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Principal's foreword

Introduction

In 2000, the school community developed an educational brief (Partnership Agreement 2001 – 2003) which articulated a vision for the school in the new decade. A vision for the future of the school was developed.

The Partnership Agreements 2001 – 2003, 2004 – 2006 and 2007 – 2009 are essential documents because they provide a framework for future school planning; implementation and review.

The Partnership Agreement clearly identifies stated outcomes. Systemic and school-based initiatives are identified and activities to support these within a given timeframe occur.

This Strategic Plan is the official formal agreement between the 'partners' at Wavell State High School:

- Director General of Education
- Executive Director (Schools) – Brisbane North
- Principal
- School Council
- P & C Association

Future Outlook

The school takes pride in differentiating itself from other Queensland State High Schools by providing and maintaining high standards in the following:

- Academic performance
- Student appearance
- Student behaviour
- Participation and achievement in sport and cultural activities
- Traditions
- Ordered and predictable environment.

The school curriculum should be sufficiently broad to satisfy the interest and skills of all students and provide a large range of academic, cultural, vocational and sporting opportunities for students.

A major task of the parents and the school should be to seek excellence in every student and then work together to foster this. Excellence in at least one area remains the goal of each student. The school believes that achievement is the real criteria for excellence and students are encouraged to test their achievement at Metropolitan, State and National levels.

School Profile

Total student enrolments for Wavell is approximately 1356. Enrolments are anticipated to stabilise at about 1350 due to an Enrolment Management Plan that was implemented in 2003.

Wavell caters for Years 8 to 12 in a coeducational environment with classes that are generally 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.

Curriculum offerings

(a) Core Beliefs:

There is a strongly held belief that quality outcomes can be achieved by all Wavell students in the areas of academic, vocational, social and citizenship. There is an expectation that each Wavell student would develop significantly in each of these areas during their secondary schooling.

The Wavell Student –

Working with the support of the school and wider community in striving to fulfil potential.

Attitude being positive and optimistic towards the potential life role as family, community and work force member.

Values for being an active and informed member of our community with the ability to exercise judgement and responsibility in matters of morality, ethics and social justice.

Education for a broad knowledge base and thinking skills in analysis and problem solving, with the ability to become a confident and technologically competent member of the 21st century.

Life long learning in education, training and employment being highly valued and understanding the importance of achievement, hard work and planning.

Learning to have pride and respect in self, family, friends, school and country and acknowledging the balance between study, sport, culture and social commitment.

(b) Curriculum Offerings:

The current curriculum offerings in the Junior school are based around the eight Key Learning Areas. An Enrichment Centre provides support for the younger students with learning difficulties. In 2006, 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. Year 10 is considered as a preparatory year for senior studies where students are exposed to the rigours of Senior subjects including a greater emphasis on authentic learning and higher order processing. In Years 11 and 12 students chose a program from 32 Queensland Study Authority (QSA) subjects and 15 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 Australian School Based Apprenticeship (ASBA) program where over 23 Year 12 students completed or continued their ASBA on exit in 2006. There is a growing emphasis in the area of vocational preparation with students being signed up in the later stages of Year 10.

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.

(c) Teaching Strategies:

Our goal is to develop and deliver relevant engaging and meaningful curriculum programs. Wavell teachers focus on:

- Intellectual quality.
- Global and local connectedness.
- Supportive social environments.
- Recognition of differences.

Wavell students are expected to achieve academic and social competence through a range of learning experiences. Significant professional development over the last three years used productive pedagogies as focus for effectively engaging students in the learning process.

It is recognised that teachers require an array of teaching strategies as no single approach suits all situations. These situations differ according to differences in grouping of students, backgrounds of students and learning styles and abilities.

The information technology should be accompanied by pedagogical practice that is amongst other things, problem based, relevant and critical. IT should be used to produce new and relevant information and not just used in information reproduction. Old technologies are not made redundant by new technology, but rather, there is a need to blend old and new.

(d) 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. Reports issued exhibit common elements and clear and concise messages to students and parents on student performance.

End of Semester results are analysed by the Head of Department and Administration team and are closely scrutinised to inform planning processes and curriculum delivery in subsequent semesters. HOD's and teachers use this data to regularly monitor and track individual students and whole class progress.

Significant work has been conducted in the field of Assessment and Reporting during 2004 to 2006 which has delivered a number of shared understandings and practices. There are now consistent formats for all formal reports, assessment instruments, revision processes and revision sheets and Junior school profiles using Essential Learnings (QCAR).

Extra curricula 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 interstate competitions. The Drama excellence students in their final year of study, work with a professional drama company such as Zen Zen Zo. The newly formed "Cheer Squad" have worked extensively with Gymnastics Queensland and Cheering Queensland gaining 'Highly Commended' at State eisteddfod during 2006. Sport has a high priority within the school and Wavell is well known for its excellence in Rugby League, Hockey, Basketball, AFL and Soccer. In each of these sports, the school has dominated at both Metropolitan and State levels and even at a National level in Rugby League.

The "Schools of Excellence" in Music, Drama and Rugby League provide viable curriculum and career options for students who are gifted in these fields. Wavell prides itself on success in these areas. Graduates have gone onto full time careers in acting, performing arts, music and international hockey. Ten graduates from the Rugby League School of Excellence are now competing at the NRL with another 25 involved at the feeder club level. Sport and Cultural endeavours are significant in the tapestry of the fabric of Wavell.

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 each year a Graduation Breakfast for students and parents is held.

Students have a camp in Year 8. Many departments have an excursion program which gives students practical experience associated with their academic work. Annually we accept Japanese students on a two week stay at the school. This visit has important cultural significance for our students as well as the Japanese students.

How computers are used to assist learning –

Our EQ ICT grant of \$80,685 and approximately one sixth (\$30 / \$180) of student Textbook & resource scheme contributions were combined to give an overall budget of \$115,700 for ICTs. This budget was used primarily for the following:

- The replacement of over 65 PC lab computers.
- The provision of ICT technical support.
- Ongoing maintenance of existing ICT equipment.
- The redevelopment of Wavell State High School web site.

A summary of computer resources in the school is as follows:

Computers for student use: 313

Computers for staff use: 53

The number of computers in the school for student use has increased to 313 from 288 in 2005. This gives a computer to student ratio of 1: 4.3 in 2006. This compares favourably with EQ's benchmark ratio and the average Queensland statewide ratio of 1: 4.4.

Our school's vision for ICTs is guided by EQ's preferred future ICT benchmarks. ICTs are to become an integral part of Wavell's learning environment. This is to be achieved by:

- Ensuring that ICTs are available and used appropriately.
- Training teachers to be skilled to use ICTs 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.

Our school has exceeded EQ's 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 ICTs for learning agreement (2006).

Social climate

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, 2005. 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 twenty-five generous volunteer tutors, the services of a teacher-aide and two lessons a week of teacher assistance. A HOD and two teacher aides assisted the thirty-three 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 sixty-seven 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. Student Leaders in Year 9 provides an excellent opportunity for junior school students to excel in a leadership position.

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 the sub-committees which operate in the school. These sub-committees form the basis of advice to the Principal and the School Council. Staff have five representatives on the School Council. The school made a substantial allocation of over \$20,000 for the professional development of the staff in each of the last three years.

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.

Involving parents in their child's education

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.

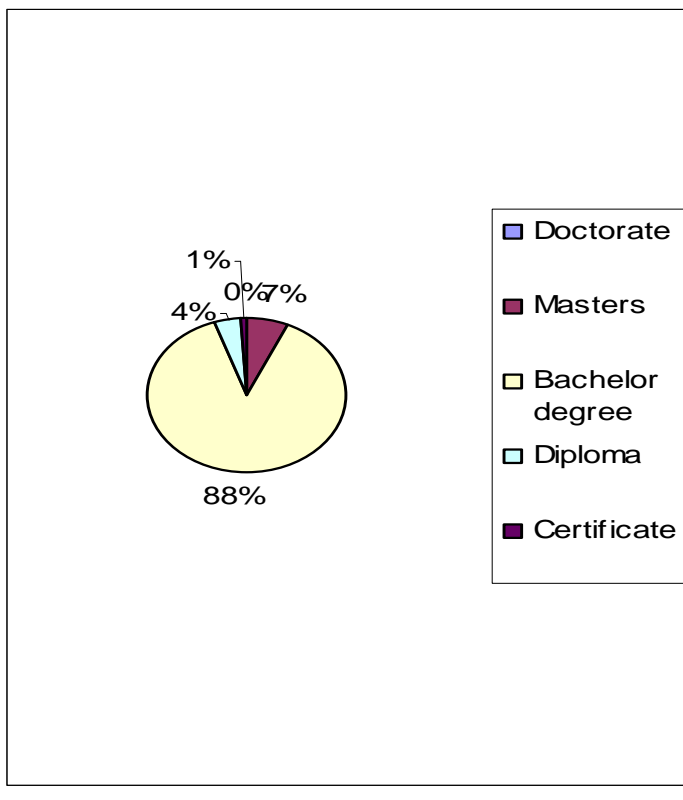
The Council provided a three year strategic direction through the "Partnership Agreement 2001-2003". It has monitored each of the Annual Operational Plans so that it conformed with this "Partnership Agreement". The Principal has a responsibility to advise the Council of the implementation of the Plan 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 developed 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 and given the value of these were utilised again in 2006.

The School Council has worked in close collaboration with the school in revisiting the school goals for the 2004 – 2006 Partnership Agreement and guiding the selection of the goals for 2007 – 2009.

Qualifications of all teachers

Highest level of Attainment	Number of Teaching Staff at Wavell
Doctorate	0
Masters	7
Bachelor degree	90
Diploma	4
Certificate	1



Expenditure on and teacher participation in professional development:

The total funds expended on teacher professional development in 2006 was \$25,260.18 .

The major professional development initiatives are as follows:

- Beginning Teacher program
- Pre Service Teacher program
- Systemic Programs -
 - Literacy
 - Behaviour management
 - Code of Behaviour and Student Protection
 - Professional Standards for Teachers
 - Aspiring Leaders Program
- School initiatives -
 - Working with Special Needs students
 - ICTs in the classroom
 - Queensland Certificate of Education and the Senior Phase of Learning
 - Building Resilience in Students and Teachers.
- Individual teacher requirements
- Curriculum Specific requirements
- First Aid Course
- Faculty Requirements

The involvement of the teaching staff in professional development activities during 2006 was 80.7 %.

Our school at a glance

Wavell State High School

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2006.

Proportion of staff retained from the previous school year.

From the end of the 2005 school year, 95% of staff were retained by the school for the entire 2006 school year.

Student attendance

The average attendance rate as a percentage in 2006 was 89.5%.

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.

Year 12 student enrolment as a percentage of the Year 8 student cohort.	94.3%
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Outcomes for our Year 12 cohort of 2006

Total number of Senior Certificates awarded.	212
Percentage of Overall Position (OP) -eligible students with OP 1-15.	63%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification.	23 %
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification.	82 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2006 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be posted to our website by early September.

Other Key Outcomes

Report on Systemic Goals:

To support the school's three year strategic planning, a review has been conducted to appreciate the needs and characteristics of our operating environment.

What follows are the concise conclusions of this school based enquiry.

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 in 2005 and the school introduced 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 have continued in 2006 but a 'Performance Intervention Program' has been created to further support this.

Our Students and their achievements:

(a) Student Performance – Academic Results:

A summary of a selection of academic results in 2006 and comparisons with previous years are as follows:

(i) Results summary of Year 12 OP eligible students 1996 – 2006:

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
2006	127	11	25	27.5	26.5	10

63% 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 may be more appropriate.

(ii) Queensland Core Skills (QCS) Test Results Summary 1995 – 2006:

Year	No. OP eligible	%A Wavell	State %	%B Wavell	State %	%C Wavell	State %	%D Wavell	State %	%E Wavell	State %
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	0.8
1999	171	9	16	33	31	42	35.9	15.2	15.7	0	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	0	1.8
2002	113	11.7	13.7	28.3	28.1	40.8	35.0	19.2	21.5	0	1.7
2003	137	8.8	16	27	30.7	43.1	35.9	21.2	16.9	0	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
2006	127	17.3	17.8	23.6	30.2	40.9	34.9	18.1	16.7	0	0.4

The 2006 result saw double the percentage of students achieving an A on the QCS test and this was reflected in the strong OP 1 and 2 results for 2006. Results for males and females were similar in 2006 in the A category. Strategies to move more students from a C to a B performance will be enacted in 2007.

(iii) Tertiary Entry Results 1997 – 2006:

Year	No. of students	No. of QTAC applicants	No. given offer	No. with 1 st preference	No. with 2 nd preference
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%)
2006	213	104 (48.8%)	94 (90.4%)	59 (56.7%)	19 (18.3%)

Having 75% of students obtaining first or second preference speaks very highly for the guidance that these students receive at the school.

(iv) Year 12 2006 – Key results as reported by the QSA:

There is a requirement for Secondary Schools to report the 2006 senior results for the following columns of the Year 12 Outcomes Report as per Courier Mail, April 2, 2007.

Column	School Performance	Results
10	Total Senior Certificates awarded.	212
14	Percentage of OP eligible students with OP 1 – 15.	63%
15	Percentage of students with Senior Certificates and with VET qualifications.	23%
16	Percentage of students with Senior Certificates with OP eligibility or with VET qualifications.	82%
17	Percentage of QTAC applicants receiving an offer.	90%

(v) Destination Data 2004 and 2005:

Destination studies were coordinated by Education Queensland on our exiting 2004 and 2005 students. The main findings were as follows:

	2005- (Year 12 in 2004)	2006- (Year 12 in 2005)
The response rate to the survey was	61.0%	82.2%
Continued in education/training	70.3%	66.7%
Studying at University.	30.6%	35.7%
Studying VET courses.	39.7%	31.0%
Commenced employment based training	Apprentice (13.2%) or Trainee (9.1%)	Apprentice (8.2%) or Trainee (7.6%)
In employment	29.7%	25.1%
Looking for work.	5.0%	6.4%
Neither in the workforce nor studying	0.8%	1.8%

Main destinations of school completers, by sex 2004 and 2005:

Destination	Males		Females		Total Yr 12 2004		Males		Females		Total Yr 12 2005	
	No.	%	No.	%	No.	%	No	%	No	%	No	%
University (degree)	16	23.9	21	38.9	37	30.6	33	34.7	28	36.8	61	35.7
VET Cert IV+*	4	6.0	10	18.5	14	11.6	5	5.3	13	17.1	18	10.5
VET Cert III*	1	1.5	0	0.0	1	0.8	2	2.1	1	1.3	3	1.8
VET Cert I – II*	5	7.5	1	1.9	6	5.0	3	3.2	2	2.6	5	2.9
Apprentice	16	23.9	0	0.0	16	13.2	12	12.6	2	2.6	14	8.2
Trainee	5	7.5	6	11.1	11	9.1	7	7.4	6	7.9	13	7.6
Working FT	10	14.9	6	11.1	16	13.2	14	14.7	11	14.5	25	14.6
Working PT / Casual	6	9.0	7	13.0	13	10.7	11	11.6	7	9.2	18	10.5
Seeking work	4	6.0	2	3.7	6	5.0	6	6.3	5	6.6	11	6.4
Not studying / NILF	0	0.0	1	1.9	1	0.8	2	2.1	1	1.3	3	1.8
Total	67	100.0	54	100.1	121	100.0	95	100.0	76	100.0	171	100.0

* Students not in apprenticeships or traineeships

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

Institution	Yr 12 2004 Number	Yr 12 2005 Number
Queensland University of Technology	19	37
Brisbane North Institute of TAFE	8	18
Australian Catholic University	7	5
Southbank Institute of TAFE	6	9
The University of Queensland	4	9
Griffith University	3	5
Australian College of Natural Medicine	3	1
Central Queensland University	1	1
University of the Sunshine Coast	1	0
University of Southern Queensland	0	1
interstate University	0	2
Private Training Colleges	8	5
Other Queensland TAFEs	3	2
Other / Unknown	22	10
Total	85	108

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

In summary the following trends are emerging:

- Apprenticeships and traineeships are popular.
- Tertiary education remains the single largest destination, increasing by 6% in 2005.
- 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 access information about 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 2007.

- 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.

(vi) 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 2006 are as follows:

Semester I 2006													
Year	VHA	%	HA	%	SA	%	LA	%	VL	%	NR	%	Total
8	454	18	1060	42	777	31	178	7	22	1	33	1	2524
9	245	11	825	36	896	39	250	11	37	2	37	2	2290
10	313	18	651	37	560	32	161	9	55	3	16	1	1756
11	136	9	486	31	628	40	225	14	48	3	45	3	1568
12	96	7	438	33	512	38	216	16	56	4	27	2	1345
All	1244	13	3460	36	3373	36	1030	11	218	2	158	2	9483

The percentage of results with an SA or above is 85% which is 2% higher than the previous year.

Semester II 2006													
Year	VHA	%	HA	%	SA	%	LA	%	VL	%	NR	%	Total
8	379	16	984	41	794	33	195	8	44	2	22	1	2418
9	296	13	846	38	826	37	218	10	38	2	4	0	2228
10	290	18	604	37	536	33	154	9	37	2	1	0	1622
11	112	8	480	33	590	41	218	15	39	3	16	1	1455
12	91	6	440	31	571	40	273	19	62	4	0	0	1437
All	1168	13	3354	37	3317	36	1058	12	220	2	43	0	9160

Again 86% 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.
- The notable increase in A grades on the QCS in 2006 will need to be sustained with further QCS practice refinements.

(b) Students with Disabilities:

In 2006, the school had 38 profiled students. Students who are profiled Intellectually Impaired and Autistic Spectrum Disorder are supported by the Special Education Unit which is staffed by a HOSE, four teachers and five 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 (learning difficulties) 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 school provides additional support for younger students with learning difficulties. The Wavell Enrichment Centre has an enthusiastic group of volunteer tutors, the services of two teacher aides 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:

2006 Semester I results for WEP

SUBJECTS	NO & % OF STUDENTS IN EACH LOA											
	VH		HA		SA		LA		VL		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
FEN	1	3	11	35	12	38	1	3	0	0	25	80
ENG	0	0	1	3	3	9	2	6	0	0	6	19
FMA	7	22	4	13	6	19	0	0	0	0	17	54
MAT	0	0	2	6	5	16	6	19	1	3	14	45
SCI	0	0	3	16	18	58	7	22	1	3	31	100
GEG	0	0	4	13	5	16	4	13	1	3	14	45
HIS	0	0	2	6	8	25	5	16	2	6	17	54
TCS	2	6	9	29	16	51	4	13	0	0	31	100
HPE	0	0	8	25	16	51	5	16	2 NR	0	31	100
THE	1	3	5	16	7	22	1	3	0	0	14	45
TMA	0	0	5	16	11	35	1	3	0	0	17	54
MUS	0	0	6	19	7	22	1	3	0	0	14	48
MEDIA	2	6	1	3	8	25	4	13	0	0	15	51
DRA	0	0	3	9	10	30	3	9	1 NR	0	17	51
ART	0	0	6	18	6	18	4	12	0	0	16	48
TOTAL	13	5	70	25	138	49	48	17	8	3	279	99

2006 Semester 2 results for WEP

SUBJECTS	NO & % OF STUDENTS IN EACH LOA											
	VH		HA		SA		LA		VL		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
FEN	4	11	12	33	11	30	1	2	0	0	28	77
ENG	0	0	0	0	7	19	1	2	0	0	8	22
FMA	4	11	8	22	3	8	1	2	0	0	16	44
MAT	0	0	2	5	12	33	4	11	2	5	20	55
SCI	0	0	5	13	18	50	12	33	1	2	36	100
GEG	0	0	2	5	8	22	5	13	4	11	19	52
HIS	0	0	0	0	10	27	6	16	1	2	17	47
TCS	1	2	11	30	18	50	6	16	0	0	36	100
HPE	0	0	9	25	23	63	4	11	0	0	36	100
THE	2	5	3	8	14	38	0	0	0	0	19	52
TMA	3	8	4	11	10	27	0	0	0	0	17	47
MUS	1	2	3	8	11	30	4	11	0	0	19	52
MEDIA	1	2	1	2	8	22	7	19	4	11	21	58
DRA	0	0	3	8	11	30	4	11	0	0	17	47
ART	0	0	6	16	6	16	2	5	1	2	15	41
TOTAL	16	5	69	21	170	52	57	18	13	4	324	100

These results are exceptional and reflect well on the team at the Enrichment Centre. 79% of those students are achieving at a Sound Achievement or above, compared with 85% of the normal school population. This is a great credit to the school and is highly appreciated by parents.

(c) Cultural Diversity:

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. We have 62 ATSI students enrolled and 110 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 2006 were as follows:

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

In Terms 2, 3 and 4, 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.

(d) 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
2005	300	300	280	240	220	1340
2006	270	290	305	250	240	1355
2007	270	270	290	280	230	1340
2008	270	270	270	280	250	1340
2009	270	270	270	260	250	1320

It is intended to re-assess this situation in 2007 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	INDICATOR MEASURE	WAVELL
93 - 97	75.0%	Yr 8 (1993) to Year 12 (1997)	90.3%
94 - 98	76.1%	Yr 8 (1994) to Year 12 (1998)	98.1%
95 - 99	76.1%	Yr 8 (1995) to Year 12 (1999)	87.2%
96 - 00	76.2%	Yr 8 (1996) to Year 12 (2000)	81.5%
97 - 01	77.1%	Yr 8 (1997) to Year 12 (2001)	87.4%
98 - 02	79.9%	Yr 8 (1998) to Year 12 (2002)	100.0%
99 - 03	79.8%	Yr 8 (1999) to Year 12 (2003)	113.2%
00 - 04	79.8%	Yr 8 (2000) to Year 12 (2004)	113.4%
01 - 05	77.8%	Yr 8 (2001) to Year 12 (2005)	95.7%
02 - 06	77.2%	Yr 8 (2002) to Year 12 (2006)	94.3%

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 unauthorised absences per student						
Year	Year 8	Year 9	Year 10	Year 11	Year 12	Total
1999	4.41	8.33	7.45	8.10	10.77	7.86
2000	4.65	7.50	9.34	6.31	7.80	7.15
2001	5.26	7.67	10.81	10.23	11.10	8.96
2002	5.27	9.73	12.82	12.75	13.68	10.59
2003	8.12	10.31	12.63	12.09	15.45	11.44
2004	6.81	10.22	13.05	11.11	18.34	11.36
2005	4.86	5.66	8.95	8.51	11.22	7.54
2006	5.82	8.38	9.63	10.79	15.67	9.82

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

Year	State Mean	Like School Mean	School Mean
1998	14.98	15.17	14.50
1999	15.61	14.56	15.27
2000	16.12	16.46	14.21
2001	15.79	15.92	14.92
2002	15.83	15.69	16.37
2003	16.39	16.29	17.65
2004	16.68	16.20	16.96
2005	16.72	16.71	14.95
2006	18.07	17.86	16.79

- Improvement in 2005 and 2006 compared to State and Like School means is attributed to the Attendance checks put in place four times per year. Form teachers are provided printout of absences and required to contact parents where excessive unexplained absences occur.
- Year 11 and 12 attendance is an area of ongoing concern. This will be addressed along with recommendations made by the TSR committee.

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

Learning Environment:

(a) 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
2006	2.51	2.31	2.36
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
2006	2.80	2.47	2.55

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
2006	191	11	202

These figures indicate that the school does take a robust line with discipline.

(b) Information Communication Technology:

Our EQ ICT grant of \$80,685 and approximately one sixth (\$30/\$180) of student Textbook & resource scheme contributions were combined to give an overall budget of \$115,700 for ICTs. This budget was used primarily for the following:

- The replacement of over 65 PC lab computers.
- The provision of ICT technical support.
- Ongoing maintenance of existing ICT equipment.
- The redevelopment of Wavell State High School web site.

A summary of computer resources in the school is as follows:

Computers for student use: 313

Computers for staff use: 53

The number of computers in the school for student use has increased to 313 from 288 in 2005. This gives a computer to student ratio of 1: 4.3 in 2006. This compares favourably with EQ's benchmark ratio and the average Queensland state-wide ratio of 1: 4.4.

Our school's vision for ICTs is guided by EQ's preferred future ICT benchmarks. ICTs are to become an integral part of Wavell's learning environment. This is to be achieved by:

- Ensuring that ICTs are available and used appropriately.
- Training teachers to be skilled to use ICTs 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.

Our school has exceeded EQ's 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 ICTs for learning agreement (2006).

(c) Facilities:

The improvement in facilities in 2006 included:

- All windows and doors replaced in the Assembly Hall – thanks to P & C Association.
- \$19,000 from Federal Government for plans and specifications for refurbishment of Library.
- Replacement of all remaining asbestos roofs.

Additional income was derived from hiring out our classrooms and sporting facilities in 2006.

The opinion surveys reveal a steady increase in satisfaction levels of both staff and students with the working conditions, facilities and the school buildings since 1999. This satisfaction by staff has decreased in the last two years.

Percentage of staff dissatisfied with school working conditions:

1999	2000	2001	2002	2003	2004	2005	2006
50.5%	58.2%	28%	20.7%	19.1%	9.4%	20.8%	29.2%

Percentage of staff dissatisfied with facilities at the school:

1999	2000	2001	2002	2003	2004	2005	2006
52.9%	67%	36.8%	18.3%	20.0%	14.2%	28.8%	28.5%

Percentage of students dissatisfied with the school buildings:

1999	2000	2001	2002	2003	2004	2005	2006
19.6%	23%	23.8%	12.6%	10.0%	10.4%	20.8%	2.7%

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. However, with an ageing school and significant maintenance needs beyond school capacity, means to further enhance conditions will be explored in 2007.

School Community:

The school has a long history of drawing students from across Brisbane and beyond. The table below shows in September 2006 students were drawn from 87 suburbs:

Suburb	Total Of Student ID	08	09	10	11	12
ALBANY CREEK	119	15	32	28	25	19
ALBION	4	1			2	1
ARANA HILLS	4	1	1		1	1
ASCOT	5	2	2			1
ASHGROVE	4		1	1	1	1
ASPLEY	71	12	11	14	20	14
BALD HILLS	14	2	4	5	2	1
BANYO	12		2	3	6	1
BEERWAH	1					1
BOONDALL	66	11	8	23	12	12
BRACKEN RIDGE	45	8	15	10	6	6
BRAY PARK	7		5	2		
BRENDALE	9	1	1	3		4
BRIDGEMAN DOWNS	45	10	15	11	7	2
BRIGHTON	2	1				1
BROOKSIDE CENTRE	1			1		
BUNYA	2		1	1		
BURPENGARY	6		1		2	3
CABOOLTURE	3		1		2	
CARINA	1					1
CARSELDINE	17	3	3	5		6
CASHMERE	7	1		3	2	1
CHERBOURG	1					1
CHERMSIDE	91	23	21	20	12	15
CHERMSIDE CENTRE	3	1	1			1
CHERMSIDE WEST	43	11	7	9	10	6
CLAYFIELD	9		2	1	3	3
CLEAR MOUNTAIN	1				1	
DAKABIN	1					1
DAYBORO	1			1		
DEAGON	2	1			1	
DECEPTION BAY	2	1				1
DELANEY'S CREEK	1		1			
EATONS HILL	44	9	6	15	9	5
ENOGGERA	2	1		1		
EVERTON HILLS	16	6	2	3	2	3
EVERTON PARK	12	2	3	6		1
FERNY GROVE	2		1			1
FITZGIBBON	6	1	3	1		1
FOREST LAKE	1					1
FORTITUDE VALLEY	1				1	
GEEBUNG	58	10	20	7	11	10
GORDON PARK	8	2		2	4	

Suburb	Total Of Student ID	08	09	10	11	12
GRANGE	4		1	1	1	1
HAMILTON	2					2
HENDRA	9	3	3	1	1	1
JOYNER	2				2	
KALLANGUR	14		5	5	1	3
KEDRON	75	23	16	13	13	10
KEPERRA	2				2	
LACEYS CREEK	1				1	
LAWNTON	1			1		
LUTWYCHE	4	2		1		1
MACKENZIE	1				1	
MANGO HILL	2	1		1		
MCDOWALL	43	8	9	15	6	5
MITCHELTON	2	1			1	
MOOROOKA	1				1	
MORAYFIELD	2				2	
MURRUMBA DOWNS	7		1	4	1	1
NARANGBA	3		1		1	1
NEW FARM	1	1				
NINGI	1				1	
NORTHGATE	15	3	4	3		5
NUDGEE	1			1		
NUNDAH	53	10	17	8	11	7
PETRIE	8	3	3		1	1
PINKENBA	1	1				
SAMSONVALE	1			1		
SANDGATE	7		1	2		4
SANDSTONE POINT	1				1	
SHORNCLIFFE	1				1	
STAFFORD	19	4	1	4	7	3
STAFFORD HEIGHTS	45	13	11	4	7	10
STRATHPINE	14	4	2	2	3	3
TAIGUM	28	2	9	5	9	3
TENERIFFE	1					1
THE GAP	1					1
TOOWONG	1				1	
VIRGINIA	20	2	6	3	4	5
WARNER	8		3	3	2	
WAVELL HEIGHTS	151	32	35	31	32	21
WEST END	1				1	
WILSTON	2		1			1
WINDSOR	5	1	2			2
WOOLLOOWIN	5	1	1	2		1
ZILLMERE	57	10	9	14	10	14

Links with local business and community organisations such as the Kedron/Wavell RSL and Chermside Retail precinct, all continue to be vital contributors to the varied life of Wavell.

Achievements and Outcomes for Goal 2 in 2006 –

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

Goal	Performance Target 2005 to 2006	Achievement in 2006
(i) Improved satisfaction of parents in how well the school keeps them informed about child's progress.	81.8% to 85%	70.6%
(ii) Improved satisfaction of parents with student's access to computer technology at the school.	91% to 92%	72.2%
(iii) Improved student satisfaction with the opportunities to use computer technology at school for learning.	45.7% to 50%	47.7%
(iv) Increased percentage of parents satisfied Wavell is a good school.	91% to 95%	77.7%
(v) Increased percentage of students continuing from Year 10 to 11.	99% to 100%	100%
(vi) Increased student satisfaction about teacher explanations of what to do.	40.5% to 50%	40.5%
(vii) Improved parent and student satisfaction about student behaviour.	Parents 82% to 85% Students 37% to 50%	61.2% 45.6%

Parent and student satisfaction overviews as it relates to Goal II – Schools 2006:

	School Mean	State Mean	Like School Mean
Learning climate:			
Parents	2.74	2.98	2.81
Students	2.26	2.28	2.31
School climate:			
Parents	2.81	2.88	2.78
Students	2.66	2.45	2.53
Resources:			
Parents	2.86	2.80	2.82
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.
- The areas to improve include parent perceptions as these differ to students.

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

Workforce:

Wavell State High School is currently staffed with eighty-seven teachers including the Principal, three Deputies, twelve HOD's, one HOSE and a Guidance Officer. A Registrar heads a support, ancillary and maintenance staff of forty-six. Volunteer staff makes an invaluable contribution to the canteen, book and clothing shops, library and as tutors in the Wavell Enrichment Program.

It is generally a mature aged staff with a great deal of school based experience. However with a growing number of staff nearing retirement age and accessing longer amounts of Long Service Leave there are some emerging issues with stability and continuity of learning. Twenty-one teachers are fifty-five plus (55+) years old. There is a growing need for

youth and enthusiasm in many subject departments within the school. Only six teachers are in their twenty's and therefore early in their careers. Thirty-six teachers have been at Wavell greater than ten (10) years, while this is important in the retention of the traditional standards and values of the school, there is some inflexibility when approaching new ideas and ways of operation. Change is not always enthusiastically embraced.

Approximately two thirds ($\frac{2}{3}$) of the teaching staff are female with two thirds ($\frac{2}{3}$) of the Middle Management positions held by males.

Professional Development:

Substantial funds are allocated each year to Professional Development. The major focus for professional development for staff in 2006 has been:

- Beginning Teacher program
- Pre Service Teacher program
- Systemic Programs -
 - Literacy
 - Behaviour management
 - Code of Behaviour and Student Protection
 - Professional Standards for Teachers
 - Aspiring Leaders Program
- School initiatives -
 - Working with Special Needs students
 - ICTs in the classroom
 - Queensland Certificate of Education and the Senior Phase of Learning
 - Building Resilience in Students and Teachers.
- Individual teacher requirements
- Curriculum Specific requirements
- First Aid Course
- Faculty Requirements

The involvement of the teaching staff in professional development activities during 2006 was 80.7 %.

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	2006
50.5%	58.2%	28%	20.7%	19.1%	9.4%	20.8%	29.2%

Percentage of staff dissatisfied with facilities at the school:

1999	2000	2001	2002	2003	2004	2005	2006
52.9%	67%	36.8%	18.3%	20.0%	14.2%	28.8%	26.7%

Percentage of students dissatisfied with the school buildings:

1999	2000	2001	2002	2003	2004	2005	2006
19.6%	23%	23.8%	12.6%	10.0%	10.4%	20.8%	2.7%

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 LAST 3 YEARS			COMPARISON WITH STATE MEAN
	2004	2005	2006	2006
Physical work environment	2.74	2.53	2.60	2.73
Relationships	2.96	2.89	2.90	3.01
School operations	2.84	2.57	2.70	2.80
Staff morale	2.93	2.76	2.78	2.98
Support, resources & training	2.61	2.49	2.47	2.64
Work roles	3.03	2.86	2.88	2.96
Work value & recognition	2.87	2.75	2.76	2.89
Overall rating:	2.84	2.68	2.70	2.85

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 but below State mean. This signifies that concerns such as the above are common in large schools.

Achievements and Outcomes for Goal 3 in 2006 –

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

Goal	Performance Target 2005 to 2006	Achievement in 2006
(i) Improved staff satisfaction on feedback on how well they are doing their job.	52% to 55%	49.5%
(ii) Improved staff satisfaction about school giving them opportunities to improve their skills.	69% to 75%	66.46%
(iii) Improved satisfaction level of parents in the interest that teachers take in their child.	68% to 70%	61.1%
(iv) Improved satisfaction level of staff about skills to integrate ICT into curriculum.	58.7% to 60%	36.6%
(v) Improved satisfaction level of feedback to staff on their work performance.	52% to 65%	49.5%

Staff satisfaction overview as it relates to Goal 3 – School Workforce 2006:

	School Mean	State Mean	Like School Mean
Relationships.	2.90	3.01	2.90
Staff morale.	2.78	2.98	2.82
Support resources and training.	2.47	2.64	2.51
Work roles.	2.88	2.96	2.84
Work value and recognition.	2.76	2.89	2.76
Network activities.	1.61	1.57	1.59
Conference/Seminar/Workshop.	1.57	1.87	1.77
Coaching / Mentoring	1.74	1.57	1.62
Online professional learning.	0.86	0.82	0.80
Opportunities to develop skills in integration of ICT into curriculum.	2.10	2.40	2.23

	School Mean	State Mean	Like School Mean	Target 2009
(i) Percentage of workforce engaged in learning and development opportunities.	80.7%	78.6%	79.3%	85%
(ii) Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic opportunities.	66.0%	73.0%	Not available	75%
(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 2006. 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. This appears to be a common problem in large high schools.