



# School Improvement Unit Report

## Heatley Secondary College Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Heatley Secondary College from 13 to 15 July 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Cnr Hanlon Street and Fulham Road, Heatley, Townsville
<b>Education region:</b>	North Queensland
<b>The college opened in:</b>	1968
<b>Year levels:</b>	Year 7 to Year 12, Adult School - Years 10 -12
<b>Current college enrolment:</b>	636 (Day 8) Adult education 89.2 (Full-time equivalent)
<b>Indigenous enrolments:</b>	25 per cent
<b>Students with disability enrolments:</b>	13 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	912
<b>Year principal appointed:</b>	2008
<b>Number of teachers:</b>	50 (Full-time equivalent)
<b>Nearby schools:</b>	Aitkenvale State School, Heatley State School, Vincent State School
<b>Significant community partnerships:</b>	SiTLink Relations, Professional Training Solutions, BNG Sports, Townsville – Cairns Bike Ride Committee, 130 Army Cadet Unit, Milestones Employment, Duo Magazine
<b>Unique school programs:</b>	On Your Bike, Automotive Course, Laptop Program, Townsville Creative Technologies College (TCTC)



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and two Deputy Principals
  - Business Services Manager (BSM)
  - Seven Heads of Department (HODs), Head of Special Education Services (HOSES), Guidance Officer, Support Teachers and Master Teacher
  - Senior and Junior Year Coordinators and Junior Secondary Coordinator
  - 30 teachers, 15 support staff, teacher aides and cleaners
  - Chaplain, Community Education Counsellor (CEC), Behaviour Management teacher and Educational assistants
  - Senior and junior students (including Indigenous and special education) were interviewed in classrooms, the playground and in interview rooms
  - Parents and past Parents and Citizen' (P&C) Association member parents
  - Indigenous elder
  - Community representatives from local council, state government, employment agencies, Australian Defence Force, disability services and community fundraising organisations
  - Two local primary school principals
  - Attending school parades, visiting classrooms and practical learning areas.

### 1.4 Review team

Russell Pollock	Internal reviewer, SIU (review chair)
Shona McKinlay	Internal reviewer, SIU
Trevor Gordon	External reviewer



## 2. Executive summary

### 2.1 Key findings

- Heatley Secondary College has developed and is implementing a high quality comprehensive curriculum plan which is aligned to the Australian Curriculum.

The implementation is supported by a number of policies and procedures which provide clear direction to teachers concerning the manner in which the curriculum is to be taught, assessed and student outcomes reported. These policies include pedagogical practices, differentiation strategies, homework requirements, literacy learning logs and inclusive strategies. There is evidence that these policies are being implemented.

- The college developed pedagogical framework which is informed by research, implemented strategically and supported by staff.

Evidence exists across the college of the consistent implementation of the pedagogical framework in most classrooms. Teachers comment on the positive impact that the teaching practices have had on student engagement and achievement within their classrooms. Students are able to reflect upon what they are learning, understand the context of the learning activities and know how to improve and where to seek help.

- School attendance is a key factor effecting a significant number of students achieving positive outcomes.

The school attendance rate in 2014 was 82 per cent with 47 per cent of students attending for less than 85 per cent of the school year. The target set for attendance in 2015 is 90 per cent, but current trends indicate that further actions will be required if this target is to be met. There is evidence to suggest the need of a whole school strategic approach in order to address the significant challenges associated with student attendance.

- Teachers, support staff and students report varying degrees of inappropriate student behaviour and the inconsistencies of the management of these students.

The school has recently begun implementing new processes to support the responsible behaviour plan for students. There is evidence that student and staff understanding of these processes is developing however they are yet to be embedded in school practice.



- The programs and resources evident within the college provide unique learning opportunities that have the potential to attract more students to the school and build community perception.

The Townsville Creative Technologies College (TCTC), Heatley Adult College and internal school programs provide strong educational avenues for students. However, it appears that the broader community are not fully aware of these opportunities. Currently the school does not have a marketing strategy to promote educational pathways, student achievement or school culture within the broader community.



## 2.2 Key improvement strategies

- Continue to implement and monitor the pedagogical practices within the college.
- Develop and implement a whole school strategic approach and operational practices to address the significant challenges associated with student attendance.
- Engage all stakeholders in a review of behaviour management processes and practices to streamline processes, reach agreed responses, consequences and monitor data.
- Develop a strategic plan to promote and market the school, its programs and achievements to build public confidence in the wider community.
- Identify and implement strategies to build belief that the Heatley Secondary College and its students can achieve at the highest levels.