

Centenary State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Centenary State High School** from **28 to 31 August 2017**.

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 consider 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

James Baker	Internal reviewer, SIU (review chair)
Therese Byrne	Peer reviewer
Peter O'Beirne	External reviewer
David Aisbett	External reviewer



1.2 School context

Location:	Moolanda Street, Jindalee
Education region:	Metropolitan Region
Year opened:	1999
Year levels:	Year 7 to Year 12
Enrolment:	1482
Indigenous enrolment percentage:	2 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1040
Year principal appointed:	2008
Full-time equivalent staff:	104
Significant partner schools:	Jindalee State School, Jamboree Heights State School, Middle Park State School
Significant community partnerships:	Centenary Learning Alliance of State Schools, Mount Ommaney Shopping Centre, Genesis Gym Jindalee, Blue Dog Training, Brisbane Technical and Further Education (TAFE), Queensland University of Technology (QUT) Confucius Institute, Jindalee Police Beat
Significant school programs:	Excel – Maths, Excel – Science, Confucius Classroom, Music Plus, Performance Plus, Education Queensland International Student Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 71 teachers including Heads of Department (HOD), Business Manager (BM), two guidance officers, four administration officers, two school officers, four cleaners, four teacher aides, tuckshop convenor, uniform shop convenor, youth support coordinator, chaplain, district relieving teacher, five parents and 67 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, community representative school council, Jindalee Police Beat officer and youth health nurse.

Partner schools and other educational providers:

- Principal of Jamboree Heights State School, Principal of Middle Park State School and Principal of Jindalee State School.
- Government and departmental representatives:
 - State Member for Mt Ommaney and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Administration Team Responsibilities 2017
Investing for Success 2017	Strategic Plan 2014 - 2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
Whole School Curriculum Plan	2017 Curriculum Handbook Years 7 and 8
School pedagogical framework	Professional development plans
School Data Management plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey 2016
2017 Staff Handbook	Digital Literacy Plan 2017
2017 Year 11 Parent Survey	2017 Year 7 Student Survey – Transition to high school
2017 Years 9 and 10 Curriculum Handbook	Centenary State High School Organisational Flow Chart 2017
Centenary State High School Committee Structure 2017	



2. Executive summary

2.1 Key findings

Students and staff members have a strong sense of belonging and students, staff members and parents speak highly of the school.

Parents speak positively of the proactive communication between home and school. Parents and students comment positively about the quality of feedback provided by teachers.

School leaders are committed to building the professional capacity of staff members consistent with the school's EIA.

Collegial sharing within faculties is extensive and teacher expertise is nurtured and developed. Teacher engagement is high and school structures invite the sharing of professional expertise.

The school has an explicit, coherent, sequenced whole-school curriculum plan for curriculum delivery across Year 7 to Year 12. The plan makes clear what teachers should teach and students should learn.

A range of curriculum pathways is developed in the senior school to support students with differing career objectives and learning strengths. Parents and students express a high level of satisfaction with the range of curriculum offerings in the school and the level of communication from the school regarding curriculum topics their child is studying. Parents state that curriculum diversity is the reason for the school being their school of choice.

The school leadership team is committed to driving an Explicit Improvement Agenda (EIA) to improve the learning outcomes of all students in the school.

This commitment is supported by all staff members who strive to deliver the school's vision of '*Quality Learning, Quality Futures*' through empowering students for individual success. Detailed roles, committee leadership, strategic projects and line management responsibilities of members of the administration team are documented and known. The use of evidence by members of the administration team to evaluate the effectiveness of programs towards progressing school targets is less apparent.

The leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

The school has implemented a comprehensive professional learning plan to support the school's improvement priorities. All teachers are engaged in a range of feedback processes to support and promote effective teaching practices. Observation of lessons by a member of the senior leadership team occurs as part of the Annual Performance Review (APR) process. Teachers articulate that the quality of feedback received varies.



There is a strong belief by staff members that every student can learn successfully. This belief is underpinned by the school mission of ‘*Empowering our students for individual success*’.

The school mantra regarding student achievement, ‘*Make the grade - Move the middle - Stretch the best*’ is clearly understood by staff members. The school has wide and varied whole-school programs to cater for the learning needs of all students. The capacity of teachers to articulate how, in day-to-day teaching, they identify learning needs and tailor classroom activities to meet the immediate needs of students varies significantly across the school.

The school has determined the use of digital technologies as a school priority.

The use of digital technology as a tool for teaching and learning in the school is as yet variable. The majority of staff members articulate that issues including the uptake of Bring Your Own Device (BYOD), network service, and hardware and network restrictions limit effective digital technology use. Future school-wide options for effective use of technology in the school pedagogical framework have yet to be considered.

There are some strong marketing structures across the school.

These include the annual open day and school tours. School leaders recognise that the changing demographic of the local community and the emergence of new education providers will present additional school marketing challenges.

School leaders and individual teachers seek ways to enhance student learning and wellbeing by partnering.

Staff members, students and parents indicate these partnerships deliver a range of benefits to the social wellbeing and learning opportunities for students. Parents and families are recognised and valued as integral members of the school community and partners in learning.



2.2 Key improvement strategies

Develop Quality Assurance (QA) processes to monitor and evaluate the effectiveness of programs towards progressing the school improvement agenda.

Develop the capacity of the senior leadership team in providing quality feedback regarding teaching and learning.

Further develop the capacity of teachers to enable the consistent use of differentiated classroom learning experiences.

Develop and implement short and long-term plans to enhance the integration of digital technology and pedagogies.

Leverage the existing marketing strategies to highlight the school's significant academic achievements and learning opportunities.