Centenary State High School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

Postal address:	PO Box 321 Mount Ommaney 4074
Phone:	(07) 3373 4555
Fax:	(07) 3373 4500
Email:	principal@centenaryshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	John Brew

School Overview

Centenary State High School is a highly regarded co-educational school of approximately 1450 students, located in the Centenary Suburbs in Brisbane's west. The school is only 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 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

Introduction

This report outlines Centenary State High School's progress over 2017 in achieving its strategic goals. The report includes broad ranging performance data and an overview of school strategy.

School Progress towards its goals in 2017

SCHOOL STRATEGIC PRIORITIES	PROGRESS	DESCRIPTION
Systematic Curriculum Development and Delivery	Partial – expected completion 2018	Aligning with the Region's Professional Development Program on Australian Curriculum a revision of existing and a writing of new curriculum documents.
Student Wellbeing	Completed	Responding to Student SOS data a series of targeted strategies implemented to improve student connectedness to the school and trust of teaching staff.
Writing for Learning	Partial – expected completion 2018	Writing intervention through teacher writing mentors working directly with students.
Pedagogy for Innovation and Engagement – Digital Literacy	Partial - ongoing	Improving staff capability through professional development and refinement of BYOx Scheme.
Pedagogy for Innovation and Engagement – Thinking Skills	Completed	Project across Science and Humanities developing transferrable strategies

Queensland
Government

Future Outlook

2018 School Improvement Priorities

Quality Teaching and Learning

Strategy: Development of a rigorous and systematic whole school curriculum, assessment and reporting plan aligned to the Australian Curriculum			
ACTIONS	**TARGETS**	**TIMELINES**	**RESPONSIBLE OFFICER/S**
Ensure curriculum programs align with V8 Australian Curriculum and are executed as per the school AC Implementation Plan.	All curriculum documents are written	End of 2018	HODs
Identification and mapping of the cognitive verbs across the curriculum 7-12 to ensure that they are explicitly taught.	All Faculties completed a mapping document.	Mapping completed by the end of 2018	HODs
Develop and execute a school wide plan for the successful implementation of the structural and affective elements of the new senior curriculum	Plan developed and executed	End of T1	Lead – Adam Richter
Strategy : To build teacher expertise in delivering student focussed learning with an explicit focus on best practice pedagogy.			
ACTIONS	**TARGETS**	**TIMELINES**	**RESPONSIBLE OFFICER/S**
Build the capability of teachers to differentiate for all students and enact this in their classroom practice through: • Sharing best practice case studies (e.g. class dashboard). • Provision of professional development across the school year • Embedding focussed teaching practices for students with diverse learning needs through co-teaching.	Evidence of best practice across LAs shared through staff meetings. Differentiation focus in PD calendar Successful co-teaching observed in classrooms	End of 2018	SLT
Build the capability of teachers to plan for and explicitly teach the cognitive verbs and associated skills of their subjects across 7 – 12 through: • Targeted faculty learning experiences to deepen their knowledge of relevant curriculum documents. • Feedback routines that engage teachers in critical reflection and robust conversations about their practice.	Increasing evidence across the year through planning documentation and classroom observation of the explicit teaching of cognitive verbs & skills.	End of 2018	SLT

Queensland Government

CONTINUING .. Strategy : To build teacher expertise in delivering student focussed learning with an explicit focus on best practice pedagogy.			
ACTIONS	**TARGETS**	**TIMELINES**	**RESPONSIBLE OFFICER/S**
Build awareness and capability of teachers to deliver curriculum through increasing student focussed learning experiences. Examples include collegial mentoring focus; professional development, project based learning opportuniites.	Increasing evidence across the year through planning documentation and classroom observation of student focussed learning experiences.	End of 2018	SLT

Strategy: Build the capability of teachers to provide quality writing instruction through the content of the Australian Curriculum informed by research and evidence based practices			
ACTIONS	**TARGETS**	**TIMELINES**	**RESPONSIBLE OFFICER/S**
Build the capability of teachers to utilise evidence based writing instruction in their classroom through: • The provision of quality professional development including the staged rollout of the Write that Essay Professional development program (starting with English & Humanities).	Train >30 staff by Sem 1. Phase 2 – next 30 staff Sem 2.	Sem 1 Sem 2	Deputy Principal
• Provide professional development and release time to key mentor teachers to lead the implementation of evidence based strategies (including WTE) and to engage selected Year 7 and 10 teachers in a PLC to evaluate student writing data through inquiry cycles.	PLC Inquiry cycles show improvement in student writing for target groups e.g. 60% A & Bs.	Every term	Writing Mentors Deputy Principal
• Develop and implement a professional development and coaching plan to build the capacity of teachers to understand the literacy standards expected of students at year level junctures across the P – 10 Queensland Literacy Continuum. The coach will assists teachers to develop strategies to support students to attain these skills and in particular will focus on the aspects of writing and vocabulary. This will include engaging staff at the whole school, faculty and individual level in literacy coaching.	By end of 2018 all staff familiar with P -10 Literacy Continuum.	End of Sem 2 2018	Literacy Coach Deputy Principal
• Provide release time for Literacy Warm-Up Coordinator to continue to develop and builds upon the existing literacy warm-up bank of resources for teachers to utilise in their lessons. A particular focus will be placed on high yield	NAPLAN U2B Writing Year 7 25% Year 9 25%	End of 2018	Literacy Warm-up coordinator

strategies that target surface, deep and transfer learning. The Literacy Warm-Up Coordinator will also support and complements the work of the Literacy Coach and Writing Mentors where appropriate.	QCS Writing Task > State Mean Literacy resource bank is developed and is accessed by staff across curriculum		Deputy Principal

Collaborative Learning Culture

Strategy: Investigate and implement agreed coaching practices for all key school initiatives to support leadership and teacher practice, for both individual and groups.			
ACTIONS	**TARGETS**	**TIMELINES**	**RESPONSIBLE OFFICER/S**
Develop a whole school coaching framework for a range of coaching purposes eg instructional, growth	Policy Document & resources completed.	End Sem 1	Admin SLT reps.
Facilitate professional learning for the SLT around the provision of effective feedback with a view to expand this across the staff.	100% SLT visibly utilising improved feedback/ coaching strategies. Greater focus on T&L at SLT.	End of Year	John Brew SLT reps

Strategy: Revamp Collegial Mentoring to align more closely with school priorities to enhance effectiveness.			
ACTIONS	**TARGETS**	**TIMELINES**	**RESPONSIBLE OFFICER/S**
Seek staff feedback on strategy to improve the value and effectiveness of Collegial Mentoring.	Feedback strategy completed.	End of Term 1	SI HOD
Align Collegial Mentoring with 2018 school priorities. Common school focus for all episodes of collegial mentoring and scope for staff to identify an additional area for feedback.	All teaching staff more satisfied with the process across two rounds.	End of Year	SI HOD

Strategy: Expand Opportunities for teachers to engage in PLCs, coaching and other cycles of inquiry processes, to more deeply engage in critical reflection of teaching practices.			
ACTIONS	**TARGETS**	**TIMELINES**	**RESPONSIBLE OFFICER/S**
Review and refine protocols for PLC operations – purpose, membership, resources and sustainability	PLC Framework reviewed and endorsed by SLT	Term 2	SI HOD DP – Kelsey Oakes
PLC meeting time scheduled and identified in the	Calendar revised	End of Term	SI HOD

		1	
school Professional Leaning Calendar			
Model the use of the Inquiry Cycle to build teacher capacity to utilise it independently and in future PLCs.	Cycle modelled at whole school and faculty level.	Through year	SLT

Strategy: Devise and utilise opportunities to work collaboratively across schools to enhance practices at each school.

ACTIONS	TARGETS	TIMELINES	RESPONSIBLE OFFICER/S
Design and implement collaborative project to further prepare for SATE confirmation readiness, through moderation of 2018 Year 10 assessment design	Alliance Meetings culminating in assessment instrument design.	Initiate beginning Term 1	Adam Richter Principal
Continue to engage in CLASS cluster moderation planning and meetings	Year 7 teachers take part in moderation meetings	Meetings Semester 1 and 2	JS HOD

Connectedness

Strategy: Pursue Opportunities for local and community engagement through curriculum and learning opportunities.

ACTIONS	TARGETS	TIMELINES	RESPONSIBLE OFFICER/S
Scan school community for opportunities to engage staff and students in community projects. Aim to expand on local community links already established.	Focus committee developed to conduct scan	By the end of Term 1	Admin & SLT
Develop a local community based project that engages staff and students	At least one project that engages multiple year levels	By the end of Term 3	Admin & SLT

Strategy: Enhance and develop new opportunities to support student and staff wellbeing and diversity.

ACTIONS	TARGETS	TIMELINES	RESPONSIBLE OFFICER/S
Develop and implement a whole school model for student support and inclusion.	Policy and procedures developed.	By the end of term 4	HOSE
Develop a policy and rationale document for Learning Support	Policy and procedures developed	By the end of term 2	DP / LS Coordinator
Create opportunities to develop school spirit and	School spirit initiatives	Ongoing	Student

student connectedness	developed & implemented	throughout 2018	Wellbeing Coordinator

| Strategy: Articulate shared school values that are evidenced in practice and aligned to community expectations |||||

ACTIONS	TARGETS	TIMELINES	RESPONSIBLE OFFICER/S
Review current school value statements. Scan school community and seek feedback and input from representatives of the school community	Collaborative review of current school values	By end of Term 3	Admin & SLT
Advertise and promote new school value statements across whole school community	Promotional artefacts developed	By the end of Term 4	Admin & SLT

Key 2018 Targets

Year 12 Outcomes
• 75% of OP eligible students receive an OP 1-15
• 100% of student who apply through QTAC receive a tertiary offer
• 100% QCE Attainment
• QCS Mean > 172
NAPLAN
• Average Relative Gain Higher than Peers average 25%
• Average Relative Gain less than Peers average <15%
• >90% NMS All strands
• >25% U2B All strands
• > Australian Means All strands
7-12 Subject Performance
• 60% A, B in Semester Reports
School Opinion Surveys
• Parents > 95% Satisfied This is a Good School
• Staff > 95% Satisfied This is a Good School
• Students >95% Satisfied This is a Good School
Pedagogical Framework
• Walkthroughs indicate that at least 90% staff utilising Centenary Classroom Practices
• At least 90% students can articulate goals of the lesson
• All staff engaged in Design Questions through Collegial Mentoring
Brand Health
• Proportion of Feeder School Year 6 Enrolment – 70%

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1373	657	716	29	96%
2016	1429	686	743	32	96%
2017	1483	702	781	31	96%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	23
Year 11 – Year 12	18	20	20

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 a primary focus on the development of core skills coupled with student exposure to all key learning areas. In the Senior School the 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 2017 the school choir received gold awards at the Choral Fanfare and won several awards at the Central Queensland University Jazz Festival.

Students also enjoyed the opportunity to travel and engage in community service in an Antipodean Tour of Vietnam.

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 2015, 2016 and 2017.

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

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 2017, the school continued our focus on providing for an effective and affordable use of ICTs through the continued 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. During 2017, the school trialled an electronic platform for delivery of textbooks and online content for students. This has led to the rollout of digital eBooks for use by all year seven students in 2018. Additionally, the school maintains a number of computer labs and laptop trolleys available for student use. Centenary SHS has maintained a high number of laptop trolleys available for student use across all faculties, lessoning the need for permanent computer labs around the school. The school operates with a computer to student ratio of 1:2.5

- 3 labs with 25 or more computers
- 2 labs with 20
- 3 labs with 16
- 3 labs with 10
- 430 Laptops for student use across 26 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 effective use of technology across the school, we have begun planning for a full upgrade of the school fibre optic cabling and switches to provide ultra-high-speed access to school data and the internet. Along with this, the school has also begun the process of doubling our internet bandwidth to cater for the delivery of rich online content without delay. With every classroom having access to a data-projector, our focus is to maintain high quality delivery through an ongoing replacement program costing $35,000 per year.

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 entire school curriculum was first undertaken in 2016 to develop the first Digital Literacy Framework. It is reviewed yearly to identify the Digital Technology capabilities that the students are engaged with and also allows us to ensure that we provide all students with the skills and capabilities throughout the curriculum to prepare for the future.

The students 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 are encouraged to become the problem solvers of tomorrow by participating in rich STEM learning tasks. Within class and through extra-curriculum activities, students are continually provided with opportunities to extend their learning throughout the many focuses of STEM. They also get an opportunity to participate in various national computer competitions such as the Australian Informatics Competition and the ICAS examination.

Social Climate

Overview

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 2017 Teaching and Learning Audit commended the school on its positive and inclusive culture. This is similarly reflected in the 2017 School Opinion Survey.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	98%	98%
this is a good school (S2035)	94%	98%	99%
their child likes being at this school* (S2001)	95%	98%	97%
their child feels safe at this school* (S2002)	96%	98%	98%
their child's learning needs are being met at this school* (S2003)	93%	96%	96%
their child is making good progress at this school* (S2004)	95%	98%	94%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	95%
teachers at this school motivate their child to learn* (S2007)	91%	94%	93%
teachers at this school treat students fairly* (S2008)	92%	91%	92%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	97%
this school works with them to support their child's learning* (S2010)	92%	95%	94%
this school takes parents' opinions seriously* (S2011)	93%	93%	93%
student behaviour is well managed at this school* (S2012)	93%	96%	92%
this school looks for ways to improve* (S2013)	96%	97%	96%
this school is well maintained* (S2014)	97%	98%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	98%	91%	98%
they like being at their school* (S2036)	98%	90%	92%
they feel safe at their school* (S2037)	96%	88%	91%
their teachers motivate them to learn* (S2038)	90%	86%	88%
their teachers expect them to do their best* (S2039)	97%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	90%	93%
teachers treat students fairly at their school* (S2041)	86%	76%	80%
they can talk to their teachers about their concerns* (S2042)	80%	63%	74%
their school takes students' opinions seriously* (S2043)	90%	73%	80%
student behaviour is well managed at their school* (S2044)	81%	69%	81%
their school looks for ways to improve* (S2045)	96%	86%	90%
their school is well maintained* (S2046)	93%	86%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	88%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	95%	96%	97%
they feel that their school is a safe place in which to work (S2070)	98%	100%	99%
they receive useful feedback about their work at their school (S2071)	91%	89%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	77%	78%
students are encouraged to do their best at their school (S2072)	100%	97%	99%
students are treated fairly at their school (S2073)	98%	98%	100%
student behaviour is well managed at their school (S2074)	92%	86%	90%
staff are well supported at their school (S2075)	88%	86%	88%
their school takes staff opinions seriously (S2076)	77%	83%	84%
their school looks for ways to improve (S2077)	97%	96%	99%
their school is well maintained (S2078)	95%	95%	96%
their school gives them opportunities to do interesting things (S2079)	91%	90%	93%

* 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.

Queensland
Government

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.

The schools engages strongly with numerous community groups. In 2017 the school initiated a successful partnership through its Active Volunteering Program involving Tri Care Aged Care and the Mount Ommaney Shopping Centre.

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

The school consults extensively with stakeholders in respect to educational adjustments.

- Each student who meets the definition of disability according to the DDA (Disability Discrimination Act,1992) and who receives adjustments at school has a case manager (14% student cohort)
- At the start of each school year the case manager contacts all parents (of students on their caseload) and introduces themselves and their role. The case manager also regularly communicate with parents regarding adjustments throughout the school year via phone, email, meetings. Most case managers also meet with parents at the parent-teacher evenings.
- The case manager also emails all teachers with relevant information regarding support and adjustments required by the student
- Each student entitled to Reasonable Education Adjustments (REA's) has a REA document emailed to all of their teachers and this is often negotiated with parents to give a good indication of the adjustments students may require.
- The Guidance Officer, Head of Special Education, and Learning Support Co-ordinator work collaboratively and record support provisions for students in the senior phase of learning. Parents are often involved in meetings to discuss support provisions required by students in the senior phase such as different location, extra time, breaks etc. These are recorded on the dashboard under senior support provisions.
- Parents of students with a verified disability and more complex needs are often part of a discussion around adjustments on a weekly or daily basis.

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. Topics such as Bullying and Cybersafety are covered in depth in Years 7-9. Responding to family and domestic violence is addressed throughout the program.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	127	132	169
Long Suspensions – 11 to 20 days	8	10	14
Exclusions	0	4	8
Cancellations of Enrolment	5	6	3

.

Environmental Footprint

Reducing the school's environmental footprint

The school has worked proactively to reduce its environmental footprint through targeting discretional electricity use eg light, air conditioning and fan use. In addition increased monitoring has reduced the number of water leaks experienced consequently greatly reducing water use over the last two years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	614,129	20,178
2015-2016	605,442	11,785
2016-2017	626,043	11,053

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

School name   **GO**

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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	114	46	0
Full-time Equivalents	109	34	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	10
Graduate Diploma etc.**	32
Bachelor degree	68
Diploma	2
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland Government

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $66 809.26

The major professional development initiatives are as follows:

- Student Mental Health and Wellbeing
- Art and Science of Teaching
- Writing

The school further supports the professional development of staff through lesson observations and a peer learning program of Collegial Mentoring.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

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 2017			
Description	**2015**	**2016**	**2017**
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).	86%	91%	89%

*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.

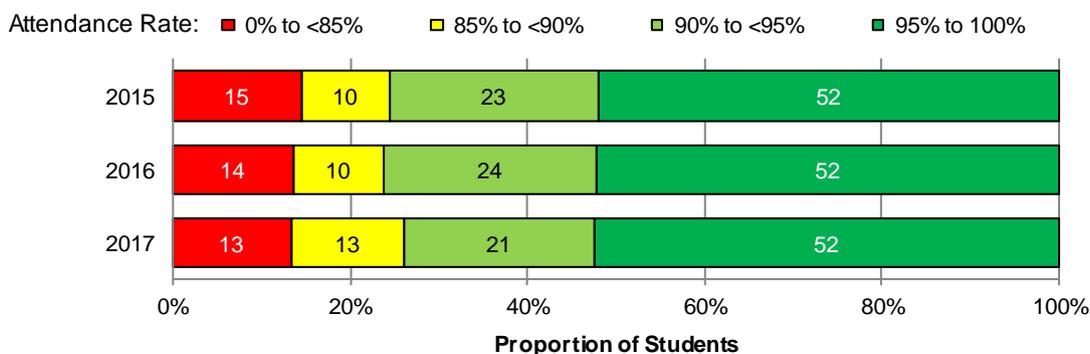The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

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
2015								95%	94%	92%	90%	92%	91%
2016								95%	93%	91%	90%	92%	93%
2017								94%	93%	92%	91%	92%	92%

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	15	10	23	52
2016	14	10	24	52
2017	13	13	21	52

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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

| School name | **GO** |

| 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	2015	2016	2017
Number of students receiving a Senior Statement	193	217	244
Number of students awarded a Queensland Certificate of Individual Achievement.	1	4	2
Number of students receiving an Overall Position (OP)	106	124	150
Percentage of Indigenous students receiving an Overall Position (OP)	0%	43%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	19	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	191	205	241
Number of students awarded an Australian Qualification Framework Certificate II or above.	112	202	241

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	191	213	242
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	83%	79%	73%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	98%	99%

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
2015	16	38	34	16	2
2016	22	36	40	25	1
2017	19	43	48	35	5

As at 14th February 2018. 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
2015	184	69	66
2016	56	199	84
2017	48	241	106

As at 14th February 2018. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	94%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	117%	67%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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