

Heatley
STATE
Primary
School



Heatley State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

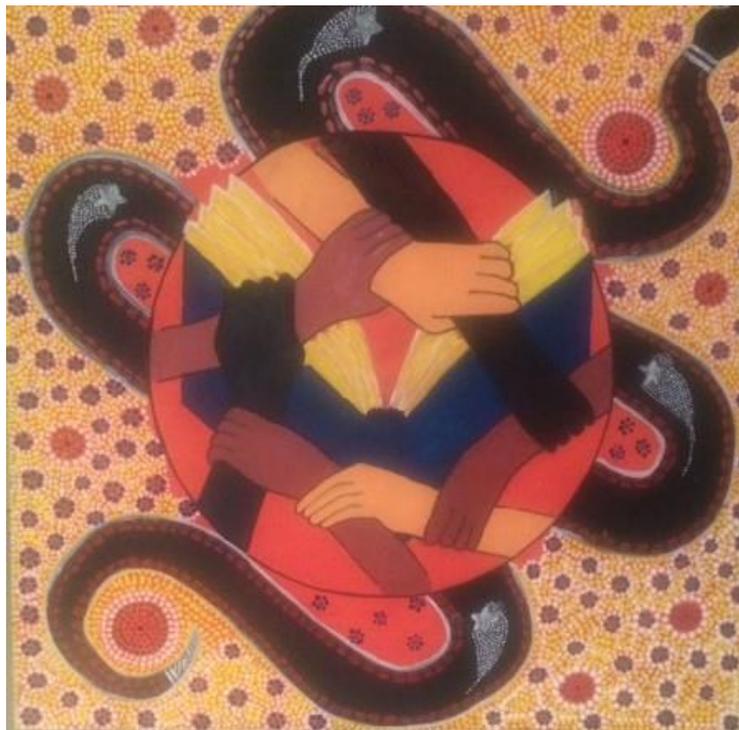
Department of Education



Queensland
Government

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From the Principal

School overview

Heatley State School is on the land of traditional Aboriginal custodians, the Wulgurukaba peoples and is located approximately 11 kilometres west of the Townsville city centre in North Queensland, Australia. It is a co-educational primary school. In 2019 there are 21 classes from Prep to Year 6. Students and their families come from a wide spectrum of cultural backgrounds including: Aboriginal and Torres Strait Islander, European, Asian and the South Pacific. Heatley SS proudly caters for the full range of students: an Early Childhood Development Program operates all year round for pre-school aged students with special needs; Save The Children sponsor a weekly family playgroup, 'Giggle'n'Grow' every Friday morning; a Prep4Prep program is held once weekly for eight weeks every term 4; a Special Education Program is provided for students with disabilities to participate in regular classrooms with varying degrees of support; and, we offer a high achiever program, Solid Pathways for students who have potential to or already are showing they can achieve academic excellence.

OUR VISION: 'We lead the way with innovative programs, inspired staff and learning success for every student' and all our actions revolve around this.

OUR PURPOSE: Our school is constructed on a community that recognises and respects uniqueness and strives to support the growth of its members in their educational, emotional and social pursuits.

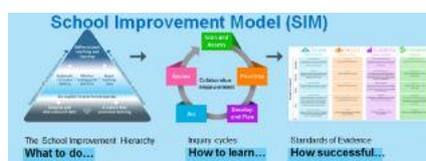
OUR MOTTO: 'Learn, Care, Play' and this forms the pillars for our school ethos and drives our high standards of expected behaviour.

In 2021 the school will celebrate its 50th anniversary.



School progress towards its goals in 2018

In 2018, Heatley SS, Bohlevale SS, Mundingburra SS and Oonoonba SS established a whole school Professional Learning Community (PLC). Additionally Heatley SS continued to work closely with Bohlevale SS in our Collective School Improvement Agreement 2017-2019 where we committed to the shared development, implementation and evaluation of excellent educational and organisational practice and shared purposeful professional learning. Our school has continued its school improvement journey informed by the research of Dr Lyn Sharratt, several other key researcher/practitioners and guided by the Department Of Education's State School's 'School Improvement Model' (SIM).



Our explicit improvement agenda for 2018 was to:

Improve Literacy and English LoA (Prep/Year
Enhance Student Wellbeing

We are glad to report that our school has made good progress in this work.

Progress on the above priority areas included:

- 100% implementation of the scheduled Australian Curriculum Learning Areas (LAs).
- 100% implementation of our whole school approach to the teaching of Literacy practices - STARS (Strategic Targeted Additional Reading Support) and an Oral Language approach for students in the early Phases of learning, especially the Prep year level.
- All identified students with learning differences were provided with differentiated support, which for some included an Individual Curriculum Plan (ICP).
- Additionally, those students with an ICP at a pre-Foundation or Foundation level were able to achieve their reading goal for 2018.
- More than 75% of our Prep and Year 1 students reached reading benchmarks and our Prep students achieved a 'C' or better for English at the end of 2018.
- Establishing our school as a Positive Behaviour for Learning school. This resulted in a noticeable reduction in disciplinary incidences, especially suspension rates.
- There was an overall continued increase of the percentage of all students who achieved A-C levels of achievement in English, Mathematics and Science.

In terms of student achievement target for English in 2018:

Performance Measure	2018 Target	End of 2018 for all year levels (not including students on ICPs)
% of students who achieve A-C level of achievement for English	≥75%	74.8% It is noteworthy that Prep, Year 3, 4 and 6 exceeded our 2018 target.

Future outlook

The school's improvement agenda for 2019 has remained the same, although there is increased emphasis on engagement first to enhance achievement. These have been expressed as:

Increase engagement of all students by continuation of implementation of Positive Behaviour for Learning including strengthening school-community engagement and partnerships so that student learning and well-being is enhanced and disciplinary incidences and absences continue to reduce by the end of 2019, and

Increase achievement levels in literacy and the subject English for students in the Early Years so 80% or more students reach reading benchmarks and achieve a 'C' or better level of achievement for English by the end of 2019.

It is too early to comment on our Levels of Achievement but it is pleasing to note that our disciplinary absences in 2019 have significantly reduced from the same period in 2018. i.e. in Term 1 2018, there were 14 suspensions. In Term 1 2019, there were 2 suspensions.

In the first half of 2019, Heatley SS was a finalist in the 2019 QLD Reconciliation Awards going on to win 'Highly Commended' and shortly afterwards, a team of three of our Year 4 students were finalists in the inaugural Minister's Climate Challenge out of 5,000 teams. They won a \$25,000 sponsorship by one of the Challenge judges and Queensland Chief Entrepreneur Leanne Kemp, who said she was impressed by the students' commitment to tackling climate change at a local level. Pictured below are our winning students accompanied by their class teacher, Ms Maria Sims with the Challenge finals evening MC and 'War on Waste' ABC presenter, Craig Reucassel.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018	Notes:
Total	601	555	535	1. Student counts are based on the Census (August) enrolment collection.
Girls	254	237	241	2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
Boys	347	318	294	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.
Indigenous	213	199	210	
Enrolment continuity (Feb. – Nov.)	87%	91%	94%	

In 2018, there were no students enrolled in a pre-Prep program. It can be seen above that our enrolment has gradually declined over time. This is mainly due to several factors, including to the introduction of an enrolment management plan in 2013, all Year 7 moving permanently to secondary school in 2015, and a downturn in the local economy and a reduction of young school aged students in the inner suburbs of Townsville over the past few years.

Characteristics of the student body

Overview

Students who attend our school come from a wide range of families with varying cultural, social, religious and occupational backgrounds. In 2018, 29 students were born overseas and over 39% of our student body identified as being Aboriginal and Torres Strait Islander or both. 14.6% of our students received varying degrees of support from our Special Education Program and up to 11 pre-school children were enrolled in our Early Childhood Development Program (ECDP).

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	22	23	22	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.
Year 4 – Year 6	27	26	27	

Curriculum delivery

Our approach to curriculum delivery

In accordance with the Department of Education's State Schooling's P-12 Curriculum, Assessment and Reporting Framework in 2018 all students studied the following common subjects from the Australian Curriculum called Learning Areas (LAs): English, Mathematics, Science, Health and Physical Education, History and Geography or Humanities and Social Sciences (HASS). Teachers commenced a preliminary phasing in of units for Digital Technologies. The remaining subject area of The Arts was taught in 2018 using QLD curriculum Key Learning Area (KLA) content. Since 2016 the school has also offered French as the Languages subject for Prep to Year 6 students.

We continued to map individual student progress in a number of ways. Various forms of assessment, monitoring and reporting methods are consistently employed in and across year levels. This ensures that provision of additional support/extension can be provided to those individual students with a specific learning need. For instance, students with a disability are enrolled into the Special Education Program (SEP). They have an Education Adjustment Plan (EAP) and are integrated into the classroom with varying degrees of support. Some students in the SEP as well as others who are not, may also have a more highly individualised learning program.

All LAs and KLAs for all students are formally reported on twice yearly. Face to face parent-teacher interviews are held three times a year with a "Meet and Greet" held at the beginning of each year. Parents do not have to wait for these junctures to discuss their child's progress and are encouraged to make an appointment at any time to talk with the teacher.

Mentioned earlier, our school worked closely with three other primary schools in 2018. Throughout the year, all four schools' Leadership Teams and teachers met regularly to discuss curriculum planning and in October 2018, a four school learning fair was held at the Mercure inn in Townsville. This event was opened by Acting Deputy Director General, Leanne Nixon followed by a keynote presentation by psychologist, Ivan Honey and then break out workshops by project officers from the Department of Education's North QLD regional office as well as local health specialists and teachers from some of the four schools.

Co-curricular activities

In 2018 Heatley SS offered a variety of extra-curricular activities to enrich the lives and talents of our students.

Co-captain of the North Queensland Cowboys, Matthew Scott once again continued to be our Adopt-a-Cowboy and he regularly visited our school, going into many classes to talk about his life as a footballer, the importance of healthy eating and exercise as well as assisting the students with their regular classwork.

Our weekly family playgroup (first offered in 2008) known now as "Giggle and Grow" continued on in our hall every Friday from 9.00am – 11.30am.

A Breakfast Club for all children (first offered in May 2008) ran every day from 8.00am -8.30am in partnership with Townsville Food Bank.

Our annual whole-of-school celebration of NAIDOC week is held in the last week of Term 2.

In 2018 Heatley SS students also had the opportunity to participate in a range of other activities including:

- In school time sport once a week for Year 5 and 6 students led by local sports development officers
- Our school's biennial concert in our large covered area
- An Instrumental Music Program
- Student Choir
- A Choral Music Camp
- International and National Academic Competitions in Mathematics, English, Writing, Spelling, Science and Computing with entry sponsored by our Solid Pathways master Teacher program
- Interschool sport programs across the Townsville District for Year 5 and 6
- An annual Year 6 Student Leadership Program
- Student Council
- Marching at Townsville's annual ANZAC Day
- Lego League Robotics Challenge with Central QLD University
- Young ICT Explorers Competition

How information and communication technologies (ICTs) are used to assist learning

In 2018 the Department of Education commenced funding for the employment of a part-time ICT technician to assist in the maintenance of our school ICT hardware and software. Our student to computer ratio is being maintained at 5:1. Two computer labs were fully timetabled and accessed by classes from Years 1 – 6. Through our affiliations with James Cook University's School of Education, in 2011, we were the first school in a regional city to be able to purchase a class set of XO laptops for students. In 2015, we purchased more XO laptops and ever since we have been able to maintain them so every Prep, Year 1 and 2 class has access to a class set. Our school has also been slowly purchasing iPads so students can also access them for learning.

All classrooms have data projectors so teachers can fully deliver lessons developed for the implementation of the Australian Curriculum.

Social climate

Overview

A supportive school environment continues to be a high priority in our school. In 2018, the school-wide approach used to create and maintain a safe, supportive and disciplined learning environment was enhanced by the implementation of the first phases of Positive Behaviour for Learning. This approach is endorsed and fully supported by the Department of Education. Read more [here](#).

In September, Heatley SS was invited to participate in a 'Scan and Assess' process to review how well we were implementing the then newly released 'Inclusive Education Policy'. Senior officers from the North QLD Regional Office and a consultant visited our school for a day to interview staff, parents and students. They returned in early 2019 and noted our school had made significant progress in ensuring the full range of students were supported to achieve their potential.

Results from our 2018 School Opinion Survey show overall high percentages of satisfaction from parents, staff and students. It should be remembered when considering this information that less than 25 parents were able to complete the annual School Opinion Survey in 2018 which may have contributed to the differing results when compared to previous years. Many more students and staff were able to complete the survey and their responses in 2018 showed both groups were generally very satisfied with our school. Below are details from the survey.

The area in the school opinion survey that rated the lowest levels of satisfaction with students, was with feeling safe at the school. The school recognises these concerns and hence the undertaking to make Heatley SS a Positive Behaviour for Learning school. Parents' lowest responses were in relation to maintenance of school facilities. To this end, our school P&C association continues to advocate with our local member for parliament and North Queensland Regional Office Facilities officers to improve our school facilities. One major facilities improvement that was able to be achieved by the end of 2018 was the installation of security fencing around the perimeter of the entire school. This has already made a significant difference to drastically reducing unplanned maintenance expenditure.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	95%	100%
• this is a good school (S2035)	89%	95%	95%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	90%	96%
• their child's learning needs are being met at this school* (S2003)	100%	95%	100%
• their child is making good progress at this school* (S2004)	89%	100%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	95%	100%	95%
• teachers at this school treat students fairly* (S2008)	95%	95%	91%
• they can talk to their child's teachers about their concerns* (S2009)	89%	95%	100%
• this school works with them to support their child's learning* (S2010)	84%	100%	91%
• this school takes parents' opinions seriously* (S2011)	89%	90%	95%
• student behaviour is well managed at this school* (S2012)	95%	95%	100%
• this school looks for ways to improve* (S2013)	89%	95%	100%
• this school is well maintained* (S2014)	79%	95%	83%

* 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)	97%	93%	93%
• they like being at their school* (S2036)	95%	89%	86%
• they feel safe at their school* (S2037)	90%	77%	77%
• their teachers motivate them to learn* (S2038)	98%	95%	95%
• their teachers expect them to do their best* (S2039)	97%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	93%
• teachers treat students fairly at their school* (S2041)	90%	82%	84%
• they can talk to their teachers about their concerns* (S2042)	93%	89%	86%
• their school takes students' opinions seriously* (S2043)	89%	90%	90%
• student behaviour is well managed at their school* (S2044)	88%	65%	82%
• their school looks for ways to improve* (S2045)	95%	94%	94%
• their school is well maintained* (S2046)	94%	82%	91%
• their school gives them opportunities to do interesting things* (S2047)	94%	90%	98%

* 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)	96%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	92%	95%	87%
• they receive useful feedback about their work at their school (S2071)	90%	97%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	95%	100%
• students are encouraged to do their best at their school (S2072)	100%	99%	98%
• students are treated fairly at their school (S2073)	96%	99%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	94%	91%	93%
• staff are well supported at their school (S2075)	97%	95%	93%
• their school takes staff opinions seriously (S2076)	93%	97%	93%
• their school looks for ways to improve (S2077)	96%	98%	95%
• their school is well maintained (S2078)	66%	69%	69%
• their school gives them opportunities to do interesting things (S2079)	86%	99%	95%

* 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

We publish a fortnightly newsletter in hard copy and for those parents who request it, an electronic newsletter. We regularly maintain our school website and towards the end of 2018, we began our school Facebook page.

Many parents have become involved in our active Heatley SS P&C Association which meets on the first Monday of the month at 7.00pm. Our Indigenous parent reference group, now called, 'Deadly Yungas', is an annexed group of the Heatley SS P&C Association and they meet once per semester to assist us with planning and preparation of our annual NAIDOC week and to be consulted on implementation of Indigenous perspectives in our school curriculum.

Many school activities are run with the support of volunteers and more are always needed and welcome. Volunteers within the school are recognised annually at a special assembly at the end of the year.

Parents and community members can participate or help in any of the following activities:

- School assemblies
- Class performances or special activities
- Assisting in the Library
- Working in the school tuck shop
- In-class helpers
- Annual ANZAC marches
- Heatley SS's Annual NAIDOC Week
- Sports Days
- P&C meetings, Deadly Yunga meetings, fundraising events & working bees

Parents with students who have diverse learning needs are consulted regularly to develop and review the necessary plan/s to maximize student access and enable them to participate fully at school. These include Educational Adjustment Plans, Individual Behaviour Support Plans and Individual Curriculum Plans.

Respectful relationships education programs

The school has developed and implemented various personal development programs that focus on appropriate, respectful and healthy relationships. These programs also focus on personal safety and awareness, including how to identify and responding to abuse and violence, including gender based violence. Trained teachers and other staff work with students to develop their knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. In 2018, all staff were provided with training in Student Protection. Respectful relationships has also been incorporated into the school curriculum through the Health subject for all students.

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	55	47	37
Long suspensions – 11 to 20 days	2	0	1
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

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

In 2018, our school continued to take steps to reduce energy usage through behavioural changes. Pleasingly there was a decrease in electricity consumption. Assisting the reduction of our footprint are smaller enrolments and that we no longer have Year 7 in our school. The school maintained its water management plan assisted by the Townsville City Council and we are pleased to report we continued to make moderate savings in water usage the 2017-2018 period.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	318,052	376,474	289,617
Water (kL)	15,662	10,901	11,669

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.

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.

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

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	51	34	5
Full-time equivalents	45	21	<5

*Teaching staff includes School Leaders.

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

In 2018, history was also made when the school's Community Education Counsellor (CEC) was made a permanent employee after working in the role as a temporary staff member for many years. This is the first time a CEC has been made a permanent employee in a primary school as usually the role is only allocated to secondary schools.

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	0
Masters	6
Graduate Diploma etc.*	1
Bachelor degree	47
Diploma	2
Certificate	10

*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 \$ 41,750.

The major professional development initiatives are as follows:

- For teachers - Ongoing training in teaching and assessing the Australian Curriculum
- For nominated teachers – QLD Curriculum & Assessment Authority workshops, Digital Technologies, YuMi Deadly Maths project.
- For classified officers - Annual national, state and regional professional association conferences, NQ Region workshops and principals' business meetings
- For teacher aides - First Aid training, Oral Language workshops
- For all staff – various annual mandated training including Health & Safety and annual mandatory Asbestos safety training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

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	89%	89%	89%
Attendance rate for Indigenous** students at this school	84%	84%	85%

* 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
Prep	90%	88%	87%
Year 1	88%	88%	87%
Year 2	88%	90%	89%
Year 3	89%	90%	90%
Year 4	89%	91%	90%
Year 5	90%	89%	92%
Year 6	92%	90%	89%

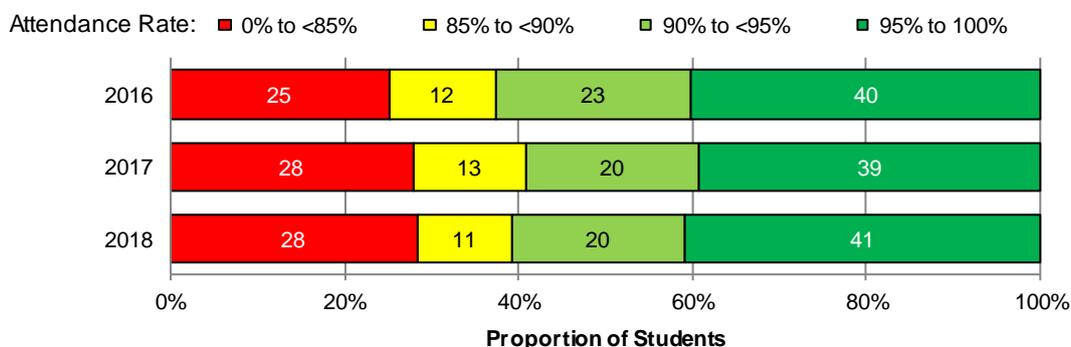
Year level	2016	2017	2018
Year 7	N/A	N/A	N/A
Year 8	N/A	N/A	N/A
Year 9	N/A	N/A	N/A
Year 10	N/A	N/A	N/A
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

Notes:

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

Research conducted by James Cook University in our local area has shown that social factors such as poverty and sudden changes in family arrangements, employment or housing all contribute to student attendance and the current mobility at HSS. While these factors are out of our control, our school continues to undertake strategies to mitigate these effects.

At HSS we emphasise the importance of attendance by giving this message frequently and often starting at the enrolment interview. We ensure that attendance is monitored twice daily. Teachers mark the class roll every morning by 9:15am and every afternoon by 2:30pm. A SMS messaging system sends daily messages to all parents of absent unexplained students.

For those students with high unexplained absences and/or non-attendance after three or more days, additional to SMS messaging, phone calls are made to parents. If need be, home visits are conducted, parent interviews are held and finally, letters informing parents of the consequences of non-attendance are issued as per policy and procedure stated above.

In addition, key strategies we use to increase attendance are:

- 100% and 95% attendance semester and whole year awards to individual students
- Encouragement letters to low attending students who have improved attendance
- 'Try for Five' challenge sponsored by the North QLD Cowboys for children to incentivize coming to school every day
- Every classroom has visible posters to encourage 'Every Day Counts' and wall charts that show class student attendance
- Promotion of 'Every Day Counts' on school website and regularly in school newsletter
- Employment of additional Teacher Aide time to monitor and follow up on unexplained absences
- In cases of high absenteeism, the principal endeavours to meet with parents to establish an attendance plan.

Achievement – Closing the Gap between Indigenous and non-Indigenous students

The academic and participation 'gap' between our Indigenous and non-Indigenous student results at Heatley SS is typically less than those of their counterparts across Queensland. The attendance, attainment and retention rates of our Aboriginal and Torres Strait Islander students also remain better than those in the North Queensland Region.

In 2018, our Indigenous students continued to make improvement in NAPLAN Reading, Writing & Numeracy compared to previous years and were close to the levels of their non-Indigenous peers.

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

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

A rectangular button with the text 'View School Profile' in a dark font.

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

Thank you for taking the time to read this report. A hard copy is available from the school office. Please call 47595333 to arrange this.