

Strategic Plan 2018 - 2021



Centenary
State High School

Quality Learning
Quality Futures



School Profile

Centenary State High School is a dynamic learning community focussed on empowering our students for individual success through the provision of high quality collaborative learning opportunities.

A tradition of excellence and high achievement is firmly embedded in all aspects of learning and articulated clearly in the school's vision, "Quality Learning Quality Futures". The school has built an enviable record of student achievement across academic, sporting, cultural and civic endeavours based on this tradition.

Centenary State High School consists of two sub schools catering for the differentiated learning and wellbeing needs of Junior and Senior Students. Both schools focus on the development of the whole individual, rich co-curricular programs and the setting of high academic standards. The school recognises the centrality of student wellbeing in successful and sustained learning across the six years at Centenary SHS.

The school's robust and growing International Program is a key component of the school's focus on developing active global citizens. The International Program provides opportunities for domestic students to develop cultural understandings, an essential skill of the contemporary world.

As a school community we lay strong foundations that shape our students as well rounded and confident young adults with the capabilities to meet the challenges of the 21st Century world.

Vision

Quality Learning Quality Futures

Values

Respect and Integrity
Aspiration and Achievement
Resilience and Commitment
Collaboration and Community
Innovation and Creativity

Quality Teaching and Learning

Our purpose is for every student to successfully transition to further education, training and employment. We recognise that quality teaching has been identified as the most important school-based influence on student achievement (Hattie, 2003).

Our goal is to develop an expert teaching team skilled with a repertoire of high impact and contemporary evidence based pedagogical practices. Through the provision of targeted professional development aligned to our school learning priorities, we ensure every student is taught by highly skilled teachers who believe every student can be a successful learner.

We will measure success through:

- Subject results with a target of 60% A, B results in all year levels across 2018-2021
- NAPLAN Performance with a target if >25% U2B across 2018-2021
- Overall Positions with a target 1-15 80% 2018-19
- QTAC - with a target of 100% students who apply through QTAC receiving offers
- Queensland Certificate of Education Attainment with a target of 100% on school exit

Strategy 1 - Development of a rigorous and systematic whole school curriculum, assessment and reporting plan (7-12) aligned to the Australian Curriculum.

Actions	2018	2019	2020	2021	Measure	Resource
Execute the implementation plan for the rollout of the P – 10 Australian Curriculum V8 by 2020.					<ul style="list-style-type: none"> • All KLAs delivering the AC across Years 7 – 10 aligned to V8 and evidenced through lesson planning & observation. • All AC documentation is evident on school drive. • Curriculum is mapped as part of revised WSCARP. 	<ul style="list-style-type: none"> • Implementation plan • School planning documents • Regional AC professional development & resources • Teacher planning time (TRS) & moderation
Using the Australian Curriculum Standards (P – 10) to identify and map the alignment between the Year 7 – 10 curriculum cognitions and the Senior School curriculum cognitions to ensure these are explicitly taught.					<ul style="list-style-type: none"> • CSHS map of curriculum alignment of cognitions across 7 – 12. • Evidence of explicit teaching of cognitions identified in curriculum & planning documents & lesson observations. 	<ul style="list-style-type: none"> • AC Achievement standards across P – 10. • QCAA professional development & resources • AC resources • School planning documents • Collaborative planning time

Develop and execute a school wide plan for the successful implementation of the structural and affective elements of the new senior curriculum.					<ul style="list-style-type: none"> • Plan is published • Targets and deadlines met as per QCAA/QTAC advice • Successful confirmation & endorsement processes • Community confidence in school implementation evidenced by feedback. • Student destination data 	<ul style="list-style-type: none"> • QCAA professional development & support materials. • Collaborative planning time (TRS) • Regional & local network support • Student destination database
Review and re-shape the whole school curriculum, assessment and reporting plan documentation to ensure alignment with new curriculum, assessment and reporting practices/demands.					<ul style="list-style-type: none"> • SET planning reflects alignment with QCAA & QTAC requirements. • Compliance with new QCE & ATAR rules. • Student outcomes – achieving 100% QCE • 60% As & Bs across KLAs • Published and available to the school community 	<ul style="list-style-type: none"> • QCAA support materials including My Path tool • School planning documents & publications • Australian Curriculum & C2C documents
Strategy 2 - To build teacher expertise in delivering student focussed learning with an explicit focus on best practice pedagogy.						
Actions	2018	2019	2020	2021	Measure	Resource
Build the capability of teachers to differentiate for all students and enact this in their classroom practice. This will include the upskilling of inclusion champions to support wider staff in strategies to support differentiated student learning.					<ul style="list-style-type: none"> • Inclusion champions are identified and trained and being utilised by staff. • Evidence of differentiated teaching strategies in curriculum & planning documents & lesson observations. 	<ul style="list-style-type: none"> • Support Referral Committee • Professional Development • Inclusion champions • Collaborative planning time – as required. • Differentiation toolkit of resources – DET & School.
Build the capability of teachers to plan for and explicitly teach the QCAA 21 st Century skills and the Australian Curriculum General Capabilities across Year 7 – 12 and enact this in their classroom practice.					<ul style="list-style-type: none"> • Staff are able to articulate and model the 21st Century Skills / General Capabilities. • Evident in curriculum & planning documents & lesson observations. 	<ul style="list-style-type: none"> • QCAA 21st Century Skills • AC General Capabilities • Professional development – external & internal

Build awareness and capability of teachers to deliver curriculum through increasing student focussed learning experiences.					<ul style="list-style-type: none"> • Evident in curriculum & planning documents & lesson observations. 	<ul style="list-style-type: none"> • Professional Development • Collaborative planning time – as required.
Strategy 3 Build the capability of teachers to provide quality writing instruction through the content of the Australian Curriculum informed by research and evidence based practices, ensuring students have the writing skills to allow them to be competent communicators and thinkers in the 21 st Century.						
Actions	2018	2019	2020	2021	Measure	Resource
<p>Build the capability of our teachers to utilise evidence based writing instruction in their classroom through the provision of quality professional development. This will include:</p> <p>a) Rollout of Write that Essay (3 year program) PD to all teachers – external provider</p> <p>b) Literacy Continuum PD across KLA faculties – internal provider</p> <p>c) School based coaching and mentoring – faculties, small groups, individuals</p> <p>d) # Literacy - continued modelling of strategies to improve student writing via staff/faculty meetings, voluntary PD, & school staff communications.</p>					<ul style="list-style-type: none"> • NAPLAN results (short & longitudinal) including U2B, MSS, NMS • Teacher confidence in using writing composition strategies through feedback 	<ul style="list-style-type: none"> • Write that Essay program • Teacher FTE – 1.2 - Coaching & Mentoring • TRS – PLCs & PD release
<p>Release and train selected teachers as Writing Coaches / Mentors to support teachers to implement evidence based writing strategies through:</p> <p>a) Facilitation of PLCs to evaluate student writing through inquiry cycles (commencing with Year 7 & 10 in 2018)</p> <p>b) Implementation of a professional development and coaching plan to build the capacity of teachers to understand the year level expectations for aspects of writing in the P – 10 Queensland Literacy Continuum and to develop strategies to support students to attain these skills.</p>					<ul style="list-style-type: none"> • Short term data cycles in KLAs – student results • Reporting data – Term • Engagement of PLCs • NAPLAN results (short & longitudinal) including U2B, MSS, NMS • Survey teachers about their confidence in using writing composition strategies • Evidence of writing strategies in unit and lesson planning 	<ul style="list-style-type: none"> • PLC framework • TRS • Teacher FTE – 1.2 - Coaching & Mentoring • Literacy Continuum including OneSchool

Collaborative Learning Culture

Our purpose is to develop and enact a Learning Culture, shared by all Centenary community adult and student learners, of respect for and delight in learning to lay the foundations for lifelong learning. We value coaching as a tool to build professional competence across all areas of practice, for all Centenary SHS staff.

Our goal is to advance this Learning Culture through a strong commitment to improvement and through achieving visible and valued learning experiences for student and adult learners.

We will measure success through:

- SOS S3221 Staff at my School work as a team to deliver improved outcomes with a target of 95% Agreement
- SOS S3213 My school encourages coaching and mentoring activities with a target of 100% Agreement.
- SOS S3215 Staff at my school are actively involved in Developing Performance Discussions with a target of 95% Agreement
- SOS S2026 The school encourages me to take an active role in my child’s education with a target of 95% Agreement

Strategy 1 - Investigate and implement agreed coaching practices for all key school initiatives to support leadership and teacher practice, for both individual and groups.

Actions	2018	2019	2020	2021	Measure	Resource
Conduct an audit of existing coaching practices within the school and develop and employ a whole school coaching framework for a range of coaching purposes (e.g. instruction, performance, growth etc.)					<ul style="list-style-type: none"> • Whole school coaching framework documented with supporting resources – coaching toolkit developed. • Evidence coaching is being utilised across the school. • Staff feedback about satisfaction with coaching / targeted PD 	<ul style="list-style-type: none"> • Upskilling of staff to support all levels/types of coaching offered. • Teacher release time

Strategy 2 - Implement Collegial Mentoring to engage staff in regular and earnest dialogue around practice, including using ASoT DQs to reflect and enact feedback.

Actions	2018	2019	2020	2021	Measure	Resource
Survey staff anonymously about what they value about feedback and how we can improve collegial mentoring.					<ul style="list-style-type: none"> • Survey completed & analysed • Staff feedback e.g. SOS data 	<ul style="list-style-type: none"> • Survey monkey • SLT meetings
Investigate aligning collegial mentoring activities to a priority area (e.g. new cognitions from the senior school curriculum) that staff identify is an area in which all teachers need support & development.					<ul style="list-style-type: none"> • Data gathered through APDP process – informs focus of collegial mentoring • Collegial mentoring focus aligns to a school priority & identified needs 	<ul style="list-style-type: none"> • APDP process / resources • Ongoing engagement with APDPs • Collegial mentoring resources

Provide professional learning and a model of effective feedback provision, initially for all Teaching and Learning line managers, then through faculty or cross-faculty work, expand learnings to all teaching staff for use when mentoring.					<ul style="list-style-type: none"> Professional development in effective feedback processes is being undertaken by T&L line managers T&L managers are enacting feedback cycles with staff. All staff report greater confidence in providing & utilising collegial feedback. 	<ul style="list-style-type: none"> Professional Development – External provider during 2018.
Strategy 3 - Create opportunities for teachers to engage in critical reflection of teaching practices through the cycle of inquiry process.						
Actions	2018	2019	2020	2021	Measure	Resource
All teachers will engage in collaborative and reflective feedback process to enhance pedagogical practice.					<ul style="list-style-type: none"> Whole school Coaching Framework Staff surveys / feedback 	<ul style="list-style-type: none"> School Coaching framework Teacher Release time Survey Monkey or other
Expand opportunities for teachers to engage in PLCs and coaching cycles.					<ul style="list-style-type: none"> Number of PLCs functioning effectively – measure impact Number of staff engaging in coaching – individual/group. 	<ul style="list-style-type: none"> Teacher Release time FTE – Coaching School Coaching framework
Strategy 4 - Utilise current opportunities and create new opportunities to position the school as a Community Learning Hub, through work with our partnerships, and in the process, by creating new partnerships.						
Actions	2018	2019	2020	2021	Measure	Resource
To plan, provide and market community learning events each term.					<ul style="list-style-type: none"> Four events conducted & feedback sought about success 	<ul style="list-style-type: none"> Survey monkey Checkout tickets
Utilise a variety of contemporary digital platforms to engage, access and provide learning opportunities for the school and wider community.					<ul style="list-style-type: none"> Evidence of school & user access of contemporary platforms. 	<ul style="list-style-type: none"> Contemporary digital platforms
Strategy 5 – Foreground and promote lifelong learning as an aspirational quality for all.						
Actions	2018	2019	2020	2021	Measure	Resource
Foster learning opportunities for both teachers and students through a range of contexts (e.g. individual & collaborative experiences) and celebrate successes.					<ul style="list-style-type: none"> School annual report School opinion survey Other surveys / feedback Student outcomes data 	<ul style="list-style-type: none"> School budget - as required Survey Monkey School forums – e.g. assembly, presentation night, newsletters, digital noticeboard.

Connectedness

Our purpose is to ensure that the Centenary State High School community is a safe, supportive environment that provides all students with a sense of connectedness to all aspects of the school community.

Our goal is to plan systematic opportunities for learning beyond the formal curriculum through the promotion of positive relationships between students, staff and the wider school community to develop resilient and responsible global citizens in an environment where all members of the Centenary SHS community feel valued, respected and comfortable to take risks.

We will measure success through:

- Brand Health – Proportion of Feeder School Year 6 Enrolment – 70%
- School Opinion Survey - This is a Good School – All stakeholder Groups with a target of over 95% Agreement
- SOS S2032 [Parents] – This School has a strong sense of Community with a target of over 95% Agreement
- SOS S2065 [Students] – My School encourages me to be a good Community Member with a target of over 95% Agreement
- SOS S3224 [Staff] – The Wellbeing of Employees is a priority for my school with a target of over 90% Agreement

Strategy 1 - Articulate shared school values that are evidenced in practice and aligned to community expectations.

Actions	2018	2019	2020	2021	Measure	Resource
Develop a revised set of school values through consultation with the school community.					<ul style="list-style-type: none"> • Creation of revised values – published 	<ul style="list-style-type: none"> • Existing publications • External providers
Unpack and promote revised school values with the school community.					<ul style="list-style-type: none"> • Students & Staff can articulate values • Evidenced in school publications and promotional material • SOS data • School Behaviour data 	<ul style="list-style-type: none"> • Promotional materials
Utilise all opportunities for the explicit communication of the revised values with the school community.					<ul style="list-style-type: none"> • Evidenced and modelled by staff and students 	<ul style="list-style-type: none"> • School staff & students • Communication platforms

Strategy 2 - Pursue opportunities for student, staff & community engagement in the local and global community through curriculum and other learning opportunities.

Actions	2018	2019	2020	2021	Measure	Resource
Enhance and create new opportunities for student & staff engagement in the local and global community through a range of initiatives. These may include: <ul style="list-style-type: none"> • High Resolves (Year 7 – 10) 					<ul style="list-style-type: none"> • Number of school based projects and partnerships established and maintained 	<ul style="list-style-type: none"> • School budget • Teacher Release • External consultants and partners

<ul style="list-style-type: none"> School based projects & partnerships 					<ul style="list-style-type: none"> Feedback from participants, community and organisers. 	
Explore opportunities to engage and partner with local cultural groups.					<ul style="list-style-type: none"> Number of school based projects and partnerships established and maintained Feedback from participants, community and organisers. 	<ul style="list-style-type: none"> Community cultural groups
Strategy 3 - Develop a strong sense of spirit within the school through the development of school traditions and recognition of achievements.						
Actions	2018	2019	2020	2021	Measure	Resource
Establish and sustain a school spirit committee, facilitated by the student leadership forum and supported by staff.					<ul style="list-style-type: none"> Committee formed and operational Number of activities and events Feedback from participants 	<ul style="list-style-type: none"> Surveys Teacher & student release time - as required Alumni
Strategy 4 – Enhance and create new opportunities for a range of programs and initiatives to support student and staff wellbeing and diversity.						
Develop and implement whole school staff wellbeing plan.					<ul style="list-style-type: none"> Plan developed and enacted School Opinion Survey Wellbeing surveys 	<ul style="list-style-type: none"> OH&S committee
Review and revise whole school student wellbeing plan.					<ul style="list-style-type: none"> Plan developed and enacted School Opinion Survey Wellbeing surveys 	<ul style="list-style-type: none"> Wellbeing support team
Development and implementation of a whole school approach / model for student support and inclusion.					<ul style="list-style-type: none"> Whole school approach for student support and inclusion has been developed and enacted. School Opinion Survey 	<ul style="list-style-type: none"> DET resources Inclusion champions EALD Teachers HOSE Key teachers Student Support Committee