

Heatley Secondary College (2120)

Queensland State School Reporting

2012 School Annual Report



Building on Success
Est 1968

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Principal's foreword

Introduction

Heatley Secondary College is more than your traditional State High School. Our unique educational campus incorporates a traditional High School for Year 8 to Year 12 students (our Main School Secondary Campus), an Adult Campus with day and night classes for Year 10 to Year 12 studies, a digital trade training centre (the Townsville Creative Training College), a Special Education Program (SEP), and a Learning Support Unit (LSU).

Our campus operates from 8.00 in the morning to 9.30 at night, has students ranging in age from 12 – 70, 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 our statement of purpose clearly articulates our core business: "Providing and delivering a quality curriculum that prepares students academically, vocationally and socially for future pathways".

Heatley Secondary College is a relatively small school compared with some other State High Schools in Townsville. This gives us the opportunity to know all students personally and work with them to fulfil their individual educational and social goals.

Our strength lies in our commitment to providing students with an extensive range of flexible (Academic and VET) options which allows them to negotiate individual pathways to meet specific academic and vocational outcomes.

The report below provides some insight into how we go about our core business. The school profile summarises what we offer and in what social context we operate. Educational delivery at Heatley Secondary College is in the hands of a well qualified and very committed staff whose profile is contained within. Some salient outcomes have been provided and I encourage you to revisit the report when destination data has been included later in the year.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

2012 saw the college begin the implementation of key strategies from the SSP 2012 – 2015. School priorities and specific strategies are differentiated into three categories, namely: The People (The Who); The Programs & The Pathways (The What); and Building Bridges to your Future (The How).

In category 1, staff capacity building was implemented, as designed, with awareness and design of the whole of school coaching/mentoring model and completion of the first full cycle of DPF. It is intended both strategies will continue in 2013.

Implementation of the first cycle of C2C English, Mathematics and Science in years 8, 9 & 10 formed a major priority in 2012. Additionally the explicit teaching of Literacy across each of the core KLAs was implemented with reading and spelling as the focus areas. School profile data shows an outstanding improvement in spelling compared to 2011, measured by NAPLAN testing. Similarly there is continuous improvement in reading, grammar & punctuation and numeracy achievement shown in long term comparisons.

Significant evidence supports progress in the third focus area, The How. The strategies employed for improved QCE/QCIA attainment resulted in outcomes far in excess of the 75% targeted. In 2012, 92.5% of seniors graduated with either a QCE or a QCIA. Similarly the school profile shows an increase in student attendance from 79.5% in 2011 to 83.1% in 2012 indicating success with the strategies in this priority area. The explicit teaching of Literacy and the focus on Differentiation and attendance were included in the performance plans of all teachers. The first cycle of the DPF was completed in 2012.

Future outlook

Our aim is to ensure the best possible academic and social outcomes for all students and providing opportunities to build good citizens for the future. We adopt a progressive approach to engage and recognise all students to enable all of them to develop to their full potential.

In 2011 a Quadrennial School Review resulted in the construction of a School Strategic Plan for the next four years. The Annual Implementation Plan for 2013 strives for improvement in the three key areas of the SSP 2012 - 2015 namely: The People, The Programs & Pathways, and Building Bridges to your Future. It lists the key priorities for 2013 as:

- Implement the agreed to Pedagogical Framework with a whole school focus on explicit instruction embodying “I do”, “We do”, “You do” as the model for teaching.
 - Focus on explicit teaching of Writing.
 - Continuation of the explicit teaching of Spelling and Reading
 - Focus on explicit teaching of Numeracy
- Implement the principles of Junior Secondary
- Initiate Peer observation model to operate parallel to a coaching/mentoring.
- Continue the implementation of the Australian curriculum.
 - Introduce ACARA History.
 - Progress the implementation of ACARA English, Mathematics & Science

Our total College environment of teaching and learning practices, classrooms, equipment and grounds enhancements aims to provide the best possible working and learning environment for all. Proactive learning is a priority at Heatley Secondary College. Therefore we look forward to the continued implementation of the School Strategic Plan 2012 – 2015.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	513	238	275	82%
2011	494	236	258	82%
2012	478	216	262	82%

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

Characteristics of the student body:

Student enrolments contained in the table above represent the adolescent school only. The FTE enrolment inclusive of the CCSE was 586.6 in February. This enrolment steadily increases throughout the year until mid year in response to economic conditions such as employment rates. Age range of students enrolled in the CCSE is 16 years to 70 years.

Heatley Secondary College services a diverse community with a low socio-economic status with an ICSEA of 910. The student population contains 22% indigenous students, 11% within the Special Education Program and 3% ESL.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	19	20	19
Year 11 – Year 12	12	16	14

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	250	149	158
Long Suspensions - 6 to 20 days	52	22	86
Exclusions	4	5	2
Cancellations of Enrolment	11	13	5

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

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 Programs, 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 I, II and III offerings through our TCTC (the Townsville Creative Technology College, including Certificate courses in the areas of Music, Digital Media, Game Programming, Printing and Graphic Design, Animation and Desktop Publishing.

We also offer a Certificate II in Automotive in partnership with MTAQ and a range of nationally accredited Certificate I and II courses including Information Technology, Business Studies, Sport & Recreation, Computer aided Drafting, Aged Care, Hospitality and Workplace practices are offered both on site and in conjunction with Barrier Reef Institute of TAFE.

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

Gifted and Talented Extension is embedded within our curriculum structure and recognized through our Triple A program.

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.

Extra curricula activities

Heatley Secondary College offers an amazing range of co-curricular and extra-curricular activities in the categories of Sport, Community Service, Cultural and Academic. All these activities contribute points towards Triple A Program.

Our Triple A Program (Awarding All round Achievers) is 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-curricula 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.

See our Web site for more information on the extensive range of activities offered.

Our school at a glance

How Information and Communication Technologies are used to assist learning

In 2012, over 100 students graduated with certificates in Animation, Game Programming, Music or Creative Industries. These classes are a part of our very successful TCTC.

SMART interactive boards have now been installed in 9 classrooms, a Promethean interactive board within the Special Education Program as well as in Interactive Data Projector in the Textiles classroom. Training has been provided to maximise learning with this technology.

The College maintains 4 computer labs as well as 2 spaces within the library with banks of computers. 8 trolleys, containing 16 laptops each, are regularly used in English, Maths, Science and Social Science classes.

A number of iPads are being used by teachers in classrooms to enhance teaching and learning processes. A series of professional development sessions about how to use iPads in class was attended by a number of staff.

Students in years 9, 10, 11 and 12 have been offered laptops as part of a One-to-One program. Students who have taken up this option have access to the College network and all associated software whilst on campus as well as 3G internet access off campus.

In addition to word processing, spreadsheet and data base software, Heatley Secondary College students have the use of KLA specific software embedded in their learning. Adobe Creative Suite 4 (CS4) was incorporated into Digital Media and Media Studies throughout 2010. In SOSE, year 8 students use Google Maps to locate significant geographical locations both in our region and around the world. In Mathematics, our junior classes regularly use Interactive Maths. Graphics students use ProEngineer and Autocad. The Music Industry students use iMac computers to learn current recording and editing software.

Many subjects now have components of their course available on The Learning Place as well as within the College Curriculum drive network.

Social climate

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 5 years of their enrolment. This not only promotes greater empathy and security, it allows for the development of significant relationships.

The Program Area is overseen by our Student Support Services Team (SSST) which comprises a Deputy Principal, the Guidance Officer, the Community Education Counsellor, School Nurse, School Based Police Officer, School Chaplain, Learning Support teachers, Special Education teacher, and faculty representatives.

A Personal Development Program (PDP) operates at all year levels and is monitored by the College Guidance Officer.

The supportive social climate of the College is recognized by parents and is reflected in their responses on the School Opinion Survey, with most parents expressing their satisfaction that their student is "safe at school", "treated fairly" and "behaviour". Parental satisfaction ratings in 2012 were higher than, or equal to all other categories of schools. Student responses on the 2012 survey were below other school categories for the above features.

Our site is "clean and green" and "neat and tidy" and reflects our commitment to responsible and sustainable

Our school at a glance

Parent, student and staff satisfaction with the school

The parent, students and staff satisfaction levels are listed in the table below. The parent satisfaction levels are seen to be very high. Although the satisfaction levels of students are high they're a little lower than that of parents. Staff morale is very high although staff relative satisfaction with access to professional development could improve.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	87.1%
this is a good school	96.7%
their child likes being at this school*	93.3%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	93.5%
their child is making good progress at this school*	77.4%
teachers at this school expect their child to do his or her best*	96.8%
teachers at this school provide their child with useful feedback about his or her school work*	83.9%
teachers at this school motivate their child to learn*	83.9%
teachers at this school treat students fairly*	90.0%
they can talk to their child's teachers about their concerns*	96.6%
this school works with them to support their child's learning*	80.6%
this school takes parents' opinions seriously*	89.3%
student behaviour is well managed at this school*	83.3%
this school looks for ways to improve*	93.5%
this school is well maintained*	96.8%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	84.7%
they like being at their school*	79.7%
they feel safe at their school*	74.8%
their teachers motivate them to learn*	86.1%

Our school at a glance

their teachers expect them to do their best*	95.8%
their teachers provide them with useful feedback about their school work*	83.9%
teachers treat students fairly at their school*	65.3%
they can talk to their teachers about their concerns*	68.0%
their school takes students' opinions seriously*	70.0%
student behaviour is well managed at their school*	50.8%
their school looks for ways to improve*	84.4%
their school is well maintained*	77.2%
their school gives them opportunities to do interesting things*	78.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	66.7%
with the individual staff morale items	86.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

The College serves a diverse community. We celebrate this diversity and work together to maximise student outcomes. Parents, guardians and the local community are encouraged to become involved in all aspects of College life. A range of voluntary programs exist including Reconciliation Week and NAIDOC Week activities as well as the more traditional support roles. Our library is open at night, and students and parents are welcome. Parents are invited to attend College performances such as Arts @ Twilight, the musical, and celebrations such as ceremonies and Awards Night functions. Parents are also invited to attend culminating events in classes such as Drama.

Parent teacher nights are held at the end of each term. Our Parents and Citizens Association meets monthly and our School Council comprising parent, student, teacher and community representatives once a term. The role of the School Council is to monitor and advise on key issues and on school performance.

Our College Newsletter is produced every fortnight and parents are encouraged to contact the school in person, by phone, email or post at any time they feel the need to discuss an issue.

A wider section of parent and community members are involved in formal processes, such as Quadrennial School Reviews and reviews of other salient aspects of college life like the Supportive School Culture.

Parents/caregivers are invited and encouraged to take active roles in SET planning and monitoring processes.

Through the school survey parents expressed their satisfaction with "school encourages me to take an active role in my child's education" and "school encourages me to participate in school activities" as well as with "the school keeps me well informed" and "staff are approachable and are responsive to my enquiries".

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

There was an increase in consumption of both electricity and water between 2011 and 2012. An additional building, the cyclone shelter, was constructed on site during 2012. This together with the significantly dry and hot climate for the year would have contributed to the increase in consumption. Behavioural changes resulting from staff awareness raising remain in effect.

Educationally, the wise use of energy is embedded into some aspects of the curriculum. Specifically into the SOSE curriculum in the junior school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	581,192	21,626
2010-2011	449,428	18,886
2011-2012	536,937	22,137

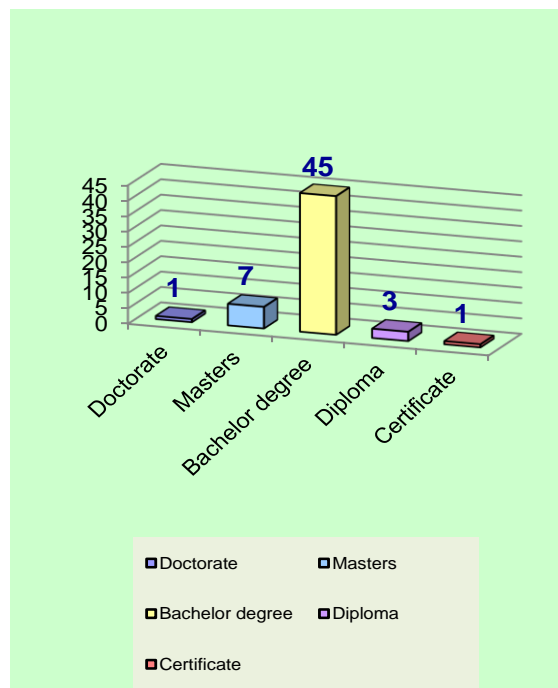
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	45	<5
Full-time equivalents	53.8	32.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Bachelor degree	45
Diploma	3
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$20384.00. The major professional development initiatives are as follows: 1. Professional development facilitating the development of the college pedagogical framework which included professional development on:

Explicit teaching; Differentiation; Gifted and Talented Education; Explicit teaching of Literacy including a Whole School Numeracy Framework; Assessment and Reporting.

Other forms of professional development included:

2. Curricular: ACARA and C2C; KLA specific professional development; Vocational Education, Assessment & Industry Placement; Embedding A&TSI perspectives in education; Coaching accreditation for a range of sport; Panel training for a range of QSA panels.

3. Non-curricular: OneSchool Release 3 training; ICTs including iPad training and Clickview; Electronic roll marking; Positive Behaviour Management; SBMAQ Conference; CEC conference; Schools Officer Society conference, Staff induction; Electrical test & tag accreditation.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	97%	97.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.1% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

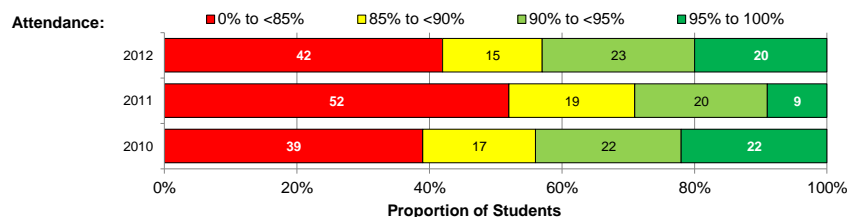
Key student outcomes

Student attendance									2010	2011	2012	
The overall attendance rate for the students at this school (shown as a percentage).									84%	79%	83%	
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.												
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								85%	81%	81%	85%	87%
2011								82%	78%	75%	80%	84%
2012								87%	80%	80%	83%	85%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 upon arrival.

The decision to adopt an electronic roll marking system was taken in 2012. In term 4 teachers began using the program Rollmarker to mark each of the lesson rolls.

Attendance data is collated at the office after form class.

SMS text messages are sent to parents of absent students on a daily basis.

Year level coordinators are provided with attendance data weekly.

Initial follow-up of non-attendance is by the form teacher and year level coordinator.

Through the line management system, the year level coordinators together with the Deputy Principals monitor non-attendance and students at risk utilising phone contacts and "T" letters.

TCP and TCS letters are documented and their effects monitored.

Home contacts for students at risk are maintained.

Performance of our students

A CEC conducts home contacts including home visits for indigenous students.

The Guidance Officer supports and works with students where absence is caused by wellbeing issues such as emotional and mental health.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

The screenshot shows a 'Find a school' search box. It has two main sections. The first section is titled 'Search by school name' and contains a text input field and an orange 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field. Below this input field, there is a 'Sector' label with two radio button options: 'Government' (which is selected) and 'Non-government'. At the bottom of this section is an orange 'SEARCH' button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Heatley Secondary College has achieved some significant progress in closing the gap, particular in the area of attainment. In the Junior School, the number of indigenous students in years 8 and 10 receiving a C or higher for English, Maths and Science has moved from the Lower Quartile to the Mid Lower Quartile. In the Senior School, of the 12 students who graduated in 2012, 9 received a QCE.

Attendance. The gap between attendance of Indigenous students and that of non-Indigenous students has reduced from 11.8% in 2011 to 6.6% in 2012. It is an ongoing focus, and will continue to be

Performance of our students

addressed on a daily basis.

Retention remains a significant issue, but there has been a marked improvement in gap size from 37% in 2010 to 22.9% in 2012.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	58%	72%	68%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	74	98	50
Number of students awarded a Queensland Certificate Individual Achievement.	3	3	5
Number of students receiving an Overall Position (OP).	26	23	16
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	5	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	42	41	26
Number of students awarded an Australian Qualification Framework Certificate II or above.	30	32	21
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	33	48	41
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.	38%	65%	81%
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.	72%	63%	90%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	100%	93%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	3	4	3	10	6
2011	3	5	7	7	1
2012	1	3	9	3	0

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	16	22	12
2011	19	24	10
2012	10	15	6

As at 2 May 2013. The above values exclude VISA students.

There were three certificate 1 courses offered during 2012. Certificate 1 in Work Readiness is offered within the special education program and the remaining two are entry level courses in computing and digital media. The certificate 1 in Creative Industries serves as a precursor further studies in the Townsville Creative Technologies College and certificate 1 in Information, Digital Media and Technology provides for students at beginning level.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

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 and senior administration staff. Student progress and achievement are 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.

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; and 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. This is dealt with in the manner described in "Performance of our students" above.