Background:
Heatley SS is located in Townsville within the North Queensland education region and has been providing learning to the community since 1971. The school has approximately 660 students currently in attendance. The Principal, Eleanor Wilkinson, was appointed to the position in 2005.

Commendations:
- The Principal has established an expectation that behaviours are aligned to The Heatley Way: Learn Care, Play.
- There are some whole school systematic processes and procedures in place for acknowledging positive behaviour such as the use of Encouragement Awards and the Gold Card Reward scheme.
- Programs and strategies associated with the school improvement agenda for improving student engagement has a very strong research base and is supported well using regional support programs.
- A strong culture of respect and caring relationships exist in the school community. Students speak of caring teachers in a caring school.
- The school Leadership Team makes strategic use of partnerships with businesses, government agencies and organisations. These are designed to enhance student engagement.
- The Principal has a focus on developing leadership capacity around distributing roles and responsibilities to key staff members.

Affirmations:
- The Principal and other school leaders clearly articulate their belief that reliable data on student behaviour and achievement are crucial to achieving a disciplined learning environment.
- Parents and the school community demonstrate strong support of the school’s behaviour expectations.
- Most teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The process for the successful transition of Years 6 and 7 students to Junior Secondary involves reciprocal visits, specialised lessons involving Vocational Education students and information sessions.

Recommendations:
- Continue to engage staff members in rigorous discussions around the alignment of high expectations of appropriate learning behaviours, student engagement and improved student performance.
- Enhance student engagement and a sense of pride and purpose in the classroom by establishing whole school expectations for bookwork, as well as, displaying current student work, visually appealing posters and resources.
- To enhance students’ engagement and purpose for completing tasks, ensure teachers give regular written feedback that is meaningful and manageable.
- Develop a whole school agreed set of sequential steps for behaviour expectations for visual display in each and every classroom to ensure consistency.
- Develop whole school protocols for recording positive, minor and major behaviour incidents into OneSchool. Discuss the required number of entries to achieve a balanced data capture for making informed decisions around whole school, year level and individual issues.
- Continue to develop teacher ownership and data literacy skills by having teachers engage in their own dashboard audits. Teaching staff will be able to monitor and track their student achievement, attendance and behaviour, independently and frequently.
- Develop a balanced schedule for the explicit teaching of learning behaviours and expectations to enhance the values around The Heatley Way and takes into consideration key juncture behaviour data trends.
- Continue to focus on implementing the school’s strategies to increase student attendance.
- Use the school’s current A-E rubric for Behaviour to develop one for Effort. These to be used during moderation to ensure consistency.