Principal’s foreword

Introduction

This Annual School Report is intended to inform parents about key achievements by our students and school community during 2011. It is deliberately concise and conforms to a suggested template provided by Education Queensland. I trust parents and potential parents looking for an excellent school will find it both interesting and informative.

School progress towards its goals in 2011

During 2011 we worked positively towards achieving our goals as articulated in the school Annual Operational Plan. We were pleased with our overall student performance.

Future outlook

Our initiatives for 2011 are included in our School Strategic Plan 2010-2013. This plan sets school direction for the next three years, identifying school priorities and focus areas in curriculum and learning, school practices and workforce. The following are some specific initiatives:

- Continuing to implement strategies to improve student literacy and numeracy
- Continuing to implement prep and early phase strategies to promote continuity in the early years
- Continuing to promote the integration of ICTs across the curriculum
- Continuing to embed Aboriginal and Torres Strait Islander perspectives into our curriculum
- Continuing to implement student health and wellbeing framework, national safe schools framework and smart choices strategy
Our staff profile

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>398</td>
<td>188</td>
<td>210</td>
<td>90%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Wavell Heights State School is a state, co-educational primary school catering for students in Prep to Year 7. It is situated on 62 Minore Street, Wavell Heights, an inner northern suburb of Brisbane.

Wavell Heights State School was opened in 1948 and grew through the 1960’s and 1970’s to a school of almost 900. Currently we have an enrolment of 381 students. Consequently we enjoy the comprehensive facilities and resources of a large school yet can offer the individual care and attention possible in a smaller school.

Classes are predominantly single year level. There are approximately the same percentage of boys as there are girls within the student body. Wavell is a culturally diverse school with 25% of students having English as a second language. 8% of students identify as having an Aboriginal and/or Torres Strait Islander background. Student enrolments are increasing at approximately one class per year. The majority of graduating students attend Wavell State High. Student behaviour is excellent.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.3</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>21</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

Our curriculum is based on the eight key learning areas common to all Queensland State Primary schools: English, The Arts, Mathematics, LOTE (Japanese), Science, ICTs, SOSE, Health and PE.

Our school provides excellent facilities and resources to support teachers in presenting a challenging and stimulating program for our students.

In addition we have a number of specialist teachers who bring specific expertise to programs. Specialist staff include:

- Learning Support Teacher
- Guidance Officer
- Music Teacher
- Sport and PE Teacher
- Speech therapist
- Teacher Librarian
- English Second Language (ESL) Teacher
- Advisory visiting teachers (as required)

To complement the work of teachers and specialist teachers we have a team of skilled and dedicated teacher aides who provide individual and small group support for students.

Extra curricula activities

Our school endeavours to provide a wide variety of extra-curricular activities intended to enrich the school experience for all students. Students are encouraged to participate in the following activities:

- School Musical
- Arts Exhibition and Arts Evening
- School Choir
- School Instrumental Music Program
- Consect Band and Music Camps
- District Maths / Science competitions
- Interschool sport
- School Leaders Program
- Swimming & Athletics
- Student Council
- Peer Support Leaders Program
- Year 6/7 Camping program

Our School Musical presented almost 100 students with a fantastic opportunity to perform on stage in a major production. With community and staff support it was a major highlight in our school calendar.

Our strong commitment to Inter-school sport saw over 100 students participating in organized fixtures. During the year a number of students were selected in City District and Metropolitan North teams.

How Information and Communication Technologies are used to assist learning

Significant progress has continued to be made to meet and exceed Education Queensland targets for the use of computers and related ICTs in classrooms.

Approximately $38,717 was allocated in the school budget for ICT equipment acquisition, consumables and technical support. (A technician was employed for approximately 15 hours per week).

All classrooms are provided with computers, interactive white-boards and are all linked to the Internet.

A Computer Lab, established in 2005, continues to be a great asset in providing teachers and students with further flexible options for the integration of ICTs into the wider curriculum.

Social climate

A continuing priority for our school community is developing and maintaining a Supportive School Environment. We believe that children do best when they feel happy and safe at school. Specific initiatives adopted to promote a supportive school environment include:

- Constant reflection and emphasis by teachers on building positive and respectful relationships with students
- Peer Support Program
Our staff profile

- Year 7 Student Leadership Program
- Buddy Programs
- School Responsible Behaviour Plan for Students
- Firm but fair discipline practices with known and consistent consequences
- High expectations for students and staff
- Student Council
- Various social activities for students
- Fruit and veg break

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>92%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Our school is committed to building a spirit of partnership and co-operation with parents. Specific initiatives to promote parent involvement include;
- The Admin team, teachers and other staff are approachable and are committed to an “Open Door” policy
- An effective Classroom Volunteers program
- Curriculum Newsletters each term
- Fortnightly Newsletter
- Parent-Teacher nights
- Providing three written student progress reports to parents throughout the year
- Open Days, celebrations and special activities
- Harmony Day activities and parade
- NAIDOC Week activities and parade
- Friday assemblies
- Parents and Citizens Association
- Parents involved in sports coaching

Reducing the school’s environmental footprint
Our staff profile

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2010 we introduced the 'Wavell Green Team'. This team has introduced a host of reforms including:

- A recycling program
- A community garden
- Energy usage monitoring
- A Compost program
- A green School logo

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>0</td>
<td>468</td>
</tr>
<tr>
<td>2010</td>
<td>86,174</td>
<td>2,805</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-100%</td>
<td>-83%</td>
</tr>
</tbody>
</table>

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>15</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>23</td>
<td>8</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>
## Our staff profile

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $15,000.

The major professional development initiatives are as follows:

- Maximising student achievement in literacy and numeracy
- Literacy Training
- The Early Years of Learning
- Understanding and meeting the needs of ESL, Refugee and Indigenous students
- Utilising student performance data to inform teaching, learning and assessment processes

The involvement of the teaching staff in professional development activities during 2011 was 100%.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 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/](http://www.myschool.edu.au/).
To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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When a child has been absent without a satisfactory reason the absence is followed up in the first instance by the classroom teacher.
If the absence remains unexplained the absence details are recorded on an Unexplained Absences form for administration follow-up.

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/](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.

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Search by suburb, town or postcode

Sector

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Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Overall attendance of Indigenous students in 2011 was similar to that of non-Indigenous students.