

Queensland Academy for Creative Industries (5615)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

The Queensland Academies are selective senior secondary schools, with world-class, technology rich learning environments for high achieving, like minded senior students. Queensland Academies focus on nurturing the development of such students, with a rigorous, innovatively delivered curriculum allowing collaborative and accelerated learning, developing unique partnerships with universities and industry, recruiting, high achieving staff who are innovative practitioners.

The Queensland Academy Creative Industries is one of three Education Queensland Academies dedicated to empowering Queensland's brightest students in a collaborative, supportive educational environment to realise their potential through a world class curriculum and facilities. The Creative Industries Campus opened its purpose built campus, located in the Creative Industries precinct at Kelvin Grove in Brisbane, in 2007. The Queensland Academy for Creative Industries (QACI) is a new educational initiative imagined and administered by Education Queensland. It is a selective Academy, positioning the International Baccalaureate Diploma Program within the context of the Creative Industries 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.

The School Annual Report contains the Department of Education, Training and Employment reporting domains and a sample of some 2012 achievements.

School progress towards its goals in 2012 - QACI Achievements and opportunities

2012 Creative Industries Campus Successes & Extra-curricular opportunities

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 2012 include:

Artistic Excellence

Music

- Aurora Australis, the Academy's electro-acoustic ensemble, supported the 'unleashed orchestra' Deep Blue at their PowerHouse concert.
- Flautist invited into the Young Conservatorium Pacific Honours Ensemble Program to travel to Seattle, Washington and perform with six elite guest conductors from around the world
- Five students nominated and representing QACI in the State Honours Ensemble Program, a partnership with Griffith's Open Conservatorium, to perform with the finest young musicians across Queensland under the direction of international and

national conductors

- Youth Music Industries (YMI) won the Schools First National Australian Bank grant that rewards the outstanding school-community partnership with Q Music
- Creative collaboration with singer-songwriter Peter Cupples to perform 'Sounds of Then' music concert, featuring the best of Australian Rock
- Four Wall Music Festival organised by YMI sold out with three stages of performances by renowned and up-and-coming young artists from across Australia
- Emerge concerts hosted by YMI at The Edge (Brisbane), Tanks Art Centre (Cairns) and Kirra (Gold Coast)
- YMI coordinate 'Little Big Sound,' a youth music industry conference in conjunction with Australia's premier music industry conference, 'Big Sound'
- First Place in ACMF National Song Writing Competition, secondary schools category
- QACI music ensembles perform for various government and corporate functions including: launching the Children and Youth Research Centre at QUT, National Road Safety Conference (supporting Peter Cupples) and Royal Brisbane Women's Hospital patient care program

Theatre

- Winner of the Queensland Theatre Company's 'Best Young Playwright' award
- Creative Generation: State Schools on Stage with three students performing including a featured dancer and Zen Zen Zo physical theatre performers
- Variety of Theatre festivals including MUSE (week long performance festival), Living Library (Brisbane Powerhouse performance), Shakespeare Solo Performances and various other public performances in the style of Butoh, German Cabaret, Brecht, Epic Theatre, Absurdism and Greek Theatre
- Invitational performance of three students at the 2 High Festival in the Brisbane Powerhouse.
- Students accepted into a variety of Theatre industry programs including: Australian Institute of Performing Arts 'Glee Program,' Harvest Rain Productions and 'Fame' Musical Theatre.

Film

- 'Best School Award' Finalist in the Bond University Film and Television Awards
- QACI students represent three out of the four School Ambassadors for the 2High Festival, promoting the festival across Brisbane
- Winner of the 'Secondary Film' category at the 2High Festival
- ATOM, Australian Teachers of Media, awards including three student films being shortlisted and the award for 'Best Senior Secondary'
- Nominations for and winner of several Bond University Film and Television Awards including a major scholarship to Bond
- Invitational participants in the British Academy of Film and Television Arts 'Flicker Fest'
- 'Best Secondary Production' for the Village Roadshow QLD New Filmmaker Awards
- 'Best Score' winners at the Brisbane 48 Hour Film Competition
- Winners of 'Senior Film' category in the SmartClassrooms Film Festival
- 'Best Secondary Fiction' and 'Best Documentary' winner at the National STUFFit Film Competition
- Winner of Mash It Up Film Festival
- Australian Film Critics Association finalist for the Campfire Film Festival 2012

Visual Arts

- Recipient of a Creative Generation Visual Arts Excellence Awards, with works to be exhibited at the Gallery of Modern Art in 2013. One other QACI student also received a Commendation as a shortlisted work.
- 1st Place at the Brisbane Festival GOA Billboard Exhibition competition, with a student's work displayed publicly on city billboards
- Gold Medal Award in the 2012 Young Australian Art Awards
- Two student internships with Batson, a growing fashion label stocked internationally
- Year 10 Visual Arts Video Montages invited to be screened at QUT's Parer Place public screen

Academic Recognition

- First Place in the University of Queensland's Young ICT Explorer competition for the development of a commercial app for schools
- National Computer Science School Challenge participants achieving three Credits and one Distinction
- UQ Young Scholars Program selected three QACI students to participate
- iCAS English competition results include 10 High Distinctions, 53 Distinctions, 123 Distinctions
- iCAS Mathematics competition results include 1 High Distinction, 39 Distinctions and 76 Credits
- Australian Mathematics competition results include 1 High Distinction, 26 Distinctions, 25 Proficiency, 104 Credits

Global Perspectives

- Seven French students selected to participate in EQ Swiss Exchange Program
- Mandarin representative selected for the Shanghai International Sister City Youth Camp
- Spanish students host exchange for El Instituto de Rosalia de Castro students following an exchange in 2011
- 100% of Year 10 and 11 students rewarded a Certificate II in Active Volunteering
- 36 students awarded Peer Skills Workshop Certificates to become mentors in the school for well-being
- 17 French students hosted visitors from Montalembert School in Toulouse
- QACI Market Day with 15 student enterprises raising money for Caritas

Extra-Curricular and Sporting Achievements

- 9th place in International Paralympic Ranking in Men's 400m freestyle swimming, Swimming Queensland / QAS Gold Squad and Swimming Australia National Squad.
- Student Ambassador and Speaker for the Cerebral Palsy League
- Student awarded 4th Place in National Irish Dancing competition and touring to compete internationally

Teacher excellence

- Eight teachers have received a SmartClassrooms Digital Pedagogy Licence to now have a total of 80% of teachers accredited at the licence level.
- Nomination for Teacher of the Year during 2012 My Favourite Teacher awards
- Principal Conductor of the Young Conservatorium Wind Orchestra (and reappointed for 2013) and Guest Conductor for the State Ensemble Program- Middle School Cairns
- QACI staff invited to present at:
 - Pacific Solutions Conference in Barcelona
 - Freire Reloaded Conference in Melbourne
 - Business Educators Association of Australia conference in Sydney
 - International Society for Education through Art conference in Cyprus.
 - Special invitation to CAS Curriculum Review Committee Conference in The Hague
 - The Block art exhibition of new media artwork
 - One Channel Live Program on *Multi Screen Storytelling*
- QACI staff published in:
 - *Music Forum Magazine*
 - *Studies Bound to Connect* book chapter
 - *School Library Association of Queensland* newsletter
 - Feature article interview for *IBO Magazine*
 - *Arts and Literate Practice: Exploring theoretical and practical applications* chapter

Future outlook

Our Vision is to be the world-class learning environment of choice for high-achieving, like-minded senior school students

Critical Success Factors



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

Strategic Priorities for 2013

- Innovative delivery of a world class curriculum – our curriculum develops future-focussed, inquiring, critical thinkers who develop capabilities that are manifested in excellent results.
- Nurturing the development of high achieving students – our students are academically resilient and autonomous learners, who are equipped with a suite of skills and strategies within a proactive environment which leads them to avenues of success.
- High performing staff – staff professional learning is prioritised to build capacity to implement highly effective practices that support the achievement of excellence in teaching and learning o improve outcomes for each student.
- Unique partnerships – relationships and partnerships are leveraged with like-minded stakeholders to establish and enhance opportunities for learning and development which are authentic and transferable.
- Selective Entry – QACI is renowned and highly sought after as providing challenging and unique educational pathways for the development of creative and clever individual.

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.
- Implementation of the Australian Curriculum in QACI's Year 10 preparation program for the IB.
- Implementation 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 includes 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

- 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 10 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	246	170	76	93%
2011	306	219	87	93%
2012	340	253	87	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 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 10	20	20	20
Year 11 – Year 12	12	13	15

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	8	6
Long Suspensions - 6 to 20 days	1	3	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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.

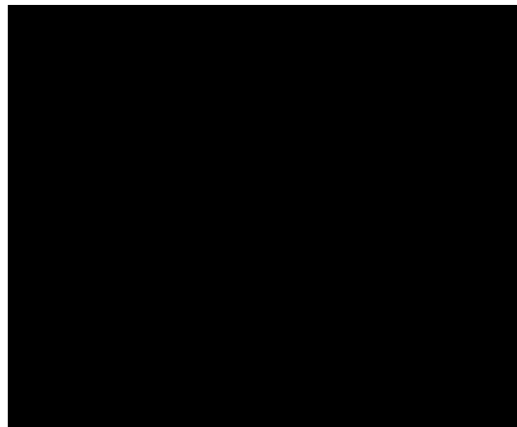
Group 5: Mathematics — standard level mathematics or mathematical studies.

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.



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, which unpacks the vision, is designed as a guide to engage and empower the “QACI Effective Learner” in a high challenge environment. Our Academy’s success as a genuine 1-1 environment is dependent on collaboration of all staff and students as passionate learners and users of our technology to seek new ways of learning. All teachers at the Academy are Instructional Leaders and prioritise shared reflective practice for continuous improvement. Thus individual leadership of the eLearning vision is seen to be part of the 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 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:

Our school at a glance

- 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.

Parent, student and staff satisfaction with the school

School Opinion Surveys of parents, students and staff reveal high levels of satisfaction across all areas.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	97.1%
this is a good school	97.2%
their child likes being at this school*	97.2%
their child feels safe at this school*	97.2%
their child's learning needs are being met at this school*	97.2%
their child is making good progress at this school*	97.1%
teachers at this school expect their child to do his or her best*	97.2%
teachers at this school provide their child with useful feedback about his or her school work*	97.1%
teachers at this school motivate their child to learn*	97.1%
teachers at this school treat students fairly*	97.0%
they can talk to their child's teachers about their concerns*	94.3%
this school works with them to support their child's learning*	94.3%
this school takes parents' opinions seriously*	96.9%
student behaviour is well managed at this school*	97.1%
this school looks for ways to improve*	97.0%
this school is well maintained*	97.2%

Performance measure

(Nationally agreed items shown*) Please note that the 2012 year 11 students were surveyed to gather this data.

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	99.1%

Our school at a glance

they like being at their school*	89.6%
they feel safe at their school*	98.1%
their teachers motivate them to learn*	96.2%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	97.2%
teachers treat students fairly at their school*	89.6%
they can talk to their teachers about their concerns*	89.4%
their school takes students' opinions seriously*	97.2%
student behaviour is well managed at their school*	95.2%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	97.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.3%
with the individual staff morale items	98.5%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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 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.

Reducing the school's environmental footprint

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

In 2012 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	844,890	0
2010-2011	928,410	0
2011-2012	1,201,200	0

Our staff profile

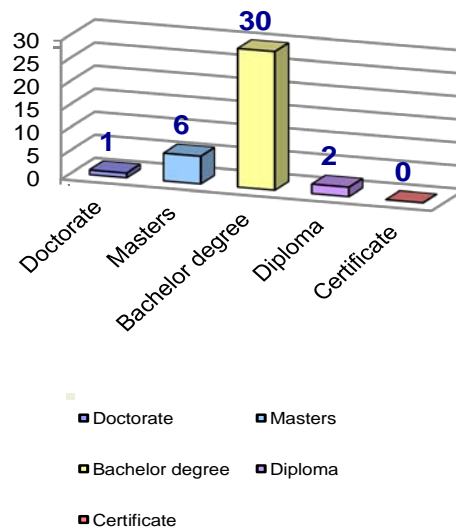
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 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.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	39	19	0
Full-time equivalents	34.9	14.4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Bachelor degree	30
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$96526.

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

IB training was the most significant professional development activities undertaken by staff in 2012. 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

Our staff profile

- Level 3 — Biology; Mathematics standard level (online); Film higher level; Theatre higher level
- IB Examiner – English A1 standard level paper one and internal assessment; Frence ab initio; Biology internal assessment marking

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	98.3%	97.6%	97.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.1% of staff was retained by the school for the entire 2012 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 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.

My School acara AUSTRALIAN CURRICULUM, ASSOCIATION AND REPORTING AUTHORITY

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Queensland Academy for Creative Industries, Kelvin Grove, QLD

School finances

2009 | 2010 | 2011 | 2012

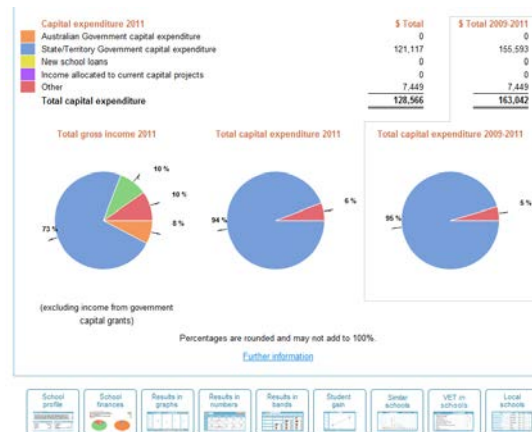
Full-time equivalent enrolments relating to recurrent income and capital expenditure: 307.2

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 calendar year. School finances will include Total Capital Expenditure 2009-2011 where the school has capital expenditure data for all three years. 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. Further information on the methods used and on the comparability of the data is available in the [SMAIS/SLI limitations](#). Further information is also available about [financial reporting for non-government, multi-campus schools](#).

	\$ Total	\$ Per student
Net recurrent income 2011		
Australian Government recurrent funding	481,173	1,566
State/Territory Government recurrent funding	4,496,962	14,638
Fees, charges and parent contributions	593,992	1,900
Other private sources	598,806	1,949
Total gross income (excluding income from government capital grants)	6,162,833	20,061
Less: Contributions	0	0
Total net recurrent income	6,162,833	20,061

	\$ Total	\$ Total 2009-2011
Capital expenditure 2011		
Australian Government capital expenditure	0	0
State/Territory Government capital expenditure	121,117	155,593
New school loans	0	0
Income allocated to current capital projects	0	0
Other	7,449	7,449
Total capital expenditure	128,566	163,042



Performance of our students

Key student outcomes

In 2012 we congratulated many students in Creative Industries fields who have achieved success on the world stage. An alumni graduate of 2011 won Best Senior Secondary Film at the ATOM (Australia Teachers of Media) Awards with his Year 12 Film 'Silent Night' (this student is currently in Africa working on Mad Max). Students received awards for Best Documentary and Best Editor at the BUFTA (Bond University Film and Television Awards) Awards. Additionally, a high number of 2012 Graduates received QUT Vice-Chancellor Scholarships in Bachelor of Business, Law and Fine Arts. A past student has been announced as the winner of the 2013 QANTAS Spirit of Youth Awards Photography category.

A student won the 2012 QLD Year 12 Young ICT Explorers Competition

A student won the 2012 QLD Year 12 Young ICT Explorers Competition

10 Students participated in the 2012 University of Sydney National Computer Science School Programming Challenge -6 receiving credits and distinctions.

Five students won the 2012 Smart Classrooms Student Film Fest Senior Award

3 Students represented the Academy at the Youth Advisory Group on Cyber Safety 2012. National Conference

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	94%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

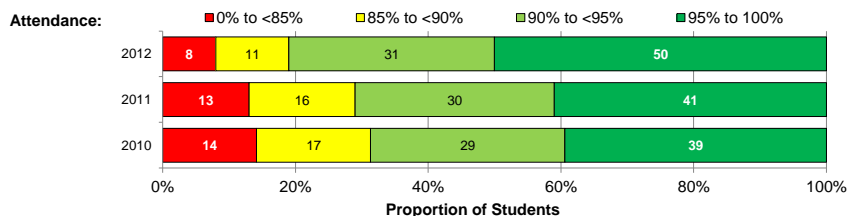
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010										93%	91%	91%
2011										94%	91%	91%
2012										96%	93%	92%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Performance of our students

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

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 students class attendance.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	85%	82%

Statistic	2008	2009	2010	2011	2012
Highest diploma points awarded to a candidate	38	42	41	41	43
Number of DP students scoring over 40	Nil	3	3	2	14
% of DP students scoring over 30	57.5%	58%	87.8%	59%	84%
% of DP students scoring over Worldwide average	52.5%	45.8%	78%	50.7%	77% 2011
OP Equivalent 1-5	-	-	-	23.94%	58.67%
OP Equivalent 1-10	-	-	-	78.87%	90%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	51	84	86
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	3
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	45	71	78
Number of students awarded an International Baccalaureate Diploma (IBD).	40	67	69
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	100%	93%	99%
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.	92%	85%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	99%	99%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP) Please note IBD students do not receive an OP.

Number of students in each Band for OP 1 to 25 -	N/A
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Vocational Educational Training qualification (VET)

Performance of our students

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	0	0	0
2011	0	0	0
2012	1	0	2

As at 2 May 2013. The above values exclude VISA students.

All year 10 and 11 students in 2012 at QACI participated in the Certificate II in Active Volunteering, which fits with the CAS requirements for the IB Diploma. Students complete 9 modules (5 core & 4 electives) and 30 hours of volunteering which satisfies part of the service component of CAS. This qualification provides students 4 credit points towards their QCE.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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. 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.

Analysis of departures:

- 3 – Travel related (i.e. distance required to travel to Academy)
- 12 – Diploma and program too demanding / IB not suitable pathway choice / IB score conversion
- 4 – Health / emotional / social (students left due to family/medical reasons)
- 1 – Transfer to another Academy (i.e. QASMT, QACI, QAHS)
- 3 – Moved interstate or too far for travel
- 1 – Moved cohorts to complete 3 year Diploma
- 1 – Juliard School selection New York