

Heatley State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Heatley State School was built in 1971 on the lands of traditional Aboriginal owners, the Wulgurukaba and Bindal peoples and is a co-educational primary school. It is approximately 11 kilometres west of the Townsville CBD in North Queensland, Australia.

Currently Heatley's enrolment is just over 550 students in 23 classes from Prep to Year 6. (Since 2015, all Year 7's in QLD moved permanently to secondary school). Since May 2013 the school has been enrolment managed and prospective enrolments are automatically considered if they live within the catchment area. Others outside the area wishing to enrol are placed on a wait list if there are no vacancies.

Our children come from a wide spectrum of cultural backgrounds including: Aboriginal and Torres Strait Islander, European, Asian and the South Pacific. A Family Playgroup operates every Friday morning; a Prep4Prep program is run annually on a weekly basis in Term 4 and an Early Childhood Development Program is offered all year round for pre-school aged students with special needs. We provide a Special Education Program for students with disabilities, who in the main, participate in regular classrooms with varying degrees of support. The school teaches subjects from the Australian Curriculum and Queensland Curriculum. We also offer the specialist subjects of Physical Education, Music and Languages – French.

Our school vision is: **'We lead the way with innovative programs, inspired staff and learning success for every student'** and all our actions revolve around this. Our purpose states: Our school is built on a community that recognises and respects uniqueness and strives to support the growth of its members in their educational, emotional and social pursuits.

At Heatley SS our shared beliefs and understandings are:

- All students can achieve high standards, given sufficient time and the right support
- High expectations and early and ongoing intervention are essential
- All teachers can teach to high standards given the right assistance
- Teachers need to be able to articulate what they teach and why they teach the way they do (adapted from Hill & Crevola 1999 in Sharratt & Fullan 2012)

Our values are: Respect, Creativity, Honesty, Optimism, Personal Responsibility and Relationships.

We expect all school members to live our motto: 'The Heatley Way: Learn, Care, Play' and this forms the pillars for our school ethos and drives our high standards of expected behaviour.



Innovative Programs • Inspired Staff • Learning success for every student

Principal's Foreword

Introduction

Each year every Queensland school is required to publish a School Annual Report for the previous calendar year. A summary of the advancements, successes and outcomes over the past 12 months at Heatley State School is contained below.

I welcome your feedback and any questions you may have after you have read this report. Please feel free to contact the school.

Louise Wilkinson
Principal

School Progress towards its goals in 2016

All state schools in QLD have an approved Annual Implementation Plan (AIP) that enacts the school's 4 year Strategic Plan. In 2016 Heatley SS enacted its approved AIP across 4 Key Strategic Areas from the School Strategic Plan 2016-2019:

Successful Learners; Quality Teaching; Innovation Leadership; Engaged Partners. Both of these documents are available on our website.

With the region's support, our school has worked co-operatively with Bohlevale SS in holding joint teacher and leadership team meetings and student free days for moderation of assessment as well as sharing in other activities that mutually benefitted each school. In 2016 we included Mundingburra SS into our working partnership.

In 2016, our school focused on the school improvement agenda priorities of **Reading, Attendance, Equity and Quality Teaching & Learning (RAEQ)**. These helped us to undertake actions that fed back into the performance indicators of each Key Strategic Area mentioned above. Of note, and most importantly were the positive and improved results for student learning outcomes: their academic results, their attendance, their retention and other achievements. These are discussed in the report that follows although below is a snapshot summary of learning and attendance results:

Performance measure	2016 Target	End of 2016 result
% of all students who achieve A-C level of achievement in English, Mathematics and Science**	Eng. ≥75% Mat ≥80% Sci. ≥80%	Eng. 70% Mat 71.4% Sci. 75%
Indigenous and non-Indigenous student attendance rates (for all year levels)	≥ 95%	88.7%

Future Outlook

The results above show there is still work to be done in helping every child achieve their best. We are confident we can lift these results as we continue our improvement journey. Our explicit improvement agenda for 2017 is: **Quality Teaching & Learning and Equity (QE)**. We have set targets in levels of achievement in English, maths and science, NAPLAN, attendance, staff capacity building and levels of satisfaction with the school. These are shown in our 2017 AIP and Investing for Success 2017 plan which are both accessible from our website: www.heatleyss.eq.edu.au

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	652	279	373	221	91%
2015*	600	256	344	218	91%
2016	601	254	347	213	87%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Students who attend Heatley SS come from a wide range of families with varying cultural, social, religious and occupational backgrounds. 27 students were born overseas and over 30% of our student body identify as being Aboriginal and Torres Strait Islander or both. 10% of our students receive varying degrees of support from our Special Education Program which also includes an Early Childhood Development Program (ECDP) for children aged between 3-4 years.

It should be noted that the decrease in numbers in 2014 shown above is a direct result of the school becoming enrolment managed. In 2015 enrolments further decreased because Year 7 moved to high school. At the beginning of 2017, Heatley SS experienced a further drop of enrolment which is attributed to the current economic situation of Townsville. A number of schools in the region experienced similar reductions in enrolment as families moved south seeking employment. In June 2017, the school enrolment was 552.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	23	22
Year 4 – Year 7	19	25	27
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

All students study the following common subjects from the Australian Curriculum called Learning Areas (LAs): English, Mathematics, Science, History and Geography. Currently our school has adopted and adapted the Department of Education and Training's, State Schooling "Curriculum into the Classroom" (C2C) resource that has been designed for all state schools to teach the Australian Curriculum.

In accordance with State Schooling's P-12 Curriculum, Assessment and Reporting Framework, the remaining subject areas (Key Learning Areas - KLAs) are taught: The Arts, Health and Physical Education and Technology. In 2016 the school also offered French as the Languages subject for eligible students in Years 5 & 6.

We 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 individualised learning program, called an Individual Curriculum Plan (ICP).

All Learning Areas and Key Learning Areas 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.

Since 2012 all teachers from Heatley SS have worked with all teachers from Bohlevale SS to ensure consistency of assessment practices and hold annual moderation of assessment meetings. Each year in May, the schools meet after hours to do this.

Co-curricular Activities

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

We are very pleased to say Matthew Scott 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.

A Family Play Group (first offered in 2008) and now called "Giggle and Grow" as a result of a partnership with The Smith Family and Red Cross operated 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 the Townsville City Council and Townsville Food Bank.

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

In 2016 Heatley SS students also had the opportunity to participate in a range of other activities including:

- Our school's biennial 'Food'n'Dance Fiesta' 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 P&C
- Interschool sport programs across the Townsville District for Year 5 and 6
- An annual Year 6 Student Leadership Program
- Year 5 sleep over at school
- Student Council
- Marching at Townsville's annual ANZAC Day

How Information and Communication Technologies are used to Assist Learning

In 2016 the bulk of our ICT funding was spent on employing a part-time ICT technician to maintain our school computers. Our student to computer ratio is 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 so every student in every Prep, Year 1 and 2 class had access to one.

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 has always been a priority and high standards of behaviour, responsibility and accountability are expected by all members of the school community. All students who demonstrate quality work and exemplary behaviour are awarded a Heatley 'Gold Card' which enables privileges at our school tuck shop, library and end of term activities. In 2016, nearly all students had a Gold Card.

The school-wide approach used to create and maintain a safe, supportive and disciplined learning environment is underpinned by the philosophies of Dr William Glasser and Dr Loretta Giorcelli. Both recognise that strong foundations in student-centred planning, quality curriculum and pedagogical practice lessen the barriers to student learning for the full range of students including those with disabilities. Our pastoral care programs are aimed at supporting student wellbeing and responding to bullying.

We use a variety of strategies to engage parents and the community in the life of the school, however only 19 parents were able to complete the annual School Opinion Survey in 2016 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 2016 showed both groups were generally very satisfied with our school.

The area that rated the lowest levels of satisfaction with all parents and staff was in relation to maintenance of school facilities. For students, they were least satisfied with other students' behaviour. The school recognises these concerns and is taking steps to best address them in 2017.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	83%	95%
this is a good school (S2035)	90%	92%	89%
their child likes being at this school* (S2001)	93%	100%	100%
their child feels safe at this school* (S2002)	90%	92%	100%
their child's learning needs are being met at this school* (S2003)	90%	77%	100%
their child is making good progress at this school* (S2004)	88%	77%	89%
teachers at this school expect their child to do his or her best* (S2005)	93%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	92%	100%
teachers at this school motivate their child to learn* (S2007)	95%	92%	95%
teachers at this school treat students fairly* (S2008)	88%	92%	95%
they can talk to their child's teachers about their concerns* (S2009)	90%	100%	89%
this school works with them to support their child's learning* (S2010)	93%	92%	84%
this school takes parents' opinions seriously* (S2011)	93%	85%	89%
student behaviour is well managed at this school* (S2012)	90%	85%	95%
this school looks for ways to improve* (S2013)	93%	92%	89%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school is well maintained* (S2014)	88%	75%	79%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	94%	97%
they like being at their school* (S2036)	91%	96%	95%
they feel safe at their school* (S2037)	91%	92%	90%
their teachers motivate them to learn* (S2038)	98%	96%	98%
their teachers expect them to do their best* (S2039)	98%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	95%
teachers treat students fairly at their school* (S2041)	86%	89%	90%
they can talk to their teachers about their concerns* (S2042)	85%	86%	93%
their school takes students' opinions seriously* (S2043)	84%	89%	89%
student behaviour is well managed at their school* (S2044)	68%	79%	88%
their school looks for ways to improve* (S2045)	94%	97%	95%
their school is well maintained* (S2046)	87%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	100%	96%
they feel that their school is a safe place in which to work (S2070)	99%	96%	92%
they receive useful feedback about their work at their school (S2071)	97%	91%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	95%	98%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	96%	98%	96%
student behaviour is well managed at their school (S2074)	88%	96%	94%
staff are well supported at their school (S2075)	94%	98%	97%
their school takes staff opinions seriously (S2076)	94%	98%	93%
their school looks for ways to improve (S2077)	100%	98%	96%
their school is well maintained (S2078)	81%	67%	66%
their school gives them opportunities to do interesting things (S2079)	94%	89%	86%

* 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 and regularly maintain our school website.

Many parents have become involved in our active P&C Association which meets on the first Monday of the month at 7.00pm and our Indigenous parent reference group, Yubu Yunga, met in 2016, once per semester on a Monday at 5:00pm.

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 and NAIDOC marches
- Heatley SS's Annual NAIDOC Week
- Sports Days
- P&C meetings, Yubu 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 maximise 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 programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs focus on personal safety and awareness, including how to identify and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. In 2016, Heatley SS was visited by the Communities For Children Townsville West sponsored, 'Strong 6 Circus' which focused on teaching students about stranger danger and 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	52	100	55
Long Suspensions – 6 to 20 days	2	2	2
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Our school took steps to reduce energy usage through behavioural changes. Increases in electricity usage can be attributed to three additional new buildings, the hall, library and a Special Education Program building which became fully operational in 2012. As well, there has been an increase in the amount of computers and data projectors used in the school as well as additional photocopying machines. Assisting the reduction of our footprint are smaller enrolments and that we no longer have



Year 7 in our school. The school worked with the Townsville City Council on a water management plan and we are pleased to report we did make savings in both electricity and water usage the 2015-2016 period.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	419,771	23,574
2014-2015	414,955	21,837
2015-2016	318,052	15,662

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

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 <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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied where Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	53	43	<5
Full-time Equivalents	47	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	1
Bachelor degree	48
Diploma	1
Certificate	10

*Teaching staff includes School Leaders

**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 2016 were \$36,469.00.

The major professional development initiatives are as follows:

- For teachers - Ongoing training in teaching and assessing the Australian Curriculum
- For teachers - Using ICTs: XO Laptops & iPads
- For nominated teachers – QLD Curriculum & Assessment Authority workshops, 7 Steps to Writing workshop
- For classified officers - Annual national, state and regional professional association conferences
- For classified officers - Dr Lyn Sharratt regional workshops and principals' business meetings
- For teacher aides - First Aid training
- For all staff – various annual mandated training including WH&S and Asbestos safety training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	84%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

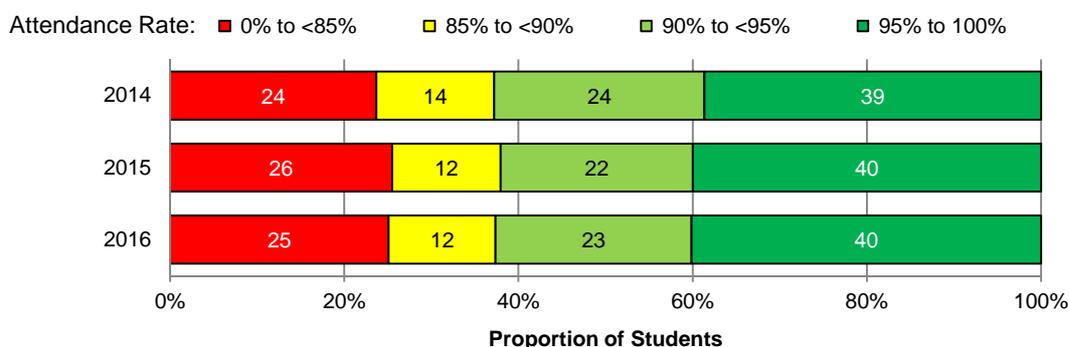
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	91%	90%	91%	91%	90%	90%	91%					
2015	88%	88%	90%	90%	91%	92%	91%						
2016	90%	88%	88%	89%	89%	90%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Non-attendance is managed in state schools in line with the DETE Policy and Procedure Register: Managing Student Absences and Enrolling and Attendance at State Schools which outlines 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 Heatley SS. While these factors are out of our control, our school continues to undertake strategies to mitigate these effects.

At Heatley SS 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.

For those students with high unexplained absences and/or non-attendance after three or more days, 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 DET's policy and procedure stated above.

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

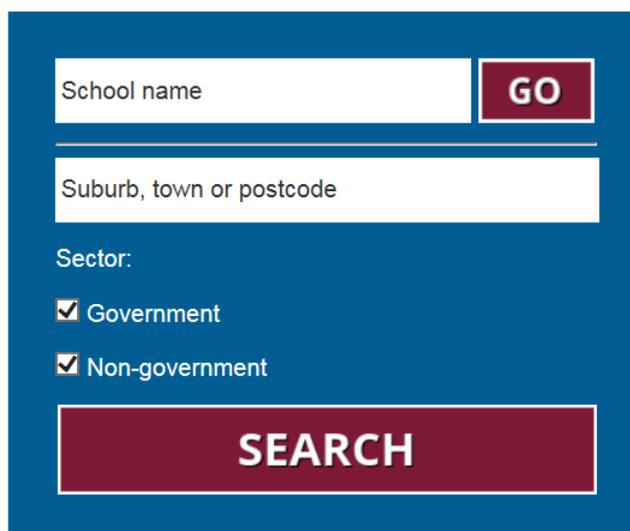
- 100% and 95% attendance term, semester and whole year awards to individual students
- Encouragement letters to low attending students who have improved attendance
- Weekly 'best attendance' award presented on assembly
- 20 – day challenge for identified lower attending children to incentivize coming 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

NAPLAN

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/>.

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**.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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

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

In 2016, our Indigenous students continued to make improvement in Reading, Writing & Numeracy compared to previous years and were close to the levels of their non-Indigenous peers.

Conclusion

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

