Queensland Academy for Creative Industries
Queensland State School Reporting
2014 School Annual Report

QUEENSLAND ACADEMIES
Creative Industries Campus

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Principal's foreword

Introduction

The Queensland Academies are selective entry senior secondary schools, with world-class, technology-rich learning environments for high achieving, like-minded year 10, 11 and 12 students. The Academies focus on nurturing the development of such students, with a rigorous and innovatively delivered curriculum that allows collaborative and accelerated learning in partnership with universities and industry. Highly innovative teaching staff are recruited to deliver the curriculum.

The Queensland Academies - Creative Industries Campus (QACI) is one of three Academies functioning within the state schooling system. It is dedicated to empowering Queensland's clever and creative students in a collaborative and supportive educational environment to realise their potential through a world-class curriculum and facilities. In 2007 QACI opened its purpose built campus, located in the Kelvin Grove Urban Village precinct in Brisbane. It is an educational initiative imagined and administered by Education Queensland. The Academy uses the International Baccalaureate Diploma Program within the context of the Creative Industries and in partnership with the Queensland University of Technology.

The Queensland Academies provide a way for Queensland's high achieving students to accelerate their studies, complete extension and enrichment work with universities and work with industry to combine career-based and university level studies.

In 2014 QACI moved into the second year of the 2013-2017 Strategic Plan. This Plan was devised to deliver the Academy's vision to be:

A world class learning environment of choice for the aspirational creative generation.

The critical success factors which underpin the five year Plan are:

- Student outcomes
- Confidence of students and parents (clients) in the product: enrolled and future
- Credibility and reputation with target future pathways
- Professional, energetic and committed staff
- Innovation and influence in education.

In 2014 QACI became an Independent Public School to allow increased autonomy for the school community through the establishment of a School Council.

The School Annual Report contains the Department of Education and Training reporting domains. It also contains a sample of 2014 achievements aligned to the realisation of the Strategic Plan.

Queensland Government

School progress towards its goals in 2014

Key Priorities for 2014

Explicit Improvement Agenda Targets	Related AIP priorities 2014	Realisation
International Baccalaureate results: – Percentage of students attaining 6 and 7 is above the world mean – Mean results for all subjects above the World November mean – All students attain a 4 or better in each subject	– Increasing the frequency of instructional student feedback – Student GROWTH conversations and recording explicit improvement plans – Improve student attendance	• Indicated in 2014 academic outcomes
The QACI Effective Learner – The QACI Great Teacher **Pedagogy - an explicit focus on the Effective and Enabled Learner framework to help students:** – Effectively interact with new knowledge and deepen their understanding of new knowledge – Use instructional feedback to plan for their next step in the learning journey. – Develop life balance.	**Developing and enhancing teachers as Instructional Leaders with aligned practice** – Use Instructional Design Questions in planning lessons/units of work – Participate in Professional Learning Communities (PLC)enhancement and consolidation – Engage in classroom de-privatisation and GROWTH lesson observations – Utilise the SAMR model to reflect and plan learning **Development of an enhanced culture of positivity for the QACI Effective Learner:** - Student academic confidence and happiness - Student feedback/learning snapshot - Differentiation processes within subjects	• Focus on ASOT Design Q 1, 2, 3 in teacher planning • Peer classroom walkthroughs • Awareness of Aust Professional Standards for Teachers • Implementation of Effective Learner
Enhancement and recognition of QACI creative identity for: – Excellence – Recognition – Live projects – Graduate demand	– Attainment of university credit in signature creative subjects – Successful implementation and expansion of IBCP – Celebration and marketing of creative achievements – Enrichment of creative experiences to industry standards.	• Establishment of university advance standing for Diploma students in Film, Visual Art and Theatre. • Establishment of QACI facebook page to promote student achievement.

2014 QACI Successes

Queensland Academy for Creative Industries nurtures academic excellence through university partnerships, artistic excellence, eLearning innovations and community connections. Students engage in a broad range of opportunities and competitions in the pursuit of deeper learning and a balanced life. Some of QACI's successes during 2014 include:

Creative excellence

Music

- Students performed in Creative Generation On Stage. A student selected for a leading vocal role.
- Students rehearsed and performed with the Queensland Youth Orchestra.
- Individual students participated in the Brisbane Arts Theatre productions, students also performed in the Vocal Manoeuvres Youth Chorus.
- Students participated in the Australian Youth Choir.
- Students participated in the State Honours Program at the Queensland Conservatorium.

Theatre

- A Butoh performance was executed by the Year 12 Theatre Ensemble.
- The week long MUSE Festival included 8 new productions.
- Year 10 Theatre Ensemble staged Living Libraries.
- A series of workshops were facilitated by a range of guest artists and industry professionals.
- Students performed in Festival of Australian Student Theatre (FAST), a festival for university students to showcase their work, only school to have students invited in Australia.

Film

- Students were finalists in the Tropfest Jnr – Top 15 Awards
- Feature students were selected from QACI for the TJ Ryan promotional video made by Lime Media for Education QLD
- Selected student films were featured at the QLD Museum's Science Week.
- Film students created a promotional video/ibook for inducting new students to the Royal Children's Hospital School.
- Students continued to develop industry expertise and links through the Carbon Copies Program.
- Year 11 students produced a film workshop for the Young Scholars Program.
- QACI Alumni film students (2012) won the television campaign/ad for Bathurst Supercheap Auto 2014

Visual Arts

- One student received Creative Generation Visual Arts Excellence Awards with works being curated at GOMA. Another student received a Commendation for a shortlisted work.
- QACI students worked in collaboration with Lady Cilento Children's Hospital to complete a feature wall in a ward.

Academic Recognition

- 96% of students received one of their top 3 university placements.

Global Perspectives

- French Embassy delegate visit provided them with an apercu of how the acquisition of languages and in particularly French was approached by the International Baccalaureate. Three senior French students used their mastery of French to show the delegate around the Academy regaling them with their stories about their experience in learning the language.
- Hosting Intercultural scholarship for Indonesian students for a 2 week study programme sponsored by QUT in collaboration with QACI. In the spirit of international mindedness, we hosted 2 students from Indonesia after winning a scholarship for their journalism studies.
- Language Perfect Championships congratulations to all those who participated but especially those who answered over 3000 questions earning them a GOLD medal. They include 3 in Chinese,5 in French and 7 in Spanish.
- Concours de Poésie- Alliance Française Students recite a traditional French poem of challenging difficulty A student gained 3rd place.
    - International Study Tours and exchange visits from sister schools - French visit from lycée Montalambert (May), Spanish visit from Santiago de Compestela (July), Twenty-six students participated in the French study tour Montalembert Les Maristes exchange (Toulouse –Dec 2014), Sixteen students participated in the Spanish study tour (Dec)
    - Year 10 students awarded a Certificate II in Active Volunteering.
    - 15 QACI students participated in the IB Conference - Brisbane.

ICT Recognition

- Student participation in the Youth Advisory Group on CyberSafety - a national online forum to foster discussion about Cybersafety Issues.
- Apple Distinguished School Accreditation - Global Accreditation 'by invitation only'. This was Apple's recognition of the Academy for demonstrating a best practice, 21st century learning environment.
- eSmart School Accreditation - national recognition that eSmart activities are embedded in the school's policies, procedures and activities.
- 100% of Year 10 students awarded Cybersafety Certificate of Achievement.
- 100% of Year 10 students experienced the Apple consultant, two day laptop workshops.

Teacher excellence

- QACI staff recognised as International Baccalaureate Examiners.

QACI staff invited to present at:

- Film conference in Hong Kong
- Special invitation to ICT Curriculum Review Committee Conference in The Hague.

Future outlook

In 2015 a significant sharpening of focus and actions will occur within the Strategic Plan. These are outlined in the QACI Explicit Improvement Agenda 2015. (See the following page)

We will see a strengthened emphasis on learning with the 3 big rocks being: (1) Inquiry based learning – big questions/concepts (2) Higher order thinking – challenging deep knowledge and creativity (3) Differentiation - moving all students to their next step in learning.

The second cohort will graduate in 2015 from the International Baccalaureate Career Program (IBCP) in Film. This program is delivered in partnership with the Queensland University of Technology.

QUEENSLAND ACADEMIES
Creative Industries Campus

Updated 25 November 2014

QACI Explicit Improvement Agenda 2015
Delivering the 2013 – 2017 Strategic Plan

	FOCUS	ESSENTIAL ELEMENT	EXPLICIT TARGET / PERFORMANCE INDICATORS	STRATEGIC PLAN 2013 -2017 CRITICAL SUCCESS FACTORS
Innovative Delivery of World Class Curriculum Nurturing the Development of High Achieving Students	**ACADEMIC EXCELLENCE** IB Learner Profile	IB Achievement	• All students achieve IB Diploma • All subject means above world mean (Group 6 at least 0.5 grade point above world mean) • Percentage of students achieving 4, 5, 6 & 7's in each subject is above the world mean • All students attain 4 or better in all subjects • Students achieving at least C in EE & TOK are above world mean	**• STUDENT OUTCOMES • CONFIDENCE OF STUDENTS & PARENTS • CREDIBILITY & REPUTATION • PROFESSIONAL ENERGETIC COMMITTED STAFF • INNOVATION & INFLUENCE ON EDUCATION**
		QACI Effective Learner	• Individual student attendance 95% or greater • All students have access to their data profile for reflective learning at least four (4) times/year • All students are involved in GROWTH conversations and record explicit plans for improvement, a minimum of four (4) times/year. Reflections are based on IB Learner Profile • All students agree that they get a good education at this school	
High Performing Staff	**PEDAGOGICAL EXCELLENCE** QACI GREAT TEACHER	Shared Professional and Reflective Practice	A. - All teachers are engaged in the peer observation program utilising the QACI GROWTH lesson observation protocol B. - All teachers collaboratively engage in analysis & reflection in PLC's - All teachers agree that they receive helpful feedback on their work - Teachers use data collection and analysis to establish benchmark placement of students on grade point scale to measure student improvement (by week 8 Term 1, review at end of each term	
		Deliberate and Visible Practice Aligned with Art & Science of Teaching	C - All teachers demonstrate evidence of planning and implementation of QACI focus elements of ASoT within the Effective and Enabled Learner framework - D - All teachers demonstrate the deliberate and visible implementation of inquiry based learning in lessons to include differentiated activity E - All teachers engage in a minimum two (2) documented conversations, per year, with line manager implementing the new Teacher Performance Review Process - Refine PDPs for non-teaching staff to align with EIA	
		Explicit Implementation of Digital Technology in Pedagogy	F - All faculty teams use the SAMR model to reflect on and plan for a consistent approach to deliver transformational learning, with curriculum plans explicitly identify technology integration which is reflected in classroom pedagogy. Teachers reflect annually on the effectiveness of SAMR	
Unique Partnerships	**CREATIVE EXCELLENCE** • ARTISTIC • ENTERPRISE • SOCIAL	Recognition of Performance and Artistic Outputs	• An annual increase in external awards and recognition across a range of disciplines as recorded in an achievement profile published annually. • QACI's reputation across a range of disciplines is reflected in increased industry and tertiary recognition, reflected in destination of graduates post school	
		Real World Learning and Partnerships	• All students collaborate in real world projects • An annual increase in number of student engaged in industry partnerships whilst completing school	

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Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014: **Year 10 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	340	253	87	94%
2013	356	275	81	97%
2014	351	266	85	94%

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

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...' (McWilliams 2008).

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

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	20	23	20
Year 11 – Year 12	15	15	17

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	3	1
Long Suspensions - 6 to 20 days	0	4	0
Exclusions[#]	0	0	0
Cancellations of Enrolment	0	0	0

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

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

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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
- develop 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 Societies (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.

To complete the CAS program, students complete a Certificate 2 in volunteering.

In 2014 QACI had the second gratuating group of film students completing the International Baccalaureate Career Program. At QACI this model has been adapted to become a high-end academic specialist pathway for a small number of students in the Group 6 subjects. In 2014 this was offered in Film, with students studying four university units from the Bachelor of Creative Industries at the Queensland University of Technology.

Extra curricula activities

Students participate in a large number of activities and opportunities which enhance their core program. The outcomes of such activities were outlined earlier in this report. In a unique partnership with Healthstream gym, students have the opportunity to access the gym and related activities each term.

How Information and Communication Technologies are used to assist learning

Digital immersion is clearly embedded within the Academy Strategic Plan 2013-17. The Digital Immersion Framework unpacks the vision and is designed as a guide to engage and empower the QACI Effective Learner in a high challenge environment. The Academy's success as a genuine 1-1 environment is dependent on the collaboration of all staff and students as passionate learners and users of technology to seek new ways of learning.

All teachers at QACI are instructional leaders and prioritise shared, reflective practice for continuous improvement. Thus, there is a collective responsibility to engage and empower 21st Century learners through 24/7 learning and enhanced use of new technologies.

Social Climate

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

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 and Character Ideals*
2. *QACI Great Teacher*
3. *QACI Effective Learner*

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 Deputy Principal Pedagogy, the House Spirit Coordinator 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 student 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 student 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.

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 sense of belonging for each student within a team environment - one 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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	100%	100%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school* (S2001)	97%	100%	99%
their child feels safe at this school* (S2002)	97%	100%	97%
their child's learning needs are being met at this school* (S2003)	97%	100%	93%
their child is making good progress at this school* (S2004)	97%	100%	99%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	97%
teachers at this school motivate their child to learn* (S2007)	97%	97%	96%
teachers at this school treat students fairly* (S2008)	97%	100%	99%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	93%
this school works with them to support their child's learning* (S2010)	94%	97%	94%
this school takes parents' opinions seriously* (S2011)	97%	100%	92%
student behaviour is well managed at this school* (S2012)	97%	100%	99%
this school looks for ways to improve* (S2013)	97%	100%	96%
this school is well maintained* (S2014)	97%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
they are getting a good education at school (S2048)	99%	100%	100%
they like being at their school* (S2036)	90%	98%	93%
they feel safe at their school* (S2037)	98%	100%	99%
their teachers motivate them to learn* (S2038)	96%	100%	92%
their teachers expect them to do their best* (S2039)	100%	100%	99%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	95%
teachers treat students fairly at their school* (S2041)	90%	97%	93%
they can talk to their teachers about their concerns* (S2042)	89%	98%	84%
their school takes students' opinions seriously* (S2043)	97%	97%	92%
student behaviour is well managed at their school* (S2044)	95%	95%	95%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	100%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	97%	100%	98%

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

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

A strong focus is placed on a three-way, parent-student-teacher partnerships, 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 to 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.

Reducing the school's environmental footprint

The Queensland Academy for Creative Industries facility has a green star rating. It utilises smart technology to reduce the use of electricity and utilises captured rainwater for the operations of toilets. This green star rating was enhanced with the installation of solar panels. As the student population increases our facility is increasingly used outside the normal 9am to 3pm day. This has resulted in an increased use of power.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	1,201,200	0
2012-2013	1,136,662	3,140
2013-2014	1,093,670	3,791

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

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2013 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the *'less than 5'* rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	40	22	0
Full-time equivalents	36	15	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.	0
Masters	7
Doctorate	1
Total	**38**
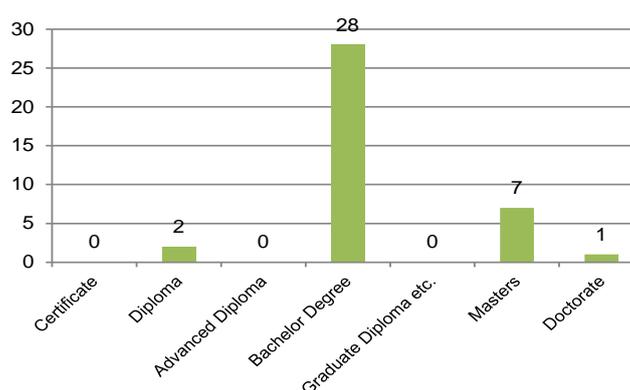
*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $ 95, 317.

The major professional development initiatives are as follows:

- International Baccalaureate specific ($45, 576)
- Pedagogical framework ($1, 986)
- Non-Teaching staff ($8, 405)
- School leaders ($13, 714)
- Teaching staff ($25, 636)

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

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

[   ] 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 webpage.

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

Performance of our students

Key student outcomes

A snapshot of the Academic outcomes of the 2014 graduating cohort is summarized in the table below.

Snapshot 2014

Diploma eligible students

Internationally

Scores	QACI 2014	IB World Average 2014
Average Diploma Score	33.17	29.95
Average Subject Score (all students)	5.29	3.9

Nationally	QACI	National ATAR Average 2014
ATAR 90+	45%	16.5%

Queensland (Equivalence)	QACI	State Average 2014
OP 1	14%	2.7%
OP 1-5	45%	20.5%
OP 1-10	94%	49.8%
OP 1-15	100%	79.3%

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%

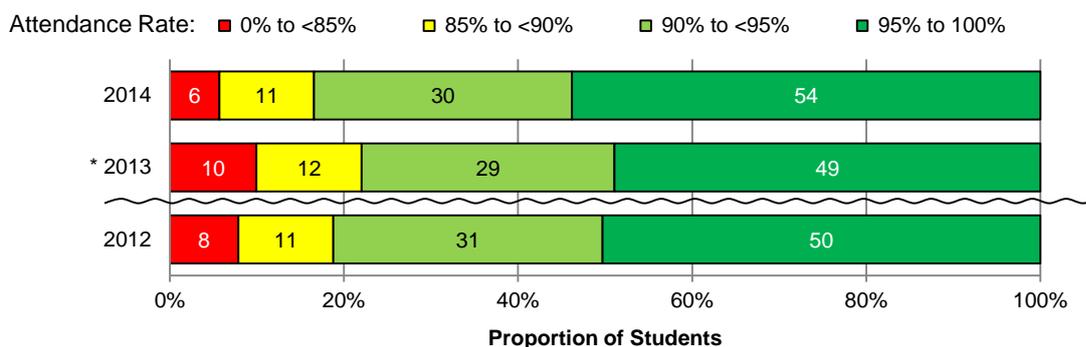The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012										96%	93%	92%
2013										95%	94%	90%
2014										95%	93%	94%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	6	11	30	54
* 2013	10	12	29	49
2012	8	11	31	50

Proportion of Students (0% to 100%)

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

QACI uses electronic roll marking – ID Attend recorded on OneSchool. Any unexplained absences are followed up by relevant QACI staff members with parents. Throughout the day teachers also use ID Attend to record student attendance in every lesson.

QACI has a process for monitoring unexplained absences or absences which may extend beyond three days. This process is implemented as part of our success coaching and house structures.

Achievement – Closing the Gap

Our Academy has a small number of indigenous students. An individual development plan is negotiated with these students and their families, with support being identified in the areas of attendance, academic achievement and social and emotional wellbeing. Owing to the small number of students, data is not published because of identification and confidentiality concerns.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	75%	82%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	86	96	115
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	3	85	99
Number of students awarded an Australian Qualification Framework Certificate II or above.	2	85	98

Queensland Government

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	78	86	105
Number of students awarded an International Baccalaureate Diploma (IBD).	69	78	96
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	99%	95%	97%
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.	94%	99%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	94%	98%

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

Overall Position Bands (OP)

Years	Number of students in each Band for OP 1 to 25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

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

Vocational Educational Training qualification (VET)

Years	Number of students completing qualifications under Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2012	1	0	2
2013	3	85	0
2014	2	97	1

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

All students complete a Certificate II Active Volunteering as a preparation for the Creativity, Action and Service (CAS) program which forms part of the inner core components of the IB Diploma.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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.

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. The interviews enable the Academy to remain responsive to the learning and support needs of students.

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.