

Centenary Heights State High School Strategic Plan 2025 – 2028

***Vision:** Centenary Heights State High School 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 towards a successful future.*

Culture and Inclusion	Improvement Strategies	2025	2026	2027	2028
	<ul style="list-style-type: none"> ▪ Develop collective responsibility of leadership teams and a cohesive approach to lead school improvement. <ul style="list-style-type: none"> ○ Sharpen processes for monitoring strategic initiatives and evaluate and celebrate the impacts on student outcomes ○ Sharpen line management processes to ensure consistent practice to drive school improvement ○ Review and communicate roles and responsibilities, teaching and non-teaching, to create clarity, consistency and accountability ▪ Develop a systematic approach to strengthen cultural understanding for students, staff and community ▪ Communicate and enact processes for student engagement <ul style="list-style-type: none"> ○ Collaboratively review Student Code of Conduct ▪ Develop and enact wellbeing action plan for staff ▪ Develop and enact wellbeing action plan for students ▪ Clarify agreed approaches to consistently analyse data for learning progression 	F	M	M	M
Curriculum	Improvement Strategies	2025	2026	2027	2028
	<ul style="list-style-type: none"> ▪ Implement planned curriculum and enact quality assurance of assessment and moderation processes <ul style="list-style-type: none"> ○ Review enacted curriculum (M4) - Staged according to Australian Curriculum Roadmap ▪ Identify, plan and review school facilities and resources to meet the requirements of our growing and changing student population and curriculum demands 	F	F	F	
Pedagogy	Improvement Strategies	2025	2026	2027	2028
	<ul style="list-style-type: none"> ▪ Develop a shared understanding and language of pedagogy to determine effective evidence-informed pedagogical approaches, practices and teaching strategies, including discipline-specific practices ▪ Systematically enact a plan to build staff capability in the effective teaching of reading through the Australian Curriculum ▪ Build capability to identify and implement evidence-informed differentiation strategies to address learning needs of all students. <ul style="list-style-type: none"> ○ With a focus on emerging priority groups: EAL/D students and Diverse Learners 	F	F	M	M
Performance Measures – Aligned to DOE’s Equity and Excellence Strategy					
<ul style="list-style-type: none"> ▪ Proportion of students achieving C and above in English and mathematics ▪ Proportion of students achieving A or B in English and mathematics ▪ Attendance 			<ul style="list-style-type: none"> ▪ Year 10-12 retention ▪ QCE/QCIA attainment ▪ Post-school destinations 		



KEY:

Focus – This strategy will form a key component of the AIP for that year

Monitor – This improvement strategy has been a focus in the past but requires continual monitoring

Bolded strategy – Key improvement strategy

This plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

Principal

P&C President

School Supervisor - DDSW