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Principal's foreword

Introduction

2011 saw the fourth cohort of students graduate from the Queensland Academy for Creative Industries (QACI). This was the third cohort to complete the three-year program. A program that includes a three-term preparation for the International Baccalaureate (IB) Diploma in Year 10 and the full, two-year Diploma course.

This annual report presents a range of data and anecdotal information. It represents a summary of Education Queensland's (EQ) system measures, IB achievement data and school opinion and confidence information. In total, the report presents the Academy's accountabilities in regard to 'achievement', 'confidence' and 'engagement'.

This report provides a platform upon which our young educational community can build and grow, and is one lever in a process of developing a performance culture of continuous improvement towards our vision — *To be the world class learning environment of choice for the aspirational, creative generation.*

School progress towards its goals in 2011

As a result off a *Teaching and learning audit* undertaken in 2010, 2011 was a year in which the direction of QACI was consolidated and refined. This involved reinforcing a clear focus for the Academy and planning around four central goals.

1. Refine and refocus the vision, identity, purpose and goals of QACI.
2. Establish and focus performance and improvement on IB Diploma targets that work towards achieving results comparable to like, internationally recognised and high achieving IB Diploma schools.
 - Students achieve a minimum of a 4 in each of the Year 12 IB subjects completed.
 - The subject average grade is above the November IB average for each subject.
 - The percentage of students' attaining a 6 or better is above the IB November average for each subject.
3. Build upon and enhance the unique culture and environment that has been established for the Academy community, with an emphasis on expansion of global and intercultural learning opportunities.
4. Enhance the focus on the creative talent and artistic praxis of students at QACI to achieve outcomes that gain recognition as world-class.

As a result of this focus the following key goals were achieved in 2011:

Queensland state school reporting — 2011

Queensland Academy for Creative Industries (5685)



- An explicit pedagogical framework was developed to focus teaching and learning on acquiring and integrating knowledge from the *Dimensions of learning framework* and the use of explicit and effective feedback
- A whole-school approach to student wellbeing and development was developed through the *Earned autonomy framework* and a common dialogue for academic mentoring was implemented – G.R.O.W.T.H.
- An enhanced program for academic research and writing was established to build student capacity for Theory of knowledge (TOK) and Extended essay (EE)
- The IB five-year review was completed and an action plan developed for the next five years
- Further enhancement and expansion of the immersion of student learning in a digital environment was undertaken.

Future outlook

2012 is a year in which the work of the Academy will focus sharply on the three explicit improvement targets.

- IB results
 - % of students attaining 6 and 7 is above the World mean.
 - All subject means are above the November mean.
 - All students attain a 4 or better in each subject.
- Pedagogy — an explicit focus on the *Effective and enabled learner framework* to include:
 - acquiring and integrating knowledge
 - effective instructional feedback.
- Excellence in artistic and creative praxis

The actions undertaken to develop and maintain a focus on this explicit improvement agenda in 2012 include:

Curriculum

- Implementation of the action plan resulting from the Academy's five-year, IB review.
- Implementation of the IB career related certificate (IBCC) as a specialist extension pathway.
- Investigation to determine the implications of the Australian Curriculum on QACI's Year 10 preparation program for the IB.
- Investigation of the Certificate 2 volunteering qualification, as a complement to the current Creativity, action, service (CAS) activities.
- Quality assurance of curriculum delivery to ensure:
 - explicit concurrency of learning across three year program
 - line of sight of all planning and documentation (curriculum requirements to lesson planning)
 - evidence-based and visible differentiation within programs, within lessons and for individual students
 - assessment policies are applied, and that quality and accountable assessment practices are in place
 - moderation of teacher judgments and a shared analysis of student work to ensure consistent standards
 - Reporting processes are in place that include the use of continuous and effective feedback.



Teaching and learning

- Development of an expert, interdependent and collaborative teaching team through the development of a focussed professional learning community and professional learning teams who:
 - explicitly discuss effective teaching strategies, plan student learning and focus sharply on *Effective and enabled learner framework* initiatives
 - collaborate and maximise their collective learning capacity within and across programs
 - develop a culture of reflection, interdependence and peer review related to the QACI explicit improvement agenda priorities and targets
 - utilise instructional leadership and professional learning teams as the vehicle to maintain this focus.
- Further development of the pedagogical environment at QACI to focus on enhancing and expanding the use of digital technologies to support learning through:
 - engagement with new media in new and creative ways
 - 24/7 access and flexible learning opportunities
 - digital information literacy.

Student engagement and wellbeing

- Implementation of the QACI *Student engagement and support plan* from initial enquiry to application for enrolment, and through to completion of Year 12.
- Development of a strategy and pathways to attract and support clever and creative Indigenous students' choosing to attend the QACI.
- Implementation of the EATSIPS strategy.
- Continued implementation of a whole of Academy, proactive approach to student development and wellbeing with an emphasis on achieving quality outcomes for students through the *Success coaching program* and use of the common discourse in coaching for performance improvement — G.R.O.W.T.H.
- Further embedding and enhancement of the *Student earned autonomy framework*, with the aim of working towards its consistent and persistent implementation.

Community and partnerships

- High level of QACI community engagement in the life of the Academy.
- Marketing of the Academy to the wider community to develop increased awareness and understanding of the QACI product.
- Continued development of industry and university partnerships that provide challenging and engaging real-time learning and that enhance the outcomes of programs designed to develop creative and artistic excellence.
- Engagement of university partners and the Queensland tertiary admissions centre (QTAC) in order to build their understanding and appreciation of the demands of the IB Diploma and to have it more appropriately recognised for tertiary entrance.

School profile

QACI opened in January 2007. It is one of three state schools in Queensland for high performing students in Years 11 and 12. The other two academies are the Queensland Academy for Science, Mathematics and Technology at Toowong and the Queensland Academy for Health Sciences on the Gold Coast.

Our vision

To be the world-class learning environment of choice for the aspirational, creative generation.

Our DNA — the 'what'

- Clever — IB curriculum and digital immersion
- Creative — creative industries outlook and artistic praxis
- Global — cultural understanding and borderless learning.

Our approach — the 'how'

We believe a learning environment that harnesses ideas and fosters creativity is underpinned by:

- high expectation
- high care
- high collaboration
- high challenge.

Our purpose and challenge

'The challenge of education in this century is to equip young people to aim further ahead of a faster target' (Mark Warschauer).

Our graduates

We aim for students graduating the Academy to be:

- global influencers
- learning inspired
- entrepreneurial and enterprising
- ideas architects
- life designers
- ethically and socially responsible.

Our learning environment — earned autonomy

Creativity flourishes in a unique kind of social environment — one that is stable and secure enough to allow continuity of effort, yet diverse and broad-minded enough to nourish creative investigation and thought.

Our school at a glance

Coeducational or single sex: Coeducational

Year levels offered: Year 10–12

Total student enrolments for this school

| Total enrolment | Girls | Boys | Enrolment continuity (Feb–Nov 2011) |
|-----------------|-------|------|-------------------------------------|
| 306 | 219 | 87 | 93% |

Characteristics of the student body

Students attend the Academy from all over Queensland, however the majority reside in the south-east corner and Brisbane. Students attend the Academy after completing Year 9 in either a government or non-government school. The social and economic background of students is varied. What links students who attend the Academy is a desire to be challenged and be associated with other creative, like-minded students. These students typically seek a learning environment that supports and facilitates a ‘... disposition to serious play, to deep and respectful engagement with unfamiliar things and people, to enjoy crossing boundaries, to seek out challenges and to be constructively self-critical will serve the next generation better than any disposition born of regimes of compliance and control’ (McWilliams 2008).

Our students are clever, creative, curious and skilled. They see their classroom as an extension of their world.

Class sizes — proportion of school classes achieving class size targets in 2011

| Phase | Average class size |
|-------------|--------------------|
| Prep–Year 3 | - |
| Year 4–10 | 19.5 |
| Year 11–12 | 13 |
| All classes | 15.5 |

School disciplinary absences

| Disciplinary absences | Count of incidents |
|------------------------------|--------------------|
| Short suspensions — 1–5 days | 8 |
| Long suspensions — 6–20 days | 3 |
| Exclusions | 0 |
| Cancellations of enrolment | 0 |

Curriculum offerings

Our distinctive curriculum offerings

At QACI we have established a learning environment that seeks to support and enable student success in the 21st Century. We have done this by setting high expectations for the performance of our teachers and students, and for their engagement in learning. We have built a culture that values the acquisition and innovative use of new knowledge, understanding and skills, and in which individuals take responsibility for their learning and achievement.

Through the key components of our Nexus paradigm, we provide opportunities for students to develop their intellectual and creative capabilities — capabilities that allow them to reconceptualise knowledge, solve problems and thus unearth innovations.

The rigorous IB Diploma program, a two-year course of study, requires students to prepare for examinations and external assessment, which are held in November of their final year. Students in Year 10 complete a preparation program for the IB in Terms 1 to 3, and commence the Diploma in Term 4.

The IB — an international curriculum program — is the core curriculum delivered at the Academy. It has been selected to enable high achieving students to:

- Study subjects in great depth.
- Complete a broad based education.
- Gain entry into many universities around the world.
- Develop international understanding.
- Develop independence and resilience.
- Develops inquiry, reflection and evaluation skills.

At QACI students study a subject from each of the following groups. This allows them to meet the requirements of the IB Diploma.

Group 1: English

Group 2: Language (French, Spanish, Mandarin)

Group 3: Business, Environmental systems and society (ESS)

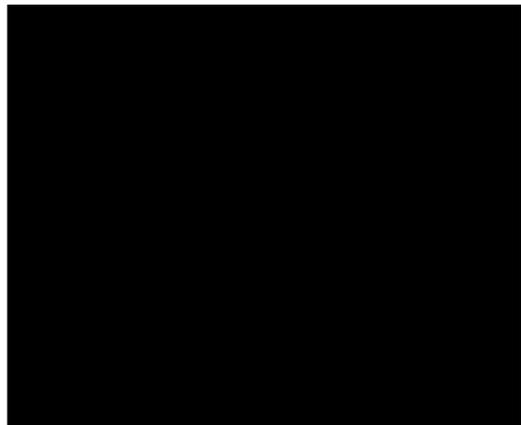
Group 4: Design technology, Biology, Chemistry or second group 6.

Group 5: Mathematics — standard level mathematics or mathematical studies.

Group 6: Visual arts (Design and fine Arts streams), Theatre, Music and Film.

When choosing a course of study, a student:

- May select an additional Group 6 subject if they study ESS.
- Must choose three subjects for higher level study (240hrs) and three at standard level (150hrs).
- Must attain a minimum score of 24, across the six subject groups, plus satisfactory completion of the Theory of knowledge (TOK) course, the Creativity, action, service (CAS) activities and the Extended essay (EE) to be awarded an IB Diploma.



Extra-curricula activities and achievements

Industry and enterprise experiences and opportunities

- Youth music industries (YMI) created performance opportunities for talented Queensland musicians:
 - YMI holds Emerge evenings as part of Queensland music festival and Four walls music festival.
 - YMI partnered with Qmusic to hold the first National youth music conference at Judith Wright Centre in conjunction with Big Sound.
 - Awarded a \$25 000, 2001 National Australian Bank *Schools first seed funding award* — for outstanding school community partnership.
- 2011 Bond University film and television awards (BUFTA)
 - A student won best screenwriting, best directing, best sound, Gold Coast city council filmmaker and the Dean's choice award.
 - A student won BUFTA for best comedy film.
- 2 students were chosen to be featured artists in the 2011 Creative generation production.
- A student received the Juliard Winter school jazz scholarship.
- A student was selected to produce and present a major video installation work using twenty iPads at an Apple iPad in Education in-service event.
- 15 visual arts students were selected to workshop with South African artist, Romuald Hazoume at GOMA. The works created by the students, and interviews with students featured in the *21st Century — Art in the first decade exhibition*.
- 16 students were selected to attend *Joy of loss* workshops culminating in a public performance. These workshops were a product of a partnership between Queensland University of Technology (QUT) and new media artist, David Sudmalis.
- 2 students have been asked to perform the show they created for their independent project in the *2High Festival*.
- A student performed at the French festival in Brisbane.
- Year 10 visual arts machinima works (real-time, 3D computer graphics rendering engines to create a cinematic production) showcased at the 5th *International conference on communities and technologies* hosted by QUT and The Edge, State Library of Queensland.
- A student was selected as the secondary 'face' of the Footlocker art competition for public promotion.
- A student was selected to work with filmmaker Daniel Marsden to create and publish film.
- Selected film students filmed and produced video promotional material for a number of Brisbane primary schools.
- Selected film students have been working with Virgo productions film company working on a documentary.
- Film students have continued their work with Carbon media production company.

Co-curricular highlights and opportunities

- The Funk band performed at the *Coolly rocks festival*.
- *You're the voice* — QACI's musical event showcase.
- VOX performed at GOMA for a Queensland Parliament event.
- 2 students were selected to participate in the Swiss exchange programme.
- 5 students took part in the *Ideas festival — Future thinking* and came second place, winning \$100 for their 'green transport pod'.
- 6 students in Year 10 worked as designers-in-residence with children from Benowa State School as part of a young scholars workshop.

Our school at a glance

- Student work was displayed at The Block as part of a QUT film exhibition.

International/global experiences

- 11 students performed Drowning Ophelia at the opening of the Singapore school of the arts followed by a season of performances in Brisbane.
- Language study tours visited China, Spain and France in 2011.

How information and communication technologies are used to assist learning

The Academy provides a one-to-one laptop for all students. These laptops are fundamental to learning at the Academy. In 2011 all laptops for the Year 10 cohort were parent-purchased and included software containing high-end applications. This technology for learning provides students with access to a variety of information and resources that they require in a 21st Century learning environment.

The ICT capacity enables students to take control of their learning through flexible, collaborative, self-paced, 24/7 learning using technology as a tool for researching, designing, communicating and creating to support meaningful and timely learning. The Academy has an advanced learning environment that includes incorporates the use of the learning management system, Blackboard. All subject areas have a Blackboard course. These are available for use by all students. The courses are regularly assessed and updated to ensure that accurate and reliable information and high quality resources are available via the Internet for students. They provide self-paced assessments for students and complement teaching and learning at the Academy.

Our commitment to the use of ICTs to support teaching and learning is reflected in teachers ongoing commitment to professional learning and the positive results of the 2011 School opinion survey.

Within the teaching collegiate:

- 100% of teachers have achieved Smart Classrooms Accreditation.
- 14 teachers have achieved the ICT Digital Pedagogy Licence.
- a teacher has been accredited with the Advanced Digital Pedagogy Licence.

2011 School opinion survey results:

Parent

- 100% of parents indicated they were satisfied or very satisfied 'that this is a well-equipped school'.
- 90.1% of parents indicated they were satisfied or very satisfied 'with the online access to school information' and 85.4% with the 'online access to curriculum information'.

Student

- 90.2% of students indicated they are satisfied or very satisfied 'with the way we use information and communication technology for learning at the school'.
- 90.2% of students indicated they are satisfied or very satisfied 'with the opportunities to make use of online learning environments'.
- 85.9% of students indicated they are satisfied or very satisfied 'with how the school is using information on communication technology to meet (their) personal learning needs'.

Social climate

The learning and social climate of the Academy is fostered to respond to the needs of like-minded students who are clever, creative, curious and skilled. To achieve this we provide and encourage an approach to learning and interacting that supports high care, high collaboration, high challenge and high expectation.

Three key frameworks provide the scaffold for developing and maintaining a positive learning and social environment that empowers students. The frameworks are:

1. *Earned autonomy framework*
2. *Success and wellbeing framework*
3. *Effective and enabled learners framework*

Implementation of these frameworks provide a unique social environment — one that is stable and secure enough to allow continuity of effect yet diverse and broad-minded enough to nourish creative investigation and thought.

The Academy's *Respectful relationships* policy and procedures seek to allow students to 'show the me behind the mask' in an environment free from negative judgement and bullying.

Orientation programs

Induction sessions

A key element of the orientation process at QACI is to provide students with an immediate sense of belonging and ownership. All students are introduced to a Year 11 student from within their success group, who acts as the student's buddy throughout the orientation phase. This partnership assists in forming immediate relationships and enables the newly enrolled students to gain a sense of understanding about the Academy ideals.

As part of the orientation process, students engage in a series of induction sessions throughout their initial weeks. The induction sessions are led and facilitated by the Head of department for Student services and wellbeing, the Head of department for Performance and improvement and the student leadership team.

The sessions are designed to welcome students to the Academy and to give them an opportunity to engage in enjoyable activities with their peers. Beginning at a new school can be confusing and intimidating for some. The induction sessions allow the students to ask questions and seek clarification about QACI policies, practices and procedures. They also provide a platform for the Year 10 students to meet and engage with key personnel such as the Principal, deputy principals, support staff and student leaders.

Orientation camp

The aim of the orientation camp is to build student-student and student-teacher relationships, as well as to develop an understanding of the Academy vision and character ideals. The program, run in an outdoor education environment, builds students' understanding of the rights and responsibilities that are valued by the Academy, and that support the Academy's unique learning environment. An environment that harnesses ideas and fosters creativity by:

- Valuing individual and group endeavour.
- Enabling learners to explore their voice.
- Developing a learner's ability to make wise decisions.
- Recognising and valuing difference.

Foundation lessons and lecture series

The development of students as effective and enabled learners is a key objective at QACI. To become effective learners, students need to engage in learning and experiences that encourage them to focus on how and why they learn. All Year 10 students participate in the foundations program and lecture series.

The program commences with a focus on students' orientation and engagement with the e-learning environment. They become familiar with industry standard software and how to use it effectively to enhance their learning. The program also includes sessions that focus on students acquiring skills in the use, and an understanding of a range of learning techniques that will support them to become self-regulated and deliberate in their learning practice.

Doing things differently

Students in all year levels participate in *Doing things differently week* at the commencement of Term 3. The focus for the Year 10 students is on the development of skills that are associated with research planning and processes. The anticipated outcomes for the students include the ability to plan for research tasks, identify relevant sources of data and to evaluate the quality of data.

Student success and coaching

Success coaching at the Academy is a core element of daily business.

The purpose of the success group is to:

- engage students in G.R.O.W.T.H. conversations and record them on OneSchool
- provide very high levels of individual support for students
- foster a belonging for each student within a team environment that supports, encourages and celebrates success
- bring students together across year levels with a common purpose
- inspire and promote teamwork and Academy spirit
- ensure awareness and accountability of policies and procedures
- facilitate communication between the teachers, students and carers
- monitor CAS
- refer students to services available to them
- keep students up to date with what is going on in the Academy.

The success of ongoing initiatives and daily procedures in place at the Academy to develop and maintain a positive and supportive environment are reflected in the 2011 School opinion survey results.

Parent

- 97.6% of parents indicated they were satisfied or very satisfied that 'your child is happy to go to this school'. 75.6% were very satisfied.
- 95% of parents indicated they were satisfied or very satisfied 'with the behaviour of students at this school'. 60% were very satisfied.

Student

- 89.1% of students indicated they are satisfied or very satisfied 'that you are happy to go to this school'. 59.8% were very satisfied.
- 93.5% of students indicated they are satisfied or very satisfied 'about the behaviour of students at this school'. 53.3% were very satisfied.

Academic opportunities and achievements (co-curricular)

The Academy's notable academic opportunities and achievements follow.

- A student was recognized for achieving the highest result in Queensland for the 2011 International competition and assessment for schools (ICAS) English competition.
- 11 students achieved high distinctions, 47 students achieved distinctions and 120 students achieved credits in for their performance in the ICAS English competition.
- 1 student achieved a high distinction, 21 students achieved a distinction and 81 students achieved credits for their performance in the ICAS Mathematics competition.
- 3 students achieved high distinctions, 32 students achieved distinctions and 77 students achieved credits for their performance in the Australian mathematics competition
- Students achieved third place prize and a merit award in the 2011 UQ Chinese writing competition
- 1 student won best song in student category of Queensland music awards
- 3 students achieved highly commended in the Creative generation awards for excellence in Art and design
- The Vocal collective won a platinum award and the string ensemble won a gold award at the 2011 Music Fest
- 7 students were recognized as finalized in the 2011 ATOM awards, with 2 students winning ATOM awards.
- A student was awarded first prize and a student awarded second prize in the QMG Score It composition competition.
- A student was awarded a gold medal at the 2011 Young Australian art awards
- A student was awarded first prize in the QTU Peace awards.
- 2 students were named as finalists in the prestigious Moran photographic prize
- A student was selected to produce and present major video installation work using 20 iPads at an Apple iPad in Education in-service event.

Academic support

The Learning Place online learning environment

At QACI all subject areas have a Blackboard learning space in which curriculum support material are posted and on-line discussion/support post provided.

Extra timetabled classes

At QACI the timetable is modified to allocate extra time to subjects, in response to identified needs. For example, an additional lesson per week in anticipated subjects, and a shadow lessons in selected group 6 subjects.

Academic review

At QACI the monitoring and review of students' academic performance is ongoing.

- Student results, for each of their subject, are reviewed at the end of each term.
- Students whose performance and academic results do not meet year level expectations meet with Academy staff (and parent as appropriate).
- An action plan is developed with each student and monitored by relevant Academy staff.

- Teachers work with students to develop individualised programs. These programs support them to complete required work, include agreed strategies aimed at improving results (such as attendance at extra study or tutorial sessions) and the identification of specific subject and skills that they need to focus on.

Tutorial programs

At QACI, extensive tutorial programs are available for all subjects and for all students. These tutorials are facilitated by Academy staff before and after school, on weekends and during the school holidays.

Parent information evenings

Information evenings are held throughout the year for parents. They focus on the IB requirements, QTAC information and how parents are able to support their students learning at home.

Curriculum tracking

At QACI a comprehensive list of skills, knowledge, core understandings and key topics and concepts has been developed for each subject. Students and staff use these to record students' strength against each item using a *G.R.O.W.T.H. reflection framework*. From these, action plans are developed for each student.

Study lessons

- QACI has designed study sessions aimed to personalise student learning and support their individual extension and revision needs.
- For group six subjects at QACI, Year 12 students have a focussed week in which they complete internal assessments in September, as November exams do not occur in these subjects.

Intensive mock exam block

Exams, designed to reflect the November IB exams, are held to prepare students. Student feedback from this experience informs teaching and learning practices leading up to the final IB exams.

Revision program

All subject areas have an intensive and focussed revision program based on group and individual learning needs.

Our school at a glance

Parent, student and teacher satisfaction with the school

In 2011 there was a very high level of satisfaction expressed by stakeholders in the annual school opinion survey. The table below provides a summary of the data gathered from parent and student stakeholder groups.

| Performance area | Parents | | | | | Students | | | | |
|-------------------------------|-------------------|--------------|---------|-----------|----------------|-------------------|--------------|---------|-----------|----------------|
| | Very dissatisfied | Dissatisfied | Neutral | Satisfied | Very satisfied | Very dissatisfied | Dissatisfied | Neutral | Satisfied | Very satisfied |
| | (%) | (%) | (%) | (%) | (%) | (%) | (%) | (%) | (%) | (%) |
| Additional satisfaction items | 0.0 | 1.9 | 9.9 | 32.3 | 55.9 | 0.5 | 3.8 | 14.8 | 28.4 | 52.5 |
| Curriculum | 0.0 | 0.6 | 7.9 | 37.2 | 54.3 | 1.5 | 5.9 | 16.1 | 38.8 | 37.7 |
| General satisfaction item | 0.0 | 0.0 | 0.0 | 17.1 | 82.9 | 0.0 | 0.0 | 3.3 | 14.1 | 82.6 |
| Learning climate | 0.8 | 0.0 | 1.6 | 32.5 | 65.0 | 0.0 | 4.3 | 16.0 | 38.9 | 40.8 |
| Pedagogy | 0.0 | 1.5 | 8.3 | 39.0 | 51.2 | 0.7 | 1.6 | 10.3 | 40.8 | 46.5 |
| Resources | 0.5 | 2.5 | 8.9 | 22.7 | 65.5 | 2.2 | 4.3 | 10.9 | 20.1 | 62.5 |
| School climate | 0.0 | 0.5 | 3.4 | 31.0 | 65.0 | 0.7 | 3.3 | 7.4 | 29.4 | 59.3 |
| School-community relations | 1.0 | 0.5 | 8.9 | 34.0 | 55.7 | 1.1 | 3.3 | 33.7 | 41.3 | 20.7 |
| Student outcomes | 0.0 | 0.8 | 3.3 | 38.1 | 57.8 | 0.3 | 4.6 | 11.2 | 40.2 | 43.7 |

Performance measure

Result 2011

Percentage of parents/caregivers satisfied that their child is getting a good education at school.

100%

Percentage of students satisfied that they are getting a good education at school.

96%

Percentage of parents/caregivers satisfied with their child's school.

100%

Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives.

90%

Percentage of staff members satisfied with morale in the school.

90%

Involving parents in their child's education

It takes a whole village to educate the child.

A strong focus is placed on a three-way partnership, parent-student-teacher, to support each student's learning and achievement at the Academy. This commitment is maintained by all members of the Academy community from the time a family first engages with the Academy, through to the student's final graduation ceremony.

This commitment and philosophical approach is enacted through activities such as:

- parent information and induction events
- regular teacher/parent communication
- a weekly parent news update
- an active parents and citizens association that holds events that focus on engaging and creating interaction between parents and building community
- detailed school reporting procedures and extensive parent/teacher/student feedback evenings
- an extensive range of public performance events that provide an opportunity for parents to develop an awareness and appreciation for the work that their child is engaged in and the outcomes of their endeavours.

The 2011 School opinion survey results reflect parents' high level of satisfaction with the opportunities provided for them to participate in Academy life and decision-making.

Parent

- 82.1% of parents indicated they were satisfied or very satisfied with 'opportunities to participate in the life of the school'. 46.2% were very satisfied.
- 83% of parents indicated they were satisfied or very satisfied with 'opportunities to participate in school decision making'. 41.5% were very satisfied.
- 97.6% of parents indicated they were satisfied or very satisfied 'that school makes you feel welcome'. 61% were very satisfied.
- 95.1% of parents indicated they were satisfied or very satisfied 'that the school communicates well with you'. 63.4% were very satisfied.

Reducing the school's environmental footprint

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

In 2011 the Academy explored ways in which to attain maximum efficiency with the use of electricity, particularly in regard to air conditioning. Unresolved faults in this area were explored.

The school also made application to have additional solar panelling installed for 2012.

Table: Environmental footprint indicators, 2010–2011

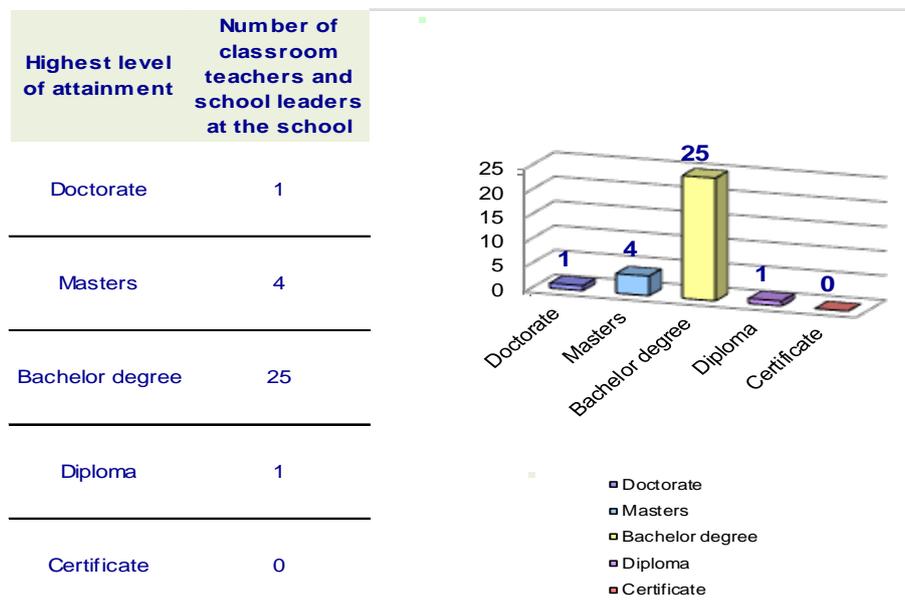
| Year | Electricity KwH | Water KL |
|--------------------|-----------------|----------|
| 2011 | 928,410 | 0 |
| 2010 | 844,890 | 0 |
| % change 2010–2011 | 10% | N/A |

Our staff profile

Staff composition, including Indigenous staff

| Workforce composition | Teaching staff | Non-teaching staff | Indigenous staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 36 | 19 | 0 |
| Full-time equivalents | 33 | 14 | 0 |

Qualifications of all teachers



Expenditure on and teacher participation in professional development

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

The funds expended on teacher professional development in 2011 totalled \$60158.

IB training was the most significant professional development activities undertaken by staff in 2011. Their participation in this training ensures that staff have the required currency and level of training to teach IB subjects and to maximise outcomes for students. The train undertaken included:

- Level 1 — Environmental systems and societies (online); Creativity, action, service; Design technology; Design technology (online)
- Level 2 — Theory of knowledge; English A1 new syllabus; Mathematical studies; Mathematics standard level; Mathematics higher level
- Level 3 — Biology; Mathematics standard level (online); Film higher level; Theatre higher level
- IB Examiner — English A1 standard level paper one and internal assessment; French ab initio (online); Biology internal assessment marking (online)

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, the school for the entire 2011 school year retained 94% of staff.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

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School finances

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VET in schools

Local schools

Queensland Academy for Creative Industries, Kelvin Grove, QLD

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School finances

2008

2009

2010

2011

Full-time equivalent enrolments relating to recurrent income and capital expenditure 246

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the 2010 calendar year. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. For further information on the methods used and on the comparability of the data, [click here](#). For further information on financial reporting for non-government multi-campus schools, [click here](#).

| Net recurrent income 2010 | \$ Total | \$ Per student |
|--|------------------|----------------|
| Australian Government recurrent funding | 327,599 | 1,332 |
| State/Territory Government recurrent funding | 3,753,952 | 15,260 |
| Fees, charges and parent contributions | 1,151,549 | 4,681 |
| Other private sources | 349,157 | 1,419 |
| Total gross income (excluding income from government capital grants) | 5,582,258 | 22,692 |
| Less Deductions | 0 | 0 |
| Total net recurrent income | 5,582,258 | 22,692 |

| Capital expenditure 2010 | \$ Total |
|--|---------------|
| Australian Government capital expenditure | 0 |
| State/Territory Government capital expenditure | 28,808 |
| New school loans | 0 |
| Income allocated to current capital projects | 0 |
| Other | 0 |
| Total capital expenditure | 28,808 |

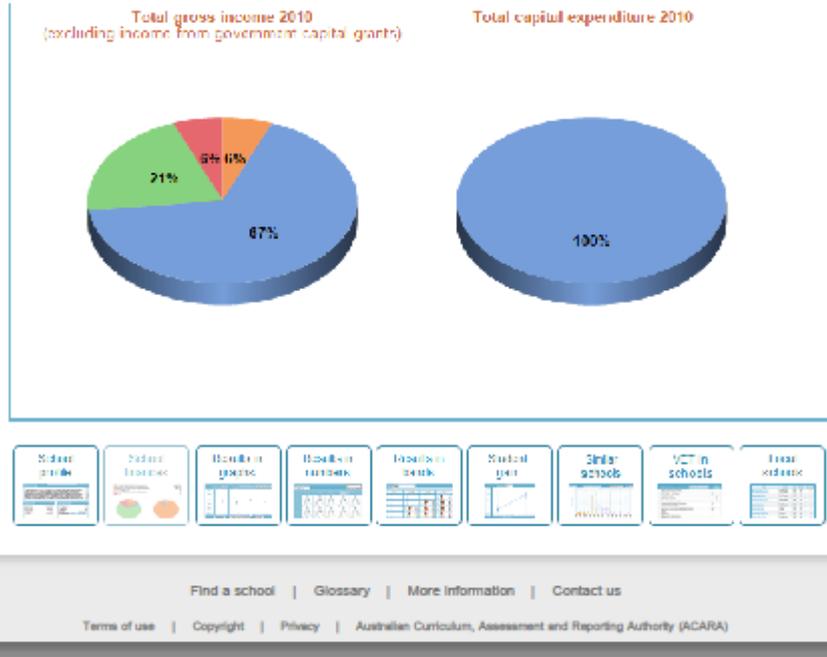
Percentages are rounded and may not add up to 100%.

<http://www.myschool.edu.au/MainPages/SchoolFinances.aspx?SDRSchoolId=40787&DEEWRId=0&CalendarYear=2011&RefId=9XWR&dbWUJiveCuzS09Sv%3F%3d4/06/2012 9:51:30 AM>

2011 School Annual Report

Queensland Government

School finances | ACARA



<http://www.myschool.edu.au/MainPages/SchoolFinances.aspx?SDRSchoolId=40787&DEEWRId=0&CalendarYear=2011&RefId=9XWR8dWUJveCuzS09Sv%3d%3d> [4/06/2012 9:51:30 AM]

Performance of our students

Key student outcomes

Student attendance — 2011

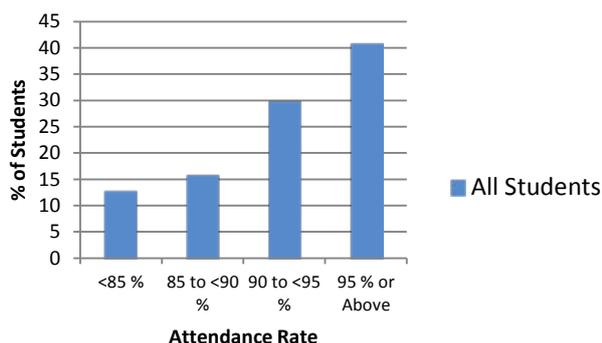
The overall attendance rate for students in 2011 (shown as a percentage) was 92%. This was above the overall attendance rate for all Queensland state secondary schools, which was 89% over the same period.

Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| - | - | - | - | - | - | - | - | - | 94% | 91% | 91% |

Student attendance distribution

The proportion of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed at the Academy in line with departmental 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.

In 2011 QACI implemented an online attendance management system, *ID Attend*, to improve the efficiency and frequency of attendance monitoring. The system allows real time attendance information to be maintained for every lesson. From this information attendance data can be easily obtained in monitoring and proactively responding to issues of absence and punctuality.

Key processes that support the management of attendance at the Academy are listed below.

- Formal rolls are marked every lesson.
- Success coaches monitor and follow up on reasons for absences.
- A three-stage process for repeated or unexplained absences involving formal written contact consistent with the departmental guideline SMS-PR-029: Managing unexplained student absences.
- Letters are sent weekly for punctuality issues.

Performance of our students

Achievement — closing the gap

The Academy's population of Indigenous students in 2011 was 1.3% of the overall student population. The attendance of these students was 88.9%, below the school's average attendance of 92.3%, but inline with the state average for Queensland state secondary schools. Each of these students continued their education at QACI into 2012 or graduated from the QACI program in 2012.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 83%

Outcomes for our Year 12 cohort of 2011

Students at QACI study the IB Diploma program. At the successful completion of this program a student is eligible to receive the internationally recognized IB Diploma and the Queensland Certificate of Education (QCE), which is issued by the Queensland Studies Authority (QSA).

Students do not receive an Overall Position (OP 1 to 25) for tertiary entrance, as this is a Queensland specific tertiary entrance score, based on the study of QSA subjects. Students receive a Tertiary Admissions Rank (TAR) 1–99 (with 99 being the top score). Standard system reporting data, as shown below, will record an '0' against OP measures for this reason. Separate results tables have been included which show the equivalent information recorded as a rank for the purpose of notional comparison.

| | |
|---|-----|
| Number of students receiving a Senior Statement. | 84 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 0 |
| Number of students receiving an Overall Position (OP). | 0 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. | 0 |
| Number of students awarded one or more Vocational Educational Training qualifications. | 0 |
| Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. | 0 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12. | 71 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 67 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 93% |
| 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. | 85% |
| Percentage of QTAC applicants receiving an offer. | 99% |

Performance of our students

Overall position bands (OP)

Students at the Academy do not receive an OP.

Table: Number of students in each Band for OP 1–25

| OP 1–5 | OP 6–10 | OP 11–15 | OP 16–20 | OP 21–25 |
|--------|---------|----------|----------|----------|
| 0 | 0 | 0 | 0 | 0 |

International Baccalaureate Score Breakdown

| 45-41 | 40-36 | 35-31 | 30-24 |
|-------|-------|-------|-------|
| 1 | 6 | 28 | 32 |

Predicted OP equivalents

| | No. of students eligible for a tertiary entrance rank and therefore OP equivalent | % of OP 1–5 equivalent | % of 1–15 equivalent |
|------|---|------------------------|----------------------|
| 2011 | 84 All students | 20% | 93% |
| | 72 IB Diploma Eligible | 24% | 100% |

| | No eligible for rank | Rank 99 OP 1 | Rank 98–93 OP2-5 | Rank 92–82 OP6-10 | Rank 81–70 OP11-15 | Rank <70 OP>15 |
|------|----------------------|--------------|------------------|-------------------|--------------------|----------------|
| 2011 | 72 (diploma only) | 6% | 18% | 52% | 25% | 0% |
| | 84 (all graduates) | 5% | 16% | 47% | 28% | 6% |

QCE Attainment

| | Pathway taken | QCE attainment |
|------|---------------------|----------------|
| 2011 | IB Diploma (72) | 94% |
| | Non IB Diploma (12) | 17% |
| | Overall | 85% |

Percentage attaining QCE and or Diploma

| | No. of graduating students | % attaining QCE and/or Diploma |
|------|----------------------------|--------------------------------|
| 2011 | 84 | 85 |

Completed Diploma outcomes

| Statistic | Academy result 2011 | November IB candidate average 2010 |
|-----------------------|---------------------|------------------------------------|
| Average Diploma score | 30.31 | 30.7 |
| Median Diploma score | 30 | 29 |
| Extended essay ≥ C | 90% | 84.45% |
| TOK ≥ C | 75% | 80.37% |

Performance of our students

| GROUP 1 - Language A1 | Academy 2011 | Academy 2010 | Academy 2009 | November IB Candidate Mean 2010 |
|-----------------------------|--------------|--------------|--------------|---------------------------------|
| English A1 HL (70 students) | 4.55 | 4.93 | 4.81 | 5.14 |
| English A1 SL (2 students) | 4.50 | 5.00 | 4.20 | 5.40 |

| GROUP 2 - Second language | Academy 2011 | Academy 2010 | Academy 2009 | November IB Candidate Mean 2010 |
|--|--------------|--------------|--------------|---------------------------------|
| French Ab Initio (30 students) | 4.34 | 5.00 | 4.08 | 5.45 |
| French B SL (0 students) | N/A | 6.00 | 5.50 | 5.09 |
| French B HL (2 students) | 5.50 | 3.50 | N/A | 5.11 |
| Mandarin Ab Initio (6 students) | 5.17 | 5.40 | N/A | 5.14 |
| Mandarin SL(1 student) | 6.00 | 0.00 | 0.00 | 5.90 |
| Mandarin B HL (3 students) | 6.33 | 7.00 | 7.00 | 5.24 |
| Spanish SL (1 student) anticipated in 2010 | 6.00 | N/A | N/A | 5.77 |
| Spanish Ab Initio (29 students) | 5.28 | 6.00 | 4.91 | 5.55 |

| GROUP 3- Individuals and societies | Academy 2011 | Academy 2010 | Academy 2009 | November IB Candidate Mean 2010 |
|--|--------------|--------------|--------------|---------------------------------|
| Business & Management SL (37 students) anticipated in 2010 | 5.34 | 5.62 | 4.96 | 4.69 |
| Environment and Society SL (45 students) | 4.49 | 4.41 | N/A | 4.08 |

| GROUP 4- Experimental sciences | Academy 2011 | Academy 2010 | Academy 2009 | November IB Candidate Mean 2010 |
|------------------------------------|--------------|--------------|--------------|---------------------------------|
| Biology HL (13 students) | 3.85 | 4.85 | 4.50 | 4.75 |
| Biology SL (1 student) | 6.00 | 5.00 | 0.00 | 4.15 |
| Design Technology HL (27 students) | 4.15 | 4.69 | 4.50 | 5.02 |
| Design Technology SL (1 student) | 4.00 | 4.67 | 4.50 | 5.02 |

| GROUP 5 - Mathematics and computer science | Academy 2011 | Academy 2010 | Academy 2009 | November IB Candidate Mean 2010 |
|--|--------------|--------------|--------------|---------------------------------|
| Mathematical Studies (61 students) | 4.85 | 5.31 | 5.04 | 4.56 |
| Mathematics HL (0 students) | N/A | 3.00 | N/A | 4.95 |
| Mathematics SL (11 students) | 4.27 | 5.50 | 5.00 | 4.42 |

| GROUP 6 - The Arts | Academy 2011 | Academy 2010 | Academy 2009 | November IB Candidate Mean 2010 |
|-----------------------------|--------------|--------------|--------------|---------------------------------|
| Music HL(14 students) | 5.36 | 5.38 | 5.50 | 5.49 |
| Music SL(1 student) | 7.00 | 5.00 | 5.00 | 5.24 |
| Film HL(30 students) | 5.52 | 5.95 | 4.68 | 5.40 |
| Theatre HL(21 students) | 6.05 | 5.85 | 4.93 | 5.53 |
| Visual Arts HL(36 students) | 5.11 | 5.95 | 6.29 | 4.89 |

Performance of our students

Vocational educational training qualification (VET)

Students at QACI do not study vocational education courses.

University course completion

In 2011 18 students completed university units whilst studying at QACI.

Post-school destination information

At the time of publishing this School annual report, the results of the 2011 Year 12 post-school destinations survey, *Next Step — Student Destination Report* for the school were not available. Information about the post-school destinations of our students will be incorporated into this Report in September.

Based on admissions data release by the QTAC students in the 2011, students in the Year 12 cohort were offered positions in the following courses.

University offers data

| No. of applicants to QTAC | Applicants made an offer | Queensland No./% | Interstate No./% | Overseas No. /% |
|---------------------------|--------------------------|------------------|------------------|-----------------|
| 76 | 99% | 73/96% | 2 /3% | 1/1% |

Final acceptance to partner universities

| No. of QTAC applicants to partner universities | UQ — No./% | Griffith — No./% | QUT — No./% |
|---|------------|------------------|-------------|
| 67 | 21/31% | 19/29% | 27/40% |
| No. of QTAC offers to partner universities accepted | 15/33% | 11/24% | 14/30% |
| 52 | 14/21% | 13/19% | 25/37% |

Courses and faculty directions

| Course/area of study | Number of students |
|------------------------------------|--------------------|
| Bachelor of Business (dual degree) | 13 |
| Bachelor of Arts (dual degree) | 12 |
| Bachelor of Creative Industries | 6 |
| Bachelor of Film TV, New Media | 6 |
| Bachelor of Law (dual degree) | 5 |
| Bachelor of Music | 5 |
| Bachelor of Multimedia | 5 |
| Bachelor of Design | 4 |
| Bachelor of Psychology | 4 |
| Bachelor of Music | 4 |

Other areas: Nursing, Science, Biomedical science, Psychology, International Relations, Communication, Journalism, Gaming, Engineering, Education, Fashion, Town Planning, Entertainment Industries, Justice, Tourism, Human Services, Commerce.

Performance of our students

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The Academy's enrolment policy differs from other schools, as attrition rates cannot be offset by incoming enrolments. This contributes to a higher attrition rate than other Queensland schools, as do other factors such as the curriculum expectations, new school transition outside traditional models and lengthy travel times to and from school (for some students).

The QACI *Enrolment support plan* identifies a range of strategies to support students to engage fully in the programs offered at the Academy. The key elements of the Plan are:

- Pre-commencement — initial engagement, application and enrolment
- Commencement — Year 10, Term 1
- Consolidation — Year 10, Term 2 and Term 3
- Embedded — Year 10, Term 3 until Year 12 graduation

The Academy currently has the capacity to enrol up to 450 students across Years 10, 11 and 12. It is our goal to operate at full capacity. Given that there will always be some attrition, the following retention goals have been set. These retention rates exceed national rates for Year 10 into 11 by 3% and Year 11 into 12 by 7%.

All students who leave the Academy prior to graduation are asked to be part of an exit interview. This debrief allows any ongoing issues to be clarified and resolved. They support the Academy to remain responsive to the learning and support needs of students.

Depending on the individual circumstances of the student, and their academic progress, some students are offered the option to return to the Academy.

Despite the comprehensive enrolment support program, some students make the decision that the unique pathway and challenges of the Academy may not best serve their needs and learning goals. Often these return to the school that they attended in Year 9. For the majority of students this decision is made prior to commencement in the Diploma in Term 4, Year 10.

2011 enrolment cohort

| Day 8 enrolment 2009 | Day 8 enrolment 2010 | Day 8 enrolment 2011 | Enrolment October 7 2011 | Completion |
|----------------------|----------------------|----------------------|--------------------------|------------|
| 104 | 92 | 88 | 83 | 83 |

Reasons for departure

A summary of the reasons for students' departure from the Academy, and the numbers departing follows.

- Travel related — 3
- Change in pathway direction/IB not suitable or too demanding — 12
- Change in family circumstances — 3
- Health, emotional and/or social — 7
- Extended the Diploma to over three years — 2
- Completed Diploma May 2011 — 1
- Left to go to workforce — 1