

Centenary Heights State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Centenary Heights State High School** from **20 to 23 July 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Cameron Hodges	Internal reviewer, EIB (review chair)
Paul Pengelly	Peer reviewer
Meredith Wenta	Peer reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Ramsay Street, Centenary Heights	
Education region:	Darling Downs South West Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1739	
Indigenous enrolment percentage:	5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	24 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1030	
Year principal appointed:	2003	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, two Business Managers (BM), 14 Heads of Departments (HOD), 54 teachers, two guidance officers, three administrative officers, school engagement officer, school social worker, Flexi School welfare worker, Beyond the Broncos support worker, School Based Youth Health Nurse (SBYHN), two tuckshop convenors, 14 teacher aides, 14 cleaners, two schools officers – grounds, facilities officer, computer technician, 14 other non-teaching staff, 110 students, 16 parents and president and vice president of the Parents & Citizens' Association (P&C).

Community and business groups:

- Mentor and manager of Flexi Garden, and local shop proprietor and employer of the school's students.

Partner schools and other educational providers:

- Principal of Gabbinbar State School, principal of Rangeville State School, principal of Middle Ridge State School, principal of Withcott State School, principal of Good Samaritan College Toowoomba and University of Southern Queensland (USQ) coordinator.

Government and departmental representatives:

- Mayor of Toowoomba Regional Council, State Member for Toowoomba South and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017- 2020
Investing for Success Agreement 2020	Professional learning plan 2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School Opinion Survey - 2019	Curriculum planning documents 7- 12
School pedagogical framework	Differentiation Placemat
School data plan 2020 & data analysis	Organisational Chart – SET roles
Responsible Behaviour Plan for Students	School newsletters and website
School based curriculum, assessment and reporting framework 7- 10	



2. Executive summary

2.1 Key findings

The school community is united in the pride they have for their school, their workplace and the local community.

Relationships between students, teachers, school leaders and parents are based on mutual respect. The school has a multicultural student population and this diversity is valued and celebrated in a number of ways. The school views parents and families as integral members of the school community and partners in student learning.

School leaders, teachers and support staff have clear high expectations that all students are able to experience success in their learning.

School staff members articulate that all learners can be successful when provided with individualised support within a calm, safe, structured learning environment. School leaders express a belief that 'everyone is good at something' and that it is their responsibility to work with students and parents to identify then develop these individual strengths with every student, so that they are able to successfully transition to their preferred post-school option.

The school leadership team has prioritised the learning needs of students through the targeted allocation of human and physical resources.

Parents comment that financial resources are deployed strategically to enhance the presentation of facilities and grounds, and that this creates a strong sense of pride and quality education for the community. The school maintains a significant commitment to a satellite Flexi School campus. This campus is staffed and maintained through partnerships with the school Parents and Citizens' Association (P&C), regional office and nine community organisations.

The school leadership team gives a high priority to systematic collection of data including academic, attendance, behaviour, and staff and student wellbeing data.

The analysis, monitoring and sharing of whole-school, cohort and individual student data is acknowledged as essential to informing school improvement priorities. Each year level is allocated a comprehensive leadership team comprising a deputy principal, two Heads of Department (HOD)/Heads of Year (HOY), a HOY and an assistant HOY. Case management, intervention and support programs are targeted when and as required, together with subsequent monitoring and tracking. The Flexi School campus staff maintain comprehensive data walls to inform tracking, monitoring and intervention for Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) progress, attendance and performance. The rigour and consistent application of these strategies have contributed to the Flexi School achieving 100.0 per cent QCE attainment over the past five years.

**Highly effective teaching practices are apparent in classrooms.**

The school leadership team establishes and communicates clear expectations regarding the use of effective teaching strategies throughout the school. School leaders are committed to continuous improvement in teaching practices and expect curriculum leaders and teachers to identify ways of undertaking this. Students and teachers acknowledge the importance of high expectations of all students to be on time, ready to learn and to respect the right of all to learn. Classrooms are calm and productive. Teachers and school leaders express the need to revisit the commitment to an agreed set of non-negotiable signature pedagogical practices across the school.

Staff members express high levels of confidence in the school principal leading the strategic direction of the school.

The school leadership team is a cohesive team united in the belief that all students are able to succeed when provided with a responsive curriculum, expert teachers, tailored support and high expectations. The development of the school strategic plan and Annual Implementation Plan (AIP) has been informed by data analysis by members of the Senior Executive Team (SET). Explicit whole-school targets in relation to student achievement, attendance and wellbeing are yet to be apparent in the AIP.

Line management is conducted on a regular cycle between the SET and other school leaders.

A culture of high expectations and personal accountability pervades the school community. The focus of line management is the monitoring of the implementation of key school improvement agendas, curriculum development and performance data from each faculty. Line management processes are yet to include a review of performance against whole-school targets. Faculty review of student performance data is yet to be consistent across all faculties.

The teaching staff of the school are experts in the fields in which they teach.

School leaders place a high priority on the ongoing professional learning of all staff and on the development of a school-wide culture of self-reflection. Teachers identify the strong professional and collegial culture as a key feature of the school. They cite this characteristic as an important factor in their professional satisfaction. Teaching staff members speak with pride of the learning achievements of their students. Some more experienced staff indicate that they would welcome the opportunity for more formalised collegial learning through processes such as peer observation and feedback.

Teachers and HODs express increasing confidence in their understanding of the Australian Curriculum (AC).

A Year 7 to Year 10 whole-school curriculum plan, aligned to the AC is to be completed by the end of this year. A junior secondary curriculum overview for Year 7 to Year 9, derived from the Year 7 to Year 10 whole-school curriculum plan, has been shared with teachers to provide a cross-curriculum perspective of student learning and assessment. This document is used to review unit content, sequence of delivery within year levels and assessment tasks



by the senior management team. A whole-school curriculum plan from Year 7 to Year 12 is yet to be developed.

School leaders and teachers articulate the belief that although students may be at different stages of their learning and progressing at different rates, they can all be successful learners when provided with the appropriate balance of support and challenge.

There is a school-wide expectation that all teachers will 'know their learners' by accessing their students' data on OneSchool class dashboard at specific junctures to determine individual starting points for learning. School leaders indicate the school will continue to welcome refugee students as more of their families move into the Toowoomba community and it is expected that the Learning Hub will continue to expand its programs.

Community partners, parents and other local schools identify the school as an active and valuable member of the Toowoomba community.

School leaders actively seek opportunities and partnerships within and outside of the school to support student learning, student wellbeing and the future aspirations of students. Active connections are developed with local businesses, cluster partner schools, community support agencies, sporting organisations, local music groups, schools and other education and private Registered Training Organisations (RTO). A program is established in which a number of school leaders and teachers are working to develop capacity and provide a supportive curriculum network for rural high schools within the Darling Downs South West region. The Flexi School is extensively supported by community partners including Lifeline, Rotary club of Toowoomba East, YouthConnect, Police-Citizens Youth Club (PCYC), Toowoomba Regional Council, University of Southern Queensland (USQ) and Technical and Further Education (TAFE) South West. Flexi School students are supported with the provision of trained mentors from The Older Mens Network (TOMNET).



2.2 Key improvement strategies

Collaboratively develop non-negotiable pedagogical practices to be implemented in all classrooms.

Develop, communicate and monitor explicit whole-school targets aligned to the school's AIP/Explicit Improvement Agenda (EIA).

Strengthen the line management practices of all school leaders through the implementation of a documented process informed by best practice.

Collaboratively review, and implement a collegial engagement framework that engages all staff in a formal observation process, with written feedback on a regular cycle.

Build on the current junior secondary curriculum plan to create a school-wide, coherent, sequenced Year 7 to Year 12 plan that aligns curriculum, assessment and reporting programs.