



Centenary Heights State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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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 partners 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. 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!

## School progress towards its goals in 2018

### 1. Year 7 NAPLAN 2018

- The 2018 Year 7 cohort achieved highly with students performing above the National Minimum Standard (NMS) in the strands of Reading, Writing, Spelling and Numeracy; and performing similar to the National cohort in the Grammar and Punctuation Strand.

### Year 7 Reading:

- Continue Trend of 2015, 2016, 2017: 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.
- Decrease in percentage of students at or below NMS: 10.7% in 2018, compared to 13.3 % 2017.
- Significantly fewer students at or below NMS school level - 10.7% compared to State 22.9% and National 18.4 %.
- Increase in students in U2B: 35.8% School compared to 29.9% in 2017. U2B 35.8% result better than 22.5% State and 26.7% National.
- Above National and State Mean: 97.9 (School); 94 (National) and 92% (State).
- Improvement in NMS% 98.3% 2018; 97.7% in 2017.
- Increase in percentage of boys in U2B – 36.2% in 2018 compared to 29.6% in 2017.
- Reduction in percentage of boys in L2B – 11.3% in 2018 compared to 16.6% in 2017. Significantly fewer boys in L2B (11.3%) compared to State result – 26.9%.

### Year 7 Writing

- Continue Trend of 2015, 2016, 2017: Fewer students in L2B - 28% School - compared to National 33.6% and State 49.3%.
- Decline in number of students in Band 4 – below NMS – from 9.1% in 2017 to 5.6% in 2018.
- Decrease in numbers of students in U2B from 18.1% in 2017 to 13.2% in 2018. Greater number of students in U2B compared to State 9.7% and on-par with National result of 13.5%.
- School results of 94.4% at or above NMS significantly above State 81.6% and National 86.9%
- Defying national trends, significant increase in number of boys at or above NMS - from 86.4% in 2017 to 92.6% in 2018. School result of 92.6% at or above NMS significantly above State result of 75%.

## Year 7 Spelling

- Significantly more students in U2B – 40.9% School - compared to National 30.5% and State 26.9%. U2 Band result of 40.9% is consistent with 2017 result of 40.4%. Has been increase in number of students in Band 9 from 6.4% in 2017 to 10% in 2018.
- Defying national trends, has been an increase in school result – 94% in 2017 to 97.3% in 2018 – compared to a decline in state and national percentages. Is a widening gap between School and National mean in comparison to previous years.
- Increase in number of boys in U2B – from 32.6% in 2017 to 36% in 2018. Significantly above State result of 23.6%, although lower than result for girls – 45.4%. Girls' result of 45.4% is significantly above State result of 30.4% students in U2B.

## Year 7 Grammar & Punctuation

- Has been a decline in percentage of students in L2B – 16.9% in 2017 to 15.1% in 2018. Continue Trend of 2015, 2016, 2017: Lower numbers of students in Bands 4 and 5 – 15.1% compared to National 19.2% and State 26.9%.
- Increase in number of students in U2B from 33.6% in 2017 to 36.8% in 2018.
- Greater number of students in U2B – 36.8% compared to National 29% and State 23.8%.
- Above state and national NMS%.

## Year 7 Numeracy

- Continue Trend of 2015, 2016, 2017: Lower numbers of students in Bands 4 and 5 - 11.7% - compared to National 21% and State 16.4%. However, has been a slight increase in no. of students in L2B from 9.9% in 2017 to 11.7% in 2018.
- Has been an increase in number of students in U2B from 30.2% in 2017 to 35.3% in 2018, which is above State result of 21.3% and National result of 30%.
- Has been a decrease in no. of students at or above NMS from 99.2% in 2017 to 98.3% in 2018, but above State result of 94.6% and National result of 95.4%.
- Like school results, has been an increase in no. of boys in U2B – from 33.8% in 2017 to 38.7% in 2018, significantly above State result of 24.3%. Has also been an increase in no. of girls in U2B from 26.5% in 2017 to 32.3% in 2018, significantly above State result of 18.2%. School improvement in no. of students in U2 Bands defied state decline from 23.4% in 2017 to 18.2% in 2018. Are more boys than girls in U2 Bands, as in Reading strand, although fewer girls in L2B.

## 2. Year 9 NAPLAN 2018

### Year 9 Reading

- Improvement in numbers of students in Band 10 (only 2.4% students Band 9 2016; 7.3 % 2017; 9.8 % 2018). Slight improvement in no. of students in U2B from 22.4% in 2017 to 23.9% in 2018.
- Reduction in the number of students in Band 5 – an improvement from 2017, which recorded the highest number of students in Band 5 since 2011. School result of 5.5% in Band 5 better than National result 6.6% and State results of 11.9%.
- Lowest number of students in Band 6 – at NMS – since 2009.
- Decrease in no. of students in L2B – from 23.5% in 2017 to 20.3% in 2018. Also a reduction in State and National NMS percentage. School percentage – 20.3% is on par with National result of 20.4%, but better than State result of 31.7%.
- Improvement in NMS from 92.2% in 2017 to 94.5% in 2018, above State result of 88.1% and National result of 93.4%.
- Like school results, there is a decrease in numbers of boys at or below NMS (Bands 5 &6) - 22.3% - compared to 2017 27.5%, significantly better than State result of 36.5%. Decrease in no. of girls at or below NMS 17.9% compared to 2017 19.3%, below State result of 26.5%.

- Like school results, increase in numbers of boys in U2Bands – 21.6% compared to 2017 18.9%. No. of girls in U2B relatively consistent – 26.5% in 2018; 26% in 2017. Improvement in numbers of girls in Band 10, compared to 2017, although a decline in the numbers of girls in Band 9.

### **Year 9 Writing**

- Has been an increase in numbers of students in L2B from 39.4% in 2017 to 43.6% in 2018, lower than State result of 56.8% but on par with National result of 43.1%. Was increase in no. of students in L2B for both State and National from 2017 – 2018. Was a reduction in no. of students in Band 5 from 2017 – 2018, at the same time as no. of students in Band 4 State and National levels increased.
- Decline in numbers of students in U2B – 10.6% in 2018 compared to 17.6% in 2017.
- School result of 82.2% significantly above State result of 66.4% and above National result of 79.5%. Previous year, School result above State result but below National result.
- Increase in number of boys at or below NMS in 2018 - 51.7% compared to 35.6% in 2017. Is better than State result of 66.1% boys at or below NMS. However, overall performance of boys at NMS or above - 76.6 % - is significantly better than state result of 57%.
- Like 2017, more boys in U2 Bands than State; however, marked decline in U2 bands from 18.9% in 2017 to 7.6% in 2018

### **Year 9 Spelling**

- Continue trend evident since 2013 – lower numbers of students at or below NMS - 17% in 2018 - compared to State 26.8% and National 23.4%.
- Increase in numbers of student in U2 bands – 23.5% in 2018 compared to 20.3% in 2017. No. of students in Band 10 on par with National results - in previous years, including 2017, it had been lower. Above NMS overall (93.2% School; 90.5 % National).
- Similar to State and National – greatest number of students in Bands 7 & 8.

### **Year 9 Grammar & Punctuation**

- Decrease in numbers of students in Band 5 – from 8% in 2017 to 6.8% in 2018. However, increase in students at or below NMS with 25.7% in 2018 compared to 20.7% in 2017. School results of 25.7% at or below NMS is better than state result of 31.8%, an improvement from 33.4% in 2017.
- Increase in numbers of students in U2 Bands – 28.8% in 2018 compared 24.7% in 2017.
- 28.8 % of students in U2 Bands compared to 22.5% State and 20.1% National.
- Interesting: Only data set showing State Schools above National in Band 10 percentages.

### **Year 9 Numeracy**

- 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
- Students in Band 4 – significantly lower than National/State
- Greatest number of students in Bands 6 & 7, similar to National and State
- Above National Mean: 94.0 (School); 92.3 (National)

3. Increase in the % of Year 12 students attaining a QCE: 2018 saw 97.96% from 2017 saw 97.5%

## **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
- final implementation of 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
- continuing to implement 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

|                                    |                  |
|------------------------------------|------------------|
| <b>Coeducational or single sex</b> | Coeducational    |
| <b>Independent public school</b>   | No               |
| <b>Year levels offered in 2018</b> | Year 7 - Year 12 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 1568 | 1624 | 1627 |
| Girls                              | 752  | 786  | 803  |
| Boys                               | 816  | 838  | 824  |
| Indigenous                         | 72   | 73   | 80   |
| Enrolment continuity (Feb. – Nov.) | 93%  | 93%  | 93%  |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### 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 1029. The school's 2018 percentile is 62.

- 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 –
  - o consistent and very high percentage of OP achieving students in the 1 – 15 range
  - o consistent and very high numbers of students completing school based traineeships
  - o increasing percentage of junior school students for whom alternate timetables are designed to incorporate one or more of the following:
  - o significant involvement in TAFE programs
  - o significant involvement in work experience
  - o 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

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      |      |      |      |
| Year 4 – Year 6    |      |      |      |
| Year 7 – Year 10   | 23   | 22   | 23   |
| Year 11 – Year 12  | 19   | 20   | 19   |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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. Additionally, we are very much aware of the importance employers place on students having some form of experience when recruiting for a whole range of positions. Large numbers of students from our Year 9, 10, 11 and 12 cohorts enjoy work experience with local employers. Within the first third of 2019, over 120 students have engaged in placements. Our Senior schooling program currently places 129 students in school based apprenticeships and 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://centheighshs.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 or Drama production bi-annually
- 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

Our school currently has a 100Mb NBN connection; this means our students have access, at times relevant to the pedagogy, to high quality internet speeds throughout every classroom for use on their BYO laptops. 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 2019 where all students are now required to bring their own device (BYOD) to school for use in all subjects.

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 and this diversity has had an extremely positive impact on the school climate. In 2018 we had 18 international students from a range of countries including China, Japan, Brazil and Germany. We also hosted three study tours from Japan, and one from China. Our International Student Coordinator, Homestay Coordinator and Study Tour Coordinator support our international students. 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”.

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016)  | 94%  | 100% | 95%  |
| • this is a good school (S2035)  | 94%  | 100% | 94%  |
| • their child likes being at this school* (S2001)  | 96%  | 94%  | 94%  |
| • their child feels safe at this school* (S2002)   | 99%  | 96%  | 94%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 92%  | 95%  | 92%  |
| • their child is making good progress at this school* (S2004)  | 92%  | 98%  | 94%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 97%  | 99%  | 98%  |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 93%  | 95%  | 91%  |
| • teachers at this school motivate their child to learn* (S2007)   | 88%  | 94%  | 92%  |
| • teachers at this school treat students fairly* (S2008)   | 92%  | 95%  | 88%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 95%  | 93%  | 95%  |
| • this school works with them to support their child's learning* (S2010)                                 | 92%  | 97%  | 93%  |
| • this school takes parents' opinions seriously* (S2011)   | 84%  | 93%  | 86%  |
| • student behaviour is well managed at this school* (S2012)  | 90%  | 95%  | 90%  |
| • this school looks for ways to improve* (S2013)   | 93%  | 100% | 96%  |
| • this school is well maintained* (S2014)  | 100% | 100% | 98%  |

\* 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.

Table 4: Student opinion survey

| Percentage of students who agree# that:                | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they are getting a good education at school (S2048)  | 98%  | 97%  | 99%  |
| • they like being at their school* (S2036)             | 97%  | 93%  | 93%  |
| • they feel safe at their school* (S2037)              | 94%  | 95%  | 98%  |
| • their teachers motivate them to learn* (S2038)       | 90%  | 89%  | 90%  |
| • their teachers expect them to do their best* (S2039) | 98%  | 98%  | 98%  |

| Percentage of students who agree# that:   | 2016 | 2017 | 2018 |
|---|------|------|------|
| • their teachers provide them with useful feedback about their school work* (S2040) | 90%  | 90%  | 89%  |
| • teachers treat students fairly at their school* (S2041)                           | 82%  | 74%  | 84%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 78%  | 81%  | 82%  |
| • their school takes students' opinions seriously* (S2043)                          | 86%  | 84%  | 80%  |
| • student behaviour is well managed at their school* (S2044)                        | 90%  | 78%  | 89%  |
| • their school looks for ways to improve* (S2045)                                   | 95%  | 98%  | 98%  |
| • their school is well maintained* (S2046)  | 93%  | 97%  | 97%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 93%  | 93%  | 97%  |

\* 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 98%  | 97%  | 97%  |
| • they feel that their school is a safe place in which to work (S2070)   | 99%  | 98%  | 96%  |
| • they receive useful feedback about their work at their school (S2071)  | 93%  | 90%  | 95%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 83%  | 86%  | 91%  |
| • students are encouraged to do their best at their school (S2072)   | 98%  | 100% | 98%  |
| • students are treated fairly at their school (S2073)  | 98%  | 99%  | 97%  |
| • student behaviour is well managed at their school (S2074)  | 100% | 100% | 99%  |
| • staff are well supported at their school (S2075)   | 93%  | 93%  | 91%  |
| • their school takes staff opinions seriously (S2076)  | 92%  | 90%  | 84%  |
| • their school looks for ways to improve (S2077)   | 98%  | 98%  | 95%  |
| • their school is well maintained (S2078)  | 98%  | 97%  | 100% |
| • their school gives them opportunities to do interesting things (S2079)   | 97%  | 94%  | 95%  |

\* 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 moved to emailing all report cards and started the work towards our sole format for parent reference which is our parents joining the Q Parents platform. 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 emailed – 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 move solely to 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 education 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

### **Beyond the Broncos Program**

- Program for Indigenous Girls (fully funded), although the school has funded 20 male Indigenous students
- Focus is on improving school attendance and engagement
- Beyond the Broncos Coordinator, Ex and current Broncos players facilitate workshops

### **Get Real Program**

- Program for both girls and boys in the junior school
- Focus is on developing emotional resilience, mindfulness and goal setting
- Delivered by our School Chaplain

### **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 7
  - o Term 2
    - Respectful Family Relationships
  - o Term 3
    - Peer Support
  - o Term 4
    - Puberty and Relationships

- Year 8
  - o Term 1
    - Bullying
    - Cyber Bullying
    - Cyber Safety
  - o Term 2
    - Peer Support
  - o Term 4
    - Respectful Relationships
- Year 9
  - o Term 2
    - Respectful Relationships
- Year 10
  - o Term 1
    - LoveBites Program
- Year 11
  - o Term 3
    - Respectful Relationships

#### Domestic Violence Month

- School acknowledgment of domestic violence through student led discussions and significant participation in wide community awareness raising

#### 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days    | 333  | 291  | 273  |
| Long suspensions – 11 to 20 days    | 10   | 21   | 14   |
| Exclusions                          | 10   | 11   | 3    |
| Cancellations of enrolment          | 22   | 12   | 3    |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 602,803   | 609,876   | 494,735   |
| Water (kL)        | 9,153     | 11,858    | 13,066    |

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 131             | 71                 | <5                 |
| Full-time equivalents | 123             | 52                 | <5                 |

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate                      | 0                        |
| Masters                        | 18                       |
| Graduate Diploma etc.*         | 0                        |
| Bachelor degree                | 99                       |
| Diploma                        | 14                       |
| Certificate                    | 0                        |

\*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 2018 were \$92241.

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 2018 was 59%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97%  | 96%  | 96%  |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Table 12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school     | 93%  | 93%  | 93%  |
| Attendance rate for Indigenous** students at this school | 87%  | 89%  | 84%  |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

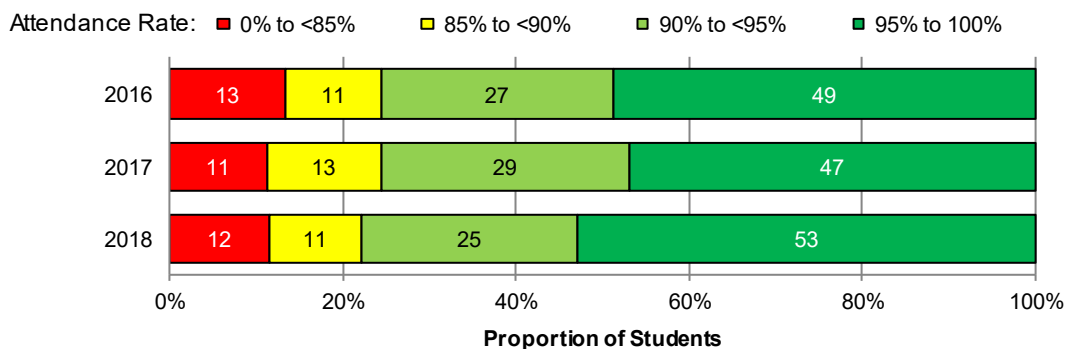
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7     | 95%  | 94%  | 94%  |
| Year 8     | 93%  | 94%  | 93%  |
| Year 9     | 92%  | 92%  | 92%  |
| Year 10    | 91%  | 91%  | 91%  |
| Year 11    | 93%  | 92%  | 93%  |
| Year 12    | 92%  | 93%  | 92%  |

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

#### Student attendance distribution

Graph 1: Proportion of students by attendance rate





## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

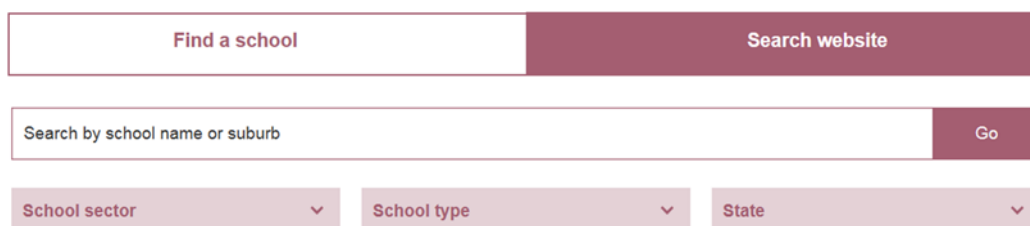
- Rolls are marked from Pastoral Care Group (PCG) to Period 4 each day
- Any rolls completed by Supers (i.e. fill-in teachers for the day) are marked in the office
- Late arrivals are noted as students arrive
- School attendance officer sends SMS message to the parent/carer of any student absent unexplained 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

| Description   | 2016 | 2017 | 2018 |
|---|------|------|------|
| Number of students who received a Senior Statement  | 225  | 275  | 245  |
| Number of students awarded a QCIA   | 0    | 1    | 3    |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12  | 219  | 268  | 237  |
| Percentage of Indigenous students awarded a QCE at the end of Year 12   | 100% | 100% | 100% |
| Number of students who received an OP   | 107  | 147  | 128  |
| Percentage of Indigenous students who received an OP  | 20%  | 25%  | 31%  |
| Number of students awarded one or more VET qualifications (including SAT)   | 148  | 168  | 151  |
| Number of students awarded a VET Certificate II or above  | 137  | 152  | 142  |
| Number of students who were completing/continuing a SAT   | 45   | 69   | 72   |
| Number of students awarded an IBD   | 0    | 0    | 0    |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD   | 74%  | 87%  | 87%  |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 100% | 99%  | 100% |
| Percentage of QTAC applicants who received a tertiary offer.  | 94%  | 98%  | 100% |

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

| OP band | 2016 | 2017 | 2018 |
|---------|------|------|------|
| 1-5     | 16   | 37   | 30   |
| 6-10    | 33   | 48   | 38   |
| 11-15   | 30   | 43   | 43   |
| 16-20   | 23   | 19   | 14   |
| 21-25   | 5    | 0    | 3    |

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

| VET qualification        | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|
| Certificate I            | 113  | 137  | 105  |
| Certificate II           | 129  | 147  | 138  |
| Certificate III or above | 27   | 37   | 35   |

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

### Specific Certificates Awarded to Students in 2018

| Certificate I                           |    | Certificate II                          |    |
|---|----|---|----|
| Sport & Recreation                      | 82 | Sport & Recreation                      | 75 |
| Information, Digital Media & Technology | 16 | Information, Digital Media & Technology | 10 |
| Construction                            | 11 | Music                                   | 16 |
| Hospitality                             | 44 | Rural Operations                        | 2  |
| Business                                | 1  | Agriculture                             | 11 |
|   |    | Hospitality                             | 42 |
|   |    | Business                                | 4  |
|   |    | Sampling & Measurements                 | 18 |
|   |    | Skills for Work and Vocational Pathways | 12 |

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

| Description   | 2016 | 2017 | 2018 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort                       | 80%  | 91%  | 87%  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 65%  | 89%  | 115% |

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

## **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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