

Centenary Heights State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Centenary Heights State High School acknowledges the shared lands of the Giabal and Jarowair people.

About the school

Education region	Darling Downs South West Region
Year levels	Years 7 to 12
Enrolment	1749
Indigenous enrolments	7%
Students with disability	19%
English as an Additional Language or Dialect (EAL/D) students	24%
Index of Community Socio-Educational Advantage (ICSEA) value	1017

About the review

 4 reviewers from 29 October to 1 November 2024	 229 participants	 126 school staff
 69 students	 15 parents and carers	 14 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Prioritise opportunities for all leaders to grow their curriculum leadership capability, both individually and as a team, to support collective responsibility and coherent approaches to driving school improvement.</p> <p>Domain 2: Analysing and discussing data Clarify agreed approaches for analysing student achievement data at a student and faculty level to facilitate precision in differentiation, inclusion and monitoring learning progression.</p> <p>Domain 6: Leading systematic curriculum implementation Sharpen line management processes, endorsement of assessment and M4 reviews to monitor and evaluate full and consistent enactment of the intended curriculum across Years 7 to 10.</p> <p>Domain 8: Implementing effective pedagogical practices Create opportunities for staff to engage in collegial conversations that focus on pedagogy to develop a shared understanding and language of pedagogy.</p> <p>Domain 3: Promoting a culture of learning Communicate and systematically enact agreed processes for supporting student wellbeing and engagement to provide clarity for staff and support consistent implementation.</p>

Key affirmations



Staff express a commitment to providing a quality education that focuses on improving the learning and wellbeing outcomes of all students.

Parents and community members attest to the school's positive reputation, and specifically reference high levels of academic performance and the calibre of graduating students. The school is described by parents and community members as the 'school of choice' in the local area, where their child is supported in their learning. Leaders emphasise the importance of high expectations, engaged learning and focused teaching. Staff describe a focus on improving the learning and wellbeing outcomes of all students.



Leaders view the development of an expert teaching team as integral to improving outcomes for all students.

Leaders recognise the importance of ongoing capability development for all staff aligned to the improvement priorities. Teachers express appreciation for opportunities afforded them to engage with relevant professional learning. Staff identify the strong collegial culture as a key feature of the school. Teachers particularly refer to the strong connections within their faculties and year level teams, and highlight the impact of these supportive relationships on their job satisfaction. Teachers identify the valuable contributions teacher aides make to supporting teaching and learning in classrooms.



Staff members convey care for, and dedication to, students.

Teachers and leaders strongly affirm their support for inclusive teaching practices aligned with the statement 'All students making progress through learning opportunities and essential supports are successful learners'. Parents and community members express high levels of satisfaction with the program of support provided for EAL/D students. Staff express pride in the recent findings of a university academic, who asserts that the 'flying squad' approach to supporting EAL/D students 'is best practice'.



Community partners, staff and parents highlight the long-established Flexi School as a unique program providing opportunities for students experiencing barriers to their learning.

Staff indicate the Flexi School program provides opportunities for students who are experiencing barriers to their learning to undertake a course of alternative study to support a pathway into the workforce or further education. Students speak appreciatively of the caring nature of the Flexi School environment, indicating it has improved their levels of confidence, sense of belonging and overall success. Staff indicate the program is enabled through more than 20 volunteer mentors engaging in a structured program, visiting the campus on a weekly basis to spend time with their respective mentees. This is a reciprocal partnership, with young people expressing gratitude for the care and understanding provided by their mentors, and the mentors indicating these roles give them a sense of purpose and fulfilment.