Heatley Secondary College

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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Heatley Proud 🦁

School overview

Heatley Secondary College is more than your traditional high school. Our unique campus incorporates a vibrant secondary school for Year 7 to Year 12 students, an adult education campus with day and night classes for Year 10 to Year 12 studies, and an industry leading Townsville Creative Technologies College providing Certificate II and III in Music, Screen, Animation, Printing and Graphic Arts, Sound and Gaming. Heatley Secondary College offers an extensive academic and VET curriculum which caters for the diversity of learners within our community.

Our Vision is captured in the words: "Your Future - Our Focus". We are committed to developing students as active, responsible and informed citizens in a small school atmosphere where a personalised approach is taken. 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 committed to excellence in all fields, with a strong distinctiveness in STEAM (Science, Technology, Engineering, Arts and Mathematics), modern music performance and production, creative technologies, sport and fitness.

Most importantly Heatley Secondary College is all about people. We embrace cultural diversity and pride ourselves on a welcoming environment where individual student needs are catered for and students are challenged to do their very best. We say we are "Heatley Proud" and our lion mascot typifies the pride and strength of our team. In our community, we are all Responsible, Respectful and Resilient Learners.

School progress towards its goals in 2018

In 2018 the College continued the implementation of the initiatives developed as part of the major school review undertaken in 2015. Our College has continued to harness the successes and talents of the existing school community and building a vision for a brighter future. The positive learning culture at Heatley Secondary College is developing well.

The goals for 2018:
- Improve pedagogical practice with a goal of 80% pass rate across the College
- Improve student behaviour with a goal of 90% "C" or better for behaviour on report cards
- Improve student attendance with a goal of 87%
- Improve College belief with a goal of 90% "This is a good school" on School Opinion Surveys

Outcomes for 2018:
- Achievement: 69% pass rate; 29% A and B Achievement, OP1 was achieved
- Behaviour: 83.8% "C" or better on report cards
- Attendance: 84.1%
- School Opinion Survey: "This is a good school" – Parents 94.1%; Students 74.4%; Staff 93.6%

Future outlook

In 2019 the College will continue to focus on the implementation of Quality Teaching and Learning processes, Positive Behaviour for Learning, and Directed Reading Thinking Activities.

The goals for 2019:
- Improve pedagogical practice with a goal of 80% pass rate across the College
- Student behaviour with a goal of 90% "C" or better for behaviour on report cards
- Improve student attendance with a goal of 85%
- Improve College belief with a goal of 90% "This is a good school" on all School Opinion Surveys

Pedagogical Practice: The major emphasis continues to be the development of "Assessment Literate Learners" where students and staff have absolute clarity about what the assessment for a unit will be, what the standards are and what students need to be able to know, do and think to successfully complete the assessment tasks. Key to this is the engagement of students and staff with "Learning Walls" which are co-constructed by students and staff and are evident in all classrooms. Our staff engage in regular professional learning in pedagogy so that they are

skilled with the latest, evidence based strategies and able to provide the best learning for their students. The InSchool data management system will be implemented in 2019.

Student behaviour: The PBL (Positive Behaviour for Learning) team continues their work developing and implementing the Responsible, Respectful, Resilient Learner expectations across the campus and a comprehensive acknowledgement system to encourage positive behaviours. Additionally, the College will implement Restorative Practices to create an environment in which problem behaviour is less likely to occur as we have the connections and skills needed to handle conflict in a positive way and restore the harmed relationship.

Student Attendance: In 2019 the work will continue in developing positive attitudes toward full attendance. Developing a positive rewards framework and continuing our active promotion of attendance will be key to this initiative as will the development of a range of innovative programs to engage students.

School Image: The marketing of the College continues to be a priority in 2019 ensuring that the good news stories are highlighted in public, media, our electronic sign, website, marketing material, Facebook and Instagram. The Renewing our Schools Project will enable the College to improve and develop a range of facilities including Performing Arts, Arts, Hospitality Kitchen and Cafe and improved grounds and gardens.

International Student Program: In 2019 the College has been granted provisional accreditation with Education Queensland International to provide education for overseas students.

Indigenous Support: We will enter the second year of implementation in 2019 of the Clontarf Academy and Stars Foundation programs as they both continue to support our indigenous students, in partnership with the College's Community Education Counsellor.

2019 is a Quadrennial School Review year and the College will engage a leading consultant to lead an Appreciative Inquiry with the full school community to develop a clear vision and strategic priorities for the next four years.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	596	637	644
Girls	292	312	309
Boys	304	325	335
Indigenous	170	189	233
Enrolment continuity (Feb. – Nov.)	81%	83%	84%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our students range in ages from 11 years in Year 7 to mature age students enrolled in either the Heatley Adult Secondary College or the Townsville Creative Technologies College. We value the diversity of our student body and we are characterised as being a friendly, inclusive and positive school community. Our expectations of being Responsible, Respectful and Resilient Learners are reinforced to our school community as we focus on being "Heatley Proud".

Our ICSEA (Social Index) is below the National Average indicating a diverse range of families typical of the Townsville demographic. The College has a number of migrant and refugee families, 13% of our students have a disability, and we have an indigenous population of 33.6%. The traditional owners of the land are the Wulgurukaba and Bindal people.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	20	19
Year 11 – Year 12	16	17	15

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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

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

Within this structure:

- **Extensive academic opportunities** exist for students who wish to pursue career pathways based on university study. Academic subject options are provided through the secondary school and adult education pathway.

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

- We also offer nationally accredited Certificate II courses in Business, Vocational Skills and Health as part of Year 11 and 12 in our secondary school.

- Our Year 11 and 12 students also access a range of nationally accredited Certificate I, II and III courses including Construction, Engineering, Hospitality, Aged Care, Sport and Recreation, Electro technology, Tourism and Health Support Services provided by TAFE North.

- Certificate I in Financial Literacy, delivered through The Smith Family, is also available to students in Year 11 and 12.

- Non-certificate vocational courses including Building and Construction, Furnishing, Engineering, Hospitality, Recreation, Early Childhood and Visual Arts in Practice are offered in Year 11 and 12.

- **Australian Curriculum:** All 8 key learning areas of the Australian Curriculum are taught across Years 7 to 10, providing the foundation for their senior studies. Our personal development program is integrated as part of the Health and Physical Education course.

- **Languages:** Both Japanese and AUSLAN are taught in Years 7 – 10. Japanese is offered via BSDE (Brisbane School of Distance Education) in Years 11 and 12.

- **Gifted and Talented Extension** is recognised through our Triple A program. The STELLAR program for academic extension is a unique program designed to extend the more academically able students. Year 6 students within primary cluster schools also participate once per term in the STELLAR program, experiencing a high school setting which enables access to specialised learning areas.

- **Learning Support Programs** are provided in the areas of literacy and numeracy to students needing extra support. The Special Education Program, delivered by specialised staff, caters for the specific learning needs of students with a disability.

- Free tuition is offered in English, Mathematics and Science after school through our tutorial program.

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

- Quality Teaching and Learning promotes the development of Assessment Literate Learners through a Gradual Release of Responsibility for learning from the teacher to the student

- Teachers and learners co-construct and use "Learning Walls" as a means of structuring the overview of learning for units, highlighting the knowledge and skills necessary for successful completion of the assessment

- Goal setting and achievement tracking of student outcomes

Co-curricular activities

At Heatley Secondary College we believe that opportunities to develop the "whole person" should be provided. The College is looking to expand the various programs that will assist with student wellbeing and engagement.

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

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

The activities students are involved in include:
- Chess Club
- Bug Club
- Computer Club
- Fish Club
- Rock Club
- Crystal Growing Club
- Robotics Club
- Debating
- "Strength on the Strand" personal development excursion
- "Heatley Gold" rewards program
- "On Your Bike" ride from Townsville to Cairns
- Variety of interschool sporting activities
- Arts@Twilight – major public event showcasing our students' talents
- Heatley's Got Talent – competition for performance
- Under 8's Day
- Science Week
- Variety of competitions: World Maths Day, Chess Tournaments, Science and Engineering Challenge, Big Science Competition, Australian Maths Competition

How information and communication technologies are used to assist learning

Heatley Secondary College is recognised as a leader in the use of Information Technologies to improve student learning and a leader in the provision of innovative technology courses that equip students for employment in this industry. In 2018, 85 students graduated with Certificate II or III in Animation, Screen, Game Programming, Music, Desktop Publishing or Creative Industries.

The College has 9 desktop computer laboratories, 2 flexible technology learning spaces within the library with banks of computers, 160 laptops available for students to use in classrooms, and every teacher has their own laptop. A high speed wireless network exists across the College campus and is used by staff and students to access online learning environments and produce high quality work.

In addition, the College provides a range of other specialist hard ware and software to assist student learning:
- Installation of SMART interactive boards in 19 classrooms
- Promethean interactive board and iPads are part of the Special Education Program
- Data projectors in every classroom
- Lego Robotics
- Coding
- 3D Printers
- Music recording studio
- iMac computers for music recording and graphic arts
- Wacom tablets
- Green Screen and Blue Screen technologies for Film and Television

Co-curricular opportunities are also provided with a computer club available for students at lunchtimes to build computers, engage with new software packages, as well as participate in gaming activities.

Social climate

Overview

Heatley Secondary College's Vision and Statement of Purpose highlight the importance the College places on creating and maintaining a safe, supportive and disciplined learning environment. Underpinning this approach is our commitment to building an inclusive culture which utilises Restorative Practices as a vehicle for building and maintaining positive relationships.

Parallel to our desire to build a community which acts restoratively, is our commitment to the explicit teaching of appropriate behaviours through our Positive Behaviour for Learning framework, which includes focused lessons across all year levels and a school wide acknowledgement system.

Our highly structured Care Program is active at all year levels, with students and Form Teachers remaining together for the full 6 years of a student's enrolment. This promotes the development of significant relationships both student to student and student to teacher.

Student Wellbeing is supported by our Student Support Services Team (SSST), which comprises a range of staff, including Deputy Principals, Guidance Officers, Community Education Counsellor, School Based Youth Health Nurse, School Based Police Officer, Chaplain, Behaviour Support Teacher, Head of Special Education Services, and the Youth Support Coordinator.

Heatley Secondary College operates a Wellbeing and Resilience Program (WRaP) through time-tabled classes and other lessons embedded in HPE for Years 7, 8, 9 and 10. Year 11 and 12 students have targeted presentations on wellbeing issues as well as pastoral care sessions with their Form Teachers.

The "Bullying – No Way" message is promoted across all year levels. Students are encouraged to report incidents of bullying and to seek resolutions for conflicts with trusted support personnel. We teach strategies to deal with conflict and provide support for students.

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

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	91%	88%
• this is a good school (S2035)	90%	96%	94%
• their child likes being at this school* (S2001)	90%	92%	94%
• their child feels safe at this school* (S2002)	77%	87%	94%
• their child's learning needs are being met at this school* (S2003)	81%	92%	94%
• their child is making good progress at this school* (S2004)	77%	89%	88%
• teachers at this school expect their child to do his or her best* (S2005)	94%	92%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	92%	94%
• teachers at this school motivate their child to learn* (S2007)	84%	94%	100%
• teachers at this school treat students fairly* (S2008)	80%	91%	94%
• they can talk to their child's teachers about their concerns* (S2009)	90%	94%	94%
• this school works with them to support their child's learning* (S2010)	77%	94%	94%
• this school takes parents' opinions seriously* (S2011)	74%	94%	94%
• student behaviour is well managed at this school* (S2012)	68%	87%	94%
• this school looks for ways to improve* (S2013)	84%	96%	94%
• this school is well maintained* (S2014)	97%	98%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	94%	86%
• they like being at their school* (S2036)	85%	89%	84%
• they feel safe at their school* (S2037)	84%	82%	72%
• their teachers motivate them to learn* (S2038)	92%	89%	84%
• their teachers expect them to do their best* (S2039)	97%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	88%	93%
• teachers treat students fairly at their school* (S2041)	72%	76%	74%
• they can talk to their teachers about their concerns* (S2042)	77%	75%	62%
• their school takes students' opinions seriously* (S2043)	67%	68%	71%
• student behaviour is well managed at their school* (S2044)	59%	64%	50%
• their school looks for ways to improve* (S2045)	91%	97%	89%
• their school is well maintained* (S2046)	83%	89%	78%
• their school gives them opportunities to do interesting things* (S2047)	78%	87%	86%

Percentage of students who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	93%	93%
• they feel that their school is a safe place in which to work (S2070)	90%	85%	84%
• they receive useful feedback about their work at their school (S2071)	82%	87%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	91%
• students are encouraged to do their best at their school (S2072)	98%	97%	99%
• students are treated fairly at their school (S2073)	92%	94%	99%
• student behaviour is well managed at their school (S2074)	73%	76%	84%
• staff are well supported at their school (S2075)	81%	82%	83%
• their school takes staff opinions seriously (S2076)	82%	83%	85%
• their school looks for ways to improve (S2077)	96%	98%	96%
• their school is well maintained (S2078)	89%	89%	93%
• their school gives them opportunities to do interesting things (S2079)	83%	89%	90%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The College serves a diverse community. We celebrate this diversity and work together to maximise student engagement and outcomes. Parents, carers and the local community are encouraged to become involved in all aspects of College life and participate in a range of school events. These include special assemblies, sports days and block sports, cultural ceremonies, information nights and awards ceremonies held throughout the school year.

Staff actively welcome parent involvement in their children's education and make contact with parents regularly through emails, letters, phone calls, texts, and student planners. Formal face to face sessions with parents occurs at Parent Teacher nights held in Term 2 and Term 3. Parents and carers are invited to be involved in the Academic Review process held each term to discuss their child's results, goals and strategies for improvement, and all decisions regarding curriculum adjustment.

The Stars Foundation and Clontarf Academy also provide a range of events throughout the year to further engage Aboriginal and Torres Strait Islander parents, carers and students in College life.

The College has strong links with a variety of external providers: TAFE North, JCU, CQU as well as industry providers through work experience. We have a close partnership with primary schools to support the transition of Year 6 students into the secondary setting.

Students enrolled in TCTC are linked heavily with broadcasting activities for the Queensland Basketball League, Women's National Basketball League, and Townsville Basketball Incorporated.

A range of external support agencies (such as CYMHS, HeadSpace, Relationships Australia, TAIHS) provide various forms of support to our students and parents.

Our Parents and Citizens Association# meets monthly and plays a vital role in advising and supporting the strategic direction of the College.

The College uses its website (www.heatleysc.eq.edu.au), newsletter and Facebook presence to inform the community and celebrate student and staff achievements. Additionally, parents have access to up to date student information through QParents and QSchools.

The College also invites parents and community to participate in Quadrennial School Reviews, and seeks feedback and involvement on other issues as required. Community members and organisations also play active roles in industry placement and curriculum of vocational courses. Parents and caregivers are invited and encouraged to take active roles in Senior Education and Training planning and monitoring processes.

Respectful relationships education programs

Heatley Secondary College's Expectations Matrix outlines clearly the behaviours expected for students to be Responsible, Respectful, Resilient Learners. The rights of all students, staff and visitors to feel safe at school is fundamental to our College values and ensures we have a respectful and inclusive community.

Also fundamental is our commitment to working restoratively with our community to restore relationships following harm and to ensuring that our pedagogy is built around trauma informed practices.

Our whole school approach to implementing respectful relationships education is underpinned by the systematic teaching of each of the expectations though a weekly whole school focus followed by a targeted lesson for all students.

Targeted programs address a range of issues around building respectful relationships. They are delivered through our pastoral care program (WRaP), through targeted teaching within the context of PBL lessons, embedded within the HPE curriculum and through focused presentations.

Topics such as personal safety, bullying (including cyber bullying) and violence (including domestic violence) are addressed with all year levels. As part of this information, students gain knowledge of reporting processes and skills in dealing with conflict.

Our SSST (Student Support Services Team) delivers targeted programs for identified students, focusing on a range of topics including anger management and conflict resolution. Students are actively reminded that it is important to report to a trusted person when they are at risk of harm and that they know our College responds to their needs.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	250	265	269
Long suspensions – 11 to 20 days	8	22	19
Exclusions	7	9	10
Cancellations of enrolment	4	3	7

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Heatley Secondary College is acutely aware of, and responds to, areas of environmental concern. Staff are environmentally conscious and demonstrate this by switching off fans, lights and air conditioning when not required in their rooms as the College looks for ways to minimise electricity usage.

The use of bore water continues to reduce the impact on town water supplies, as the College has significantly reduced its water usage again in the past year.

The College encourages social responsibility with students through recycling and environmental programs. In 2018 Manual Arts staff manufactured and installed recycling cages for students to deposit plastic bottles and other items

as a primary fundraising initiative across the College. A community garden is maintained by staff and students, and produce is shared with the wider community.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	397,457	272,855	659,827
Water (kL)	6,768	4,297	3,788

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
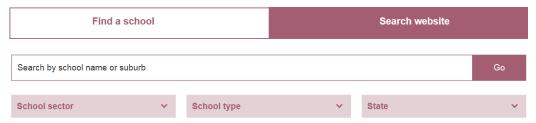
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	67	41	5
Full-time equivalents	64	33	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	6
Graduate Diploma etc.*	21
Bachelor degree	33
Diploma	3
Certificate	1

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $46,337.

The major professional development initiatives are as follows:

- Catherine Black (DRTA) $11,928
- First Aid Training for staff $3,240
- SLNC Workshops $2,500
- Diploma course for teacher for TCTC $3,400
- Cert IV Training and Assessment for teachers $2,500
- QCAA Workshop training for teaching staff $2,345

The proportion of the teaching staff involved in professional development activities during 2018 was 94.25%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	84%	85%	84%
Attendance rate for Indigenous** students at this school	79%	79%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	87%	87%	85%
Year 8	83%	81%	84%
Year 9	83%	85%	83%
Year 10	81%	83%	85%
Year 11	85%	86%	83%
Year 12	87%	87%	84%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 uses IDAttend as its electronic roll marking system. Attendance rolls are marked at the beginning of each school day by the Form teacher and again in each lesson by the classroom teacher. Students arriving after Form class undertake a "sign in" system at the Administration Office upon arrival.

Attendance data is collated at the office after Form class and text messages are sent to parents/carers of absent students. Texts are sent by 10am on a daily basis.

Watch lists are used to immediately identify OOHC students who have not turned up for their lesson. This activates a text message to designated staff.

Inconsistent roll marking reports are provided to the Deputy Principals daily and are used to monitor any truancy from lessons.

Attendance data is provided to all teaching staff on a fortnightly basis. This attendance data is shared with the students who track their attendance in their student planners. Student set attendance goals each term and identify strategies for attendance improvement.

Initial follow-up of non-attendance is by the Form Teacher and Year Level Coordinator with a systematic data tracking system-identifying patterns of attendance.

For students at risk, the Year Level Coordinators together with the Deputy Principals, monitor non-attendance of students by utilising phone contacts and letters home. Attendance Improvement Plans are developed for 'at risk' students to support them to turn their attendance around.

The Attendance Officer leads a team of three staff to make phone calls to parents of students for whom the absence remains unexplained. Our Community Education Counsellor (indigenous support) makes daily phone calls for students at risk, and makes home visits when phone contact cannot be made.

The Youth Support Coordinator case manages identified 'at risk' students in Years 10, 11 and 12 and works closely with the Deputy Principals.

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 '*Every day counts*' message is communicated to students on school assemblies and year level parades and to parents in the school newsletters, displayed in posters and our electronic sign, and on Facebook.
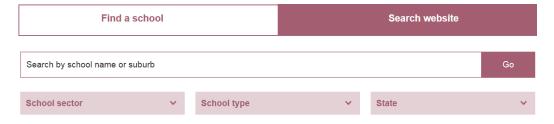
The addition of staff from Stars Foundation and Clontarf Academy provides extra support for our indigenous students through the programs they run and the engagement of the parents. They support the Community Education Counsellor with home visits.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:
- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	69	87	91
Number of students awarded a QCIA	11	5	7
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	56	82	83
Percentage of Indigenous students awarded a QCE at the end of Year 12	82%	94%	95%
Number of students who received an OP	13	14	21
Percentage of Indigenous students who received an OP	0%	13%	11%
Number of students awarded one or more VET qualifications (including SAT)	49	74	75
Number of students awarded a VET Certificate II or above	38	56	60
Number of students who were completing/continuing a SAT	6	6	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	69%	64%	52%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	91%	99%	97%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	79%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	1	1
6-10	2	1	1
11-15	6	7	9
16-20	4	5	6
21-25	0	0	4

Note:

The values in table 14:
- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	21	43	33
Certificate II	38	53	59
Certificate III or above	2	4	2

Note:

The values in table 15:
- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificates achieved by students in 2018 included:

- Certificate I in Financial Literacy (delivered by The Smith Family)
- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Business
- Certificate II in Health Support Services & Certificate II in Community Services (delivered in partnership with Connect and Grow)
- Certificate II in Music
- Certificate II in Gaming
- Certificate II in Graphic Arts
- Certificate II in Screen
- Certificate II in Animation
- Certificate III in Music
- Certificate III in Gaming
- Certificate III in Animation
- A range of certificates completed through TAFE NQ (students study off-site)
- A small number of students completed School based Traineeships in a variety of areas (eg Hospitality, Banking, Retail, etc)

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	80%	87%	98%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	65%	50%	80%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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

Students begin the formalised Senior Education and Training (SET) planning process in Semester 2 Year 10. This is a continuous process involving parents, students, Year Level Coordinators, Guidance Officer, Heads of Department and Senior Administration staff. Student progress and achievement is monitored and discussed in 1:1 interviews with a member of the above group. This happens after Semester reporting and for those students more 'at risk' at each reporting period throughout their senior schooling. Decisions about careers, aspirations, course changes and subject changes are discussed at these times.

However, not all students will complete their study in our traditional Year 7 to 12 secondary school. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 fall into the following categories. Those that:
- transfer to another school
- move out of the Townsville area
- leave to go to work
- leave to go to TAFE
- move into distance education or adult education
- incur a cancellation of enrolment

Students who are identified as being 'at risk' of not completing their senior studies are supported to stay at school in the first incidence through case management system with key staff including the Guidance Officer, Youth Support Coordinator and Deputy Principals. Students have also been referred to the school's Transition Pathways Officer (TPO) for support. Students who exit the school as early leavers are then supported 'beyond the school gate' by the TPO into post school options such as, alternative training pathways including TAFE courses, external provider programs such as the SWELL Program or have transitioned to employment.

A small number of our students have been supported to enrol in the newly established Queensland Pathways State College (Townsville).

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.heatleysc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx .