

Wavell State High School

Queensland State School Reporting

2015 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.

SCHOOL CAPTAINS 2015

Pictured from left: Martin Liaina, Michael Johnson,

Alison Clarin, Giselle Pickering



School progress towards its goals in 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% (Achieved Year 7 – 96.7%R, 97.6%N; Year 9 – 97.4%R, 99.1%N)
U2B – Year 7 28.6%R, 24.3%N; Year 9 18%R, 15%N
- **QCE** – 100% achieve a QCE in 2015 (Achieved 96%)
- **Attendance** - 92% or above for each year level - (Achieved 94% Year 7, 92% Year 8, 90% Years 9 and 10, 89% Years 11 and 12)
- **Closing the Gap** - improve attendance & retention rates. Reduce the gap in reading and numeracy rates evident in NAPLAN by **10 points** (Actual achievement expressed in “points difference”: Reading Year 7 – 11, Year 9 – 7; Numeracy Year 7 – 43, Year 9 -20)
- **Satisfaction levels** - aspirational - 100% of parents and students believe that Wavell is a great school (Achieved 99% Parents, 98% Students)

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 2016:

2016 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, 2, 5 - Learning Goals, Scales, Feedback and Celebrating Learning • Engage in reflective teaching practice - through peer coaching. Develop a culture of teacher observation and feedback to improve teaching. • Unpack and implement – Design Question 7 – “What will I do to recognise and acknowledge adherence or lack of adherence to rules and procedures?” • Design Question 8 – “What will I do to establish and maintain effective relationships with students?”
2. JUNIOR SECONDARY	<ul style="list-style-type: none"> • Review and refine.
3. CURRICULUM – Currency	<ul style="list-style-type: none"> • ACARA • Senior Secondary – future monitoring • QCAA – Authority Subjects, SAS, VET • Trial external assessment • Literacy and Numeracy • Indigenous Perspectives • GRG Funding
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** – 98% achieve a QCE in 2016
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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1309	635	674	67	94%
2014	1275	631	644	74	95%
2015	1459	700	759	77	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 forty students, housing four teachers, five 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 generous volunteer tutors and the services of a teacher-aide. A HOD and two teacher-aides assisted the thirty-seven students in the Enrichment Program at Wavell. In 2015, WEP relocated into the Junior Secondary

complex and provided assistance for Year 7 students. The Literacy and Numeracy Program (LAN) provided Year 8 students with further support and is run by classroom teachers. 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-seven Aboriginal and Torres Strait islander students enrolled at Wavell in 2015. 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		
	2013	2014	2015
Year 7 Secondary – Year 10	25	24	23
Year 11 – Year 12	19	19	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	233	173	235
Long Suspensions - 6 to 20 days	16	9	8
Exclusions	11	7	10
Cancellations of Enrolment	8	8	11

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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.

- Years 7 and 8 students experience each of the eight (8) Key Learning Areas (KLAs).
- 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 (QCAA) subjects and 11 Authority Registered subjectS.

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 the Drama Excellence students competed at the Queensland Youth Shakespeare Festival, achieving 1st Place. Senior Drama students participated in a 'directing residency' with *Shake and Stir Theatre Company* and were also involved in the *Laboite Theatre* Ambassador Program. Dancers from Wavell SHS and Craigslea SHS travelled to America as part of the International Dance Tour.
- 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-seven graduates from the Rugby League School of Excellence have competed at the NRL level, four are playing International test level, forty are playing at Queensland Cup level and twenty-five 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 Years 7 and 8 attended a school camp and many departments had an excursion program which gave students practical experience associated with their academic work.
- Wavell hosts Japanese students every second year. These visits are an important cultural link for our students.

How Information and Communication Technologies are used to improve learning

Wavell SHS embeds ICTs into all facets of pedagogy, including curriculum delivery, enrichment activities, SETP development, assessment and external requirements such as departmental surveys and academic research (ACER). All classes and subject areas have access to fully networked computer laboratories, wireless access for laptops on trolleys (which are located throughout the campus), and smaller 'pods' of desktop PCs to assist with the delivery of appropriate ICTs to students.

ICT support tools such as a state-of-the-art global queue and retrieve printer network, data projectors in all teaching spaces, and digital still/video cameras are also a prominent part of our teaching and learning landscape. All classrooms and many outdoor areas have access to a high speed, whole school wireless network to ensure highly mobile and engaging learning opportunities. Access to technology is flexible with our booking system allowing access to laptops stored on trolleys or computer laboratories being available to all students and classrooms when required. Students have the ability to access computers and related ICTs both before and after school as well as during lunch breaks in designated areas.

Wavell SHS recognises the evolving nature of technology and provides students with exposure to alternative computer platforms and operating systems such as Apple Macs for use in the areas of Media and Visual Arts and iPads in the foreign language area. Our Wavell Support Centre also provides a pod of iPads 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 which are accessed using high speed Internet. 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 developed and continue to be 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). Several classes have also utilised resources through Microsoft Imagine Academy.

Ongoing funding is provided by Wavell SHS to ensure ICT resources and infrastructure are upgraded as required to meet the needs of students and staff in keeping up-to-date with evolving technologies. In 2015 we upgraded our file servers, our Internet bandwidth and our wireless infrastructure. These proactive developments are necessary to ensure optimal use for all users of the resources on our school network and relevant educational resources from the World Wide Web.

Wavell SHS has also positioned itself with the next model for utilising computing devices for teaching and learning through the implementation this year 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. To enable this new paradigm of technology utilisation to seamlessly occur for our students, Wavell SHS acquired the CISCO “on-boarding” device to enable the joining of student owned laptops to the school network. Students who participate in this program have access to the school network, their “home” directory, multi-function printing devices and the 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, Dartfish, MYOB, Sibelius, Visual Basic.net, Adobe Master Collection Creative Cloud and 3DS Max.

Social Climate

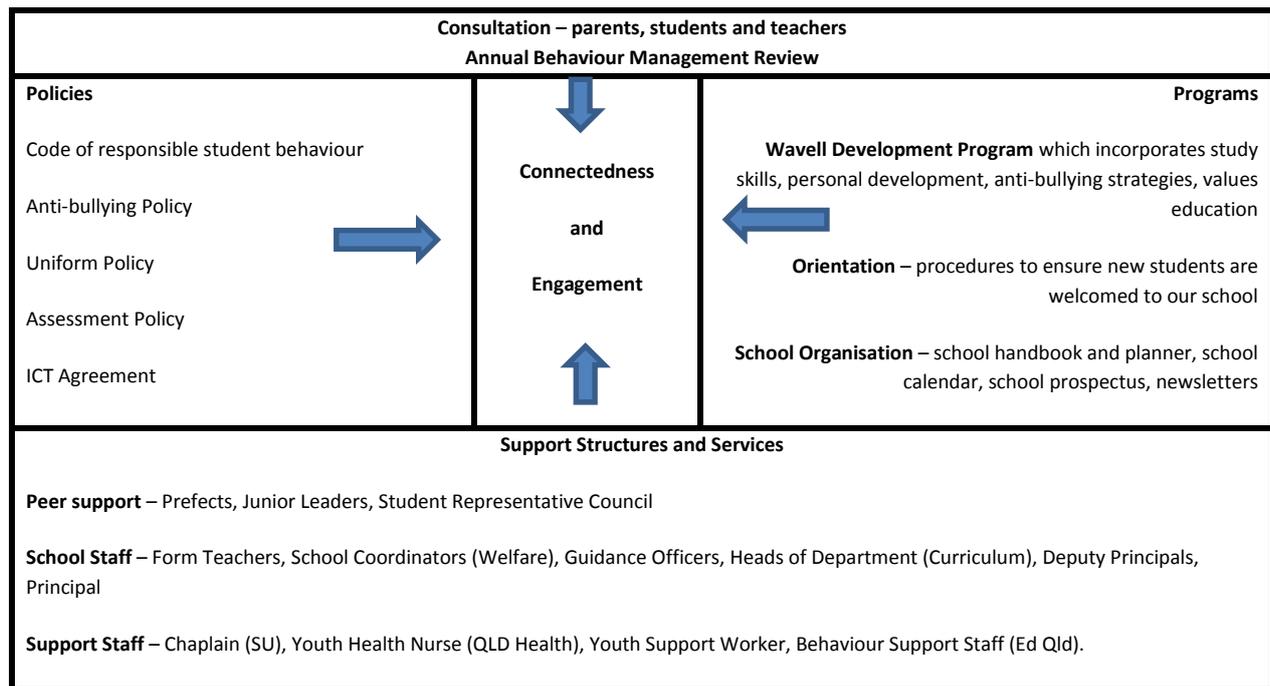
Wavell High is committed to developing and maintaining strong school pride and student connectedness.

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 2015 School Opinion Survey show that students (100%) and parents (99%) believe that Wavell is a ‘good school’. Of the students surveyed, 98.3% indicated that they were getting a good education at Wavell. Of the parents surveyed, 97.9% of parents were satisfied that teachers at Wavell are interested in their child’s wellbeing. Staff indicated good morale at the school with 89.4% 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 2015 School Opinion Survey 94.2% of students reported student behaviour is well-managed and 97% of students stated that their teachers provided useful feedback about school work.

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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	97%	99%
this is a good school (S2035)	100%	94%	99%
their child likes being at this school (S2001)	100%	96%	97%
their child feels safe at this school (S2002)	100%	97%	96%
their child's learning needs are being met at this school (S2003)	96%	93%	97%
their child is making good progress at this school (S2004)	96%	94%	98%
teachers at this school expect their child to do his or her best (S2005)	96%	97%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	84%	93%	99%
teachers at this school motivate their child to learn (S2007)	83%	93%	97%
teachers at this school treat students fairly (S2008)	83%	90%	96%
they can talk to their child's teachers about their concerns (S2009)	96%	93%	98%
this school works with them to support their child's learning (S2010)	87%	91%	98%
this school takes parents' opinions seriously (S2011)	91%	87%	94%
student behaviour is well managed at this school (S2012)	96%	87%	96%
this school looks for ways to improve (S2013)	100%	96%	98%
this school is well maintained (S2014)	100%	97%	98%

Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	99%	98%
they like being at their school (S2036)	85%	95%	98%
they feel safe at their school (S2037)	91%	96%	99%
their teachers motivate them to learn (S2038)	86%	93%	98%
their teachers expect them to do their best (S2039)	97%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	91%	92%	97%
teachers treat students fairly at their school (S2041)	78%	81%	88%
they can talk to their teachers about their concerns (S2042)	75%	82%	83%
their school takes students' opinions seriously (S2043)	74%	85%	92%
student behaviour is well managed at their school (S2044)	73%	85%	94%
their school looks for ways to improve (S2045)	89%	98%	98%
their school is well maintained (S2046)	86%	94%	93%
their school gives them opportunities to do interesting things (S2047)	92%	94%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	94%	96%
they feel that their school is a safe place in which to work (S2070)	98%	97%	98%
they receive useful feedback about their work at their school (S2071)	89%	88%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	91%	88%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	97%	96%	96%
student behaviour is well managed at their school (S2074)	92%	92%	96%
staff are well supported at their school (S2075)	92%	89%	91%
their school takes staff opinions seriously (S2076)	90%	90%	88%
their school looks for ways to improve (S2077)	97%	93%	95%
their school is well maintained (S2078)	95%	97%	97%
their school gives them opportunities to do interesting things (S2079)	89%	89%	92%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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

- During 2015 Wavell State High School worked with Smart Grid Partners to carry out a trial for Education Queensland. The Trial involved installation of energy saving devices through the school.
- The program was called 'Department of Education Energy Efficiency and Demand Management Trial'.
- Two roofs were replaced with "Cool Roof", 41 x air con smart remotes installed, 300 x T8 tubes replaced with LED, Sigma Hi Bay Hall Lights replaced with LED, Hot water systems and Zip urns all audited and timers installed. Peak Demand Alert system used for a period of time.
- While electricity and water use has not reduced at all, the school facilities have grown by 250 students and a three storey building was a welcome addition.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	531,378	14,737
2013-2014	566,759	11,392
2014-2015	594,911	9,873

*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.

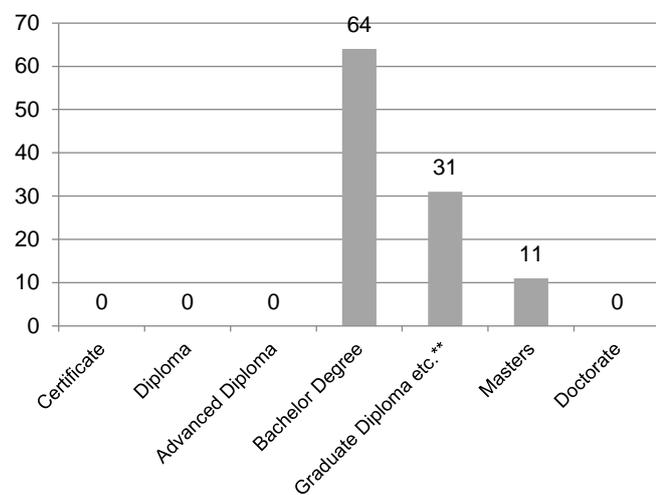
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	106	39	<5
Full-time equivalents	102	30	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	64
Graduate Diploma etc.**	31
Masters	11
Doctorate	0
Total	106



*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 2015 were \$65455.00

The major professional development initiatives are as follows:

- ASOT
- Pedagogy - ASD course, Essential skills for classroom management, Co-operative learning, Positive Behaviour Management, Managing Challenging Behaviours, Higher Order Thinking, Teaching with the Brain in Mind
- Mental Health and wellbeing of young people, the Gratitude workshop and Optimising student well being
- Engaging the 21st Century Learner
- Engaging the Disengaged
- Numeracy - Building Capacity of School Teams in Problem Solving, Problem solving in numeracy, Regional Networking Meeting
- Literacy – How to read challenging texts and Seven steps to writing success
- NAPLAN – Higher order questioning
- Student Protection
- Leadership – Principals conference, Aspiring Leaders, isLPAL conference
- First Aid/CPR for staff
- QCAA – Introducing new syllabus, panel training and assessment workshops
- VET - Cert IV in Assessment, VET in schools Conference
- ACER – Assessor Training
- ICT – digital collection and creation of assessment
- Curriculum Specific Teacher PD - Introduction to Robotics, Android Apps Programming, managing risks in ITD workshops, UQ Secondary School Science and Maths Program
- Mentoring Beginning Teachers Training
- Beginning teachers – Workshop, BETA Spirit of Learning Conference and Creating the quality learning environment
- OneSchool Training
- Workplace Health and Safety
- Professional Associations - ATEC Economic Conference, Geography teachers Conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	81%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

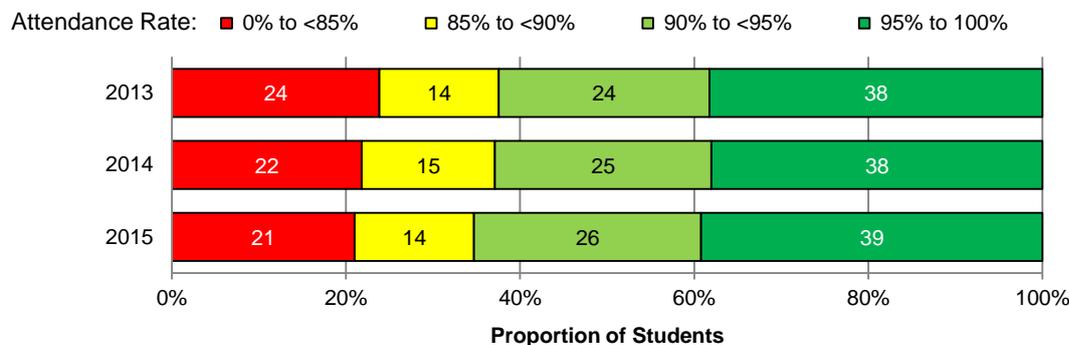
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	93%	89%	89%	89%	89%
2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	93%	91%	89%	89%	89%
2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	94%	92%	90%	90%	89%	89%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 the Attendance Officer. This is transferred at the end of the day to OneSchool. Late students report to the Student Services' office and IDAttend is used to issue them with a photo late slip showing when they arrived, and what lesson and room they should attend. Persistent lates without reasonable explanations result in detention.
- 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, use QParents, email, ring or write in with the explanation for absences.
- The Attendance Officer sends text messages each day to parents / guardians notifying students late arrivals.
- The 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 2015 were conducted on 4 March, 26 May and 19 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 7-12, 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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	84%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	77%	59%	71%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	251	211	224
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	153	116	120
Percentage of Indigenous students receiving an Overall Position (OP)	20%	31%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	20	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	136	206	218
Number of students awarded an Australian Qualification Framework Certificate II or above.	109	116	125
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	219	198	215
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50%	92%	100%
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.	84%	75%	70%
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%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	98%	94%

As at 16 February 2016. 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
2013	28	45	55	23	2
2014	19	32	36	27	2
2015	18	28	38	30	6

As at 16 February 2016. 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
2013	93	83	34
2014	204	68	67
2015	214	29	114

As at 16 February 2016. The above values exclude VISA students.

Certificate Courses students undertook in 2015 include:

Certificate I Construction	Certificate II Automotive (Light Vehicle)	Certificate III Allied Health Assisting
Certificate I Engineering (Metal Fabrication)	Certificate II Automotive (Heavy Commercial Vehicle)	Certificate III Animal Studies
Certificate I Information Digital Media & Technology	Certificate II Beauty Services	Certificate III Beauty Services
Certificate I Plumbing	Certificate II Electrotechnology	Certificate III Business
	Certificate II Furniture Making	Certificate III Early Childhood Education & Care
	Certificate II Horticulture	Certificate III Events
	Certificate II Sport & Recreation	Certificate III Fitness
	Certificate II Tourism	Certificate III Hospitality
	Certificate II Transport & Logistics	Certificate III Interior Design
	Certificate II Skills for Work Vocational Pathways	Certificate III Media
		Certificate IV Justice Administration
		Diploma Business

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 2015, 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.