Queensland Academy for Creative Industries

STRATEGIC PLANNING 2014

“The challenge of education in this century is to equip young people to aim further ahead of a faster target.”

Welcome to the Queensland Academy for Creative Industries (QACI).

Our aim is to be the world-class learning environment of choice for the aspirational creative generation.

To do this we have to break free from the patterns of the past and draw from new influences, people and disciplines.

We are telling our story, the story of the Creative Industries and the massive impact that they will have in the 21st Century Global Economy.

Our learning and teaching environment is underpinned by the core values, disciplines and practices that are at the heart of creative endeavour:

- Enterprise
- Creativity
- Innovation
- New Forms
- Product
- Knowledge
- Design
- The Arts

For us, they are a source of creation, inspiration, challenge and provocation.

We are calling on these key emphases to create something fresh in education.

Developing the Individual

Our graduates will be:

- Global influencers
  Internationally aware pathmakers who lead with cultural sensitivity toward a future vision.
- Learning inspired
  Critical and motivated thinkers, responsive and receptive to challenge and dedicated to achievement.
- Entrepreneurial and enterprising
  Risk-takers who understand and value ideas and the possibilities they can open.
- Ideas architects
  Analytical problem-solvers, innovative and creative, making something concrete from their imaginations.
- Life-designers
  Self-disciplined, resilient and well-rounded early adaptors, focused yet flexible.
- Ethically and socially responsive
  Principled and caring practitioners who in their work and lives display an awareness of self and others.
A new approach to education

QACI provides a pathway for students who are seeking:
- an environment where the culture is one specifically designed to foster creativity, innovation and enterprise
- a rich and rigorous academic curriculum to extend their learning
- a community of like-minded peers and a flow of ideas between people with different sorts of expertise
- to develop their creative potential through Visual Arts, Film, Design & Technology, Music, Theatre Arts and Multimedia.

Learning at the Queensland Academy for Creative Industries will specifically focus on the elements for success in the 21st century.

New control
Soft control, self-management, peer recognition and support are intrinsic forms of motivation.

New media
Engagement with the digital world in new and creative ways.

New realities
Flexibility, adaptability, sustainability, creative capital and life balance.

New standards
Identifying and building on strengths and talent of individuals underpinned by a world-class academic curriculum.

New momentum
Increased learning networks, networks of networks and learning partnerships with university and industry leaders.

New outlooks
Planetism, ethics, enterprise.

New attitudes
Shared input, shared responsibility, new ways of doing business with and for students.
Queensland Academies Creative Industries Campus – Strategic Plan 2013 to 2017

Focus

Purpose
To be the world-class learning environment of choice for high-achieving, like-minded senior school students.

IB Mission Statement
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging international education programmes. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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

Values
Engagement & Empowerment
= Graduate Attributes
Engagement (What):
• Clever
• Creative
• Global
Empowerment (How):
• High expectation
• High care
• High collaboration
• High challenge

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

Competitive advantage
• Unique educational pathway
• Selective entry
• International Baccalaureate
• Reputation for academic success
• University and Industry partners
• Recruitment and selection of teaching staff

Direction

Strategic Priorities

Engagement
INNOVATIVE DELIVERY OF A WORLD CLASS CURRICULUM
Our curriculum develops future-focused, inquiring, critical thinkers who develop capabilities that are manifested in excellent results and successful transitions beyond the Academy.
• CLEVER
• CREATIVE
• GLOBAL

Empowerment
NUUTURING 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.
• Effective and Enabled Learners
• Student Wellbeing and Development
• Character Ideals and Earned Autonomy

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, to improve outcomes for each individual student.
• Excellent & Enabled Professional Team

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.
• Real time learning
• Community Building

SELECTIVE ENTRY
QACI is renowned and highly sought after as providing challenging and unique educational pathways for the development of creative and clever individuals.
• Identity and Brand
• Clientele Engagement
# Queensland Academies Creative Industries Campus – Strategic Plan 2013 to 2017

## Outcomes

<table>
<thead>
<tr>
<th>Key Performance Indicators/Descriptors with Reference frameworks</th>
<th>Targets and Measures</th>
</tr>
</thead>
</table>
| Teachers and students have a deep understanding of the curriculum and assessment processes embedded within the International Baccalaureate Diploma and IBCC (International Baccalaureate Career Related Certificate) programs | All students have:  
- completed an IB qualification and QCE  
- gain first preference to tertiary study  
QACI alumni outcomes in further study:  
- university retention  
- university course achievement above average GPA  
- early completion of degrees and post degree study  
Best practice demonstrated for 2016 IB five year review |
| Strong collaboration across subject groups is evident in delivery of the specific outcomes of the Diploma Program | Extent to which students are recognised for excellence through awards, performance and reputation |
| The IB learner profile and inner core learning permeates all aspects of curriculum delivery | Extent to which the curriculum reflects  
- Indigenous perspectives  
- international dimensions  
- % of enrolment - International students  
- Indigenous students |
| Learning experiences provide a focussed opportunity for the nurturing of a student’s:  
- signature creative identity  
- entrepreneurial outlook | All subjects means are above the November world mean  
% students achieving a 6 or 7 is above the world mean in each subject  
All students attain a 4 or better in each subject |
| Intercultural learning in the classroom and QACI environment is a process which changes attitudes and behaviours – moving students from ignorance to advocacy | Community service and CAS outcomes  
Retention rate Yr. 10-12 >95%  
Attendance rate >95%  
School Opinion Survey (SOS) outcomes - Learning |
| Learning captures virtual and real life experiences which develop international mindedness and global connection | QACI is recognised and operating as an international school-CRICOS |
| QACI is recognised and operating as an international school-CRICOS | |
| Learning develops, for each student the characteristics and practices of the QACI Effective Learner | |
| Learning develops students as innovative and critical thinkers | |
| Learning develops student proficiency in the innovative use of digital technologies | |
| Learning develops the social responsibility and attitudes of students to influence and lead local and global communities positively | |
| Learning experiences develop the capability of students to sustain life balance, resilience and confidence to ensure wellbeing- Student Wellbeing and Development Framework | |
| The QACI community embraces and demonstrates daily the high expectations and practices associated with Earned Autonomy and the QACI Character Ideals | |
| Learning and QACI environmental experiences develop the ability and capacity of students to be decision makers who think feel and act their way through ethical and social issues | |
| The QACI classroom practice is reflective of the Effective and Enabled Learners Framework:  
- data literacy and evidence based research drives learning differentiation and targeted strategies  
- effective feedback feeds forward learning for student and teacher  
- visible learning and explicit instruction – aligned action  
Staff demonstrate capacity to explicitly support students in their development and wellbeing  
Teachers develop their capacity and capability as Instructional Leaders  
Staff actively participate in collegial and professional practices through Developing Performance Planning and Professional Learning Communities | |
| Learning opportunities are created in live projects through engagement with practitioners, industry professionals and real time environments and spaces | |
| QACI is leading in the development of specialised career related pathways through the IBCC | Extent of university recognition and advance credit for QACI courses and learning  
Extent of 21st century, creative industry recognition and demand of QACI graduate  
IBCC expansion across university, industry and key subject areas |
| A strong sense of community collaboration and ownership is mobilised in support of learning, well-being and opportunities for student growth and development | Extent of parent participation in Academy:  
- communication  
- decision making  
- mentoring and program engagement  
Degree of activity and influence of QACI alumni in student life |
| QACI alumni are integral in the advocacy and support of the Academy’s development | |
| The QACI educational product is highly understood and sought after by clever and creatively like-minded students | |
| The QACI educational product has credibility in fulfilling career pathways in a 21st century world of work and economy | |
| The Young Scholars and Partnership schools programs are highly successful in providing an enrolment pathway from Year 5 to Year 9 towards QACI | |
| The extent of QACI brand recognition, confidence and credibility: future client | |
| % of young scholar transition to enrolment | |
| Selection process outcomes have a strong correlation to successful completion of the QACI program | |
| Strong engagement programs exist with strategically selected primary and middle school clusters as feeder streams to QACI | |
| Increase in engagement of students from regional Queensland and under-represented demographic groups | |
| % retention rate - offer to graduation  
% transition of cluster feeder school to QACI enrolment  
% of specific student demographic  
- regional students  
- gender | |
| Extent of university recognition and advance credit for QACI courses and learning | |
| Extent of 21st century, creative industry recognition and demand of QACI graduate | |
| IBCC expansion across university, industry and key subject areas | |
| Extent of parent participation in Academy:  
- communication  
- decision making  
- mentoring and program engagement  
Degree of activity and influence of QACI alumni in student life | |
| Extent of QACI brand recognition, confidence and credibility: future client | |
| % of young scholar transition to enrolment | |
QACI Explicit Improvement Agenda 2014
Delivering the 2013 – 2017 Strategic Plan

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>ESSENTIAL ELEMENT</th>
<th>EXPLICIT TARGET / PERFORMANCE INDICATORS</th>
<th>STRATEGIC PLAN 2013 -2017 CRITICAL SUCCESS FACTORS</th>
</tr>
</thead>
</table>
| ACADEMIC EXCELLENCE | IB Achievement | • 100% of students achieve IB Diploma (new significance)  
• 100% subject means above world mean  
• Percentage of students achieving 6&7’s in each subject is above the world mean  
• 100% of students attain 4 or better in all subjects  
• Percentage of students achieving at least B in EE & TOK above world mean | |
| QACI Effective Learner | | • Individual student attendance 95% or greater  
• 100% students have regular access to their data profile for reflective learning  
• 100% students are involved in GROWTH conversations and record explicit plans for improvement, a minimum of three (3) times a year.  
• School Opinion Survey 100% of students agree that they get a good education at this school with 50% or more "strongly agree" | |
| PEDAGOGICAL EXCELLENCE | Shared Professional and Reflective Practice | A. - 100% of teachers are actively engaged in the peer observation program utilising the QACI GROWTH lesson observation protocol  
B. - 100% of teachers collaboratively engage in analysis & reflection in PLC’s  
- School Opinion Survey 100% of teachers agree that they receive helpful feedback on their work with 50% or more "strongly agree" | |
| QACI GREAT TEACHER | Deliberate and Visible Practice Aligned with Art & Science of Teaching | C. - 100% of teachers demonstrate evidence of planning incorporating QACI focus elements of ASot within the Effective and Enabled Learner framework  
D. - 100% of teachers demonstrate the deliberate and visible implementation of QACI focus elements of ASot in lessons  
- 100% of teachers engage in a minimum four (4) documented conversations, per year, with line manager focussing on QACI Great Teacher framework | |
| Explicit Implementation of Digital Technology in Pedagogy | | E. - 100% of faculty teams utilise the SAMR model to reflect on and plan for a consistent approach to deliver transformational learning.  
F. - 100% of faculty curriculum plans explicitly identify technology integration which is reflected in classroom pedagogy. | |
| CREATIVE EXCELLENCE | 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 | |
| Unique Partnerships | | • 100% of students collaborate in real world projects  
• A 10% annual increase in number of student engaged in industry partnerships | |

**FOCUS ESSENTIAL ELEMENT EXPLICIT TARGET / PERFORMANCE INDICATORS**

**STRATEGIC PLAN 2013 -2017 CRITICAL SUCCESS FACTORS**

- STUDENT OUTCOMES
- CONFIDENCE OF STUDENTS & PARENTS
- CREDIBILITY & REPUTATION
- PROFESSIONAL ENERGETIC COMMITTED STAFF
- INNOVATION & INFLUENCE ON EDUCATION
Overview of Planning

Education Queensland Strategic Plan

QACI Strategic Plan 2013-2017

- Targets
- Actions
- Enabling & Resources

- Key priorities And Targets of Academy
- Plan for each subject area, portfolio area and role e.g. Principal, DP, HOD
- Personal Development & Performance Plan negotiated between individual and line manager
- Overall Academy Budget
- Subject Area and Portfolio Budgets
- Professional Development Activities
- QACI Targets Vs “World Class”
- Portfolio, Subject and role outcomes
- Explicit Individual & Class Achievements

International Baccalaureate Five Year Review
QACI Five Year Review (6 months after IB Review completed)

QACI Explicit Improvement
QACI A.I.P
Portfolio Area or Subject Explicit Improvement Plan
Individual Performance and Development Plan
**Vision**
To be the world-class learning environment of choice for the aspirational and creative generation.

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<tr>
<th>Values</th>
<th>Strategic Plan 2013-2017 – Critical success factors</th>
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<tbody>
<tr>
<td></td>
<td>Student outcomes</td>
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<td></td>
<td>Confidence of students and parents (clients) in the product: future and enrolled</td>
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<td>Credibility and reputation with target future pathways</td>
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<td>Professional, energetic, committed staff</td>
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<td>Innovation and influence in education</td>
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**Engagement and Empowerment = Graduate attributes**

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<th>Engagement (What)</th>
<th>Empowerment (How)</th>
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<tr>
<td>Clever</td>
<td>High expectation</td>
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<td>Creative</td>
<td>High challenge</td>
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<tr>
<td>Global</td>
<td>High care</td>
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<td></td>
<td>High collaboration</td>
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**QACI’s Explicit improvement agenda for 2014**

<table>
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<tr>
<th>Focus</th>
<th>Essential element</th>
<th>Explicit target / performance indicators</th>
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<tr>
<td><strong>Academic excellence</strong></td>
<td>IB achievement</td>
<td>• 100% of students achieve IB Diploma&lt;br&gt;• 100% of subject means above World IB mean&lt;br&gt;• Percentage of students achieving 6 or 7 in each subject is above the World IB mean&lt;br&gt;• 100% of students attain 4 or better in all subjects&lt;br&gt;• Percentage of students achieving at least a B in EE and TOK above World mean</td>
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<td><strong>QACI effective learner</strong></td>
<td></td>
<td>• Individual student attendance 95% or greater&lt;br&gt;• 100% of students have regular access to their data profile for reflective learning&lt;br&gt;• 100% of students are involved in GROWTH conversations and record explicit plans for improvement, a minimum of three (3) times a year.&lt;br&gt;• School Opinion Survey shows that 100% of students agree that they get ‘a good education’ at this school, with 50% or more indicating that they ‘strongly agree’</td>
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<td><strong>Pedagogical excellence</strong></td>
<td>Shared professional and reflective practice</td>
<td>• 100% of teachers are actively engaged in the peer observation program utilising the QACI GROWTH lesson observation protocol&lt;br&gt;• 100% of teachers collaboratively engage in analysis and reflection in PLCs&lt;br&gt;• School Opinion Survey shows that 100% of teachers agree that they receive ‘helpful feedback’ in relation to their work, with 50% or more indicating that they ‘strongly agree’</td>
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<td><strong>QACI Great Teacher</strong></td>
<td>Deliberate and visible practice aligned with the art and science of teaching</td>
<td>• 100% of teachers demonstrate evidence of planning incorporating QACI focus elements of ASoT within the Effective and Enabled Learner framework&lt;br&gt;• 100% of teachers demonstrate the deliberate and visible implementation of QACI focus elements of ASoT in lessons&lt;br&gt;• 100% of teachers engage in a minimum four documented conversations per year, with line manager focusing on the QACI Great Teacher framework</td>
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<td><strong>Explicit implementation of digital technology in pedagogy</strong></td>
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<td>• 100% of faculty teams utilise the SAMR model to reflect on and plan for a consistent approach to deliver transformational learning&lt;br&gt;• 100% of faculty curriculum plans explicitly identify technology integration, and this is reflected in their teaching</td>
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<td><strong>Creative excellence</strong></td>
<td>Recognition of performance and artistic outputs</td>
<td>• An annual increase in external awards and recognition across a range of disciplines, as recorded in an achievement profile published annually&lt;br&gt;• QACI’s reputation across a range of disciplines is reflected in increased industry and tertiary recognition</td>
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<td><strong>Real-world learning and partnerships</strong></td>
<td></td>
<td>• 50% of students collaborate in real world projects&lt;br&gt;• A 10% annual increase in the number of students engaged in industry partnerships</td>
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</tbody>
</table>

Documents attached include:
- The Budget Overview Report (2014)

Certification:
This plan was developed in consultation with the school community and meets school needs and system requirements.

Principal

School council / Parent and Citizen Association

Assistant Regional Director
### STRATEGIC PLAN PILLAR: Innovative delivery of a world-class curriculum

Our curriculum develops future-focused, inquiring and critical thinkers who develop capabilities that are manifested in excellent results and successful transitions beyond the Academy.

**CLEVER**
- **CREATIVE**
- **GLOBAL**

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<th>EIA essential element or school strategies</th>
<th>Specific implementation actions</th>
<th>Accountable person(s) (Key implementation roles)</th>
<th>Performance measures</th>
<th>Explicit targets and measures</th>
<th>Timeframe for implementation and review of progress</th>
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<tr>
<td><strong>Academic excellence</strong>&lt;br&gt;<strong>IB achievement</strong></td>
<td>• Review and update work programs inline with changes in syllabus/subject guides (SIP)  &lt;br&gt;• Each subject develops an explicit action plan highlighting the process for class data analysis. This data is the focus of regular faculty and individual discussions  &lt;br&gt;• Enhanced assessment processes with backward mapping for the three year course</td>
<td>Deputy Principal Curriculum &amp; HODS</td>
<td>Implementation targets – Key sign posts</td>
<td>• 100% of students achieve IB Diploma  &lt;br&gt;• 100% subject means above the IB world mean  &lt;br&gt;• Percentage of students achieving 6 &amp; 7’s in each subject is above the IB world mean  &lt;br&gt;• 100% of students attain 4 or better in all subjects</td>
<td>Term 1 Week 5 2014 last week each term end of each semester</td>
</tr>
<tr>
<td><strong>International Baccalaureate Inner Core</strong></td>
<td>Systematic process of implementing data analysis for each class to inform teaching practice-this is the focus of individual teacher performance meetings.  &lt;br&gt;Intensive intervention for subjects not achieving the IB subject mean. Differentiation of classes by streaming in order to focus student’s programs on required work to meet goals (6/7 versus 4 in English, Maths and TOK.</td>
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<tr>
<td><strong>International Baccalaureate Diploma delivery development</strong></td>
<td>• Review and evaluate the delivery of the EE programme  &lt;br&gt;Targeted intervention for subjects who do not have a high correlation of predicted and final grades.  &lt;br&gt;• Monitor the documentation of CAS profiles  &lt;br&gt;• Implement the new TOK work programme with intensive training and networking for TOK teachers within and external to the Academy.</td>
<td>Deputy Principal Curriculum</td>
<td></td>
<td>• Framework/plan for the implementation of EE/ TOK/CAS  &lt;br&gt;• Intervention plans for students not on track in inner core  &lt;br&gt;Regular meeting of TOK teachers and shared learning across QA sites</td>
<td>Term 1 2014</td>
</tr>
</tbody>
</table>

For a full implementation and review process, see the QACI International Baccalaureate Five Year Review.
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<tr>
<td>Creative Excellence Recognition of Performance and artistic outputs</td>
<td>Build a group 6 commitment to the presentation/presence of QACI in the university and artistic community as one body of creative excellence.</td>
<td>Principal HOD Signature Creative Identity</td>
<td>• Annual increase in awards from National and International Competitions. *This will include recognition in scholarships/partnerships and particularly the demand for the QACI graduate.</td>
<td>QACI’s reputation across a range of group6 disciplines is reflected in increased industry and tertiary recognition</td>
<td>Specific projects identified and established by end of Term 1, 2014</td>
</tr>
<tr>
<td>Expand opportunities for intercultural learning and global connection.</td>
<td>• Increase opportunities for intercultural and global learning and exchanges.</td>
<td>HOD Languages</td>
<td>• Extent to which the student opportunities and learning reflects International dimensions.</td>
<td>Intercultural learning in the classroom and QACI environment is a process which changes attitudes and behaviours – moving students from ignorance to advocacy.</td>
<td>Semester 1 2014</td>
</tr>
<tr>
<td></td>
<td>• Commencement of first International students in 2015</td>
<td></td>
<td>• Successful implementation of the Non - mainstream language program</td>
<td>Extent to which the curriculum reflects:</td>
<td>Semester 2 2014</td>
</tr>
<tr>
<td></td>
<td>• Explore opportunities for QACI to establish a Confucius Classroom in Mandarin with QUT.</td>
<td></td>
<td>• Learning captures virtual and real life experiences which develop International mindedness and global connection.</td>
<td>Five International fee paying students enrolled in Year 10 Semester 2 2014.</td>
<td>End of 2014</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• QACI has updated its recognition and currency as an international school – CRICOS.</td>
<td>Accreditation for Confucius Classroom achieved by end of 2014.</td>
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</tbody>
</table>
## STRATEGIC PLAN PILAR: 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.

- Effective and Enabled Learners Framework
  (Digital Immersion Framework)

<table>
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<th>EIA Essential element or School Strategies</th>
<th>Specific Implementation Actions</th>
<th>Accountable Leader/Role</th>
<th>Performance Measures</th>
<th>Explicit Targets and Measures</th>
<th>Timeframe for Implementation/Review of progress</th>
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</table>
| **ATTENDANCE**                            | • Intensive and consistent review and intervention for non-attendance and patterns of non-attendance leading to less than 95% attendance.  
  • Review and enhance role of House Coordinators in coordination and oversight of tracking attendance  
  • House Coordinators skilled up in accessing and utilising data from Onschool and ID attend reports  
  • House Coordinators work with Success coaches in monitoring and proactive intervention re attendance  
  • Increased accountability and proactivity of Success coaches role in monitoring and early intervention in regards to attendance. Greater use of fortnightly reports by Success coaches from client services to identify patterns  

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Deputy Pedagogy & House Coordinators  

**GROWTH**  

All students have an up-to-date copy of their profiles for each subject and include this in Growth records.  

• Maintain a consistent system where all students record their growth reflections on Onschool  

• Development of a common reflection template for each subject  

• All staff trained in GROWTH coaching conversations with students with relevant documentation and timely intervention  

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House Coordinators  

**FEEDBACK**  

• Each teacher has visible strategies and and explicit plans for differentiating for each student providing explicit and specific feedback to feed forward learning  

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**Implementation of the E smart school Strategy**  

• Implementation of e Smart school strategies with the overall supportive school structure at QACI  

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HOD eLearning and pedagogical innovation  

**Student well being and services**  

• Enhancement of the House coordinator role within the wellbeing framework and in the Responsible Behaviour Plan for students.  
  • Enhanced coordination and proactive programs for the support and well being of students  

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DP Pedagogy and House Coordinators  

**Implementation targets –Key sign posts**  

- Greater awareness and proactivity within the community regarding attendance  
- The importance of attendance and use of attendance data increased profile in daily conversation and action in the community  
- Individual student attendance is 95% or greater  
- 100% students have access to data profile for reflective learning  
- 100% students involved in GROWTH conversations and record explicit plans for improvement, a minimum of 3 times a year  
- 100% of students agree that they get a good education at this school (School Opinion Survey) with minimum 50% strongly agree  
- Increased proactive ethical and informed use of the technology and interaction with the Cyber world.  
- Incidence of cyber related issues is decreased  
- Greater student positivity and wellbeing.  
- Students demonstrate greater resilience and self care and prevention

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Ongoing with formal reviews once per term  

Term 1 2014  

Ongoing with formal review each term.
### STRATEGIC PLAN PILLAR: 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, to improve outcomes for each individual student.  

**Excellent and Enabled Professional Team**

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<th>EIA Essential element or School Strategies</th>
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<td>Pedagogical Excellence</td>
<td>HODs model and lead the lesson observation process to Faculty teams.</td>
<td>DP Pedagogy &amp; HOD eLearning and Pedagogical Innovation</td>
<td>100% teaching staff engage in a minimum of two Classroom Walkthrough (CWT) per term. Data is collected regarding extent to which Asst elements are identified across subject areas. Data is fed back to Faculty teams for reflection</td>
<td>100% teachers are actively engaged in peer observation program utilising the QACI Growth lesson observation Protocol. 100% of teachers collaboratively engage in analysis and reflection in PLCs. 100% of teachers agree that they receive helpful feedback on their work (School Opinion Survey).</td>
<td>New Subject Explicit Improment Plans and Individual Teacher Performance Plans developed Term 1 for action Term 2, 2014</td>
</tr>
<tr>
<td>Shared Professional and deliberate practice</td>
<td>Faculties determine and enact a regular CWT focus aligned with SIP ASCT strategies. Faculties allocate specific time to pedagogy focus in regular PLC meetings. PLC progress is documented on PLC meeting template and stored centrally. Classroom observation and sharing of practice is the focus of faculty discussions and individual performance discussions.</td>
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<tr>
<td>QACI Great Teacher</td>
<td>The QACI Great teacher profile is used as a platform for focussed performance planning and development for each teacher.</td>
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<td>Pedagogical Excellence</td>
<td>Incorporate ASCT elements in subject and individual teacher’s planning documents. Use of Faculty meetings to enhance Professional Development sessions to consolidate the understanding of DQ 1,2,3 for new staffand to enable alignment of Design Questions with SIPs. Continue the development of peer observations to develop collaborative learning among teachers. Use Professional Learning Communities (once in a 3 week cycle) to develop collaborative practice and instructional leadership within faculty groups.</td>
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<td>Deliberate and Visible Practice Aligned with Art and Science of Teaching</td>
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<tr>
<td>Pedagogical Excellence</td>
<td>Teaching collegiate professional development in SAMR model consistent integration HODs lead Faculty Teams in reflecting on pedagogy and technology integration. HODs quality assure teacher plans for explicit identification of technology use for higher order thinking. ‘Beyond PPT’ Faculty teams identify subject specific PD required to support consistent implementation across whole Faculty team to technology integration.</td>
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<td>Explicit Implementation of Digital Technology in Pedagogy</td>
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<tr>
<td>HOD eLearning and Pedagogical Innovation</td>
<td>Teaching staff incorporate digital technology to support Asst implementation within classrooms 100% Faculties utilise BlackboardStudio courses to enable 24/7 learning 100% Faculty Leaders participate in SAMR workshop. All Faculty Unit Plans explicitly detail technology integration with a greater percentage of ‘modification’ and ‘redifinition’ of tasks than ‘substitution’ and ‘augmentation’. Faculty teams review Year 10 Units against SAMR Model and identify enhancement of current technology implementation. Faculty teams review Year 11 Units against SAMR Model and identify enhancement of current technology implementation. All Faculty teams participate in subject specific ICT PD twice per year. 100% students can access learning goals, homework and resources via the Learning Place</td>
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<td>QACI Growth lesson observation Protocol</td>
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<td>Asst elements that will be implemented. Individual Development Plans are complete and identify the Asst elements that will be implemented.</td>
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<td>Explicit use of the Asst elements can be identified in unit plans. Asst elements are explicitly identified in classroom practice observations. Asst elements are identified as a common language within PLC sessions.</td>
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<td>Pedagogical Excellence</td>
<td>Subject Improvement Plans are complete and identify the Asst elements that will be implemented. Individual Development Plans are complete and identify the Asst elements that will be implemented. Explicit use of the Asst elements can be identified in unit plans. Asst elements are explicitly identified in classroom practice observations. Asst elements are identified as a common language within PLC sessions.</td>
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</table>
## STRATEGIC PLAN PILLAR: 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.

### Creative Excellence

#### Real world learning and Partnerships

Focus on Real World Opportunities that are linked from industry – build form the IB and IBCC programs.
- Create workshop opportunities for student led/run young scholars.
- Create second level of youth led/run film competition.
- Create and establish Art/Film collaborations throughout Brisbane and CBD.
- QACI presence in Design through State Library of QLD.
- Build partnerships between IBHI, city projection projects and sequentially The Brisbane Festival.
- Focus on exposing students to industry and QACI Alumni mentors.

**Performance Measures**
- Extent of engagement as indicated by number of live projects occurring within the program in a given term.
- Quality of outcomes for learning and enhancement of core program.
- High level of marketing activity and reporting on student activities and partnerships.

### Development as an Independent Public School

- Engagement of the community and development of a School council.
- Networking with other IPS to develop best practice.

**Performance Measures**
- Effectively operating School council with enhanced decision making and autonomy.

### STRATEGIC PLAN PILLAR: SELECTIVE ENTRY

QACI is renowned and highly sought after as providing challenging and unique educational pathways for the development of creative and clever individuals.

#### Identity and Brand

#### Clientele Engagement

**Additional Process and Policy Requirements**

<table>
<thead>
<tr>
<th>School Strategies</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer Resources</th>
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</thead>
<tbody>
<tr>
<td>Responsible Behaviour Plan</td>
<td>Undertake a Behaviour management audit in 2014</td>
<td>Processes and practice consistent with the plan and policy and procedures. Strong audit report.</td>
<td>Principal</td>
</tr>
<tr>
<td>Review WHS Plan</td>
<td>Review existing procedures to ensure currency.</td>
<td>Processes reflect best practice.</td>
<td>Business Services Manager and WPHS Officer</td>
</tr>
<tr>
<td>Review and Review Emergency Management Plan</td>
<td>Review existing procedures and develop a new plan.</td>
<td>New plan documented and implemented.</td>
<td>Business Services Manager and WPHS Officer</td>
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<tr>
<td>ICT Asset Replacement</td>
<td>Continued implementation of 2014 program of replacement within the overall 2012-2017 replacement plan.</td>
<td>All ICT is within warranty and meets the needs of student learning.</td>
<td>HOD eLearning and ICT technician</td>
</tr>
<tr>
<td>Curriculum Risk Assessment</td>
<td>Further enhance knowledge of and effective use of Curriculum Risk Assessment procedures.</td>
<td>Best practice attained.</td>
<td>Deputy Principal – Curriculum</td>
</tr>
</tbody>
</table>
Introducing frameworks featured in the Strategic Plan
OUR VISION

“To be the world class learning environment of choice for the aspirational creative generation”
SUCCESS & WELLBEING FRAMEWORK

OUR STORY

OUR DNA

LEARNER PROFILE
- Knowledgeable
- Skilled
- Professional
- Reflective
- Independent
- Collaborative

OUR APPROACH

ENGAGEMENT
- Critical Thinking
- Creative Thinking
- Empathy
- Engagement

The Pathmakers
who are creative, enterprising, socially and ethically accountable
Life Designers
for 21st Century Global Economy

PROACTIVE SUCCESS COACHING

SPECIALIST SUPPORT SERVICES
PROACTIVE FOCUSED SESSIONS
PROACTIVE PEER MENTORING
RESPONSIVE GUIDANCE SERVICES

BUILDING TRUST
Lowering Compliance Culture

8 STEPS of COACHING
GROWTH CONVERSATION

CELEBRATING
the RESULTS
High Autonomy

Goals
What do you need to achieve?

Reality
What is happening now?

Options
What could you do?

Will
What will you do?

Tactics
How and when will you do it?

Habits
How will sustain success?

C
CARE & COORDINATION
HIGH CARE

O
OWNERSHIP & ORGANISATION
HIGH CHALLENGE

A
ACCOUNTABILITY & ADVICE
HIGH EXPECTATION

C
COMMUNICATION & CONNECTIONS
HIGH COLLABORATION

H
HOUSE & HIGH EXPECTATIONS
HIGH EXPECTATION

SUCCESS & WELLBEING EMPOWERMENT
International Baccalaureate programs aim to develop internationally minded people who strive to become:

**Inquirers**
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**
They apply concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Critical Thinkers**
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Risk-Takers**
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Principled**
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Caring**
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Open-Minded**
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Balanced**
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
A company's most important asset isn’t raw materials, transport systems or political influence. It’s creative capital – simply put, an arsenal of creative thinkers whose ideas can be turned into valuable products and services.

The Creative Industries are a meeting place of the arts, business and technology. They leverage artistic creativity, entrepreneurship and technological innovation to create goods and services that are widely sought after and highly valued.

They encompass the fields of performance, communications, design, media, publishing and information technology. Creative Industries are central to the world we experience. The ideas we discuss and the innovations that shape our lives. It’s the time for creative responses to the questions of our time. New forms of work are calling for new sorts of skills and capabilities. The Creative Industries are at the heart of this global change and our Academy is equipping Queensland’s high-achieving students to thrive and lead this new economy.
It’s often said that education is the key to the future. It is. But a key can be turned in two directions. Turn it one way and you lock resources away; turn it the other way and you release them. In education as in business, it’s no longer enough to read, write and calculate. We won’t survive the future simply by doing better what we have done in the past.

“A company’s most important asset isn’t raw materials, transport systems or political influence. It’s creative capital – simply put, an arsenal of creative thinkers whose ideas can be turned into valuable products and services.”

Florida, R and Goodnight, J, Harvard Business Review

“The twenty-first century is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the keys to the good life, in which high levels of education are going to be the only security there is.”

N.C.E.E Report
Tough Choices or Tough Times

‘Learning and Innovation go hand in hand. The arrogance of success is to think that what we did yesterday will be sufficient for tomorrow.’

William Pollard, Soul of the Firm, 1996

“If our young people can learn to cross borders of all types – disciplinary borders, geographical borders, relational borders – they are more likely to be successful in the world of 21st century work.”

Erica McWilliam, 2008,
The Creative Workforce: How to launch young people into high-flying futures