



Centenary Heights State High School

School annual report

Queensland state school reporting

2020



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School context

Coeducational or single sex	Coeducational
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Independent Public School	No
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Year levels offered in 2020	Year 7 – Year 12
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Webpages	Additional information about Queensland state schools is located on the: <ul style="list-style-type: none">• My School website• Queensland Government data website• Queensland Government schools directory website.
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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!

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
- continuing 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 literacy training for teachers and teacher aides
- continuing professional development in restorative practices for all middle management
- ongoing embedding of our full school professional learning in trauma-informed practice having had beginnings in 2017 and then immersion in 2018/2019/2020/2021
- Classroom Profiling of all teaching staff following targeted specific training of 34 teaching staff (24 level 1 and 10 level 2)
- further strengthening of our Rural school partnerships (previously Mitchell P-10, Miles SHS and St George SHS) and currently Chinchilla SHS
- expansion of the work we do with our primary school partners
- Increase in the % of Year 12 students attaining a QCE: 2020 saw 96.17% from 2019 saw 96.36%
- Reviewing our school model of Learning Support – growth in student numbers and complexity have prompted this
- Implementing all recommendations from our 2020 full school Review

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 1031. The school's 2020 percentile is 61.
- 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.
- Bus – 21.4%. The vast percentage of students walk to and from school and/or are transported by their parents.
- Refugee students within the school - as per information recorded in section heading "Social Climate".
- Trends in student achievement are –
 - consistent and very high percentage of ATAR achieving students in the 90%+ range
 - consistent and very high numbers of students completing school-based traineeships
 - increasing percentage of junior school students for whom alternate timetables are designed to incorporate one or more of the following:
 - significant involvement in TAFE programs
 - significant involvement in work experience
 - personal development programs
- Changing trends in number of students within each age group – numbers are consistent and have been so over the past 7 years.
- A very strong student involvement in events and activities within the wider Toowoomba Community

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

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Year 7	330	268	335	332	264	342
Year 8	288	340	263	289	341	271
Year 9	293	283	341	289	283	341
Year 10	283	304	301	276	292	298
Year 11	199	266	279	191	246	256
Year 12	265	178	220	250	168	214
Total	1,658	1,639	1,739	1,627	1,594	1,722

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Year 7 – Year 10	23	23	24
Year 11 – Year 12	19	18	18

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

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. During 2020, our students participated in over 260 separate work experience placements. Our Senior schooling program in 2020 placed 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://centheighs.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 10 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.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

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

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Our mainstream campus currently has a 250Mb 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. We have also recently had a full school WiFi upgrade, including the installation of outdoor antennas to allow for an integrated outdoor learning environment.

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

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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 Student Code of Conduct. 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 2020 we had 18 international students from a range of countries including China, Japan, Thailand and Papua New Guinea. 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 have over 50 nationalities and languages – the greatest diversity of any state school in Toowoomba.

We are a preferred school for the relocation of Sudanese and Yazidi refugees, and in support of them, we have a fulltime EALD teacher and 4 more teachers who work part time in the role and significant teacher aide time. Our Indigenous students represent 4.8% of our population. Our Beyond Broncos program Co-ordinator provides particular support for their social and emotional needs and significant teacher aide time is allocated within the classroom.

Our Student Council, inclusive of our Interact committee, are active within the school and wider community as is our very high profile full student leadership group. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	94.8%	93.6%	
This is a good school.	94.2%	93.0%	
My child likes being at this school. ²	94.3%	92.5%	
My child feels safe at this school. ²	94.2%	94.8%	
My child's learning needs are being met at this school. ²	92.0%	88.4%	
My child is making good progress at this school. ²	94.3%	91.9%	
Teachers at this school expect my child to do his or her best. ²	98.3%	97.7%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	90.8%	87.1%	
Teachers at this school motivate my child to learn. ²	91.9%	88.9%	
Teachers at this school treat students fairly. ²	88.0%	83.0%	
I can talk to my child's teachers about my concerns. ²	94.7%	91.6%	
This school works with me to support my child's learning. ²	93.4%	86.1%	
This school takes parents' opinions seriously. ²	85.8%	86.7%	
Student behaviour is well managed at this school. ²	90.1%	90.6%	
This school looks for ways to improve. ²	96.3%	92.6%	
This school is well maintained. ²	98.3%	96.5%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed parents/caregiver items.

3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	99.2%	95.7%	
I like being at my school. ²	93.4%	83.8%	
I feel safe at my school. ²	98.3%	93.2%	
My teachers motivate me to learn. ²	90.2%	91.5%	
My teachers expect me to do my best. ²	98.4%	99.2%	
My teachers provide me with useful feedback about my school work. ²	89.3%	85.6%	
Teachers at my school treat students fairly. ²	84.3%	76.1%	
I can talk to my teachers about my concerns. ²	82.4%	67.8%	
My school takes students' opinions seriously. ²	80.3%	66.9%	
Student behaviour is well managed at my school. ²	89.3%	75.2%	
My school looks for ways to improve. ²	98.3%	89.7%	
My school is well maintained. ²	96.7%	93.1%	
My school gives me opportunities to do interesting things. ²	96.7%	87.2%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed student items.

3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	97.3%	97.5%	
I feel this school is a safe place in which to work.	96.4%	100.0%	
I receive useful feedback about my work at this school.	94.6%	90.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	90.8%	86.1%	
Students are treated fairly at this school.	97.3%	97.5%	
Student behaviour is well managed at this school.	99.1%	96.7%	
Staff are well supported at this school.	91.0%	88.3%	
This school takes staff opinions seriously.	84.1%	76.3%	
This school looks for ways to improve.	95.5%	93.3%	
This school is well maintained.	100.0%	99.1%	
This school gives me opportunities to do interesting things.	95.5%	89.2%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Student Report Cards from 2020 were all posted to Q Parents with an email to families preceding the upload alerting them to a request to download the report. Our school's families love Q Parents as it provides a one stop shop for ready information – 95% uptake. 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 2020 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 25-28 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

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

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

Rock and Water

- Program designed to give young people the tools they need to cope and flourish in our community
- Includes different ways to understand when to be like water and let things flow over and around us, and when we need to be like a rock and stand up for what matters to us and our community.

GRIT

- Program designed to support young girls to navigate the life of teenagers
- The program builds resilience, support social skills, building appropriate ways to deal with stress, and providing positive ways for students to work through teenage hood.

Bass Drop

- Program designed to support young people using Rhythm based techniques
- The use of African drums to centre young people's thoughts and emotions
- Four key topics covered are peer relationships, emotions, community and harmony.

RAGE (Renavigating Angry & Guilty Emotions)

- The RAGE Program is a 6-week award winning anger management course which uses strength-based solution focused discussions that are hands on, practical and also fun for students involved

Pastoral Care Program

Year 7

- Term 2: Respectful Family Relationships
- Term 4: Puberty and Relationships

Year 8

- Term 1: Be kind – bullying, cyber Bullying and cyber Safety
- Term 2: Respectful Relationships

Year 9

- Term 2: Respectful Relationships

Year 10

- Term 2: LoveBites Program

Year 11

- 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

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, the PCG teacher contacts home via phone call
- 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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	273	272	300
Long Suspension	14	19	25
Exclusion	3	9	7
Cancellation	3	11	15
Total	293	311	347

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

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.

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	131	133	132	71	70	72	<5	<5	<5
FTE	123	124	128	52	53	52	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	14
Graduate Diploma etc.*	33
Bachelor degree	67
Diploma	17
Certificate	0

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

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2020 were \$88,627.

The major professional development initiatives are as follows:

- Literacy Training of all teachers and teacher aides
- Planning for Reading training of all teachers and teacher aides
- VET – continued upskilling of staff to maintain qualifications
- Qld Curriculum and Assessment Authority compliance and upskilling
- Restorative Practices
- Trauma Informed Practice for all staff
- Mentoring Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Due to COVID-19 many of the planned professional development events for the year were either cancelled or postponed.

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	93%	92%	91%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year 7	94%	92%	93%
Year 8	93%	92%	91%
Year 9	92%	92%	91%
Year 10	91%	91%	90%
Year 11	93%	92%	89%
Year 12	92%	92%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.

School sector

School type

State

Q

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

View School Profile

4. Click on *NAPLAN* and select a year to view school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

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

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	245	161	211
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	3	1	2
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	98%	97%	96%
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%	100%	100%
Number of students awarded one or more VET qualifications (including SAT)	151	113	164
Number of students who were completing/continuing a SAT	72	53	77
Number of students awarded a VET Certificate I	105	68	66
Number of students awarded a VET Certificate II	138	101	133
Number of students awarded a VET Certificate II+	142	105	150
Number of students awarded a VET Certificate III+	37	20	57

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

Specific Certificates Awarded to Students in 2020

Certificate I		Certificate II	
Information, Digital Media & Technology	62	Sport & Recreation	52
Hospitality	2	Music Industry	2
		Rural Operations	25
		Hospitality	33
		Business	27
		Sampling & Measurements	22
		Skills for Work and Vocational Pathways	34

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. Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

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 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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 <https://centheigshs.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.