Centenary State High School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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From the Principal

School overview

Centenary State High School is a highly regarded co-educational public school of approximately 1700 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 graduate ready to meet the challenges of the 21st century world.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the Student Body

Overview

Although the Index of Community Socio-Educational Advantage (ISCEA of 1041) 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 25 per cent of our students have a language background other than English. Significant ethnic groups within the school are Vietnamese, Chinese, Arabic and Hindi.

Recent years have seen an increase in the number of student identifying as Indigenous Australians. In 2019, 41 students identified as such. Student with a verified disability have also increased and now represent 5% of the student population.

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1483	1494	1518
Girls	702	679	716
Boys	781	815	802
Indigenous	31	36	41
Enrolment continuity (Feb. – Nov.)	96%	95%	95%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	25
Year 11 – Year 12	20	19	17

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

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

Extra-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 Academic Programs. The school is particularly renowned for its vibrant performance department with numerous State and National Awards to its credit.

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

The school offers a broad 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 remain the top performing public school in the Northern District Metropolitan West events.

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

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

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 2019, the school made using ICT for learning (eLearning) one of the key goals of our Annual Implementation Plan.

We have expanded our focus on providing for an effective and affordable use of ICTs through the continued use of Education Queensland's BYOx solution and an expectation of all Year 7, 8 and 11 students are bringing a device

(preferably a laptop) each day. This allows for a seamless transition from school to home and gives to ability to deliver content a digital format. BYOD participation in Year 7, 8 and 11 has been above 90% and the program will be expanded in 2020 to include all students.

In 2019 the school made significant progress towards integrating cloud-based services into the day-to-day operation of the school. The staff and student intranet were upgrade to SharePoint Online, allowing an improved user experiences and off-campus access to key documents. Students and staff began to use OneDrive to back-up and share files. Staff and students use these tools to collaborate and share key knowledge in faculty, teaching and class teams.

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. High participation in BYOD allowed teachers to imbed authentic technology strategies such as OneNote Class Notebooks that give students access to content, collaboration and feedback in ways not possible before. All Year 7,8 and 11 subjects have a plan for OneNote integration, and all teachers have a common set of skills and understandings that allow for content delivery, collaboration and feedback through the OneNote platform. This is shown in surveys which shows students in Year 7,8 and 11 use OneNote for most of their subjects.

Throughout the school, students are encouraged to become the problem solvers of tomorrow by participating in rich STEM learning tasks. A further development of our junior Design and Technologies subjects in conjunction with our feeder schools saw the introduction of challenging projects that build on the students' primary school experience. Across all learning areas, students participate in a wide range of STEM 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. Within class and through extra-curriculum activities, students are continually provided with opportunities to extend their learning throughout the many focuses of STEM.

Changes to staffing was one of the most obvious reflections of our renewed focus on ICT. The position of Head of eLearning was created to drive this change, with the Network Manager role created to take on the leadership of maintaining and improving our IT infrastructure previously under the Head of IT. Student Services was also created with technical staff manning a student ICT Helpdesk based in the Resource Centre. With the increased expectations around ICT, a key focus has been on improving the effectiveness of our IT support processes. Staff satisfaction of the IT team has risen dramatically this year, with agreement with the statement "Information and communication equipment are well maintained at my school" rising 28.6% (from 64.6% to 93.2%).

The school continues to maintain its ICT Facilities with a focus on ensuring every classroom has the necessary infrastructure to provide students with all their ICT requirements. Essential to the effective use of technology across the school, Centenary SHS completed a full upgrade of the school fibre optic cabling and switches to provide ultra-high-speed access to school data and the internet. The Wireless upgrade which began in 2018 was completed with several external locations, including the oval, canteen, and covered shelters, gaining wireless coverage. Along with this, the school also again doubled the internet bandwidth to 200Mbps to cater for the delivery of rich online content without delay. The use of data projectors in the classrooms was extended with a successful trial of wireless adaptors, giving teachers greater freedom in the use of their rooms and opening new ways of engaging students.

In 2019, Centenary SHS has moved away from the provision of laptop trolleys for student use, with an increased focus on using school devices as short- and long-term loan devices to support the student BYOx program. This shift in ICT deployment is a gradual process that will continue into 2020. As such, the school continued to maintain a number of computer labs and laptop trolleys available for student use:

- 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

Results from the 2019 School Opinion Survey reflected our successful focus on eLearning and ICT generally. Agreement amongst students with the statement "I use computers and other technologies for learning" went from 85.1% to 95.1% this year, and agreement for "I am encouraged to use computers and other technologies for learning" has gone from 82.3% to 93.3% (+11%).

Communication with parents about our ICT expectations was a key priority in 2019, with web-conferencing used in addition to the traditional forums to reach parents. This has resulted in improved parent feedback, for example in the 2019 School Opinion Survey, 94.1% of parents agreed with "I understand how computers and other technologies are used to enhance learning" (up from 85.8% in 2018)

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

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 Inclusive Practices Department who work together to promote student welfare.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	98%	96%	95%
• this is a good school (S2035)	99%	93%	96%
• their child likes being at this school* (S2001)	97%	92%	96%
• their child feels safe at this school* (S2002)	98%	95%	98%
• their child's learning needs are being met at this school* (S2003)	96%	90%	96%
• their child is making good progress at this school* (S2004)	94%	93%	95%
• teachers at this school expect their child to do his or her best* (S2005)	99%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	88%	92%
• teachers at this school motivate their child to learn* (S2007)	93%	89%	90%
• teachers at this school treat students fairly* (S2008)	92%	91%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97%	97%
• this school works with them to support their child's learning* (S2010)	94%	90%	92%
• this school takes parents' opinions seriously* (S2011)	93%	89%	93%
• student behaviour is well managed at this school* (S2012)	92%	90%	90%
• this school looks for ways to improve* (S2013)	96%	91%	94%
• this school is well maintained* (S2014)	99%	94%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	98%	98%	88%
• they like being at their school* (S2036)	92%	90%	82%
• they feel safe at their school* (S2037)	91%	96%	88%
• their teachers motivate them to learn* (S2038)	88%	88%	78%
• their teachers expect them to do their best* (S2039)	98%	95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	82%
• teachers treat students fairly at their school* (S2041)	80%	75%	71%
• they can talk to their teachers about their concerns* (S2042)	74%	65%	64%
• their school takes students' opinions seriously* (S2043)	80%	71%	71%
• student behaviour is well managed at their school* (S2044)	81%	74%	67%
• their school looks for ways to improve* (S2045)	90%	90%	86%
• their school is well maintained* (S2046)	94%	81%	77%
• their school gives them opportunities to do interesting things* (S2047)	89%	90%	88%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	97%	96%
• they feel that their school is a safe place in which to work (S2070)	99%	99%	98%
• they receive useful feedback about their work at their school (S2071)	83%	88%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	81%	79%
• students are encouraged to do their best at their school (S2072)	99%	98%	95%
• students are treated fairly at their school (S2073)	100%	99%	98%
• student behaviour is well managed at their school (S2074)	90%	89%	83%
• staff are well supported at their school (S2075)	88%	89%	90%
• their school takes staff opinions seriously (S2076)	84%	89%	87%
• their school looks for ways to improve (S2077)	99%	92%	97%
• their school is well maintained (S2078)	96%	93%	98%
• their school gives them opportunities to do interesting things (S2079)	93%	91%	96%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/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
- maintaining a strong social media space
- 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.

Centenary SHS engages strongly with several community groups including Genesis Gym, RSL and several Rotary Groups. The school also works closely with local primary schools under the umbrella of the Centenary Learning Alliance of State Schools.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	169	183	149
Long suspensions – 11 to 20 days	14	7	9
Exclusions	8	7	6
Cancellations of enrolment	3	8	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	626,043	589,559	599,064
Water (kL)	11,053	21,980	19,867

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	School sector ⌄	School type ⌄	State ⌄	🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

    View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN ⌄	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	119	49	<5
Full-time equivalents	114	38	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The total funds expended on teacher professional development in 2018 were $ $155,250.33

The major professional development initiatives are as follows:

- Focus on Writing through the Write that Essay Program
- Beginning Teachers Program
- Positive Education Training

Professional learning was also facilitated through Twilight deliveries and Learning Walks.

100% of staff participated in Professional Learning across the year.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	92%	90%	91%
Attendance rate for Indigenous** students at this school	89%	86%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2017	2018	2019
Year 7	94%	93%	93%
Year 8	93%	91%	92%
Year 9	92%	90%	90%
Year 10	91%	88%	89%
Year 11	92%	89%	89%
Year 12	92%	90%	90%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	13	13	21	52
2018	21	15	25	39
2019	20	11	26	43

Proportion of Students
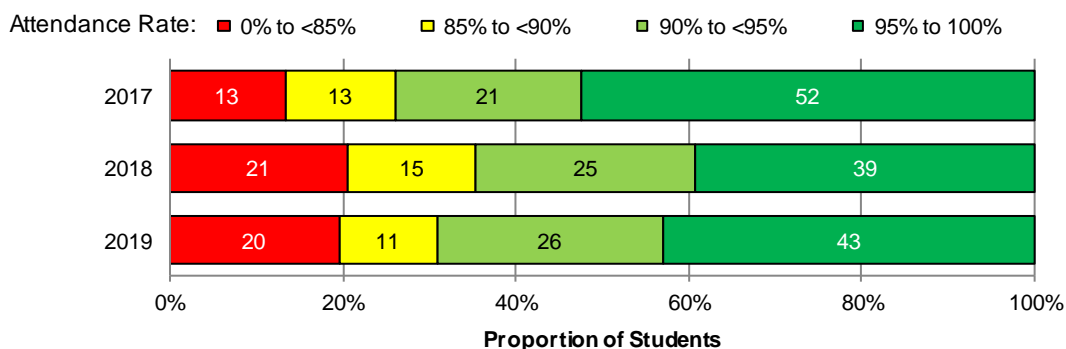
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	244	248	136
Number of students awarded a QCIA	2	3	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	242	245	136
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	150	130	82
Percentage of Indigenous students who received an OP	33%	40%	25%
Number of students awarded one or more VET qualifications (including SbAT)	241	235	136
Number of students awarded a VET Certificate II or above	241	233	136
Number of students who were completing/continuing a SbAT	22	24	8
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	73%	77%	84%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	99%	99%	100%

Notes:

- The values above:
  - are as at 05 February 2020
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	19	25	16
6-10	43	44	29
11-15	48	31	24
16-20	35	25	11
21-25	5	5	2

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	48	43	27
Certificate II	241	225	136
Certificate III or above	106	96	51

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	91%	95%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	67%	71%	167%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://centenaryshs.eq.edu.au.