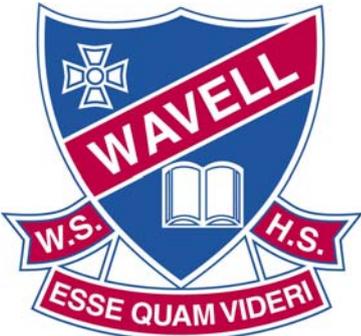


Wavell State High School (2048)

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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 1310 – 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, specialist classrooms and a well equipped Resource Centre.

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.



(Pictured above from left, 2009 School Captains - *Lucinda Hunter, Jarrod Hinvest, Elyse Perrau, Toalua Tuigamala.*

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, Rugby League and Netball in the Senior School build on, and showcase, the high quality programs offered across the school.

Wavell State High School (2048)

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 accomplish – “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.

Wavell State High School (2048)

School progress towards its goals in 2009

After extensive consultation with staff and the School Council, the following seven statements of goals were accepted for 2007 - 2009:

1. Improve the behaviour of students during school hours.
2. Enhance pathways available to students via the QCE and post school destinations, ensuring they fit closely to the aspirations of each senior student.
3. Improve the connectedness between students and the school.
4. Improve the availability of Information Technology to all students.
5. Improve the attendance rates of students at all levels.
6. Strengthen communication amongst all sectors of the school community.
7. Improve morale of both teaching and ancillary staff.

A review of these goals as part of the 2009 Strategic Planning cycle follows:

Goal 1: Improve the behaviour of students during school hours -

The new code of student behaviour has achieved a desired consistency of action which has led to strong improvements in classroom behaviour as demonstrated below:

		A	B	C	D	E
Semester 1	Behaviour	39.7%	31.3%	20.8%	6.2%	1.9%
	Effort	27.3%	32.5%	26%	11.3%	2.9%
Semester 2	Behaviour	40%	29.7%	22.5%	6.5%	1.3%
	Effort	27.7%	30.8%	26.1%	12.4%	3.1%

A review of the school code of student behaviour was conducted in term 4, 2009, establishing a slightly revised code for 2010.

Goal 2: Enhance pathways available to students via the QCE and post school destinations, ensuring they fit closely to the aspirations of each senior student -

Evidence of achievement of significant improvement in pathways is observed in the 2009 data which is amongst the best yet achieved. Some highlights include:

- OP 1–15 percentage:- 69%
- The largest number of school-based apprenticeships:- 36 students
- The largest number of VET qualifications:- Certificate I – 69 students; Certificate II – 23 students; Certificate III – 49 students.

The introduction of a program to support a class group of students doing two-day per week apprenticeships (ASAP) has proven very popular following its introduction in 2009. Twenty-five students are in this class which has a special timetable. Most students despite the difficult economic conditions have secured a school-based apprenticeship. Some review of this will occur in the TSR process for 2010 – 2012.

Goal 3: Improve the connectedness between students and the school -

The area proved challenging in defining. It is true to say that the vast majority of students are well connected and proud of their school. Evidence of this exists with participation in the many and varied cultural and sporting programs of the school. Attempts to engage some of the most disengaged continue.

Wavell State High School (2048)

Goal 4: Improve the availability of Information Technology to all students -

This area has improved significantly over the last three years. Several State and Federal funded programs and a focus of school and P & C Resources have improved Information Technology at Wavell significantly. Specific enhancements include:

- Computers for teachers – all staff have their own laptop.
- Federal funds for 312 additional computers have enabled nearly 500 computers to be available for 1300 students.
- 74 staff now have their ICT Certificate.
- Most classrooms have data projectors and computer docking stations.

Goal 5: Improve the attendance rates of students at all levels -

This has been an area of great challenge particularly for Year 11 and 12 students. The school has introduced ID attend this year and changed several monitoring processes with minimal impact. This will be a key focus of the 2010 – 2012 Strategic Plan following the TSR review.

Goal 6: Strengthen communication amongst all sectors of the school community -

Significant changes to support this include:

- Access to online school newsletters.
- A strong focus on continually updating the web-site.
- Improving the office processes and service.
- Structuring rolls to have one staff member dealing with rolls and absence calls for consistency.
- Mailing out of mid-year reports.
- Using mail outs for significant activities.

Goal 7: Improve morale of both teaching and ancillary staff -

This has been addressed quite well although more focus on support staff is planned. Improvements occurred in the Opinion Survey data using specific strategies such as:

- A World Teacher's Day award and morning tea.
- A breakfast for the Cleaners.
- Improving access to professional development.

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.

Wavell State High School (2048)

The 2009 School Review identified three areas for focus over the next four years:

Key Priorities and Strategic Activity to be Undertaken in 2010	Underlying Action Plans
<p>Curriculum Review and Development</p> <ul style="list-style-type: none"> a. Middle School – review Year 8 curriculum in light of Australian School Curriculum and teaching & learning practices. b. Year 10 – reassess the Year 10 Guidelines from QSA in light of Australian School Curriculum for Maths, English, Science and History requirements for 2011. Narrow gap between Year 10 and 11 expectations. c. Australian Curriculum – Review curriculum plan across Years 8-12 to align with expectations. Prepare introduction for Year 11 and 12 in 2012. d. Language Education Queensland – assess impact of ICI's on Year 8 and flow on to increased language uptake. e. Literacy and Numeracy – Monitor literacy plan and its relationship with NAPLAN strategies and targets. Develop a process to ensure Year 8 and 9 teachers undertake literacy PD through EQ initiative. f. Indigenous Perspectives – Examine curriculum documents for evidence of imbedding. Enhance where appropriate. 	<p>Curriculum Planning documents -</p> <ul style="list-style-type: none"> 1. Work Programs 2. Literacy Strategy 2010-2013 3. NAPLAN strategy 4. Language Strategy 5. TSR 6. ETSIPS plan
<p>Environment</p> <ul style="list-style-type: none"> a. Communication within and beyond the school – fully utilize parent teacher on line contacts and enhance web-site information. Investigate other ways to engage with parents. b. Consistency of Policy and Practice – Ensure induction and refresher programs enhance whole school consistency of school policy and expectations particularly in relation to assessment, student management and uniform. Develop improved recycling of materials especially paper. c. Efficient and effective Internal and External Spaces – Create active spaces for students to be engaged in the playground, improve shade provision, have classrooms audited for resources and list on one school, investigate having greater ownership of teaching spaces 	<p>School Review 2009 -</p> <ul style="list-style-type: none"> 1. NSSCF 2. One –School Facilities and Timetable 2011 3. Code of Behaviour 4. Facilities Plan 5. TSR
<p>Attendance</p> <ul style="list-style-type: none"> a. Policy and Systems – ensure that procedures are better adhered to through clear communication of expectations and systems to staff, parents and students. Ensure engaging curriculum for the cross section of students. Streamline processes and focus on the “EVERYDAY COUNTS” message. b. Monitoring processes and practices – identify and task key staff to specific roles and responsibilities, review impact of ID attend. Focus on data collection and trend patterns. Attendance needs to be everybody's business 	<p>School Review 2009 -</p> <ul style="list-style-type: none"> 1. Key procedural actions 2. Staff Development and Induction program 3. TSR

Our school at a glance

Wavell State High School

School Profile

The total student enrolment for Wavell is approximately 1310. 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.

Coeducational or single sex: Coeducational

Year levels offered: Years 8 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
1285 (July 2009)	628	657	88%

Characteristics of the student body:

A copy of the *Responsible Behaviour Plan for Students* based on Education Queensland's *Code of School Behaviour* is available to members of the school community upon request. The school produces a Prospectus, Welcome to Wavell book, a Middle School and a Senior School 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 purpose-built Wavell Support Centre (WSC) opened for operation at the commencement of Term 2 2005. The Centre has two classrooms, a life-skills area, a teacher resource room and HOSSES office. The extra space has allowed WSC 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 WSC. Students in Years 11 and 12 participated in work placement programs coordinated by WSC staff in collaboration with curriculum teachers. Teacher and teacher aides supported students in their placements to achieve positive and productive outcomes.

The Wavell Enrichment Program (WEP) provided support for the younger students with learning difficulties identified through NAPLAN results and primary school reports. The program had an enthusiastic band of twenty 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 twenty-two students in the Enrichment Program 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-eight 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 are arranged for these students.

Students also have 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.

Student Leadership is highly valued and encouraged at Wavell. Students from Year 12 have opportunities to lead as School Captains, Prefects and House Captains. All students have opportunities for election to class captaincy and the Student Representative Council. As well as this, captaincy of sporting teams is regarded highly and all positions are determined in a democratic manner. In 2005, the position of student leaders was introduced into Year 9 and continues as a worthwhile initiative.

Our school at a glance

Wavell State High School

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8 – Year 10	22	95%	82%	12%	5%
Year 11 – Year 12	15	96%	90%	6%	4%
All Classes	19	95%	85%	10%	5%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	289
Long Suspensions - 6 to 20 days	22
Exclusions	11
Cancellations of Enrolment	13

Curriculum offerings

Our distinctive 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 2009, Year 8 students had experience in each of the eight (8) Key Learning Areas (KLAs).
- In Years 9 and 10, students study 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 Languages.
- 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 33 Queensland Study Authority (QSA) subjects and 17 Authority 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, thirty-six Year 12 students completed, or continued their ASBA on exit in 2009. There is a growing emphasis in the area of vocational preparation, with students being signed up in the later stages of Year 10.
- A number of students are also taking TAFE Certificate courses. A total of 49 students achieved Certificate III level qualifications, 23 students achieved Certificate II level qualifications and 69 students achieved Certificate I level qualifications.
- Three Year 12 students were involved in the Start QUT program and taking one university subject each semester in 2009.
- 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 drawn from Productive Pedagogies, however, a range of other learning frameworks are used to enhance learning.

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.

Information Technology should be accompanied by pedagogical practice that is, amongst other things, problem-based, relevant and critical. Information Technology 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.

Teachers are expected to cater for individual differences and build student capacity from an understanding of where a student's learning is at. Particular attention to embedding numeracy, literacy and indigenous perspectives is required of all teachers.

Our school at a glance

Wavell State High School

(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 them 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. Sport has a high priority within the school and Wavell is well-known for its excellence in Rugby League, Netball and Hockey. 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, Dance, Drama, Rugby League and Netball, 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, international hockey and rugby league. Eight graduates from the Rugby League School of Excellence are now competing at the NRL level, three are playing test level, eight are playing at Queensland Cup level, twelve 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 and Formal. 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.

Our school at a glance

Wavell State High School

How Information and Communication Technologies are used to assist learning

Our EQ ICT grant of \$85,960 and \$42,400 of student Textbook and Resource Scheme contributions were combined to give an overall budget of \$128,360 for ICTs. This budget was used primarily for the following:

- The provision of ICT technical support and on-going maintenance of existing ICT equipment.
- Upgrades to some of our network switching gear and the replacement of the optical fibre run to E-Block
- Upgrade for several printers and data projectors as well as the purchase of several new colour laser printers.
- The replacement of all PCs over 4 years old
- ICT support for the 101 C4T laptops (Computers for Teachers)
- The maintenance & development of the Wavell web site.

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

- Computers for student use: 417
- Desktop Computers for staff use: 70
- Laptop Computers for staff use (C4T): 101

The number of computers in the school for student use has increased to 417 from 372 in 2009. This gives a computer to student ratio of 1:3.21 in 2009. This compares favourably with EQ's benchmark ratio and the average Queensland state-wide ratio of 1:4.3.

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 2009 School ICT Plan.

Social climate

Student Welfare:

A copy of the "Responsible Behaviour Plan for Students" is available to members of the school community upon request and on the school web-site. 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. Several brochures provide a summary of key features of Wavell's curriculum plan, our mission and values.

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 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 Head of Special Education Services (HOSES) 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

Our school at a glance

Wavell State High School

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 twenty 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-two students in the Enrichment Centre at Wavell.

There were sixty-eight Aboriginal and Torres Strait Islander students and these students were encouraged by a part-time Community Education Counsellor and during terms 1 to 3, four part-time tutors. Visits to tertiary institutions, career expos and places of interest to young aboriginal students were arranged for these students. Nine senior students had the opportunity to complete a Certificate II in Sport and Recreation with *PASS Australia*; three senior students completed and one senior student partially completed a Certificate III in Business Administration with the *Justice Pathways Program*.

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 2009, was \$25,835.51.

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.

Our school at a glance

Wavell State High School

Parent, student and teacher satisfaction with the school

- Satisfaction levels continue to rate highly.
- Parents are well satisfied that Wavell provides their children with a good education.
- Students are generally satisfied and while the dissatisfied is low, a level of ambivalence exists particularly with Year 9 students.
- Professional Development opportunities will be increased in 2010 to lift staff perceptions in this area.
- Morale of staff in general is very high with a little work to do with support staff to show they are more highly valued.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	92%
Percentage of students satisfied that they are getting a good education at school	57%
Percentage of parents/caregivers satisfied with their child's school	92%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	64%
Percentage of staff members satisfied with morale in the school	80%

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 approved in 2009 a four year "2010 to 2013 Strategic Plan" and has monitored the "Annual Operational Plan" in 2009. 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.

Our staff profile

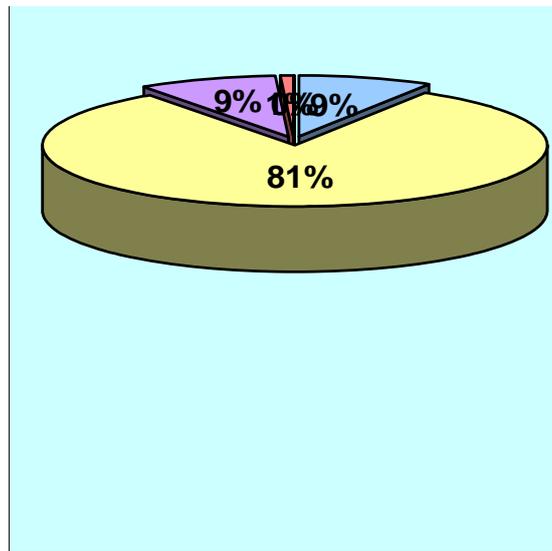
Wavell State High School

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	111	48	1
Full-time equivalents	103	33	1

Qualifications of all teachers

Doctorate	0
Masters	9
Bachelor degree	84
Diploma	9
Certificate	1



Our staff profile

Wavell State High School

Expenditure on and teacher participation in professional development.

The total funds expended, on teacher professional development in 2009 was \$25,835.51.

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 –
 - FCT Pedagogical Licence / Certificates
 - Literacy
 - Leadership Development (for promotional aspirants)
 - Leadership program for teachers
 - Crossing Cultures
 - ICTs in the classroom
- Individual teacher requirements
- Curriculum-Specific requirements
- First Aid Course
- Faculty Requirements
- QCAR Reporting Requirements
- NAPLAN Testing

The involvement of the teaching staff in Professional Development activities during 2009 was 84%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 94% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Wavell State High School

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 87%.

Student attendance for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
91%	88%	86%	85%	83%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

How non attendance is managed at Wavell SHS:

- AM Roll Marking – Paper rolls are marked in form meeting each morning by form teachers and absences are transferred to ID Attend by a teacher aide. This is transferred at the end of the day to SMS, and OneSchool each night. Late students report to the student desk and IDAttend is used to issue them with a photo late slip showing when they arrived, and what lesson and room they should attend.
- PM Roll Marking and specific lesson attendance – a list of absences and lates is posted electronically on the school intranet as soon as all absences are in. Teachers check this list to record any students missing or present contrary to the AM roll marking – This daily absence slip is forwarded to the roll aide each afternoon by all teachers.
- Form teachers are responsible for collection of notes explaining absences. Parents can call an absence line, email, ring or write in with the explanation for absences.
- Special Attendance Meetings are held several times per year to emphasise the importance of explaining absences, and form teachers ring home for explanation where unexplained absences mount up (3-5+). Attendance Checks for 2009 were conducted on 3 March and 16 July.
- Letters are sent home for any student with 3+ consecutive unexplained absences each fortnight.
- Letters are sent home with 10+ accumulated absences (explained or unexplained)
- *Notice about Compulsory Schooling Obligation – Failure to Attend (TCS)* letters are sent home each week, and are recorded on OneSchool for students with 5, 10, 15, 20 and 25 unexplained absences.
- At the end of each term (each 10 weeks), an attendance printout is sent home for all students Years 8-12, with the report for that period – This printout, and the report, request parents to write in the reasons for any absences recorded, and return the printout to the roll aide.
- Year Co-ordinators and Year Level Deputy Principals also follow up on persistent late or single lesson absences, as well as other truancy.

Performance of our students

Wavell State High School

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 9	
Reading	Average score for the school in 2009	567	
	Average score for Australia in 2009	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008	93%
		2009	87%
	For the school the percentage of students in the upper two bands	2008	16%
2009		14%	
Writing	Average score for the school in 2009	552	
	Average score for Australia in 2009	568.9	
	For the school the percentage of students at or above the national minimum standard.	2008	91%
		2009	85%
	For the school the percentage of students in the upper two bands	2008	14%
2009		17%	
Spelling	Average score for the school in 2009	569	
	Average score for Australia in 2009	576.3	
	For the school the percentage of students at or above the national minimum standard.	2008	90%
		2009	90%
	For the school the percentage of students in the upper two bands	2008	24%
2009		18%	
Grammar and Punctuation	Average score for the school in 2009	576	
	Average score for Australia in 2009	573.5	
	For the school the percentage of students at or above the national minimum standard.	2008	90%
		2009	90%
	For the school the percentage of students in the upper two bands	2008	20%
2009		18%	
Numeracy	Average score for the school in 2009	582	
	Average score for Australia in 2009	589.1	
	For the school the percentage of students at or above the national minimum standard.	2008	94%
2009		98%	

Performance of our students

Wavell State High School

For the school the percentage of students in the upper two bands	2008	15%
	2009	20%

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%
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Outcomes for our Year 12 cohort of 2009

Number of students receiving a Senior Statement	225
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	138
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	36
Number of students awarded one or more Vocational Educational Training qualifications.	111
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	63
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	170
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	69%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	85%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
19	38	38	35	8

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
69	23	49

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 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 incorporated into this Report in September.