



Heatley Secondary College

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Heatley Secondary College is more than a traditional State High School. Our unique campus incorporates a traditional but dynamic High School for Year 7 to Year 12 students, an Adult Campus with day and night classes for Year 10 to Year 12 studies, the Townsville Creative Technologies College providing multimedia training for the community and a Special Education Program. Our campus has students ranging in age from 11 and up to adults, and offers an extensive academic and VET curriculum which caters for all students and adults in our community.

Our vision is captured in the words: Your Future - Our Focus and we achieve this by providing and delivering a quality curriculum that prepares students academically, vocationally and socially for future pathways. Heatley Secondary College has a 'small school' climate and we are known as a friendly and caring community. Clearly we are distinguished by our continual quest for improvement to provide the best for our learners – we care greatly for our students and reinforce our core expectations of students being Responsible, Respectful and Resilient Learners.

Our college has provided quality education for Townsville students for 50 years and is building its reputation as the educational institution that is on the move to bigger and better.

## Principal's Foreward

### Introduction

#### School Progress towards its goals in 2016

In 2016 the college implemented the initiatives developed as part of the major school review undertaken in 2015. A new principal, a new strategic direction and a focus on continuous improvement which was undertaken in a positive and collaborative manner – harnessing the successes and talents of the existing school community and building a vision for a brighter future.

The goals for 2016:

- Improve pedagogical practice with a goal of 75% pass rate across the college
- Improve student behaviour with a goal of 90% "C" or better for behaviour on report cards
- Improve student attendance with a goal of 85%
- Improve college belief with a goal of 90% "This is a good school" on School Opinion Surveys

Outcomes for 2016:

- Achievement: 77.4% pass rate; 30% A&B Achievement
- Behaviour: 89.1% "C" or better on report cards
- Attendance: 84.2%
- School Opinion Survey: "This is a good school" – Parents 90%; Students 86.2%; Staff 91.1%

## Future Outlook

The college is consolidating and deepening the practices implemented in 2016.

The goals for 2017:

- Improve pedagogical practice with a goal of 80% pass rate across the college
- Student behaviour with a goal of 90% "C" or better for behaviour on report cards
- Improve student attendance with a goal of 87%
- Improve college belief with a goal of 90% "This is a good school" on all School Opinion Surveys

**Pedagogical practice:** The major emphasis is the development of "Assessment Literate Learners" where students and staff have absolute clarity about what the assessment for a unit will be, what the standards are and what students need to be able to know and do to successfully complete the assessment tasks. Key to this is the engagement of students and staff with "Learning Walls" which are evident in all classrooms. Our staff willingly undertake key professional development in pedagogy so that they are skilled with the latest, evidence based strategies and able to provide the best learning for their students.

**Student behaviour:** The PBL (Positive Behaviour in Learning) team continue their work developing and implementing the Responsible, Respectful, Resilient Learner expectations across the campus. Additionally the college will implement "Responsible Thinking" as a process (in conjunction with the Essential Skills for Classroom Management) for developing positive behaviour.

**Student Attendance:** In 2017 the work will continue in developing positive attitudes toward full attendance. The employment of an Attendance Officer, developing a positive rewards framework and continuing our active promotion of attendance will be key to this initiative.

**School Image:** The marketing of the college will be a priority in 2017 ensuring that the good news stories are highlighted in public, media, our electronic sign, website, marketing material and Facebook.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	541	251	290	129	82%
<b>2015*</b>	602	283	319	150	83%
<b>2016</b>	596	292	304	170	81%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Our students range in ages from 11 to mature, including adults who are enrolled at either the Heatley Adult Secondary College or the Townsville Creative Technologies College. We value the diversity of our student body and we are characterised as being a friendly, tolerant and positive school community.

Our ICSEA (Social Index) is 897 indicating a diverse range of families typical of the Townsville demographic. The college is approximately 70% / 30% non indigenous to indigenous students and we have a number of migrant and refugee families. The traditional owners of the land are the Wulgurukaba and Bindall people.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	20	21	19
Year 11 – Year 12	16	16	16

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Heatley Secondary College's curriculum framework reflects our commitment to providing all students with the opportunity to engage in a course of study that meets individual needs and supports individual aspirations.

Our curriculum framework is the enabling structure for the Personal Pathways Program that underpins curriculum choices for all students. By integrating both a traditional line-choice structure with a structured Options Program, the range of potential courses of studies available to each student is extended.

Within this structure:

**Extensive Academic opportunities** exist for students who wish to pursue career pathways based on University study. Academic subject options are offered both through the Main School and the Adult School and at both Junior and Senior level.

**Vocational opportunities** exist for students to develop a range of work related knowledge and skills. These include a range of exciting Certificate II and III offerings through our TCTC (the Townsville Creative Technology College) which include Certificate courses in the areas of Music, Digital Media, Game Programming, Screen, Animation and Printing and Graphic Arts.

We also offer nationally accredited Certificate I and II courses including Information Technology, Business Studies and Workplace Practices through our main school programs.

Our senior students access a range of nationally accredited Certificate I, II and III courses including construction, engineering, hospitality, aged care, sport and recreation, Electro technology; Tourism; Health Support services provided by TAFE North.

Non certificate vocational courses including Building and Construction, Furnishing, Engineering & Manufacturing, Hospitality, Recreation, Early Childhood and Visual Arts in Practice are offered in the senior school.

**Gifted and Talented Extension** is embedded within our curriculum structure and recognized through our Triple A program. ACE (Academic Extension) classes in years 7, 8, 9 and 10 provide extensions for the more academically able students.

**Learning Support Programs** are offered in the areas of literacy and numeracy to students needing extra input. Free tuition is offered in English, Mathematics and Science after school.

Our staff undertake continuous pedagogical professional development with these key aspects as a focus:

- Quality Teaching and Learning promotes the development of Assessment Literate Learners through a Gradual Release of Responsibility for learning from the teacher to the student.
- Teachers utilize "Learning Walls" as a means of structuring the overview of learning for units, highlighting the knowledge and skills necessary for successful completion of the assessment.
- Goal setting and achievement tracking

## Co-curricular Activities

At Heatley Secondary College we believe that opportunities to develop the “whole person” should be provided. The college is looking to expand the various programs that will assist with student well-being and engagement.

All extracurricular activities contribute points towards our Triple A Program, (Awarding Awesome Achievers), an awards program designed to encourage involvement of all students in a range of extra curricula activities. The program aims to encourage them to achieve their Personal Best (PB) in all aspects of school life through participation in a variety of academic, cultural, sporting and community co-curricular and extra-curricular activities.

Triple A activities encompass four areas of endeavour and students must gain sufficient credit in any three of these four areas in order to achieve either a Bronze, Silver or Gold medal. Points are awarded according to the level of achievement and participation.

The activities students are involved in include:

- Chess Club
- Bug Club
- Computer Club
- Fish Club
- Rock Club
- Crystal growing Club
- Robotics Club
- Debating
- “Strength on the Sand” personal development excursion
- “Heatley Gold” rewards program
- “On Your Bike” ride from Townsville to Cairns
- Variety of interschool sporting activities
- Arts@Twilight – major public event showcasing our students’ talents
- Heatley’s Got Talent – competition for performance

## How Information and Communication Technologies are used to Assist Learning

In 2016, 76 students graduated with certificates in Animation, Screen, Game Programming, Music, Desktop Publishing or Creative Industries. Students enrolled in Certificate II and III programs. These classes are a part of our very successful Townsville Creative Technologies College. Classes are held in 3 hour blocks either during the day or evening.

SMART interactive boards have now been installed in 19 classrooms, a Promethean interactive board is part of the Special Education Program and 10 Interactive Data Projectors have also been installed. Every other regularly used classroom has a data projector.

The College maintains 9 computer labs as well as 2 spaces within the library with banks of computers. 8 trolleys, containing 15 laptops each, are regularly used in English, Maths, Science and Humanities classes. Students in all years have been offered laptops as part of a One-to-One program. Students have either brought their own devices, year 7&8, or used College laptops, years 9 to 11.

A bank of 10 iPads is regularly used by the Special Education and Learning Support students. Also, a number of iPads are being used by teachers in classrooms to enhance teaching and learning processes. In addition to the Microsoft package as well as data base software, Heatley Secondary College students have the use of KLA specific software embedded in their learning. Use of the Adobe Creative Suite was continued in Digital Media and Media Studies. In Humanities, year 8 students use Google Maps to locate significant geographical locations both in our region and around the world. In Mathematics, our junior laptop classes regularly use Interactive Maths.

Industrial Graphics students use ProEngineer as well as a 3D printer. The Music Industry students use iMac computers to learn current recording and editing software. Other TCTC programs use Wacom tablets to great effect.

The College Curriculum drive is the preferred digital deposit bank for components of most courses within the College. A number of subjects maintain a presence on The Learning Place. With more students bringing their own laptops, Learning Place has become prominent.

The College has commenced the process to become a part of the Education Queensland BYOx network. The school runs a computer club at breaks several times a week which provides students with the opportunity to build computers, engage with new software packages as well as participate in gaming activities. Students also can participate in the Lego Club building robots and programming devices.

Teachers have embedded the use of ICTs in their classroom practices as well as their management of data.

## Social Climate

### Overview

Heatley Secondary College's Vision Statement, Ethos and Statement of Purpose highlight the importance the College places on Citizenship and Student Wellbeing. Our highly structured Care Program is active at all year levels, with students and care teachers remaining together for the full 6 years of their enrolment. This not only promotes greater empathy and security, it allows for the development of significant relationships.

The Program Area is supported by our Student Support Services Team (SSST) which comprises a Deputy Principal, Guidance Officer, Community Education Counsellor, School Nurse, School Based Police Officer, School Chaplain, Behaviour Support teacher, Special Education teacher and Youth Support Coordinator.

A Personal Development Program (PDP) operates at year levels 7, 8, 9 and 10 and is monitored by the Junior Secondary Head of Department. All students in these year levels have a dedicated lesson each week (PBP – Personal Best Program and WRP – Well Being Resilience Program) focusing on a range of topics relevant to teenage learners. Year 11 and 12 students have targeted presentations on wellbeing issues as well as pastoral care from their form teachers who follow them through the years.

Bullying is treated seriously at Heatley Secondary College and we say "Bullying – No Way". Our approach encourages students to report incidents of bullying and to seek resolutions for conflicts with trusted support personnel. We teach strategies to deal with conflict and provide support for students.

The supportive social climate of the College is recognised by parents and is reflected in their responses on the School Opinion Survey, with parents expressing their satisfaction that their student 'likes being at this school' and 'teachers provide useful feedback and motivate their student'.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	81%	83%	87%
this is a good school (S2035)	89%	86%	90%
their child likes being at this school* (S2001)	89%	90%	90%
their child feels safe at this school* (S2002)	89%	83%	77%
their child's learning needs are being met at this school* (S2003)	78%	83%	81%
their child is making good progress at this school* (S2004)	81%	82%	77%
teachers at this school expect their child to do his or her best* (S2005)	96%	90%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	84%
teachers at this school motivate their child to learn* (S2007)	88%	93%	84%
teachers at this school treat students fairly* (S2008)	93%	82%	80%
they can talk to their child's teachers about their concerns* (S2009)	88%	89%	90%
this school works with them to support their child's learning* (S2010)	88%	87%	77%
this school takes parents' opinions seriously* (S2011)	88%	85%	74%
student behaviour is well managed at this school* (S2012)	88%	80%	68%
this school looks for ways to improve* (S2013)	89%	88%	84%
this school is well maintained* (S2014)	89%	89%	97%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	87%	95%
they like being at their school* (S2036)	77%	83%	85%
they feel safe at their school* (S2037)	80%	76%	84%
their teachers motivate them to learn* (S2038)	84%	83%	92%
their teachers expect them to do their best* (S2039)	93%	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	82%	83%	87%
teachers treat students fairly at their school* (S2041)	69%	71%	72%
they can talk to their teachers about their concerns* (S2042)	67%	68%	77%
their school takes students' opinions seriously* (S2043)	68%	69%	67%
student behaviour is well managed at their school* (S2044)	47%	57%	59%
their school looks for ways to improve* (S2045)	82%	80%	91%
their school is well maintained* (S2046)	70%	79%	83%
their school gives them opportunities to do interesting things* (S2047)	79%	78%	78%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	85%	98%
they feel that their school is a safe place in which to work (S2070)	79%	84%	90%
they receive useful feedback about their work at their school (S2071)	74%	80%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	83%	91%
students are encouraged to do their best at their school (S2072)	92%	88%	98%
students are treated fairly at their school (S2073)	92%	89%	92%
student behaviour is well managed at their school (S2074)	63%	63%	73%
staff are well supported at their school (S2075)	72%	75%	81%
their school takes staff opinions seriously (S2076)	72%	71%	82%
their school looks for ways to improve (S2077)	88%	87%	96%
their school is well maintained (S2078)	89%	76%	89%
their school gives them opportunities to do interesting things (S2079)	77%	77%	83%

\* 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

The College serves a diverse community. We celebrate this diversity and work together to maximise student outcomes. Parents, carers and the local community are encouraged to become involved in all aspects of College life. A range of voluntary programs exist including NAIDOC Week activities as well as the more traditional support roles.

Parents are invited to attend College performances such as Arts@Twilight, celebrations such as Mabo day, Anzac ceremonies and Awards Night functions and Meet & Greet evenings. Parents and carers are welcome to come along and support student sporting events and competitions.



Staff actively welcome parent involvement in their children's education and make contact with parents regularly through emails, letters, phone calls and texts. An excellent method of communication with parents and carers is developing through the use of Student Planners. Formal face to face sessions with parents occur at the Parent-Teacher nights held in Term 2 and Term 3.

Parents and carers are actively involved in decisions surrounding any curriculum adjustments for the range of students with diverse needs.

Our Parents and Citizens Association are a critical component of our college and are part of the advisory processes and decision making processes; the P&C meets monthly.

Our College newsletter is produced monthly and parents are encouraged to contact the school and teaching staff in person, by phone, email or post at any time they feel the need to discuss an issue. An SMS messaging service is used to communicate attendance and event information to ensure parents are informed or reminded about such things in a timely manner.

The college uses its website ([heatleysc.eq.edu.au](http://heatleysc.eq.edu.au)) and Facebook presence to convey information to the school community. Additionally parents have access to up to date student information through QParents and QSchools.

A wider section of parent and community members are involved in formal processes, such as Quadrennial School Reviews, as well as providing feedback to the school on other salient issues and processes. Community members and organisations also play active roles in industry placement and curriculum of vocational courses. Parents/caregivers are invited and encouraged to take active roles in Senior Education and Training planning and monitoring processes.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Heatley Secondary College's Expectations focuses on building Responsible, Respectful, Resilient Learners and these expectations apply to all members of our College Community. The rights of all students, staff and visitors to feel safe at school is fundamental to our College Ethos and violence, whether verbal or non-verbal, will not be tolerated.

Topics such as personal safety, bullying (including cyber bullying) and violence (including domestic violence) are visited with all year levels through our PDP (Personal Development Program). As part of this program, students gain knowledge of reporting processes and skills in dealing with conflict. Our SSST (Student Support Services Team) runs targeted programs for identified students, focusing on a range of topics including anger management and conflict resolution. Students are actively reminded that it is important to report to a trusted person when they are at risk of harm and that they know our college responds to their needs.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	254	243	250
Long Suspensions – 6 to 20 days	30	37	8
Exclusions	7	5	7
Cancellations of Enrolment	17	21	4

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Heatley Secondary College is acutely aware of, and responds to, areas of environmental concern. Staff do their bit by switching off fans, lights and air conditioning when not required in their rooms and the college always looks for ways to minimize electricity usage.

As Townsville continues to struggle with water supplies, the College installed a water bore in 2016 reducing the impact on the limited town water supplies. In conjunction with a water management plan and a water leakage investigation, the college has significantly reduced its water usage.

The College encourages social responsibility with students through recycling and environmental programs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	620,356	26,036
2014-2015	676,723	11,401
2015-2016	397,457	6,768

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

## 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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

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Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	66	47	5
Full-time Equivalent	62	34	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	5
Graduate Diploma etc.**	21
Bachelor degree	43
Diploma	1
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$29360.93

The major professional development initiatives are as follows:

STEM; Profile training; YUMI Deadly Maths; senior assessment; QTL; Reading – Catherine Black; Senior Attainment;

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	82%	82%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	75%	76%	79%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

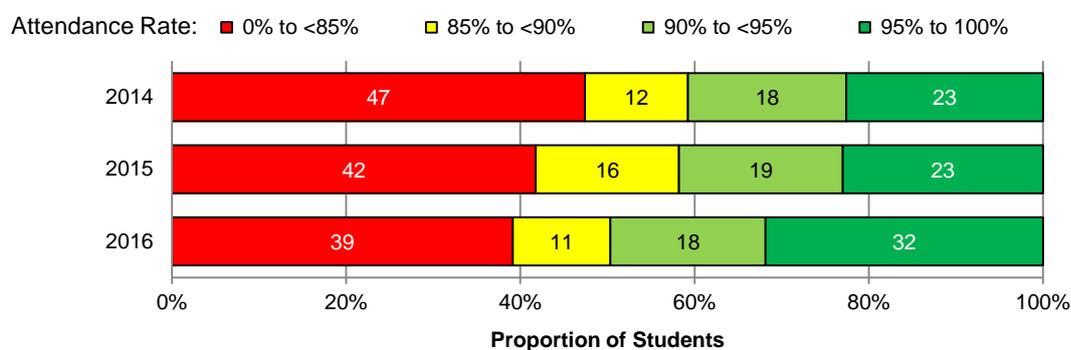
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									86%	80%	79%	80%	86%
2015								86%	82%	81%	78%	83%	85%
2016								87%	83%	83%	81%	85%	87%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Heatley Secondary College implemented the use of IDAttend as an electronic roll marking system. Attendance rolls are marked at the beginning of each school day by the form teacher and again in each lesson by the classroom teacher. Students arriving after form class undertake a "sign in" system at the Administration Office upon arrival.

Attendance data is collated at the office after form class and SMS text messages are sent to parents of absent students on a daily basis and weekly attendance data is provided to Deputy Principals and Year Level Coordinators.

Initial follow-up of non-attendance is by the form teacher and year level coordinator with a systematic data tracking system identifying patterns of attendance.

For students at risk, the year level coordinators together with the Deputy Principals, monitor non-attendance of students by utilising phone contacts and letters home. Our Community Education Counsellor (Indigenous Support) makes daily phone calls for students at risk, and also makes home visits when contact cannot be made, or appointments are not followed up on.

Youth Support Coordinator case managers identify 'at risk' students in years 10, 11 and 12. Proactive strategies to encourage attendance include promotion of the 100s club, Awesome Attendance Awards, form challenge competitions and personal goal setting (involving the traffic light attendance data).

The importance of the 'Everyday Counts' message is communicated to students on school assemblies and year level parades and to parents in the school newsletters, displayed in posters around the school including in the office foyer, presented on our electronic sign and on Facebook.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.



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GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	59	61	69
Number of students awarded a Queensland Certificate of Individual Achievement.	6	6	11
Number of students receiving an Overall Position (OP)	11	17	13
Percentage of Indigenous students receiving an Overall Position (OP)	9%	11%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	9	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	46	43	49
Number of students awarded an Australian Qualification Framework Certificate II or above.	27	37	38
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50	53	56
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	73%	89%	82%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	64%	41%	69%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	98%	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	2	5	4	0
2015	0	3	4	10	0
2016	1	2	6	4	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	30	27	1
2015	14	36	2
2016	21	98	11

As at 3rd February 2017. The above values exclude VISA students.

In 2016, a variety of Digital certificate courses were offered at Heatley Secondary College. Some have been offered in 3 hour blocks, both during the day as well as in the evening. In addition to the Digital courses, the Certificate II in Workplace Practices and the Certificate II in Business were offered, with most students completing the certificate.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	74%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	61%	52%	65%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.heatleysc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

It is the goal of our College to work on "Your Future – Our Focus" and we aim to have every student complete Year 12. To assist with this our College has a first rate support and tracking process for Senior students.

Students begin the formalised SET planning process in Semester 2 year 10. This is a continuous process involving parents, students, year level coordinators, guidance officer, heads of department and senior administration staff. Student progress and achievement is monitored and discussed among members of the above group at each reporting period throughout their senior schooling. Decisions about careers, aspirations, course changes and subject changes are dealt with at these times.

However, not all students will complete their study in our mainstream campus. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students who leave Heatley Secondary College before the completion of senior studies fall into the following categories. Those that:

- transfer to another school;
- move out of the Townsville area;
- leave to go to work;
- leave to go to TAFE;
- move into Distance Education or Adult College
- incur a cancellation of enrolment;

Students in the latter category have not responded positively to the process outlined above. A significant contributor to cancellation of enrolments is non-attendance of the student concerned. However the College works hard to provide opportunities for all students who, for one reason or another, cannot continue their studies.

## Conclusion

Heatley Secondary College is unique. For fifty years the college has provided excellent education for its students and we have a proud list of graduates who have harnessed their opportunities built upon the foundations of learning at Heatley.

The College is known very much for its 'small school' climate and absolute determination to achieve the best for every student regardless of their circumstances. Heatley Secondary is a socially just college. Our staff go above and beyond each and every day to provide the best learning environment and are determined to make our college the best possible place for young people to learn and develop as Responsible, Respectful and Resilient Learners. We always seeking to improve and we are on the move.

Our commitment to lifelong education is evident in our approach and it is fitting that we continue secondary education opportunities beyond mainstream school through our Adult College and the Townsville Creative Technologies College. We have outstanding facilities based in the most beautiful location in the northern tropics.

We proudly present this snapshot of our progress in the story that is Heatley Secondary College where "Your Future is Our Focus".

