

# Heatley Secondary College Queensland State School Reporting 2014 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. In 2014 our unique educational campus incorporated 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.

### School progress towards its goals in 2014

2014 saw the College continue 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 another cycle of the whole of school coaching/mentoring model and the DPF process. It is intended both strategies will continue in 2015. The student Junior Secondary Leadership model continued to be implemented extending to its second cycle. The introduction of the Great Results Guarantee resulted in teachers receiving classroom support in differentiation in the areas of pedagogy and assessment.

Implementation of ACARA Geography was added to that of English, Mathematics, Science and History in years 8, 9 & 10. The Explicit Instruction aspect of the pedagogical framework continued including the continuation of the explicit teaching of Literacy across each of the core KLAs. School profile data shows an improvement measured by NAPLAN testing. This improvement is compared to the nation in the NMS and is continuous improvement in reading, grammar & punctuation, spelling and numeracy achievement shown in long term comparisons.

Significant evidence supports progress in the third focus area, The How. The strategies employed for improved senior outcomes attainment resulted in 97% of seniors exiting with some combination of QCE, QCIA or VET qualification. In 2014, 95% of seniors graduated with either a QCE or a QCIA. The school profile shows student attendance rates have remained relatively constant over the past five years Explicit Instruction, including the explicit teaching of Literacy was included in the performance plans of all teachers.

### **Future outlook**

Our aim is to ensure the best possible academic and social outcomes for all students and to provide 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 2015 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 2014 as:

- Teacher capacity building. Focussing on coaching, walkthroughs, mentoring and profiling.
- Implementation of the pedagogical framework.
- Improved outcomes. Focussing on; Reading, Senior outcomes, and KLA outcomes years 7 to 10.

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 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	478	216	262	82%
2013	531	238	293	81%
2014	541	251	290	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 608.2 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 912. The student population contains 24% indigenous students and 13% within the Special Education Program.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	19	20	20
Year 11 – Year 12	14	16	16

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	158	158	254
Long Suspensions - 6 to 20 days	86	63	30
Exclusions <sup>#</sup>	2	14	7
Cancellations of Enrolment	5	22	17

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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, Screen, 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. ACE (Academic Extension) classes in years 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.

### Extra curricula activities

Heatley Secondary College offers an amazing range of co-curricular and extra-curricular activities across the categories of Sport, Community Service, Cultural and Academic Endeavour. They occur both during school hours, and through after hours programs. Lunch time clubs include Chess, Computers, Ichthyology (fish), Community Gardening, Choir, College Bands (Junior and Senior Riffs), to name some. After school activities include a range of sporting and cultural activities, and many of our indigenous students are involved in the Duke's Program. Of note is the On Your Bike program: a resilience program whereby a team of students and staff train towards the goal of participating in the Townsville to Cairns bike ride.

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.

### **How Information and Communication Technologies are used to assist learning**

In 2014, over 100 students graduated with certificates in Animation, Screen, Game Programming, Music, Desktop Publishing or Creative Industries. Students enrolled in Certificate I, II and III programmes. These classes are a part of our very successful TCTC.

SMART interactive boards have now been installed in 19 classrooms, a Promethean interactive board is part of the Special Education Program and 3 Interactive Data Projectors have also been installed. Continued training has been provided to maximise learning with this technology. Every other regularly used classroom has a data projector.

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.

Students in all years 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.

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. A series of professional development sessions about how to use iPads in class was attended by a number of staff.

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. The Adobe Creative Suite was incorporated into Digital Media and Media Studies throughout 2013. 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. Industrial Graphics students use ProEngineer and AutoCAD as well as a 3D printer. The Music Industry students use iMac computers to learn current recording and editing software.

The College Curriculum drive has become the preferred digital deposit bank for components of most courses within the College. A number of subjects maintain a strong presence on The Learning Place.

### **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 recognised by parents and is reflected in their responses on the School Opinion Survey, with parents expressing their satisfaction that their student is “safe at school”, “treated fairly”, “behaviour well managed” and “like being at this school”. Two of these are at levels greater than all other comparative groups of schools. Student responses on the 2014 survey were below other school categories for the above features.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	87%	91%	81%
this is a good school (S2035)	97%	97%	89%
their child likes being at this school* (S2001)	93%	88%	89%
their child feels safe at this school* (S2002)	100%	97%	89%
their child's learning needs are being met at this school* (S2003)	94%	88%	78%
their child is making good progress at this school* (S2004)	77%	79%	81%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	94%	92%
teachers at this school motivate their child to learn* (S2007)	84%	82%	88%
teachers at this school treat students fairly* (S2008)	90%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	88%
this school works with them to support their child's learning* (S2010)	81%	97%	88%
this school takes parents' opinions seriously* (S2011)	89%	97%	88%
student behaviour is well managed at this school* (S2012)	83%	91%	88%
this school looks for ways to improve* (S2013)	94%	90%	89%
this school is well maintained* (S2014)	97%	97%	89%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	85%	82%	88%
they like being at their school* (S2036)	80%	80%	77%
they feel safe at their school* (S2037)	75%	77%	80%
their teachers motivate them to learn* (S2038)	86%	81%	84%
their teachers expect them to do their best* (S2039)	96%	95%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	84%	81%	82%
teachers treat students fairly at their school* (S2041)	65%	66%	69%
they can talk to their teachers about their concerns* (S2042)	68%	68%	67%
their school takes students' opinions seriously* (S2043)	70%	71%	68%
student behaviour is well managed at their school* (S2044)	51%	58%	47%
their school looks for ways to improve* (S2045)	84%	82%	82%
their school is well maintained* (S2046)	77%	71%	70%
their school gives them opportunities to do interesting things* (S2047)	79%	75%	79%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	90%
they feel that their school is a safe place in which to work (S2070)		87%	79%
they receive useful feedback about their work at their school (S2071)		81%	74%
students are encouraged to do their best at their school (S2072)		94%	92%
students are treated fairly at their school (S2073)		90%	92%
student behaviour is well managed at their school (S2074)		71%	63%
staff are well supported at their school (S2075)		79%	72%
their school takes staff opinions seriously (S2076)		74%	72%
their school looks for ways to improve (S2077)		90%	88%
their school is well maintained (S2078)		85%	89%
their school gives them opportunities to do interesting things (S2079)		84%	77%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### 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 some afternoons, and students and parents are welcome. Parents are invited to attend College performances such as Arts @ Twilight, the musical, celebrations such as ceremonies and Awards Night functions and Meet & Greet nights. Parents are also invited to attend culminating events in classes such as Drama.

Parent teacher nights are held in Term 1 and Term 3. 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 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.

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. 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 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

Behavioural changes in the consumption of electricity, resulting from staff awareness raising remain in effect and have observable results. Electricity consumption reduced slightly in the previous twelve months despite the significantly hot climate for that year. The increase in water consumption can be attributed to drought conditions resulting from the absence of wet seasons.

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	536,937	22,137
2012-2013	625,258	17,482
2013-2014	620,356	26,036

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.

## Our staff profile

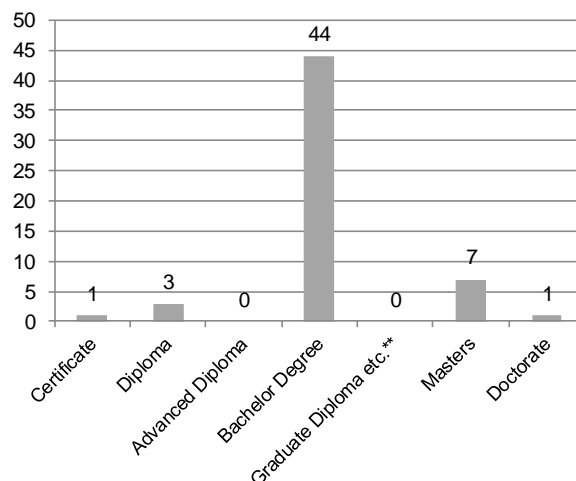
### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	40	<5
Full-time equivalents	51	31	<5



### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	0
Masters	7
Doctorate	1
<b>Total</b>	<b>56</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$22 480.00.

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 Instruction including the explicit teaching of Reading, Writing and Numeracy; and Differentiation.

Other forms of professional development included:

2. Curricular: KLA specific training in a broad range of KLAs; Panel training for a range of QSA panels; Certification training for QCE, QCIA and VET courses; and industry experience for VET currency.
3. Non-curricular: Junior Secondary reform agenda; Leadership; Positive Behaviour Management; Essential Skills for Classroom Management; SBMAQ Conference; CEC conference; Beginning Teachers professional development; Supporting SWD; Workplace Health & Safety; Health & Wellbeing.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode  
  
Sector ☒ Government  
☒ Non-government

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 webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	83%	81%	82%

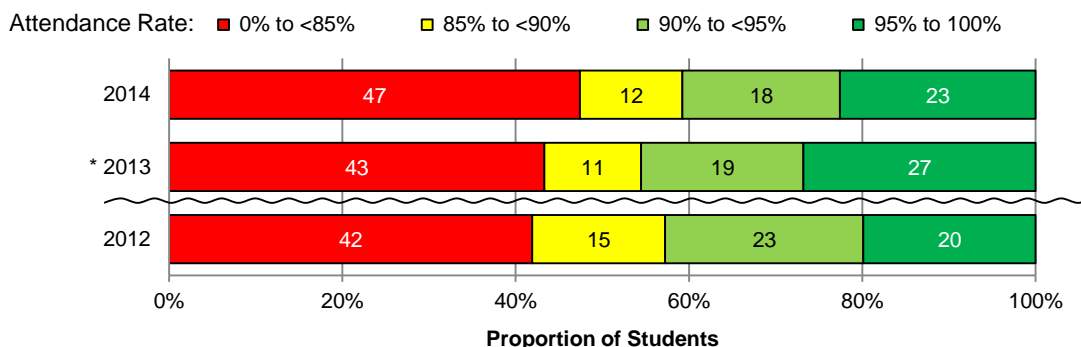
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								87%	80%	80%	83%	85%
2013								83%	80%	74%	83%	83%
2014								86%	80%	79%	80%	86%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### 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.

Heatley Secondary College has adopted the use of Rollmarker as an electronic 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 upon arrival.

Attendance data is collated at the office after form class.

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.

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 CEC 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.

Proactive strategies to encourage attendance include promotion of the **100s club**, form challenge competitions and personal goal setting.

### 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.

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Search by suburb, town or postcode  
  
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### Achievement – Closing the Gap

Heatley Secondary College continues to focus on closing the gap between our indigenous and non-indigenous students

**Attendance** Attendance is an ongoing focus, and will continue to be addressed on a daily basis. While the gap between attendance of Indigenous students and that of non-Indigenous students remains, we have made significant progress in building the attendance rates indigenous students. As a result, the gap has been reduced from 12.1% in 2013 to 9.2% in 2014.

**Attainment** In the Junior School, indigenous student's Naplan results in both reading and numeracy saw a significant decrease in the gap between indigenous and non-indigenous students (Reading 33% to 11% and Writing 29% to 15 %).

Retention remains an issue and continues to be addressed through ongoing monitoring and focused support programs. However, significant progress has been made, with the gap being nearly halved from 2013 to 2014 (40.1% to 21.4%)

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	77%	79%
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	50	59	59
Number of students awarded a Queensland Certificate of Individual Achievement.	5	5	6
Number of students receiving an Overall Position (OP)	16	20	11

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	2	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	26	37	46
Number of students awarded an Australian Qualification Framework Certificate II or above.	21	23	27
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	41	47	49
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.	81%	45%	64%
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.	90%	90%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	100%	100%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	1	3	9	3	0
2013	1	4	4	10	1
2014	0	2	5	4	0

As at 19 February 2015. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	10	15	6
2013	25	18	7
2014	30	27	1

As at 19 February 2015. The above values exclude VISA students.

There were three Certificate I courses offered during 2013. Certificate I 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 I in Creative Industries serves as a precursor for further studies in the Townsville Creative Technologies College and Certificate I in Information, Digital Media and Technology provides for students at beginning level.

Workplace Practices was offered at Certificate II level which added to 5 Certificate II and 3 Certificate III courses centred on the fields of digital technologies. Information, Digital Media and Technology and Animation are offered at both Certificate II and Certificate III levels, whilst Screen, Printing & Graphic Arts and Music were

offered at Certificate II level. Technical Production was offered at Certificate III level. All of these potentially make a credit contribution towards the achievement of a QCE if required.

### **Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### **Early school 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.