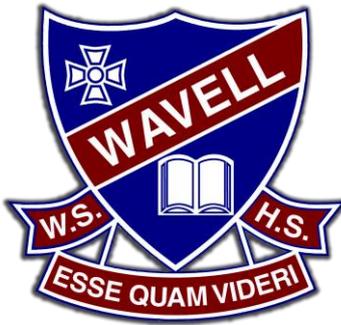


Wavell State High School (2048)

Queensland State School Reporting

2012 School Annual Report



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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 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.



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.

2012 School Captains pictured from left,–

Joshua Madden, Santage Keighley,

Van Nguyen, Rein Kleidon.

Queensland State School Reporting

2012 School Annual Report – Wavell SHS



School progress towards its goals in 2012

Key Priorities and Strategic Activity Undertaken in 2012	Underlying Action Plans
<p>Curriculum Review and Development</p> <ol style="list-style-type: none"> Middle School – reviewed Year 8 curriculum in light of Australian School Curriculum and teaching & learning practices (Maths, English and Science). Planned National Curriculum History implementation for 2013 initiated. Other KLA's to prepare for 2013. Year 10 – Align to Australian School Curriculum for Maths, English, Science 2012 and History requirements for 2013. Narrow gap between Year 10 and 11 expectations. Australian Curriculum – Review curriculum plan across 8-12 to align with expectations. Prepare introduction of ACARA for Year 11 and 12 in 2013. Language Education Queensland – remove ICI's in 2012 to meet policy requirement-maintain Year 8 language options and streaming – aim to increase language uptake to Year 12. 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. Embedding indigenous perspectives in curriculum documents have been successfully completed. Consolidate current Senior Curriculum until ACARA clearer. 	<p>Curriculum</p> <p>Planning documents.</p> <ol style="list-style-type: none"> Workprograms all KLA's & Senior. Literacy Plan 2010-2013 Numeracy Plan 2011 - 2013 NAPLAN strategy TSR document. ETSIPS plan
<p>Environment</p> <ol style="list-style-type: none"> Communication: <ul style="list-style-type: none"> Greater utilisation of electronic communication has enabled the school to improve communication with parents. This has included: <ul style="list-style-type: none"> Bulk emails to parents /caregivers with important details such as end of term events. PTO System for Parent / Teacher interviews has continued to be popular with parents and has continued to increase the number of interviews being conducted. An increasing number of parents have subscribed to the electronic newsletter service. Consistency of Policy and Practice: <ul style="list-style-type: none"> The Code of Behaviour had a major review in 2012. The school utilised ideas from SWPB to revamp the Classroom Code of Conduct, ready for implementation in 2013. An induction program for new and returning staff has continued to be strengthened and implemented in 2012. A 2012 Staff Handbook was established to ensure consistency of policy and practice at school. School Spaces: <ul style="list-style-type: none"> Relocation of major afternoon bus services to the new Edinburgh Castle bus zone in 2012 has provided a safer zone for students and improved relationships with our school neighbours. Further work is required in 2013 to improve shelter provisions at the new bus zone for students. Investigation of Junior Secondary classroom spaces and precincts was undertaken in preparation for Wavell's model. 	<p>School Review 2012</p> <ol style="list-style-type: none"> NSSCF One –School Facilities and Timetable 2012 Code of Behaviour Facilities Plan TSR
<p>Attendance</p> <ol style="list-style-type: none"> Policy and Systems – reflected on the effect of procedural adherence in 2012 and built on clear communication of expectations and systems to staff, parents and students. Continued to develop more engaging curriculum for all students. Further streamlined processes and continued the focus on the "EVERYDAY COUNTS" message. Reflected on processes and practices – reviewed impact of ID attend. Reflected on data collection and trend patterns from 2011. Attendance continued to be everybody's business. Refined roles and responsibilities. 	<p>School Review 2012</p> <ol style="list-style-type: none"> Key procedural actions from TSR. Staff Development and Induction program TSR

Queensland State School Reporting

2012 School Annual Report – Wavell SHS



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.

Key Goals for 2013:

- Implementation of a whole school pedagogical framework. The end of 2012 saw the school select the Marzano model “The Art and Science of Teaching” as its model to guide pedagogy in the school.
- Focus on developing a strategy for the implementation of a Junior Secondary philosophy to Years 8 and 9 with regard to the introduction of Year 7 to High School.
- Development of QSR process in 2013.

The three areas for focus in 2012 included:

- **Curriculum –**
Improve NAPLAN results through the work of the Middle School Literacy and Numeracy team.



Queensland State School Reporting

2012 School Annual Report – Wavell SHS



- **Environment –**

A Behaviour Management Working Party met in August 2012 to review and make appropriate amendments to the School's Code for Responsible Behaviour. The committee included teachers Sharon Mirchandani, Alethea Hickman, Trudy Mannion and Julie Jones, students Jason Williams and Tessa Dawson and parent Mrs Leslie Menzies. 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. This document was then approved by the Region.

The committee used ideas from SWPB investigated at Sandgate State High School after Professional Development provided by BSS.

The Code of Classroom Behaviour was streamlined into three basic concepts = PREPARED, PROMPT, POLITE. Posters were produced and hung in classrooms at the end of 2012.

Opportunities to reinforce positive behaviour were identified and recorded in the Behaviour Management document.

Included into our new code was a clarification of major and minor behaviour incidents and details for response to an emergency or a critical incident.

Physical Environment:

The Student Representative Council raised money to provide students with another cool water fountain.

The new bus zone at Edinburgh Castle Road has ensured a much safer afternoon departure of students. This was phased in during Semester 2. The bus zone will require further work including a shelter for students.

- **Attendance –**

Streamlined processes including automatic emailing of parents of absence strengthened processes in 2012.

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

	Year 8	Year 9	Year 10	Year 11	Year 12	Overall
2009	90.9%	87.9%	86.4%	85.1% *	82.6% *	86.8%
2010	92.1%	88.0%	86.4% *	87.0% *	84.1% *	87.6%
2011	91.9%	88.3%	85.6%	83.6%	85.4%	86.5%
2012	92.7%	87.8%	87.4%	87.2%	86.4%	88.8%

* Below state mean

Wavell SHS - 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.

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1288	623	665	93%
2011	1276	623	653	93%
2012	1309	661	648	92%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Demographics:

Students who attend Wavell come from a variety of diverse backgrounds and experiences including students from Indigenous Australia, Pacific Islands, New Zealand, South East Asia, etc. A major focus at the school is the promotion of tolerance and acceptance of others' differences to ensure a good learning environment. There are a number of students who are classed as 'English as a Second Language' (ESL) students, who benefit from our ESL program. Due to the high community regard for the school, places at Wavell are in demand with students travelling from locations many suburbs away. The school is well served by Council buses that enable such a choice. Wavell's socio economic is generally around the National average (ICSEA).

Programs to cater for the Wavell student:

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.

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-six students in the Enrichment Program at Wavell. 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.

There were seventy-one 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. Ten Indigenous boys in Years 8, 9 and 10 attended a QPS camp at Camp Bornhoffen in December 2012. Eighteen senior students attended AIME Leadership and Development session days at QUT designed to maintain study focus and support student aspirations. One Year 11 student attended the ADF Indigenous program in Canberra. One Year 12 student attended the WEX "Dare to Lead" Public Service Program for Indigenous students in Canberra.

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.

Wavell SHS - Our school at a glance

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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 4 – Year 10	22	24	24
Year 11 – Year 12	15	19	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	267	358	300
Long Suspensions - 6 to 20 days	15	15	20
Exclusions	9	9	8
Cancellations of Enrolment	4	6	10

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.

- 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 were used in the introduction of English, Mathematics and Science to all Year 8, 9 and 10 students in 2012. History to be implemented in 2013.
- 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 Academic learning and higher-order processing.
- In Years 11 and 12, students chose a program from 31 Queensland Study Authority (QSA) subjects and 18 Authority Registered subjects – eight of these included vocational competencies.
- A number of students are also taking TAFE Certificate courses. A total of 39 students achieved Certificate III or above level qualifications, 37 students achieved Certificate II level qualifications and 84 students achieved Certificate I level qualifications.
- Eight Year 12 students were involved in the Start QUT program and taking one university subject each semester in 2012.
- Two Year 12 students were involved in the University of Queensland 'Enhanced Studies Program' in 2012

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 participated in competitions and performed at various events e.g. Nundah Festival and Remembrance Day Ceremony as well as completing a tour to North Queensland. The Dance Troupes competed at the Brisbane Schools eisteddfod and Film, Television and New Media students made a documentary with Briz 31.
- 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. Fourteen graduates from the Rugby League School of Excellence are now competing at the NRL level, four are playing International test level, twenty are playing at Queensland Cup level, fifteen are playing at the National Youth Competition (NYC) U/20. Sport and Cultural endeavours are significant in the tapestry of the fabric of Wavell.
- The Queensland Minerals and Energy Academy (QMEA) provides students with diverse career goals and opportunities to explore those paths within a mining and resource context. Some of the opportunities offered this year included the Mt Isa Engineering Experience and participation in the International Geological Congress for university bound students. The Mynstart program and 4Girls2 program provided experiences in trades' pathways.

Wavell SHS - Our school at a glance

- There is a school dance in Semester I and the Senior year is capped by a 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 SHS embeds ICTs into all facets of pedagogy, including curriculum delivery, enrichment activities and assessment. All classes and subject areas have access to fully networked computer laboratories, laptop trolleys, and smaller 'pods' to assist with the delivery of appropriate ICTs to students as well as ICT support tools such as a state of the art printer network, data projectors, and digital still/video cameras. All classrooms and many outdoor areas have access to high speed whole school wireless network ensuring highly mobile and engaging learning. Access to technology is flexible with our booking system allowing access to laptops stored on trolleys being available to all students and classrooms. Students have the ability to access computers and related ICTs both before and after school and during lunch breaks.

Wavell SHS recognises the evolving nature of technologies and provides students with exposure to alternative computing and operating systems such as Apple Macs for use in the areas of Media and Visual Arts. Our Wavell Support Centre also has a pod of iPads available for student use. Students, staff, and parents are also exposed to a CyberSafety program provided in conjunction with ACMA (The Australian Communications & Media Authority). All staff have access to networked ICTs, which provide full access to both Intranet (internally shared resources) and Internet based resources. Ongoing funding is provided to ensure ICT resources and infrastructures are regularly updated to meet the evolving technologies and needs of students and staff. We have upgraded our file servers, internet bandwidth and network switches to the highest level to ensure optimal use by all users of our school network and the World Wide Web.

Staff are regularly provided with opportunities to attend ICT professional development in order to up-skill their knowledge in the areas of general ICT use and pedagogy. "In-house" professional development sessions are offered as well, utilising the knowledge and abilities of current staff.

Both staff and students have access to a constantly updated suite of industry standard software applications, which provide them with the skills and confidence needed to contribute effectively to the modern workforce. Our software packages comprise of both commercially available and Open Source software including: The Microsoft Office Suite, AutoCAD, ArcGIS, Final Cut, DartFish, MYOB, and Sibelius.

Social climate

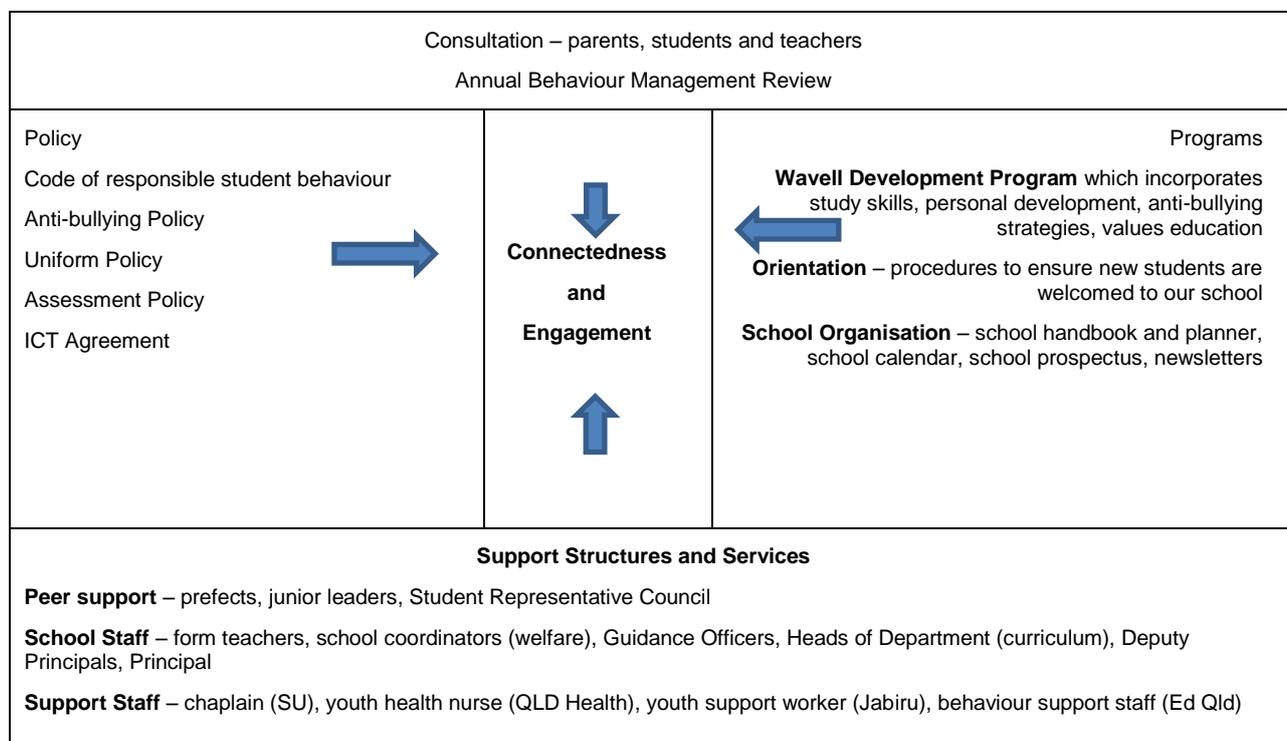
Wavell High is committed to developing and maintaining strong school pride and student connectedness.

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 2012 School Opinion Survey show that students (98.3%) and parents (95%) believe that Wavell is a 'good school'. Of the students surveyed, 99.1% indicated that they were getting a good education at Wavell. Of the parents surveyed, 95% of parents were satisfied that teachers at Wavell are interested in their child's wellbeing. Staff indicated good morale at the school with 93% indicating a positive response.

Wavell has a 'zero tolerance' to bullying and quality structures are in place to support students. An anti-bullying policy makes students aware to address bullying. Year Coordinators, Guidance Officers, Chaplain, Youth Workers and Administration all work with student and families to respond to bullying issues. On the 2012 School Opinion Survey 97.4% of students reported that they are safe at school and 94% of students like being at Wavell.

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.



Wavell SHS - Our school at a glance

Parent, student and staff 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 level is low, a level of ambivalence exists particularly with Year 9 students.
- Morale of staff in general is very high.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.0%
this is a good school	95.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.0%
their child is making good progress at this school*	95.0%
teachers at this school expect their child to do his or her best*	95.0%
teachers at this school provide their child with useful feedback about his or her school work*	89.5%
teachers at this school motivate their child to learn*	95.0%
teachers at this school treat students fairly*	95.0%
they can talk to their child's teachers about their concerns*	94.4%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	94.4%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	99.1%
they like being at their school*	94.0%
they feel safe at their school*	97.4%
their teachers motivate them to learn*	88.7%

Wavell SHS - Our school at a glance

their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	94.9%
teachers treat students fairly at their school*	91.3%
they can talk to their teachers about their concerns*	74.8%
their school takes students' opinions seriously*	83.0%
student behaviour is well managed at their school*	83.6%
their school looks for ways to improve*	95.7%
their school is well maintained*	93.2%
their school gives them opportunities to do interesting things*	98.3%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	89.8%
with the individual staff morale items	93.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 stabilised. This could be the result of installation of environmentally approved light bulbs and small impact from solar panels.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	465,254	4,588
2010-2011	530,416	5,010
2011-2012	532,944	6,622

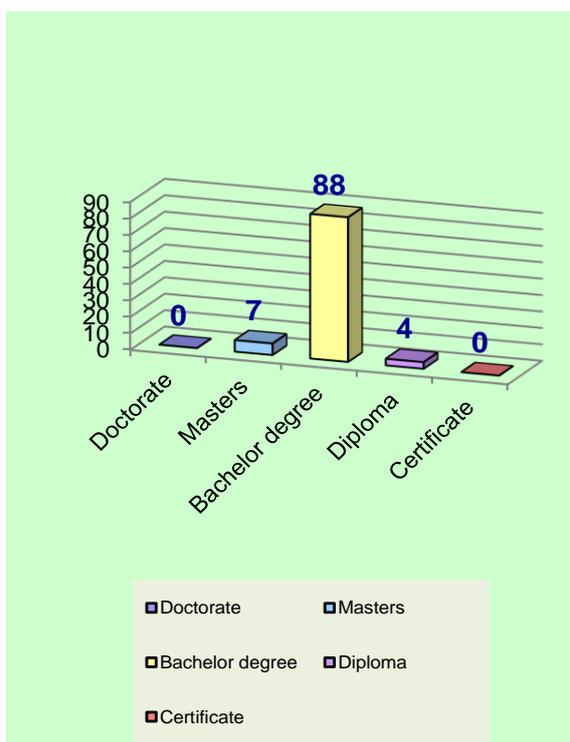
Wavell SHS - Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	99	34	<5
Full-time equivalents	93.7	26	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	88
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 45,387

The major professional development initiatives are as follows:

- ASOT
- Pedagogy (Educating and Managing Boys; Students with Disabilities; Dealing with Adolescents; Asia Connections)
- Differentiation
- Effective Teaching and Learning
- Behaviour Management, Bullying
- QSA Panel Training – Economics; Art; English; Ancient History; Modern History
- QCATs - English
- Leadership – Principals Conference, Aspiring Leaders
- Staff Morale, Resilience
- One School Training
- Smart Classrooms – iPads in schools
- First Aid/CPR for staff
- Workplace Health and Safety
- ACARA – National Curriculum – Standards and Assessment
- Curriculum Specific Teacher PD – Visual Art; Home Economics
- Assessment – IPT; English; Home Economics
- NAPLAN – Reading; Writing
- Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.1%	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.5% of staff was retained by the school for the entire 2012 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	89%

The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

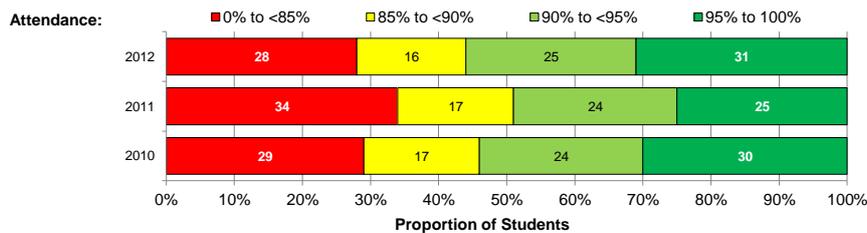
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	88%	86%	87%	84%
2011	92%	86%	85%	84%	85%
2012	93%	90%	87%	87%	86%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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:

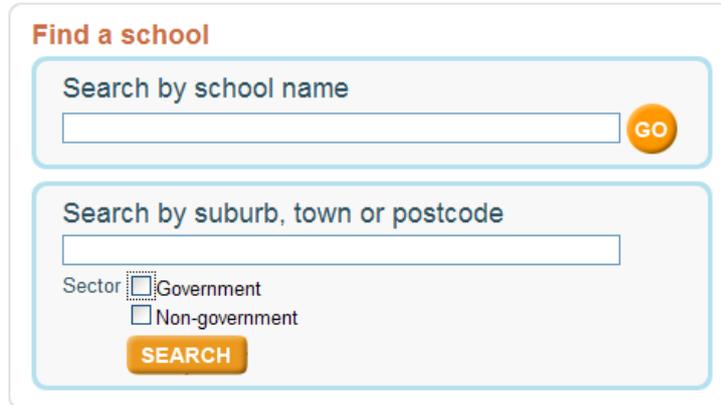
- AM Roll Marking – Paper rolls are marked in form meeting or assembly each morning by form teachers and absences are transferred to ID Attend by a teacher aide. This is transferred at the end of the day to OneSchool. Late students report to the student desk and IDAttend is used to issue them with a 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 2012 were conducted on 7 March and 22 August.
- Letters are sent home for any student with 3+ consecutive unexplained absences each fortnight. (If required – very few due to phone calls).
- 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/>.

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" selected, a "Non-government" radio button, and a yellow "SEARCH" button.

'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.

Achievement – Closing the Gap

Outcomes for our 71 Indigenous students during 2012 showed continued improvement towards Closing the Gap between them and the non-Indigenous student population.

Attendance Rate Range

There has been significant improvement in the Indigenous attendance rate range with a gap of 5% noted. In 2011 the gap between Indigenous and non-Indigenous attendance rate range was 10.3%.

Retention Rate

The 2012 retention rate across Years 10 – 12 was a significant change. The students in Year 11 2011, responsible for the 2011 rise in absence were more closely monitored in 2012. Those students not attending school had their enrolments cancelled.

Academic Achievement

2012 NAPLAN results – continued improvement is noted in results for Indigenous students at Wavell.

Reading and numeracy both demonstrated significant improvement, with the gap in achievement between Indigenous and non-Indigenous students narrowing.

Reading	Gap		Numeracy	Gap	
	2011	2012		2011	2012
	25	19		47	35

School Based Reporting

In 2012 academic achievement breakdown showed that 61% of Indigenous results were of an A, B or C level, 22.7% of Indigenous students' results were of a D or E standard and 16.4% of results indicated that the student was not rated. In 2011 academic achievement breakdown showed that 59.5% of Indigenous students' results were of an A, B or C standard with 25.7% of a D or E standard and a reduction in not rated of to 14.9%. The 2011 improvement in results has been maintained and further improved in 2012.

OneSchool behaviour reports showed that Indigenous students had a slightly improved in class behaviour in 2012 with a reduction in the number of D and E ratings issued to Indigenous students from 9.8% in 2011 to 6% in 2012. This improvement was also noted in the ratings issued for effort, in 2011, 24% of ratings were of a D or E standard and in 2012, 20.2% of ratings were a D or E. These improvements demonstrate a continued pattern gain and will continue to support academic improvement in the future.

Programs run in 2012 to address issues of Attendance Retention and Academic Achievement:

In 2012 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 2012 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). Eighteen students graduated from the AIME program at the end of the year, again the largest number of students from any participating school.

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.

The PACE Committee was established in conjunction with Wavell Heights State School.

Sixteen students were successful in their applications for QATSIF scholarships to support study in 2013 – 2014.

Wavell SHS - Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	99%	90%	96%
Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	236	216	223
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	117	114	125
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	50	35	45
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	141	122	132
Number of students awarded an Australian Qualification Framework Certificate II or above.	55	57	73
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	171	166	173
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	72%	74%
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.	93%	93%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	96%	97%

As at 2 May 2013. The above values exclude VISA students.

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
2010	23	35	35	22	2
2011	14	36	32	27	5
2012	23	28	42	29	3

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	110	26	33
2011	76	16	42
2012	84	37	39

As at 2 May 2013. The above values exclude VISA students.

Certificate Courses students undertook in 2012 include:

Certificate I in Engineering (Diesel Fitting)	Certificate II in Automotive Mechanical	Certificate III in Allied Health Assisting
Certificate I in Engineering (Metal Fabrication)	Certificate II in Electrotechnology	Certificate III in Beauty Services
Certificate I in General Construction	Certificate II in Workplace Practices	Certificate III in Business
Certificate I in Work Education	Certificate II in Auto (Panel Beating / Spray Painting)	Certificate III in Business Admin (Legal)
	Certificate II in Beauty Services	Certificate III in Children's Services
	Certificate II in Furniture Making	Certificate III in Financial Services
		Certificate III in Fitness
		Certificate III in Hospitality
		Certificate III in Interior Design
		Certificate III in Media
		Certificate IV in Justice Administration
		Diploma in Visual Arts

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.