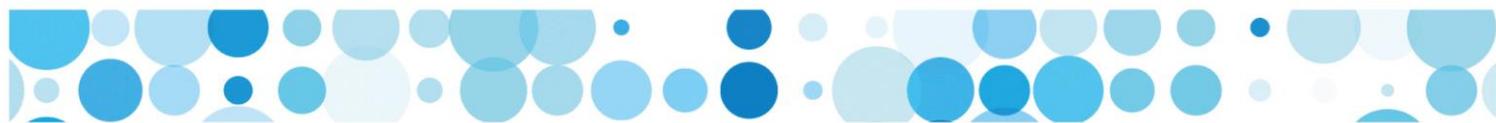


# Centenary State High School

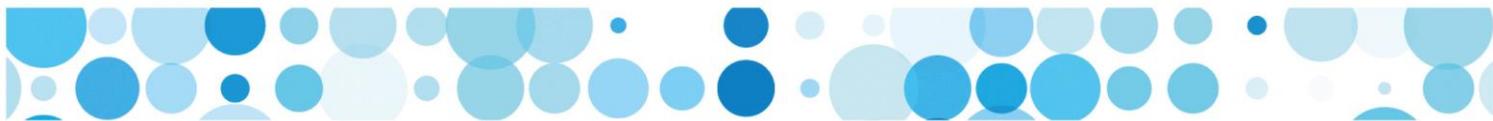
## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Centenary State High School** from **6 to 9 September 2021**.

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 implement 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.

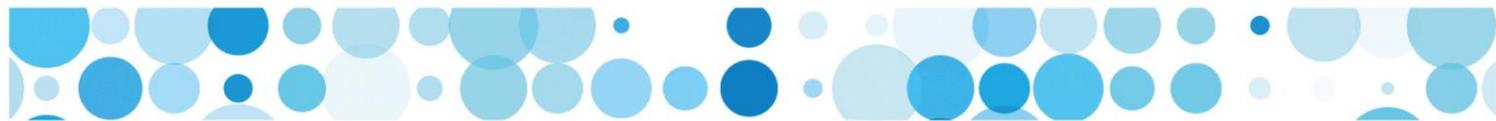
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

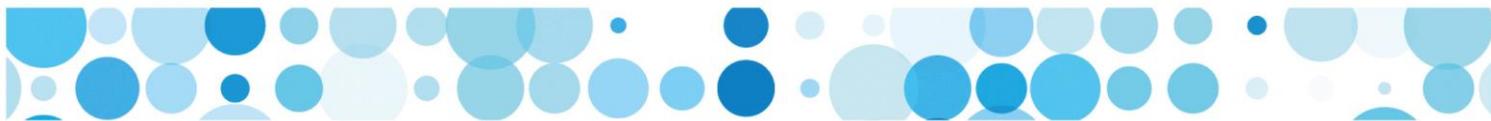
### 1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Jo Diessel	Peer reviewer
Deb Stewart	Peer reviewer
Valerie Hadgelias	External reviewer



## 1.2 School context

<b>Location:</b>	Moolanda Street, Jindalee	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	1682	
<b>Indigenous enrolment percentage:</b>	3 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	17 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1046	
<b>Year principal appointed:</b>	Semester 2, 2021 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, six deputy principals, 13 Heads of Department (HOD), Business Manager (BM), two guidance officers, 54 teachers, three cleaners, four schools officers – facilities and grounds, two scientific operations officers, computer systems administrator, computer assistant, uniform shop convenor, School Based Youth Health Nurse (SBYHN), 10 teacher aides, five administration officers, 62 students and 12 parents.

Community and business groups:

- Chair of school council, president of Parents and Citizens' Association (P&C), representative from Ipswich Community Youth Services (ICYS) and representative from SkillsTech.

Partner schools and other educational providers:

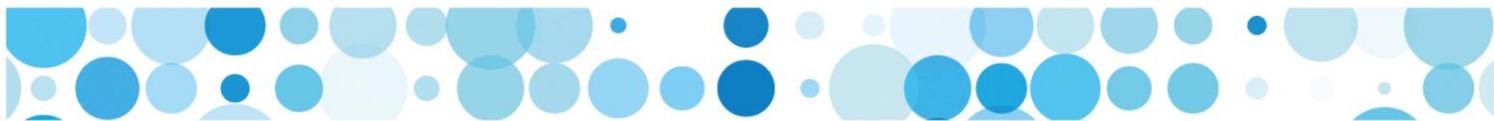
- Principals of Jamboree Heights State School, Middle Park State School and Jindalee State School.

Government and departmental representatives:

- Councillor for Jamboree Ward Brisbane City Council, State Member for Mount Ommaney and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School inclusion policy
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School pedagogical framework	Reconciliation Action Plan
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School Data Profile (Semester 1 2020)	Schools Online Reporting Dashboard
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework
Next Step Destination Survey	



## 2. Executive summary

### 2.1 Key findings

**Opening in 1999 the school had an initial enrolment of 400 students.**

Currently, the enrolment for this Independent Public School (IPS) is in excess of 1700 students. The principal indicates that future growth will likely result in more than 2000 students by 2025. Staff members demonstrate a commitment to young people and students speak positively of the pathways, opportunities and support afforded them.

**The school's vision is 'Quality Learning, Quality Futures'.**

The principal indicates that a tradition of excellence and high achievement is fortified by this vision for the school. High expectations for students are apparent, expressed in terms of achievement, engagement, attendance, and appearance.

**Pride in fostering genuine pathways for all students in a safe, disciplined and inclusive environment is apparent amongst staff members.**

Staff articulate a commitment to ensuring all students are able to participate and achieve excellence in a range of academic, cultural, sporting and civic pursuits. The school places high priority on family engagement to create best outcomes for students. Consistent layers of communication reflect the value attributed to these partnerships.

**Staff members work actively to establish an understanding of all students' backgrounds and their learning needs.**

Staff appreciate, acknowledge and embrace the rich variety of cultural and linguistic backgrounds that are integral to the school. The principal indicates that 535 students come from a background with English as an Additional Language or Dialect (EAL/D).

**The leadership team understands the importance of developing staff into an expert teaching team.**

Leaders appreciate that highly effective teaching is key to improving student outcomes. A clear expectation that all members of the teaching team will commit to the continuous improvement of their skills is apparent. School leaders are cognisant of the need to attract quality staff. There are many highly competent teachers in the school's mix of early years and experienced teaching staff. Teachers possess considerable expertise in the fields in which they teach. All are committed to the notion of continual learning.

**Leaders articulate that quality learning will deliver quality futures for all students.**

Teachers are focusing significant energy and attention on systematic curriculum delivery including thorough planning, rigorous assessment, and reliable reporting data. The school has developed a Curriculum, Assessment and Reporting Framework (CARF) that outlines how it teaches, assesses and reports on all eight learning areas of the Australian Curriculum



(AC) from Year 7 to Year 10, and delivers a senior school curriculum that supports students to achieve their Queensland Certificate of Education (QCE).

**Staff are committed to a culture of inclusion that celebrates diversity and focuses on success for every student.**

Inclusion is a key priority for the school, with an integrated model of student support services. Two key strategies of co-teaching and advocacy form the basis for the school's approach to inclusive practices. There are 35 co-taught classes across Year 7 to Year 10. Many teachers speak highly of the co-teaching strategy and the benefits it brings to students, and for deepening their pedagogical practices.

**The executive leadership team has established an extensive strategic improvement agenda.**

Staff members predominantly reference inclusion, writing, thinking, curriculum, and positive education as the school's Explicit Improvement Agenda (EIA) for 2021. For some, these five improvement priorities are a set of interrelated components. Connections and full understanding of their specific roles in enacting and successfully achieving the EIA are yet to be clear for some staff. Many staff members identify a need for the school to embed current projects before instigating further initiatives.

**School leaders recognise that highly effective teaching is the key to improving student learning.**

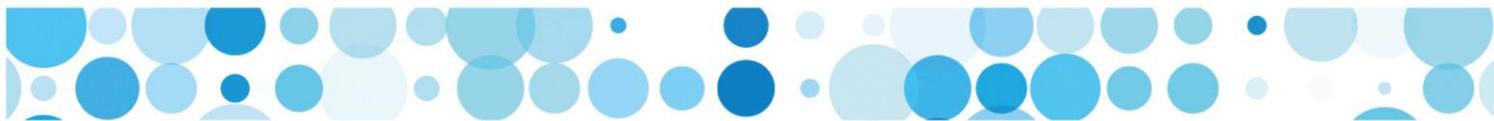
Leaders describe the intention that the implementation of a school-wide pedagogical framework provides a common language and consistent practices. Several teachers suggest that the recent school-wide focus on curriculum development and online learning has taken the focus off the Art and Science of Teaching (ASoT). Some teachers indicate that they are yet to have broad familiarity with the ASoT framework, having been appointed to the school relatively recently and having had limited opportunity to engage in intensive Professional Development (PD) regarding this pedagogical model.

**The principal recognises the need for rigorous practices that drive a strong performance agenda and guide the successful implementation of all school priorities.**

Quality Assurance (QA) processes and practices are acknowledged as requiring further attention. In recent times, the school has had a significant number of changes at both the executive leadership and senior leadership levels. The principal identifies the need to further enhance the capabilities of all leaders, with a specific focus on instructional leadership and change management.

**A more recent initiative is focusing on Positive Education.**

Leaders and other key members of staff champion the growth of this program, with the principles of positive psychology being infused throughout staff to begin embedding a school-wide culture of positive education. This program aims to promote positive actions and reactions, growth mindset, character strengths and mindfulness. It seeks to enhance student and staff performance through improving the understanding of conditions contributing to



wellbeing. Most agree that there is significant benefit to be realised through successful implementation of the positive education philosophy.

**The approach to moderation involves teachers engaging in professional conversations and sharing expectations regarding student learning and achievement.**

Leaders indicate that moderation supports teachers to align curriculum, pedagogy, assessment and reporting. The Centenary Agreed Practices (CAPS) references the 'before, after, after, end' model of moderation. Teachers variously describe their involvement in pre-moderation, calibration, and consensus activities. Consistent and systematic use of agreed moderation processes is yet to be apparent.

**The school promotes itself as a lighthouse school for students with blindness or severe low vision.**

Eight students are currently enrolled with a further four potential enrolments for 2022. These students are supported by an Inclusive Practices (IP) teacher with expertise in this area. In collaboration with the University of Southern Queensland (USQ), a Certificate II in Access has been developed, recently endorsed and being implemented in the school. A Certificate III is under development. Students will gain points towards their QCE. The certificate courses are based on an Expanded Core Curriculum of Skills required by students with blindness or severe low vision, including Braille, orientation, and mobility and use of technology.

**Students, parents and staff express high levels of satisfaction with the wide range of curriculum offerings and opportunities provided by the school.**

A commitment to extracurricular activities pervades the school. Students speak highly of opportunities provided, including sporting teams and competitions, the school musical, instrumental music, and leadership opportunities. Weekly Student Enrichment Program (STEP) classes provide opportunities for students to extend their aspirations in academic, cultural and sporting interests. A range of community projects is conducted through STEP.

**Established partnerships with parents, families, local businesses, industry, community organisations, and other education providers provide a wealth of opportunities and outcomes for students.**

Principals of local primary schools articulate having a positive and constructive working relationship with the school. They reference activities of the local cluster, Centenary Learning Alliance of State Schools (CLASS), and speak highly of transition programs and arrangements. Key community members, including the State Member and local Councillor speak positively regarding their relationships with the school, and acknowledge the strong reputation the school has in the community. One comments that the school offers 'something for everyone'.



## 2.2 Key improvement strategies

Fully embed current school improvement priorities and consistently enact QA processes and practices to support systematic implementation.

Reinvigorate staff understanding of, and commitment to, the school's agreed pedagogical approach.

Strengthen the leadership skills of key members of staff and teams to support the successful implementation of all school improvement strategies.

Fully develop staff understanding of, and commitment to Positive Education, and QA its consistent enactment across the school.

Systematically enact agreed and consistent moderation processes across junior secondary.