



Wavell State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

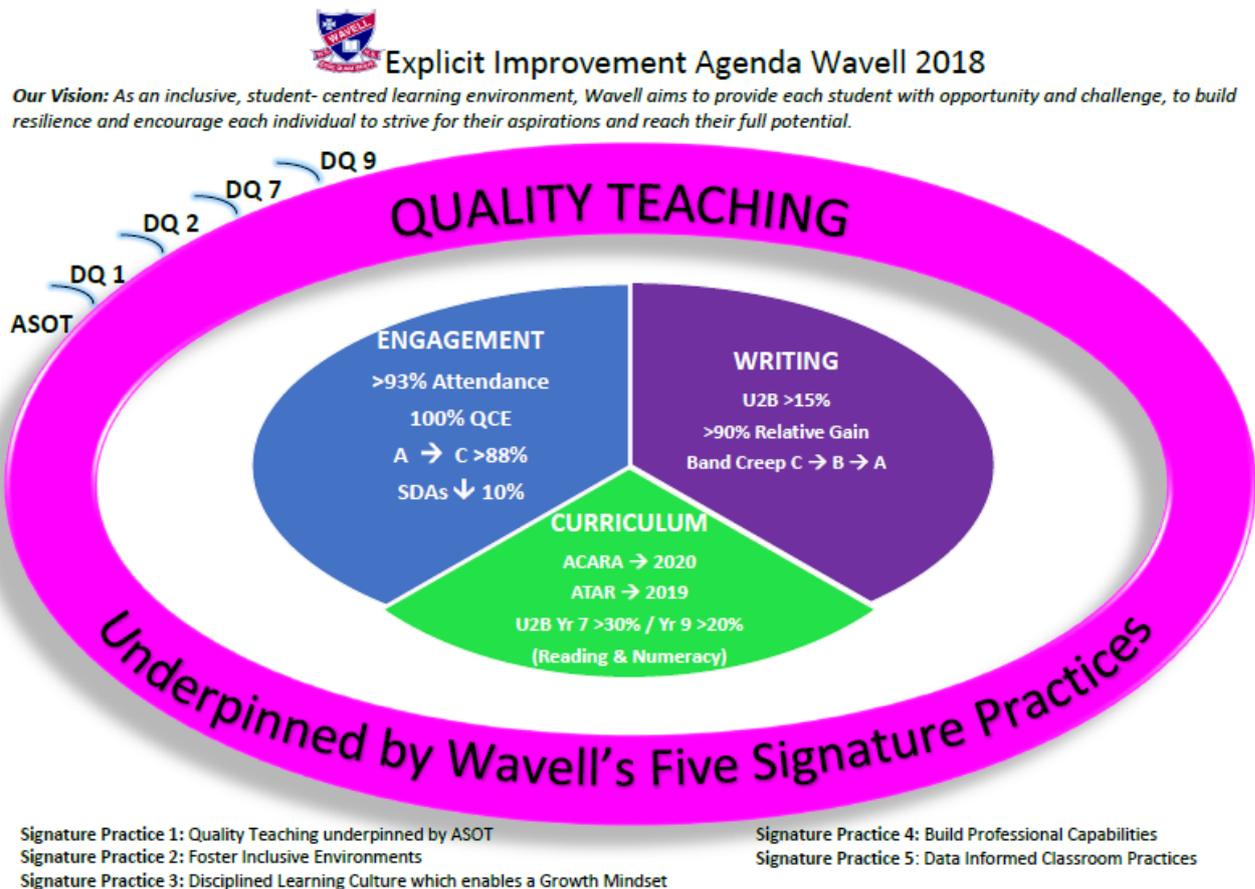
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From the Principal

School overview

Wavell State High School is a large and highly-regarded state secondary school in the inner northern suburbs of Brisbane. Wavell has an established reputation built on traditional values including high standards of discipline and pride in appearance. Outstanding achievements across academic, cultural, citizenship and sporting areas can be directly attributed to an outstanding, experienced, and well-qualified staff. Our staff make a significant contribution to the lives of our students. We believe high quality teaching is vital for high quality learning. The school has developed programs to nurture excellence in academic achievement to ensure our brightest students reach their full potential. 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, Dance, Drama, rugby league and netball in the senior school build on and showcase the high quality programs offered across the school.

School progress towards its goals in 2018



Targets

- **Naplan** – aspirational - 100% (Achieved Year 7 – 96.9% Reading (96.3% 2017), 97.9% Numeracy (99.4% 2017); Year 9 – 95.2% Reading (95.2% 2017), 98.4% Numeracy (100% 2017))
- **U2B** – Year 7 22.3% Reading (25.3% 2017), 28.7% Numeracy (31.1% 2017); Year 9 22.6% Reading (17.5% 2017), 23.5% Numeracy (18.7% 2017)
- **QCE** – 100% achieve a QCE in 2018 (Achieved 100% for the last two years)
- **Attendance** - 90% overall (down from 92% 2017) ; Achieved 93.3% Year 7 (94.5% 2017), 90.58% Year 8 (91.5% 2017), 89.4% Year 9 (90.7% 2017), 89.4% Year 10 (90.7% 2017), 90.6% Year 11 (92% 2017) and 88.8% Year 12 (92.2% 2017)
- **Closing the Gap** - improve attendance & retention rates.
 - Attendance – Year 7: 91.5% (94.9% 2017); Year 8: 87.5% (90.5% 2017); Year 9: 86.2% (84.9% 2017); Year 10: 80.6% (83.1% 2017); Year 11: 82.3% (87.9% 2017); Year 12: 85.4% (93.3% 2017).
 - Reduce the gap in reading and numeracy rates evident in NAPLAN (Actual achievement expressed in “points difference” - Reading Year 7: 35 down from 18; Year 9: 39, improved from 43; Numeracy Year 7: 21, up from 24; Year 9: 28, improved from 48)
- **Satisfaction levels** - Aspirational - 98% of parents and students believe that Wavell is a great school, (steady from previous years).

Future outlook

The school takes pride in differentiating itself from other Queensland State High Schools by providing and maintaining high standards in the following:

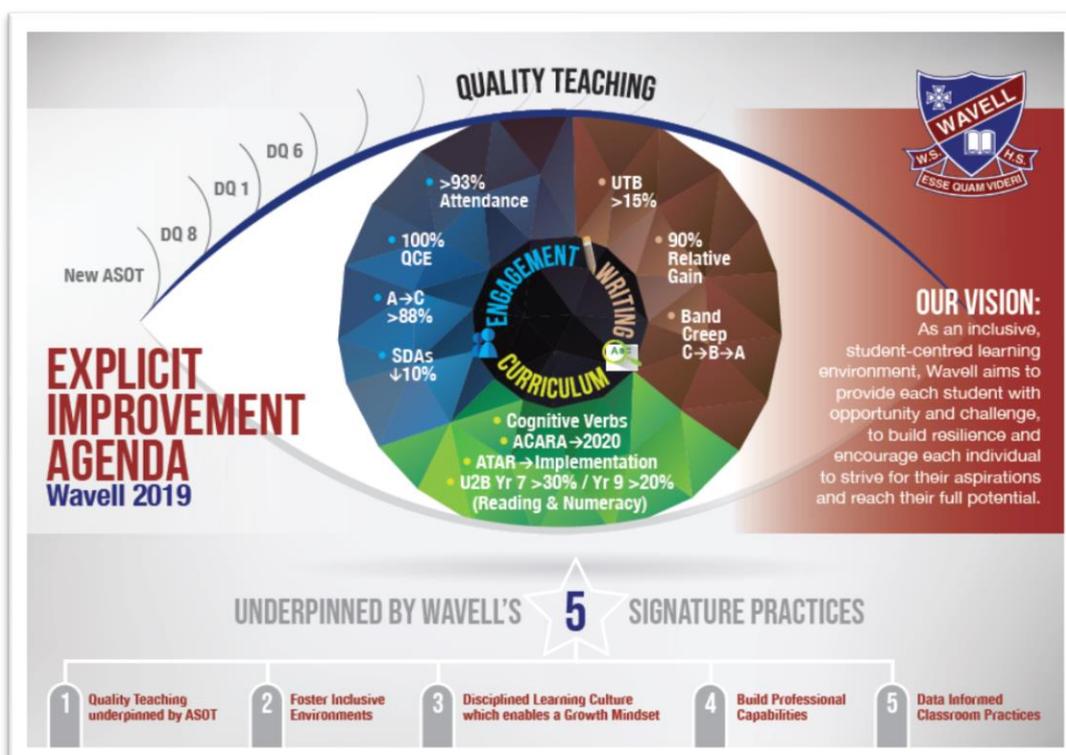
- Academic performance
- Participation and achievement in sport and cultural activities
- Student appearance
- Student behaviour
- Tradition
- Ordered and predictable environment

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 2019:

2019 Explicit Improvement Agenda



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1511	1570	1597
Girls	732	745	771
Boys	779	825	826
Indigenous	92	101	128
Enrolment continuity (Feb. – Nov.)	94%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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.

The Wavell Support Centre (WSC) opened for operation at the commencement of Term 2 2005. The Centre has two classrooms, a life-skills area, a sensory withdrawal room, a teacher resource room and HOSES office, which cater for approximately 60 students with verified disability, housing five teachers, several teacher aides and a HOSES. Establishing post-school pathways for senior students with disabilities is a vital role of the WSC, inclusive of a QCIA pathway for students who meet criteria. 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, primary school reports as well as school-based testing and data collection (PAT-Maths

and PAT-Reading). The program had an enthusiastic band of 25 generous volunteer tutors and the services of a teacher-aide. A HOD and two teacher-aides assisted the 40 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.

In 2018, the EAL/D program adopted a similar model to the Wavell Enrichment Program to support students in Year 7. Students requiring additional literacy and numeracy support were identified through the PAT Maths and PAT reading tests conducted with all Year 7 students. Students were enrolled in additional tutorials with EAL/D staff, to develop their literacy and numeracy skills. This program identified and catered for Year 7 students in individual EAL/D classes. This was in addition to the continuation of in-class teacher aide support, tutorial and withdrawal support for older students, which reached a large number of students with varied EAL/D support needs across the school.

There were 128 Aboriginal and Torres Strait islander students enrolled at Wavell in August 2018. 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 senior school students continued to participate in the Broncos mentoring program in 2018 achieving fantastic results. Tutoring was also made available in 2018. Junior students were supported by the Artie Program which included Artie tutors in class and mentoring meetings at school.

Students are encouraged to develop the values they are exposed to at home, to ensure they leave Wavell as outstanding citizens. The Wavell Development Program includes opportunities for students to explore the nine values all Australian students should develop to ensure the Australian way of life is preserved – Care and Compassion; Doing Your Best; Fair Go; Freedom; Honesty and Trustworthiness; Integrity; Respect; Responsibility; and Understanding Tolerance and Inclusion.

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. Queensland Health were only able to provide a school nurse for part of Semester 2 2018.

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.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	23
Year 11 – Year 12	19	19	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our distinctive approach to curriculum delivery

(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 Learning Areas progressively being developed from the Australian Curriculum. An Enrichment Centre provides support for the younger students with learning difficulties.

- Year 7 and 8 students experience each of the eight (8) Learning Areas largely drawn from the National Curriculum - English, Mathematics, Science, History and Geography, Health and Physical Education and The Arts with LOTE and Technology electives drawn from the Essential Learning materials.
- In Years 9 and 10, students study a core program, from the English, Mathematics, 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 and Health and Physical Education in 2015. Year 7 was also included in these areas in 2015. In 2019, all curriculum areas implement the National Curriculum, Years 7 to 10.
- 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 Curriculum Assessment Authority (QCAA) subjects, 14 Authority Registered subjects and 11 Vocational Education and Training Courses.
- In 2019, the new QCE subjects in general and applied subjects will be introduced based on the Australian Curriculum.

Co-curricular 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 in Music, Drama and Dance through the Performing Arts program. The Stage and Concert Bands participated in 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. Senior Drama students participated in a 'directing residency' with *Shake and Stir Theatre Company*.
- 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. The Wavell Open 1's have been top eight in South East Queensland for many years and are recognised as part of the elite super six schools' *Langer Trophy*. This competition leads to the national level competing for the *GIO Cup*. Girl's Rugby League featured in 2017 with the Open girls making the inaugural *Karen Murphy Cup* Queensland final.
- 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, fifteen are playing International test level and many more are playing at Queensland Cup level. 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 7 students participated in "Water for All"; Year 8 students participated in "Energy for the Future"; Year 9 students in "Beakers, Bots, Build" and Year 10 students in "Stem 4 Kids". 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 off with a Graduation Breakfast for Year 12 students and their parents held at the end of the year. Our Senior Formal was held in August.
- Students in Year 7 attended a school camp in June and many departments had an excursion program which gave students practical experience associated with their academic work.
- Students have opportunities in the Home Economics Faculty to showcase Hospitality skills with extra curricula functions e.g Open Day, Speech Night, Prefect Investiture, Business Breakfasts and High Tea's for our school volunteers. Students who study a Certificate III in Early Childhood Education and Care also participate in on-the-job competencies in Childcare Centres and our Early Childhood SAS students are placed in local early childhood settings. Staff and students in Home Economics sew costumes for musicals every second year and work with the Performing Arts department in costuming dance/drama performances.
- Wavell's Language faculty hosts Japanese Study Tours and visits that are an important cultural link for our students who study Japanese. In May 2018 the Japanese faculty hosted some 50 students and staff from Osaka Gakugei for a day visit filled with interactive activities and much Australiana fun! Following this we hosted our Brother school Fujisawa Study tour during August for a 2 week stay! The highlight for the German year was the 2018 Germany tour. 19 of our Senior German students travelled to Southern Germany in the September holidays. Some of the highlights for the students included the homestays where they lived with a German family and attended a German school. Our French students have had the pleasure of many exchange programs and were able to experience true Francophile culture when they embarked on an exchange to Quebec during the Christmas holidays. This was reciprocated with our hosting students earlier this year also from Quebec. Every year all Language students participate in the World Language Perfect Vocabulary competition, and are ranked globally and locally on their progress scores.

How information and communication technologies are used to assist 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 laptop computers 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 iPads in the foreign language area. Our Wavell Support Centre also provides a pod of iPads for student use.

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).

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. 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 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 utilises 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 filtered internet. From the beginning of 2019, due to the new Queensland Senior Curriculum, all Year 11 students have been required to have their own laptop computer.

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, MYOB, Sibelius, Visual Basic.net, Adobe Master Collection Creative Cloud, 3DS Max and EV3 Lego Mindstorm. In addition, an after-school course in programming has been introduced in partnership with Junior Engineers.

Social climate

Overview

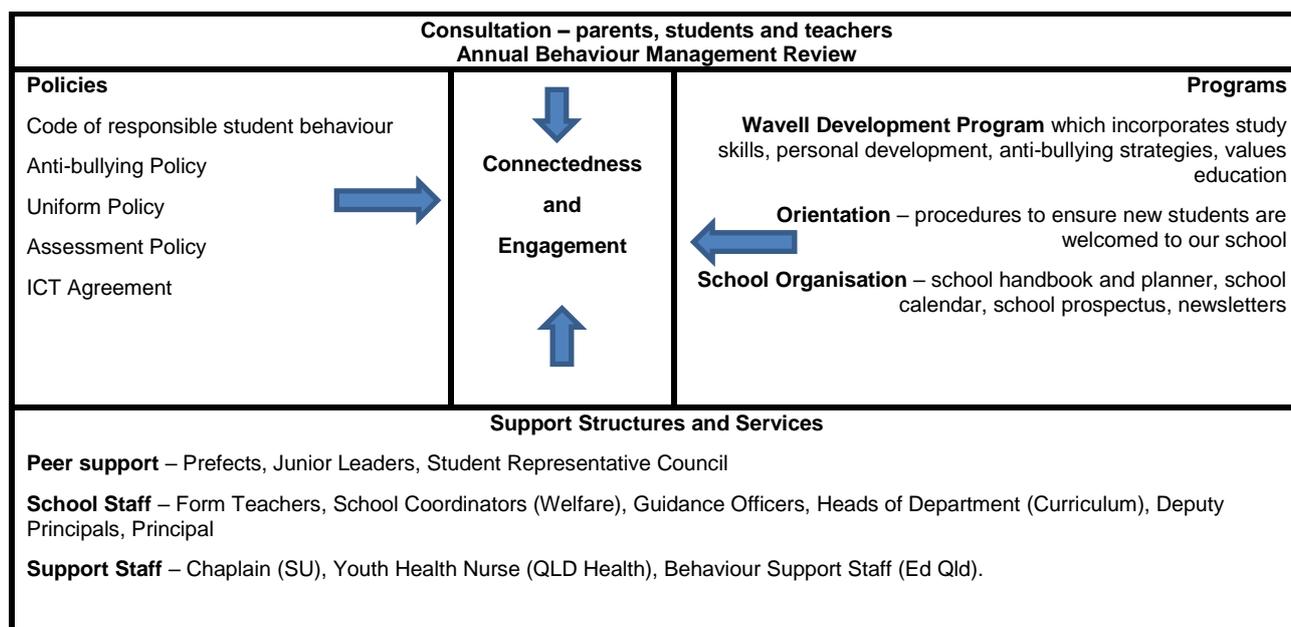
Wavell High is committed to developing and maintaining strong school pride and student connectedness.

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 2018 School Opinion Survey show that 98% of parents believe that Wavell is a ‘good school’. Of the students surveyed, 95% indicated that they were getting a good education at Wavell. Staff indicated they enjoy working at the school with 99% (up from 98% in 2017) indicating they felt working at this school is rewarding.

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 2018 School Opinion Survey, 85% of students reported student behaviour is well-managed, up from 77% in 2016 and 89% of students stated that their teachers provided useful feedback about school work, slightly down from 90% in 2017.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	99%	98%	98%
• this is a good school (S2035)	97%	98%	97%
• their child likes being at this school* (S2001)	97%	94%	94%
• their child feels safe at this school* (S2002)	99%	95%	97%
• their child's learning needs are being met at this school* (S2003)	96%	96%	97%
• their child is making good progress at this school* (S2004)	98%	97%	97%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	93%
• teachers at this school motivate their child to learn* (S2007)	93%	95%	91%
• teachers at this school treat students fairly* (S2008)	91%	93%	93%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	96%
• this school works with them to support their child's learning* (S2010)	96%	94%	94%
• this school takes parents' opinions seriously* (S2011)	94%	93%	92%
• student behaviour is well managed at this school* (S2012)	92%	91%	91%
• this school looks for ways to improve* (S2013)	95%	97%	97%
• this school is well maintained* (S2014)	98%	99%	99%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	97%	95%
• they like being at their school* (S2036)	91%	91%	88%
• they feel safe at their school* (S2037)	98%	92%	93%
• their teachers motivate them to learn* (S2038)	89%	90%	92%
• their teachers expect them to do their best* (S2039)	97%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	89%
• teachers treat students fairly at their school* (S2041)	81%	79%	76%
• they can talk to their teachers about their concerns* (S2042)	82%	82%	77%
• their school takes students' opinions seriously* (S2043)	82%	71%	75%
• student behaviour is well managed at their school* (S2044)	78%	77%	85%
• their school looks for ways to improve* (S2045)	94%	96%	96%
• their school is well maintained* (S2046)	95%	91%	90%
• their school gives them opportunities to do interesting things* (S2047)	93%	95%	95%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	98%	99%
• they feel that their school is a safe place in which to work (S2070)	99%	98%	99%
• they receive useful feedback about their work at their school (S2071)	92%	89%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	96%	91%
• students are encouraged to do their best at their school (S2072)	99%	98%	99%
• students are treated fairly at their school (S2073)	96%	99%	96%
• student behaviour is well managed at their school (S2074)	94%	96%	87%
• staff are well supported at their school (S2075)	92%	92%	96%
• their school takes staff opinions seriously (S2076)	87%	89%	84%
• their school looks for ways to improve (S2077)	95%	92%	94%
• their school is well maintained (S2078)	96%	95%	92%
• their school gives them opportunities to do interesting things (S2079)	93%	94%	95%

* Nationally agreed student and parent/caregiver items.

'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

Families are welcomed to Wavell High through our whole-of-school Open Day event and then following enrolment application each family has a personalised interview. There is a pre-commencement Parent Night held by the Junior Secondary team in Term 3, prior to student entry in Year 7. Parents are welcomed to the school via a series of 'Meet & Greet' mornings where Year 7 teachers meet parents and students for an informal chat. A further Parent Information presentation is completed with Year 7 parents on our 'Welcome to Wavell' afternoon, where the Deputy Principal, Guidance Officer, Year Coordinators and HOSSES share the progress of students and give some words of advice.

Each year, parents have regular opportunity to meet with teachers to discuss student progress at our two Parent Teacher Nights, at the start of Term 2 and again in Term 3. Parents are able to phone the school and ask to speak with individual teachers, Year Coordinators, Deputy Principals and the Principal. Wavell places great importance on follow up and discussions of any issues of concern with parents and will organise personal follow up appointments where required. Communication with parents has improved over the past few years with the use of the ID attend bulk email function. Deputy Principals and Year Coordinators frequently send bulk emails home to inform and remind parents of upcoming events. This supplements the regular newsletters, both printed and electronically broadcast, and the detailed school calendar issued to all students on Day 1 of the academic year. Teachers are more frequently using the ID Attend email function to communicate with families of the students in their classes. This has further opened the lines of communication with parents and teachers.

Further information evenings and events are conducted with families including the subject selection evenings in August and the regular Pathways Evening held in Term 1 for senior students and families, particularly aimed at Year 10's. Information and PowerPoints are displayed on the school web site for those unable to attend the events. The publication of Semester Overviews on the school website has also assisted parents understand the curriculum expectations and assessment demands of their student. These are posted at the start of each semester.

Celebratory events welcome families and these include our Instrumental Music Showcase Concerts, Dance and Drama performances, sporting events such as Homecoming, Academic Excellence Afternoon, Speech Night, our Senior Formal, Graduation Breakfast and the Graduation Ceremony.

Presentations to the P&C and School Council are formal ways our school communicates with our parent body.

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.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Developing respectful relationships is at the corner stone of our school's code of conduct. One of our 3Ps – to be polite is a key to communicating this message to students. We aim for all involved in the Wavell High School community to remember courtesy and to demonstrate tolerance of others. Respecting the rights of others is clearly part of our school's safe and nurturing environment.

Each year level at Wavell has a specific personal development program which supports student growth and understanding of appropriate relationships. This is called our Wavell Development Program or WDP. This program is developed by our Junior School and Senior School HODS and is delivered by form teachers.

Year 7 and 8 students focus on understanding our school rules, our anti bullying policy and development of appropriate behaviours for junior students. This included understanding appropriate behaviours in the classroom towards teachers and their peers as well as what is acceptable out of class and within the general community. Some aspects of the Daniel Morecombe Curriculum is incorporated.

Year 9 students focus on developing appropriate relationships with meaningful others. The program is delivered by form teachers with some aspects delivered by the Youth Health Nurse when available or external support agents. This includes hallmarks of healthy relationships and signs to watch out for.

Year 10 students focus on meaningful relationships in the work environment. Year 11 students revisit the concept of healthy relationships and this program includes the Youth Health Nurse or regional health expert and other guest speakers. In term 4, Year 12 students receive a final personal development unit in preparation for their life beyond school and include guest speakers with words of advice in the lead up to "schoolies".

Our support staff also assists in communicating this message to students. Each term, our School Chaplain presents a themed presentation to students. While this message has a Christian basis the message resoundingly supports the respectful relationships message.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	208	150	240
Long suspensions – 11 to 20 days	13	7	7
Exclusions	2	8	12
Cancellations of enrolment	4	1	3

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

- During 2018 Wavell State High School managed to contain electricity use in spite of enrolments continuing to grow. Credit in part could go to the Energy Efficiency and Demand Management Trial but also to our students and staff for their diligence.
- Our water use showed some increase due to continuing maintenance issues within pool and fire services. Ageing pipes continue to be an issue but has stabilised in 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	596,972	630,853	613,647
Water (kL)	13,225	17,173	16,860

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	120	41	<5
Full-time equivalents	117	33	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	11
Graduate Diploma etc.*	47
Bachelor degree	61
Diploma	1
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$150959.

The major professional development initiatives are as follows:

- New ASOT training
- QCAA – Year 10
- Pedagogy – Essential skills for classroom management; Managing Collaborative Learning; Autism Spectrum Workshop; Differentiation, Masterclass Effective Feedback; Success with Dyslexia; Keys to Success

- Symposium; Responding to and managing challenging behaviour, Autism Hub; Zones of Regulation, Effectively Teaching and Supporting Students with Dyslexia; Supporting students with Hearing loss
- Queensland Certificate of Individual Achievement; Planning for Teaching, Learning and Assessment: Students with Disability
 - Literacy – Making Literacy Visible; Dr Ian Hunter writing workshops; Indigenous Literacy
 - NAPLAN – Improving writing using feedback
 - Numeracy – Math Mastery Series; Challenging Numeracy Misconceptions
 - STEM – Drone Education; Design Thinking for Design Teachers; IT in Education Conference; Queensland Tech Schools Induction
 - Curriculum Specific PD – Statistics in the new Maths syllabus; Senior Maths; UQ food and Nutrition; Chefs of the Future; Data Collection with GIS, UQ Senior Geography Day; Australian Association for Environmental Education; Armature and Sculptural collage; Reimagining the past; Masterclass – Software Focus; Maths Mastery; Revit, Inventor and InDesign training; Digital Solutions Textbook workshop
 - Beginning Teachers – Professional Learning Days; Metro Beginning Teacher Day; QCoT transitioning to full registration workshop; Networking meetings; Beginning Secondary Teacher Bootcamp; Second year teacher learning day;
 - Mentoring - Training for mentoring beginning teachers
 - Cluster Meetings – Digital Solutions
 - Student Protection
 - Code of Conduct Training
 - CPR and First aid
 - Leadership - Current and Aspiring School Leaders
 - Study tours accredited officer training
 - Defence Force Work Experience Coordinators Day
 - OneNote for teachers
 - VET – Binnacle Training Conference; Certificate IV in Training and Assessment upgrade
 - Impact Centre’s Strategic Planning workshop; Aspiring Thinkers
 - Year 10 Ecoman Program
 - Health Outcomes in young people diverse in gender; Season for Growth for young people
 - Workplace Union Rep Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	92%	90%
Attendance rate for Indigenous** students at this school	85%	90%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

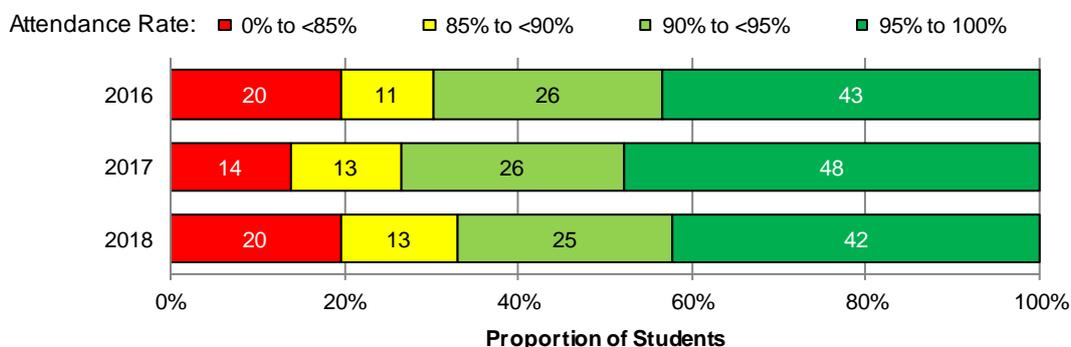
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Notes:
Year 7	94%	95%	93%	1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage). 3. DW = Data withheld to ensure confidentiality.
Year 8	92%	92%	91%	
Year 9	90%	91%	89%	
Year 10	91%	91%	89%	
Year 11	91%	92%	91%	
Year 12	90%	92%	89%	

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 IDAttend by the Attendance Officer. This data is transferred at the end of each 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 morning to parents / guardians notifying of a student's absence and/or late arrival.
- The Attendance Officer emails every day 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 contact parents for explanation of unexplained absences. Attendance Checks for 2018 were conducted on 14 March, 28 May and 22 August.
- Letters are sent home for any student with 3+ consecutive unexplained absences each fortnight and recorded in OneSchool contacts.
- 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	268	250	231
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	263	250	230
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	158	147	135
Percentage of Indigenous students who received an OP	13%	50%	36%
Number of students awarded one or more VET qualifications (including SAT)	251	244	225
Number of students awarded a VET Certificate II or above	126	106	145
Number of students who were completing/continuing a SAT	32	20	31
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	74%	67%	80%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	96%	97%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	33	21	23
6-10	38	30	36
11-15	46	48	49
16-20	39	44	27
21-25	2	4	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	243	238	205
Certificate II	63	58	118
Certificate III or above	80	65	65

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate Courses students undertook in 2018 include:

Certificate I Construction	Certificate II Automotive (Light Vehicle) Certificate II Automotive (Heavy Commercial Vehicle) Certificate II Electrotechnology Certificate II Engineering Pathways Certificate II Furniture Making Certificate II Horticulture Certificate II Hospitality (Food & Beverage) Certificate II Logistics Certificate II Plumbing Certificate II Sport & Recreation Certificate II Tourism Certificate II Skills for Work Vocational Pathways	Certificate III Allied Health Assisting Certificate III Beauty Services Certificate III Business Certificate III Conservation & Land Management Certificate III Dance Certificate III Early Childhood Education & Care Certificate III Events Certificate III Fitness Certificate III Hospitality Certificate III Sport & Recreation Certificate III Visual Arts Certificate IV Crime & Justice
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Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	99%	92%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	83%	67%	83%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students who left Wavell State High School received support from Guidance Officers and our Transition Pathways Officer. When completion of year 12 was not the preferred or most suitable option, students, in consultation with their families were supported to explore different career pathways and transition plans. Students took opportunities to continue their studies with alternative education providers, Registered Training Organisations (e.g. TAFE), or in work arrangements (Traineeships or Apprenticeships).

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019. To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.wavellshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>