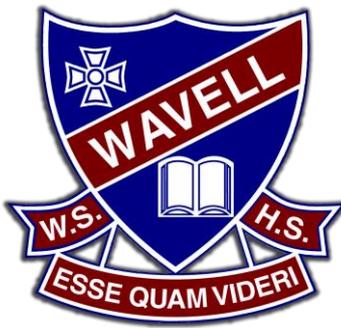


Wavell State High School

Queensland State School Reporting

2013 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, however, from 2015 with the additional built capacity to allow for Year 7, this should increase to about 1600. Approximately one-quarter 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. A contract has been let to allow the construction of a new building between J Block and K Block for Junior Secondary. Construction begins in January 2014.

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.

2013 School Captains pictured from left,–
Denzell Heketoa, Christen Johnson,
Ruby Russell, Cameron Joyes.

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School progress towards its goals in 2013

Key Priorities and Strategic Activity Undertaken in 2013	Underlying Action Plans
<p>Curriculum Review and Development</p> <ol style="list-style-type: none"> Continue to strengthen the learning culture at Wavell through a focus on explicitness, consistency, alignment and reflection. Middle School – update as required the 2012 review of Year 8 to 10 curriculum in light of Australian School Curriculum and teaching and learning practices in readiness for further Australian Curriculum areas and time allocations. Refine plan for 2015 to include Year 7. Year 10 – Review implementation of Australian School Curriculum for Maths, English, Science based on 2012 experience and implement History requirements for 2013. Plan to narrow gap between Year 10 and 11 expectations. Essential Learning to continue to form basis of learning on other KLA's. Continue streaming to increase language enrolments in Year 9 to 12 – aim to increase language uptake to Year 12. Balance with staffing reductions by EQ. Literacy and Numeracy – Review and publish literacy plan and consider Literacy training refresh Provide numeracy plan to all staff to assist in understanding their role across all KLA's. Indigenous Perspectives – Continue to enhance in curriculum programs. Review EATSIPS to ensure currency. Continue to consolidate current Senior Curriculum until ACARA clearer. 	<p>Curriculum 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 within and beyond the school – articulate Wavell's vision for Junior Secondary to both the school and wider community. Consistency of Policy and Practice – Introduce an evidence based whole school pedagogical framework to articulate “best teaching practice” for Wavell students and teachers using the ASOT.. Efficient and effective Internal and External Spaces – create a whole school facilities plan that includes provision for Junior secondary education. 	<ol style="list-style-type: none"> NSSCF One –School Facilities and Timetable 2012 Code of Behaviour last reviewed October 2011 Facilities Plan – and trial of facilities enhanced maintenance program. TSR document
<p>Attendance</p> <ol style="list-style-type: none"> Policy and Systems – Continue to reinforce procedural and follow up systems including stronger use of e-mails to parents through ID attend. Continue to develop more engaging curriculum for all students. Reinforce and continue the focus on the “EVERYDAY COUNTS” message. Attendance must continue to be everybody's business. Make explicit roles and responsibilities. 	<ol style="list-style-type: none"> Key procedural actions from TSR document. Staff Development and Induction program TSR document

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.

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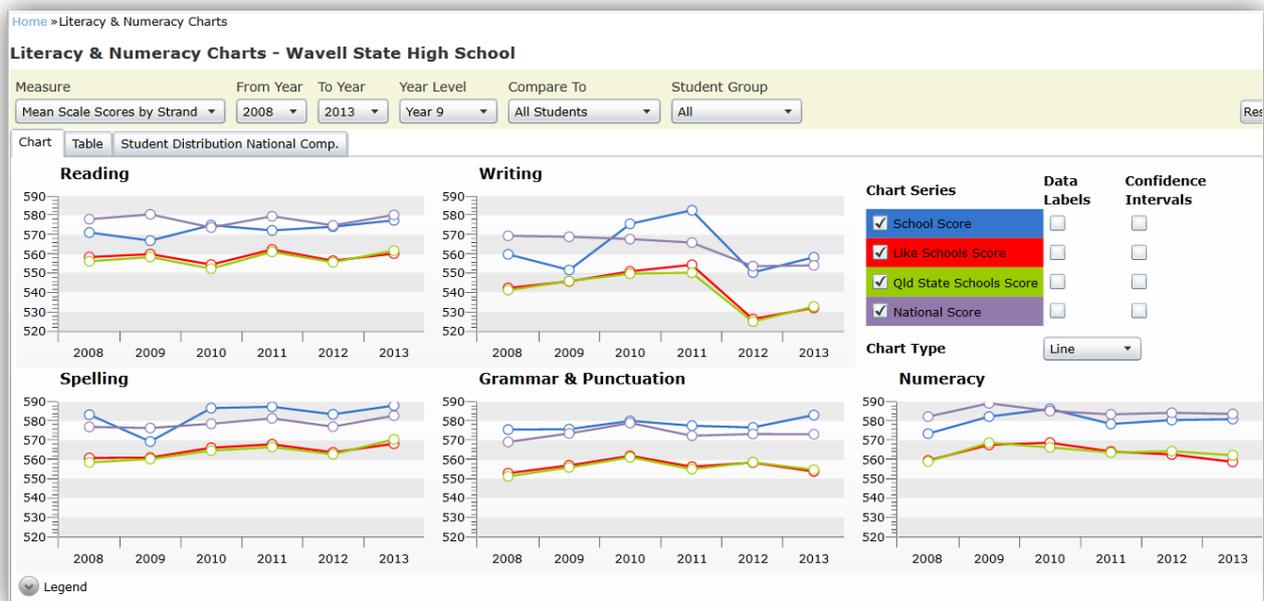
Key Goals for 2014:

- To continue on the journey of improvement - *Going from Good to Great***; a focus on the best teaching and learning in the belief that every teacher can improve and every student can learn.
- 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. Design Questions 1 and 6 were implemented in 2013.
Pedagogical progress in 2014 is to include the following:
 - DQ6 to be reinforced in classrooms,
 - Teaching teams to systematically use DQ1 - units to include learning goals, scales and a systematic review of learning outcomes
 - Teachers consciously include DQ2 into daily practices (What will I do to help students effectively interact with new knowledge?)**Professional Development is to include the following:**
 - Further work on DQ1 and 2
 - A more sustainable model for our Professional Learning Community
 - Teacher Professional Development Plans must include Reflective Teaching practice
 - Faculty teams to embed DQ1 into teaching units and curriculum pedagogical practice
- 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.**
- Quadrennial School Review focus for 2014 and beyond:**
 - Pedagogy
 - Curriculum
 - Engagement
 - Junior Secondary

The three areas for focus in 2013 included:

1. Curriculum –

Improve NAPLAN results through the work of the Middle School Literacy and Numeracy team.



2. Environment –

- A new look Wavell State High School web site was created in 2013.
- Community consultation was commenced regarding Junior Secondary and included a self-audit using the Junior Secondary Reflective Tool. This tool encouraged our team to examine our current practices and identify directions required for 2015.

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This links to the QSR process which has set agendas for 2014 and beyond.

- The Code of Behaviour had a minor review with a student redesigned Code of Classroom Behaviour poster commercially printed for 2014.
- The school adopted and commenced implementation of a school wide pedagogical approach – The Art and Science of Teaching. With a focus in 2013 on Design Questions 6 & 1.
- Further Edinburgh Castle Road Bus Zone improvements - stabilisation of the bank and waiting area and provision of seating for students under a large covered area.
- Revegetation of the unused triangular parcel of land on the lower oval by students.
- SRC funded directional sign for the front entrance of the school.
- Junior Secondary precinct plans finalised with site preparation completed during 2013. Tenders for the construction of the Junior Secondary Building were awarded to Broad Constructions in December with to commence in January 2014.

3. Attendance –

Streamlined processes including automatic emailing of parents of absence strengthened processes in 2013.

- Year co-ordinators have developed an improved process to track individual lesson roll marking.
- An attendance flow chart was devised to ensure clear processes.

	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%
2013	92.8%	89.1%	89.2%	88.5%	88.5%	89.7%

* Below state mean

School Profile

The total student enrolment for Wavell is approximately 1300. Enrolments are anticipated to increase in 2015 with the addition of Year 7, however, as the Year 8 cohort is only 60% of a regular cohort it will be 2020 before six full cohorts are reached.

Wavell caters for Years 8 to 12, with this changing to Years 7 to 12 in 2015, 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 in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1276	623	653	93%
2012	1309	661	648	92%
2013	1309	635	674	94%

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 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 HOSES office. 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 and linked with external employment and training agencies to develop workplace skills. Teachers 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 as well as school based testing and data collection. The program had an enthusiastic band of twenty generous volunteer tutors, the services of a teacher-aide and one lesson 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 sixty seven Aboriginal and Torres Strait islander students enrolled at Wavell in 2013. These students were supported by a part time Community Education Counsellor and part time Indigenous Education worker.

Visits to tertiary institutions, careers expos and places of interest were arranged for these students. Senior students were also

supported by the Broncos Mentoring program.

Our school continued to participate in the AIME program held at University of Queensland. Eleven Year 9 and thirteen Year 10 students attended a weekly, Friday morning program conducted from May until November. Eleven Year 11 and five Year 12 students attended three one-day sessions held during the year. AIME tutors also attended and supported the Wavell Homework Club held Monday afternoons at the school library.

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.

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		
	2011	2012	2013
Prep – Year 3	N/A	N/A	N/A
Year 4 – Year 7 Primary	N/A	N/A	N/A
Year 7 Secondary – Year 10	24	24	25
Year 11 – Year 12	19	19	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	358	300	233
Long Suspensions - 6 to 20 days	15	20	16
Exclusions	9	8	11
Cancellations of Enrolment	6	10	8

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 progressively being developed from the Australian Curriculum. 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 was 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 11 Authority Registered subjects – eight of these included vocational competencies.
- Six Year 12 students completed the Start QUT program in 2013.
- Two Year 12 students were involved in the University of Queensland 'Enhanced Studies Program' in 2013.
- One Year 12 student was involved in the Griffith University "GUEST" Program in 2013.

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 ANZAC Day Ceremony as well as completing a tour to Sydney. The Dance Troupes competed at the Brisbane Schools Eisteddfod and at the Urban Upbeat Competition. Senior Drama students participated in a 'directing residency' with *Shake and Stir Theatre Company*. Students from Years 8 – 12 participated in the bi-annual Talent Quest.
- 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-five are playing at Queensland Cup level, twenty 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 Petroleum and Gas Conference. The Mynstart program and 4Girls2 program provided experiences in trades' pathways. Two students were appointed QMEA Ambassadors.
- 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.
 - 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 global queue and retrieve 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 and staff have access to a *Cybersafety Help Button* on their desktop with easy online access to cybersafety information and assistance. 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

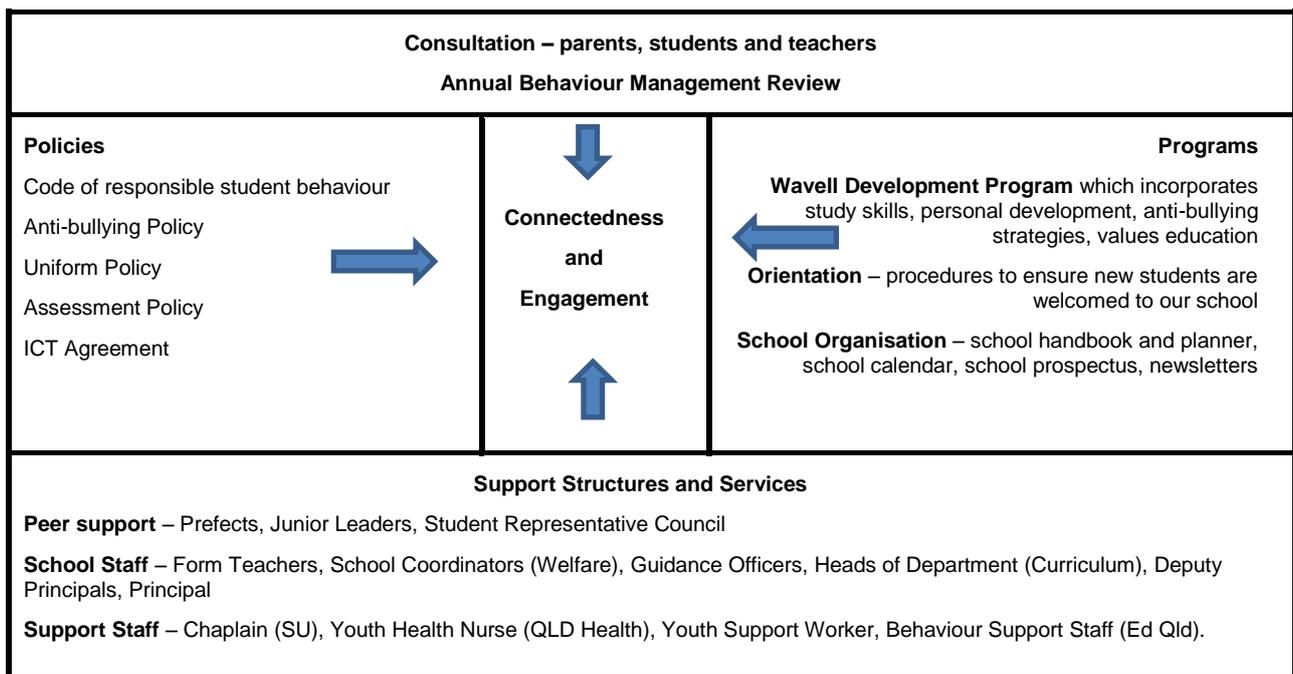
Wavell High is committed to developing and maintaining strong school pride and student connectedness.

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 2013 School Opinion Survey show that students (89%) and parents (100%) believe that Wavell is a 'good school'. Of the students surveyed, 98% indicated that they were getting a good education at Wavell. Of the parents surveyed, 88% of parents were satisfied that teachers at Wavell are interested in their child's wellbeing. Staff indicated good morale at the school with 91% 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 2013 School Opinion Survey 91% of students reported that they are safe at school and 85% 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.



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	2013
their child is getting a good education at school (S2016)	95%	96%
this is a good school (S2035)	95%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	95%	96%
their child is making good progress at this school* (S2004)	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	84%
teachers at this school motivate their child to learn* (S2007)	95%	83%
teachers at this school treat students fairly* (S2008)	95%	83%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%
this school works with them to support their child's learning* (S2010)	100%	87%
this school takes parents' opinions seriously* (S2011)	100%	91%
student behaviour is well managed at this school* (S2012)	94%	96%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	99%	98%
they like being at their school* (S2036)	94%	85%
they feel safe at their school* (S2037)	97%	91%
their teachers motivate them to learn* (S2038)	89%	86%
their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%
teachers treat students fairly at their school* (S2041)	91%	78%
they can talk to their teachers about their concerns* (S2042)	75%	75%
their school takes students' opinions seriously* (S2043)	83%	74%

student behaviour is well managed at their school* (S2044)	84%	73%
their school looks for ways to improve* (S2045)	96%	89%
their school is well maintained* (S2046)	93%	86%
their school gives them opportunities to do interesting things* (S2047)	98%	92%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	92%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	90%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	89%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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. However, ever increasing costs of electricity has put pressure on the school budget.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	530,416	5,010
2011-2012	532,944	6,622
2012-2013	531,378	14,737

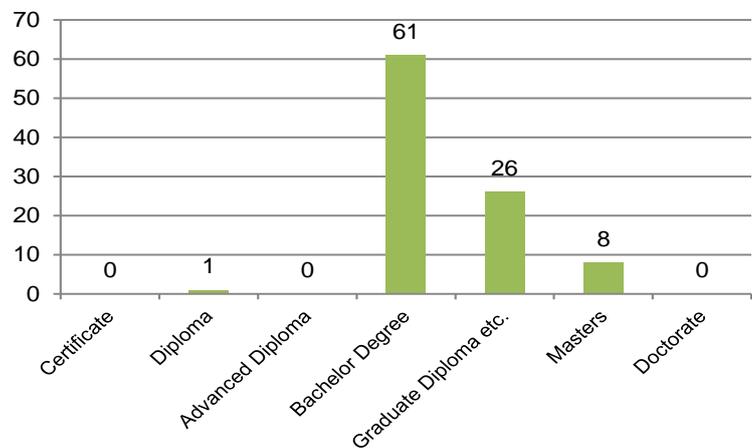
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	96	35	<5
Full-time equivalents	92	27	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	61
Graduate Diploma etc.	26
Masters	8
Doctorate	0
Total	96



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$56,400.

The major professional development initiatives are as follows:

- ASOT
- Pedagogy (Engaging Adolescents, Students with Autism)
- Effective Teaching and Learning
- First Aid/CPR for staff
- Leadership – Principals Conference, Aspiring Leaders, Lessons for Leaders, Transforming School Culture; Team Building
- Assessment – Pre Vocational Mathematics; Health; Home Economics, Accounting; English
- Curriculum Specific Teacher PD – Visual Arts; Graphics; Home Economics; Engineering Technology; LOTE
- QSA Introducing New Syllabus – Legal Studies; Music; Business Management; Graphics; Drama; Early Childhood Studies (SAS) ; Hospitality (SAS)
- ACARA – National Curriculum
- One School Training
- Workplace Health and Safety
- Vocational Education and Training
- Professional Associations
- Beginning Teachers
- NAPLAN – Writing and Marking

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	89%	90%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

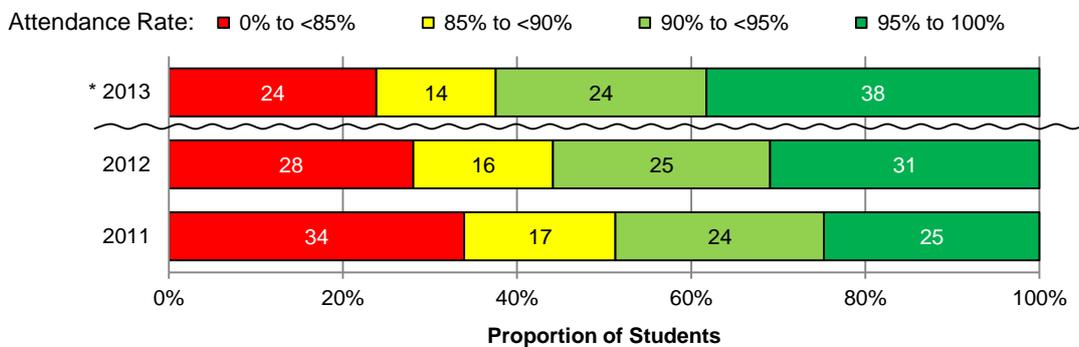
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	N/A	92%	86%	85%	84%	85%						
2012	N/A	93%	90%	87%	87%	86%						
2013	N/A	93%	89%	89%	89%	89%						

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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 2013 were conducted on 6 March, 28 May and 21 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 '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 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

Attendance Rate Range

In 2013 there was a slight improvement in the attendance rate of our Aboriginal and Torres Strait Islander students from 83% in 2012 to 83.2% in 2013. Unfortunately the increase did not match the improvement made by Non – Indigenous students where a 1.3% improvement in attendance was noted. Also of note was this disparity in attendance > 85% with 43.9% of Aboriginal and Torres Strait Islander students attending less than 85% of school compared to 23.8% of other students. This is a significant difference - 20.1% more Aboriginal and Torres Strait Islander students.

Attainment

NAPLAN test results for Aboriginal and Torres Strait Islander students were mixed.

For **reading** the gap between ATSI and Non-Indigenous students was **53 points**, this was a significant rise from 2013 where the gap had been reduced to 19 points. This trend was also noted for **numeracy** with the gap between ATSI and Non-Indigenous students at **65 points** in 2013 compared to 35 points for 2012. However there was significant improvement in ATSI students' **writing** with the 2013 gap being only **4 points** compared to the 53 point gap noted for 2012.

Retention Rate

In 2013 the retention of ATSI students improved. The apparent gap between ATSI retention from Years 10 -12 and Non –Indigenous students was 14%. In 2012 this gap was 38.3%. This is a significant improvement of 24.3% in 2013 however Wavell still needs to match the retention rate of ATSI students noted in 2009 and 2010. The increased expectation that all senior students improve attendance or face cancellation of enrolment has made a noted impact on both the improved ATSI attendance rate but also a decrease in overall retention of ATSI students.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	96%	90%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	216	223	251
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	114	125	153
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	35	45	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	122	132	137
Number of students awarded an Australian Qualification Framework Certificate II or above.	57	73	109
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	166	173	219
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.	72%	74%	84%
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%	97%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	98%

As at 5 May 2014. 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
2011	14	36	32	27	5
2012	23	28	42	29	3
2013	28	45	55	23	2

As at 5 May 2014. 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
2011	76	16	42
2012	84	37	39
2013	94	83	34

As at 5 May 2014. The above values exclude VISA students.

Certificate Courses students undertook in 2013 include:

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

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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 left Wavell State High School received support from the Guidance Officer and Youth support Coordinator. Career Pathways are discussed / explored and suitable transition plans are implemented in consultation with students and parents. Students have generally undertaken studies with alternative education providers, Registered Training Organisations (e.g. TAFE), or have work arrangements (Traineeships or Apprenticeships).