



HEATLEY SECONDARY COLLEGE

Strategic Plan 2024-2027

Statement of Intent: We provide a safe, welcoming and inclusive environment that empowers students to excel as the leaders of tomorrow. We develop a community of compassionate, resilient and proud learners that embrace diversity and are responsible and active global citizens.

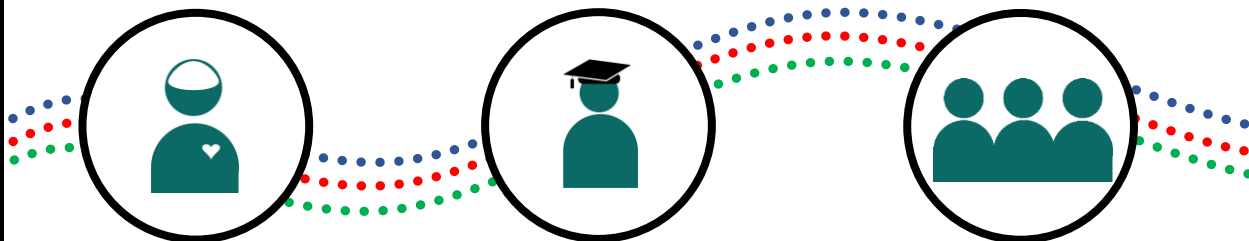
At Heatley Secondary College we are committed to:

- **Heatley Proud Culture:** We are proud of our achievements, our contribution to the community, and celebrate our diversity.
- **Belonging:** We nurture the social, emotional, intellectual and physical wellbeing of all to ensure a deep connection to, and care for, our community.
- **Learning:** Engaging and challenging learning experiences ensure our students are developing as independent and interdependent learners equipped with the organisational and 21st century skills for a successful future. We reflect on our past to shape our future.
- **Leadership:** We develop leadership potential and nurture the unique characteristics of every individual through both formal and informal leadership opportunities. We see leadership as an opportunity to serve the community and are inspired to be Heatley Proud Learners every day.

At Heatley Secondary College we value learning, embrace diversity and are committed to active citizenship. We nurture Heatley Proud Learners to be:
Aspirational • Inclusive • Responsible • Respectful • Resilient

OUR BELIEFS

- All students have the capacity to learn - they do so at different rates
- High quality teaching is the key to student achievement
- Learning must be meaningful with differentiated support
- Learning must occur in a safe and supportive learning environment



Wellbeing

- Create a safe, supportive, inclusive environment which promotes a learning culture focussed on a common PBL language, a deep understanding of Trauma Informed practice, Restorative Practices and Essential Skills for Classroom Management (ESCM)
- Implement Collaborative Proactive Solutions (CPS) to identify student lagging skills and deliver strategies/interventions to improve student wellbeing, engagement and learning
- Build the capability of all staff to embed consistent, agreed to student attendance and behaviour routines, processes and practices to maintain a safe, supportive and inclusive learning environment
- Embed the Heatley Heart Staff Wellbeing Action Plan to improve the wellbeing of staff, including psycho/social and their ability to have good mental health, increased resilience and stress management within a complex environment

PERFORMANCE INDICATORS

- 85% average College attendance rate
- Reduction in School Disciplinary Absences for First Nations students
- Reduction in OneSchool Behaviour Referrals
- 80% of staff state that the wellbeing of employees is a priority for this school
- Close the attendance gap between First Nations students and non- First Nations students to <4%

Learning

- Embed collaborative Whole School Moderation processes of Before, During, After, After, End moderation to ensure teachers have a deep understanding of each phase and are working together to optimise student engagement and learning
- Systematically enact the Quality Assurance process for curriculum documentation in all learning areas to ensure the Australian Curriculum is aligned and delivered with fidelity
- Build the instructional leadership capability of the College Leadership Team to lead staff in effective and systematic curriculum delivery, monitoring of student performance and evaluation of pedagogy
- Embed the whole school approach to pedagogy through the use of Gradual Release of Responsibility (GRR), Universal Design for Learning (UDL), Explicit Instruction (EI) and Digital Pedagogies to support the diverse learning needs of students

PERFORMANCE INDICATORS

- 80% of Year 7 – 10 students achieving C or better in all subjects
- 40% of Year 7 – 10 students achieving A or B in all subjects
- Reduction in the number of students receiving an N
- Close the A – C achievement gap between First Nations students and non-First Nations students
- 100% of Year 12 students attain a QCE/QCIA
- 90% expenditure of expense budget annually

Community

- Deepen existing partnerships with local primary schools to strengthen continuity of curriculum and pedagogy ensuring a strong start and seamless transition to high school
- Embed the Parent and Community Engagement Framework (PACE) to create a community where every individual feels a strong sense of belonging and where strong communication, teamwork and mutual respect are the cornerstones of interaction
- Develop and implement a Reconciliation Action Plan (RAP) to increase recognition and engagement of our First Nations students, parents and wider community
- Establish connections to community through participation in Co-Design projects to increase belonging in the school community

PERFORMANCE INDICATORS

- PACE Action Plan is implemented and updated annually
- RAP is updated and published/promoted to the broader community annually
- Increased community participation and engagement in Co-Design projects
- 90% of parents state the school has a strong sense of community

We learn.

We lead.

We are proud.

We belong.


 Melissa Jackson
 PRINCIPAL


 Anne Schleibs
 P&C PRESIDENT

Grant Dale
 SUPERVISOR