Principal’s foreword

Introduction

Welcome to Heatley State Primary School.

The school community engaged in a Quadrennial School Review in 2011 and developed a new Strategic Plan which will inform school priorities and directions for the period 2012-2015. Our greatest challenge is to put the great ideas from this plan into action to make them come alive for the school community.

This report provides a snapshot on progress and outcomes of the 2011 school year.

I welcome your feedback and any questions you may have after you have read this report.

Helen Morris
Principal

School progress towards its goals in 2011

Every year every state school in Queensland is required to develop an Annual Implementation Plan (AIP).

In 2011 Heatley SS enacted its approved AIP across 5 Key Goal Areas: Individual Student Achievement, Staff Professionalism, Community Partnerships, Technology and Environment. A Quadrennial School Review conducted in Semester 2 2011 indicated a positive improvement in the stated performance indicators within every Key Goal.

Future outlook

Our school vision is: ‘We lead the way with innovative programs, inspired staff and successful lifelong learners’.

The focus of the next 12 months will include:
  • The implementation of the Australian Curriculum in English, Maths and Science
  • A focus on the teaching of reading
  • Using student learning outcome data to track and respond to student progress
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Heatley State School (0305)

- Embedding Information and Communication technologies in teaching and learning programs
- Embedding Aboriginal and Torres Strait Islander Perspectives
- Developing staff pedagogical and leadership capabilities
- Improving student attendance
- Providing a safe and supportive school environment
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>637</td>
<td>285</td>
<td>352</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
High mobility student population (students leaving and students enrolling - mobility Index of 29%
30% of students are from an Aboriginal or Torres Strait Islander cultural background
12% students are enrolled in the Special Education Program

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.2</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>91</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>11</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings for 2011 were:

- Bandscales and Walking Talking Text programs for Prep to Year 3 students to improve their oral, reading and writing language skills
- Early Childhood Educational Development Program (ECDP) classes for children with Special Needs aged 3-4 years
- Prep 4 Prep class for children enrolled into our 2012 Prep program. This class was held every Friday from 9.00am – 11:00am from Week 2 – Week 9 of Term 4, 2011
- “Bright Sparks” - a Gifted Program for Prep to 3 students
- Middle Phase Science program for Year 7 students at Heatley Secondary College
- All Year 5 students participated in a one week artist-in-residence program with Australian award winning children’s author, Mr Boori Pryor who worked in co-operation with the class teachers to immerse students in reading and writing through his latest book, “Shake-a-leg”

Extra curricula activities

- Matt Scott our 2011 Adopt-a-Cowboy, assisted in a range of class programs
- A family playgroup (first offered in 2008), continued in our “Rainbow Room” every Friday from 9.30am – 11.30am
- A Breakfast Club for all children (commenced in May 2008) ran every day from 8.00am -8.30am in partnership with the Townsville City Council, BHP and Townsville Food Bank
- A “Casey’s Kids” self-esteem program for identified children in Year 6-7 ran every Tuesday afternoon from 1.30-3.00pm in partnership with Lifeline
- Social skilling programs run by Relationships Australia
- A whole-of-school celebration of NAIDOC week was held in June
- 44 students participated in “Vibe Alive”
- The school held a major community event the “Food and Dance Fiesta”, involving all classes and the Parents and Citizen’s Association in September
- Interschool sport programs across the Townsville District for Year 5, 6 and 7 students
- Year 5, 6 and Year 7 Camps at Charters Towers, Proserpine and Mungalli Falls respectively
- Challenge Games for students in the Special Education Program

In 2011 students also had the opportunity to participate in a range of other activities including:

- Student Council
- Optiminds
- ATSIAP
- Instrumental Music Program
- Junior and Senior Choir
- International and National Academic Competitions in Mathematics, English, Science and Computing

How Information and Communication Technologies are used to assist learning

The school’s ICT focus in 2011 included an upgrade of infrastructure to ensure the school’s PCs are less than 5 years old and to maintain our student to computer ratio of 5:1. Two computer labs were fully timetabled and accessed by classes from Years 1 – 7. The school’s server was replaced. Significant professional development in the use of digital pedagogies was provided for teachers.

Social climate

A supportive school environment has always been a priority for this school. High standards of behaviour, responsibility and accountability are expected by all members of the school community. Students from Year 1 to Year 7 who demonstrate quality work and exemplary behaviour are awarded a Heatley Gold Card which enables privileges at our school tuck shop, library and in end of term activities. In 2011, just over 400 students had a Gold Card. Results in the 2011 School Opinion Survey for students and parents show that over 75% of parents and students surveyed were satisfied or very satisfied that students were “safe at school” and “happy to go to this school”.

Heatley State School has a Student Services Committee which co-ordinates provision of support from school-based personnel, including the Guidance Officer, Behaviour Support Teacher, Community Education Counsellor, Defence School Transition Aide,
Our school at a glance

Chaplain and outside agencies for students and their families.

The school’s Responsible Behaviour Plan for Students provides the framework for ensuring effective behaviour support strategies are implemented at school wide, specific setting, classroom and individual student levels.

The school motto “Learn, Care, Play” is used to promote safe, pro-social behaviour. Students experiencing behavioural or social difficulties also access the SAS program and Positive Learning Centre.

Parent, student and teacher satisfaction with the school

The overall satisfaction ratings of students, parents and staff have remained relatively unchanged over the past few years. Generally students and parents are more satisfied with the school overall than are staff. The Leadership Team of the school recognises this and is actively working to increase the overall satisfaction of all stakeholders in the school community.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>55%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>76%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

We recognise the significant role parents play in our school community and we welcome opportunities to communicate and promote parent involvement in our school. Parents are encouraged to participate in our P&C Association which meets on the first Tuesday of the month at 7.00pm and is well attended. Volunteers within the school are recognised annually at a special assembly at the end of the year.

The school reports student progress to parents through informal and formal parent/teacher interviews during Term 1, 2 and 4. At the end of each semester, written reports on student progress are issued.

In 2011 we published a fortnightly newsletter in hard copy, via email and on the school’s website.

Many school activities are run with the support of volunteers and more are always needed and welcome. 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 and NAIDOC marches
- Sports Days
- P&C meetings, fundraising events & working bees
Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

This school is actively seeking ways to reuse and reduce waste across all aspects of energy and resources usage. Significant improvements were achieved in 2011 in reducing the use of water.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>353,873</td>
<td>11,830</td>
</tr>
<tr>
<td>2010</td>
<td>352,877</td>
<td>14,903</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>0%</td>
<td>-21%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>53</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>49</td>
<td>21</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>43</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Most teacher aides have their Certificate III in Teaching Assistance. One staff member holds a Diploma of Counselling.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $29,396.00. The major professional development initiatives are as follows:

- Ongoing training in use of application of OneSchool student reporting and data collection and analysis
- Ongoing training to support acquisition of ICT Certificates and Pedagogical Licences

2011 School Annual Report

Queensland Government
Our staff profile

- Australian Curriculum
- Bandscales and Bridging the Language Gap
- The teaching of reading - PALLIC
- Regional Primary Principals’ Conference, Annual State Special Education Conference and Qld Studies Authority Conference
- Reality Therapy, Choice Theory and Lead Management workshops
- How Language Works (27 hours)
- First Steps in Reading
- Auslan Training
- EATSIPs Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

```
Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector

[ ] Government
[ ] Non-government

SEARCH
```

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>91%</td>
<td>89%</td>
<td>94%</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

![Student Attendance Graph]

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Heatley State School employs a part-time Mobility Support Teacher and an assistant to conduct enrolments and monitor student attendance. Parents of absent students are regularly contacted via phone, letter or home visits to ensure every child is attending school regularly. Class rolls are marked twice daily by teachers and this information is recorded in the OneSchool data base.

Students with 100% attendance are presented with a certificate of recognition.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).
Performance of our students

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Heatley State School is proud of its efforts to improve the educational outcomes of our Indigenous students.

<table>
<thead>
<tr>
<th>Gap Measure</th>
<th>Queensland gap size between mean scale scores (Indigenous/nonIndigenous)</th>
<th>Heatley SS gap size between mean scale scores (Indigenous/nonIndigenous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3 Reading</td>
<td>61</td>
<td>41</td>
</tr>
<tr>
<td>Yr 3 Writing</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>Yr 3 Numeracy</td>
<td>49</td>
<td>32</td>
</tr>
</tbody>
</table>

The gap between the attendance of Indigenous and nonindigenous students has reduced from 8% in 2009 to 6.5% in 2011.

Key strategies used to improve attendance and retention include:
- Use of Indigenous Parent Reference Group, Yubu Yunga, to build a supportive school community
- Employment of a Community Education Counsellor to provide support and counselling for Indigenous students at educational risk and to promote reconciliation and development of young Indigenous leaders
- Awarding of certificates for good school attendance

Key strategies used to improve attainment include
- Skilling of Prep-Yr 3 staff in use of Bandscales, “Break it Down, Build it Up” and Walking, Talking Text methodologies
- Implementation of Personal Learning Plans and goal-setting for students in Years 1 and 7
- Implementation of EATSIIPs program