



Queensland Academy for Creative Industries

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

| | |
|-----------------|---|
| Postal address: | PO Box 2087 Kelvin Grove 4059 |
| Phone: | (07) 3552 9333 |
| Fax: | (07) 3552 9300 |
| Email: | principal@qaci.eq.edu.au |
| Webpages: | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact Person: | Mr Gavin Bryce - Principal |

School Overview

The Queensland Academies Creative Industries Campus (QACI) opened in January 2007 as a state school for high performing students in Years 10 to 12. Our vision to be the world-class, learning environment of choice for the aspirational creative generation. This step change in education features an emphasis on creativity, enterprise and the innovative use of technology and will enable a future with new outlooks. Through the pursuit of the International Baccalaureate Diploma Program and extended learning opportunities, our students are challenged to be self managed, principled and reflective inquirers who operate within a global context. The Academy operates within a unique partnership between Education Queensland and QUT. Our students benefit through real partnerships with industry. These relationships are consolidated by the calibre of our teaching staff, many of whom are established creative practitioners in their various fields. Our graduates will demonstrate qualities that will enable them to be: Global influencers, to be learning inspired, to be entrepreneurial and enterprising, to be ideas architects and to be life designers. Life designers, and to be ethically and socially responsive citizens.

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 2016 QACI moved into the fourth 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 2016 achievements aligned to the realisation of the Strategic Plan.

School Progress towards its goals in 2016

2016 QACI Results:

Queensland Academies Creative Industries Campus 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 2016 include:

Highly Commended in the Education Queensland Showcase Awards Global Mindedness

QUT Creative Precinct Opening – Student Collaboration

Theatre:

Theatre / English Language UK Tour – April 2016

QACI extends congratulations to Year 12 Student Director – Persistence, who has made it through to the Queensland state finals of the [National Class Clowns competition](#) as part of the Melbourne Comedy Festival.

Following the recent win in the state finals, she came runner up in the Melbourne International Comedy Festival's Raw Comedy final stage of competition – also Represented QACI on Toasted TV.

Year 11 student awarded the coveted the Queensland Theatre Company's Young Writers Program Scholarship,

Year 10 student has landed himself the role of young Richard in the Dan Evan's production of The Tragedy of Richard III, being staged at LaBoite Theatre in May.

Our 3 theatre students who are extremely fortunate to be included in the world's largest ensemble performance of the 60's spectacular HAIRSPRAY, when Harvest Rain presents this big fat arena production in Brisbane, April this year.

6 Year 12 theatre ensemble performances created and produced as part of the Anywhere Festival in Brisbane – with one production walking away with the festival's audience nomination award.

Year 11 epic rally

Year 10 Living Libraries

Beenleigh One Act Plays 'Pi in the Sky' –
Best writing (whole festival)
Best original Australian Play (whole festival)
Best ensemble (youth)
Second best play (youth)
Best director (youth)
Best female actor (youth)
Best female actor (youth)

Film

2 Students created music video Fire for Brisbane Rock Band Upsize

Film Nights – iHuman, Mystory, fnw, explorative pieces

Design Technology

Design Technology Mini Exhibit and prototype display

Film Students worked in collaboration with Bornhoffen PCYC to create a promotional video.

Visual Art

Year 10 Visual Art Exhibition – mark making

Year 11 Visual Art Exhibition – various mediums



3 Music and Visual Art Students worked in collaboration with renown author Isobelle Carmody in the Unmasking the Wild Masked auction ball / release of book in the The Obernewtyn Chronicles – The Red Queen ICT
Recognised as an apple distinguished school 2016 -17

CAS / Other

5 Students participated in the World's Greatest Shave raising over \$3000 in funds for the Leukemia Foundation

3 Students represented QACI in the Queensland Secondary School Cross Country Challenge

1 Student represented in the Australian Galaxy Pageant - with volunteer work at Vincent De Paul; raised funds for Wesley Medical Research; spent valuable time with residents in aged care facilities; participated in Clean Up Australia Day; and, visited Australia Zoo and RSPCA Wacol to support their endeavours towards the positive welfare of animals.

Year 11 student, representing Rawanda - took up residence at the Bornhoffen PCYC for the University of Queensland's residential UN Youth Australia's major event of the year: UQ's Women's College for UN Youth Australia's annual state conference.

2 Students accepted into the School Ambassadors Program (SAP) is an initiative of UN Youth QLD

International Women's Day Staff Breakfast

Year 10 Camp

Primary Schools leadership program = 60 primary schools

1 Student selected as a student representative for the student commonwealth focus group for the Commonwealth Games Gold Coast

Music

QACI participated in last year for First Languages Australia, Kristina Kelman and David Bridie and women from the Gungarri, Butchulla, Kalaw Kawaw Ya, Yugambah and Warrgamay areas in Queensland recorded Yamani: Voices of an Ancient Land.

Music Composition Camp – all music students, all year levels.

6 students selected for Creative Gen - featured vocalist; Percussion in the symphony orchestra; French horn in the symphony orchestra; Core Choir - Creative Generational onstage 2016.

Musical Journeys – Creative Ensembles Showcase

5 Year 12 Students performed at to over 200 leaders at the HOSSES conferences – Heads of Special Education Leadership Conference

Year 10 Music students in partnership with QACI Alumni volunteered at The Gong Garden. The Gong Garden is a part of the Out of the Box festival presented every two years at South Bank in conjunction with percussion director, Dr Michael Askill and QPAC.

Languages:

Spanish Language Acquisition Tour 2015 / 16

French Language Acquisition Tour 2015 /16

4 Year 12 students embarked on a nine-week exchange trip to Switzerland for a complete cultural and linguistic immersion programme. December 2015.

3 Visiting students from Indonesia as part of the QUT media program

A year 10 Mandarin student achieved First Place in the Background Speaking Session in the recent 2016 Chinese Speaking Competition hosted by Confucius Institute and Chinese Language Teachers Association.

Student visitor / exchange with lycée arbez carme in Bellignat. – France.

\

Visual Art

Visual Art Big Day In Workshop

7 students worked in collaboration with Ascot State School Students in Visual Art and Design Workshop

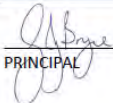
Staff Visual Art Exhibition – I Sea Monsters

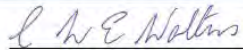
Future Outlook

In 2017 a significant sharpening of focus and actions will occur within the Strategic Plan. These are outlined in the QACI Explicit Improvement Agenda 2017. (See the following page)



| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|----------|-------|-------|-------|-------|---------------|----------|-------|--------|-------|-------|---------------|----------|---------|-------|-------|-------|-----------------|---------|-------|-------|-------|-------|---------------|---------|---------|-------|---------|-------|----------|---------|--------|--------|-------|-------|---|
| 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 and creative generation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Values – IB Learner Profile | | Strategic Plan 2013-2017 – Critical Success Factors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Inquirers Knowledgeable Thinkers Communicators Principled Open-Minded Caring Risk-Takers Balanced Reflective | | <ul style="list-style-type: none"> 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Engagement (What) | | Empowerment (How) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Clever Creative Global | | <ul style="list-style-type: none"> Thinking Skills Communication Skills Social Skills Self-Management Skills Research Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Focus | Academic Strategies | Action | Targets | Responsible Officer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CLEVER IB Achievement Academic Success | Approaches to Teaching and Learning (ATL) Thinking & Communication Skills Data Responsive Culture | <ul style="list-style-type: none"> Embed Approaches to Teaching and Learning (Powerwriting) Strategy Implement actions of the IB 5 Year Review - Assessment Policy and Timetable Structure Implement Certificate III offering – Active Volunteering Whole of school Data Plan developed and implemented All staff collectively use individual student data to ensure individual student targets are met as well as AIP targets Implementation of the Lift and Stretch Strategy for students in Groups 1, 4 and 5 (I45) Develop a Connect Education Action Plan aligned with the IB Learner Profile Develop and introduce a student capability & wellness program through the development of the IB Learner Program | <ul style="list-style-type: none"> 100% IB eligible students achieving IB Diploma GPA % increase <ul style="list-style-type: none"> Lifting 3 to 4 Stretching 5 to 6 or 6 to 7 Individual Subject Improvement Plan Targets (SIP) Investing for Success (I4S) <table border="1"> <tr> <td>Literature HL/SL</td> <td>GPA 5.75</td> <td>L 95%</td> <td>- 98%</td> <td>S 25%</td> <td>- 30%</td> </tr> <tr> <td>Lana & Lit HL</td> <td>GPA 4.65</td> <td>L 97%</td> <td>- 100%</td> <td>S 11%</td> <td>- 14%</td> </tr> <tr> <td>Biology HL/SL</td> <td>GPA 3.55</td> <td>L 52.0%</td> <td>- 88%</td> <td>S 21%</td> <td>- 42%</td> </tr> <tr> <td>Chemistry HL/SL</td> <td>GPA 4.4</td> <td>L 73%</td> <td>- 88%</td> <td>S 33%</td> <td>- 40%</td> </tr> <tr> <td>Maths Studies</td> <td>GPA 4.8</td> <td>L 83.7%</td> <td>- 98%</td> <td>S 28.6%</td> <td>- 30%</td> </tr> <tr> <td>Maths SL</td> <td>GPA 5.8</td> <td>L 100%</td> <td>- 100%</td> <td>S 70%</td> <td>- 70%</td> </tr> </table> <ul style="list-style-type: none"> 100% of teachers demonstrating evidence of planning and implementation ATL Communication and Thinking Skills All students involved in Connect conversations and recording explicit plans for improvement A wellness and welfare program developed and implemented to relieve stress and promote good health leading to higher productivity, satisfaction and academic achievement | Literature HL/SL | GPA 5.75 | L 95% | - 98% | S 25% | - 30% | Lana & Lit HL | GPA 4.65 | L 97% | - 100% | S 11% | - 14% | Biology HL/SL | GPA 3.55 | L 52.0% | - 88% | S 21% | - 42% | Chemistry HL/SL | GPA 4.4 | L 73% | - 88% | S 33% | - 40% | Maths Studies | GPA 4.8 | L 83.7% | - 98% | S 28.6% | - 30% | Maths SL | GPA 5.8 | L 100% | - 100% | S 70% | - 70% | Principal Deputy Principals Heads of Department Teachers Guidance Officer |
| Literature HL/SL | GPA 5.75 | L 95% | - 98% | S 25% | - 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lana & Lit HL | GPA 4.65 | L 97% | - 100% | S 11% | - 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biology HL/SL | GPA 3.55 | L 52.0% | - 88% | S 21% | - 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chemistry HL/SL | GPA 4.4 | L 73% | - 88% | S 33% | - 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths Studies | GPA 4.8 | L 83.7% | - 98% | S 28.6% | - 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths SL | GPA 5.8 | L 100% | - 100% | S 70% | - 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CREATIVE Implement Teaching and Learning Strategies for Creative Students | Pedagogical Framework Professional Learning Community Shared Professional and Reflective Practice | <ul style="list-style-type: none"> Develop the next 5 Year Strategic Plan (2018-2022) Continue to develop teachers' expertise in maximising student performance through PLC Design and implement a new QACI Pedagogical Framework Develop and implement feedback cycles (snapshots, lesson observations and student voice) Continue to implement the APR process for teachers, leaders and support staff Develop and embed Leadership for Leaders Program (L4L) for Heads of Department, BSM, Deputy Principals and Principal | <ul style="list-style-type: none"> Student Engagement – Attendance 94% Implementation of a new Pedagogical Framework in 2017 Leadership Team complete the L4L Program with 360 feedback Whole School Professional Development Plan aligned to quality curriculum delivery and student academic targets | Principal Deputy Principals HODs Teachers Guidance Officer Program Coordinators Support Staff | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GLOBAL International Mindedness Global Connections | Community Partnerships International & Local Technology Supported Collaboration | <ul style="list-style-type: none"> Develop a marketing plan and alumni association to increase awareness of QACI Negotiate equitable tertiary pathways for IB students Continue to scope, negotiate, market and implement niche university programs - QUT Develop an international sister school relationship Establish a local and international whole Campus Charity – CAS Review, revise and align the Responsible Behaviour Plan with the attributes of an IB Learner Professional Development Plan – Embedding International Mindedness and TOK into curriculum | <ul style="list-style-type: none"> Industry Partnerships– QUT, Promenade Dance, NIDA, Drama Queensland Association and various industry practitioners QUT – Establish a Career-Related Program (CP) for 2018 Study tours, Language, English/Theatre and Business (2016) Establish video conferencing pedagogy as a viable tool for enhancing learning outcomes locally and globally Sustain learning partnership with SOTA and Canadian International School of Hong Kong Formation of a QACI Alumni Association | Principal Deputy Principals HODs Teachers Support Staff BSM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |


PRINCIPAL


SCHOOL COUNCIL CHAIR

Our School at a Glance

School Profile

| | |
|--|-------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | Yes |
| Year levels offered in 2016: | Year 10 - Year 12 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 351 | 266 | 85 | 2 | 94% |
| 2015* | 315 | 245 | 70 | | 94% |
| 2016 | 295 | 223 | 72 | | 93% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 and global. They see their classroom as an extension of their world.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 | | | |
| Year 8 – Year 10 | 20 | 21 | 20 |
| Year 11 – Year 12 | 17 | 17 | 15 |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

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.

Co-curricular 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 Academies 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

Overview

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

Parent opinion survey

| Performance measure | | | |
|--|-------------|-------------|-------------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 100% | 98% | 100% |
| this is a good school (S2035) | 100% | 100% | 98% |
| their child likes being at this school* (S2001) | 99% | 100% | 97% |
| their child feels safe at this school* (S2002) | 97% | 100% | 99% |
| their child's learning needs are being met at this school* (S2003) | 93% | 98% | 91% |
| their child is making good progress at this school* (S2004) | 99% | 96% | 95% |
| teachers at this school expect their child to do his or her best* (S2005) | 99% | 99% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 97% | 94% | 93% |
| teachers at this school motivate their child to learn* (S2007) | 96% | 95% | 92% |
| teachers at this school treat students fairly* (S2008) | 99% | 96% | 91% |
| they can talk to their child's teachers about their concerns* (S2009) | 93% | 93% | 97% |
| this school works with them to support their child's learning* (S2010) | 94% | 95% | 95% |
| this school takes parents' opinions seriously* (S2011) | 92% | 96% | 94% |
| student behaviour is well managed at this school* (S2012) | 99% | 96% | 96% |
| this school looks for ways to improve* (S2013) | 96% | 98% | 99% |
| this school is well maintained* (S2014) | 100% | 99% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 100% | 99% | 99% |
| they like being at their school* (S2036) | 93% | 90% | 96% |
| they feel safe at their school* (S2037) | 99% | 98% | 98% |
| their teachers motivate them to learn* (S2038) | 92% | 93% | 93% |
| their teachers expect them to do their best* (S2039) | 99% | 99% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 95% | 90% | 87% |
| teachers treat students fairly at their school* (S2041) | 93% | 87% | 89% |
| they can talk to their teachers about their concerns* (S2042) | 84% | 80% | 83% |
| their school takes students' opinions seriously* (S2043) | 92% | 81% | 88% |
| student behaviour is well managed at their school* (S2044) | 95% | 91% | 94% |
| their school looks for ways to improve* (S2045) | 98% | 98% | 98% |
| their school is well maintained* (S2046) | 99% | 95% | 99% |
| their school gives them opportunities to do interesting things* (S2047) | 98% | 99% | 94% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 97% | 94% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 97% | 94% | 100% |
| they receive useful feedback about their work at their school (S2071) | 89% | 86% | 97% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 83% | 91% | 83% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 94% | 100% |
| staff are well supported at their school (S2075) | 95% | 89% | 100% |
| their school takes staff opinions seriously (S2076) | 94% | 86% | 97% |
| their school looks for ways to improve (S2077) | 97% | 91% | 100% |
| their school is well maintained (S2078) | 100% | 94% | 97% |
| their school gives them opportunities to do interesting things (S2079) | 95% | 89% | 100% |

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---------------------------------|-------|--------|------|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 1 | 0 | 0 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

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 |
| 2013-2014 | 1,093,670 | 3,791 |
| 2014-2015 | 1,011,652 | 3,506 |
| 2015-2016 | 1,001,064 | 1,243 |

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 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.

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 40 | 23 | 0 |
| Full-time Equivalents | 34 | 14 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | 7 |
| Graduate Diploma etc.** | 2 |
| Bachelor degree | 31 |
| Diploma | |
| Certificate | |

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$44 000.

Queensland Academies Creative Industries Campus continues to prioritise professional development to build capacity to implement highly effective practices that support excellence in teaching and learning to improve outcomes for each student. In 2016 \$44 400 was budgeted for International Baccalaureate professional development across a range of curriculum, approaches to teaching and learning, program administration and coordination, and leadership opportunities for teaching, HOD, and leadership staff.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| 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, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

A snapshot of the Academic outcomes of the 2016 graduating cohort is summarized in the table below.

Snapshot 2016

Diploma eligible students

Internationally

| Scores | QACI 2016 | IB World Average May 2016 |
|--------------------------------------|-----------|---------------------------|
| Average Diploma Score | 31.95 | 30 |
| Average Subject Score (all students) | 5.11 | 4.8 |

Nationally

| QACI | National ATAR Average 2016 |
|----------|----------------------------|
| ATAR 90+ | 29.38% |

Queensland (Equivalence)

| QACI | State Average 2016 |
|---------|--------------------|
| OP 1 | 2.77% |
| OP 1-5 | 21.06% |
| OP 1-10 | 51.93% |
| OP 1-15 | 81.35% |

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 94% | 92% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 82% | | |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

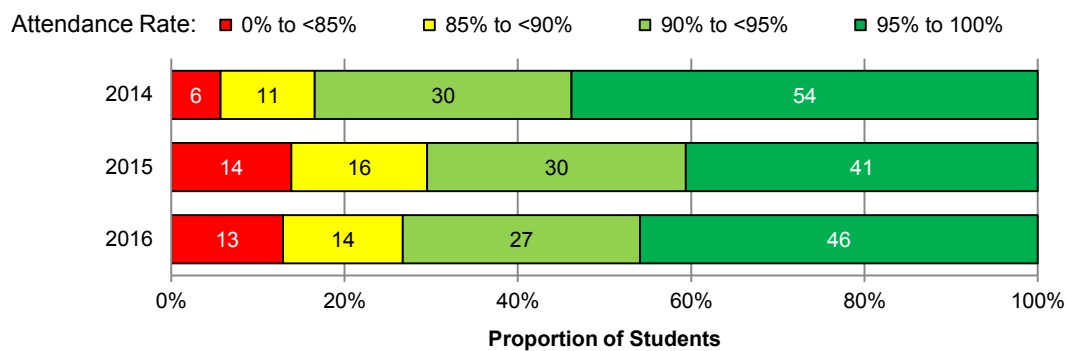
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | | | | | | | | | | | 95% | 93% | 94% |
| 2015 | | | | | | | | | | | 94% | 93% | 89% |
| 2016 | | | | | | | | | | | 94% | 91% | 91% |

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

| OUTCOMES FOR OUR YEAR 12 COHORTS | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Number of students receiving a Senior Statement | 115 | 118 | 91 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 | 0 | 0 |
| Number of students receiving an Overall Position (OP) | 0 | 0 | 0 |
| Percentage of Indigenous students receiving an Overall Position (OP) | | | |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 2 | 1 | 0 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 99 | 114 | 89 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 98 | 114 | 89 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 105 | 117 | 89 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | | | |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 96 | 108 | 84 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 97% | 96% | 93% |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. | 97% | 100% | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 98% | 100% | 96% |

As at 3rd February 2017. The above values exclude VISA students.

| OVERALL POSITION BANDS (OP) | | | | | |
|---|--------|---------|----------|----------|----------|
| Number of students in each band for OP 1 - 25 | | | | | |
| Years | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2014 | 0 | 0 | 0 | 0 | 0 |
| 2015 | 0 | 0 | 0 | 0 | 0 |
| 2016 | 0 | 0 | 0 | 0 | 0 |

As at 3rd February 2017. The above values exclude VISA students.

| VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET) | | | |
|--|---------------|----------------|--------------------------|
| Number of students awarded certificates under the Australian Qualification Framework (AQF) | | | |
| Years | Certificate I | Certificate II | Certificate III or above |
| 2014 | 2 | 97 | 1 |
| 2015 | 0 | 114 | 1 |
| 2016 | 0 | 89 | 0 |

As at 3rd February 2017. 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.

Apparent Retention Rate – Year 10 to Year 12

| APPARENT RETENTION RATES* YEAR 10 TO YEAR 12 | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 82% | 86% | 82% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | | 0% | 0% |

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

https://qaci.eq.edu.au/wp-content/uploads/5685_QueenslandAcademyforCreativeIndustries_NextStep2016.pdf

Early leavers information

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

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

Conclusion

2016 has provided many opportunities for reflection on QACI's purpose to lead clever, creative and global thinkers to be the best they can be. One such opportunity was the 5 Year Review conducted by IB - the findings from which are inspiring QACI to continue developing refined approaches to teaching and learning that improve student experiences and outcomes. The school continues to embrace opportunities to ensure teachers and students maximise learning opportunities, focus on the requirements of higher and standard level subjects; reap the benefits of intensive programming across the creative signature identity subjects; devise and forward plan integrated curriculum opportunities; and ensure a balance of daily break-out times to promote health and wellbeing.

