

Centenary Heights State High School

2024 Annual Implementation Plan



School vision

Centenary Heights SHS is a learning community promoting equity and excellence for all students in pursuit of their personal best. We strive to develop independent, holistic, lifelong learners; leaders and citizens who are agile and skilled with the social capability to thrive now and navigate toward a successful future.

The 2024 Annual Implementation Plan has a clear focus on improving the school's capacity to realise our vision for all students. Key actions for 2024 include:

- Delivering a school-wide pedagogical approach to all classrooms, supporting all staff to better meet the learning needs of all students.
- Develop a whole-school Curriculum Plan: Design and/or deliver a 7-10 curriculum based on version 9 of the Australian Curriculum. Deliver the v.9 English and Mathematics programs and design the Humanities, HPE and Science. Through processes established in 2023, increase consistency in the delivery, transparency and quality of our curriculum across all Key Learning Areas so as to engage all students and support improved academic outcomes.
- Build-on the inclusive practices of our school, ensuring universal student learning success, supporting and celebrating diversity and community. Focusing on student participation and retention, wellbeing, learning excellence, and improved transition outcomes into and beyond our school.

School Priorities

- 1. Deliver the Centenary Heights SHS's school-wide approach to quality teaching and learning through on-going professional development of teachers and non-teaching staff.**

Long-term targets/desired outcomes identified in the Strategic Plan.

- Deliver targeted professional development focusing on all teachers understanding and using the school's Pedagogical Approach. Initial focus will be on non-negotiable practices such as 'strong starts' and identifying Learning Goals and Success Criteria for every lesson every day, in all classrooms.
- Delivery of professional development and peer-to-peer feedback on a defined repertoire of high-impact teaching strategies. This includes non-negotiable and signature pedagogies.
- Continuing to target the development of digital literacy skills, in particular improve teacher proficiency with the QCAA App which will be the receptacle for our whole-school curriculum.



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Strategy	Through Professional Learning Teams deliver a whole school approach to pedagogy that promotes equity and excellence for all students in pursuit of their personal best.	
Actions		Responsible Officer(s)
	<p>Publish the school's Pedagogical Approach to all teaching staff members.</p> <p>Delivery of professional development to establish a shared understanding of the Centenary Heights SHS Whole School Approach to pedagogy inclusive of non-negotiable and high-impact signature pedagogies. 2024 priorities:</p> <ol style="list-style-type: none"> 1. Essential Skills for Classroom Management. 2. 16 Elements of Explicit Instruction 3. High Impact Teaching Strategies determined in the school's Pedagogical Approach 4. Collaborative practices 	DP – Kathleen Hannant HOD Teaching and Learning Pedagogy PLT
Strategy	Through a program of professional development, define and implement a Centenary Heights SHS Whole-School Pedagogical Approach.	
Actions		Responsible Officer(s)
	Continue to refine and improve the staff-meeting structure, endorsed by staff representative bodies (LCC) to promote collective efficacy through collaborative learning time. Teachers engaging in recurring cycles of inquiry with a clear focus on pedagogy.	DP – Kathleen Hannant HOD Teaching and Learning
Strategy	Improve feedback to all teachers on the delivery of non-negotiable and signature pedagogies through a defined Collegial Engagement in the Classroom process.	
Actions		Responsible Officer(s)
	<p>Continue to provide meaningful feedback to all teachers. Non-negotiable pedagogical practices and delivering "strong starts" in all classrooms. Feedback is scheduled for 2 times per year.</p> <p>Target: 100% teachers receive 2 episodes of written feedback per year through the lens of the school's pedagogical priorities.</p>	DP – Kerri-Ann Frew HOD Teaching and Learning
Strategy	Targeted employment of supply relief to allow for the release of CHSHS teachers to view class pedagogy of identified experienced and highly successful teachers.	
Actions		Responsible Officer(s)
	<p>The 'watching others work' strategy requires the employment of relief teachers to allow for the release of CHSHS teachers to view class pedagogy of identified experienced and highly successful teachers. This happens terms 2 and 4 and targets 80 lessons of teacher replacement throughout the year.</p> <p>Provide time to develop and publish vignettes where our teachers demonstrate High Impact Teaching Strategies applicable to our students.</p>	HOD Teaching and Learning
Priority 1: Deliver professional development to establish a shared understanding of the Centenary Heights SHS Whole School Approach to Pedagogy inclusive of non-negotiable and high-impact signature pedagogies inclusive a diversity of learners.	Investing for Success contribution	
Teacher release to engage in professional development and peer-observation and feedback, HITS vignettes on the implementation of non-negotiable pedagogies. 100% teacher release 60-minute episodes: 30 days TRS per semester + resourcing	\$40000	



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2. Develop a whole-school Curriculum Plan: Design and continue to develop a 7-10 curriculum based on version 9 of the Australian curriculum. Increasing consistency in the delivery, transparency and quality of our curriculum across all Key Learning Areas so as to engage all students and support improved academic outcomes.

Long-term targets/desired outcomes identified in the Strategic Plan.

- Implement a staged roll-out of each Key Learning Area’s response to version 9 of the Australian Curriculum. Complete delivery to start 2026.
- Create a consistent approach to curriculum planning and publish in Sharepoint in 2024. As v.9 units are delivered and reviewed they will progressively be transitioned to the QCAA App.
- Provide collaboration time to consistently quality assure curriculum planning, assessment and reporting within and across Key Learning Areas.
- Publish and provide professional development for the CHSHS Assessment Policy to support all students to engage in assessment strategies at an age-appropriate standard in 2024.

Strategy	Through Professional Learning Teams deliver a staged and effectively delivered response to all aspects of version 9 of the Australian Curriculum.	
Actions		Responsible Officer(s)
	Continue the roll-out strategy to fully implement version 9 of the Australian Curriculum by the end of 2025. Focus is delivering all Achievement Standards, General Capabilities and Cross-Curricular Priorities.	DP- Amy McAleer and Kerri-Ann Frew HOD Teaching and Learning HODs
Strategy	Publish the 7-10 curriculum in Sharepoint. Increase transparency, accessibility, consistency of quality assurance processes.	
Actions		Responsible Officer(s)
	Use collaboratively developed templates supporting consistent and high-quality curriculum plans stored and accessed through Sharepoint. In a staged approach, store and use the English/Mathematics curriculum (2024) and plan the Science, HPE and Humanities Curriculum in a standardized format. Target: All v9 English and Mathematics curriculum offerings published in QCAA App by the end of 2024.	DP – Amy McAleer and Kerri-Ann Frew, HOD T/L HODs HARMJO and GARDBO

Priority 2: Configure a roll-out strategy to fully implement version 9 of the Australian Curriculum to start 2026. Focus is delivering all Achievement Standards, General Capabilities and Cross-Curricular Priorities.	Investing for Success contribution
Provide release time for the planning, delivery and review of version 9 of the Australian Curriculum for Science, HPE and Humanities Curriculum teachers by the end of 2024. Focus is delivering all Achievement Standards, General Capabilities and Cross-Curricular Priorities. 60 teachers at half day release and resources per semester.	\$30000



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3. Catalogue and publish the inclusive practices of our school, ensuring universal student learning success, supporting and celebrating diversity and community. Focusing on student participation and retention, wellbeing, learning excellence, and improved transition outcomes in and beyond our school.

Long-term targets/desired outcomes identified in the Strategic Plan.

- Use school resources to support the learning needs of all students to ensure continuous learning improvement.
- Diverse learners targeted include EAL/D, ATSI, students measured on NCCD.
- Support Student leadership program, increasing lunchtime activities and student engagement.
- Use high-impact teaching strategies, student learning data and school-wide data targets to identify student learning needs and ensure learning success.
- Data Targets: 86% A-C, 52% A-B, 100% QCE and QCIA.
- Attendance Target: 90% and Indigenous student target 86%.
- Audit and refine EAL/D and refugee support strategy

Strategy	Use high-impact teaching strategies, student learning data and school-wide data targets to identify student learning needs and ensure learning success. Diverse learners targeted include EAL/D, ATSI, students with disability or learning difficulty.
Actions	Responsible Officer(s)
Develop a whole-school differentiation an inclusion strategy applicable to aspects of student diversity at Centenary Heights SHS. Appoint an ATSI support officer. Support and share student learning data with teachers and support staff. Implement and publish Personalised Learning Records for targeted diverse learners. Ensure learning support for our Diverse Learners Strategy is effectively resourced to contribute to achieving 2024 learning targets identified in the school's Data Plan. Create a role description for DL Case-managers.	DP – Rachael Mayers DP – Amy McAleer Bec Hefron
Strategy	Develop, communicate and monitor explicit whole school targets aligned to the school's Annual Implementation Plan (AIP).
Actions	Responsible Officer(s)
Communicate and monitor explicit whole school targets aligned to the school's Annual Implementation Plan (AIP)	Principal Deputy Principal HODs
Develop collaborative processes to use data to differentiate teaching practice, meeting the diverse learning needs of more students. Deliver “Marker Students” as a reference point for targeted improvement in selected students. Targeted D+ and C+ students to improve towards C and B results at end of Semester 1 and Semester 2. Provide appropriate PD and time for teacher collaboration.	Principal Deputy Principals HODs
Strategy	Develop and publish a student and staff wellbeing strategy.
Actions	Responsible Officer(s)
Define and publish the school's extensive wellbeing strategy for students Audit the school's wellbeing strategy and plan for improvements in the school's wellbeing offerings for delivery semester 2 2024. Develop a student Wellbeing Hub by converting M Block into a student services hub and re-allocating the Wellbeing Team (GOs, Chaplain, Engagement Officer, Psychologist, Social Worker, Psychologist, Nurse) in the same space to increase collaboration and	Wellbeing Team DP Amy McAleer Guidance Officers Principal and BSM



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efficiency. Re-define Wellbeing leadership roles and employ a HOD Student Service to co-ordinate and lead, audit and revised the school's wellbeing agenda including 7-12 Pastoral Care and SEL programs.		Principal DP Amy McAleer and CHSHS Wellbeing PLT
Strategy	Refine a distinct EAL/D and refugee support program	
Actions	Responsible Officer(s)	
Effectively resource an EAL/D and refugee community strategy to meet the distinct learning needs of a growing number of students and their families. Support the leadership of this program through purchasing release time to lead and case manage students with distinct learning needs. Provide professional development to increase teacher confidence in supporting EAL/D students with trauma backgrounds and complex needs.	Principal Kirrily Scarff	
Strategy	Support vulnerable students through a FlexiSchool delivery model, targeting year 10-12 students towards successful attainment of their Queensland Certificate of Education (QCE)	
Actions	Responsible Officer(s)	
Support a FlexiSchool differentiation and Inclusion strategy applicable to aspects of student diversity at Centenary Heights SHS.	DP – Kerri-Ann Frew Head of Campus – Linda Bourke	
Priority 3: Build-on the inclusive practices of our school, ensuring student learning success, supporting and celebrating diversity and community. Focusing on student participation and retention, learning excellence, and improved transition outcomes in and beyond our school.	Investing for Success contribution	
• Funding 112 hours per school week of additional teacher's aides to support the learning needs for diverse learners.	\$270000	
• Provide 150 hours per school week of bilingual teacher aide time to support EAL/D students	\$210000	
• Provide a Wellbeing Worker for vulnerable students at Toowoomba FlexiSchool	\$80000	
• Provide an Industry Liaison Officer at Toowoomba FlexiSchool.	\$75000	
• Provide Industry Liaison Officer for Careers program.	\$95000	
• Provide seed funding to employ 0.4 Indigenous teacher Aide	\$20000	
• Provide support for 25 boys to engage in Indigenous mentoring through the 'Beyond the Broncos' program.	\$20000	
• Seed funding for resources supporting senior leader initiative projects.	\$5000	
Other projects	Good order and management of the school	
Facilities upgrade to toilet blocks	\$10000	

Endorsements and Approvals

This plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

Assistant Regional Director



**Queensland
Government**