Heatley Secondary College

Executive summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Heatley Secondary College** from **12** to **14 July 2023.**

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
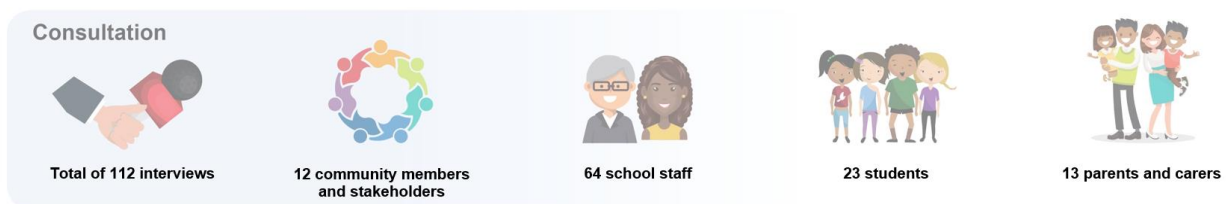
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Bert Barbe	External Reviewer
Jo Diessel	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 112 interviews — 12 community members and stakeholders — 64 school staff — 23 students — 13 parents and carers

1.4 School context

Indigenous land name:

Gurrumbilbarra Wulgurukaba, meaning 'canoe people'. An important symbol of the Wulgurukaba people is the Carpet Snake. Wulgurukaba's creation story tells the story of the creation snake that came down from the Herbert River, went out to sea creating the Hinchinbrook Channel, and continued down to Palm and Magnetic Islands. The snake's body broke up leaving parts along the coast: the tail of the snake is at Halifax Bay; the body is at Palm Island; and the head rests at Arcadia on Magnetic Island.

We also acknowledge the Bindal People as the traditional owners of the neighbouring land on the southern banks of the Ross River. The Bindal people call the country 'Thul Garrie Waja'. An important symbol for the Bindal people is the shooting star. They believe that wherever the star fell, or the direction the star fell in meant there was either danger coming or someone from that direction was in need of help or in danger.

We acknowledge the shared lands of the Wulgurukaba and Bindal peoples of the Birrigubba language region.

Education region:	North Queensland Region
Year levels:	Year 7 to Year 12
Enrolment:	638
Indigenous enrolment percentage:	42%
Students with disability percentage:	33%
Index of Community Socio-Educational Advantage (ICSEA) value:	883

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **19** to **21 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 877 and the school enrolment was 647 with an Indigenous enrolment of 37.2% and a student with disability enrolment of 11.6%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively refine and focus the Explicit Improvement Agenda (EIA) to promote increased clarity, consistency of expectations, and sustainability of impact and practice. (Domain 1)

- Collaboratively refine and strategically implement college approaches to student behaviour and engagement with an emphasis on gaining understanding and commitment from staff, consistency of implementation, and sustainability of impact. (Domain 3)

- Collaboratively review and refine the pedagogical framework to ensure clarity and a shared commitment to agreed practices. (Domain 8)

- Make sophisticated use of data across the college to identify gaps in student learning, to monitor improvement over time, and to monitor growth across the years of schooling. (Domain 2)

- Implement and communicate whole-college observation and feedback process for all teachers, and enhance opportunities for regular, college-wide mentoring and coaching of the teaching team and college leaders. (Domain 5)

2. Executive summary

2.1 Key affirmations

The college ethos is built around high expectations and the 'Heatley Proud Culture'.

Staff members identify the importance of a quality education for all students. Many convey accord with the statement of 'Nurturing Heatley Proud Learners to be aspirational, inclusive, responsible, respectful and resilient'. A collaboratively developed 'Statement of Intent' underpins staff members' imperative: '*We value learning, embrace diversity, and are committed to active citizenship*'. The college improvement agenda is focused on 'pushing student outcomes higher'.

Positive and caring relationships are celebrated by staff, students and parents.

Students describe an environment where they are cared for, where diversity is valued and embraced, and where their input and feedback are welcomed. They express high levels of trust and positive relationships with their teachers. Students discuss a range of opportunities to inform college policies, contribute to the school's Proud culture, and lead initiatives. These help them build their identity, connect with their culture and language, and strengthen their engagement in learning.

Parents and students speak highly of staff and leaders as well as the array of specialist staff and wraparound services available.

Leaders and staff are committed to the social, emotional, intellectual and physical wellbeing of all, 'to ensure a deep connection to, and care for, their community'. A designated Wellbeing Hub provides a centrally located venue for students to connect with a team of specialists. Students, parents, and staff speak highly of the array of student services. Staff members and leaders are described by parents and students as approachable, responsive, and solution-focused, with an unconditional positive regard for every student.

Staff members have established an extensive range of partnerships with community organisations, businesses and local schools.

Partnerships with community organisations, business and local schools benefit student wellbeing, learning and successful transitions to post-school destinations. The intentional and strategic growth of partnerships and collaborative initiatives, together with sharing of the college facilities, continues to build a positive reputation for the college within the wider community. A Parent and Community Engagement (PaCE) framework and associated action plan has been developed to guide the common purposes and goals of partnership activities and connection with community.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Sharpen the instructional leadership capabilities of all members of the Leadership Team (LT) to lead effective and systematic curriculum delivery, rigorously monitor student performance, and supportively evaluate pedagogy.

Domain 6: Systematic curriculum delivery

Systematically enact Quality Assurance (QA) process across all learning areas to ensure alignment of documentation to, and support precision of, Australian Curriculum (AC) implementation with fidelity.

Implement college-wide approaches to moderating at the planning stage, including conversations aligning pedagogy to assessment, to deepen teacher understandings and optimise student engagement and learning.

Domain 8: Effective pedagogical practices

Further develop teachers' understanding of Universal Design for Learning (UDL) and its effective application in teaching practice to support the diverse learning needs and engagement of students.

Domain 1: An explicit improvement agenda

Strengthen QA practices to guide and evaluate the systematic enactment of the college improvement agenda, including stronger 'lines of sight,' to enhance precision and consistency of implementation.