

Wavell State High School

Queensland State School Reporting

2014 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 1500 – an enrolment management plan was established in 2004, however, from 2015 with the additional built capacity to allow for Year 7, the capacity will increase to about 1700. 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. The construction of the new building between J Block and K Block for Junior Secondary began in January 2014 and was completed in December 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 teachers 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.

2014 School Captains pictured from left –

Jobird Ualesi, Elaine Elevera, Rose Foster, Ryan Honor



School progress towards its goals in 2014

2014 Improvement Agenda

Going from Good to Great: Focus on the best teaching and learning in the belief that every teacher can improve and every student can learn.

QSR – School Strategy 2014 – 2017: Pedagogy, Junior Secondary, Curriculum, Engagement

“GROWTH MINDSET”	
1. PEDAGOGY	<ul style="list-style-type: none"> • Art and Science of Teaching- ASOT • Reinforce - Design Question 6 - Classroom rules and procedures • Further develop - Design Question 1 - Learning Goals, Scales, Feedback and Celebrating Learning • Unpack and Implement - Design Question 2 - “What will I do to help students effectively interact with new knowledge?” • Engage in reflective teaching practice
2. JUNIOR SECONDARY – Preparation for 2015	<ul style="list-style-type: none"> <li style="width: 33%;">• School structures & organisation <li style="width: 33%;">• Welfare <li style="width: 33%;">• Facilities <li style="width: 33%;">• Curriculum <li style="width: 33%;">• Community links <li style="width: 33%;">• Professional development <li style="width: 33%;">• Pedagogy
3. CURRICULUM – Currency	<ul style="list-style-type: none"> <li style="width: 33%;">• ACARA / Essential Learnings <li style="width: 33%;">• QSA – Authority Subjects, SAS, VET <li style="width: 33%;">• Literacy and Numeracy <li style="width: 33%;">• Indigenous Perspectives
4. ENGAGEMENT	<ul style="list-style-type: none"> • OneSchool /Class Dashboard • Class Snapshots for each class per semester with teaching & behaviour management strategies linked • Use of feedback from learners

Targets

- **NAPLAN** – aspirational - 100% above N.M.S; U2B 25% (97.4% Reading; 98.5% Numeracy; U2B Reading 17.4%; Numeracy 20.1% Achieved)
- **QCE** – 90% achieve a QCE in 2014 (93% Achieved – Exceeded)
- **Attendance** - 90% or above for each year level (90% Achieved)
- **Closing the Gap**- improve attendance & retention rates. Reduce the gap in reading and numeracy rates evident in NAPLAN by **10 points** (currently 53 & 65 points difference) – (Reduced to 21 and 24 points difference in 2014)
- **Satisfaction levels** – aspirational - 100% of parents and students believe that Wavell is a great school (97% Achieved)

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 2015:

2015 Improvement Agenda

Going from Good to Great: Focus on the best teaching and learning in the belief that every teacher can improve and every student can learn.

QSR – School Strategy 2014 – 2017: Pedagogy, Junior Secondary, Curriculum, Engagement

“GROWTH MINDSET”	
1. PEDAGOGY	<ul style="list-style-type: none"> • Art and Science of Teaching- ASOT • Reinforce - Design Question 6 - Classroom rules and procedures and Design Question 1 - Learning Goals, Scales, Feedback and Celebrating Learning • Further develop - Design Question 2 - “What will I do to help students effectively interact with new knowledge?”, and Engage in reflective teaching practice • Unpack and implement – Design Question 5 – “What do I do to engage students?”
2. JUNIOR SECONDARY	<ul style="list-style-type: none"> • Implementation and ongoing review
3. CURRICULUM – Currency	<ul style="list-style-type: none"> • ACARA / Essential Learnings • Senior Secondary – future monitoring • QSA – Authority Subjects, SAS, VET • GRG Funding • Literacy and Numeracy • Indigenous Perspectives
4. ENGAGEMENT	<ul style="list-style-type: none"> • OneSchool /Class Dashboard • Class Snapshots for each class per semester with teaching & behaviour management strategies linked • Use of feedback from learners

Targets

- **Naplan** – aspirational - 100% above N.M.S; U2B 25%
- **QCE** – 100% achieve a QCE in 2015
- **Attendance** - 92% or above for each year level
- **Closing the Gap** - improve attendance & retention rates. Reduce the gap in reading and numeracy rates evident in NAPLAN by **10 points** (currently 21 & 24 points difference in 2014)
- **Satisfaction levels** - aspirational - 100% of parents and students believe that Wavell is a great school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1309	661	648	92%
2013	1309	635	674	94%
2014	1275	631	644	95%

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, enrolment at Wavell is 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, which cater for approximately thirty-five students, housing three teachers, four teacher aides and a HOSES. 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 were 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-six generous volunteer tutors and the services of a teacher-aide. A HOD and two teacher-aides assisted the thirty-two 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-three Aboriginal and Torres Strait islander students enrolled at Wavell in 2014. 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 at various venues and a changed format. AIME attendance is on a day basis once per term for Years 9 & 10 students and a separate day program for Years 11 & 12 students. 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, House Captains and Arts 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 Junior Leaders was introduced into Year 9 and continues as a worthwhile initiative.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	25	24
Year 11 – Year 12	19	19	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	300	233	173
Long Suspensions - 6 to 20 days	20	16	9
Exclusions [#]	8	11	7
Cancellations of Enrolment	10	8	8

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 experienced each of the eight (8) Key Learning Areas (KLAs). This will extend to Year 7 in 2015.
- In Years 9 and 10, students studied a core program from the English, Maths, Science, SOSE and HPE Learning Areas from the National curriculum, 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.
- One Year 12 student completed the Start QUT program in 2014.

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. The Dance Troupes competed at the Brisbane Schools Eisteddfod and Brisbane City Council Remix competition. Senior Drama students participated in a 'directing residency' with *Shake and Stir Theatre Company*. Visual Arts students participated in the Brisbane Festival Goa Billboard competition.
- 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, Wavell has dominated at both Metropolitan and State levels and even at a National level in Rugby League. Broncos Challenge Champions in 2014 and National Semi-Finalists of the Australia-wide G10 Cup competition.
- 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. Twenty-two graduates from the Rugby League School of Excellence have competed at the NRL level, four are playing International test level, thirty-five are playing at Queensland Cup level and twenty are playing at the National Youth Competition (NYC) U20. Sport and Cultural endeavours are significant in the tapestry of the fabric of Wavell.
- The QMEA provided students with opportunities to explore the diversity of career opportunities that exist with the Minerals and Energy sector. Programs are offered across all year levels and career types. Year 8 students participated in "Energy for the Future; Year 9 students in "Expand Your Mind" and Year 10 students in a Science

Olympiad. Year 11 and 12 students were able to participate in a variety of engineering and trade camps. A program was also available for Year 10 trade-based students to look at a range of apprenticeships in the sectors. Extensive use has been made of a QMEA developed pre-employment program for non-OP students.

- The Senior year was capped by a Formal with a Graduation Breakfast for Year 12 students and their parents held at the end of the year. A school dance was held in semester 1.
- Students in Year 8 attended a school camp and many departments had an excursion program which gave students practical experience associated with their academic work.
- Wavell hosted Japanese students on a two-week stay at the school. This visit had 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. DETE has provided a world class resource in 'The Learning Place' for students and staff to access courses, EdStudios, learning objects etc. Many of the resources for teaching and learning which are accessible on The Learning Place have been and are being developed by Wavell SHS teachers. These resources are available to students 24 hours, 7 days a week, both while at school and away from school (as long as there is an internet connection available).

Ongoing funding is provided by Wavell SHS to ensure ICT resources and infrastructure are regularly updated to meet needs of students and staff in keeping up-to-date with evolving technologies. We have recently upgraded our file servers and have plans in place to upgrade our Internet bandwidth and wireless infrastructure. These proactive developments are necessary to ensure optimal use for all users of the resources of our school network and of the World Wide Web.

Wavell SHS is also positioning itself for the next model of utilising computing devices for teaching and learning through the development of a Bring Your Own Device (BYOx) program. This program is a voluntary program whereby students bring a suitable, personally owned production computing device (approved by the school) to school to assist them in their studies each day. A trial for this program will run from Term IV 2014 to the end of Term 1 2015. The results from this trial will be used to determine any additional infrastructure requirements for the school and any issues associated with joining student owned devices to the network for printing and internet.

Staff are regularly provided with opportunities to attend ICT professional development in order to develop and up-skill their knowledge in the areas of general ICT use and pedagogy. "In-house" professional development sessions in ICT are also offered and delivered by current staff with the necessary knowledge and skills. An ICT Committee and a BYOx committee, comprising staff passionate about the promotion and utilisation of technology in teaching and learning meet regularly to ensure that ICTs at Wavell SHS continue to be of the highest standard for students and teachers.

Staff and students have access to a frequently updated suite of industry standard software applications that provides them with the skills and confidence needed to contribute effectively in a modern workforce. These software packages comprise both commercially available and Open Source software and include: Microsoft Office, AutoCad, ArcGIS, Final Cut, Dartfish, MYOB, Sibelius, and Visual Basic.net.

Social Climate

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

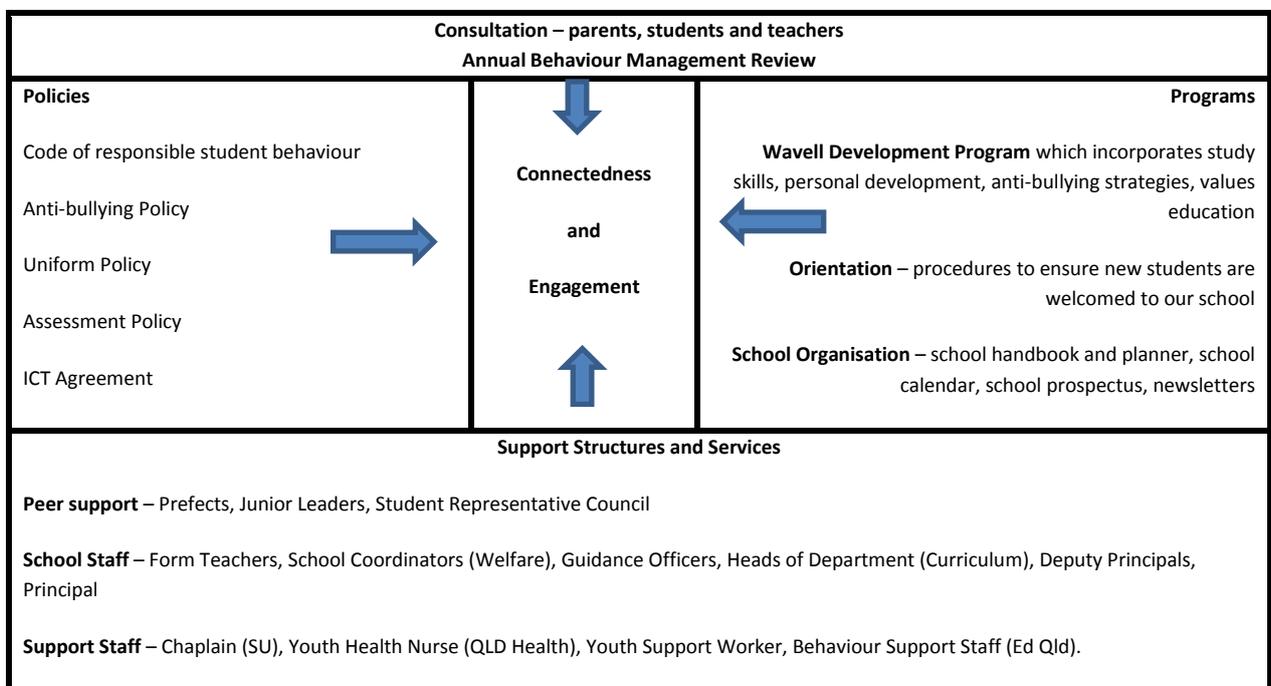
The clear articulation of school values, expectations and standards ensures that students have a shared understanding and follow the Wavell way. The school culture incorporates our well-known motto “Esse Quam Videri”, student pride in their uniform, a school song, sung weekly, that encapsulates the school 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.

In 2014 the School Opinion Survey methodology for collection of parent data changed significantly. Previously 40 families were randomly selected and forwarded the School Opinion Survey to complete. Return rate was about 50% - 20 families returned confidential surveys. In 2014 all families were invited to complete the School Opinion Survey with 143 surveys completed.

Results from the 2014 School Opinion Survey show that students (96.6%) and parents (94%) 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, 94% of parents were satisfied that teachers at Wavell are interested in their child’s wellbeing. Staff indicated good morale at the school with 90% 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 2014 School Opinion Survey 96% of students reported that they are safe at school and 95% 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 Junior Secondary and a Senior Secondary 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			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	95%	96%	97%
this is a good school (S2035)	95%	100%	94%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	95%	96%	93%
their child is making good progress at this school* (S2004)	95%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	84%	93%
teachers at this school motivate their child to learn* (S2007)	95%	83%	93%
teachers at this school treat students fairly* (S2008)	95%	83%	90%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	93%
this school works with them to support their child's learning* (S2010)	100%	87%	91%
this school takes parents' opinions seriously* (S2011)	100%	91%	87%
student behaviour is well managed at this school* (S2012)	94%	96%	87%
this school looks for ways to improve* (S2013)	100%	100%	96%
this school is well maintained* (S2014)	100%	100%	97%
Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	99%	98%	99%
they like being at their school* (S2036)	94%	85%	95%
they feel safe at their school* (S2037)	97%	91%	96%
their teachers motivate them to learn* (S2038)	89%	86%	93%
their teachers expect them to do their best* (S2039)	98%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	92%
teachers treat students fairly at their school* (S2041)	91%	78%	81%
they can talk to their teachers about their concerns* (S2042)	75%	75%	82%
their school takes students' opinions seriously* (S2043)	83%	74%	85%
student behaviour is well managed at their school* (S2044)	84%	73%	85%
their school looks for ways to improve* (S2045)	96%	89%	98%
their school is well maintained* (S2046)	93%	86%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	92%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	94%
they feel that their school is a safe place in which to work (S2070)		98%	97%
they receive useful feedback about their work at their school (S2071)		89%	88%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		97%	96%
student behaviour is well managed at their school (S2074)		92%	92%
staff are well supported at their school (S2075)		92%	89%
their school takes staff opinions seriously (S2076)		90%	90%
their school looks for ways to improve (S2077)		97%	93%
their school is well maintained (S2078)		95%	97%
their school gives them opportunities to do interesting things (S2079)		89%	89%

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

'Agree' represents the 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.
- Increase in electricity may be the result of ageing infrastructure and appliances. Wavell is piloting energy saving devices to test out various ways to reduce footprint.
- Decrease in water could be result of pool operating to expected level, repairs and maintenance on oval sprinklers and use of Rye Grass which does not require as much water.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	532,944	6,622
2012-2013	531,378	14,737
2013-2014	566,759	11,392

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

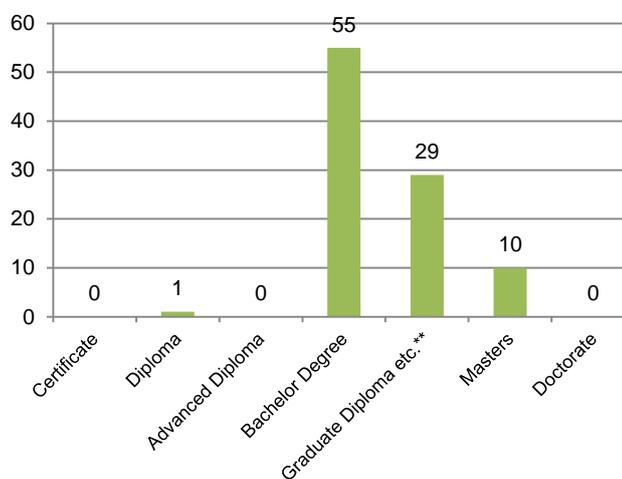
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	95	36	<5
Full-time equivalents	91	28	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.**	29
Masters	10
Doctorate	0
Total	95



*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 2014 were \$65039.

The major professional development initiatives are as follows:

- ASOT
- Pedagogy (Educating and Managing Boys, students with Dyslexia and Autism Spectrum Disorder)
- Engaging Indigenous Youth and Maximising Learning Potential of Aboriginal Students
- Mental Health and Wellbeing of young people
- Leadership – Principals conference, Aspiring Leaders
- First Aid/CPR for staff
- Data Analysis
- Literacy and Numeracy Coaching Training
- Mentoring for Effective Teaching
- QCAA Introducing New Syllabus – ICT, Technology Studies
- QCAA panel training
- Assessment Workshops – Music, Graphics, Business Management
- Vocational Education and Training (New Standards for RTO's, Certificate IV in Assessment, Foundation Skills Workshop
- First Aid and Sport Trainer/Coaching Workshops
- Curriculum Specific Teacher PD (Robotics, QSSRL Conference, Art, ECOMAN, Autodesk, Certificate III in Business, Japanese Language Proficiency
- eLearning, Blackboard Course
- Beginning Teachers Workshops
- One School Training
- Workplace Health and Safety
- NAPLAN – Writing and Marking
- Professional Associations

The proportion of the teaching staff involved in professional development activities during 2014 was **100%**.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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 webpage. School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	90%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

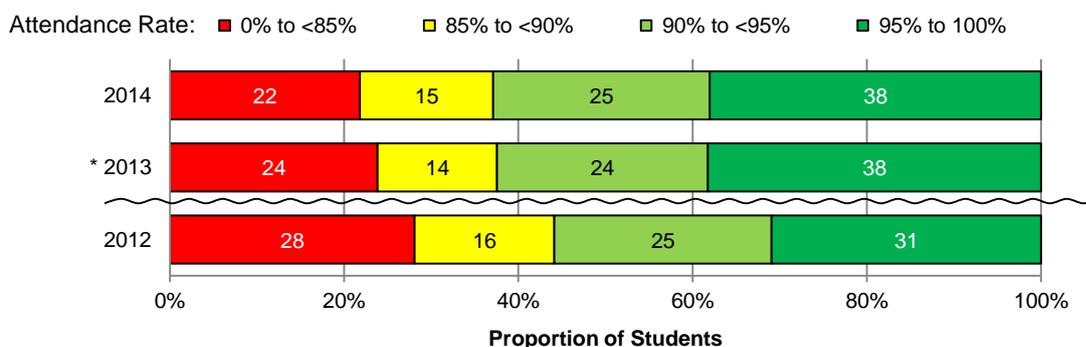
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								93%	90%	87%	87%	86%
2013								93%	89%	89%	89%	89%
2014								93%	91%	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 after 2012 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 DETE 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 continues to be effective in monitoring patterns of attendance. 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 emails home when a student has an unexplained absence.
- 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 2014 were conducted on 5 March, 27 May and 20 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 Attendance Officer.

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 2014 there was a slight improvement in the attendance rate of our Aboriginal and Torres Strait Islander students from 83.2% in 2013 to 83.6% in 2014. Unfortunately the increase did not match the improvement made by Non – Indigenous students where a 0.7% improvement in attendance was noted. Also of note was this disparity in attendance > 85% with 61.8% of Aboriginal and Torres Strait Islander students attending less than 85% of school compared to 22.7% of other students. This is a significant difference in 2014 with an increased number of ATSI students attending less - 39.1% more in 2014.

Attainment

NAPLAN test results for Aboriginal and Torres Strait Islander students were mixed. For **reading** the gap between ATSI and Non-Indigenous students was **22.3 points**, this was a significant improvement from 2013 where the gap was 53 points. This trend was also noted for **numeracy** with the gap between ATSI and Non-Indigenous students at **25.5 points** in 2014 compared to 65 points for 2013. The gap for ATSI students' **writing** in 2014 was **27 points** unfortunately much higher than the gap of **4 points** in 2013 but better than the gap of 53 for 2012.

Retention Rate

In 2014 the retention of ATSI students decreased. The apparent gap between ATSI retention from Years 10 -12 and Non – Indigenous students was 27%. In 2013 this gap was 14%. This is a significant decrease in retention of our Aboriginal and Torres Strait Islander students. 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	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	96%	90%	84%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	223	251	211
Number of students receiving an Overall Position (OP)	125	153	116
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	45	24	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	132	137	206
Number of students awarded an Australian Qualification Framework Certificate II or above.	73	109	115
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	173	219	198
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	84%	75%
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.	97%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	98%	98%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	23	28	42	29	3
2013	28	45	55	23	2
2014	19	32	36	27	2

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	84	37	39
2013	94	83	34
2014	204	68	66

As at 19 February 2015. The above values exclude VISA students.

Certificate Courses students undertook in 2014 include:

Certificate I Construction Certificate I Engineering (Metal Fabrication) Certificate I Information Digital Media & Technology Certificate I Plumbing	Certificate II Auto (Panel Beating / Spray Painting) Certificate II Automotive (Light Vehicle) Certificate II Automotive (Heavy Commercial Vehicle) Certificate II Beauty Services Certificate II Electrotechnology Certificate II Furniture Making Certificate II Horticulture Certificate II Resources & Infrastructure Work Preparation Certificate II Sport & Recreation Certificate II Tourism Certificate II Transport & Logistics Certificate II Workplace Practices	Certificate III Allied Health Assisting Certificate III Beauty Services Certificate III Animal Studies Certificate III Business Certificate III Early Childhood Education & Care Certificate III Fitness Certificate III Hospitality Certificate III Interior Design Certificate III Media Certificate IV Justice Administration Diploma Early Childhood Education & Care Diploma Visual Arts
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Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, Next Step – Student Destination Report (2014 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 school 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).

In 2014, a Pathways Officer was engaged among a cluster of local schools. The purpose of this Pathways Officer was to link disengaged senior students into further study or employment.