90% students can articulate goals of the lesson</li> <li>All staff engaged in Design Questions through Collegial Mentoring</li> </ul> </li> <li>Brand Health                             <ul style="list-style-type: none"> <li>Proportion of Feeder School Year 6 Enrolment – 70%</li> </ul> </li> </ul>
<p><b>Writing for Learning</b></p> <ul style="list-style-type: none"> <li>Development of a school writing coach</li> <li>Development of writing mentor roles across the school</li> <li>Continued roll out of whole school differentiated instructional strategies</li> </ul>	
<p><b>Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>Priority focus on ASOT DQ8 Establishing and Maintaining Effective Relationships with Students</li> <li>Implementation of a new Student Forum Structure</li> <li>Implementation of Track Ed for Junior School</li> <li>Implementation of Wheel of Wellbeing (WOW) Framework</li> </ul>	
<p><b>Pedagogy for Innovation and Engagement: Thinking</b></p> <ul style="list-style-type: none"> <li>Development of PLC – Thinking</li> <li>Increase staff awareness of approaches to thinking through a staff philosophy group</li> <li>Use of # Thinking as an explicit teaching tool utilising DOL Dimensions 3 and 4 and Ellerton’s Critical Thinking Matrix</li> </ul>	
<p><b>Pedagogy for Innovation and Engagement: Digital</b></p> <ul style="list-style-type: none"> <li>Continued roll out of school BYOx solution</li> <li>Technology Showcase through CLASS Schools</li> <li>Development of Multiplatform App list for use in classrooms through BYOx solutions</li> <li>Further staff engagement with programs for collaboration and professional learning eg OneNote</li> </ul>	

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1214	583	631	24	95%
<b>2015*</b>	1373	657	716	29	96%
<b>2016</b>	1429	686	743	32	96%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the Student Body

#### Overview

Although the Index of Community Socio-Educational Advantage (ISCEA of 1040) positions the school above the Australian mean, the school consists of a broad socio economic mix. The majority of feeder suburbs to the school are close to the Australian weekly income average. The education levels of adults residing in Centenary's feeder catchment area are generally higher than the Australian average. The school community generally values education and is supportive of the school.

Although the majority of the student population are Australian born and English speaking the school does have a significant multicultural population. About 20 per cent of our students have a language background other than English. Significant ethnic groups within the school are Vietnamese, Chinese, Arabic and Hindi

#### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	24	24
Year 11 – Year 12	18	18	20

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The dual school structure of Junior and Secondary School is the chief differentiating factor in the curriculum delivery at Centenary. In the Junior School there is an overriding focus on the development of core skills coupled with student exposure to all key learning areas. In the Senior School the priority focus is on student pathway development supported through a range of subject choice and external partnerships.

The school's distinctive curriculum offerings include

- An innovative curriculum structure allowing for vertical progression
- University links facilitating tertiary study
- Flexible OP/VET pathways across Years 10-12
- Distinctive Junior Secondary School
- High quality instrumental music program
- Extensive Arts subject offerings in state of the art facilities
- Program of Excellence in Performance
- Program of Excellence in Maths Science (Excel)
- Asian Learning Centre: Mandarin
- Year 7 Scholarship program
- Award winning Education Adjustment Unit catering for the needs of students with a disability including visually impaired students
- Extensive Arts subject offerings in state of the art facilities

### Co-curricular Activities

The school offers a broad range of Extra Curricular programs which provide students with opportunities to engage in activities which extend their learning in the Arts, Sport and Academics. The school is particularly renowned for its vibrant performance department. In 2016 the school was placed nationally in Choral competition.

The school offers a full range of sporting opportunities allowing students both to participate and excel. In recent years the school has focussed on Athletics as a target sport and won the Brisbane West Championships in both 2015 and 2016.

The school's proximity to the University of Queensland allows for close links with this institution. The teaching staff dedicate extensive time and energy to these programs and they are highly valued by our community.

**How Information and Communication Technologies are used to Assist Learning****How Information and Communication Technologies are used to improve learning**

Digital technology is driving some of the biggest changes in our era, and therefore it plays an integral part in the education of every student at Centenary SHS. In 2016, the school continued our focus on providing for an effective and affordable use of ICTs through the use of Education Queensland's BYOx solution. This enables students' greater access to the school network using their own personal devices which allows for a seamless transition from school to home. It allows all students to use their own devices easily and effectively across the curriculum. Additionally, the school maintains a number of computer labs and laptop trolleys available for student use. As student numbers have increased, so too has the need for classrooms and therefore the effective use of school facilities. Centenary SHS has moved to increasing the number of laptop trolleys available for student use, lessening the need for permanent computer labs around the school. The school operates with a computer to student ratio of 1:3.

- 3 labs with 25 or more computers
- 4 labs with 20
- 2 labs with 16
- 1 labs with 10
- 382 Laptops for student use across 22 trolleys
- 10 laptops in a trolley for supply teacher use

The school continues to maintain its ICT Facilities with a focus on ensuring every classroom has the necessary tools to provide students with all their ICT requirements. Essential to the school network, the core servers were replaced to ensure continued high speed access to school data and the internet. With every classroom having access to a data-projector, our focus is to maintain high quality delivery through an ongoing replacement program.

Our students engage in ICTs seamlessly throughout their learning activities and assessment tasks across all curriculum areas with a focus on improving students' Digital Literacies. A review of the schools' usage of ICTs throughout the school curriculum was undertaken to develop the first Digital Literacy Framework. It identified the Digital Technology capabilities that the students are engaged with and allows us to ensure that we provide all students with the skills and capabilities throughout the curriculum to prepare for the future.

The students investigate various software applications to participate in a wide range of tasks, with activities including three-dimensional mapping, scientific and mathematical investigations using an array of digital probes, robotics to advanced computer programming, 3D Design, printing and laser cutting. All students from year 7 participate in focused STEM orientated Robotics and Coding classes providing them with the rich skills required for the jobs of tomorrow. Students also get an opportunity to participate in various national computer competitions such as the Australian Informatics Competition and the ICAS examination.

## Social Climate

**Overview****Parent, Student and Staff Satisfaction**

A culture of strong standards and high expectations supports a positive learning culture. Centenary SHS has a student-centred focus recognising that a positive sense of student connectedness to the school is essential to deliver quality learning and social outcomes for all students. Students are supported by a Home Group (HG) pastoral care program with a focus on the well-being of students as individuals and specialised year level connect pastoral programs supporting the needs of year level cohorts across Years 7 to 12.

The Year 7 and 8 HG programs strongly focus on Anti Bullying with the Friends Program with various component programs run throughout the year. Specialist programs such as Sticks and Stones are offered to select students. This support program is supplemented by the services of a highly skilled support team of Guidance Counsellors, Youth Health Nurse, School Chaplain and the Diverse Learning Centre promoting student welfare.

The 2014 School Discipline Audit reported that the school is operating at high to outstanding levels across the domains of the audit.

The 2016 Parent Survey provides further evidence of a positive school culture

## Parent opinion survey

PERFORMANCE MEASURE			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	96%	98%
this is a good school (S2035)	95%	94%	98%
their child likes being at this school* (S2001)	95%	95%	98%
their child feels safe at this school* (S2002)	98%	96%	98%
their child's learning needs are being met at this school* (S2003)	92%	93%	96%
their child is making good progress at this school* (S2004)	92%	95%	98%
teachers at this school expect their child to do his or her best* (S2005)	94%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	94%
teachers at this school motivate their child to learn* (S2007)	93%	91%	94%
teachers at this school treat students fairly* (S2008)	94%	92%	91%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	97%
this school works with them to support their child's learning* (S2010)	88%	92%	95%
this school takes parents' opinions seriously* (S2011)	89%	93%	93%
student behaviour is well managed at this school* (S2012)	88%	93%	96%
this school looks for ways to improve* (S2013)	95%	96%	97%
this school is well maintained* (S2014)	95%	97%	98%

## Student opinion survey

PERFORMANCE MEASURE			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	98%	91%
they like being at their school* (S2036)	90%	98%	90%
they feel safe at their school* (S2037)	100%	96%	88%
their teachers motivate them to learn* (S2038)	92%	90%	86%
their teachers expect them to do their best* (S2039)	96%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	89%	95%	90%
teachers treat students fairly at their school* (S2041)	79%	86%	76%
they can talk to their teachers about their concerns* (S2042)	81%	80%	63%

PERFORMANCE MEASURE			
Percentage of students who agree# that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	77%	90%	73%
student behaviour is well managed at their school* (S2044)	78%	81%	69%
their school looks for ways to improve* (S2045)	93%	96%	86%
their school is well maintained* (S2046)	95%	93%	86%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	88%

### Staff opinion survey

PERFORMANCE MEASURE			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	95%	96%
they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
they receive useful feedback about their work at their school (S2071)	87%	91%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	73%	77%
students are encouraged to do their best at their school (S2072)	98%	100%	97%
students are treated fairly at their school (S2073)	93%	98%	98%
student behaviour is well managed at their school (S2074)	89%	92%	86%
staff are well supported at their school (S2075)	75%	88%	86%
their school takes staff opinions seriously (S2076)	72%	77%	83%
their school looks for ways to improve (S2077)	92%	97%	96%
their school is well maintained (S2078)	95%	95%	95%
their school gives them opportunities to do interesting things (S2079)	84%	91%	90%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Centenary SHS involves parents in the school's decision making through:

- working closely with the school's P&C and sub-committees
- engaging parent and community perspective and expertise through the School Council
- including parent representatives on strategic decision making groups
- hosting regular information nights and forums
- seeking parental feedback through surveys throughout the year
- encouraging direct email contact between parents and teachers
- encouraging parent involvement with school events
- facilitating performance feedback through formal surveys

Centenary SHS respects the proactive role the local community took in the establishment of the school. As such we value highly the input of our community in both our program delivery and strategic decision making.

Parent Groups such as the Arts Support Committee are particularly active in the school.

### Respectful relationships programs

The school's Home Group Program addresses the social and affective needs of its students. The program is cohort based allowing the delivery to be tailored to the developmental needs of the students. Respectful Relations is a key component of delivery across the Year 7 -10 program. It is reinforced in the Year 11 and 12 Program with a focus on post school life.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	93	127	132
Long Suspensions – 6 to 20 days	0	8	10
Exclusions	3	0	4
Cancellations of Enrolment	11	5	6

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school has worked proactively to reduce its environmental footprint through targeting discretionary electricity use eg light and fan use. In addition increased monitoring has reduced the number of water leaks experienced. The schools has invested significantly in more solar panelling in 2016 to support increased air conditioning.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	594,922	19,802
2014-2015	614,129	20,178
2015-2016	605,442	11,785

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

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Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	109	36	0
Full-time Equivalents	104	30	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	8
Graduate Diploma etc.**	3
Bachelor degree	94
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$50517

The major professional development initiatives are as follows:

- Art and Science of Teacher Training
- Collegial Mentoring
- Digital Pedagogy
- Writing to Learn

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	91%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

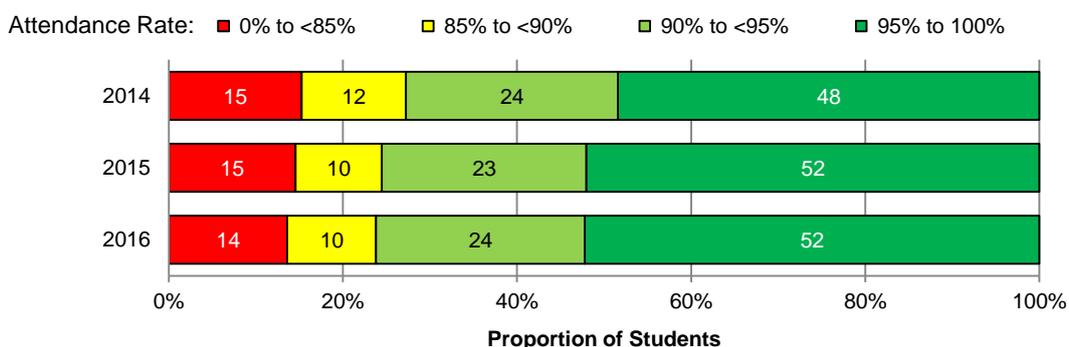
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									95%	92%	92%	89%	92%
2015								95%	94%	92%	90%	92%	91%
2016								95%	93%	91%	90%	92%	93%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- Rollmarking five times per day: Home Group [HG] and four x 70 minute lessons.
- Truancy Calls – for all unexplained absences, SMS messages or phone calls are sent to parents after HG rollmarking each day.
- Discrepancy Reports - computer generated report which collates daily roll marking of classes. This report identifies students who are missing in lessons when they have been marked present in any lesson that day. Parents are contacted and detentions are issued accordingly.
- A mail out of three consecutive day absence is conducted weekly and followed up by the Deputy Principals with students and parents.
- Deputies regularly review total absences.

Unexplained absence letters posted to parents at the end of each term

Affirmative strategies such as 100% Attendance Certificates and Home Group Attendance competitions are facilitated.

### NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

## Find a school

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	192	193	217
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	4
Number of students receiving an Overall Position (OP)	108	106	124
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	43%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	21	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	184	191	205
Number of students awarded an Australian Qualification Framework Certificate II or above.	104	112	202
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	186	191	213
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	81%	83%	79%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	99%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	19	35	33	20	1
2015	16	38	34	16	2
2016	22	36	40	25	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	172	52	76
2015	184	69	66
2016	56	199	84

As at 3rd February 2017. The above values exclude VISA students.

- Certificate I: The school have moved away from a broad delivery of Certificate 1s in lieu ensuring as a minimum standard that all students complete at least a Certificate 2 qualification. 56 Certificate 1 qualifications were issued across areas such as Work Education, Information, Digital Media & Technology (IDMT), Furnishing and Agrifoods.
- Certificate II: 93.1% of Year 12s were awarded a Certificate II in 2016. Overall 199 Certificate II qualifications were awarded across areas such as Information, Digital Media & Technology (IDMT), Business, Workplace Practices, Tourism and Skills for Work & Training.
- Certificate III or above: ~587% of Year 12s were awarded a qualification at Certificate III or above in 2016. 84 Certificate III qualifications were awarded across Active Volunteering, Early Childhood Education and Care, Fitness, and 21 Diploma-level qualifications in Business were awarded.

#### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	80%	94%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	117%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.centenaryshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

A significant proportion of students who leave before senior exit do so as a result of parental employment transfer or a change in personal situation. In the Senior Phase most early leavers transition directly into employment or increasingly into a targeted training program.

## Conclusion

Centenary SHS lives its vision of *Quality Learning Quality Futures*. In recent years the school has experienced improvement in key outcomes particularly at exit level whilst further enriching the co-curricular life of the school. The school continually reflects upon practice and looks to adopt evidence base strategy to improve learning and opportunity. The school enjoys strong local community support and is committed to providing secondary schooling excellence for the Centenary Suburbs.