



Queensland Academy for Creative Industries

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

The Queensland Academy for Creative Industries (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 2017 QACI moved into the final 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 2017 achievements aligned to the realisation of the Strategic Plan.

School Progress towards its goals in 2017

Queensland Academies Creative Industries Campus enables learners to work toward achievements based on merit in a non-competitive environment. Students are engaged in a broad range of opportunities and we congratulate students on their dedication and commitment to their personal and academic endeavours.

2017 Highlights include:

Community Engagement

- Aquafest school community swimming carnival
- 4 students participated in the research on the supply and demand within the Education Market for Australian Screen Content by QUT Digital Media Research Centre
- Teacher professional development for Approaches to Teaching and Learning at the Singapore School of the Arts
- 1 student achieved first place in the U17 Women's Beach Volleyball State Championships at the Gold Coast
- 8 Year 10 and Year 11 students representing QACI in the Senior Schools Volleyball Cup, Carrara placing 4th in Division 3.
- 3 students representing QACI at the District Swimming Trials as part of Metropolitan North Sports.
- 117 Year 10 students completed their Certificate III in Active Volunteering
- 2 student semi-finalists in the Evatt, Australia's largest model UN Security Council competition.
- 2 Year 10 Students participated in the Brisbane City Council 2017 Green Heart Schools' Student Environmental Leadership Program (SELN) winning an all access tour of Urban Utilities with CEO for their video submission 'About Waste'
- Student Speaker Series with Anouk Wipprecht, designer in the emerging field of FashionTech and Sanoop Luke, Partnerships Manager YouTube as part of the Myriad Festival 2017 – Queensland Government Advance Queensland initiative
- QACI Students celebrate Harmony Day
- 2 teachers from QACI's professional learning community attended the Apple Distinguished Schools Summit, St Hilda's Gold Coast
- 12 teachers attend the IB Brisbane Science Teachers Network meeting hosted at QACI
- Year 10 student selected in the Football Federation Australia (FFA) Under 17's Australian Women's National Football Team – The Junior Matildas.
- 1 student competed in the Queensland Ice Skating Championships qualifying for team participation in the National Championships, qualifying for the Junior World Championships in 2018.
- 2 students perform for the annual P&Cs QLD State Conference in Brisbane
- QACI teams up with Institute of Culinary Excellence (ICE) to provide its community healthy, wholesome and homemade daily breakfast and lunch menu options
- VOX performed for the audience at the Queensland Secondary Principals' Association (QSAP) Annual Conference in Brisbane
- Gallery 61 host space for 5 external visual arts exhibitions

Music

- 13 students selected as part of the Creative Generation State Schools OnStage Spectacular
- 4 students selected to film the Festival of Tibet at the Brisbane Powerhouse
- 26 students performed in the "Songs of Freedom concert" music ensemble as part of the Festival of Tibet at the Brisbane Powerhouse
- All music students participated in the QACI Music Composition Camp
- 8 Students selected to perform in the Core Choir as part of the Creative Generation State Schools Onstage Spectacular
- Recall.Ten QACI Alumni 10 year anniversary Music Showcase Event
- 1968 Creative Ensembles Music Showcase
- Music of the Stage Creative Ensembles Music Showcase
- 2 Year 11 Music students selected as finalists in the Queensland Music Festival ScoreIT Plus competition. 1 student awarded third place and 1 student awarded highly commended.
- Year 12 music students performed in their culminating Music Composition and performance works for the Year 12 Music Showcase
- 1 student received Highly Commended for String Solo (16-18 years) and Senior String Solo Championship (15-18 years); Second Place performing with Sunshine Coast Youth Orchestra, and Highly Commended with Chamber Strings at the Sunshine Coast Music Eisteddfod
- 1 student selected at section leader Violas with the Sunshine Coast Youth Orchestra.
- 2 music students performed in Queensland state P&Cs annual Queensland conference. (also listed in the community engagement section)
- Year 11 music students participated in the Positive Mind-set Creative Arts Festival
- Year 11 Music student selected to participate in The Kings Singers Summer School in the UK with Vocal Manoeuvres Academy (could also be a community engagement entry?)
- Year 11 music student selected among 15 state finalists in the #CGEN Voices Soloist State Final which was staged at the Judith Wright Centre of Contemporary Arts

Film

- Year 11 MicroDocumentary Film Showcase – iHuman
- Year 12 French New Wave Film Showcase
- Year 11 Film Showcase – The Monster Within
- 40 Year 11 Film Students attended 3 day film immersion camp at Bornhoffen PCYC
- Year 12 Film students showcased their culminating Film works for Cinematica 10, as part of the Triptych 2017 Showcase

Theatre

- Year 10 students participated in a Suzuki Theatre Intensive Workshop
- Year 12 students worked with dramaturg Kathryn Kelly on their Collaborative Projects
- 5 Student theatre ensembles, 16 students participated in the Brisbane Anywhere Theatre Festival
- 'If Only' Year 12 Theatre Ensemble received one of thirteen awards in the Brisbane Anywhere Theatre Festival
- Year 11 Individual Student Theatre Performances East Meets West
- Year 11 Epic Cabaret Theatre Performances
- Year 10 host Lucas Stibbard in a lecture and consultation on their Living Libraries piece
- Year 10 Theatre Performances Living Libraries
- Year 12 Theatre Performances 'Simple Mess'
- Year 11 Theatre performances 'Beckett's Shorts'
- Year 10 Theatre ensemble performance 'The Howl'
- Year 11 students work for a week with international artist Mark Hill in Butoh
- Year 10 Theatre Student selected for the development and filming of the UK-based theatre company, Curious Directive's play, Frogman
- Year 11 Theatre Student selected to work in the collaborative project between Screen Queensland and Stan on a new Australian movie with Australian Writer and Producer Stephen Lance
- Year 10 Film and Theatre Student received major championship awards for the 'Best Dramatic Performance', Best Comic Performance', Best Storytelling Performance and Senior Youth Scholarship (13 to 18 years) Runner-Up Champion' at the Wynnum Manly Theatre Eisteddford and the 15 years and over aggregate trophy at the Murwillumbah Theatre Eisteddford
- Collaborated with contemporary theatre company The Danger Ensemble to stage its acclaimed production of Macbeth
- Theatre students worked in production roles (assistant Stage Manager, Assistant to the Director) for the sell out season of The Danger Ensemble's 'The Hamlet Apocalypse'
- 4 students featured in Amanda Palmer's video clip Grown Man Cry
- 1 student awarded an offer (with scholarship) from the American Academy of dramatic art in LA
- 2 independent theatre student ensembles selected, devised and performed in the Festival of Australian student theatre collaborative project between Screen Queensland and Stan

Dance

- Year 10 and Year 11 Dance students participated in the Youth Dance work 'FuRY', choreographed by Melissa Lanham with 90 dancers across the Sunshine Coast
- Year 10 and Year 11 Dance Showcase Momentum – a triple bill performance

Visual Arts

- QACI Visual Arts Educator and Practising Artist Exhibition – Confluent Decay
- QACI Film Educator and Practising Artist Exhibition – AMA Diving For Pearls
- Toowoomba based artist exhibition – Beyond the Range
- Beyond the Brush – PreIB Mark Making Exhibition
- Printmaking our identity – Year 10 Visual Arts Exhibition
- Recall.Ten QACI Alumni Visual Arts and Design Technology 10-year anniversary Exhibition
- Year 11 Visual Arts – Deconstructed Fashion Exhibition and Fashion Show
- Year 11 and Year 12 Visual Arts Students participated in the Visual Artists 'Big Day In' practising artists workshops
- 30 Year 12 Visual Arts students exhibiting in their culminating Visual Arts works for Triptych 2017 – exlBit
- 4 students exhibited their IB Diploma artworks at the Brisbane Institute of Art (BIA) Windsor for the Creative Generation Excellence Awards in Visual Arts
- 2 students selected to exhibited their works at the Gallery of Modern Art 2018 as part of the Creative Generational Excellence Awards in Visual Arts (Exhibition 21 April 2018 – 29 July 2018)
- Foundation QACI educator and HOD Arts and Signature Creative Identity selected as a member the Teacher Selection Panel for the Creative Generation Excellence Awards in Visual Art.
- Student Leaders from Windsor State School worked collaboratively with our IB Learners to plan a charity fundraising project for Guide Dogs Australia

English / Mathematics / Science

- Year 11 students attended Lunch with the Scientists at the Translational Research Institute – National Science Week
- Cafe Scientifique – National Science Week
- CSIRO Virtual Classroom – National Science WeekThe Future is in Good Hands – Teenage Scientists Talk – National Science Week
- 2 students attended the Education Queensland STEM Girls Summit
- 10 Students selected to attend a Creative Writing Masterclass in collaboration with Kelvin Grove State High School with highly-regarded international poets: Sierra Demulder and Bill Moran (from the US)
- 2 students selected in the Brisbane City Council's Student Environmental Leadership Network (SELN) – working on projects to keep Brisbane clean, green and sustainable
- 1 Year 12 student awarded the Queensland Young Writers Award (Age 15-17)
- Establishment of the Annual Poetry Slam Competition at QACI

Languages

- 1 student received a fully paid scholarship to attend the University of Queensland's Institute of Modern Languages (IML) French Summer Workshop
- 2 French students participation in the Education Queensland's 2017 -18 Queensland-Quebec Student Exchange Program
- 17 Year 11 Students participated in the Spanish Language Acquisition Study Tour
- 14 Students participated in the French Language Acquisition Study Tour
- Collège Rosalia de Castro in Santiago de Compostela Spanish Student Exchange Host Program in Brisbane
- French student participation in the Education Queensland's Swiss – Queensland Student exchange program
- Year 10 Mandarin students connected with Hong Kong Canadian International School as part of the Education Queensland Global School Video Conferencing trial
- Year 11 French Language Acquisition student participation in the French Film Festival
- 2 Students attended The Confucius Institute QUT Chinese Language and Culture Camp for three nights of Mandarin Language Immersion
- 7 Students attended La Maison de Ste Claire French Cultural and Linguistics Immersion Centre
- 7 students participated in the Annual Alliance Française poetry competition "Le Concours de Chanson et de Poésie 2017" with 1 student awarded the Premier Prix, 1 student awarded Troisième prix, 1 student awarded Deuxième prix, and four students awarded Mention Bien.
- 107 Year 10 and 115 Year 11 students completed the Assessment of Language Competence (ALC)
- Four Year 11 (IB) Spanish students took part in the 2017 Gold Coast Languages Speech Contest, with one student placing second.

Alumni

- Formation and launch of the QACI Alumni Association (QAA)
- Inaugural sponsorship of the Inspired Learner Award for selected graduate at ASPIRE
- Launch of QACI Alumni of the Year Award – recipient Milan Gandhi (2008)
- Engagement opportunities for alumni to lead workshops for incoming enrolments; Q and A sessions with subject classes; mentorship; one-to-one tutoring; and promotional activities
- Foundation alumna and UQ postgrad announced Lawyers Weekly 2017 Australian Law Student of the Year
- 2013 alumnus and NIDA postgrad announced winner of the Australian Film Television School Award for Design for a Short Film or Music Clip for her work 'Vampires'
- 2012 alumna and QUT Industrial Design grad selected by BMW Group in Munich for a position as Project Engineer and Front End Designer
- 2017 graduate offered a scholarship to study acting with the American Academy of Dramatic Arts in the 2 year Conservatory Program
- 2010 QACI alumna selected as the 2017 recipient of the Youth Award at Queensland Mental Health Week Achievement Awards
- 2012 alumna and QUT (Queensland University of Technology) Bachelor of Business (Marketing) / Bachelor of Law (Hons) undergrad selected for a summer school internship with Google at its Sydney HQ
- 2009 alumnus publish his first novel 'The Laughing Man'
- Foundation alumna and one-part-of-three of The Travelling Sisters winner of the Best Comedy Award and The New Zealand Tour Ready Award
- 2009 alumna and dancer/actor/stuntwoman in LA selected for global TV advertising with Optus and Google
- 2009 QACI alumna and WAAPA Acting premieres La Boîte's 'The Village' (assistant director) as part of the Hot Chicks with Big Brains initiative.
- 2011 alumna and QUT Fashion Design graduate selected by the Australian High Commission Ghana to feature her designs from the 'Mirage' and 'Dreamtime' collections at the National Reconciliation Week show in Freetown, Sierra Leone

Future Outlook



CLEVER CREATIVE GLOBAL

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

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.

QACI PILLARS OF PASSION



Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

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M. Bryce
M. Gavin Bryce
Principal

S. Wernham
Sally Wernham
Council Chair



FOCUS

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

Goals
1. All Year 12 students successfully complete their IB pathway and achieve above average results in every subject.
2. Year 12 graduates successfully transition into tertiary and career environments.
3. The QACI experience is personally enriching and builds a student's capacity and knowledge to take action as a global citizen.

Clever
QACI students:
Seek rich and rigorous learning as a lifelong pursuit.
Think conceptually and critically and communicate with emotional intelligence.
Respond positively to challenge and are dedicated to achievement.

Creative
QACI students:
Challenge and reshape traditional ways of working; they create pathways rather than follow them.
Think creatively as early adaptors to change and work ahead of the pack.
Make future-focused contributions to local, national and global communities.

Global
QACI students:
Respond as internationally and culturally respectful citizens and make decisions with a strong ethical and social conscience.
Recognise common humanity and shared guardianship of the planet and work with others towards a better and more peaceful world.
Follow global career and personal pathways to contribute to economies and societies beyond national borders.



QUEENSLAND ACADEMIES CREATIVE INDUSTRIES CAMPUS STRATEGIC PLAN 2018-2022

Strategic Priorities

Nurturing the development of high achieving students

Quality differentiated curriculum delivery and personalised learning
Campus wide programs that cultivate the attributes of the IB learner in students and staff

Selective entry

Quality assured student application and selection processes
Inclusive programs for incoming students to transition into the QACI culture and IB expectations
Challenging and innovative educational pathways for clever and creative individuals

Unique partnerships

Partnerships with universities, industries and schools
Community and global engagement
Alumni engagement program

Innovative delivery of a world-class curriculum

Research-based approaches to teaching and learning methodologies
Emerging digital technologies embedded in all subjects and ways of working
Mastery of the IB Diploma Program

High performing staff

Engagement in relevant, challenging, quality professional development
Capacity to implement highly effective practices to achieve excellence in teaching and learning

IMPACT

Leadership
School leaders engage in high quality leadership development and practices aligned to AITSL standards.
Students develop leadership qualities through school governance and wider community opportunities.

Emerging Technologies
Teachers and students engage in the latest and emerging technologies.

Benchmarks and Standards
Effective short and long term data cycles and feedback inform continued improvement of student and school achievements.

Wellbeing and Inclusion
Systematic and regular case management strategies plan and track intervention and support for students and staff.

Partnerships
Curriculum learning opportunities are enhanced through connections with wider community agencies.

Coaching / Mentoring / Feedback
Student leaders and alumni engage in mentoring opportunities with current students and incoming admissions.
Explicit, regular and timely written feedback is sustained for all students.
Purposeful, planned and focussed classroom visits by all teachers inform continual best practice.

Quality Curriculum/Pedagogy/Assessment
Quality pedagogical framework includes aligned frameworks for wellbeing, data for learning, and academic thinking and communication.
Local, global and cultural perspectives are embedded across the curriculum.
Teachers challenge their knowledge and skills to engage in contemporary and future-focused technologies.

Outcome
Target is an overall improvement towards achieving our vision.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 10 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	315	245	70		94%
2016	295	223	72		93%
2017	295	221	74	1	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	20	19
Year 11 – Year 12	17	15	15

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.

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), Psychology

Group 4: Design Technology, Biology, Chemistry, Physics or second Group 6

Group 5: Mathematics — Standard Level Mathematics or Mathematical Studies.

Group 6: Visual Arts (Design and Fine Arts streams), Theatre, Music, Dance 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.

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. Students have an enrichment program on Wednesday afternoon that has a focus on Wellbeing and Inclusion.

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:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	100%	99%
this is a good school (S2035)	100%	98%	97%
their child likes being at this school* (S2001)	100%	97%	96%
their child feels safe at this school* (S2002)	100%	99%	99%
their child's learning needs are being met at this school* (S2003)	98%	91%	93%
their child is making good progress at this school* (S2004)	96%	95%	93%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	95%
teachers at this school motivate their child to learn* (S2007)	95%	92%	94%
teachers at this school treat students fairly* (S2008)	96%	91%	96%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	96%
this school works with them to support their child's learning* (S2010)	95%	95%	96%
this school takes parents' opinions seriously* (S2011)	96%	94%	94%
student behaviour is well managed at this school* (S2012)	96%	96%	99%
this school looks for ways to improve* (S2013)	98%	99%	97%
this school is well maintained* (S2014)	99%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	99%	99%
they like being at their school* (S2036)	90%	96%	97%
they feel safe at their school* (S2037)	98%	98%	100%
their teachers motivate them to learn* (S2038)	93%	93%	91%
their teachers expect them to do their best* (S2039)	99%	99%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	90%	87%	89%
teachers treat students fairly at their school* (S2041)	87%	89%	90%
they can talk to their teachers about their concerns* (S2042)	80%	83%	85%
their school takes students' opinions seriously* (S2043)	81%	88%	87%
student behaviour is well managed at their school* (S2044)	91%	94%	92%
their school looks for ways to improve* (S2045)	98%	98%	98%
their school is well maintained* (S2046)	95%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	99%	94%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	100%	98%
they feel that their school is a safe place in which to work (S2070)	94%	100%	98%
they receive useful feedback about their work at their school (S2071)	86%	97%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	83%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	95%
staff are well supported at their school (S2075)	89%	100%	98%
their school takes staff opinions seriously (S2076)	86%	97%	95%
their school looks for ways to improve (S2077)	91%	100%	98%
their school is well maintained (S2078)	94%	97%	98%
their school gives them opportunities to do interesting things (S2079)	89%	100%	98%

* 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

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, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	4
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	1,011,652	3,506
2015-2016	1,001,064	1,243
2016-2017	988,067	2,130

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

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 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.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	23	0
Full-time Equivalent	34	13	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 2017 were \$42 000

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 2017 \$42 000 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 99% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in the Annual Reporting Guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).			54%

*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 2017 for all Queensland Secondary schools was 90%.

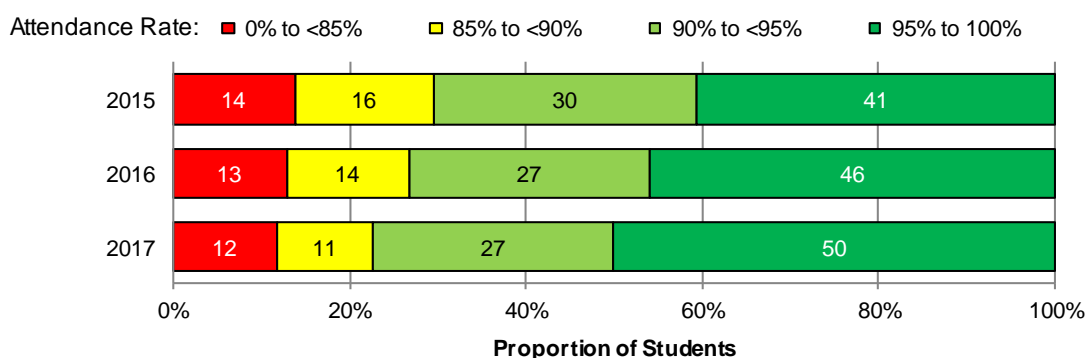
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015											94%	93%	89%
2016											94%	91%	91%
2017											94%	93%	92%

*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.

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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	2015	2016	2017
Number of students receiving a Senior Statement	118	91	71
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).	1	0	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	114	89	65
Number of students awarded an Australian Qualification Framework Certificate II or above.	114	89	65
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	117	89	61
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).	108	84	55
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	96%	93%	86%
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.	100%	100%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	96%	94%

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
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

As at 14th February 2018. 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
2015	0	114	1
2016	0	89	0
2017	0	64	4

As at 14th February 2018. 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	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	82%	71%	
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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<https://qaci.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Next%20Step%20summaries/next-step-summary-2017.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

2017 has provided many opportunities for reflection on QACI's purpose to lead clever, creative and global thinkers to be the best they can be. 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.