

Heatley State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Heatley State School** from **28 to 30 March 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified to prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

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|---------------|---------------------------------------|
| Len Fehlhaber | Internal Reviewer, SRR (review chair) |
| Kim Kelly | Internal Reviewer |
| John Wessell | External Reviewer |

1.3 Contributing stakeholders

Consultation



Total of 159 interviews



11 community members and stakeholders



59 school staff



61 students



28 parents and carers

1.4 School context

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| Indigenous land name: | Wulgurukaba We acknowledge the shared lands of the Wulgurukaba nation and the Wulgurukaba people of the Wulgurukaba language region. |
| Education region: | North Queensland Region |
| Year levels: | Prep to Year 6 |
| Enrolment: | 452 |
| Indigenous enrolment percentage: | 52% |
| Students with disability percentage: | 18.5% |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 862 |

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **17 to 19 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 862 and the school enrolment was 531.3 with an Indigenous enrolment of 40% and a student with disability enrolment of 13%.

The key improvement strategies recommended in the review are listed below.

- Build teacher and school leader knowledge of the Australian Curriculum (AC) through collaborative planning of curriculum units, making reference to achievement standards and content descriptions as a key aspect of the planning process. (Domain 6)
- 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. (Domain 8)
- Establish a differentiation planning process to assist teachers in developing their repertoire of practice to effectively differentiate for the diverse range of student learners. (Domain 7)
- 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. (Domain 7)
- Collaborate with teachers to define the agreed practices relating to the Explicit Improvement Agenda (EIA) and what this looks like in their classrooms, and regularly monitor implementation to promote consistency of practice. (Domain 1)

2. Executive summary

2.1 Key affirmations

Students, parents and staff proudly describe a sense of community and belonging embedded.

There is a strong belief amongst staff members that all students are able to learn. Students comment that teachers and teacher aides explain things and help them to learn. Parents acknowledge the care and nurture provided by staff and express appreciation for the support provided. A genuine culture of care for students is apparent. Staff and leaders articulate that high levels of trust and mutual respect between colleagues exists. Culturally safe practices are highly apparent throughout the school.

A strong emphasis is placed on curriculum development and professional learning supported by participation in a strong network of schools.

Leaders see the development of staff capability as a key factor in creating an expert teaching team. The principal cultivates a strong cluster network, the Fantastic Four, with three local schools. Leaders explain how this network provides valuable learning opportunities for principals, middle leaders and teachers. Teachers value moderation and professional learning opportunities with peers from other schools and speak positively of the benefits the Fantastic Four network provides them.

Teachers create opportunities for monitoring trends and celebrating progress and success.

Staff express the joy and satisfaction they have for the successful learning of their students. Staff are committed to ensuring students are prepared and ready to engage in learning. The leadership team and teachers utilise school-wide collection and analysis of purposefully collected and analysed data to support and enhance student learning.

Strong partnerships that support positive outcomes for students have been developed.

Partnerships are established to address identified student needs, with external local businesses and community organisations including the North Queensland Cowboys, allied health services, The Smith Family, Deadly Choices, other education institutions and the Early Childhood Education and Care (ECEC) service, Lady Gowrie Kindergarten. All partners are committed to the common purposes and goals of partnership activities and have a clear purpose of improving outcomes for students. A strong partnership with the North Queensland Cowboys has been strategically established to address identified student absences.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop processes that strengthen the cohesion of the leadership team and provide clarity of purpose, define leadership actions and strengthen capability to aspects of the improvement agenda.

Domain 3: A culture that promotes learning

Collaboratively review school-wide behaviour support processes, including Positive Culture for Learning (PCL), to improve consistency of expectations that leads to improved student engagement in learning.

Domain 7: Differentiated teaching and learning

Review the vision for, and shared beliefs and understanding of, inclusive practices to enhance staff confidence in adjusting teaching and learning to meet the needs of all students.

Domain 5: An expert teaching team

Implement an instructional leadership model to build capability across a range of roles to lead aspects of the improvement agenda.

Domain 8: Effective pedagogical practices

Collaboratively determine an agreed suite of pedagogies for school-wide implementation to strengthen consistency of practice and enhance student engagement.