



School Improvement Unit Report

Centenary Heights State High School





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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

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



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.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The leadership team is driving a strong improvement agenda in high expectations for effort, behaviour and attendance, literacy, reading and information technology. It is apparent there are variations in how faculties are enacting the improvement agenda. A clear line of sight exists regarding the roles and responsibilities of the leadership team and the subsequent committees formed.

Targets for literacy training and reading are set. Although all staff members are not yet able to articulate the targets, the Heads of Department (HOD) are clear on their responsibilities regarding this. A four year improvement overview outlines the steps for the strategic development of school performance. A consistent effort is made to understand performance levels and trends over time. Staff members believe that quality teaching is central to further improvement in student achievement.

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. School staff members articulate a culture of high expectations for students and this culture is celebrated through a gold awards ceremony held twice each year. This ceremony is highly valued by students, staff members and the parent community and embraces the significance of each student working to their potential.

High expectations of student attendance, effort, behaviour and uniform are communicated to the students, staff members and the community through newsletters, year level parades and major events. A shared belief exists that improved attendance and enhanced performance levels in effort and behaviour will be instrumental in improved whole-school achievement.

A general awareness exists amongst staff members and students regarding the targets for attendance. The role of monitoring progress towards the targets is delegated to nominated staff members and there is some evidence of sharing of the progress data with staff members. The school invests significantly in research-based programs to improve reading and writing and teachers demonstrate a willingness to implement the ideas suggested by the research in their teaching practice.

The focus for improvement is communicated to staff members through faculty meetings and Professional Development (PD) days and with the wider community through the Parent and Citizens' Association (P&C) meetings.

Staff member morale is high and staff members report high levels of collegiality and professional support between staff members and the school leadership team. It is apparent that the school is committed to all students achieving success.



Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student, and leadership team interviews.

Improvement strategies

Continue to communicate and celebrate, explicitly and consistently, the school's high expectations for student outcomes.



3.2 Analysis and discussion of data

Findings

The school leadership clearly articulates a belief that reliable data on student outcomes is crucial to the school's improvement agenda. Student outcomes data is enacted across the school to inform instruction and programs.

Teachers are developing their data literacy skills and recognise the importance of data in identifying starting points for improvement and understanding student needs. Teachers utilise the OneSchool dashboard to identify where students are at with their learning. A range of other testing instruments are utilised to gauge student needs and inform targets including PAT-M and PAT-R.

Led by the principal, school leaders work closely with HOD and Heads of Year to analyse data after each reporting cycle. Subsequent student and family intervention occurs as required.

The school leadership team sets targets and has systems established to monitor and track student attendance. An attendance officer is employed to support this. The attendance data is analysed on a daily basis and unexplained absences are followed up with phone calls or text messages. The daily attendance data is published each day. Attendance rates have shown an improvement in 2016.

Some students are able to articulate strategies they use with classroom teachers to reflect on their progress and achievement data. Goals and targets are subsequently set for improvement as a result of this by some students.

The tracking and monitoring processes for Queensland Certificate of Education (QCE) attainment are comprehensive. In 2015, 92.2 per cent of students received a Queensland Certificate of Education which was a 7.4 per cent increase from 2014.

Data indicates that the school is performing strongly in its priority area of literacy as assessed by the NAPLAN. Preliminary data for 2016 NAPLAN Upper 2 Bands (U2B) achievement indicates Year 7 results as above or similar to the nation and above or similar to Similar Queensland Schools (SQSS) across all domains. Year 9 achievement in U2B is statistically similar to or above the nation in reading, writing, spelling and grammar and punctuation. When compared to SQSS Year 9 U2B performance is similar to SQSS in reading, writing and grammar and punctuation, and below in spelling.

School performance relating to the National Minimum Standard (NMS) in 2016 indicates that in Year 7 and Year 9 the percentage of students achieving at or above NMS is above Queensland State Schools (QSS) in all strands.

In 2016, Year 7 and Year 9 Mean Scale Score (MSS) achievement was similar to SQSS in all strands. Year 9 achievement was statistically below the nation in MSS and U2B numeracy achievement.



Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, budget overview, OneSchool, staff, student, parent and leadership team interviews.

Improvement strategies

Continue to analyse 2016 NAPLAN data with a view to developing a school strategy to respond to trends in student numeracy performance.

Continue to develop the skills of students to self-reflect on data and develop individual strategies to improve learning outcomes.

Strengthen data literacy skills of staff members to ensure that they can effectively use data to evaluate teaching effectiveness and plan for explicit differentiation within their classroom.

Consider documenting data collection and analysis scheduling into a school data plan.



3.3 A culture that promotes learning

Findings

The school is driven by a belief that every student can learn and make progress and a culture of high expectations is apparent across the school. Teachers plan curriculum programs to maintain a high level of learning for all students.

The school presents as calm and orderly and is focused on learning. 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.

A strong collegial culture is apparent amongst teachers who provide professional and personal support for each other through formal and informal interactions and partnerships.

The school has clear processes and expectations for behaviour which are understood by staff members, students and parents. The school's behaviour expectations of '*Safety Respect and Learning*' are clearly displayed across the school and students can describe the expectations.

To support student wellbeing and reinforce the school's behaviour expectations the school consistently implements the '*Code of School Behaviour*'. Staff members, students and parents support and value the consistency with which the school leadership applies the code. The extent to which it drives the high behaviour expectations is clearly apparent across the school.

A student support committee, comprising a deputy principal, community education counsellor, guidance officer, school-based youth health nurse, chaplain, youth worker, engagement officer and HOD work with students requiring assistance with a range of social and emotional needs and recommend a variety of strategies to provide appropriate levels of support for these students.

Teacher aides are a valued part of the school team. Their support for classroom learning is integral to improved student outcomes and is highly valued by teachers at the school.

The school supports the learning and wellbeing needs of students requiring significant support to complete school through the Flexi campus. The campus and programs are well resourced and provide targeted learning opportunities for a range of students for whom a mainstream education context has proved ineffective.

A high priority is placed on establishing classroom environments which are conducive to learning. Teachers consciously establish environments which are inviting. Student art work is prominently displayed across the school.

The school appreciates and values students' varying cultural backgrounds. Resources are dedicated to supporting the full range of cultural backgrounds of students attending the school.



The 2015 School Opinion Survey (SOS) for staff members indicates high levels of staff member morale, and parent, student and staff member levels of satisfaction in most areas are above the State and Like School averages. Student attendance is well managed and consistently high. It is currently 92.6 per cent.

Parents are welcomed as partners in their child's education. The broad range of extra-curricular activities available at the school provide many opportunities for parents to be involved in the life of the school.

Supporting data

Annual Implementation Plan 2016, Code of School Behaviour, Investing for Success 2016, School Data Profile, Headline Indicators, school pedagogical framework, school website, school newsletters, School Opinion Survey, staff, student, parent and leadership team interviews.

Improvement strategies

Ensure that sustainable processes exist to maintain the current learning culture and the physical environment of the school.



3.4 Targeted use of school resources

Findings

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

The school budget is developed by the Business Service Managers (BSM), the principal and cost managers.

The 2015 Great Results Guarantee (GRG) of \$520 711 was used to: train all teaching staff members in the literacy training program; increase the percentage of students at or above NMS from 95.5 per cent to 97 per cent in writing and by at least one level in reading; increase the percentage of students achieving a 'C' standard or above in mathematics in Year 8 from 79 per cent to 84 per cent in Year 9; improve all English as Another Language or Dialect (EAL/D) students' achievement; and increase the percentage of Year 12 students attaining a Queensland Certificate of Education (QCE) from 87 per cent to 90 per cent.

In 2016 Investing for Success (I4S) funding of \$717 300 targets the same priority areas and an increase in the percentage of students in the U2B of the NAPLAN. The 2016 I4S funding is committed to resources and programs directly related to the Explicit Improvement Agenda (EIA).

The school offers a wide range of programs to cater for the diverse needs and interests of students. A student resource scheme with core fees operates to provide the necessary resources to students.

Information and Communication Technology (ICT) is utilised in learning. It is limited by access to technology in certain areas of the school. A one-to-one laptop program is being investigated to commence for students in Year 7 and Year 8 in 2017 and the remaining year levels from 2018.

Teaching spaces are well presented and provide stimulating environments in which students can learn. Attention is given to the ongoing maintenance and development of the grounds and facilities in the school.

An extensive student support network is apparent. This includes a Special Education Program (SEP), the off-site Flexi campus for those requiring high levels of additional support and disengaging from formal learning in Years 10 to 12. A 'School to Skills' program is run within the school for students in Years 11 and 12 who need additional support to re-engage. Individual Curriculum Plans (ICP) are being developed for those students with a verified disability. The learning and social and emotional needs of these students are supported. Students within the SEP are taught in a combination of tutorial and mainstream settings. A community education counsellor, working closely with the Indigenous community, provides academic and personal support for Indigenous students.



The P&C manages a canteen which employs three staff members to provide food to students.

The current bank balance is \$1 200 000.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school website, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

Improvement strategies

Build a process to monitor, review and evaluate the efficacy of the funding initiatives and their sustainability over time.



3.5 An expert teaching team

Findings

Parents, students and community members articulate the belief that the school has a body of expert teachers, on the main campus and at Flexi, who are committed to providing the diverse range of students with an education that will prepare them for their chosen pathway for the future.

The principal places a high priority on attracting and developing the best possible teachers. Strategies include the recruitment of high performing graduates who are offered a permanent position for three years and then encouraged to re-locate to other settings to broaden their experience and further develop their expertise. This is being formalised through a signed agreement which entitles them to return to the school or the region after two years.

Succession planning and capacity building is occurring across the school. In 2009 a process for succession planning was implemented which enables the executive team to collate a staffing summary indicating impending retirements. The school then supports some departments to grow their own experts to replace potential retirees, particularly in areas of acute shortage, by providing time for these experienced teachers to be observed by less experienced colleagues. A formalised coaching program is not yet established to ensure this peer development process is more sustainable and implemented systematically across the school. Teachers have been successfully supported in attaining Department of Education and Training (DET) Science, Technology, Engineering, Mathematics (STEM) teacher development scholarships.

Teachers express satisfaction with the range of leadership opportunities afforded to them in the school. The principal recently co-led a preparation for promotion program for aspiring deputy principals, HOD and Heads of Curriculum (HOC) across the district and it was well attended by the school's aspirants. The annual performance review process is embedded across the school and the 2015 SOS data indicates that it is highly valued by teachers.

The school management team is committed to professional learning for all staff members. Agendas for school management team and department meetings are consistently focused on professional learning rather than operational matters. There is an established process for allocating Professional Development (PD) and associated funding which ensures all teachers have access to PD that is clearly linked to school and department priorities and to their own Performance Development Plan (PDP). All requests are put forward in writing, are signed off by the HOD and then approved by the principal.



A strong culture of collaboration exists amongst members of the school management team and between teachers within departments. Collaboration across departments occurs in Years 7 and 8 where core subject teachers are paired and work closely together in planning and teaching allocated classes. There is some evidence of this cross-curricula collaboration occurring on a less structured basis across the school. Teachers indicate that further opportunities for this to occur would be beneficial.

Classroom environments on the main campus and the Flexi campus are well cared for, stimulating and students are highly engaged and supported to achieve their potential. Students and parents indicate that the relationships between students and teachers and students and students are consistently respectful. The culture of high expectations regarding student effort, behaviour and achievement implemented by all teachers in the two settings is highly regarded in the school community.

The school has a documented induction program for new and beginning teachers which is implemented in Semester 1 each year. The deputy principal who line-manages teacher induction includes a review of the program in their APDP to ensure it is less operational, more aligned with the school's pedagogical framework and current priorities, and is implemented throughout the year.

In order to strengthen curriculum transition from the primary to the secondary context, the school engages in their Escarpment cluster's annual Year 6 moderation process and is hosting collaborative meetings between the Years 6, 7 and 8 teachers. It is apparent that this effort to enhance communication and shared professional learning at this interface is highly valued by the primary school cluster members as well as the Year 7 and Year 8 teachers.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning process, pedagogical framework, budget overview, school professional development days, performance development plans, staff, student, parent and leadership team interviews, school induction program.

Improvement strategies

Consider developing a formalised coaching program to ensure there is a sustainable, school-wide peer development process.

Consider providing further opportunities for meaningful cross-curricula collaboration.

Revise and update the new and beginning teachers' induction program to ensure it is accessible for all new teachers throughout the year and is aligned with school priorities.

Continue to work with the Escarpment cluster to enhance communication and ongoing professional learning.



3.6 Systematic curriculum delivery

Findings

Each faculty at the school has a sequenced plan for curriculum delivery which teachers understand and implement. Curriculum in Years 7 to 10 is generally aligned with the AC, particularly in the core areas of English, mathematics, science and the humanities. The quality and comprehensiveness of curriculum and unit plans vary considerably across the school in terms of providing each teacher with an explicit, coherent, sequenced plan for curriculum delivery which makes clear what and when teachers should teach and students should learn.

HOD, with the support of year level coordinators, are ultimately responsible for developing and approving units of work including assessments and standards matrices. There is some evidence within faculties of quality assurance of the Years 7 to 10 curriculum planning process to ensure that all AC content descriptions are covered and all students are provided every opportunity to achieve the AC achievement standards. Consistency of curriculum planning across faculties is not yet apparent and a range of processes is employed, with a variety of proformas and information technology platforms being utilised.

Teachers report using common assessment tasks and faculty specific criteria sheets which are then utilised for informal moderation of student work at the end of each unit. Most teachers describe a regular cycle of curriculum evaluation at the conclusion of units of work to inform decisions regarding new work. While moderation processes occur in the senior school, a consistent whole-school process for moderation of student work to ensure the consistency of judgements or effective use of the standards is not yet apparent.

The school has a school-wide literacy improvement strategy. The English HOD acts as a literacy coach and works across the school's faculties to support teachers to implement literacy strategies across the curriculum. Teachers and leadership team members report a significant increase in the focus on literacy in all subject areas as a result of the strategy. The school is introducing the Multi-Lit program for students in Years 7 to 10 who require additional literacy support.

Currently 48 students are utilising an ICP to support their learning and access curriculum appropriate to their ability levels, and one student has an ICP at a higher level than their age. Students involved with the SEP are generally integrated into the mainstream curriculum and are offered additional curriculum support through dedicated tutorial programs.

The school is considering the introduction of a STEM program and has established a STEM steering committee to recommend how it is to be organised and implemented at the school.



An overall document which clearly outlines the school's curriculum and which incorporates all AC learning areas, general capabilities and cross-curriculum priorities is not yet developed. Teachers' curriculum planning reflects limited use of general capabilities and cross-curriculum priorities to enhance teaching and learning.

Year 10 curriculum is used as an opportunity to support students' transition into the senior school with extension mathematics and science classes offered and senior 'Taster' courses delivered in Semester 2. Teachers and HOD report difficulty completing all AC expectations in Semester 1 for students taking 'Taster' courses but fully support these opportunities for students.

The school has a diverse range of course offerings in Years 11 and 12, including 29 Authority, seven Authority Registered and 13 Vocational Education and Training (VET) certificate courses. A career pathways and VET HOD manage senior secondary pathways. The school has 18 teachers who are members of Queensland Curriculum and Assessment Authority (QCAA) district panels.

The school runs a School to Skills program for a small number of students in Years 11 and 12 who are undertaking school-based Apprenticeships and Traineeships (SATS).

Flexi provides alternative curriculum offerings for students in Years 10 to 12, with many students completing their QCE and /or VET certificates, leaving school with valuable skills and qualifications to support entry into the workplace or further education and training. School staff members, parents and community members report that Flexi is providing a valued range of opportunities for young people and the school is achieving extremely positive learning and wellbeing outcomes for students who may otherwise be disengaged from learning and schooling.

Supporting data

Annual Implementation Plan 2016, pedagogical framework, various school-produced curriculum documents, Flexi-school curriculum information, Investing for Success 2016, School Data Profile, Headline Indicators, school pedagogical framework, school website, STEM action plan, staff, student, and leadership team interviews.

Improvement strategies

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.

Establish a systematic quality assurance process to support teachers to consistently implement the curriculum plan.

Explore opportunities to incorporate other general capabilities and cross-curriculum priorities into the school curriculum.



3.7 Differentiated teaching and learning

Findings

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

Teachers have a clear understanding of where students are at in their learning to identify starting points for teaching. All teachers utilise the OneSchool class dashboard at the commencement of the year. Many teachers are able to articulate their commitment to differentiation and can provide examples of how they cater for the varying needs of students. Some teachers are able to show documented evidence of planning for and implementation of explicit differentiation strategies.

Some structural differentiation is implemented whereby students are placed in groups and classes with common learning needs. Classes are created utilising feedback from feeder primary schools and a range of diagnostic data. The IMPACT thinking program has been delivered to targeted groups in Year 8 in 2016.

The Flexi campus offers a structured program to support students disengaged from mainstream school. Students have opportunities to undertake studies in a Certificate II in Foundational Skills and Knowledge, Certificate I /II in Information, Digital Media and Technology, Certificate I/II in Sport and Recreation, Certificate II in Music and Certificate I/II in Business. Each student is supported to develop a career and pathway plan. A number of staff members are trained in the Multi Lit program through Macquarie University which is delivered to Years 10 students on campus.

The support services team meet weekly to ensure a coordinated approach to supporting students requiring additional support. Minutes from this forum are shared with school leaders and data is used to shape and design proactive wellbeing programs and individual classroom support as required.

EAL/D students are well supported with diagnostic assessment, in-class assistance and regular access to the guidance officer and support staff members.

The senior curriculum offers multiple pathways to students. Two employment officers work closely with students from Years 9 to 12 to support work experience placement and SATS.

ICP are established for verified Students with Disability (SWD) and students operating significantly below year level. The Head of Special Education Services (HOSSES) and the learning support coordinator coordinate a range of support programs in the school and lead a team of teachers and teacher aides in identifying and supporting students. This includes a tutorial program involving assignment and homework support, short course literacy and numeracy programs and a Certificate 1 in information, digital media and technology.



Individual Support Plans (ISP) are designed by case managers for all verified students. These are updated regularly and discussed at meetings with parents twice a year. Teachers are encouraged to examine ISP to shape their differentiation strategies in the classroom.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, OneSchool, staff, student, parent and leadership team interviews.

Improvement strategies

Continue to 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.



3.8 Effective pedagogical practices

Findings

The school has a documented pedagogical framework, '*Centenary Heights State High School - our Pedagogical Framework*' which is informed by the work on Explicit Instruction (EI) by Archer & Hughes¹. It is based on the teachers' shared beliefs regarding teaching and learning and was developed through a school-wide collaborative process. It is revised at the beginning of each year and is aligned with school priorities. The '*16 Elements of Explicit Instruction*' is highlighted as a pedagogical model within the document. Teachers have received some training on this and have adopted it into their practice to varying degrees. As yet, there is little evidence of a whole-school systematic approach to its full implementation.

There is some evidence of a school wide classroom walkthrough process to build a culture of learning and feedback among teachers. This is a priority in the school's four year plan. It is mandated that each HOD is to visit each teacher within their department once a semester. Teachers are able to choose a particular element from EI to be focused on during the observation. It is apparent that this is occurring consistently in some departments with some HOD providing formal, written feedback to their teachers. A common feedback process is not yet utilised across departments. This observation process is currently being reviewed by the senior management team.

Peer-to-Peer observation and feedback occurs. Teachers either volunteer for this process or those requiring coaching are identified by HOD. Teachers are able to nominate their own peer observer and predominantly select staff members from other departments. Time is made available for these observations to occur.

Deputy principals visit classes and observe teachers' practice. This is not yet done on a formally planned basis and a common approach to identifying a focus for the observation or for providing feedback is not yet established.

Many teachers identify the teaching of literacy within subjects as a part of the school's EIA. This literacy strategy is a focus in the 2016 I4S funding allocation, with the target of ensuring 100 per cent of teachers complete the training which is delivered by the school's literacy consultant. This training is highly valued by teachers and it is implemented across departments. Students are able discuss the new approach to teaching vocabulary and the inclusion of assessment exemplars. It is apparent from teachers' comments that they view this literacy learning as being separate from previous work undertaken on EI.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



Some teachers indicate that digital pedagogy is part of the school's EIA. Many teachers and HOD express concerns regarding the mandated BYOD policy for Year 7 and Year 8 in 2017. In some departments there is evidence of work around supporting teachers to engage further with digital pedagogy. A systematic school-wide digital pedagogy approach is not yet apparent.

A comprehensive review of student progress from Year 7 to Year 12 is conducted each term after reports are completed. This is led by the principal and deputy principals and is focused on relative gain. Students who are underperforming are identified and follow up interviews with the deputy principal or Head of Year are held in consultation with parents. Referrals to the guidance officer occur if subject or pathway changes are required.

Students receive quality feedback regarding their learning and assessment. Students and parents articulate high levels of satisfaction with the quality of feedback received at the twice-yearly parent student teacher interviews, and the feedback opportunities regarding learning and assessment progress regularly provided by class teachers. The strong focus on encouraging and rewarding effort and behaviour is highly valued by all members of the school community.

Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, school's four year plan, School Data Profile, Headline Indicators, school's pedagogical framework, staff, student, and leadership team interviews.

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.

Collaboratively develop a common observation and feedback process aligned to the school's pedagogical framework.

Consider using the ICT coach to work collaboratively with the school management team to develop a whole-school approach to digital pedagogy including cross-curricula professional learning.



3.9 School and community partnerships

Findings

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.

A strong community focus with reciprocal support is apparent. This includes the support of Flexi by organisations including the Red Cross, Rotary Club of Toowoomba East, University of Southern Queensland and Toowoomba Older Mens Network. The school chaplain assists with a breakfast and lunch program each day with food being donated by local businesses. This is particularly aimed at improving engagement, attendance and wellbeing. Through a successful grant with Regional Development Australia the site has an additional building aimed at providing social and emotional wellbeing through an intergenerational mentoring hub for these students.

The school continues working with existing and potential community partners based on their capacity to contribute to improved student achievement, engagement and/or wellbeing. There is a clear authenticity to the partnerships regarding the benefits for all stakeholders.

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.

The school's partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations. The range of community partnerships and demonstrations of community support, large and small, are extensive.

A strong transition program with the main primary feeder schools is established and a growing percentage of students from these schools enrol at the school. A considerable sharing of ideas and information amongst the leaders of the schools occurs.

The school communicates information to parents via a range of media including newsletters, email, school Facebook and school website. Parental involvement in the school is generally limited to a small but committed P&C. Growing participation and support by parents in events celebrated by the school are apparent.

Student wellbeing is supported through contacts with various community groups including Family and Child connect, Reconnect, Headspace, Lifeline, Kid's Helpline, Bravehearts, Men's Line, DV connect, and parentline. The student support team provides guidance counselling, industry liaison support, school-based youth health nurse support, Indigenous support, chaplaincy support and an engagement officer to assist students.



Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, School Data Profile, Headline Indicators, school website, school newsletters, staff, student, parent, community and leadership team interviews.

Improvement strategies

Continue to nurture business and industry partnerships with the aim of expanding vocational training and employment opportunities for students and celebrate the success of these relationships.

Monitor and evaluate the effectiveness of partnerships regarding their alignment to the learning and emotional wellbeing needs of students.



4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.
- School to meet with ARD to discuss review findings and improvement strategies.