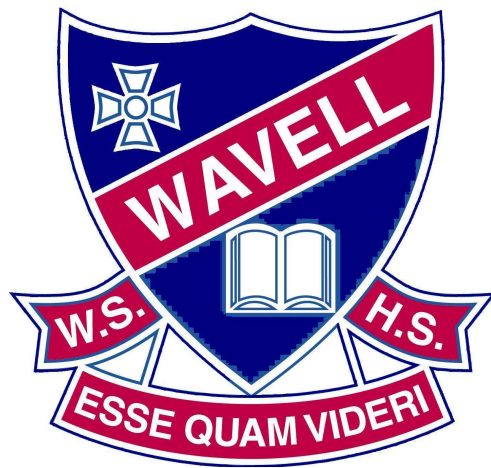


WAVELL STATE HIGH SCHOOL



School Annual Report 2005

June 2006

Introduction:

This is the Annual Report 2005 for Wavell State High School.

The Report provides information to Education Queensland and members of the school community on the achievements in 2005 of our school against the systemic and school priorities which were outlined in the Annual Operational Plan for 2005.

This report has been endorsed by:

Signed by:

*Greg Rodgers
(President of P & C Association)*

Dated:

Signed by:

*Ralph Hunter
(Chair of Wavell State High School – School Council)*

Dated:

and

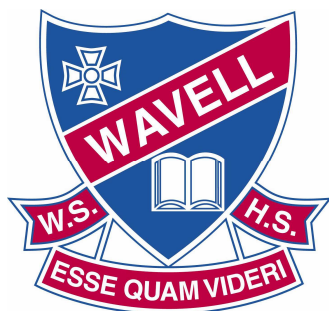
Signed by:

*John O'Connor
(Principal of Wavell State High School)*

Dated:



WAVELL STATE HIGH SCHOOL



ANNUAL SCHOOL REPORT FOR 2005

This report provides parents and members of the school community with information about the school's activities and performance over the past Year. It highlights our strengths and identifies certain areas for development and improvement during 2006.

The School Annual Report is a public document required for school and Education Queensland's accountability and improvement purposes. It provides valuable information for Education Queensland and members of the school community on the achievements of our school against declared systemic and school priorities, as outlined in our 2004 Annual Operational Plan..

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SCHOOL PROFILE

Location and Characteristics

Wavell State High School is situated between Wavell Heights, Kedron and Chermside in a residential environment. There are five street entrances to the school: Telopia Avenue, Boothby Street, Childers Street (West), Childers Street (East) and Brae Street. The school backs on to Edinburgh Castle Road and is seven kilometres from the central business district. It is within walking distance of Shaw Park which provides additional sporting facilities for the school.

The school is very highly regarded in the community and was recently named by the Australian Newspaper as being one of the 40 most excellent schools in Australia 2004.

Wavell caters for Years 8 to 12 in a coeducational environment with classes that are generally not ability grouped. It aims to have class sizes of approximately 28 in Years 8 - 10, and 25 in the senior school. Enrolments are accepted from a wide geographic area and recently a survey indicated that students travelled to Wavell from 95 Brisbane suburbs.

There is a well provided Library/Resource Centre with excellent computer-based assistance. There is good computer access to students and in 2005 there were 5 students to each computer in the school. This compares favourably with the goal of Education Queensland.

The school has five computer laboratories and all are connected to the internet. All Departments are presently trialing the concept of the use of single computers and data projectors in classroom teaching. All classrooms in our teaching blocks have fibre optic links to our network and to the internet. Computer facilities are constantly being upgraded and expanded.

The school has one large oval and a smaller one, with the capacity to cater for a wide range of sporting activities and has recently acquired an indoor Sports Hall which caters for basketball, volleyball, netball and gymnastics.

The grounds around the buildings have been extensively landscaped and work continued between buildings in 2005.



SCHOOL FEATURES

Enrolment

The enrolment was 1357 students in the February 2005 census and 1356 on Day 8 of 2006. There was a gradual decrease in enrolment in the 1990's but enrolment started to increase again in 2001. For 43 students, a language other than English is spoken at home and more than 41 ethnic groups are represented. We had 67 Aboriginal and Torres Strait Islander students and these were supported by a part-time Community Education Counsellor. 226 students have an overseas cultural background. Enrolments are anticipated to stabilise at about 1350 due to an Enrolment Management Plan that was implemented in 2003.

Staffing

In 2005, the school was staffed by 87 teachers including the Principal, three Deputy Principals, twelve Heads of Department and a Guidance Officer. A Registrar heads a support, ancillary and maintenance staff of 46. Volunteer staff make an invaluable contribution to the canteen, book and clothing shops, library and as tutors in the Wavell Enrichment Program. The expertise of the staff covers the full range of needs. It is generally a mature-aged staff with a great deal of school-based experience. This is important in the retention of the traditional standards and values of the school.

Councils and Committees

The strategic planning of the school was undertaken by a School Council which consists of the Principal, P & C President, five parents, five staff and two students. The P & C Association was active and operated sub-committees in the areas of Music, Dance, School Shops, Functions and Grounds. The school community has strongly endorsed the concept of school-based management.

The staff has a variety of sub-committees and committees which provide advice and recommendation to both the School Council and the Principal. The students have an active Student Representative Council which organises activities in the school and has a representative attend P & C meetings.

The school has a strong history of consultation with the community. It was involved in the trial stage of School Advisory Councils and Interim School Councils. The Council was established in 1998 and continues to flourish.

Educational Program

• Timetable

In 2005 the school maintained the organisational structure of 20 lessons per week with each lesson of 70 minutes duration. The Years 8-9 students had a separate assembly from the Years 10-12 students.

• Assessment and Reporting

School assessment is a continuing process and includes assignments, progressive tests and formal block exams. Reporting is done on a formal basis twice per semester and parents are invited to the school once per semester for parent/teacher interviews. A group of Heads of Department

(HODs) presented some preliminary information on assessment and reporting of Outcomes in Years 8 to 10 to the Principal, Deputies and other HODs at a management forum. Detailed attendance printouts are issued to parents 4 times per year with reports. All new students (except Year 8), repeating students, or students causing teacher concern, underwent a Performance Review in March and April. Senior students were expected to receive positive performance reviews. Form teachers are involved in a continuous academic monitoring program for each student in their form class.

Co-curricular Activities

The school has a strong commitment to the overall development of students and provides an extensive extra-curricular school life for them. This occurs through our sporting, cultural and social programs. All students are encouraged to find an area of excellence inside themselves and foster it through the formal curriculum or co-curricular activities.

Students have opportunities through the Performing Arts program where Music, Drama and Dance are on offer. The Stage and Concert bands participate in local and inter-state competitions. Sport has a high priority within the school and Wavell is well known for its excellence in Rugby League, Hockey, Basketball and Vigoro. In each of these sports, the school has dominated at both Metropolitan and State levels and even at a National level in Rugby League.

There is a school dance in Semester I and the Senior year is capped by a Pre-Formal at the school and Formal at the Hilton Hotel. At the end of 2005 there was a Graduation Breakfast featuring Wayne Swan, a prominent Federal politician in the local area.

Students have camps at two stages of their secondary education, Year 8 and Year 11. Many departments have an excursion program which gives students practical experience associated with their academic work. This year we accepted 15 Japanese students from Tokyo for a two week stay at the school. This visit has important cultural significance for our students as well as the Japanese students.

Curriculum Offerings

In 2005, Year 8 students had experience in each of the Eight (8) Key Learning Areas (KLA). In Years 9 and 10 students did a core program from the English, Maths, Science, SOSE and HPE KLA's, and a choice of electives which included subjects from Technology, The Arts and LOTE. In Years 11 and 12 students chose a program from 31 Queensland Study Authority (QSA) subjects and 14 QSA Registered subjects – eight of these included vocational competencies. The school has been issued with registration for 8 vocational training areas within which we are permitted to provide vocational programs. These areas include Furnishing, Engineering, Process Manufacturing, Hospitality, Business Services, Information Technology, General Education and Training and Childcare.



The school has a vigorous School Based Apprenticeship and Traineeship (SAT) program where over 32 students were signed up in 2005, while an additional 13 students continued their SAT into Year 12.

Most Year 11 students undertook a 5 day work experience program and many senior students are taking programs where they are required to take up work placements on a structured basis. Ongoing work experience is provided to students in the Special Education Unit.

Student Welfare

A copy of the Behaviour Management Plan is available to members of the school community upon request. The school produces a Prospectus, Year 9/10 Curriculum Book and Year 11/12 Curriculum Book. These inform students of the rules, procedures and curriculum offerings in the school.

There is an anti-bullying policy and students are made aware of the procedures to address bullying. This is a special concern for parents and the school has an active interest in this area.

A new purpose-built SEU opened for operation at the commencement of Term 2. The unit has two classrooms, a life-skills area, a teacher resource room and HOSES office. The extra space has allowed SEU staff to expand their learning programs with the introduction of a modified science/SOSE curriculum for ascertained students in Years 8, 9 and 10.

Establishing post-school pathways for senior students with disabilities is a vital role of the SEU. All students in Year 12 and one student from Years 10 and 11 spent one day/week in work experience placements for the whole year. An evening with Centrelink was held in October to inform parents of post school options and feedback from parents/caregivers was very positive.

The Enrichment Centre provided support for the younger students with learning difficulties. The centre has an enthusiastic band of 25 generous volunteer tutors, the services of a teacher-aide and two lessons a week of teacher assistance. A HOD and 2 teacher aides assisted the 33 students in the Enrichment Centre at Wavell.

The Student Representative Council has the capacity to raise matters of concern for consideration of the Principal, P & C Association or School Council. Students have two representatives on the School Council. There were 67 Aboriginal and Torres Strait Islander students and these students were encouraged by a part-time Community Education Counsellor. Visits to tertiary institutions, career expos and places of interest to young aboriginal students were arranged for these students. Students have also had the assistance of a school nurse in the school for two days per week as well as a School Chaplain who works in the school three days per week.

Student Leadership is highly valued and encouraged at Wavell. Students from Year 12 had opportunities to lead as School Captains, Prefects and House Captains. All students had opportunities for election to class captaincy and the Student Representative Council. As well as this, captaincy of sporting teams is regarded highly and all positions are determined in a

democratic manner. In 2005, the position of student leaders was introduced into Year 9.

Staff Welfare

All teaching staff meet with the Principal twice a month. The Heads of Department meet with members of the Administration twice a month to discuss the management of the school. Staff members have the opportunity to join any number of the three sub-committees which operate in the school. These sub-committees form the basis of advice to the Principal and the School Council. The staff has five representatives on the School Council. The school made a substantial allocation of \$20,000 in 2004 for the professional development of the staff.

The major emphasis was on:

- Learning technology.
- Catering for individual needs.
- Small group Professional Development.
- Assessment and reporting.
- Literacy.
- Systemic needs.
- Behaviour Management.
- ETRF.
- Middle Schooling.

P & C Association

The Association meets monthly and supports the school financially. Members have the opportunity to join the school sub-committees and the school budget is developed co-operatively. The Association has a number of active sub-committees with support groups for the Music program and also the Dance program. There is a Shops Committee which oversees the operation of the Canteen, the Bookshop, and the new and the second-hand Uniform Shops. A Functions Sub-committee catered for a number of the school functions throughout the year and then donated the profits to a worthy section of the school community. There were five parent representatives on the School Council.

School Council

There has been extensive experience in collaborating with the school community. From 1994-1997, the school was part of a state-wide trial for a School Advisory Council, and in 1997-1998, converted this to an "Interim School Council". In April 1998, the Director General of Education approved a School Council in the school. This year there are fourteen members, including the Principal, the P & C Association President, five staff, five parents and two students.

The function of the Council is to:

- Monitor the strategic direction of the school
- Approve plans and school policies of a strategic nature and other such documents
- Monitor the implementation of plans, policies and documents of a strategic nature
- Advise the Principal about strategic matters.



The Council provided a three year strategic direction through the “Partnership Agreement 2001-2003”. It has monitored each of the Annual Operational Plans so that it conformed with this “Partnership Agreement”. The Principal has a responsibility to advise the Council of the implementation of the Plan and obtain approval for any plans or policies of a strategic nature. The Council also analyses each Annual Report and gives strategic advice to the Principal in regard to the next Annual Operational Plan.

In 2003, the Council approved a Partnership Agreement for 2004 – 2006. This has placed a special emphasis on the changes to be developed through the consultation with the Council, parents and teachers. It has also been developing a document “Wavell State High School Council Strategic Direction – 2005 & Onwards.” In 2005 the Council commissioned two surveys, one for Year 8 parents and another for Year 12 students. These surveys were developed to gain greater insight into Wavell parents and students.

CAPITAL WORKS

Secondary Schools Renewal Project

The school recently completed a capital works program of three million dollars through the *Secondary School Renewal Program*.

The program aims as defined by the school were:

- Improved working conditions for teachers and students.
- More flexible classrooms, laboratories and workshops with ready multiple access to learning technology.
- Complete computer cabling to all teaching blocks.
- Facilities for introduction of Schools of Excellence in Music, Drama, Rugby League and Hockey.
- Refurbishment of the administration block.
- Improved entry into the school.

In 2005, the following was achieved:

- The installation of a Special Education Unit adjacent to J Block.
- The replacement of three (3) asbestos roofs in B, E and F Blocks.
- Approval of \$19,000 from the Federal Government for architectural work to draw up plans and specifications for a refurbishment of the school Library.

ANNUAL HIGHLIGHTS FOR 2005

ACADEMIC:

- Tourism is offered for the first time in the Senior School curriculum.
- Two High Distinctions, seven Distinctions and fifteen Credits in Australian Chemistry Quiz.
- Ten Year 10 Students in Siemens Science Experience.
- Four Year 10 AAP students obtain CSIRO 'Silver Crest Award' and twenty-three Year 9's obtain 'Bronze Crest Award' in Science.
- Six 'Ascertained' students obtained Academic Awards.
- Break through with SAT's in the Electrical area. Two Year 12's signed up with Electro Group.
- Two Distinctions and one Credit in Australasian School Computer Skills Competition.
- Thirteen students graduated with a Certificate III Children's Services.
- Five High Distinctions and forty-one Distinctions in Australian Maths Competition.
- Two Distinctions in Mathematics Challenge.
- Year 12 student obtains a Distinction in Accounting First Year at QUT.
- Nine students with VHA in Year 12 Senior English.
- One Distinction and three Credits in Australian Schools Writing Competition.

SPORT:

- Four Open Rugby League students in Queensland Schoolboys team.
- Nine Open Rugby League female students representing Australia Under 20.
- Year 8 Rugby League wins Steve Renouf Cup (South East Queensland championship).
- Year 10 Rugby League wins Metropolitan championship.
- A Grade named Premier Rugby League team in Brisbane.
- Boys Under 14 Rugby Union South East Queensland Premiers.
- Year 10 Boys Touch – Metropolitan champions.
- Boys Metway Cup Hockey zone semi finalists.
- One Hockey female student in Queensland Under 16 and another in Australia Under 21.
- Year 8 Boys Hockey – Metropolitan champions.
- A Grade Girls Hockey – Metropolitan champions.
- Two Year 11 students in Australian Under 16 Indoor Cricket team.
- Keren House wins all three Interhouse competitions.
- Nine students represent Queensland schools in Australian Schools championships.
- Australian Representatives in: Taekwondo (1); Girls Rugby League (9); Judo (1); Indoor Cricket (2); Softball (1); Girls Under 18 Touch (1).
- Runners up in South East Queensland Fishing Competition.
- District Champions in Cross Country.
- Two students in Queensland Athletic championships. One student obtains a Silver medal and a place in the Queensland team.

CULTURAL:

- Modern History Year 12 students Trudy Adams and Kyle Hunter speak at 'Battle for Australia' commemoration in George Street.
- Two week visit from Japanese students from Nuagata Shogyo High School – billeted by Wavell parents.
- Year 10 German class visit to German Restaurant on Sunshine Coast.
- Nick Earls – Writer in residence for one week for 40 of our students.
- Bell Shakespeare Company visit for all Year 10 – 12 students.
- Grin and Tonic Company performs Shakespeare for Year 11 – 12 students.
- Odyssey play for Year 8 students.
- Poet Myron Lysenko performs and holds workshops for Year 8 students.
- Wavell hosted Pierre De Courbetain Awards in 2005.
- A Year 8 student came second in ETAQ Children's Picture Book competition; two Year 8 students were highly commended.
- School Musical "The Wiz".
- Australian Academy of Music Festival' – Stage Band obtains second place.
- Dance and Drama School productions.
- Dance Extravaganza – Caboolture.
- Instrumental Music –
 - Camp
 - Entertainment prior to Broncos vs St George Rugby League match
 - Jazz in Mall
 - Nundah Street Festival
 - Entertainment at RNA
- Drama group highly commended at Queensland Arts Theatre School Festival.
- Year 11 student selected for QUT Theatre Summer School.
- Drama workshops with Zen Zin Zo, guest artists and Australian Acting Academy.
- Multicultural Festival at the school.
- Indigenous student participation in Harmony Day at Marchant Park.
- Brisbane winner of male solo vocalist to Year 12.
- Youth of Year award and City Lord Mayoral trophy in Queensland Youth Music awards.

EXTRA CURRICULUM:

- Social Science trip to New Zealand – 28 students and 3 teachers.
- Year 12 Modern History excursion to Canberra.
- Senior Geography trip to Downfall Creek, New Farm, Maroochydoore.
- Tourism trip to Redcliffe.
- Hospitality teachers and students cater for all major school functions.
- 2004 Business student gains Cadetship with Price Waterhouse Coopers Accounting firm.
- 2004 Year 12 student wins QUT Corporate Partners in Excellence Scholarship.
- Two Year 12 students selected to participate in Australian Business Week at QUT.
- Year 10 student placed third in Courier Mail Literacy competition.
- Three teams (out of 8) makes semi-finals of QDU competition.
- Fourteen Year 8 Debating teams in inter-form competition.
- Literary dinner attended by sixty-five students and parents.
- Two Year 12 students represent school in 'Science in Parliament.'
- AAP Symposium – independent research reports.

SCHOOL ANNUAL REPORT (2005)

This document takes into account a number of other planning processes including:

- 2004 – 2006 Partnership Agreement.
- School Council plans for 2005 and beyond.
- School planning process (internal).
- Targets for 2004 – 2006 from Destination 2010 Program (Education Queensland).
- Annual Operational Plan 2005.

The Annual Report provides an account of the school's performance in 2005.

This becomes a formal document for Wavell State High School and forms part of both an agreement and accountability to:

- Executive Director (Schools) Brisbane North
- The Wavell School Community
- The Wavell P & C Association
- The Wavell School Council

2005 REPORT ON SYSTEMIC GOALS

GOAL 1: *LEARNING – Implementing a Learning Framework to Prepare Students for Living In a Complex, Multi-Cultural Networked Society*Curriculum:

- Arts KLA and Technology KLA were introduced into the junior curriculum and all KLA's were reviewed to ensure there were opportunities for indepth learning. New subjects - Science21, Tourism, Extension Biology (a University subject) and Certificate III in Children's Services were introduced into Year 11 and 12's curriculum. Seven subjects implemented new syllabuses into the senior curriculum.
- SET Plans were re-trialled and the school is now in a good position to introduce the 2006 Year 10 students to the new QCE system. Students have all been registered for their 'Learning Accounts.' Further advances were made in the middle school by initiating more extensive activities, leadership positions, reward system and an adoption of 'Values Education.'
- Parent/teacher contact was expanded to the extent where it may need to be cut back, particularly in Year 8. Most parents seem well satisfied with the amount of school contact time available to them.
- The Science department has enthusiastically embraced the Science Smart State initiatives particularly through the introduction of Science21, a University Biology subject and entry into the Government's Minerals and Energy Academy. This Academy will permeate into our senior curriculum in 2007.
- The attendance of students improved through the new structures in 2005. These structures will continue in 2006 but a 'Performance Intervention Program' has been created to further support this.



Academic Results:

A summary of a selection of academic results in 2005 and comparisons with previous years are as follows:

(i) Results summary of Year 12 OP eligible students 1996 – 2005

YEAR	No. of OP eligible	%OP 1 - 5	% OP 6 – 10	%OP 11-15	%OP 16-20	%OP 21-25
1996	178	10	22	32	19	17
1997	158	8	21	32	23	15
1998	170	14	18	28	26	15
1999	174	10	24	28	26	12
2000	160	8	27	32	24	9
2001	149	17	27	23	21	12
2002	113	10	28	27	24	11
2003	138	8.7	18.1	34.5	18.8	19.6
2004	113	11.5	19.5	23.9	23.9	21.2
2005	132	9.8	25.8	28.0	25.8	10.6

64% of eligible OP students obtained an OP 1 – 15. This indicates that a significant percentage of students are remaining in academic programs when a change to a vocational course would be more appropriate.

(ii) Queensland Core Skills (QCS) Test Results Summary 1995 – 2005

Year	No. OP eligible	%A Wavell	State %	%B Wavell	State %	%C Wavell	State %	%D Wavell	State %	%E Wavell	State %
1995	207	15	17	41	34	35	38	7.7	10	1.09	1.1
1996	178	11	15	37	29	36	38	15.2	14.2	1.1	4.2
1997	187	7	14	31	30	34	33.9	21.4	17.8	6.4	4.0
1998	170	14	16	32	32	37	36.1	17.8	15.4	-	0.8
1999	171	9	16	33	31	42	35.9	15.2	15.7	-	0.8
2000	167	10.8	14.1	28.7	28	49.7	34.9	9.6	20.9	1.2	2.2
2001	149	18.1	14.3	35.6	28.1	27.5	34.9	18.1	20.8	-	1.8
2002	113	11.7	13.7	28.3	28.1	40.8	35.0	19.2	21.5	-	1.7
2003	137	8.8	16	27	30.7	43.1	35.9	21.2	16.9	-	0.6
2004	113	15.2	15.6	25	27.7	33	34.4	25.9	20.6	0.9	1.8
2005	133	8.3	14.3	28.6	28.0	42.1	35.3	20.3	20.9	0.9	1.5

An interesting result was the improvement of male students (46.1% A's and B's) as opposed to female students (28% A's and B's). This is quite the reverse of the data prior to 2005.

(iii) Tertiary Entry Results 1997 – 2005

Year	No. of students	No. of QTAC applicants	No. given offer	No. with 1 st preference	No. with 2 nd preference
1997	218	138 (63%)	127 (92%)	60 (47%)	25 (20%)
1998	249	143 (57%)	135 (94%)	61 (42%)	33 (23%)
1999	226	155 (69%)	143 (92%)	86 (55%)	30 (20%)
2000	212	132 (62%)	122 (92%)	65 (53%)	33 (27%)
2001	214	131 (61%)	123 (94%)	64 (49%)	27 (21%)
2002	187	91 (49%)	77 (85%)	24 (27%)	19 (21%)
2003	n/a	n/a	n/a	n/a	n/a
2004	209	82 (39%)	76 (93%)	37 (49%)	16 (21%)
2005	213	104 (48.8%)	103 (99%)	67 (64.4%)	21 (20.2%)

Having 84.6% of students obtaining first or second preference speaks very highly for the guidance that these students receive at the school.

(iv) Overall Levels of Achievement

The school has consistently had about 80% of all student subjects in the school rated at a Sound level of Achievement or above since 1998. The figures for Semester I and II in 2005 are as follows:

Semester I 2005													
Year	VHA	%	HA	%	SA	%	LA	%	VL	%	NR	%	Total
8	452	16	1157	40	973	34	255	9	46	2	10	0	2893
9	337	14	905	37	842	35	260	11	64	3	23	1	2431
10	235	15	564	35	566	36	181	11	28	2	17	1	1591
11	85	6	448	30	601	40	272	18	62	4	17	1	1485
12	97	7	369	28	516	40	246	19	45	3	29	2	1302
All	1206	12	3443	35	3498	36	1214	13	245	3	96	1	9702

The percentage of results with an SA or above is 83% which is 2% higher than previous years.

Semester II 2005													
Year	VHA	%	HA	%	SA	%	LA	%	VL	%	NR	%	Total
8	462	16	1132	39	919	31	330	11	59	2	28	1	2902
9	334	14	936	39	785	33	245	10	81	3	9	0	2381
10	240	15	550	35	573	37	165	11	27	2	11	1	1555
11	76	5	420	29	625	43	249	17	57	4	19	1	1427
12	93	7	377	27	596	42	267	19	63	5	--	--	1396
All	1205	12	3415	35	3498	36	1256	13	287	3	67	1	9661

Again 83% of results were at an SA or above.

Conclusion: The results from (i) – (iv) indicate that:

- The plan to increase the OP 1 – 10 group and decrease the OP 16 – 25 group appears to be working.
- QCS A – C results are consistently in line with the State average.
- Students achieving SA or above in subjects is increasing.

Ascertainment and Appraisement:

In 2005 the school had 38 ascertained students. Students who are ascertained Intellectually Impaired and Autistic Spectrum Disorder are supported by the Special Education Unit which is staffed by a HOSE, 4 teachers and 5 teacher aides.

Students in the Special Education Unit are included in mainstream classes. However most students are enrolled in one fewer subject and substitute this subject with withdrawal time in the SEU.

Students in other disability areas are also supported by the SEU as well as the Advisory Visiting teachers for that particular disability.

Appraised students are supported in smaller sized modified curriculum classes for Years 8 to 10 in English, Maths, Science and Social Science. In Year 8 these students are supported in basic literacy and numeracy by a tutor intervention program for two 70 minute lessons per week.

The table below indicates ascertained students enrolled at Wavell SHS in 2003, 2004 and 2005.

YEAR	ASD	II	VI	HI	PI	SLI
2003	12	7	2	3	1	3
2004	16	11	2	4	1	2
2005	17	11	0	4	1	5

- ASD - *Autistic Spectrum Disorder*
 II - *Intellectual Impairment*
 VI - *Visual Impairment*
 HI - *Hearing Impairment*
 PI - *Physical Impairment*
 SLI - *Speech & Language Impairment*

Enrolments, Completion Rates and Attendance:

Enrolment: The school has had a population of more than a thousand students for most of its existence, with extended periods of increase and decrease. During the Eighties the population increased steadily, reaching a peak of 1740 in 1991, when Wavell was the third largest government secondary school in Queensland. It declined to 1070 in 2000 but has steadily increased to 1356 again since then. Year 8 enrolments during the past few years have increased to about 300 in 2002, 2003, and 2004. Wide curriculum offerings in the Senior School continue to attract extra students for these year levels. The school draws a number of students from outside its recognised 'feeder' area, as well as students from non-government schools. A good deal of effort goes into advertising what the school offers, especially through our annual



Sunday afternoon Open Day, visits of prospective parents and students to the school throughout the year, as well as visits by Wavell staff to feeder primary schools and mailings of enrolment materials to families of prospective students.

The enrolment figures since 1995 are as follows:

YEAR	8	9	10	11	12	TOTAL
1995	273	278	274	289	317	1431
1996	275	283	291	281	277	1407
1997	269	273	284	277	232	1335
1998	207	260	249	259	256	1231
1999	205	200	251	245	237	1138
2000	187	212	204	238	221	1062
2001	230	202	231	222	235	1120
2002	247	242	212	249	205	1155
2003	300	275	258	226	229	1288
2004	315	288	263	259	211	1336
2005	293	312	267	262	223	1357
2006	258	296	299	267	236	1356

Due to a limitation of accommodation, the enrolments at the school in 2005 - 2006 have been restricted to just over 1350 students.

An "Enrolment Management Plan" has been developed and this will guide the enrolment of students at the school in the years to come.

In 2004, 2005 and 2006, the targets for the various year levels, has been as follows:

YEAR	8	9	10	11	12	TOTAL
2004	295	300	260	235	215	1305
2005	300	300	280	240	220	1340
2006	270	290	305	250	240	1355

It is intended to re-assess this situation in 2006 with Education Queensland. The school has kept quite close to its original targets.

Completion Rates: Education Queensland has a target to increase completion rates to Year 12 from 68% in 1998 to 88% in 2010. The present "apparent" progression rates in Wavell are quite high and well in excess of State and "Like School" benchmarks.

YEARS	STATE	LIKE SCHOOLS	INDICATOR MEASURE	WAVELL
93 - 97	70.8%	74.5%	Yr 8 (1993) to Year 12 (1997)	89.2%
94 - 98	71.7%	73.9%	Yr 8 (1994) to Year 12 (1998)	91.0%
95 - 99	75.6%	no information available	Yr 8 (1995) to Year 12 (1999)	86.5%
96 - 00			Yr 8 (1996) to Year 12 (2000)	77.5%
97 - 01			Yr 8 (1997) to Year 12 (2001)	79.5%
98 - 02			Yr 8 (1998) to Year 12 (2002)	95.2%
99 - 03			Yr 8 (1999) to Year 12 (2003)	104.5%
00 - 04			Yr 8 (2000) to Year 12 (2004)	107%
01 - 05			Yr 8 (2001) to Year 12 (2005)	97%

This data indicates a number of trends:

- Wavell has a high completion rate at Year 12, a low drop out rate, and the apparent retention rate is well above State average.
- ATSI students are completing their courses.

It is the opinion of the school that this completion rate is influenced by the excellent pastoral care program, a comprehensive academic and vocational curriculum and an extra-curriculum program which provides strong incentives for students to remain at school. This extra-curriculum program has large components of Sport and Performing Arts. An increase in specialisation in these areas has produced not only increased enrolments but also even higher progression and completion rates.

Attendance: Attendance rates have been measured at Wavell since 1999 as the rate of unexplained absences. The data is as follows:

Average unapproved absences per student						
Year	Year 8	Year 9	Year 10	Year 11	Year 12	Total
1999	5.4	12.9	10.7	12.4	15.1	11.3
2000	7.0	14.0	14.0	9.0	11.0	11.0
2001	8.5	13.4	16.4	15.5	14.5	13.7
2002	7.2	12.8	14.9	13.3	13.4	12.2
2003	11.3	13.1	13.2	12.5	14.9	12.9
2004	8.6	12.8	14.0	12.6	15.4	12.5
2005	7.0	9.7	11.1	11.8	13.7	10.4

There has been an encouraging drop in unexplained absences of about 20%.

All absences (explained and unexplained) compared to State and Like School means :

Year	State Mean	Like School Mean
1998	14.98	15.17
1999	15.61	14.56
2000	16.12	16.46
2001	15.79	15.92
2002	15.83	15.69
2003	16.39	16.29
2004	16.68	16.20
2005	19.5	N/A

ATSI Students:

A major aim of Wavell is to improve the learning outcomes for all students including two particular target groups, namely Aboriginal and Torres Strait Islander students and Pacific Islanders. Normally we would have about 67 ATSI students enrolled and 102 Pacific Islanders. Many of these students are talented in the Sporting and Performing Arts areas.

The 'Schools of Excellence' have played an important role in providing two (2) beneficial effects for these students:

- Increasing their completion rates to Year 12.
- Providing a direct path to tertiary studies or a related industry.

The indigenous literacy and numeracy results for Semester I & II in 2005 were as follows:

SEMESTER I						
YEAR	SUBJECT	VHA	HA	SA	LA	VLA
8	LITERACY	0	2	11	1	0
	NUMERACY	0	3	9	2	0
9	LITERACY	0	4	5	4	0
	NUMERACY	3	3	7	0	0
10	LITERACY	0	0	4	2	0
	NUMERACY	0	3	3	0	0
11	LITERACY	0	0	4	2	1
	NUMERACY	0	1	5	1	1
12	LITERACY	0	1	8	3	0
	NUMERACY	0	1	7	4	0

SEMESTER II						
YEAR	SUBJECT	VHA	HA	SA	LA	VLA
8	LITERACY	1	1	11	2	1
	NUMERACY	0	8	7	1	0
9	LITERACY	0	2	4	8	0
	NUMERACY	1	4	8	1	0
10	LITERACY	0	0	4	4	0
	NUMERACY	1	0	6	1	0
11	LITERACY	0	0	7	3	1
	NUMERACY	1	1	5	1	3
12	LITERACY	0	5	6	7	0
	NUMERACY	0	0	6	10	2

This indicates that about 21% of ATSI students are experiencing difficulties with literacy and numeracy. This compares to 39% in 2003 and 40% in 2004.

In Term IV, the school received a grant from ITAS to provide tuition for indigenous students. Six tutors were arranged to work collaboratively with classroom teachers to support these students. The program was a great success with students showing remarkable improvement in attendance (improvement of 60% in junior school and 50% in senior school) and academic achievement with improvements of academic level from LA – SA to SA – HA. These results far exceeded our expectations.

Learning Difficulties:

This school provides additional support for younger students with learning difficulties. The Wavell Enrichment Centre has an enthusiastic group of volunteer tutors, the services of a teacher aide and two lessons per week of teacher assistance.



Four Special Needs teachers and three teacher aides for 72 hours per week assist the 29 students with impairments in the Special Education Unit.

The results of the students with learning difficulties who attend the Wavell Enrichment Centre are as follows:

2005 Semester I results for WEP

SUBJECTS	NO & % OF STUDENTS IN EACH LOA											
	VH		HA		SA		LA		VL		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
FOUNDATION ENGLISH	0	0	8	25	6	19	5	16	1	3	20	64
ENGLISH	0	0	2	6	9	29	0	0	0	0	11	35
FOUNDATION MATHS	0	0	6	19	5	16	0	0	0	0	11	35
MATHS	2	6	7	22	10	32	1	3	0	0	20	64
SCIENCE	0	0	0	0	15	48	11	35	5	16	31	100
GEOGRAPHY	1	3	1	3	8	25	6	19	1	3	17	54
HISTORY	0	0	2	6	6	19	5	16	1	3	14	45
COMPUTER SKILLS	0	0	13	41	10	32	8	25	0	0	31	100
HPE	0	0	3	9	22	70	5	16	1	3	31	100
HOME ECONOMICS	1	3	2	6	8	25	2	6	1	3	14	45
MANUAL ARTS	1	3	11	35	4	12	1	3	0	0	17	54
MUSIC	0	0	6	19	10	32	1	3	0	0	17	54
MEDIA	0	0	6	19	7	22	5	16	2	6	20	64
DRAMA	0	0	2	6	9	29	1	3	1	3	13	41
ART	0	0	1	3	4	12	6	19	1	3	12	38

2005 Semester II results for WEP

SUBJECTS	NO & % OF STUDENTS IN EACH LOA											
	VH		HA		SA		LA		VL		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
FOUNDATION ENGLISH	1	3	5	16	7	22	5	16	0	0	18	58
ENGLISH	0	0	1	3	8	26	4	13	0	0	13	42
FOUNDATION MATHS	2	6	4	13	4	13	0	0	0	0	10	32
MATHS	2	6	3	10	10	32	6	19	0	0	21	68
SCIENCE	0	0	3	10	9	29	15	48	4	0	31	100
GEOGRAPHY	0	0	1	3	11	35	2	6	0	0	14	45
HISTORY	1	3	2	6	5	16	8	26	1	3	17	55
COMPUTER SKILLS	0	0	7	22	17	55	7	22	0	0	31	100
HPE	0	0	6	19	18	58	6	19	1	3	31	100
HOME ECONOMICS	1	3	7	22	6	19	3	10	0	0	17	55
MANUAL ARTS	1	3	2	6	10	32	1	3	0	0	14	45
MUSIC	1	3	9	29	3	10	0	0	0	0	13	42
MEDIA	0	0	6	19	2	6	1	3	3	10	12	39
DRAMA	0	0	2	6	12	39	5	16	0	0	19	61
ART	1	3	6	19	6	19	5	16	0	0	18	58

These results are exceptional and reflect well on the team at the Enrichment Centre. 73% of those students are achieving at a Sound Achievement or above, compared with 83% of the normal school population. This is a great credit to the school and is highly appreciated by parents.



Report on Student Outcomes – Year 12 2005:

There is a requirement for Secondary Schools to report the 2005 senior results for the following columns of the Year 12 Outcomes Report as per Courier Mail , April 3, 2006.

Column	School Performance	Results
6	Total Senior Certificates awarded.	120
14	Percentage of OP eligible students with OP 1 – 15.	64%
15	Percentage of students with Senior Certificates and with VET qualifications.	20%
16	Percentage of students with Senior Certificates with OP eligibility or with VET qualifications.	78%
17	Percentage of QTAC applicants receiving an offer.	99%

Achievements and Outcomes for Goal 1 in 2005 –

Learning - Implement a learning framework to prepare students for living in a complex, multicultural networked society.

Goal	Performance Target 2004 to 2005	Achievement in 2005
(i) Improve student satisfaction with the variety of subjects and courses available.	65% to 75%	72%
(ii) Improve student satisfaction of preparation for further education training or work.	59% to 70%	61%
(iii) Improve parent satisfaction about what student is learning at school.	82% to 90%	86.3%
(iv) Improve parent satisfaction in being able to participate in the life of the school.	80% to 85%	76%
(v) Improve parent satisfaction about how well the school communicates with them.	82% to 90%	96.3%
(vi) Increase percentage of students and parents who are satisfied they are getting a good education at Wavell.	Parents 82% to 85%	86.3%
	Students 72% to 75%	78.1%
(vii) Improved attendance rates at all year levels.	Reduce unexplained absences from 12.5 student average to 10.5	10.4

Parent and student satisfaction overviews as relates to Goal 1 – Learning.

	School Mean	State Mean	Like School Mean
Student outcomes:			
Parents	3.10	2.94	2.83
Students	2.67	2.55	2.62
Curriculum:			
Parents	3.11	3.01	2.94
Students	2.74	2.59	2.69
Pedagogy:			
Parents	2.97	2.85	2.72
Students	2.63	2.55	2.60

Summary: Virtually all performances exceeded 2004 and both parent and student satisfaction overviews of the school mean exceeded the State and the Like School Mean. This is a strong indication of a successful outcome for Goal I.

GOAL 2: **SCHOOLS – Create learning communities that meet diverse student and community needs.**

- Through collaboration and planning, the school budget and resources were allocated in a fair and equitable manner. This included the learning budget, schools and school workforce budget and P & C allocation. Details of these allocations are presented at the back of this document.



- ICT funds of \$80,685 and a parent levy of \$28,350 were amalgamated and this resulted in the following developments:
 - Thirty-five old computers replaced.
 - A full time trainee employed for IT support.
 - New syllabus implemented for IPT and ICT.
- Destination studies were coordinated by Education Queensland on our exiting 2004 students. The main findings were as follows:
 - The response rate to the survey was 61%.
 - 70.3% continued in education/training in 2005.
 - 30.6% are studying at University.
 - 39.7% are studying VET courses.
 - 22.3% commenced employment based training as an apprentice (13.2%) or trainee (9.1%).
 - 29.7% are in employment.
 - 5% are looking for work.
 - 0.8% are neither in the workforce nor studying.

Main destinations of school completers, by sex:

Destination	Males		Females		Total	
	No.	%	No.	%	No.	%
University (degree)	16	23.9	21	38.9	37	30.6
VET Cert IV+*	4	6.0	10	18.5	14	11.6
VET Cert III*	1	1.5	0	0.0	1	0.8
VET Cert I – II*	5	7.5	1	1.9	6	5.0
Apprentice	16	23.9	0	0.0	16	13.2
Trainee	5	7.5	6	11.1	11	9.1
Working FT	10	14.9	6	11.1	16	13.2
Working PT / Casual	6	9.0	7	13.0	13	10.7
Seeking work	4	6.0	2	3.7	6	5.0
Not studying / NILF	0	0.0	1	1.9	1	0.8
Total	67	100.2	54	100.1	121	100.0

* Students not in apprenticeships or traineeships

Post-school institutions of Year 12 completers (numbers):

Institution	No.
Queensland University of Technology	19
Brisbane North Institute of TAFE	8
Australian Catholic University	7
Southbank Institute of TAFE	6
The University of Queensland	4
Griffith University	3
Australian College of Natural Medicine	3
Central Queensland University	1
University of the Sunshine Coast	1
Private Training Colleges	8
Other Queensland TAFEs	3
Other / Unknown	22
Total	85

Note: Other / Unknown category includes apprentices and trainees who did not specify study location.

- The following trends are emerging:
 - More students are taking on apprenticeships and traineeships.
 - Less students are aiming at tertiary education.
 - Unemployment among Wavell graduates is very low. These trends are healthy and result from initiatives of the school.

- Parents were invited to an increased number of opportunities to participate in their child’s academic performance. These included:
 - Parent/Teacher reporting
 - A ‘Walk-About’ evening
 - 3 Triple P programs
 - Assignment evenings
 - Study skill evenings
 - Year level parent nights
 - Subject selection evenings
 - Open days
 - Parent day
 - Tertiary evening
 - SAT evening
 - P & C Meetings
 - Sub-committee meetings
 - School Council meetings
- Year 10 students were given a greater opportunity to prepare for their senior studies through the development of Student Education and Training Plans. All students developed individualised plans in consultation with a staff member. This should reduce the percentage of subject changes in 2006.
- A number of classes took advantage of the flexibility in the senior timetable. Those in particular to take this opportunity included:
 - English Literature Extension classes.
 - Dance classes.
 - Students in SAT programs.
 - Rugby League Excellence students.

Supportive School Environment - A measure of this environment may be taken from the Student School Opinion Surveys in the sectors of Learning Climate and School Climate. This data is as follows:

Learning Climate	School Mean	State Mean	Like School Mean
1999	2.31	2.24	2.23
2000	2.17	2.17	2.17
2001	1.97	2.21	2.19
2002	2.23	2.22	2.21
2003	2.22	2.26	2.28
2004	2.31	2.24	2.31
2005	2.26	2.28	2.31

School Climate	School Mean	State Mean	Like School Mean
1999	2.59	2.45	2.50
2000	2.54	2.38	2.42
2001	2.27	2.41	2.44
2002	2.43	2.42	2.45
2003	2.51	2.42	2.49
2004	2.68	2.44	2.55
2005	2.66	2.45	2.53

This clearly indicates that the school and learning climate are both very similar to the State means and 'Like School' means, and are on the improve.

Behaviour Management - As part of the strategy for a safe and supportive learning environment the school has developed a Behaviour Management Policy in consultation with the school community. The data associated with suspensions and exclusions since 1997 is as follows:

Year	Suspensions	Exclusions	Total
1997	167	8	175
1998	128	15	143
1999	129	7	136
2000	102	9	111
2001	115	13	128
2002	184	4	188
2003	159	5	164
2004	164	5	169
2005	134	5	139

These figures indicate that the school does take a robust line with discipline. The decrease in 2005 is cause for optimism and probably relates to the clear consequences in the Behaviour Management Policy.

Information Communication Technology - A summary of computer resources in the school is as follows:

Computers for student use: 288

Computers for staff use: 50

The number of computers operating in the school for student use is 288, an increase of 31 from 2004. This gives a computer: student ratio of 1:5 in 2005. Given our rapidly increased enrolment, this ratio compares favourably with past ratios of 1:7.5 in 1999.

A statement of the school's current position in relation to the vision and the preferred future ICT benchmarks is as follows:

ICT is to become an integral part of Wavell's learning environment. This will be achieved by:

- Ensuring that ICTs are available and used appropriately.
- Training teachers to be skilled to use ICT's to enhance student learning in all subject areas.
- Enabling students to negotiate the 'what, when, where and how' of using ICTs in their learning and assessment activities.

The school has exceeded Education Queensland foundation benchmarks for all seven (7) key ICT drivers and is well on the way to achieving each of the preferred future benchmarks as stated in our Learning Agreement (2003).

Facilities - The improvement in facilities in 2005 included:

- A new Special Education Unit.
- A Ventilation System in the Assembly Hall – thanks to P & C Association and Gaming Community Benefit Fund.
- \$19,000 from Federal Government for plans and specifications for refurbishment of Library.
- Replacement of three (3) asbestos roofs.

Income was derived from hiring out our classrooms and sporting facilities and in 2005, this amounted to \$18,129.00.

From the opinion surveys, there has been a steady increase in satisfaction levels of both staff and students with the working conditions, facilities and the school buildings since 1999.

Percentage of staff dissatisfied with school working conditions:

1999	2000	2001	2002	2003	2004	2005
50.5%	58.2%	28%	20.7%	19.1%	9.4%	20.8%

Percentage of staff dissatisfied with facilities at the school:

1999	2000	2001	2002	2003	2004	2005
52.9%	67%	36.8%	18.3%	20.0%	14.2%	28.8%

Percentage of students dissatisfied with the school buildings:

1999	2000	2001	2002	2003	2004	2005
19.6%	23%	23.8%	12.6%	10.0%	10.4%	20.8%



This improvement relates strongly to the \$3.0 million capital works program, Secondary School Renewal. This program improved classrooms, laboratories, workshops, staffrooms and the general appearance of the school.

Sport:

Year 8 Sport – The outstanding results in Year 8 sport in 2005 were as follows:

- Rugby League – Metropolitan Premiers.
- Rugby League – Steve Renouf Cup (South East Queensland).
- U13 Touch – 2nd in Queensland Junior State Cup and Queensland All Schools Competition.
- Hockey – Metropolitan Premiers.

Year 9 Sport – The outstanding results in Year 9 sport in 2005 were as follows:

- Rugby League – Metropolitan Premiers.
- U14 Rugby Union – South East Queensland Premiers.

Years 10 – 12 Wednesday Sport (Interschool Competition)

Years 10 - 12 (Nine Schools)

SUMMER		WINTER	
SPORT	2005 POSITION	SPORT	2005 POSITION
A Softball	2	A Netball	2
10 Softball	3	10A Netball	1
A Basketball (Girls)	1	A Basketball (Girls)	2
10 Basketball (Girls)	3	10 Basketball (Girls)	2
A Volleyball (Girls)	3	A Volleyball (Girls)	5
10 Volleyball (Girls)	1	A Volleyball (Boys)	3
A Touch (Girls)	1	10 Volleyball (Girls)	2
10 Touch (Girls)	1	10 Volleyball (Boys)	3
A Cricket	1	A Hockey (Girls)	1
10 Cricket	1	A Soccer (Girls)	1
A2 Cricket	1	10 Soccer (Girls)	3
A Basketball (Boys)	1	A1 Rugby League	1
10 Basketball (Boys)	4	A2 Rugby League	1
A Volleyball (Boys)	3	10 Rugby League	1
10 Volleyball (Boys)	2	A Touch (Boys)	2
A Touch (Boys)	2	10 Touch (Boys)	1
10 Touch (Boys)	1	A Soccer (Boys)	1
		10 Soccer (Boys)	1
		A Hockey (Boys)	3
		A Aust. Rules	2
		A Basketball (Boys)	2
		10 Basketball (Boys)	3

Outstanding performances included:

- Rugby League (A Grade girls) win Brisbane, South East Queensland and Australian championships.
- Rugby League (Boys A) made quarter final of Queensland championships and named Premier team in Brisbane.
- Touch (Year 10) Metropolitan premiers.
- Hockey (Open Girls) – Metropolitan premiers.

Accountability Documentation

- Financial Management Procedures for 2006.
- School budget 2006.
- Partnership Agreement 2004 – 2006.
- Wavell State High School Council Strategic Direction – 2005 & Onwards.
- Annual Operational Plan 2005.
- SAROP 2005.



School Council for 2005 – 2006 consists of the following members:

- John O'Connor - Principal
- Ralph Hunter - Chairman & Parent
- Sigrid O'Callaghan - Parent
- Alison Hoggett - Parent
- Nigel Fletcher - Parent
- Nicole Hargreaves - Parent
- Stephanie Brown - Teacher
- Gerry Madden - Teacher
- Lillian Oh - Teacher
- Sharon Mirchandani - Teacher
- David Napier - Teacher
- Greg Rodgers - P & C President & Parent
- Simon Chancellor - Student
- Melissa Claxton - Student

The Council worked on and produced a document 'Wavell State High School Council Strategic Direction – 2005 & Onwards.'

This document addressed:

- A vision.
- Middle schooling.
- Standards.
- Parent/school communication interactions.

This document was approved and sent to Executive Director (Schools) Geebung for their information.

Overall Student Outcomes - Satisfaction levels of students and parents with student outcomes were measured in official opinion surveys.

	MEAN 2000	MEAN 2001	MEAN 2002	MEAN 2003	MEAN 2004	MEAN 2005
STUDENTS	2.55	2.42	2.55	2.51	2.58	2.59
PARENTS	3.02	3.01	2.89	2.94	2.89	3.13

Confidence of the public in the school. - The enrolment of the school is still the best indicator of this. This continues to rise despite having to refuse hundreds of enrolments each year because of the Enrolment Management Plan.

The enrolment figures since 1995 are as follows:

YEAR	8	9	10	11	12	TOTAL
1995	273	278	274	289	317	1431
1996	275	283	291	281	277	1407
1997	269	273	284	277	232	1335
1998	207	260	249	259	256	1231
1999	205	200	251	245	237	1138
2000	187	212	204	238	221	1062
2001	230	202	231	222	235	1120
2002	247	242	212	249	205	1155
2003	300	275	258	226	229	1288
2004	315	288	263	259	211	1336
2005	293	312	267	262	223	1357
2006	258	296	299	267	236	1356

The School Council commissioned two surveys in 2005:

(i) Year 8 Parent Survey - This indicated the following:

- 17% of parents live in the catchment area.
- 30% already have students at the school.
- 53% are sending students across boundaries as they want them to go to Wavell.
- 99.5% of parents are pleased with their decision to send their Year 8 student to Wavell.
- the major reasons for enrolling students at Wavell were –
 - good reputation.
 - subject range.
 - discipline management.
 - uniform policy.



(ii) Year 12 Student Survey – This indicated the following:

- 74% commenced in Year 8.
- 5% in Year 9.
- 9.4% in Year 10.
- 5.0% in Year 11.
- 6.3% in Year 12.
- the major reasons for attending Wavell were -
 - other family attended (22%)
 - parents chose school (21.4%)
 - reputation of school (19.0%)
 - close to home (13.8%)
 - cultural and sporting programs (10.7%)
- what was liked best about Wavell was the variety of subjects, sport, school facilities and canteen.
- 90.6% students have been happy or very happy at Wavell.
- 84.9% would recommend Wavell to others.

Reporting:

- Parents received reports four (4) times in the year –
 - two (2) mid semester reports.
 - two (2) end of semester reports.

Parent interviews were held twice in the year. Once in April after the mid semester report in Semester I and then again in July after the Semester I report was issued.

Achievements and Outcomes for Goal 2 in 2005 –

Schools – Create learning communities that meet the diverse student and community needs.

Goal	Performance Target 2004 to 2005	Achievement in 2005
(i) Improved satisfaction of parents in how well the school keeps them informed about child's progress.	67% to 80%	81.8%
(ii) Improved satisfaction of parents with student's access to computer technology at the school.	84% to 90%	91%
(iii) Improved student satisfaction with the opportunities to use computer technology at school for learning.	51% to 60%	41%
(iv) Increased percentage of parents satisfied Wavell is a good school.	85.7% to 90%	91%
(v) Increased percentage of students continuing from Year 10 to 11.	100% to 110%	100%
(vi) Increased student satisfaction about teacher explanations of what to do.	34.7% to 50%	41.5%
(vii) Improved parent and student satisfaction about student behaviour.	Parents 55.5% to 60% Students 41.6% to 50%	82% 37%

Parent and student satisfaction overviews as it relates to Goal II - Schools

	School Mean	State Mean	Like School Mean
Learning climate:			
Parents	3.24	2.88	2.78
Students	2.26	2.28	2.31
School climate:			
Parents	3.24	2.88	2.83
Students	2.66	2.45	2.53
Resources:			
Parents	3.21	2.80	2.89
Students	2.46	2.43	2.53

Summary: Most performance targets were exceeded and the majority of parent and student satisfaction overviews of the school mean exceeded the State mean and 'Like School' mean. This is a strong indication of a successful outcome for Goal II.



GOAL 3: School Workforce - Develop a high quality, professional workforce to move the organisation to its preferred future.

- The major focus for professional development for staff in 2005 has been:
 - Managing challenging behaviour and understanding autism for ascertained students.
 - Industry visits for Manual Arts teachers.
 - Two master trainees and 25 teachers fully trained (INTEL) in integration of ICT technology into classroom learning.
 - Year 8 Maths/English KLA implementation.
 - Literacy across curriculum.
 - Queensland Certificate of Education.
 - Pre-service program.
 - Aspiring leaders program.
 - Beginning teachers program.
 - Science staff in range of professional development program.
 - Gifted and Talented workshops.
 - Science teacher in industry placement with CSIRO.
 - Staff forums.
- Staff and student satisfaction with working conditions were established through the opinion surveys which indicated certain trends:

Percentage of staff dissatisfied with school working conditions:

1999	2000	2001	2002	2003	2004	2005
50.5%	58.2%	28%	20.7%	19.1%	9.4%	20.8%

Percentage of staff dissatisfied with facilities at the school:

1999	2000	2001	2002	2003	2004	2005
52.9%	67%	36.8%	18.3%	20.0%	14.2%	28.8%

Percentage of students dissatisfied with the school buildings:

1999	2000	2001	2002	2003	2004	2005
19.6%	23%	23.8%	12.6%	10.0%	10.4%	20.8%

Staff satisfaction - The staff opinion survey, measured staff satisfaction on seven dimensions. A comparison of these opinions with the previous year and 'Like Schools' is as follows:

DIMENSION	COMPARISON WITH 2003			COMPARISON WITH 'LIKE' SCHOOLS
	2003	2004	2005	2005
Physical work environment	2.61	2.74	2.53	2.54
Relationships	2.84	2.96	2.89	2.88
School operations	2.69	2.84	2.57	2.65
Staff morale	2.85	2.93	2.76	2.80
Support, resources & training	2.47	2.61	2.49	2.51
Work roles	2.90	3.03	2.86	2.81
Work value & recognition	2.80	2.87	2.75	2.76
Overall rating:	2.74	2.84	2.68	2.70

The major concerns were as follows:

- The increased staff dissatisfaction in working conditions, facilities and buildings.
- The decrease in staff satisfaction in morale, support and training, work roles, work value and recognition.

It is important to note that some areas were above 'Like School' means and others very close to that mean. This signifies that concerns such as the above are common in large schools.

Achievements and Outcomes for Goal 3 in 2005 –

School Workforce - Maintain a high quality professional workforce to move the organisation to its preferred future.

Goal	Performance Target 2004 to 2005	Achievement in 2005
(i) Improved staff satisfaction on feedback on how well they are doing their job.	52% to 65%	52.6%
(ii) Improved staff satisfaction about school giving them opportunities to improve their skills.	72% to 80%	68%
(iii) Improved satisfaction level of parents in the interest that teachers take in their child.	50% to 60%	68.2%
(iv) Improved satisfaction level of staff about skills to integrate ICT into curriculum.	45.5% to 55%	58.7%
(v) Improved satisfaction level of feedback to staff on their work performance.	52% to 65%	74%

Staff satisfaction overview as it relates to Goal 3 – School Workforce.

	School Mean	State Mean	Like School Mean
Relationships.	2.89	3.02	2.88
Staff morale.	2.76	2.98	2.80
Support resources and training.	2.49	2.63	2.51
Work roles.	2.86	2.96	2.81
Work value and recognition.	2.75	2.90	2.76
Network activities.	1.79	1.57	1.61
Conference/Seminar/Workshop.	1.73	1.86	1.78
Coaching / Mentoring	1.89	1.55	1.63
Online professional learning.	1.05	0.78	0.81
Opportunities to develop skills in integration of ICT into curriculum.	2.44	2.38	2.29

	School Mean	State Mean	Like School Mean	Target 2008
(i) Percentage of workforce engaged in learning and development opportunities.	75.3%	78.6%	78.5%	83%
(ii) Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic opportunities.	69.1%	Information not available.		80%
(iii) Percentage of general component of budget allocated to learning and development of staff.	10%	--	--	10%

Summary: There were improvements in most of the satisfaction levels aimed at through the AOP 2005. However the staff satisfaction overviews as they relate to Goal 3 are disappointing particularly in the physical, organisational and morale aspect of their work. Most of these are well below the State but very close to ‘Like School’ mean.

SUMMARY OF REPORT –

- The school progressed well in 2005. The major elements being:
 - Slight improvement in academic results.
 - Excellent outcomes in sport and performing arts.
 - Very active extra-curriculum program for students.
 - Some issues in teacher dissatisfaction remain.
 - Student behavioural issues decrease but student attendance remains an issue.
 - Very positive satisfaction levels from parents and students.
 - Two of the three major goals from AOP showed significant improvement.

All matters that remain issues are addressed in the AOP for 2006 and are under consideration for major work in the “Strategic Plan 2007 – 2009” presently being developed.

JB O’Connor
Principal