

# Heatley State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Heatley State School** from **17 to 19 June 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Amanda Wicks	Peer reviewer
John Wessel	External reviewer



## 1.2 School context

<b>Location:</b>	Fulham Road, Heatley
<b>Education region:</b>	North Queensland Region
<b>Year opened:</b>	1971
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	531.3 – 11 students in the Early Childhood Development Program (ECDP)
<b>Indigenous enrolment percentage:</b>	40 per cent
<b>Students with disability enrolment percentage:</b>	13 per cent (11 students in the ECDP)
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	862
<b>Year principal appointed:</b>	2005
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	45.2
<b>Significant partner schools:</b>	Vincent State School, Heatley Secondary College
<b>Significant community partnerships:</b>	The Fantastic Four, Townsville West Communities for Children, Police-Citizens Youth Club (PCYC) Townsville, Western Lions Rugby League Football Club (RLFC), Good Beginnings, Early Childhood Teachers' Association (ECTA), North Queensland Cowboys 'Adopt-a-School' program, Townsville Foodbank, James Cook University (JCU), CQUniversity (CQUni), Stanton Lodge Life and Vocational Skills Unit
<b>Significant school programs:</b>	Strategic Targeted Additional Reading Support (STARS), Positive Culture for Learning (PCL), Solid Pathways, Global Tropics Future Young Scholars Project, Junior Aboriginal & Torres Strait Islander Aspirations Program (ATSIAP), Afterschool STEM (Science, Technology, Engineering and Mathematics) program, Tucka-Time, Wearable Art project, annual hearing clinic, OneVision clinic, Breakfast Club and emergency lunches – daily, Prep4Prep, 'Giggle 'n' Grow' family playgroup



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Community Education Counsellor (CEC), two Quality Teaching and Learning Support Teachers (QTLST), guidance officer, 21 classroom teachers, six Additional Support Teachers (AST), French language teacher, Behaviour Support Teacher (BST), music teacher, teacher librarian, physical education teacher, Business Manager (BM), five administration officers, seven ancillary staff, 68 students and 39 parents.

Community and business groups:

- Smith Family representative, long-standing community representative, Parent and Citizens' Association (P&C) executive, Outside School Hours Care (OSHC) coordinator and school chaplain.

Partner schools and other educational providers:

- Principal local high school and two deputy principals 'Fantastic Four' cluster schools.

Government and departmental representatives:

- Councillor for Division 7 Townsville City Council, State Member for Thuringowa, ARD, regional early years coach, regional inclusion coach, regional CEC and Indigenous community Elder.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Collaborative Cohort meeting schedule
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	APDP overview
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School-based curriculum, assessment and reporting framework	Professional learning meeting schedule



## 2. Executive summary

### 2.1 Key findings

**The school leadership team places a priority on creating and maintaining a collegial culture of mutual trust and support amongst staff members.**

Staff morale is positive and staff members report high levels of collegiality and professional support from colleagues and school leaders. Staff members express a strong sense of belonging and acknowledge the support the leadership team. School team structures foster professional and personal support and contribute to the positive culture of the school.

**School staff members take pride in accepting, supporting and encouraging the learning, and social and emotional development of students.**

Staff members demonstrate an understanding of student backgrounds and recognise the importance of positive and caring relationships to successful learning and commit to building mutually respectful relationships with students and their families. Parents hold the school in high regard and students appreciate the great care and professionalism demonstrated by school staff. There is a shared sense that students are able to attain improved levels of achievement.

**The school's behaviour expectations are enacted through the Positive Culture for Learning (PCL) program.**

School staff members dedicate considerable effort to the consistent application of PCL. The school's expectations of '*Learn, Care, Play*' are known by students, staff, and members of the school community. The school's Gotcha recognition system is received positively by all members of the school community. The duty officer position responds to emerging student behaviours and parent inquiries. Teachers speak highly of this role and value the ongoing support provided for students and staff members. Strong levels of satisfaction with the school's behaviour processes are continuing to emerge.

**The school's leadership team and teaching staff members express a growing commitment to implementing curriculum units aligned to the expectations of the Australian Curriculum (AC).**

Teachers articulate that they predominantly engage with Curriculum into the Classroom (C2C) units to plan for and deliver learning experiences to students. Year level teams support the process of planning curriculum units through predominantly informal meetings. Teaching staff members describe varying levels of reference to, and understanding of, the achievement standards and content descriptions of the AC in these planning processes. School leaders acknowledge the need to build teacher and school leader knowledge of the AC through the provision of further collaborative planning time, making reference to the achievement standards and content descriptions as a key aspect of the planning process.



**School leaders clearly recognise that highly effective teaching is a key for successful student learning.**

The school has recently reviewed the pedagogical framework that identifies the specific signature practices expected in all classrooms and expresses the need for teachers to know the curriculum and their learners. Teacher understanding of the content of this framework varies with some indicating the need for ongoing support to strengthen their capability to effectively implement high-yield strategies. School leaders recognise a need to develop a deeper understanding of consistent practices for the teaching of reading through the effective implementation of this framework.

**School leaders and staff members express the belief that all students are capable of learning successfully when motivated and provided with appropriate support.**

There is an expectation that teachers will plan for and deliver differentiated learning experiences for students. Learning groups are formed in classrooms to support student learning where targeted instruction is delivered by classroom teachers. Planning for differentiation is currently variable with the establishment of a commonly agreed way for documenting differentiation planning yet to occur. Members of the leadership team express a commitment to supporting teachers in developing their repertoire of practice in effectively differentiating for the range of learners in their class.

**The school's leadership team is committed to working with staff members to enhance the school's inclusive practices.**

A range of mechanisms is enacted to support the learning of students with disability. Students in lower quartiles of disability are primarily supported in their classroom learning by their teachers who endeavour to make reasonable adjustments to support their learning. Students identified for more significant adjustments are frequently supported through a withdrawal model with an Additional Support Teacher (AST). School leaders and staff members are working to clearly define and implement strategies to enhance the school's inclusive education practices. Support for a whole-school approach for students with disability and other students with diverse needs is currently emerging with further time required to embed agreed practices.

**Staff members articulate a strong level of commitment to the school's improvement agenda.**

The Explicit Improvement Agenda (EIA) is focused on improving levels of student engagement and achievement. Discussions with most staff members indicate that their knowledge of the range of strategies to be implemented is variable. The principal acknowledges the need to collaborate with teachers to define the agreed practices relating to the EIA and what this looks like in their classrooms. Opportunities for school leaders to regularly monitor the implementation of the EIA to promote consistency of practice are emerging as a key part of their work with teaching staff members.



**The school values diversity and this understanding is reflected in the development of a school-based Reconciliation Action Plan (RAP).**

Significant work with the Indigenous culture is supported by a Community Education Counsellor (CEC) who facilitates activities to embed Aboriginal and Torres Strait Islander perspectives. The CEC, supported by a number of dedicated staff members and parents, organises student wellbeing and parent engagement through a range of programs including Tucka-Time, Wearable Art program, Indigenous choir, hearing and vision clinics, Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP) competition, and Solid Pathways program. A wellbeing support team identifies additional support strategies to increase student social and emotional wellbeing and learning.

**School leaders, teachers and other staff members demonstrate a high level of commitment to continuous professional learning.**

Occasions to work beyond the school are offered to enhance teacher capability and leadership development. Teachers are provided with opportunities to facilitate professional learning experiences at conferences and to share best practice from attendance at Professional Development (PD) with other school staff. School leaders have developed professional relationships with other local schools and contribute to a range of networks. The school is an active participant in the Fantastic Four cluster in the suite of professional activities offered, that includes two staff PD days, cluster conference, instructional leadership development and teacher moderation.

**The school is highly regarded by parents and members of the broader community.**

These stakeholder groups speak positively of the school's leadership team and the work of school staff in actively promoting partnerships within the community. Over time the school has established strong links with a range of community organisations that add value to the learning and wellbeing of students. The ongoing commitment of school staff is apparent in the broad range of positive comments from all stakeholders. This is reflected in the high levels of satisfaction expressed in the 2018 School Opinion Survey (SOS) data.



## 2.2 Key improvement strategies

Build teacher and school leader knowledge of the AC through collaborative planning of curriculum units, making reference to achievement standards and content descriptions as a key aspect of the planning process.

Embed the school's revised pedagogical framework and ensure it is considered in curriculum planning processes and consistently implemented in relation to the teaching of reading.

Establish a differentiation planning process to assist teachers in developing their repertoire of practice to effectively differentiate for the diverse range of student learners.

Clearly define and implement strategies to ensure that the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

Collaborate with teachers to define the agreed practices relating to the EIA and what this looks like in their classrooms, and regularly monitor implementation to promote consistency of practice.