



Centenary Heights State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Centenary Heights State High School comprises students in years 7 to 12. Safety, Respect and Learning are the key underpinnings of the manner in which 'business is done'. Academic and Traineeship outcomes are consistently very high as such underpinnings provide the platform for this achievement. The links we have created with our primary partner schools enable our staff to know our students new to year 7 as people and learners before they even begin secondary school. This makes for a smooth transition for students and families. Relationships are the key! Our students enjoy a wide variety of curricular and extracurricular opportunities none the least being our acclaimed music, instrumental and sporting programs. All learners are different - students in need of learning support or extension are identified early and receive programs through our Learning Facilitation Centre and Faculty initiatives. TAFE and University programs are a feature of the diversity on offer to our students while still at school. High quality information technology facilities enhance learning. Our staff access significant professional development so as to best create and deliver the most relevant programs for our students. Great culture!

Principal's Foreword

Introduction

- Rationalisation of Information Technology infrastructure across the school:**
 - Bandwidth increased to 100MB and seeking in 2018/2019 to further increase to 200MB
 - Beginning of strategy to move to Bring Your Own Device (BYOD). In 2017, Year 7 and 8 students have been required to bring their own devices to school. 2018 has seen students in Years 9 and 10

following suit. Significant Student and Parent consult has occurred and will be ongoing. 2019 the strategy will carry through to years 11 and 12.

2. Upgrade of physical facilities within our school campuses:

- Planning in 2017 and 2018 for the full refurbishment of our Art precinct (existing 3 Art rooms to a bigger 4 rooms and new staffroom) and major refurbishment to Hospitality facilities (change existing classroom to a Junior kitchen and upgrade existing Senior kitchen to Industry Standard)
- Continuation of oval refurbishment
- Ongoing planning for a new Performing Arts building (to begin 2018)
- Expansion of our Flexi School classrooms

3. Focus on professional development of staff and students as leaders: *(We believe in ongoing investment in our Teachers as Learners. With this ethos students are the beneficiaries)*

- \$70,000 expended in 2017
- Beginning in 2017 and ongoing: training in restorative justice practice for all middle management staff; classroom profiling as described below

4. Focus on maximizing Investing for Success (I4S) funding:

- Continuing investment in Teacher training in literacy. By end 2017 – 100% of staff have been trained
- Continuing investment in employment of Teacher Aides to assist students with learning difficulties
- Continuing investment in critical thinking development for our students
- Planning beginning for all teaching staff and teacher aides to be trained in Reading

5. Expansion of our International program:

- We had 23 international students last year and we have 60 nationalities in the school, speaking 34 languages
- We hosted two Japanese and one Chinese study tour in 2017.
- Continued expansion of Regional Study Abroad Program with 7 students from Italy attending CHSHS in Semester 2, 2017

6. Focus on development of curriculum literacies:

- Reading and planning for the teaching of reading were the focus of whole-school professional development activities throughout the year, with a presentation by Lindsay Williams to all staff on the Student-Free days in January.
- 15 more of our staff completed Literacy Training with trained facilitator Mrs Annette Curnow organized through our Literacy Coach Kathleen Hannant. As at the end of 2017, 100% of our staff had completed Literacy Training. This professional development activity will be an ongoing commitment, with training continuing for new staff in 2018.
- Time-supported release of Head of English to work as Literacy Coach across all Faculties and in classrooms coaching whole-school strategies in reading comprehension, writing and design of assessment tasks.

7. In line with pursuit of a consistent approach to the mentoring of teaching staff:

- Plans began in 2017 to train all teaching staff in Classroom Profiling. Engagement confirmed with an external provider and initial training of a small number of staff November 2017

8. Introduction of Yumi Maths pedagogy:

- Relevant Maths staff across both our Flexi and mainstream campuses trained in pedagogy designed to teacher all Australian Maths curriculum strands to the range of learning abilities. This pertains to both struggling and extension learners

9. Further develop School to School Rural Partnerships:

- Our current partnership with Miles SHS involves nominated teachers from both schools working alongside each other on respective campuses – co-writing assessment pieces and learning experiences, units of work, moderating together, upskilling in pedagogy and behavior management

10. Further enhancing our relationships with primary partner schools:

- Continuing providing professional learning to our primary colleagues in the areas of maths pedagogy and cognitive verbs

11. Ongoing readiness in all staff for the Senior Assessment and Tertiary Entrance (SATE) system:

- Major participation in all QCAA (Queensland Curriculum and Assessment Authority) professional learning opportunities
- Strategically allocating time for the planning and writing of new units of work and assessment pieces in line with SATE requirements

12. Beginning planning for the addition to staff of a Wellbeing Worker for our Flexi School:

- Such a person will enhance the non-teaching essential component at our Flexi School – tending to the outreach requirement related to student mental, emotional and physical health

School Progress towards its goals in 2017

1. Improve performance in NAPLAN Target areas of:

- **Year 7 Reading and Writing:** continue to focus on increase in numbers of students in U2 Bands
- **Year 9 Reading:** increase in number of students below NMS – Band 5. Highest no. in Band 5 since 2011. (School 8.1%, State 12.8%, National 8.2%)
- **Year 9 Writing:** Nearly 20% students below NMS; 20% at NMS, similar to National percentages. (School 19.5%, State 30.7%, National 18.5%)
- **Year 9 Spelling:** Continuation of trend evident since 2010 – lower number of students in Band 10 (4.4%) compared to National (6.6%)
- **Year 9 Grammar and Punctuation:** Has been little change in percentage of students in Bands 10 since 2013.
- **Year 9 Numeracy:** Number of students in U2 Bands. Bands 10: School 5.6%, State 4.3%, National 7.7%.

2. Consolidate performance in NAPLAN Target areas of:

- **Year 7 Reading:**
 - Above NMS%: School – 97.7; National - 93.9, State – 90.3
 - Continue Trend of 2015, 2016: Lower numbers of students in Bands 4 and 5 compared to National and State; greater number of students in Band 9 compare to National and State. (School 11.7%, State 7.2%, National 9.6%).

- **Year 7 Writing:**
 - i. Above NMS%: School – 91.3%; National 82.1%; State – 87.9%
 - ii. Continue Trend of 2015, 2016: Lower numbers of students in Bands 4 and 5 compared to National and State; greater number of students in Bands 9 and 10 compared to National and State
 - iii. Continue Trend of 2015, 2016: Lower numbers of students in Bands 4 and 5 compared to National and State; greater number of students in Bands 9 and 10 compared to National and State
 - **Year 7 Spelling:**
 - i. Above NMS%: School 94%, State 92.3%, and National 93.2%.
 - ii. Continue Trend of 2015, 2016: Lower numbers of students in Bands 4 and 5 compared to National and State; greater number of students in Bands 8 & 9 combined compared to National and State (Band 8: School 34%, State 22.6%, National 21.7%).
 - iii. Above NMS% - Upper band Top 2 Band %
 - **Year 7 Grammar and Punctuation:**
 - i. Above NMS%: School 94%, State 86.8%, and National 92.3%.
 - ii. Continue Trend of 2015, 2016: Lower numbers of students in Bands 4 and 5 compared to National and State; greater number of students in Bands 8 & 9 compared to National and State
 - iii. Above NMS for number of students in Top 2 Bands
 - **Year 7 Numeracy:**
 - i. Above NMS%: School 99%, State 94.3%, and National 95.4%.
 - ii. Continue Trend of 2015, 2016: Lower numbers of students in Bands 4 and 5 compared to National and State; fewer numbers of students in Bands 8 & 9 compared to National, but more than State
 - iii. Students in Band 4 – significantly lower than National/State
 - **Year 9 Reading:**
 - i. Improvement in numbers of students in U2B, especially Band 10 (only 2.4% students Band 9 2016; 4.9% 2015).
 - ii. Lowest number of students in Band 6 – at NMS – since 2009. (School 15.4%, State 20.4%, National 15.1%)
 - iii. Significant increase in no. students in Band 8 – highest percentage since testing began 2009.
 - **Year 9 Writing:**
 - i. Continue trend since 2014 – higher percentage of students in Band 10 compared to State and National percentages. (School 6.8%, State 3.5%, National 4.4%)
 - ii. Substantial improvement in no. students in Band 9 compared to 2016, with 4.3% of students in Band 9 in 2016, compared to 10.8% in 2017.
 - iii. Fewer boys in Bands 4 & 5 compared to State; more boys in Bands 6 – 9.
 - iv. More boys in U2 Bands than State.
 - **Year 9 Spelling:**
 - i. Continue trend evident since 2013 – lower numbers of students Below NMS, Band 5 – compared to State and National.
 - ii. Above NMS overall (93.2% School; 90.5 % National).
 - iii. Similar to State and National – greatest number of students in Bands 7 & 8.
 - **Year 9 Grammar & Punctuation:**
 - i. Above NMS%: School 92%, State 84.9%, and National 89.3%.
 - ii. Lower numbers of students in Bands 4 & 6 compared to National and State; greater number of students in Bands 8, 9 & 10 compared to National and State.
 - **Year 9 Numeracy:**
 - i. Above NMS%: School 98.9%, State 95.8%, National 95.8%)
 - ii. Continue Trend of 2015, 2016: Lower numbers of students in Band 4 and 5 compared to National and State; fewer numbers of students in Bands 10 compared to National, but more than State, and significant improvement compared to 2016 when 2.5 % students Band 10.
 - iii. Students in Band 5 – significantly lower than National/State. (School 1.6%, State 4.2%, National 4.2%)
 - iv. Greatest number of students in Bands 6 & 7, similar to National and State
3. Increase in the % of Year 12 students attaining a QCE: 2017 saw 97.5% from 2016 saw 97.3%

Future Outlook

I look forward to the year ahead as we continue our progress towards:

- the ongoing refurbishment of classrooms; amenities; outdoor lunch and classroom areas
- cementing our relationships with external providers e.g. TAFE; DISCO; USQ; Downs Group Training, and creating work and accreditation opportunities from year 9 onwards
- our whole school focus on reading and writing
- further implementing the BYOD digital delivery strategy at our mainstream and Flexi School Campuses

- growing the Science, Technology, Engineering and Maths (STEM) program
- continuing professional development in restorative practices for all middle management
- implementing full school professional learning in trauma-informed practice having had beginnings in 2017 and then immersion in 2018/2019
- the creation of a Performing Arts building and full refurbishment of Art and Hospitality facilities
- training in Classroom Profiling for all teaching staff
- ongoing training of Maths teachers in Yumi Maths pedagogy
- further strengthening of our Rural school partnerships
- expansion of the work we do with our primary school partners
- making a strong case for the retention and funding of a Wellbeing Worker in our Flexi School model

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1582	775	807	78	91%
2016	1568	752	816	72	93%
2017	1624	786	838	73	93%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

- Students stay with the same Pastoral Care class, teacher and Head of Year throughout the years. The only exceptions will be if there are staff changes.
- The school has an ICSEA (Index of Community Socio-Educational Advantage) value of 1024. The school's 2016 percentile is 59.
- International student presence is as per information recorded in the section headed "Social Climate".
- Domestic student excursions abroad – Nil.
- Enrolments will continue to expand given the growth in local infrastructure and the quality reputation of the school and its performance. Thankfully this expansion might be minimal until the current Year 11 cohort 2017 graduates then there is likely to be 1750+ students.
- Bus – 31%. The vast percentage of students walk to and from school and/or are transported by their parents.
- Refugee students within the school - as per information recorded in section heading "Social Climate".
- Trends in student achievement are –
 - consistent and very high percentage of OP achieving students in the 1 – 15 range
 - consistent and very high numbers of students completing school based traineeships
 - increasing percentage of junior school students for whom alternate timetables are designed to incorporate one or more of the following:
 - significant involvement in TAFE programs
 - significant involvement in work experience

- personal development programs
- Changing trends in number of students within each age group – numbers are consistent and have been so over the past 7 years.
- A very strong student involvement in events and activities within the wider Toowoomba Community

Centenary Heights SHS has an outstanding school culture based around Safety, Respect and Learning with very high engagement in classrooms. Behaviour is respectful within the school community and beyond as students take very seriously their representation of Centenary Heights State High School

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	22
Year 11 – Year 12	19	19	20

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

Year 7 & 8 Transition Program – significant links are pursued with our Primary Partner Schools to ensure we have sound knowledge of our future students well before they begin Year 7. Strong research underpins the direction and structure of the program that is based around the learning, social and emotional needs of young people of this age. Each class is therefore characterized by:

- Allocation of a home room
- Main teachers teaching students for more than 1 subject in order to come to know their students well as people and as learners. These teachers are supported with allocated planning time each term to meet and discuss 'who they teach'; 'what they teach'; and 'how they teach'
- Significant parent inclusion and contact
- An aligned curriculum. Deliberate efforts are made to build on primary school learning and link one subject with another in both learning experiences and assessment so students are able to make sense of their learning

Year 7 Music Specialisation Class (7M) - this class is comprised of students who have applied for entry and been recommended by staff at their primary school. Students are exposed to more Music instruction throughout the year and in Semester 2 there is specific emphasis on public performance. (See website link for further information.)

Year 10 Taster program – Junior school work as such is completed at the end of Semester 1 Year 10 and students are invited to choose from a range of Senior-type subjects for the next 6 months. Again, research into the learning, social and emotional needs of young people of this age support the need at this juncture to expand student choice and experience. Evidence shows a real engagement in learning. For those students focused on moving into fulltime work, work experience opportunities are provided and employment skills highlighted.

Work experience & School Based Traineeships (SATs) – we recognize the dire shortage of tradespeople in our society today and the important learnings that come with the accountabilities of a workplace. 30% of our current Year 10 cohort enjoy work experience with local employers. Our Senior schooling program currently places 117 students in school based traineeships – again, wonderful links with our community.

Senior school Music Excellence Program (ME) caters for students with specific abilities in Music. This subject offers specialisation in performance, composing or musicology. It provides students with a developmental path to a more exacting level of experience in the area of specialisation and leads to the acquisition of significant expertise in the field.

Well supported **EALD (English as an alternative dialect) program** – please visit our complete curriculum on our website: <http://centheiqshs.eq.edu.au>

Headstart Program - a partnership with USQ - students in Semester 2 Year 11 and/or Semester 1 Year 12 may choose from a wide variety of subject offerings and study one of these on site at USQ. A pass in the subject counts towards tertiary entry should they wish to study at USQ after Year 12 is finished. Our students have enjoyed great success in this program over the past 8 years.

Wine Tourism as a subject - Centenary Heights is one of the inaugural seven schools in Queensland to be in partnership with the Queensland Wine Industry and the University of Southern Queensland. Students at school are directly involved in the maintenance of our vineyard which was constructed by a past Wine Tourism class. The program has expanded in recent years to include a wine science component in Year 12 Chemistry and Vineyard Maintenance in Senior Agricultural Science.

Our Flexi School – a campus of CHSHS catering to disenfranchised and/or disengaged youth 15-17 years. Enrolment is through Suitability Interview. Wonderfully successful and nationally recognised program re-engaging youth to work and/or tertiary study.

Co-curricular Activities

Instrumental Music (stage band; choir; vocal ensemble)

Year 7 camp

Art show evenings

Full school Musical

Pastoral Care Program 7 – 12 based around social and emotional needs of each age group

Year 6 students linking into high school facilities and programs

Peer mediation program + Peer Support Program

Multiple sports opportunities

Eco Action Group

Debating

Robotics Club

Annual Coding Camp

How Information and Communication Technologies are used to Assist Learning

In 2017 we enjoyed an increased Internet bandwidth to 100Mb. This means our students have access, at times relevant to the pedagogy, to high quality computers and internet speeds throughout every classroom. Our teachers throughout this year and onwards have been engaged in ongoing professional development with ICTs [information communication technology] and are increasingly planning and delivering curriculum online. Significant planning and communication with families was undertaken to prepare for 2017 where students in Year 7 and 8 have been required to bring their own device (BYOD) to school for use in all subjects. In 2018 and on, all students will be required to BYOD as we transition from the now defunct National Secondary Schools Computer Fund Program.

ICTs at Centenary Heights allow the student to be an active participant in the learning process thus increasing the likelihood that material will be understood, remembered and applied to solve practical problems. To ensure this, we use ICTs to create a fun learning environment. An ICT learning environment has been created where students want to learn, with exciting, hands-on activities. Teachers and students then become co-learners. Quality learning is most likely to occur when students are willing to try new things and to take risks in applying strategies to solve problems in both conventional and creative ways. The students are committed and self-motivated, and able to seek out appropriate resources and help from a variety of electronic sources. Cooperative learning is used whenever possible, where the teacher becomes the mentor and supports the learner to achieve agreed goals.

We believe that by using ICTs in learning, students become more involved in the learning process. ICTs will often offer a desirable pathway to encourage the students to take a greater interest in the curriculum on offer. We find that by using ICTs in the classroom, it allows the students to engage in the learning task at a higher level. We also believe that using a constructivist approach in ICT education helps to maximise the impact of technology in the curriculum. The teachers here serve as a guide and provide students with the tools to learn; teaching is not separate from learning. We have a staff ICT Coach who is time

supported to assist our staff with upskilling in digital pedagogy. Learning through ICTs at Centenary Heights is challenging, stimulating, interesting, and rewarding. We aim to integrate the use of ICTs into the everyday curriculum. We use ICTs to encourage higher order thinking and deeper understanding. The students who we are teaching today were born into a world where technology is integral in every aspect of life.

Social Climate

Overview

Our school revolves around the ethos Safety, Respect and Learning. Supply teachers often comment it is a pleasure to work at Centenary Heights. Inappropriate behaviours are met with a relevant consequence quickly and fairly as per our Code of School Behaviour. Equally, when one works to one's capacity it is quickly acknowledged. The Peer Mediation program trains older students in mediation skills and that proves a valuable interventionist process.

Our school is significantly multicultural with 23 international students and 60 Nationalities – this awareness and respect for cultural and social difference has had an extremely positive impact on school climate. Centenary Heights enjoys the diversity of international students – from a range of other countries. These students are supported by our International Student Coordinator and Homestay Coordinator. All of our teaching and non-teaching staff, each year, are updated in their understanding of multiculturalism via an excellent cross cultural training program.

We are a preferred school for the relocation of Sudanese refugees, and in support of them, we have a fulltime EALD teacher and 2 more teachers who work part time in the role and significant teacher aide time. Our indigenous students represent 4.5% of our population. Our Community Education Counsellor provides particular support for their social and emotional needs and significant teacher aide time is allocated within the classroom.

Our Student Council and Interact committee are active within the school and wider community. The Pastoral Care program for Years 7 – 12 is designed to address issues and needs relevant to each particular age group. Our Chaplain, Social Worker and school based Health Nurse are all high profile people in the school in the most interventionist of ways.

Parent, Student and Staff Satisfaction

Parent – “CHSHS is an amazing school and the staff there should be proud of the positive impact they have on the students and their lives.”

Student – “Centenary Heights State High School offers programs, extra-curricular opportunities and learning support that is particularly beneficial and is done particularly well. Having these opportunities here at Centenary is very beneficial to my personal life and my future plans after school.”

Teacher – “My absolute satisfaction with Centenary Heights State High School is a result of numerous elements. Essentially, the collegial support and harmony is phenomenal and makes coming to school each day so enjoyable. I can have confidence in the swift and assured support from administration and the management team when any issues do arise. This subsequently means that students at Centenary Heights know the unwavering expectations and are predominantly respectful of themselves, their peers, staff and the culture of our school”.

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	94%	100%
this is a good school (S2035)	96%	94%	100%
their child likes being at this school* (S2001)	95%	96%	94%
their child feels safe at this school* (S2002)	96%	99%	96%
their child's learning needs are being met at this school* (S2003)	93%	92%	95%
their child is making good progress at this school* (S2004)	95%	92%	98%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	93%	95%
teachers at this school motivate their child to learn* (S2007)	92%	88%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school treat students fairly* (S2008)	92%	92%	95%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	93%
this school works with them to support their child's learning* (S2010)	86%	92%	97%
this school takes parents' opinions seriously* (S2011)	84%	84%	93%
student behaviour is well managed at this school* (S2012)	92%	90%	95%
this school looks for ways to improve* (S2013)	95%	93%	100%
this school is well maintained* (S2014)	98%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	97%
they like being at their school* (S2036)	90%	97%	93%
they feel safe at their school* (S2037)	95%	94%	95%
their teachers motivate them to learn* (S2038)	86%	90%	89%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	90%
teachers treat students fairly at their school* (S2041)	75%	82%	74%
they can talk to their teachers about their concerns* (S2042)	77%	78%	81%
their school takes students' opinions seriously* (S2043)	75%	86%	84%
student behaviour is well managed at their school* (S2044)	82%	90%	78%
their school looks for ways to improve* (S2045)	90%	95%	98%
their school is well maintained* (S2046)	95%	93%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	93%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	98%	97%
they feel that their school is a safe place in which to work (S2070)	98%	99%	98%
they receive useful feedback about their work at their school (S2071)	91%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	83%	86%
students are encouraged to do their best at their school (S2072)	98%	98%	100%
students are treated fairly at their school (S2073)	96%	98%	99%
student behaviour is well managed at their school (S2074)	98%	100%	100%
staff are well supported at their school (S2075)	93%	93%	93%
their school takes staff opinions seriously (S2076)	89%	92%	90%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
their school looks for ways to improve (S2077)	95%	98%	98%
their school is well maintained (S2078)	97%	98%	97%
their school gives them opportunities to do interesting things (S2079)	95%	97%	94%

* 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

Student Report Cards have been posted to parents each Term and in 2018 we will move to emailing. Follow-up interviews, where necessary, are requested. Letters of congratulations to those students who have done their best across the range of their subjects are forwarded

The majority of school correspondence to parents is mailed – this ensures it is seen. Email to parents is increasingly used. We continue the awareness raising with parents of the Q Parents resource and the plan is to rely heavily on Q Parents in 2019 for the bulk of parent communication.

Our Head of Year system where 2 Heads of Department and/or emerging school leaders pair together to oversee approximately 11 or 12 Pastoral Care teachers, who in turn take particular charge of 25 students, has meant links with home have become 'part of the furniture'. Teachers come to know their students well and do not hesitate to contact home where appropriate

Formal parent-teacher-student interview sessions are scheduled early in Terms 2 & 3 each year

Year 7 & 8 Transition teachers have a deliberate parent contact method each Term (may take a different format each time)

The P & C committee is a devoted group meeting on the third Tuesday 6.00pm – 7.30pm of each month. They are a very cohesive team and exceptionally proactive.

The Principal and Deputy Principals enjoy a tremendous amount of parent conversation

The School Newsletter, featuring celebrations of student success, updates from faculties and extracurricular groups, is emailed approximately 7 times per year with a hardcopy option available to those without email. It is also available on our website.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Love Bites Program

- Aimed at Year 10 students
- School based Domestic and Family Violence and Sexual Assault Prevention Program
- Interactive program that focuses on modelling respectful relationships

Men in Business

- Program for Year 9 and 10 male students
- Focuses on building self-esteem, team work, resilience in young men
- Male Teachers, Businessmen and Chaplain address these attributes through small group discussion and physical activity

Experience through Challenge

- Program for Year 7 and 8 male students
- Focuses on building self-esteem, team work, resilience in young men
- Male Teachers, Businessmen and Chaplain address these attributes through small group discussion and physical activity

Bella Girl

- Empowerment program for young women which focuses on self-worth and confidence
- Program is facilitated by City Women and School Staff

Pastoral Care Program

- Year 8
 - Love Bites Junior Program
 - Age appropriate version of Love Bites – Term 4
- Year 9

- Term 1
- Cyber Bullying
- Sexual Harassment
- Homophobic Bullying
- Year 11
 - Term 3
 - Alcohol and Violence
 - Respectful relationships

Domestic Violence Month

- School acknowledgment of domestic violence through student led discussions

White Ribbon School and 'Breaking the Silence' school

- School staff and students collectively working towards minimization of domestic violence through education and student led activities. This includes review of school protocols in relation to issues such as sexual harassment and gender violence

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	268	333	291
Long Suspensions – 11 to 20 days	16	10	21
Exclusions	5	10	11
Cancellations of Enrolment	13	22	12

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The Principal regularly shares this information with the student community who respond very positively as seen in their environmentally aware practices.

Centenary Heights Pool is solar heated and to reduce electricity costs 24 solar panels have also been attached to A Block.

Water collection is carried out in 13 tanks within the school grounds. This includes 3 tanks which are used for the holding of rain and bore water used for our backwash and cleaning of the pool.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	569,062	8,195
2015-2016	602,803	9,153
2016-2017	609,876	11,858

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

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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	130	60	<5
Full-time Equivalent	123	45	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	18
Graduate Diploma etc.**	0
Bachelor degree	95
Diploma	17
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$70,000.

The major professional development initiatives are as follows:

- Literacy Training
- VET – continued upskilling of staff to maintain qualifications
- Qld Curriculum and Assessment Authority compliance and upskilling
- Restorative Practices

The proportion of the teaching staff involved in professional development activities during 2017 was 83%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

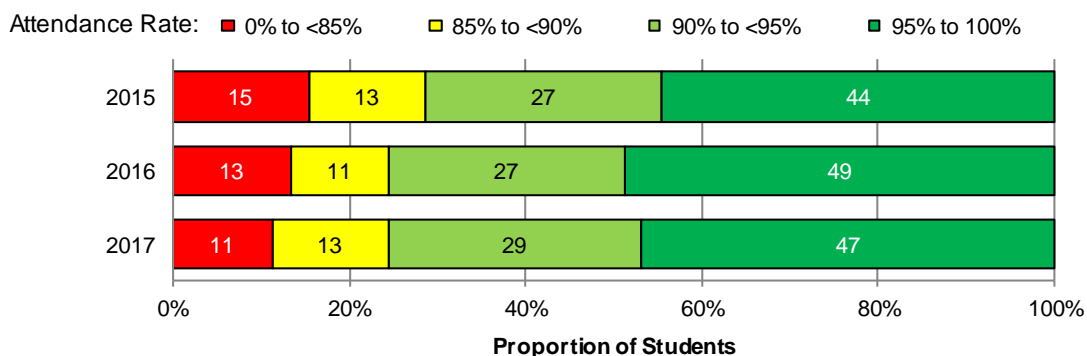
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	92%	91%	92%	91%	91%
2016								95%	93%	92%	91%	93%	92%
2017								94%	94%	92%	91%	92%	93%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

- Rolls are marked from Pastoral Care Group (PCG) to Period 4 each day
- Any rolls completed by Supers (i.e. fill-in teachers for the day) are marked in the office
- Late arrivals are noted as students arrive
- School attendance officer sends SMS message to the parent/carer of any student absent unexplained by 10.30am each day
- Absences are noted for the day
- Any notes re previous absences/late arrivals are entered
- Any phone messages on the absences line attended to
- After three days of absences without explanation a letter is sent home asking for the reason
- PCG teachers generate unexplained lists – fortnightly – to be addressed with students and followed up
- Manual check advised to relevant staff if regular absences and late arrivals are noted and then followed up with parents
- Principal requests full school absence download twice a Term and actions parent contact through Heads of Year and/or Pastoral Care Group teachers
- In the case of rare ongoing non-attendance referral is made to our School Engagement Officer.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	231	225	275
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	1
Number of students receiving an Overall Position (OP)	113	107	147
Percentage of Indigenous students receiving an Overall Position (OP)	8%	20%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	55	45	69
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	136	148	168
Number of students awarded an Australian Qualification Framework Certificate II or above.	121	137	152
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	214	219	268
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	85%	74%	87%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	94%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	29	27	40	17	0
2016	16	33	30	23	5
2017	37	48	43	19	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	106	112	35
2016	113	129	27
2017	137	147	37

As at 14th February 2018. The above values exclude VISA students.

Specific Certificates Awarded to Students in 2017

Certificate I		Certificate II	
Sport & Recreation	83	Sport & Recreation	78
Information, Digital Media & Technology	27	Information, Digital Media & Technology	36
Construction	16	Music	3
Hospitality	34	Rural Operations	15
Business	31	Agriculture	3
		Hospitality	25
		Business	39
		Sampling & Measurements	14
		Skills for Work and Vocational Pathways	1

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	80%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	93%	65%	89%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.centheigshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Our most common reason by far for Early Leavers is to fulltime apprenticeships. Because our tight school processes identify disengagement in mainstream education early our work experience program begins in Year 9 for many. This is an excellent response to such disengagement and virtually 100% of the time allows us to retain the student in part time mainstream education for a longer period. Invariably the student will be successful in work experience and move to a fulltime apprenticeship when age eligible. Our focus at CHSHS is to facilitate ongoing learning in whatever context.