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Principal's foreword

Introduction

Wavell State High School, which opened in 1959, is a large and highly regarded State Secondary school in the Inner Northern suburbs of Brisbane. Currently the student population is 1350 – this number is capped and managed through an enrolment management plan established in 2004. Approximately one-third of our students are drawn from a defined, local catchment, while the majority of students gain enrolment through selective entry requirements. Acceptance of enrolment is based on academic achievement, sporting performance, talent in the arts, or some combination of these attributes.

The school underwent facilities renewal in 2002 with significant refurbishment of classrooms and development of specialist teaching areas. Facilities include a swimming pool, modern Olympic sports complex, performance centre, a sophisticated computer network and well equipped library and specialist classrooms.

Wavell has an established reputation built on traditional values including high standards of discipline and pride in appearance. Outstanding achievements across academic, cultural, citizenship and sporting areas can be directly attributed to an outstanding, experienced, and well qualified staff. Our staff make a significant contribution to the lives of our students. We believe high quality teaching is vital for high quality learning.

The school has developed programs to nurture excellence in academic achievement through an "Advanced Academic Program" in the Junior School to ensure our brightest students reach their full potential. Core subjects in the Junior School are taught at Extension, Core and Foundation levels to enhance the success of each student. Our Senior curriculum includes a very wide range of academic and vocational subjects. Sporting programs are structured to enable students to excel in their chosen fields of interest while our high quality Music, Dance and Drama programs enable students to perform at a variety of prestigious events. Schools of Excellence for Music, Drama, Dance and Rugby League in the Senior School build on, and showcase, the high quality programs offered across the school.

Students are encouraged to develop the values they are exposed to at home, to ensure they leave Wavell as outstanding citizens. The Wavell Development Program includes opportunities for students to explore the nine values all Australian students should develop to ensure the Australian way of life is preserved – Care and Compassion; Doing Your Best; Fair Go; Freedom; Honesty and Trustworthiness; Integrity; Respect; Responsibility; and Understanding Tolerance and Inclusion.

I invite you to explore our school through the website, or phone 3350-0333 to make an appointment for a school tour. Our school motto – "esse quam videri", highlights what all of our students are encouraged to do – "It is better to be, rather than to just seem". Those who choose to join us will always be proud that they have become a part of the Wavell High tradition.

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
- Participation and achievement in sport and cultural activities
- Student appearance
- Student behaviour
- Tradition
- Ordered and predictable environment.

The school curriculum will continue to be sufficiently broad to satisfy the interest and skills of all students by providing a large range of academic, cultural, vocational and sporting opportunities.

A major task of the parents and the school should be to continue 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

The total student enrolment for Wavell is approximately 1336. Enrolments are anticipated to stabilise at this number due to an Enrolment Management Plan that was implemented in 2003.

Wavell caters for Years 8 to 12 in a co-educational 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 a survey recently conducted, 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 analysing 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, and interconnectedness between 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 2007, Year 8 students had experience in each of the eight (8) Key Learning Areas (KLAs). In Years 9 and 10, students did a core program from the English, Maths, Science, SOSE and HPE KLAs, 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 choose 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 22 Year 12 students completed, or continued their ASBA on exit in 2007. 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 five-day work experience program and many senior students are taking programs where they are required to take up work placements on a structured basis. On-going 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 the 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, taking into account the backgrounds of students, their 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. HODs 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 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 that are offered at Wavell.

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 Dance Troupes performed exceptionally well in the Brisbane schools' eisteddfod, achieving several top placings. The "Cheer Squad" have worked extensively with *Gymnastics Queensland* and *Cheering Queensland*. 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. Seven graduates from the Rugby League School of Excellence are now competing at the NRL level, two are playing test level, eight are playing at Queensland Cup level, six are playing at the National Youth Competition (NYC) U/20, and fourteen are currently playing in the Brisbane FOGS U/20 and A-grade competitions. 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*. A Graduation Breakfast for students and parents is held at the end of each year.

Students have a camp in Year 8 and 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 \$85,960.00 and approximately one-sixth (\$30 / \$180) of student Textbook and Resource Scheme contributions were combined to give an overall budget of \$118,450.00 for ICTs. This budget was used primarily for the following:

- Purchasing equipment and technical support to implement *Education Queensland's* Managed Operating Environment (MOE).
- Supporting the rollout of 101 laptops under the 'Computers for Teachers' program.
- The replacement of over 65 PC lab computers.
- The provision of ICT technical support.
- On-going maintenance of existing ICT equipment.
- The re-development of the Wavell State High School web site.

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

- Computers for student use: 341
- Desktop Computers for staff use: 51

The number of computers in the school for student use has increased to 341 from 313 in 2007. This gives a computer to student ratio of 1:4.1 in 2007. 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 in using 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 (2007).

Social Climate

Student Welfare:

A copy of the "Responsible Behaviour Plan for Students" is available to members of the school community upon request. This is based on the *Education Queensland* "Code of School Behaviour". 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.

To cater for students with disabilities, the new, purpose-built Special Education Unit (Wavell Support Centre) which opened in 2005, is now well established. The Wavell Support Centre (WSC) has two classrooms, a life-skills area, a teacher resource room and a HOSSES office. This extra space has allowed Support Centre staff to expand their learning programs for students with disabilities to include: a modified SOSE/Science course for students in Years 8,9,10, a senior boys social skills group, a senior functional literacy/numeracy class and a lunch time chill-out program.

Establishing post-school pathways for students with disabilities is a vital role of the WSC. All students in Year 12 and selected students from Years 10 and 11 spend at least one day per week in work experience placements for the course of a year. A post-school options evening is held annually to inform parents of what is available after Year 12.

The Enrichment Centre provides support for the younger students with learning difficulties. The Centre has an enthusiastic band of seventeen generous volunteer tutors, the services of two teacher-aides and two lessons per student, per week of teacher assistance. A HOD and two teacher-aides assisted the twenty-seven students in the Enrichment Centre at Wavell.

There were seventy-seven Aboriginal and Torres Strait Islander students and these students were encouraged by a part-time Community Education Counsellor and five part-time tutors. Visits to tertiary institutions, career expos and places of interest to young aboriginal students were arranged for these students. Six senior students had the opportunity to

complete a Certificate II in Sport and Recreation with *PASS Australia*.

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 five days per week. The Chaplain runs a Seniors Café each Friday, as well as providing support to individual students.

Student Leadership is highly valued and encouraged at Wavell. Students from Year 12 have opportunities to lead as School Captains, Prefects and House Captains. Captaincy of sporting teams is regarded highly and all positions are determined in a democratic manner. All students have opportunities for election to class captaincy and the Student Representative Council, which has the capacity to raise matters of concern for consideration of the Principal, P & C Association or School Council. Students also have two representatives on the School Council. Student Leaders in Year 9 provide 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 total funds expended on teacher professional development in 2007 was \$28,897.95.

The major emphasis was on:

- Learning technology.
- Catering for individual needs.
- Small-group Professional Development.
- Assessment and reporting.
- Literacy and Numeracy.
- Systemic needs.
- Behaviour Management.
- Leadership Matters.

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 second-hand Uniform Shops. A Functions Sub-committee catered for a number of 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 "2007 to 2009 Strategic Plan" and has monitored the "Annual Operational Plan". 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.

The Council commissioned two surveys, one for Year 8 parents and another for Year 12 students in 2005. These

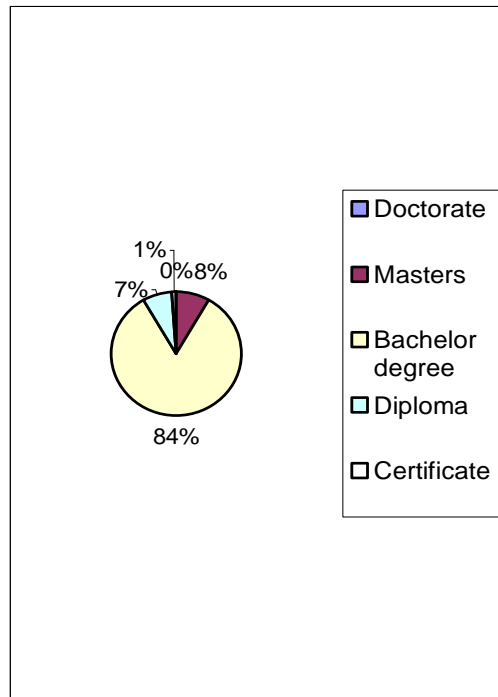
Performance of our students

Wavell State High School

surveys were developed to gain greater insight into Wavell parents and students, and, given the value of these, were utilised again in 2006 and 2007.

Qualifications of teachers and School Leaders

Highest level of attainment	Percentage of classroom teachers and school leaders at Wavell
Doctorate	0
Masters	8
Bachelor degree	80
Diploma	7
Certificate	1



Expenditure on, and teacher participation in Professional Development:

The total funds expended on teacher professional development in 2007 was \$28,897.95.

The major professional development initiatives are as follows:

- Beginning Teacher program
- Pre-Service Teacher program
- Staff PD Forums
- Systemic Programs -
 - Literacy
 - Behaviour Management
 - Code of Behaviour and Student Protection
- School Initiatives –
 - LTLTR
 - Leadership Development (for promotional aspirants)
 - Leadership program for HODs, GO, HOSE, DPs and Principal
 - Leadership program for teachers
 - Crossing Cultures
 - ICTs in the classroom
- Individual teacher requirements
- Curriculum-Specific requirements
- First Aid Course
- Faculty Requirements
- QCAR Reporting Requirements

The involvement of the teaching staff in Professional Development activities during 2007 was 90%.

Performance of our students

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Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2007.

Proportion of staff retained from the previous school year.

From the end of the 2006 school year, 92% of staff were retained by the school for the entire 2007 school year.

Student attendance

The average attendance rate, as a percentage in 2007, was 89%.

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 (in 2003).	82%
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Outcomes for our Year 12 cohort of 2006

Total number of Senior Certificates awarded.	228
Percentage of Overall Position (OP) -eligible students with OP 1-15.	65%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification.	29%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification.	80%
Percentage of <i>Queensland Tertiary Admissions Centre (QTAC)</i> applicants receiving an offer.	100%

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2007 Year 12 post-school destinations survey, 'Next Step – Student Destination Report', were not available. Information about these post-school destinations of our students will be posted on our website by early September, 2008.

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:*

- In 2007, all eight Key Learning Areas were studied in the junior curriculum providing students with opportunities for in-depth learning. The newly introduced subjects of Engineering Technology; Certificate III in Business; and Social and Community Studies have been received well by students.
- The first Wavell students to study towards the Queensland Certificate of Education began senior studies in 2007, with all Year 10 and Year 11 students signed up for a learning account with the QSA.
- The Year 11 cohort was the first student group to transition into senior studies with a fully developed SET Plan, forming the basis for senior subject selection.
- Wavell High cemented its place as part of the *Queensland Minerals and Energy Academy* in 2007. The partnership between Wavell High and the *Queensland Resources Council (QRC)*, training and academic providers and the Queensland Government, was further enhanced with the development and promotion of curricula structures to enable students to access a broad range of minerals and energy-related learning and career opportunities. Two Wavell students were chosen to participate in an annual two-week work experience program with Mt Isa Mines.
- As part of the triennial school review, three committees were formed which made recommendations for action in 2008 in the areas of:
 - Improving student attendance;
 - Enhancing pathways available to students via the QCE and post school destinations;
 - Improving the behaviour of students during school hours
 - Strengthening communication across all sectors of the school community;
 - Improving the morale of both ancillary and teaching staff;
 - Improving the availability of information technology to all students; and
 - Improving the connectedness of students to the school

Our Students and their achievements:

(a) Student Performance – Academic Results:

A summary of a selection of academic results in 2007 and comparisons with previous years are as follows:

(i) Results summary of Year 12 OP-eligible students 1996 – 2007:

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
2007	133	12.8	27.8	24.8	27.1	7.5

Performance of our students

Wavell State High School

65% 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. The steady decrease in OP 21 – 25 and the largest OP 1 – 5 in six years are pleasing outcomes.

(ii) Queensland Core Skills (QCS) Test Results Summary 1995 – 2007:

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
2007	133	12.6	15.2	34.8	27.8	35.6	34.9	17.0	20.9	0	1.2

The 2007 result saw a higher percentage of A and B than the State average on the QCS test, and this was reflected in the strong OP 1 - 5 results for 2007. 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 in 2007 appear to have worked.

(iii) Tertiary Entry Results 1997 – 2007:

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%)
2007	230	99 (42%)	99 (100%)	66 (66.7%)	21 (21.2%)

Having 88% of students obtaining their first or second preference speaks very highly of the guidance that these students receive at the school. This is up by 13% on 2006.

(iv) Year 12 2007 – 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 *The Courier Mail*, April 1, 2007.

Column	School Performance	Results
10	Total Senior Certificates awarded.	228
14	Percentage of OP eligible students with OP 1 – 15.	65%
15	Percentage of students with Senior Certificates and with VET qualifications.	29%
16	Percentage of students with Senior Certificates with OP eligibility or with VET qualifications.	80%
17	Percentage of QTAC applicants receiving an offer.	100%

Performance of our students

Wavell State High School

(v) Destination Data 2004, 2005 and 2006:

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)	2007 – (Year 12 in 2006)
The response rate to the survey was	61.0%	82.2%	84%
Continued in education/training	70.3%	66.7%	67.6%
Studying at University	30.6%	35.7%	34.1%
Studying VET courses	39.7%	31.0%	33.5%
Commenced employment based training	Apprentice (13.2%) or Trainee (9.1%)	Apprentice (8.2%) or Trainee (7.6%)	Apprentice (11.2%) or Trainee (5.0%)
In employment	29.7%	25.1%	25.1%
Looking for work	5.0%	6.4%	6.1%
Neither in the workforce nor studying	0.8%	1.8%	1.1%

Main destinations of school completers, by sex 2004, 2005 & 2006:

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
Apprenticeship	16	23.9	0	0.0	16	13.2	12	12.6	2	2.6	14	8.2
Traineeship	5	7.5	6	11.1	11	9.1	7	7.4	6	7.9	13	7.6
Working Full-time	10	14.9	6	11.1	16	13.2	14	14.7	11	14.5	25	14.6
Working Part-time / 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

Destination	Males		Females		Total Yr 12, 2006	
	No.	%	No.	%	No.	%
University (degree)	25	27.8	36	40.4	61	34.1
VET Cert IV+*	9	10.0	13	14.6	22	12.3
VET Cert III*	1	1.1	6	6.7	7	3.9
VET Cert I – II*	1	1.1	1	1.1	2	1.1
Apprenticeship	17	18.9	3	3.4	20	11.2
Traineeship	5	5.6	4	4.5	9	5.0
Working Full-time	7	7.8	9	10.1	16	8.9
Working Part-time / Casual	16	17.8	13	14.6	29	16.2
Seeking work	8	8.9	3	3.4	11	6.1
Not studying / NILF	1	1.1	1	1.1	2	1.1
Total	90	100.0	89	100.0	179	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	Yr 12, 2006 Number
Queensland University of Technology	19	37	27
Brisbane North Institute of TAFE	8	18	26
Australian Catholic University	7	5	5
Southbank Institute of TAFE	6	9	13
The University of Queensland	4	9	19
Griffith University	3	5	8
Australian College of Natural Medicine	3	1	0
Central Queensland University	1	1	0
University of the Sunshine Coast	1	0	0
University of Southern Queensland	0	1	1
Interstate university	0	2	0
Private training colleges	8	5	8
Other Queensland TAFEs	3	2	10
Other / Unknown	22	10	1
Total	85	108	118

Note: The 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.
- 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
 - SET Plan Interviews
 - 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.
- 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 II in 2007 are as follows:

Performance of our students

Wavell State High School

The percentage of results with an SA or above is 78%.

Semester II 2007													
Year	VHA	%	HA	%	SA	%	LA	%	VL	%	NR	%	Total
8	372	14	869	33	861	33	372	14	80	3	57	2	2611
9	297	14	664	31	724	34	324	15	87	4	60	3	2156
10	157	9	531	31	682	39	292	17	65	4	8	0	1735
11	125	8	482	32	578	38	260	17	47	3	33	2	1525
12	111	7	445	29	595	39	322	21	60	4	0	0	1533
All	1062	11	2991	31	3440	36	1570	16	339	4	158	2	9560

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 better than the State average.
- Students achieving SA or above in subjects is increasing.
- The notable increase in B grades on the QCS in 2007 will need to be sustained with further QCS practice refinements.

(b)(i) Students with Disabilities:

In 2007, the school had 33 profiled students. Students who are profiled with an Intellectual Impairment, Autistic Spectrum Disorder or a Speech Language Impairment are supported by the Wavell Support Centre, which is staffed by a HOSES, 4.6 teachers and 5 teacher aides.

Students with other disabilities, such as a Hearing Impairment or a Physical Impairment, also receive assistance from the Support Centre, as well as an Advisory Visiting Teacher for that particular disability.

Students with disabilities are included in mainstream classes. However, most students are enrolled in one less subject which is substituted with withdrawal time in the Support Centre to focus on IEP goals and to obtain support accessing the curriculum.

(b)(ii) Students with Learning Difficulties:

Appraised students (those with 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 31 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:

2007 Semester I results for WEP

SUBJECTS	NO & % OF STUDENTS IN EACH LOA											
	A		B		C		D		E		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
FEN	0	0	2	8	10	40	0	0	0	0	12	48
ENG	0	0	2	8	6	24	5	20	0	0	13	52
FMA	1	4	2	8	4	16	0	0	0	0	7	28
MAT	0	0	3	12	8	32	7	28	0	0	18	72
SCI	0	0	0	0	10	40	13	52	2	8	25	100
GEG	0	0	1	4	8	32	3	12	0	0	12	48
HIS	0	0	3	12	2	8	8	32	0	0	13	52
TCS	0	0	14	56	11	44	0	0	0	0	25	100
HPE	0	0	9	36	15	60	1	4	0	0	25	100
THE	1	4	3	12	4	16	3	12	0	0	11	44
TMA	0	0	6	24	8	32	0	0	0	0	14	56

Performance of our students

Wavell State High School

SUBJECTS	NO & % OF STUDENTS IN EACH LOA											
	A		B		C		D		E		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
MUS	0	0	1	4	10	40	3	12	0	0	14	56
MEDIA	0	0	2	8	4	16	5	20	0	0	11	44
DRA	0	0	3	12	6	24	2	8	0	0	11	44
ART	0	0	0	0	6	24	7	28	1	4	14	56

2007 Semester 2 results for WEP

SUBJECTS	NO & % OF STUDENTS IN EACH LOA											
	A		B		C		D		E		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
ADR	0	0	4	16	7	28	3	12	1	4	15	60
AME	0	0	0	0	2	8	6	24	3	12	12	48
AMU	0	0	1	4	5	20	5	20	0	0	11	44
AVI	0	0	3	12	3	12	5	20	1	4	12	48
ENG	0	0	0	0	8	32	5	20	1	4	14	56
ENF	0	0	4	16	6	24	1	4	0	0	11	44
HPE	0	0	5	20	15	60	4	16	0	0	25	100
MAF	1	4	1	4	4	16	2	8	0	0	8	32
MAT	0	0	0	0	1	4	10	40	6	24	17	68
SCI	0	0	3	12	9	36	10	40	3	12	25	100
SSG	0	0	3	12	5	20	4	16	1	4	13	52
SSH	0	0	0	0	2	8	9	36	1	4	12	48
TCS	0	0	7	28	11	44	7	28	0	0	25	100
THE	0	0	2	8	2	8	7	28	2	8	13	52
TMA	1	4	5	20	4	16	2	8	0	0	12	48

These results are exceptional and reflect well on the team at the Enrichment Centre. In Semester 1, 72% and in Semester 2, 56% of those students are achieving at a Sound Achievement or above, compared with 78% of the total school population. This is a great credit to the Enrichment Program and is highly appreciated by parents.

(c) Cultural Diversity:

Wavell is a member of the 'Dare to Lead Coalition', which is an initiative of the Principals Associations in Australia, focusing on:

- Accelerating the improvement of educational outcomes for Aboriginal and Torres Strait Islander students.
- Supporting the goals of reconciliation for all Australian students.

As such, Wavell currently employs a part-time CEC/Teacher Aide and 6 tutors, who are funded through term grants from ITAS. The CEC/Teacher Aide and tutors work collaboratively with classroom teachers to support the 77 Indigenous students enrolled.

The Indigenous literacy and numeracy results for Semester I and II in 2007 were as follows:

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

Wavell State High School also has a significant number of students from the South Sea Islands, including New Zealand. Some of these students are supported two days per week by an advisory visiting teacher.

Both the Indigenous and South Sea Island students play a significant role in the cultural aspects of school life and display this annually through the Multi-Cultural day.

(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 1330 again since then. Year 8 enrolments during the past few years have increased to about 300 in 2002, 2003, 2004 and stabilised at about 270. 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
2007	261	259	300	288	248	1356

The "Enrolment Management Plan" 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 2009 with *Education Queensland*. The school has kept quite close to its original targets.

Performance of our students

Wavell State High School

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%
02 - 07	76.8%	Yr 8 (2003) to Year 12 (2007)	82.1%

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 above State average. The strong employment market has had an impact on this in the last year.
- 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
2007	7.58	10.18	12.70	12.5	17.2	11.91

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
2007	18.60	19.02	19.33

- New period attendance checks have been put in place in 2008 to try to arrest the growing absence rate.
- Year 11 and 12 attendance is an area of on-going concern. This will be addressed, along with recommendations made, by the TSR committee.

Performance of our students

Wavell State High School

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
2007	2.45	2.36	2.41
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
2007	2.87	2.50	2.61

This clearly indicates that the school and learning climate are both very similar to the State means and 'like school' means, and are improving.

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	Year	Suspensions	Exclusions	Total
1997	167	8	175	2005	134	5	139
1998	128	15	143	2006	191	11	202
1999	129	7	136	2007	225	5	230
2000	102	9	111				
2001	115	13	128				
2002	184	4	188				
2003	159	5	164				
2004	164	5	169				

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

(b) Information Communication Technology:

Our EQ ICT grant of \$85,960.00 and approximately one-sixth (\$30 / \$180) of student Textbook and Resource Scheme contributions were combined to give an overall budget of \$118,450.00 for ICTs. This budget was used primarily for the following:

- Purchasing equipment and technical support to implement *Education Queensland's* Managed Operating Environment (MOE).
- Supporting the rollout of 101 laptops under the 'Computers for Teachers' program.
- The replacement of over 65 PC lab computers.
- The provision of ICT technical support.
- On-going maintenance of existing ICT equipment.
- The redevelopment of the Wavell State High School web site.

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

- Computers for student use: 341
- Desktop Computers for staff use: 51

The number of computers in the school for student use has increased to 341 from 313 in 2007. This gives a computer to student ratio of 1:4.1 in 2007. 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 in using 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 (2007).

(c) Facilities:

The improvement in facilities in 2007 included:

- Painting of the Assembly Hall – thanks to P & C Association.
- H block painted – thanks to *Education Queensland*.
- \$130,000 from Federal Government for refurbishment of Library.
- 'Tomorrows Schools' projects completed totalling \$125,000. New shade structures, Science improvements and Annexe upgrade.

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 few years but arrested in 2007, probably due to the projects listed above.

Percentage of staff dissatisfied with school working conditions:

1999	2000	2001	2002	2003	2004	2005	2006	2007
50.5%	58.2%	28%	20.7%	19.1%	9.4%	20.8%	29.2%	20.5%

Percentage of staff dissatisfied with facilities at the school:

1999	2000	2001	2002	2003	2004	2005	2006	2007
52.9%	67%	36.8%	18.3%	20.0%	14.2%	28.8%	28.5%	18.8%

Percentage of students dissatisfied with the school buildings:

1999	2000	2001	2002	2003	2004	2005	2006	2007
19.6%	23%	23.8%	12.6%	10.0%	10.4%	20.8%	2.7%	9.8%

This improvement relates strongly to the \$3.0 million capital works program, 'Secondary School Renewal' in 2002. 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 became evident. Some of this was addressed in 2007.

Performance of our students

Wavell State High School

School Community:

The school has a long history of drawing students from across Brisbane and beyond. The table below shows in April 2008, students were drawn from the following suburbs:

Suburb	Total Of Student ID	08	09	10	11	12
ALBANY CREEK	104	16	18	16	24	30
ALBION	2			1	1	
ARANA HILLS	1				1	
ASCOT	4	1		1	1	1
ASHGROVE	1				1	
ASPLEY	55	10	11	13	11	10
BALD HILLS	18	5	6	2	2	3
BANYO	20	4	7	1	3	5
BOONDALL	68	14	13	13	9	19
BOWEN HILLS	1	1				
BRACKEN RIDGE	46	8	13	7	11	7
BRAY PARK	6			2	2	2
BRENDALE	9		1	3	1	4
BRIDGEMAN DOWNS	45	4	9	10	13	9
BROOKSIDE CENTRE	1					1
BUNYA	1			1		
BURPENGARY	1	1				
CABOOLTURE	1				1	
CANNON HILL	1				1	
CARSELDINE	25	5	6	5	2	7
CASHMERE	8	2	1	1	1	3
CHERMSIDE	99	23	24	22	17	13
CHERMSIDE CENTRE	5	1	2	1	1	
CHERMSIDE SOUTH	1					1
CHERMSIDE WEST	31	6	7	9	3	6
CLAYFIELD	8	1	4		1	2
CLEAR MOUNTAIN	2	1	1			
DAYBORO	4		1	1	1	1
DEAGON	5	3	1	1		
DELANEY'S CREEK	2		1		1	
EATONS HILL	43	8	6	8	9	12
ENOGGERA	4	1	1	1		1
EVERTON HILLS	19	6	2	8	1	2
EVERTON PARK	11	2	2	2	1	4
FERNY GROVE	1				1	
FERNY HILLS	2	1			1	
FITZGIBBON	10	2	2	1	4	1
GEEBUNG	50	14	7	8	17	4
GORDON PARK	8	2	2	2		2
GRANGE	3	1	2			
HAMILTON	6	1	2		1	2
HENDRA	9	1	2	2	2	2
INALA	1					1
KALLANGUR	17	2	4	1	5	5
KEDRON	77	12	16	26	13	10
KEPERRA	2	2				
KIPPA RING	1			1		

Suburb	Total Of Student ID	08	09	10	11	12
LACEYS CREEK	1	1				
LANSVALE	2		1	1		
LAWNTON	6	3	1	1	1	
LUTWYCHE	8	2	3	1	1	1
MCDOWALL	45	8	8	9	8	12
MITCHELTON	4	1	1	2		
MURRUMBA DOWNS	5				2	3
NARANGBA	1		1			
NEW FARM	1		1			
NORTH LAKES	2			1		1
NORTHGATE	20	6	3	5	3	3
NUDGEE	5	1	2		1	1
NUNDAH	61	11	14	13	11	12
PETRIE	10		2	2	4	2
PINKENBA	2	1		1		
RED HILL	1			1		
REDCLIFFE	5	2	1		2	
ROBINA	1					1
SAMSONVALE	1					1
SANDGATE	4			1		3
SHORNCLIFFE	2		1			1
SPRING HILL	1	1				
STAFFORD	20	9	3	3	3	2
STAFFORD HEIGHTS	49	13	10	13	8	5
STRATHPINE	15	4	1	3	1	6
TAIGUM	25	6	3	1	9	6
THE GAP	3		1			2
UPPER MOUNT GRAVATT	1					1
VIRGINIA	15	4	3	2	4	2
WAKERLEY	1		1			
WARNER	15	2	4		5	4
WAVELL HEIGHTS	136	31	21	25	36	23
WEST CHERMSIDE	1		1			
WHITESIDE	1		1			
WILSTON	3	1		1	1	
WINDSOR	4	1	1	2		
WOODRIDGE	1					1
WOOLLOWIN	9	1	2	1	3	2
WYNNUM WEST	1		1			
ZILLMERE	39	6	7	7	7	12

Performance of our students

Wavell State High School

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 2007 –

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

Goal	Performance Target 2006 to 2007	Achievement in 2007
(i) Improved satisfaction of parents in how well the school keeps them informed about child's progress.	70.6% to 75%	71.0%
(ii) Improved satisfaction of parents with student's access to computer technology at the school.	72.2% to 75%	76.7%
(iii) Improved student satisfaction with the opportunities to use computer technology at school for learning.	47.7% to 55%	55.9%
(iv) Increased percentage of parents satisfied Wavell is a good school.	77.7% to 90%	93.5%
(v) Increased percentage of students continuing from Year 10 to 11.	99.6% to 100%	96%
(vi) Increased student satisfaction about teacher explanations of what to do.	40.5% to 50%	41.2%
(vii) Improved parent and student satisfaction about student behaviour.	Parents 61.2% to 70% Students 45.6% to 56%	61.3% 49.0%

Parent and student satisfaction overviews as it relates to Goal II – Schools 2007:

	School Mean	State Mean	Like School Mean
Learning climate:			
Parents	2.89	2.96	2.81
Students	2.45	2.36	2.41
School climate:			
Parents	2.97	2.85	2.75
Students	2.87	2.50	2.61
Resources:			
Parents	2.86	2.82	2.79
Students	2.66	2.48	2.56

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 HODs, one HOSE and a Guidance Officer. A Business Services Manager heads a support, ancillary and maintenance staff of forty-six. Volunteer staff make 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 teachers are fifty-five plus (55+) years old (21%), with seven, sixty plus (60+)

Performance of our students

Wavell State High School

years old (7%). 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 (⅔) of the teaching staff are female with two-thirds (⅔) 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 2007 has been:

- Beginning Teacher program
- Pre-Service Teacher program
- Staff PD Forums
- Systemic Programs -
 - Literacy
 - Behaviour Management
 - Code of Behaviour and Student Protection
- School Initiatives –
 - LTLTR
 - Leadership Development (for promotional aspirants)
 - Leadership program for HODs, GO, HOSE, DPs and Principal
 - Leadership program for teachers
 - Crossing Cultures
 - ICTs in the classroom
- Individual teacher requirements
- Curriculum-Specific requirements
- First Aid Course
- Faculty Requirements
- QCAR Reporting Requirements

The involvement of the teaching staff in Professional Development activities during 2007 was 90%.

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	2007
50.5%	58.2%	28%	20.7%	19.1%	9.4%	20.8%	29.2%	20.5%

Percentage of staff dissatisfied with facilities at the school:

1999	2000	2001	2002	2003	2004	2005	2006	2007
52.9%	67%	36.8%	18.3%	20.0%	14.2%	28.8%	26.7%	18.8%

Percentage of students dissatisfied with the school buildings:

1999	2000	2001	2002	2003	2004	2005	2006	2007
19.6%	23%	23.8%	12.6%	10.0%	10.4%	20.8%	2.7%	9.8%

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 LAST 3 YEARS			COMPARISON WITH STATE MEAN
	2005	2006	2007	
Physical work environment	2.53	2.60	2.70	2.75
Relationships	2.89	2.90	2.96	3.02
School operations	2.57	2.70	2.82	2.80
Staff morale	2.76	2.78	2.88	2.98
Support, resources and training	2.49	2.47	2.63	2.60
Work roles	2.86	2.88	2.99	2.94
Work value and recognition	2.75	2.76	2.85	2.90
Overall rating:	2.68	2.70	2.82	2.85

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 are common in large schools.

Achievements and Outcomes for Goal 3 in 2007 –

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

Goal	Performance Target 2006 to 2007	Achievement in 2007
(i) Improved staff satisfaction on feedback on how well they are doing their job	49.5% to 55%	50%
(ii) Improved staff satisfaction about school giving them opportunities to improve their skills	66.5% to 75%	68.6%
(iii) Improved satisfaction level of parents in the interest that teachers take in their child	61.1% to 70%	64.5%
(iv) Improved satisfaction level of staff about skills to integrate ICT into curriculum	36.6% to 60%	53%
(v) Improved satisfaction level of feedback to staff on their work performance	49.5% to 60%	50%

Staff satisfaction overview as it relates to Goal 3 – School Workforce 2007:

	School Mean	State Mean	'Like School' Mean
Relationships	2.96	3.02	2.89
Staff morale	2.88	2.98	2.82
Support resources and training	2.63	2.66	2.52
Work roles	2.99	2.94	2.86
Work value and recognition	2.85	2.90	2.79
Network activities	1.77	1.61	1.61
Conference/Seminar/Workshop	1.90	1.92	1.83
Coaching / Mentoring	1.78	1.59	1.64
Online professional learning	0.92	0.87	0.83
Opportunities to develop skills in integration of ICT into curriculum	2.42	2.42	2.29

	School Mean	State Mean	Like School Mean	Target 2009
(i) Percentage of workforce engaged in learning and development opportunities	80.5%	78.5%	78.5%	85%
(ii) 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 2007.