



Building on Success
Est 1968

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Principal's foreword

Introduction

Heatley Secondary College is more than your traditional State High School. Our unique educational campus incorporates a traditional High School for Year 8 to Year 12 students (our Main School Secondary Campus), an Adult Campus with day and night classes for Year 10 to Year 12 studies and 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.

Future outlook

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

The School Strategic Plan drafted in 2008 designates four areas of focus with the following goals for 2009 to 2011, namely:

- A school culture enabling students to engage in learning, realise their potential and achieve worthwhile learning outcomes;
- A safe and supportive school environment;
- High community confidence in State Education at Heatley Secondary College, making us the school of choice;
- A positive, professional and engaged learning community underpinned by the concept of parallel leadership.

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 completion of the following refurbishment programs to facilitate quality teaching and learning:

- C Block refurbishment through Investing in our Schools program;
- H and F Block refurbishments through the Tomorrow's Schools program;
- Sports complex and library refurbishments through the National Pride in Schools Program.

School Profile

Main School Secondary Campus

The Secondary Campus is relatively small secondary, co educational school as compared to the nearest state high schools that share Heatley Secondary College's feeder area. It had 606 students enrolled from year 8 to year 12 in 2008. Heatley Secondary College has no defined geographical enclave hence students in the area have the option of three state high schools in relatively close proximity. Students who choose to come to the College do so for a number of reasons such as: smaller size, family ties, extensive curriculum offerings, unique course offerings, course flexibility and proximity to home.

Special Education Program

Heatley's Special Education Program is coded for HI (Hearing Impaired). Additionally II (Intellectually Impaired) and SLI (Speech Language Impaired) students attend the program together with students that have been ascertained PI (Physical Impairment) and ASD (Autism Spectrum Disorder). Associated with our SEP is our LSU (Learning Support Unit), supporting students ascertained VI (Visually Impaired), as well as students identified as needing learning support and ESL students.

Adult Campus

The College offers day and night classes for adult students. A range of nationally recognized qualifications are offered including QSA year 10 and senior subjects for tertiary entrance and a range of short courses in computing and literacy subjects.

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

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

Our Curriculum Framework provides 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 Certificate II in Music Industry Studies in partnership with Tunesville and Certificate II in Automotive offered in partnership with MTAQ. 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.

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 intra, inter and extra curricular activities in the categories of Sport, Community Service, Cultural and Academic. All these activities contribute points towards Triple A Program.

Our Triple A Program (Awarding All round Achievers) is an awards program designed to encourage involvement of all students in a range of extra curricula activities. The program aims to encourage them to achieve their Personal Best (PB) in all aspects of school life through participation in a variety of academic, cultural, sporting and community intra and extra curricula activities.

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

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

How computers are used to assist learning:

More than one third of the staff at Heatley Secondary College have achieved a Certificate in ICTs, which means that they have been recognised as being able to provide a digitally-rich learning program for students.

All students at the college are able to access Education Queensland's website. This enables classes to be involved in WebQuests, learning objects, chat rooms and other exciting online learning activities. Our music industry students use Apple Mac computers to learn about current recording and editing software.

With the Federal Government's Digital Revolution, banks of laptops, and other learning devices, will soon be available for students in each of the KLAs, and every year level.

Infrastructure additions to the college will be the installation of wireless technology across most of our facilities. This will enable our laptops to be used in nearly any context.

Our school at a glance

Social climate

Heatley Secondary College's *Vision Statement* and *Statement of Purpose* highlight the importance the College places on Citizenship and Student Wellbeing.

Our highly structured Care Program is active at all year levels, with students and care teachers remaining together for the full 5 years of their enrolment. This not only promotes greater empathy and security, it allows for the development of significant relationships.

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

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

The supportive social climate of the College is recognized by parents and is reflected in their responses on the School Opinion Survey, with most parents expressing their satisfaction that their student is "safe at school", "treated fairly", "behaviour and discipline" and "happy to go to this school". Student responses on the 2008 survey were below state and like school averages for the above categories.

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

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 library and canteen support roles. Our library is open at night, and students and parents are welcome.

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

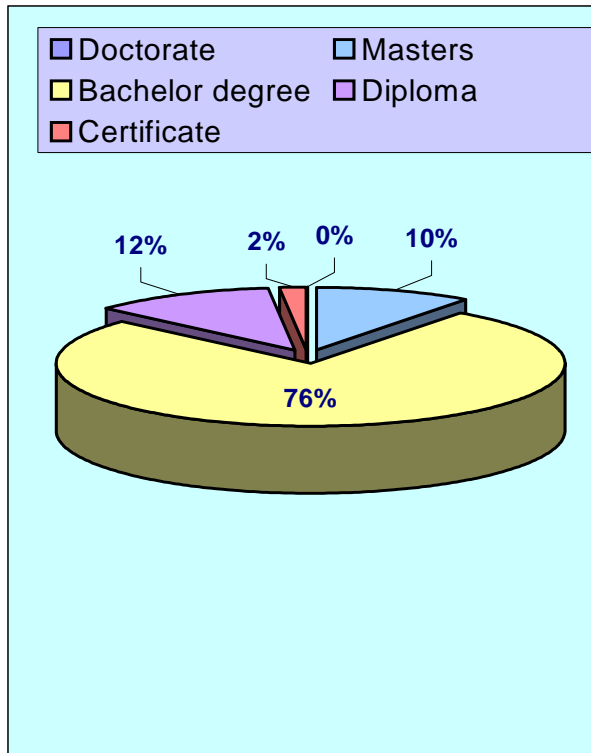
Our College Newsletter is produced every fortnight and parents are encouraged to contact the school in person, by phone, email or post at any time they feel the need to discuss an issue.

Through the school survey parents expressed their satisfaction with "opportunities to participate in the life of the school" and "in school decision making" as well as with "the school communicates well" and "staff are approachable when they want to talk about their children".

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	46
Diploma	7
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2008 was \$33847. The major professional development initiatives are as follows:

- System and Key Learning Priorities including literacy, numeracy and year 9 Mathematics
- Curriculum skilling including QCAR, QTAC, QSA
- Teaching and learning / Focus on disabilities
- Crossing Cultures Training
- Management & Administration training / One School, State purchasing Policy, rehabilitation training, first aid & resuscitation
- The involvement of the teaching staff in professional development activities during 2008 was 82 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year

From the end of the 2007 school year, 95 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 83 %.

Key outcomes

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.

Domain	Measures				Yr 9
Reading	Average score for the school				525
	Average score for Queensland				568.2
	For the school the percentage of students at or above the national minimum standard.	2008			70 %
Writing	Average score for the school				482
	Average score for Queensland				555.3
	For the school the percentage of students at or above the national minimum standard.	2008			63 %
Spelling	Average score for the school				523
	Average score for Queensland				567.8
	For the school the percentage of students at or above the national minimum standard.	2008			66 %
Grammar and Punctuation	Average score for the school				512
	Average score for Queensland				563.2
	For the school the percentage of students at or above the national minimum standard.	2008			61 %
Numeracy	Average score for the school				526
	Average score for Queensland				570.7
	For the school the percentage of students at or above the national minimum standard.	2008			79 %

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	70 %
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Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	67
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	20
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	37
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	9

Performance of our students

Outcomes for our Year 12 cohort of 2008

Number of students receiving an Overall Position (OP).	27
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	44 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	72 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	86 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Value added

Heatley Secondary College promotes real qualifications for real outcomes. Through our well established SET Plan Process, we encourage students to undertake courses of study which will give them a qualification in and access to their future career path. When the statistics are unpacked, the evidence indicates that we have been exceptionally successful in achieving this outcome.

Heatley Secondary College Destination Survey for 2008 Year 12 students conducted in early March 2009, shows that 26% of young people who completed their Year 12 have continued in some form of education or training. 45% of the graduates entered the workforce including 12% into apprenticeships. 29% of students went to other destinations including to the Defence Force.

Four students obtained the Queensland Certificate of Individual Achievement which was reflective of the enrolment on the Special Education Program. This program is recognised as being a leader in transition education for students with disability.

The adult secondary college is the only CCSE (Centre for Continuing Secondary Education) available in the Townsville region enabling adults to gain qualifications necessary for their future pathways.

Parent, student and teacher satisfaction with the school

The 2008 School Opinion Survey reported that 69.2% of parents were satisfied or very satisfied that Heatley Secondary College is a good school, no parents expressed dissatisfaction. Parents expressed satisfaction in all areas surveyed. Satisfaction levels exceeded those of like schools in pedagogy, learning climate, school-community relations, and resources.

While student responses to the 2008 School Opinion Survey generally indicated less satisfied than their parents, their overall response was in the satisfied range, with only 22.7% of students expressing dissatisfaction. Student responses expressing the most satisfaction were in the area of resources.

Overall staff responses to the 2008 School Opinion Survey were in line with Like School benchmarks. Like both the parent and student groups, staff indicated that facilities in the College were good and well maintained with good workplace health and safety practices associated with them. It was also significant to note that staff morale is quite high, equalling or exceeding all state schools and like schools in all categories.