

Heatley Secondary College

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Heatley Secondary College is more than your traditional State High School. In 2015 our unique educational campus incorporated a traditional High School for Year 7 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 Technologies 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 11 – 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 2015

2015 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 instructional walk throughs focussed on the implementation of the pedagogic framework and the DPF process. The student Junior Secondary Leadership model continued to be implemented extending to its third cycle and for the first time inclusive of the Year 7 cohort whom we welcomed to the secondary context. The continuation of the Great Results Guarantee resulted in teachers receiving classroom support in differentiation in the areas of pedagogy and assessment as part of their capacity building.

Further implementation of the Australian Curriculum (The What) in English, Mathematics, Science, History and Geography in years 8, 9 and 10 occurred. The Australian Curriculum was implemented with our inaugural Year 7 cohort. The pedagogic framework was further embedded with the implementation of the high impact strategies of 'clarity' and 'evidence based decision making' by all staff which included the creation of learning walls in all classrooms. The Explicit Instruction aspect of the pedagogical framework saw the continuation of the explicit teaching of Literacy across each of the core KLAS with a focus on reading and the use of Know and Able to Do tables in all KLAS.

School data profile 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 particularly in reading.

Evidence supports progress in the third focus area, The How. The strategies employed for improved senior outcomes attainment resulted in 96.7% of seniors exiting with some combination of QCE, QCIA or VET qualification with 100% of our Indigenous students achieving a qualification. The school profile shows student attendance rates have remained relatively constant over the past five years. Explicit instruction was part of the performance plans of all staff.

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 2015 the school underwent a Priority School Review as part of our 2015 Quadrennial School Review. The combination of the external feedback as well as the internal reflection of our practices and processes provided us with valuable feedback on the areas which we do well in and the areas where we need to continue to grow. The outcomes resulted in the construction of the new School Strategic Plan 2016 – 2019. The 2016 Annual Implementation Plan identifies the key priorities as:

- Implementation of the Pedagogical framework
- Improving student attendance
- Implementation of Positive Behaviour for Learning (PBL)
- Develop the college identity to build public confidence in the wider community

Our explicit improvement agenda for 2016 is:

- Attendance – 87%
- Behaviour – 90% satisfactory or better
- Pedagogy – 75% 'C' or better in achievement
- College belief – 90% good school opinion

Our total College environment of teaching and learning practices, physical classroom environment, 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	531	238	293	113	81%
2014	541	251	290	129	82%
2015	602	283	319	150	83%

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 2015, 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:

Student enrolments contained in the table above represent the adolescent school only. The FTE enrolment inclusive of the Centre for Continuing Secondary Education (CCSE) was 725.2 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 910. The student population contains 25% indigenous students and 13% within the Special Education Program.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	20	20	21
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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	158	254	243
Long Suspensions - 6 to 20 days	63	30	37
Exclusions	14	7	5
Cancellations of Enrolment	22	17	21

* 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.

Curriculum delivery

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) which include Certificate courses in the areas of Music, Digital Media, Game Programming, Screen, Animation and Desktop Publishing.

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 provided by TAFE North.

Non certificate vocational courses including Building and Construction, Furnishing, Engineering & Manufacturing, Hospitality, Recreation, Early Childhood 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 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.

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, College Bands (Junior and Senior Riffs), to name some. After school activities include a range of sporting and cultural activities, and a number 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 improve learning

In 2015, 92 students graduated with certificates in Animation, Screen, Game Programming, Music, Desktop Publishing or Creative Industries. Students enrolled in Certificate I, II and III programs. These classes are a part of our very successful Townsville Creative Technologies College.

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. 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 Humanities 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.

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. Use of the Adobe Creative Suite was continued Digital Media and Media Studies. Software was upgraded for Film, Television and New Media as well as Certificate II in Creative Arts (Screen). 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 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.

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.

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.

The College has begun investigating the Technology syllabus of the Australian Curriculum and has considered the software requirements and the capacity building of staff in order to deliver this curriculum to all students in 2017 with some trial use in 2016.

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 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, the Guidance Officer, the 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 (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.

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 with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	91%	81%	83%
this is a good school (S2035)	97%	89%	86%
their child likes being at this school (S2001)	88%	89%	90%
their child feels safe at this school (S2002)	97%	89%	83%
their child's learning needs are being met at this school (S2003)	88%	78%	83%
their child is making good progress at this school (S2004)	79%	81%	82%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	90%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	92%	93%
teachers at this school motivate their child to learn (S2007)	82%	88%	93%
teachers at this school treat students fairly (S2008)	100%	93%	82%
they can talk to their child's teachers about their concerns (S2009)	100%	88%	89%
this school works with them to support their child's learning (S2010)	97%	88%	87%
this school takes parents' opinions seriously (S2011)	97%	88%	85%
student behaviour is well managed at this school (S2012)	91%	88%	80%
this school looks for ways to improve (S2013)	90%	89%	88%
this school is well maintained (S2014)	97%	89%	89%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	82%	88%	87%
they like being at their school (S2036)	80%	77%	83%
they feel safe at their school (S2037)	77%	80%	76%
their teachers motivate them to learn (S2038)	81%	84%	83%
their teachers expect them to do their best (S2039)	95%	93%	93%
their teachers provide them with useful feedback about their school work (S2040)	81%	82%	83%
teachers treat students fairly at their school (S2041)	66%	69%	71%
they can talk to their teachers about their concerns (S2042)	68%	67%	68%
their school takes students' opinions seriously (S2043)	71%	68%	69%
student behaviour is well managed at their school (S2044)	58%	47%	57%
their school looks for ways to improve (S2045)	82%	82%	80%
their school is well maintained (S2046)	71%	70%	79%
their school gives them opportunities to do interesting things (S2047)	75%	79%	78%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	90%	85%
they feel that their school is a safe place in which to work (S2070)	87%	79%	84%
they receive useful feedback about their work at their school (S2071)	81%	74%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	87%	83%
students are encouraged to do their best at their school (S2072)	94%	92%	88%
students are treated fairly at their school (S2073)	90%	92%	89%
student behaviour is well managed at their school (S2074)	71%	63%	63%
staff are well supported at their school (S2075)	79%	72%	75%
their school takes staff opinions seriously (S2076)	74%	72%	71%
their school looks for ways to improve (S2077)	90%	88%	87%
their school is well maintained (S2078)	85%	89%	76%
their school gives them opportunities to do interesting things (S2079)	84%	77%	77%

[#] '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, 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, 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 the Priority School Review 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.

Reducing the school's environmental footprint

Electricity consumption has increased in the previous twelve months due to the additional of the Year 7 cohort resulting in greater use of classrooms and significantly hot climate for that year. There has been a significant decrease in water consumption can be attributed to the local council's Level 2 water restrictions as a result of the 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 humanities curriculum in the junior school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	625,258	17,482
2013-2014	620,356	26,036
2014-2015	676,723	11,401

*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.

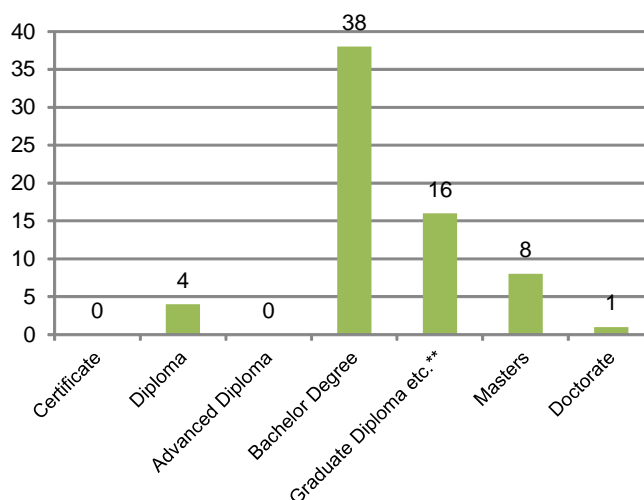
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	67	39	<5
Full-time equivalents	62	30	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	16
Masters	8
Doctorate	1
Total	67



*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 2015 were \$19104.76

Professional development monies have been used to focus on capacity building of staff in the key strategic agenda areas of quality teaching and learning, student learning outcomes and safe and supportive classrooms. The major professional development initiatives are as follows:

- Professional development facilitating the development of the college pedagogical framework which included professional development on:
 - Quality Teaching and Learning Forums and high impact instructional practices focussed on embedding the pedagogical framework
 - Explicit Instruction
 - High Yield Reading Strategies – improve student reading literacy
- Curricular focussed professional development including:
 - Implementation of the new Subject Area Specification syllabi (QCAA) across science, mathematics and manufacturing subjects
 - Yumi Deadly Maths
 - Industry Placement (HR for VET courses)
 - QCE Attainment
- Non-curricular including:
 - Classroom Profiling - building positive behaviour
 - CEC conference;
 - Beginning Teachers professional development;
 - Supporting SWD;
 - Workplace Health & Safety

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 90% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	81%	82%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	71%	75%	76%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

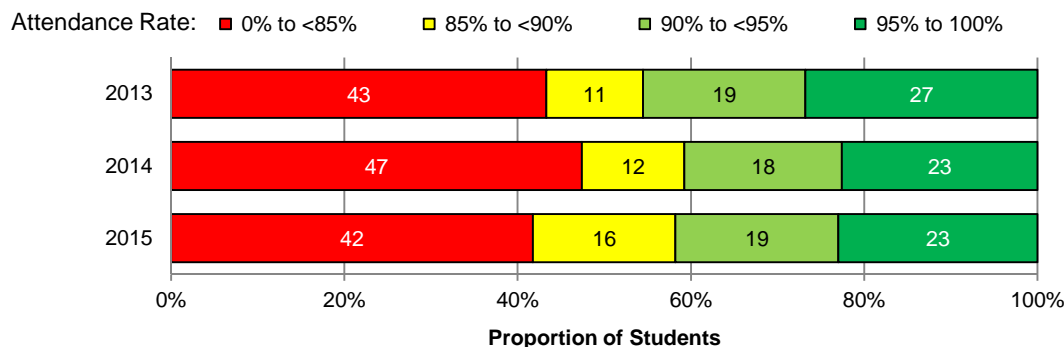
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013							NA	83%	80%	74%	83%	83%
2014							NA	86%	80%	79%	80%	86%
2015							86%	82%	81%	78%	83%	85%

*From 2013, the methodology used for calculating attendance rates effectively counts 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 has continued 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 at the Administration Office 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.

Youth Support Coordinator case managers identified '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 communicate to students on school assemblies and year level parades and to parents in the school newsletters and displayed in poster around the school including in the office foyer.

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.

Find a school

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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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	79%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	43%	61%	52%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	59	59	61
Number of students awarded a Queensland Certificate of Individual Achievement.	5	6	6

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving an Overall Position (OP)	20	11	17
Percentage of Indigenous students receiving an Overall Position (OP)	13%	9%	11%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	6	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	37	46	43
Number of students awarded an Australian Qualification Framework Certificate II or above.	23	27	37
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	47	50	53
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	63%	73%	89%
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.	45%	64%	41%
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%	97%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
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
2013	1	4	4	10	1
2014	0	2	5	4	0
2015	0	3	4	10	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	25	18	7
2014	30	27	1
2015	14	36	2

As at 16 February 2016. The above values exclude VISA students.

There were two Certificate I courses offered during 2015. Both of these certificates 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, at Heatley Secondary College. Certificate I in Information, Digital Media and Technology provides students with a beginning level qualification.

Certificate II in Workplace Practices and Certificate II in Business are offered in our main school.

The vocational training qualifications listed in the table below are delivered through our creative technologies college which provides certificate courses at level I, II and III. This college provided these courses to students at our own high school, local high schools (both public and private) and the wider Townsville Community.

Vocational Educational Training qualification (VET) Townsville Creative Technologies College part of Heatley Secondary College

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	13	54	NA
2014	8	53	NA
2015	18	60	13

Four Certificate II and two Certificate III courses centred on the fields of digital technologies are provided through our Creative Technologies College. Information, Digital Media and Technology (Game Programming) and Creative Industries (Animation) are offered at both Certificate II and Certificate III levels, whilst Creative Industries (Screen), Printing & Graphic Arts and Music were offered at Certificate II level. In addition, Technical Production was offered at Certificate III level. All of these potentially make a credit contribution towards the achievement of a QCE if required. Both students in our main school and throughout the Townsville community access the digital technologies certificates offered by the Townsville Creative Technologies College at Heatley Secondary College.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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, heads of department 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;
- leave to go to TAFE;
- 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.