



School Improvement Unit Report

Centenary Heights State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at **Centenary Heights State High School** from **22 to 25 August 2016**. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Ramsay Street, Toowoomba
Education region:	Darling Downs South West Region
The school opened in:	1968
Year levels:	Year 7 to Year 12
Current school enrolment:	1 563
Indigenous enrolments:	5 per cent
Students with disability enrolments:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1015
Year principal appointed:	2003
Number of teachers:	125 (full-time equivalent)
Nearby schools:	St Thomas More's School, Denise Kable Campus, Rangeville State School, St Joseph's College
Significant community partnerships:	University of Southern Queensland (USQ), Toowoomba Older Mens Network, Toowoomba Regional Council, HumeRidge Church, Southern Queensland Institute of TAFE, Rotary Club of Toowoomba East
Significant school programs:	Year 7 and 8 transition programs, School to Skills, Toowoomba Flexi School (Flexi), USQ Tertiary Preparation Program and Headstart.



1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director (ARD)
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
 - Principal and three deputy principals
 - Eight Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer and Support Teacher Literacy and Numeracy (STLaN)
 - 51 teachers and teacher aides and 38 students
 - Two Business Services Managers (BSM) and six administration officers
 - Ancillary staff
 - Parents and Citizens' Association (P&C) president and tuckshop convenor
 - 11 parents
 - Principal of partner primary schools
 - Three community partner representatives
 - Federal Member for Groom, Mr John McVeigh

1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Meredith Wenta	Internal reviewer
Julie Warwick	Internal reviewer
Paul Herschell	External reviewer



2. Executive summary

2.1 Key findings

- The leadership team is driving a strong improvement agenda in high expectations for effort, behaviour and attendance, literacy, reading and information technology.

Staff members, students, parents and community members state that strong relational leadership, clear direction and collaborative processes are the key drivers in the improvement agenda and this is led by the principal.

- The leadership team clearly articulates a belief that reliable data on student outcomes are crucial to the school's improvement agenda.

There is strong evidence that student outcomes data is enacted across the school to inform instruction and programs. Data indicates that the school is performing strongly in its priority area of literacy as assessed by the National Assessment Program-Literacy and Numeracy (NAPLAN).

- The school is driven by a belief that every student can learn and make progress and a culture of high expectations exists across the school

Relationships between staff members and students are positive and respectful. Students, staff members and parents speak well of the school and value its friendly and professional culture.

- The school applies its resources in a manner to meet the learning and wellbeing needs of students.

The school offers a wide range of programs to cater for the diverse needs and interests of students.

- Parents, students and community members articulate the belief that the school has a body of expert teachers, on the main campus and at the annexe, the Toowoomba Flexi School (Flexi).

The community reports that the teachers are committed to providing their diverse range of students with an education that will prepare them for their chosen pathway for the future. Succession planning and capacity building is occurring across the school. A formalised coaching program is not yet established to ensure this peer development process is more sustainable and implemented systematically across the school.



- Each faculty at the school has a sequenced plan for curriculum delivery which teachers understand and implement.

There is some evidence within faculties of quality assurance of the Years 7 to 10 curriculum planning process to ensure that all Australian Curriculum (AC) content descriptions are covered and all students are provided every opportunity to achieve the AC achievement standards.

- School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness.

Many teachers are able to articulate their commitment to differentiation and to provide examples of how they cater for the varying needs of students. Some teachers are able to present documented evidence of planning for and implementation of explicit differentiation strategies.

- The school has a documented pedagogical framework and a school-wide approach to literacy improvement.

The framework is informed by research and based on the teachers' shared beliefs regarding teaching and learning and was developed through a school-wide collaborative process. Teachers have adopted the pedagogical framework into their practice to varying degrees.

- The school has a broad range of partnership arrangements with other education and training institutions, local businesses and community organisations. The purpose of these partnerships is to improve student engagement and outcomes.

Identified partners are committed to the purposes and objectives of their partnership. It is apparent that the personal contact with the long-standing principal at the school has a notably positive impact on the success of these partnerships.



2.2 Key improvement strategies

- Implement a systematic school-wide approach to pedagogy that is aligned with the school's literacy improvement agenda to ensure a consistency of teaching and learning across the school.
- Develop a consistent, whole-school approach to curriculum planning to ensure that all AC content descriptions are covered and all students are provided with opportunities to demonstrate the AC achievement standards.
- Build a process to monitor, review and evaluate the efficacy of the funding initiatives and their sustainability over time.
- Develop a formalised coaching program to ensure a sustainable, school-wide peer development process.
- Analyse 2016 NAPLAN data with a view to developing a school strategy to respond to trends in student numeracy performance.
- Support teachers to plan, document and implement targeted differentiation strategies which respond to the individual learning needs of students and maximise outcomes for all students.