CENTENARY HEIGHTS
STATE HIGH SCHOOL

Centenary Heights State High School

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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School overview

Centenary Heights State High School comprises students in years 7 to 12 across 2 campuses – our main campus years 7 -12 and our Flexi School campus years 10, 11 and 12 especially geared to providing quality education to otherwise disenfranchised students from across the region. 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!

School progress towards its goals in 2019

<u>Year 7 Results</u>

Year	Level	Reading	Writing	Spelling	G & P	Numeracy
2019	*School*	95.4	93.8	96.7	89.2	97.0
	State Schools	92.9	84.5	91.3	87.6	93.0
	National	94.7	89.8	93.3	92.6	94.7

1. **Reading**

   – Above State and National Mean: 95.4 (School); 94. 7 (National) and 92. 9 % (State).
   – Decrease in percentage of students at or below NMS: 10.9% in 2019 is on par with 10.7% in 2018, compared to 13.3 % 2017.
   – Continue trend of 2018, 2017 with significantly fewer students at or below NMS school level - 10.9% compared to State 21% and National 16.7 %.
   – Challenge: Decrease in students in U2B: 28.% in 2019 compared to 35.8% 2018 and 29.9% in 2017. U2B 28.1 %result better than 22.7% State but lower than 30.0% National.

2. **Writing:**

   – School results of 94.4% at or above NMS significantly above State 81.6% and above National 86.9%. Was a decline in Writing nationally in 2019.
   – Continue Trend of 2015, 2016, 2017: Fewer students in L2B – 25.1% School - compared to National 29.3% and State 39.6%.
   – Decrease in number of students in L2B: 25.1% 2019 compared to 27.6% 2018.
   – More students in U2 Bands compared to State – 14.9% School; 11.5% State; on par with National 15.1%.
   – Increase numbers of students in U2B from 13.2 % in 2018 to 15.4% 2019, although not as high as 2017 - 18.1%.

3. **Spelling:**

   – students in Bands 4 and 5 – School 13.3% - compared to National 17.4% and State 19.7%.
   – School result of 96.&% NMS better than State 91.3% and National 93.3%.
   – 96.9% boys at NMS% compared to State 88.6%.
   – 96.45 girls at NMS% compared to State 94.0%.

- Decrease in number of boys in L2B – from 16.6% in 2017 to 14.4% in 2018, to 11.5% in 2019. This compares to State results of 24.1%, which has significantly increased since 2017.

4. Grammar & Punctuation

- Greater number of students in U2B – 35.3% compared to National 29.1% and State 27.4%.
- Above state and national NMS%.
- As for school results, has been an increase in no. of boys in U2B from 27.8% in 2017 to 30.9% in 2018 to 34.3% in 2019, which is above 2019 State result 22.6%. Has also been an increase in no. of girls in U2B from 29.4% to 32.1%, above State result of 26.5%.

5. Numeracy

- Continue Trend of 2015, 2016, 2017, 2018: Lower numbers of students in Bands 4 and 5 – 15.8% - compared to National 16.5% and State 22.6%.
- Has been a decrease in no. of students at or above NMS from 99.2% in 2017 to 98.3% in 2018, but above State result of 94.6% and National result of 95.4%.

Year 9 Results

Year 9	Level	Reading	Writing	Spelling	G & P	Numeracy
2019	*School*	94.6	88.1	96.7	95.0	99.6
	State Schools	87.4	73.2	89.4	85.1	95.0
	National	92.0	82.9	92.3	89.8	96.3

1. Reading

- Improvement in no. of students in U2B from 22.4% in 2017; 23.9% in 2018; to 26.7% in 2019.
- Continued reduction in the number of students in Band 5 – an improvement from 2017, which recorded the highest number of students in Band 5 since 2011. School result of 5.4% in Band 5 better than National result 8.0% and State results of 12.6% (Increase in Band 5 both State and National).
- Lowest number of students in Band 6 – at NMS – since 2009.
- Decrease in no. of students in L2B – from 23.5% in 2017 to 20.3% in 2018, to 17.1% in 2019. Better than National result - 22.2%; and State – 31.2%.

2. Writing

- Has been an decrease in numbers of students in L2B - 35.8% in 2019, significant decrease from 39.4% in 2017 and 43.6% in 2018, lower than State result of 51.5% and National result of 39.4%.
- School result of 88.1% significantly above State result of 73.2% and above National result of 82.9%.
- Has been increase in number of students NMS – 88.1% in 2019, compared to 82.2% in 2018; and 80.5% in 2017

3. Spelling

- Continue trend evident since 2013 – lower numbers of students at or below NMS – 12.8% in 2019 compared to 17% in 2018; better than State 23.6% and National 22.3%.
- Decrease in boys in Band 5 – 4.2% in 2019 compared to 8.3 % 2018.
- Significantly fewer boys at or below NMS – 15.9% - compared to state 34.2%.
- Marked decrease in boys in L2B from 22.8% 2018 to 15.9 % 2019

4. Grammar & Punctuation

- Decrease in numbers of students in Band 5 – from 8% in 2017 to 6.8% in 2018 to 5% in 2019
- Decrease in students at or below NMS with 21.6% in 2019 compared to 25.7% in 2018 .
- L2B 21.6% lower than State 35.3% and National 26.7%.

5. Numeracy

- Continue Trend of 2015, 2016: Lower numbers of students in L2 B – 11.7% compared to National 17.8% and State 24.6 %. Also a decrease in percentage of students in L2B from 12.3% 2018.
- 99.2% boys NMS% compared to State 94.3%
- 100% girls NMS% compared to State 95.9%
- Significantly fewer boys in L2B : 5.8% compared to State 24.4%
- Significant decline in no. boys L2B from 13.4% 2018 to 5.8% 2019.

6. Increase in the % of Year 12 students attaining a QCE: 2019 saw 96.36% from 2018 saw 97.96%

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

- cementing 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

- the embedding of our full school professional learning in trauma-informed practice having had beginnings in 2017 and then immersion in 2018/2019/2020

- Classroom Profiling of all teaching staff following targeted specific training of 34 teaching staff (24 level 1 and 10 level 2)

- ongoing training of Maths teachers in YuMi Maths pedagogy

- further strengthening of our Rural school partnerships (previously Mitchell P-10, Miles SHS and currently St George SHS)

- expansion of the work we do with our primary school partners

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1624	1627	1594
Girls	786	803	776
Boys	838	824	818
Indigenous	73	80	75
Enrolment continuity (Feb. – Nov.)	93%	93%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

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 1029. The school's 2019 percentile is 62.
- 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 – 23.5%. 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 OP achieving students in the 1 – 15 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

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	23
Year 11 – Year 12	20	19	18

Note:

The class size targets for composite classes are informed by the relevant year level target. 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 2019, our students participated in over 326 separate work experience placements. Our Senior schooling program in 2019 placed 112 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://centheigshs.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 9 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 school currently has a 200Mb 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. Significant planning and communication with families was undertaken to prepare for 2019 where all students are now required to bring their own device (BYOD) to school for use in all subjects.

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 Code of School Behaviour. 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 2019 we had 18 international students from a range of countries including China, Japan, Brazil and Germany. We also hosted four Study Tours - three study tours from Japan, and one from China. 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 44 nationalities – 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 4.7% of our population. Our Community Education Counsellor provides particular support for their social and emotional needs and significant teacher aide time is allocated within the classroom.

Our Student Council and Interact committee are active within the school and wider community. 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

Parent – "CHSHS is an amazing school and the staff there should be proud of the positive impact they have on the students and their lives."

Student – "Centenary Heights State High School offers programs, extra-curricular opportunities and learning support that is particularly beneficial and is done particularly well. Having these opportunities here at Centenary is very beneficial to my personal life and my future plans after school."

Teacher – "My absolute satisfaction with Centenary Heights State High School is a result of numerous elements. Essentially, the collegial support and harmony is phenomenal and makes coming to school each day so enjoyable. I can have confidence in the swift and assured support from administration and the management team when any issues do arise. This subsequently means that students at Centenary Heights know the unwavering expectations and are predominantly respectful of themselves, their peers, staff and the culture of our school".

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	95%	94%
• this is a good school (S2035)	100%	94%	93%
• their child likes being at this school* (S2001)	94%	94%	92%
• their child feels safe at this school* (S2002)	96%	94%	95%
• their child's learning needs are being met at this school* (S2003)	95%	92%	88%
• their child is making good progress at this school* (S2004)	98%	94%	92%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	91%	87%
• teachers at this school motivate their child to learn* (S2007)	94%	92%	89%
• teachers at this school treat students fairly* (S2008)	95%	88%	83%
• they can talk to their child's teachers about their concerns* (S2009)	93%	95%	92%
• this school works with them to support their child's learning* (S2010)	97%	93%	86%
• this school takes parents' opinions seriously* (S2011)	93%	86%	87%
• student behaviour is well managed at this school* (S2012)	95%	90%	91%
• this school looks for ways to improve* (S2013)	100%	96%	93%
• this school is well maintained* (S2014)	100%	98%	96%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	99%	96%
• they like being at their school* (S2036)	93%	93%	84%
• they feel safe at their school* (S2037)	95%	98%	93%
• their teachers motivate them to learn* (S2038)	89%	90%	92%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	89%	86%
• teachers treat students fairly at their school* (S2041)	74%	84%	76%
• they can talk to their teachers about their concerns* (S2042)	81%	82%	68%
• their school takes students' opinions seriously* (S2043)	84%	80%	67%
• student behaviour is well managed at their school* (S2044)	78%	89%	75%
• their school looks for ways to improve* (S2045)	98%	98%	90%
• their school is well maintained* (S2046)	97%	97%	93%
• their school gives them opportunities to do interesting things* (S2047)	93%	97%	87%

Percentage of students who agree# that:	2017	2018	2019

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	97%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	96%	100%
• they receive useful feedback about their work at their school (S2071)	90%	95%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	91%	86%
• students are encouraged to do their best at their school (S2072)	100%	98%	97%
• students are treated fairly at their school (S2073)	99%	97%	97%
• student behaviour is well managed at their school (S2074)	100%	99%	97%
• staff are well supported at their school (S2075)	93%	91%	88%
• their school takes staff opinions seriously (S2076)	90%	84%	76%
• their school looks for ways to improve (S2077)	98%	95%	93%
• their school is well maintained (S2078)	97%	100%	99%
• their school gives them opportunities to do interesting things (S2079)	94%	95%	89%

* Nationally agreed student and parent/caregiver items.

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

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 2019 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 2019 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

Get Real Program
- Program for both girls and boys in the junior school
- Focus is on developing emotional resilience, mindfulness and goal setting
- Delivered by our School Chaplain

Bella Girl
- Empowerment program for young women which focuses on self-worth and confidence
- Program is facilitated by City Women and School Staff

Pastoral Care Program

- Year 7
    - o Term 2
        - • Respectful Family Relationships
    - o Term 3
        - • Peer Support
    - o Term 4
        - • Puberty and Relationships
- Year 8
    - o Term 1
        - • Bullying
        - • Cyber Bullying
        - • Cyber Safety
    - o Term 3
        - • Peer Support
    - o Term 4
        - • Respectful Relationships
- Year 9
    - o Term 2
        - • Respectful Relationships

- Year 10
    - o Term 1
        - • LoveBites Program
- Year 11
    - o 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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	291	273	272
Long suspensions – 11 to 20 days	21	14	19
Exclusions	11	3	9
Cancellations of enrolment	12	3	11

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The Principal regularly shares this information with the student community who respond very positively as seen in their environmentally aware practices.

Centenary Heights Pool is solar heated and to reduce electricity costs 24 solar panels have also been attached to A Block.

Water collection is carried out in 13 tanks within the school grounds. This includes 3 tanks which are used for the holding of rain and bore water used for our backwash and cleaning of the pool.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	609,876	494,735	78,984
Water (kL)	11,858	13,066	6,520

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized 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.

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

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

| School profile | NAPLAN | ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	133	70	<5
Full-time equivalents	124	53	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed 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 links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	15
Graduate Diploma etc.*	0
Bachelor degree	96
Diploma	14
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 2019 were $105,700.45.

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
- YuMi Deadly Maths
- Mentoring Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	89%	84%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2017	2018	2019
Year 7	94%	94%	92%
Year 8	94%	93%	92%
Year 9	92%	92%	92%
Year 10	91%	91%	91%
Year 11	92%	93%	92%
Year 12	93%	92%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	11	13	29	47
2018	12	11	25	53
2019	15	13	27	46

Proportion of Students
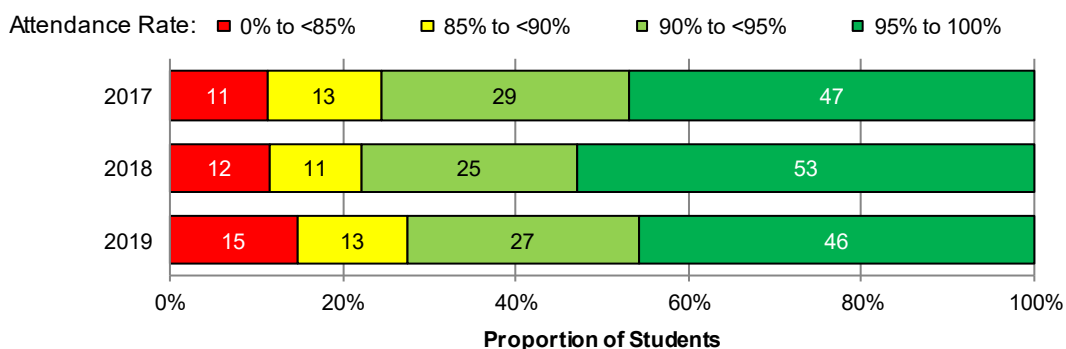
Description of how this school manages non-attendance

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 a letter is sent home asking for the reason

- 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.

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.

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

4. Click on 'NAPLAN' to access the school NAPLAN information.

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

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	275	245	161
Number of students awarded a QCIA	1	3	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	268	237	155
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	147	128	61
Percentage of Indigenous students who received an OP	25%	31%	33%
Number of students awarded one or more VET qualifications (including SbAT)	168	151	113
Number of students awarded a VET Certificate II or above	152	142	105
Number of students who were completing/continuing a SbAT	69	72	53
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	87%	87%	85%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	98%	97%

Notes:

- The values above:
  - are as at 05 February 2020
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	37	30	17
6-10	48	38	20
11-15	43	43	15
16-20	19	14	8
21-25	0	3	1

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	137	105	68
Certificate II	147	138	139
Certificate III or above	37	37	20

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Specific Certificates Awarded to Students in 2019

Certificate I		Certificate II	
Sport & Recreation	53	Sport & Recreation	51
Information, Digital Media & Technology	5	Music Industry	6
Hospitality	10	Rural Operations	5
		Hospitality	28
		Business	7
		Sampling & Measurements	12
		Skills for Work and Vocational Pathways	30

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	91%	87%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	89%	115%	86%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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.