

# Heatley State School

## 2024 - 2027 SCHOOL STRATEGIC PLAN



### School profile

Heatley State School is built on the land of traditional Aboriginal custodians, the Wulgurukaba peoples. It is a co-educational primary school, located approximately 11 kilometres west of the CBD of Townsville in North Queensland, Australia. The school has approximately 450 students enrolled from Prep to Year 6 with 52% identifying as First Nations. We are proud of our diverse school community. There are children from a wide range of cultural backgrounds including those who are First Nations, European, Asian or from the South Pacific. Our school provides inclusive learning where students with disabilities can participate in regular classrooms with varying degrees of support. An ECDDP also operates at the school.

### Vision and values

We lead the way - with successful lifelong learners, inspired staff and innovative approaches.

**Learn, Care, Play – the Heatley Way. Be Safe, Be Responsible, Be Respectful**

### School priorities:



### School review key improvement strategies

- Develop processes that strengthen the cohesion of the leadership team and provide clarity of purpose, define leadership actions and strengthen capability to aspects of the improvement agenda.
- Collaboratively review school-wide behaviour support processes, including Positive Behaviour for Learning (PBL), to improve consistency of expectations that leads to improved student engagement in learning.
- Review the vision for, and shared beliefs and understanding of, inclusive practices to enhance staff confidence in adjusting teaching and learning to meet the needs of all students.
- Implement an instructional leadership model to build capability across a range of roles to lead aspects of the improvement agenda.
- Collaboratively determine an agreed suite of pedagogies for school-wide implementation to strengthen consistency of practice and enhance student engagement.

### School priority 1: Educational Achievement Strategies

- Consolidate shared understanding of evidence-based pedagogical practices.
- Implement Australian Curriculum V9 as scheduled with alignment to P-12 Framework
- Explicitly teach reading based on the Simple View of Reading through the curriculum
- Engage in all four phases of moderation.
- Embed effective English academic case management processes.
- Further develop data literacy skills of leaders and teachers to monitor progress and measure impact of teaching.
- Develop and embed a consistent school-wide approach to the implementation of inclusive practices for all students

#### Measurable outcomes

ENGLISH LOA	C+				B+			
	2024	2025	2026	2027	2024	2025	2026	2027
Overall	81%	82%	84%	85%	42%	43%	44%	45%
P-2	85%	86%	87%	88%	45%	45%	45%	46%
3-6	80%	82%	84%	85%	41%	42%	43%	44%
First Nations	73%	74%	76%	80%	30%	32%	34%	35%
Non-First Nations	88%	90%	93%	95%	55%	56%	57%	58%
SWD	60%	62%	63%	65%	25%	26%	27%	28%

Improved staff School Opinion Survey satisfaction outcomes to 80%: *Students with a disability are well supported at this school.*

100% of teachers competent in recording evidence and processes for NCCD collection.  
100% completion in the Leading category in the Signposts for School Improvement for Education Tool

#### Success criteria

##### Behaviourally:

**Students will:** Articulate their learning using 5Q4; articulate their reading goals  
**Teachers will:** Use agreed effective pedagogical practices, articulate their assessment literacy, teach reading effectively, engage in all phases of moderation, use 3 levels of planning, capture evidence of learning; articulate clarity of curriculum and pedagogy using the 5Q4, use data to identify marker students and inform their teaching, moderate NCCD, make and document reasonable adjustments to curriculum  
**Leaders will:** use data for evidence-informed decision making, lead the provision of the AC V9 utilising the P-12 Framework and 3 levels of planning, lead Effective Case Management, clearly articulate and provide evidence of teaching and learning, support inclusive practices through resourcing and professional learning.

##### Resourcing

- Head Of Department-Curriculum
- Expert Reading Leader
- Reading professional learning for implementation through curriculum
- Additional resourcing to allow for capability development and learning through cohort structure

Phases	2024	2025	2026	2027
Developing	✓			
Implementing	✓	✓		
Embedding			✓	✓
Reviewing				✓

### School priority 2: Positive Learning Culture, Wellbeing & Engagement Strategies

- Maximise learning days for every student through targeted and differentiated Multi Tiered Systems of Support
- Implement effective case management – behaviour, social emotional learning and attendance
- Embed a positive learning culture including research-informed approaches Reboot and PBL whole school systems and processes
- Strengthen partnerships and transition processes for Kindy-Prep and Year 6-7
- Build cultural capability of all staff to ensure our First Nations families and students feel a sense of belonging and safety.
- Build partnerships with local community groups and stakeholders
- Establish Heatley Hub

#### Measurable outcomes

Positive Learning Culture	2024	2025	2026	2027
School Disciplinary Absence	4.0	3.5	3.0	2.5
Attendance - overall	82%	83%	84%	85%
Attendance – First Nations	80%	82%	83%	85%
Majors - daily	2.0	1.5	1.0	0.5

Improved parent, student and staff School Opinion Survey satisfaction outcomes to 80%. *Student behaviour is well managed at this school.*

Student Learning and Wellbeing Framework (SLAWF) developed and embedded  
100% of staff have engaged with Cultural Competency training

#### Success criteria

##### Behaviourally:

**Students will:** show emotional literacy, self-regulation, function successfully in the multi-tiered student support systems, access the curriculum successfully  
**Teachers will:** demonstrate an understanding of the importance of positive, caring, and trusting relationships to student success, work to build mutually respectful relationships across the school community, explicitly teach and model focus behaviours, use Reboot strategies to support students, use trauma informed strategies  
**Leaders will:** articulate and implement clear school-wide strategies to establish and maintain an orderly environment that supports and encourages learning, support the implementation of Reboot, teach and model focus behaviours, support the wellbeing of all staff and students, regularly communicate celebrations and successes of positive culture to community, demonstrate protective factors for early years and families through Heatley Hub

##### Resourcing

- Responsive Human Resource decisions to promote a positive learning culture
- Head Of Department-Student Services or Behaviour Support Teacher
- Reboot professional learning for all staff
- Teacher Assistant to lead the Heatley Hub
- PBL committee

Phases	2024	2025	2026	2027
Developing	✓			
Implementing	✓	✓		
Embedding			✓	✓
Reviewing				✓

### School priority 3: Educational leadership and teaching expertise Strategies

- Build leadership capability through an instructional leadership model with a clear governance structure.
- Collaboratively develop and implement a Collegial Engagement Framework to build a culture of coaching and feedback.
- Collaboratively review and evaluate the impact of resource management aligned to student outcomes
- Design and implement a professional learning plan that is aligned to school improvement priorities for school leaders, middle leaders and whole of school staff.
- Implement a school-wide suite of agreed evidence-informed pedagogies

#### Measurable outcomes

Improved staff School Opinion Survey satisfaction outcomes to 90%: *I receive useful feedback about my work at this school. 76.2% (2023)*

100% of staff engage in Annual Professional Development Plan (APDP) process, aligned with school improvement priorities  
100% of teachers implement effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of the local community, cultural setting, linguistic background and histories with support from leaders and community representatives.

#### Success criteria

##### Behaviourally:

**Teachers will:** be united in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to school-wide improvement, engage in APDP process, access and engage in professional learning opportunities, engage in collegial opportunities, strengthen the capability of others, successfully complete career stages,  
**Leaders will:** know their roles and responsibilities, ensure that ongoing opportunities are created for teachers to work together and to learn from each other's practices, actively engage in the school's teaching and learning processes and practices, articulate what they are leading and what impact it is having, build capability in upcoming leaders, make the best possible use of available staff expertise, experience, aspirations, and interests to meet the learning needs of all students

##### Resourcing

- Professional Learning Plan and associated budget
- APDPs for all staff

Phases	2024	2025	2026	2027
Developing	✓			
Implementing	✓	✓		
Embedding			✓	✓
Reviewing				✓

**Approvals** This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal *T. Kenway*

P&C *M Cooke* School Supervisor