

Centenary State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Centenary State High School respectfully acknowledge the Jagera and Yuggera Traditional Owners of the land upon which our school and community is built. We offer our respect to the Elders, past, present and emerging and recognise their custodianship and role in caring for and maintaining Country over thousands of years. May their strength and wisdom be with us in our work.

About the school

Education region	Metropolitan South Region
Year levels	Year 7 to 12
Enrolment	1743
Aboriginal students and Torres Strait Islander students	2.8%
Students with disability	17.2%
Index of Community Socio-Educational Advantage (ICSEA) value	1049

About the review

 4 reviewers from 3 to 6 June 2025	 217 participants	 141 school staff
 57 students	 22 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Establish opportunities for building leaders' capability in making collaborative, data-informed decisions to strengthen shared ownership, collective efficacy and accountability for driving sustained strategic improvement.
Domain 3: Promoting a culture of learning Collaboratively strengthen staff and student understanding of the Positive Education program, to consistently implement an integrated approach to wellbeing, aligned with curriculum and pedagogy.
Domain 6: Leading systematic curriculum implementation Prioritise opportunities for leaders and teachers engaging in whole-school moderation processes, at multiple junctures, to support the alignment between teaching, learning, assessment and the curriculum.
Domain 8: Implementing effective pedagogical practices Formalise opportunities for engaging leaders and teachers in pedagogical discussions to deepen knowledge of the 3 principles, develop a shared language about pedagogy, and inform implementation of effective approaches.

Key affirmations



Staff emphasise their commitment to the wellbeing and achievement of all students, ensuring every student experiences growth and achievement.

Leaders highlight a vision for high-quality teaching and learning with a focus on positive education underpinning the learning culture. Staff and parents promote a culture of high expectations for student learning, engagement and wellbeing. Leaders affirm they align the work of staff and students with a shared purpose, *'To foster positive relationships so that all learners can flourish and feel a strong sense of belonging'*. Staff and parents speak of high achievement across academic, sporting, arts and cultural endeavours.



Staff and students celebrate the positive relationships they build in and out of the classroom, leading to a strong sense of belonging and care.

Students appreciate teachers' efforts to build positive relationships based on respect and fairness. They highly value the relationship they have with inclusion staff and how this encourages and supports them with their learning. Staff celebrate the collegiality of their staffrooms and faculty teams as a strength of the school. They emphasise collegial support contributes to their professional wellbeing and sense of connection.



Staff promote allocating the necessary support to ensure students maintain a successful learning journey.

Leaders affirm a commitment to supporting all students, recognising their diverse backgrounds and needs. Students value the support they receive to engage successfully with their learning. Teachers appreciate the wide range of support teachers and students receive from the inclusion team. They describe dedicated teacher aide support, co-teaching partnerships, and advice from Inclusion Advocates, who target the needs of specific students as they engage in the classroom program. Teacher aides highlight with pride the scaffolding for learning they provide, in conjunction with the class teacher, and the positive impact this has on student outcomes.



Students and parents highlight the wide range of curricular and extracurricular programs that provide opportunities for students to excel in areas of interest.

Students' express appreciation for the extensive pathway options available in the senior school and praise the efforts of teachers who support them to find their pathway. They speak confidently about their progress towards attaining a Queensland Certificate of Education (QCE) Staff proudly comment that 100% of graduating students receive a QCE or Queensland Certificate of Individual Achievement. Students and parents emphasise the extracurricular programs across academic, sporting, arts and cultural activities, valuing how these contribute to their pride in the school. Parents highlight how their child is exposed to a full range of options and opportunities.



Teachers and leaders celebrate the culture of continuous learning that fosters trust, professional dialogue, and meaningful reflection on teaching practice to support their professional growth.

Staff celebrate the beginning teacher mentor program that provides structured support and guidance over a 3-year period. Beginning teachers communicate feeling well supported. Teachers describe the high level of support and encouragement available to pursue Highly Accomplished Teacher (HAT) certification. They celebrate staff achieving HAT recognition. Teachers value the number of Queensland Curriculum and Assessment Authority senior markers, endorsers and confirmers at the school, who help build staff capability with senior secondary schooling requirements.