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 approximately 1300 – 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. A major upgrade of Science classrooms occurred in 2010 with State Schools of Tomorrow funding by the State Government.

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.

2011 School Captains pictured from left,—
Bogdan Borungel, Charity Soo Choon,
Grace Charles, Rhett Webster.
School progress towards its goals in 2011

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.

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.
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.

The three areas for focus in 2011 included:

<table>
<thead>
<tr>
<th>Key Priorities and Strategic Activity Undertaken in 2011</th>
<th>Underlying Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Review and Development</strong></td>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>a. Middle School – review Year 8 curriculum in light of Australian School Curriculum and teaching&amp; learning practices in readiness for 2012 (Maths, English &amp; Science) Other KLA’s to prepare for 2013.</td>
<td>Planning documents.</td>
</tr>
<tr>
<td>c. Australian Curriculum – Review curriculum plan across 8-12 to align with expectations. Prepare introduction of ACARA for Year 11 and 12 in 2013.</td>
<td>2. Literacy Plan 2010-2013</td>
</tr>
<tr>
<td>d. Language Education Queensland – remove ICI’s in 2011 to meet policy requirement-maintain Year 8 language options and streaming – aim to increase language uptake to Year 12.</td>
<td>3. Numeracy Plan 2011 - 2013</td>
</tr>
<tr>
<td>e. Literacy and Numeracy – Redesign literacy plan and its relationship with NAPLAN strategies and targets and Literacy training from 2010. Build on Year 8 and 9 teachers’ literacy PD done in 2010 initiative. Develop numeracy plan across all KLA’s.</td>
<td>4. NAPLAN strategy</td>
</tr>
<tr>
<td>g. Consolidate current Senior Curriculum until ACARA clearer.</td>
<td>6. ETSIPS plan</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td><strong>School Review 2011</strong></td>
</tr>
<tr>
<td>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.</td>
<td>1.NSSCF</td>
</tr>
<tr>
<td>b. Consistency of Policy and Practice – Build on successful induction and refresher programs to enhance whole school consistency of school policy and expectations particularly in relation to assessment, student management and uniform. More work to do on improved recycling - especially paper.</td>
<td>2. One –School Facilities and Timetable 2011</td>
</tr>
<tr>
<td>c. Efficient and effective Internal and External Spaces – Further develop active spaces for students to be engaged in the playground, review improved shade provision, audited classrooms - list on one school in the Timetable space, continue to investigate greater ownership of teaching spaces</td>
<td>3. Code of Behaviour</td>
</tr>
<tr>
<td></td>
<td>4. Facilities Plan</td>
</tr>
<tr>
<td></td>
<td>5. TSR</td>
</tr>
</tbody>
</table>
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Wavell State High School (2048)

### Attendance

- a. Policy and Systems – reflect on the effect of procedural adherence in 2010 and build on clear communication of expectations and systems to staff, parents and students. Transition to One-school procedures for 2011.
- b. Continue to develop more engaging curriculum for all students.
- c. Further streamline processes and continue the focus on the “EVERYDAY COUNTS” message.
- d. Reflect on processes and practices – review impact of ID attend. Reflect on data collection and trend patterns from 2010. Attendance must continue to be everybody’s business. Refine roles and responsibilities.

### School Review 2011

1. Key procedural actions from TSR.
2. Staff Development and Induction program
3. TSR

### AOP REVIEW - CURRICULUM REVIEW AND DEVELOPMENT 2011

- a. Middle school – review Year 8 curriculum in light of Australian School Curriculum for 2012
  
  English, Maths Science and SOSE Depts - led by HoDs teachers have done considerable work mapping Work programs to ACARA and in familiarisation with EQ - C2C and QSA material is being considered. Teachers are positive about the implementation. All areas have taken the ‘amend to suit’ option and HoDs are confident that school will meet program requirements for 2012/2013. Resources such as textbooks are organised.

- b. Year 10 - Align to Australian Curriculum
  
  English –present school program in Year 10 very close to ACARA and comparable to that in other schools -confident that it provides good preparation for Year 11
  
  Maths – ACARA offers Unit 10A Semester 2 Year 10, which is close to Yr 11 Maths B. This will run concurrent with the Yr 10 course and students will nominate/be selected

- c. Review Curriculum plans across 8-12 to align with Australian Curriculum expectations
  
  This area will continue to be a focus of professional development as all curriculum areas plan for 2013.
  
  The English, Mathematics, Science and History Departments have all completed audits and selected units. All units are ready for 2012.
  
  Concerns re time allocation for delivery of C2C material in Science will be addressed in 2012.

- d. Language Education Queensland
  
  ICIs have been removed from curriculum and Year 8 language options maintained. There has been an increase of language uptake.

- e. Literacy and Numeracy
  
  Literacy team of DP, HoDs English, Middle School and Business/PD have redesigned Literacy Plan to clarify relationship with NAPLAN strategies and targets. Staff are building on valuable strategies from Literacy training, using exemplars and supplementing these. English and Maths HoDs have provided staff with guideline and strategy sheets and encouraged staff to be positive and engaging about Numeracy (Maths) and Literacy (English)

- f. Indigenous perspectives
  
  Embedding indigenous perspectives in curriculum documents successfully completed.

### AOP REVIEW - ENVIRONMENT 2011

**Human Environment:**

The changes to the Education Act in 2010 changed the way the school’s Code for Responsible Student Behaviour is enacted. The Principal and Deputy Principals attended professional development sessions to ensure that the changes to the suspension and exclusion processes and powers were clearly understood and were able to be enacted appropriately. The Deputy Principal, Mrs Christina Smeed, then conducted a professional development session for all staff outlining the changes. Points highlighted to staff included:

- Awareness of the current Wavell State High School Code of Behaviour
- Appropriate use of OneSchool
• The process of ‘natural justice’
• The need to document appropriately – see OneSchool guide
• The concept of making reasonable adjustments for a student
• The legal importance of the provision of curriculum based work for individual students that have been suspended for 6 – 20 days or suspended pending expulsion
• Active support of the school’s anti-bullying approach

A Behaviour Management Working Party met in August 2011 to review and make appropriate amendments to the School’s Code for Responsible Behaviour. The committee included teachers Sharon Mirchandani and Julie Jones, students Annette Mannion and Cameron Joyes and parent Mrs Pamela Hutchison. The chair was Deputy Principal, Christina Smeed. Minor amendments were made to the school’s document and these amendments were then presented to a staff meeting, the School Council and the Parent and Citizen’s Association.

Many of the recommendations from the 2010 review of the Antibullying Policy continued to be implemented, in particular the provision of professional development for teachers on an annual basis and ensuring that the policy is stressed by the Principal at the initial year level meetings conducted in January.

Intra-school communication continued to move towards an online system. In 2011, daily staff notices and supervisions were mostly read by staff online, in their staffrooms. The Intranet increased in use as a system to share and communicate widely with staff. Wireless internet has expanded online communication at school.

Online communication with parents has continued to develop. The school again employed PTO system despite the total shift to OneSchool. An electronic newsletter option is available for parents but has not been widely adopted. Teachers are increasingly able to use emails to communicate with parents. ID Attend allows staff to send bulk emails to parent groups.

In 2011 the cost of installing plasma screen noticeboards was investigated. This system would be linked electronically and allow messages, times and affirmations to be communicated in a clear but unobtrusive manner. The system would be able to be installed in stages but costs over $50,000. This project is still on the drawing board.

Sports Uniform policy was further clarified and detailed in writing for student and teacher reference. This clarification ensures that policy and practice continues to be in alignment.

A staff induction program and welcome day was run on the day prior to the January Student Free Days. This program was well supported and received by new and returning staff in 2011. It was followed up with support from HODs and administrators.

Physical Environment:

The Student Representative Council raised money to provide the school with clearer classroom numbers and block signs. These were designed at the end of 2011 and funded by money raised by the students throughout 2011. The idea was to help students know where their classrooms are located and to especially help new students to the school. These signs were installed over the 2011 summer holidays and were in place for the new academic year.

The dance studio floor was replaced with sprung flooring, more suitable for dancing. This was a project funded by the Parents and Citizen’s association.

The school oval was renovated and the lighting system installed in a joint P & C and State Government project.

Wireless internet was fully installed in 2011 and has transformed the way teachers and students are able to use and access the Internet at Wavell. This has been a significant improvement in access to information Technology.

In 2011 solar panels were installed to reduce the school’s energy consumption. Limited paper recycling has been implemented in the photocopying room.

AOP REVIEW - ATTENDANCE 2011

Attendance

Streamlined processes for contacting parents reducing reliance of letters was put in place in 2011.

Additional strategies including automatic emailing of parents of absence will strengthen processes in 2012.

Computerised roll marking for each lesson was introduced with the introduction of the wireless network.

<table>
<thead>
<tr>
<th></th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>90.9%</td>
<td>87.9%</td>
<td>86.4%</td>
<td>85.1% *</td>
<td>82.6% *</td>
<td>86.8%</td>
</tr>
<tr>
<td>2010</td>
<td>92.1%</td>
<td>88.0%</td>
<td>86.4% *</td>
<td>87.0% *</td>
<td>84.1% *</td>
<td>87.6%</td>
</tr>
<tr>
<td>2011</td>
<td>91.9%</td>
<td>88.3%</td>
<td>85.6%</td>
<td>83.6%</td>
<td>85.4%</td>
<td>86.5%</td>
</tr>
</tbody>
</table>

* Below state mean
Our school at a glance

School Profile

The total student enrolment for Wavell is approximately 1300. Enrolments are anticipated to stabilise at this number due to an Enrolment Management Plan that was implemented in 2004.

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: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1276</td>
<td>623</td>
<td>653</td>
<td>93%</td>
</tr>
</tbody>
</table>

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 HOSES 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 eighteen 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 seventy-seven Aboriginal and Torres Strait Islander students and these students were encouraged by a part-time Community Education Counsellor. Visits to tertiary institutions, career expos and places of interest to young aboriginal students are arranged for these students.

Students also have the assistance of a School Nurse in the school who works a five day fortnight 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

## Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.5</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>19</td>
</tr>
<tr>
<td>All Classes</td>
<td>21.7</td>
</tr>
</tbody>
</table>

## School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>358</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>15</td>
</tr>
<tr>
<td>Exclusions</td>
<td>9</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>6</td>
</tr>
</tbody>
</table>
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.

• Year 8 students experience 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.

• The National Curriculum documents and C2C Education Resources will be used in the introduction of English, Mathematics and Science to all Year 8, 9 and 10 students in 2012.

• 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 31 Queensland Study Authority (OSA) subjects and 18 Authority Registered subjects – eight of these included vocational competencies.

• The school has a vigorous Australian School-based Apprenticeship (ASBA) program, thirty-five Year 12 students completed, or continued their ASBA on exit in 2011. 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 42 students achieved Certificate III level qualifications, 16 students achieved Certificate II level qualifications and 118 students achieved Certificate I level qualifications.

• Nine Year 12 students were involved in the Start QUT program and taking one university subject each semester in 2011.

• Most Year 10 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.

(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). This will be adjusted in 2012 to accommodate English, Mathematics and Science (ACARA) syllabuses.

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 and Netball. 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 Year 12 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. Bi-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 Information and Communication Technologies are used to assist learning

Wavell High School’s budget for 2011 was $138,680. This included contributions from EQ ICT grant, Textbook, Resource and Hire scheme, School Internet Contribution and P & C project funds.

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.
• Upgrade for several printers and data projectors.
• ICT support for the 101 C4T laptops (Computers for Teachers)
• The maintenance & development of the Wavell web site.

The National Secondary Schools Computer Fund (NSSCF) round 3 grant was used to purchase 506 laptop computers and 36 laptop trolleys. This has allowed Wavell State High School to meet the 1:1 ratio benchmark for grades 9 to 12.

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

• Desktop Computers for student use: 460
• Laptop Computers for student use: 621
• Desktop Computers for staff use: 63
• Laptop Computers for staff use: 115
Our school at a glance

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, used and supported.
- Supporting professional development for teachers.
- Inspiring teachers to use the ‘Learning Place’ for classes.
- Encouraging students to develop ways to use ICTs in their own classes, every day.

These goals show that Wavell is committed to ensuring that ICTs can be used to assist classes in every day learning and study.

Social Climate

Wavell High is committed to developing and maintaining strong school pride and student connectedness.

The clear articulation of school values, expectations and standards ensures that students have a shared understanding and follow the Wavell way. The school culture incorporates our well-known motto “Esse Quam Videri”, student pride in their uniform, a school song, sung weekly, that encapsulates the school ethos and weekly school assemblies that are a celebration of achievements and talents of individuals and groups. The high standards of behaviour and effort are reinforced by our policies and practices. All students have a place at Wavell and all students are encouraged to find their special talent or interest and to achieve their very best.

Results from the 2011 School Opinion Survey show high levels of satisfaction with the school’s climate (77% of parents and 71% of students). Of the students surveyed, 78% indicated that they were happy to go to Wavell (16% were neutral), 84% of students felt that they were able to get involved in school activities (12% were neutral). Of the staff surveyed (teachers and ancillary staff) 87% indicated that staff and community relations were good in this school. All parents surveyed reported that their child was happy to come to school (100% of parents).

Consultation – parents, students and teachers
Annual Behaviour Management Review

Policy
Code of responsible student behaviour
Anti-bullying Policy
Uniform Policy
Assessment Policy
ICT Agreement

Connectedness and Engagement
Wavell Development Program which incorporates study skills, personal development, anti-bullying strategies, values education
Orientation – procedures to ensure new students are welcomed to our school
School Organisation – school handbook and planner, school calendar, school prospectus, newsletters

Support Structures and Services
Peer support – prefects, junior leaders, Student Representative Council
School Staff – form teachers, school coordinators (welfare), Guidance Officers, Heads of Department (curriculum), Deputy Principals, Principal
Support Staff – chaplain (SU), youth health nurse (QLD Health), youth support worker (Jabar), behaviour support staff (Ed Qld)
Our school at a glance

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.
- Morale of staff in general is very high with a little work to do with support staff to show they are more highly valued.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

DW – Data withheld

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 directly elected by the P & C.

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 also analyses each Annual Report and gives strategic advice to the Principal in regard to the next Annual Operational Plan.
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Continual improvement and effort to foster turf and plants which are sustainable requiring less water.

Electricity use has decreased. This could be the result of installation of environmentally approved light bulbs and small impact from solar panels.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>530,416</td>
<td>5,010</td>
</tr>
<tr>
<td>2010</td>
<td>465,254</td>
<td>4,588</td>
</tr>
</tbody>
</table>

% change 10 - 11 14% 9%
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>99</td>
<td>35</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>93</td>
<td>26</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>92</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $18,778.00. This was comprised of the following:

- Whole School Professional Development Budget $18,778.00
- Faculty Specific Professional Development $15,856.00
- TRS for PD $21,905.00

The major professional development initiatives are as follows:

- QSA Syllabus Development Workshops (Art, Languages, Music)
- Pedagogy (Teaching Boys vs Girls, Students with Disabilities, Dealing with Adolescents)
- Effective Teaching and Learning
- Behaviour Management, Bullying
- VET – Certificate IV TAE for staff
- Leadership – Principals Conference, Aspiring Leaders
- Staff Morale, Work-Life Balance
- One School Training
- Smart Classrooms – e-learning, Atomic Learning, Arts Connection, ICTs in Language
- First Aid/CPR for staff
- Workplace Health and Safety
- ACARA – National Curriculum
- Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select ‘GO’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>92%</td>
<td>86%</td>
<td>85%</td>
<td>84%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

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-038: 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 or assembly 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 OneSchool. 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.

- **Computerised roll marking for each lesson** was introduced in 2011. This enables teachers and administration to instantly check if a student was in attendance in all classes. The follow up of truancy of students is made more efficient for the administration and year coordinators via the electronic processes introduced.

- **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.

- **Attendance Officer** phones home when a student has 3 unexplained 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 2011 were conducted on 1 March and 13 July.

- **Letters** are sent home for any student with 3+ consecutive unexplained absences each fortnight. (If required – very few due to phone calls).
Performance of our students

- *Notice about Compulsory Schooling Obligation – Failure to Attend* (TCS) letters are sent home each week, if required, 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.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

Where it says *‘Search by school name’*, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the *Terms of Use* and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

Outcomes for our 77 Indigenous students during 2011 showed continued improvement towards Closing the Gap between them and the non-Indigenous student population.

Attendance Rate Range

There has been an increase noted in the Indigenous attendance rate range with a gap of 10.3% noted. In 2010 the gap between Indigenous and non-Indigenous attendance rate range was 6.3%. The year 11 Indigenous student cohort was responsible for this rise. They will be monitored more closely in 2012.

Retention Rate

The 2011 retention rate across all year levels is 93.3% and an apparent retention gap of 4.5%. This is a .5% improvement on 2010.

Academic Achievement

2011 NAPLAN results show significant improvement however more improvement in Literacy and Numeracy skills is still required.

Scores attained by our Indigenous students in the NAPLAN tests for writing show that 80% are performing at National Benchmark standards and 100% for spelling. There is a 33 point difference between our Indigenous students and non-Indigenous students in writing (a reduction in the 2010 gap by 13 points from 2010) and a 16 point gap between them in spelling (a reduction in the 2010 gap by 17 points from 2010).

In the Reading, Grammar, and Punctuation and Numeracy tests our Indigenous students scored below the National Benchmark. For Reading the students scored 30 points below the National Mean and 38 points below our non-Indigenous (a reduction in the 2010 gap by 41 points). In Grammar and Punctuation the Indigenous students mean was 542, this was 30 points below the National Mean and 38 points below our non-Indigenous mean (a reduction in the 2010 gap of 15 points). For Numeracy the Indigenous Mean was 535, this was a gap of 48 points behind non-Indigenous students (a reduction of the 2010 gap by 13 points).

School Based Reporting

In 2011 academic achievement breakdown showed that 59.5% of Indigenous results were of an A, B or C level, 25.7% of Indigenous students’ results were of a D or E standard and 14.9% of results indicated that the student was not rated. In 2010 academic achievement breakdown showed that 56% of Indigenous students’ results were of an A, B or C standard with 30% of a D or E standard and a reduction in not rated of to 14%. The 2010 improvement in results has been maintained and improved in 2011.

Behaviour reported showed that Indigenous students had a slightly improved in class behaviour in 2011 with a reduction in the number of D and E ratings issued to Indigenous students from 10.5% in 2010 to 9.8% in 2011. This slight improvement was also noted in the ratings issued for effort, in 2010, 24.5% of ratings were of a D or E standard and in 2011, 24% of ratings were a D or E. While these are slight improvements they are significant in maintaining the 2010 gains and will continue to encourage academic improvement in the future.

Programs run in 2011 to address issues of Attendance Retention and Academic Achievement:

In 2011 the school addressed these issues by running School-based intervention programs and was involved with the AIME program.

School-based programs included individual assistance provided by the CEC and IEWs, and NAPLAN preparation for Indigenous students run by the ESL teacher. The school continued to implement the outcomes of the EATSIPS scan completed at the end of 2009. All curriculum areas have identified appropriate strategies to ensure the curriculum reflects an Indigenous perspective. The CEC also worked hard to engage parents in a consultative committee.

In 2011 the school continued to participate with QUT and the AIME program to deliver a combination of visits to QUT for mentoring (Year 9 and 10 students). Twenty four students graduated from the AIME program at the end of the year, the largest number of students from any participating school.

The school also participated in the P-Plate program with the IEW trained as a P Plate ambassador. The school has continued successful link with the Broncos Mentoring program. Senior students were also involved in the Certificate III in Landcare run out of Nudgee Beach Environmental Centre.
Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 93%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>216</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>114</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>35</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>122</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>57</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>166</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>72%</td>
</tr>
<tr>
<td>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.</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>96%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>OP Band</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>14</td>
</tr>
<tr>
<td>6-10</td>
<td>36</td>
</tr>
<tr>
<td>11-15</td>
<td>32</td>
</tr>
<tr>
<td>16-20</td>
<td>27</td>
</tr>
<tr>
<td>21-25</td>
<td>5</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>118</td>
<td>16</td>
<td>42</td>
</tr>
<tr>
<td>Certificate I in Engineering (Diesel Fitting)</td>
<td>Certificate II in Automotive Mechanical Engineering</td>
<td>Certificate III in Allied Health Assisting</td>
</tr>
<tr>
<td>Certificate I in Engineering (Metal Fabrication)</td>
<td>Certificate II in Electrotechnology</td>
<td>Certificate III in Beauty Services</td>
</tr>
<tr>
<td>Certificate I in Work Education</td>
<td></td>
<td>Certificate III in Children's Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate III in Financial Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate III in Fitness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate III in Hospitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate III in Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate IV in Justice Administration</td>
</tr>
</tbody>
</table>
Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who chose to leave school early are supported by the school Guidance Officers, Deputy Principals, Youth Support Coordinator. Most students who leave school enter into full or part time work, full time apprenticeships or further suitably recognised educational pathways, eg. TAFE. A small percentage move interstate or complete work readiness courses such as “Get Set for Work” or “Jabiru”. All other post compulsory students are offered career counselling from the Guidance Officers. This purpose has been to inform career pathways and provide links to employment opportunities.