QUEENSLAND ACADEMIES
Creative Industries Campus

Queensland Academy for Creative Industries

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

Contact information

Postal address	PO Box 2087 Kelvin Grove 4059
Phone	(07) 3552 9333
Fax	
Email	principal@qaci.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Gavin Bryce - Principal

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.

School progress towards its goals in 2018

- Enrolment - A key focus for the Improvement Agenda for 2018 was to increase enrolment numbers to meet capacity as a selective entry school. The school experienced a 30% increase in 2018 which will lead to meeting full capacity by 2020.

- Curriculum Offerings – Introduction of Dance, Psychology and inclusion of students being able to study two Science programs within their Diplomas in Year 11 and 12. This met the target of curriculum increase to meet the needs of Tertiary requirements.

- Embedding Pedagogical Framework – Introduction of a Pedagogical Framework that has seen improvement in teaching and learning strategies that align to an inclusive school environment.

- Positive Educational Program – Embedded across whole of school with a focus on PERMA as the framework to ensure the Health and Wellbeing of students and staff. This will ensure that students and staff can thrive in their continued learning and development journeys.

Queensland Academies Creative Industries Campus (QACI) 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.

2018 highlights

Community engagement

- Eighteen students participated in the National Day of Action - Project Rockit initiative hosted at the State Library of Queensland with Premier of Queensland, Annastacia Palaszczuk sending the clear messaging: Bullying. NO WAY!
- QACI awarded Positive Mindset Award - School Champion from the Positive Mindset Creative Arts Festival.
- Year 10 student, one of 15 globally selected to represent Australia in the Global FERMUN Conference in Geneva in January 2019.
- One student appointed as the Department of Agriculture, Environment and Natural Resources Youth Member for Gympie in the YMCA Queensland Youth Parliament 2018.
- Four students created the 'Our Walk for Change' event in Brisbane with over 1500 people participating to 'Walk for Change' and encourage awareness about female safety in the community.
- Gallery 61 providing the school community with external Visual Arts Exhibitions to create a vibrant, creative, contemporary, visual environment to meet, display and learn.
- One student selected to join 16 delegates in the United Nations Youth Australia Emerging Leaders Program travelling across Asia.
- Aquafest school community swimming carnival.
- Implementation of the 'Flourishing at School' whole-school Mental Health and Well-being program for students and staff.
- QACI Volleyball team received Silver as part of the Queensland Schools Cup Event at the Gold Coast.
- Two students participated in the Women of the World (WOW) Festival held as part of the state-wide cultural program held in conjuction with the 2018 Commonwealth Games Gold Coast.
- 160 students attended Year 10 Camp.
- 210 students across Year 8 and Year 9 participated in QACI's Outreach Cross-curricular Discovery Workshops.
- Year 12 student networking workshops with Tanya Meessmann, Founder and CEO of Girl Shaped Flames.
- Year 12 Speaker Series – Julia O'Hagan, Journalist and Editor.
- Three students represented QACI in Swimming at Districts as part of Metropolitan North Sports, then qualifying to the Regional Team across all 4 swimming strokes.
- One student spoke on behalf of the Slovenian Consul of Queensland at their Slovenian Australian Academics Association Conference held at the University of Queensland.
- One student qualified for the state championships cross country as part of their success at the Metropolitan North Sports representation.
- Preferred venue arrangement with Drama Queensland for their annual state conference.
- Year 11 Semi-formal
- Year 12 Formal
- Two student representatives at the Post Schools Expo for young people with disability
- Annual Concept of Cosplay event to raise money for AHLE (Acute Hemorrhagic Leukoencephalitis)
- CAS initiative – Dress like a Farmer to raise funds to drought-stricken families in Australia.
- CAS initiative – Duck Up Day to raise funds for PA Research Foundation for cancer research Princess Alexandra Hospital Brisbane.
- Thirty Year 11 students participated in a Leadership Camp at North Stradbroke Island
- Production of the first QACI Musical via extra-curricular enrichment activities.
- Year 11 student selected in the Football Federation Australia (FFA) Under 17's Australian Women's National Football Team - The Junior Matildas.
- One student competed in the Queensland Ice Skating Championships representing Australia at the Junior World Championships in Spain.

Music
- All music students attended the 2-day QACI Music Composition Camp at QACI.
- Seven students performed Song to Earth at the Bleach Festival on the Gold Coast – a major outdoor arts festival coinciding with the 2018 Commonwealth Games Gold Coast.
- Ten QACI students selected to participate in Qld's Creative Generation Voices with approximately 100 students across the state represented.
- Two students awarded third place in the Creative Generation State-wide Voices competition.

- Twenty students selected to represent QACI at the Creative Generation State Schools Onstage Spectacular.
- 30 students worked in collaboration with the Vocal Manoeuvres Academy to produce the Essence Vocal Showcase.
- One student received full scholarship to travel to Seattle for the Pacific Honours Ensemble Program – auditioned through the Young Conservatorium Griffith University Music Program.
- One student participated in the I Heart Song Writing Club Showcase held at the Brisbane Queen Street Mall.
- Fifteen students selected to participate in the Queensland Conservatorium Griffith University State Honours Ensemble Program Queensland.
- Sounds of Change Creative Ensembles Music Showcase raising funds for the Playing for Change Foundation.
- Under the Northern Lights Creative Ensembles Music Showcase.
- Year 12 Music Composition and performance works for the Year 12 Music Showcase.
- Year 11 music students participated in the Positive Mind-set Creative Arts Festival.

Film
- Year 11 MicroDocumentary Film Showcase.
- QACI Hosted the Short and Sweet Film Festival Finalist Event.
- Year 12 French New Wave Film Showcase.
- Year 10 iHuman Film Showcase.
- Two students participated in the Race Around the Ekka Film Competition.
- Two students win the Audience Choice Award at the 2018 Taiwan Film Festival in Brisbane.
- Year 11 Film Showcase – The Monster Within.
- 40 Year 11 Film Students attended 3 day film immersion camp at Natural Bridge.
- Year 12 film student was chosen to showcase film at Bond University Film Showcase Event.
- Year 10 film student won the Organisers Choice Award at the 2018 Focus on Ability Film Awards.
- Year 12 Film students showcased their culminating Film works for Cinematica 10, as part of the Triptych 2018 Showcase.

Theatre
- Year 10 students participated in a Suzuki Method Theatre Intensive Workshop.
- Year 11 students participated in a Ritual Theatre Intensive Workshop.
- Two students complete the Open Source Residency at Backbone Youth Arts, produce a production of Declan Greene's 'Moth' which performs at Eumundi and the How Soon Is Now Festival.
- One student selected to perform in the Little Seed Theatre Company's stage adaptation of The Lion, The Witch and The Wardrobe.
- Three Students travelled to Thailand for orphanage village volunteering opportunities and to donate much needed resources for schools in need.
- One student selected to perform in Beenleigh Theatre Company's production of The Lord of the Flies.
- One student selected to perform in Shake & Stir Theatre Company's contemporary rendition of Much Ado About Nothing, directed by Johnny Balbuziente, at the Judith Wright Centre of Contemporary Arts.
- Year 12 Theatre ensemble's Butoh performance of Kokoro.
- Year 12 Muse Theatre Festival – 8 individual theatre ensemble groups performing self-directed, self-written theatre performances.
- Year 11 theatre ensemble performance Epic Cabaret.
- Year 11 individual student received runner-up in the Brisbane Performance Arts Challenge.
- Year 11 Student received Queensland Theatre's Young Playwrights Award for her play The Bleachers.
- One student selected to participate in the Queensland Youth Shake Fest State. Finals at the Judith Wright Centre.
- Year 11 Individual Student Theatre Performances East Meets West.
- Year 10 Theatre Performances Living Libraries.
- Year 10 Theatre ensemble performance Inkheart.
- Year 11 students participated in Absurd theatre intensive workshops.
- Year 10 studio class - weekly work with Margi Brown-Ash, Lucas Stibbard and Jason Klarwein.
- Year 11 students participated in Linklator voice workshop with Dr. Rob Pensalfini.
- Year 11 students participated in Clowning workshop with Clint Bolster.
- Various student participation in Qld Theatre Youth Ensemble.
- Various student participation in LaBoite's Young Actor's Company.
- Various student participation in Backbone Youth Ensemble.

Dance
- Year 11 Contemporary Dance Ensemble Performance working in collaboration with Brisbane-based choreographer Liesel Zink, The Weight of All This.
- Inaugural Year 12 Dance Showcase - Propel.
- Year 10 and Year 11 Dance students participated in the Youth Dance work In the Blink of an Eye, 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
- Year 11 and 12 Visual Arts students participated in a whole day of Visual Arts with Practising Artists in QACI's Visual Arts Big Day In and exhibition.
- 2 week QACI Artist in Residence Program with practising artist Sophie Munns.
- Seed Language Exhibition with Artist in Residence Sophie Munns.
- Year 10 Mark Making Visual Arts Exhibition Beyond the Brush.
- Year 11 Deconstructed Fashion Show and Visual Arts Exhibition Deconstruct.
- Inaugural Staff Visual Arts Exhibition of Creative Endeavour in Gallery 61 Avocation.
- QACI Film Educator and Practising Artist Exhibition in Gallery 61 John Carozza Blue Lobster.
- Year 10 Visual Arts Exhibition in Gallery 61 Printmaking our identity.
- Year 12 Visual Arts exhibition for Triptych 2018 exIBit.
- Four students exhibited their IB Diploma artworks at the Brisbane Institute of Art (BIA) Windsor for the Regional Creative Generation Excellence Awards in Visual Arts.
- Four students selected for the state exhibition Creative Generation Excellence awards in Visual Arts displaying their works at the Gallery of Modern Art (GOMA) in 2019.
- Year 10 Visual Arts Excursions to QUT Gardens Point Gallery, The Cube, William Robinson Gallery and GOMA.
- Year 11 Visual Arts Excursions to QUT Gardens Point Gallery and GOMA.

English / Mathematics / Science
- Year 10 Science Intensive Day Science is a Creative Industry with education professionals and industry specialists from QUT and University of Queensland.
- Ten QACI students working in collaboration with Queensland Academies SMT and QUT's Institute of Health and Biomedical Innovation (IHBI) providing students with innovative ways to bring creativity into science.
- Two Year 11 students representing QACI appointed as the University of Queensland's Science Ambassadors.
- Two Year 12 students work collaboratively with Science Professors at QUT Gardens Point Laboratory.
- Two Year 11 students participated in the Future Careers in Science presentation by Dr Karl Kruszelnicki at the World Science Festival in Brisbane.
- Three students in Year 12 complete their Extended Essay under the guidance and supervision of QUT's Institute of Health and Biomedical Innovation (IHBI).
- Five students awarded first place in QUT's Myriad High – Ideation and Innovation event invested in promoting women in the IT and Technology industry.
- Four students participated in the Brisbane City Council Student Environmental Leadership Network Lunch with a CEO Event.
- Year 11 students attended Lunch with the Scientists at the Institute of Health and Biomedical Innovation (IHBI) QUT – National Science Week.
- Cafe Scientifique – National Science Week.
- National CSIRO Stem in Schools event with Year 10 Science Students as part of National Science Week.
- Two students selected in the Brisbane City Council's Student Environmental Leadership Network (SELN) – working on projects to keep Brisbane clean, green and sustainable.
- Two students nominated in the Green Heart Schools Student Environmental Leadership Network's Cleaner Suburbs Clean Schools Award.
- Two students selected to attend Girl Shaped Flame STEM networking event with twelve successful female scientists actively pursuing various fields of science and research.
- SLAM Poetry collaboration with QACI and Kelvin Grove State College students.
- Whole-of-school Slam Poetry Open Mic as part of the QACI Creative Writing Club.
- QACI Boost Program for Year 12 students working with QACI Alumni for the provision of individual support in their Group 1 subject selection.
- Year 12 Language and Literature students explored the role of the media through workshop with expert journalist.
- Participation in the Somerset Celebration of Literature Festival held on the Gold Coast.

- Year 10 students participate in English Creative Writing workshop with renowned Author and Publisher Isobelle Carmody.

Languages
- Three students participated in the Education Queensland's Switzerland / Germany – Queensland International Student exchange program.
- Hosted Swiss international student as part of the Education Queensland's Switzerland / Germany – Queensland International Student exchange program.
- Five students participated in the Modern Languages Teachers Association of Queensland (MLTAQ) Speech Contest Gold Coast with 3 places received.
- Year 11 student received division winner in the Italian Queensland Language Centre Championships.
- Year 11 French Language Acquisition student participation in the French Film Festival.
- Two Students attended The Confucius Institute QUT Chinese Language and Culture Camp for three nights of Mandarin Language Immersion.
- One student attended the Education Queensland Shanghai International Sisters Cities Youth Camp in Shanghai with 140 other students from across the globe.

Alumni
- Sponsorship of the Inspired Learner Award Aspire Awards Ceremony.
- 2012 QACI Alumni, Briana Goodchild and Mateuse Pingol on their involvement and successful launch of BrainBuzz.
- 2017 QACI IB Visual Arts graduates Sunday Jemmott and Jenny Cheon exhibition at GOMA as part of the Education Queensland's Creative Generation Excellence Awards in Visual Arts.
- 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.
- QACI Alumni hosted workshops for Year 10 students in Adobe Photoshop.
- Andrew Stevenson, 2015 Alumnus received QACI Alumni of the Year award.
- Alumni Tutor program - Investing for Success.

Future outlook

Queensland Academy for Creative Industries

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Year 10 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	295	295	369
Girls	223	221	287
Boys	72	74	82
Indigenous		1	4
Enrolment continuity (Feb. – Nov.)	93%	96%	95%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	19	22
Year 11 – Year 12	15	15	15

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 2018-22. 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 connect 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	99%	98%
• this is a good school (S2035)	98%	97%	98%
• their child likes being at this school* (S2001)	97%	96%	98%
• their child feels safe at this school* (S2002)	99%	99%	97%
• their child's learning needs are being met at this school* (S2003)	91%	93%	97%
• their child is making good progress at this school* (S2004)	95%	93%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	95%	96%
• teachers at this school motivate their child to learn* (S2007)	92%	94%	97%
• teachers at this school treat students fairly* (S2008)	91%	96%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	97%
• this school works with them to support their child's learning* (S2010)	95%	96%	98%
• this school takes parents' opinions seriously* (S2011)	94%	94%	96%
• student behaviour is well managed at this school* (S2012)	96%	99%	97%
• this school looks for ways to improve* (S2013)	99%	97%	98%
• this school is well maintained* (S2014)	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	99%	
• they like being at their school* (S2036)	96%	97%	
• they feel safe at their school* (S2037)	98%	100%	
• their teachers motivate them to learn* (S2038)	93%	91%	
• their teachers expect them to do their best* (S2039)	99%	100%	
• their teachers provide them with useful feedback about their school work* (S2040)	87%	89%	
• teachers treat students fairly at their school* (S2041)	89%	90%	
• they can talk to their teachers about their concerns* (S2042)	83%	85%	

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	88%	87%	
• student behaviour is well managed at their school* (S2044)	94%	92%	
• their school looks for ways to improve* (S2045)	98%	98%	
• their school is well maintained* (S2046)	99%	97%	
• their school gives them opportunities to do interesting things* (S2047)	94%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
• they receive useful feedback about their work at their school (S2071)	97%	98%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	88%	82%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	95%	96%
• staff are well supported at their school (S2075)	100%	98%	91%
• their school takes staff opinions seriously (S2076)	97%	95%	88%
• their school looks for ways to improve (S2077)	100%	98%	96%
• their school is well maintained (S2078)	97%	98%	93%
• their school gives them opportunities to do interesting things (S2079)	100%	98%	91%

* 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 education programs

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	4	11
Long suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	1,001,064	988,067	956,752
Water (kL)	1,243	2,130	4,241

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
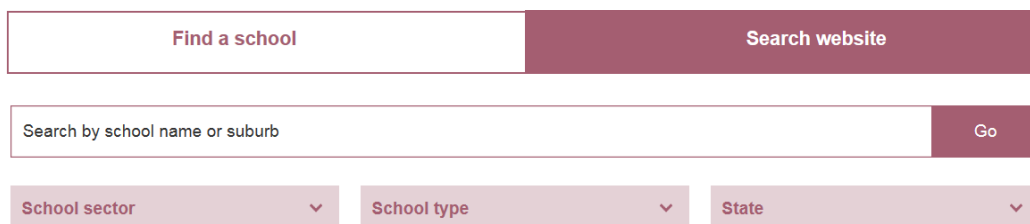
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the **'less than 5' rule** has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	41	23	0
Full-time equivalents	38	15	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	7
Graduate Diploma etc.*	2
Bachelor degree	32
Diploma	
Certificate	

*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 2018 were $ 87 012.90.

The major professional development initiatives are as follows:

- Leadership Coaching for Leaders
- IB Category 1, 2 & 3 Curriculum
- IB Educator and Examiner Training
- Curriculum and Pedagogical Training
- Professional Outreach Networks
- Professional Learning Community – Pockets of Practice

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	91%
Attendance rate for Indigenous** students at this school		54%	77%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10	94%	94%	93%
Year 11	91%	93%	91%
Year 12	91%	92%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	14	27	46
2017	12	11	27	50
2018	18	17	31	34

Proportion of Students
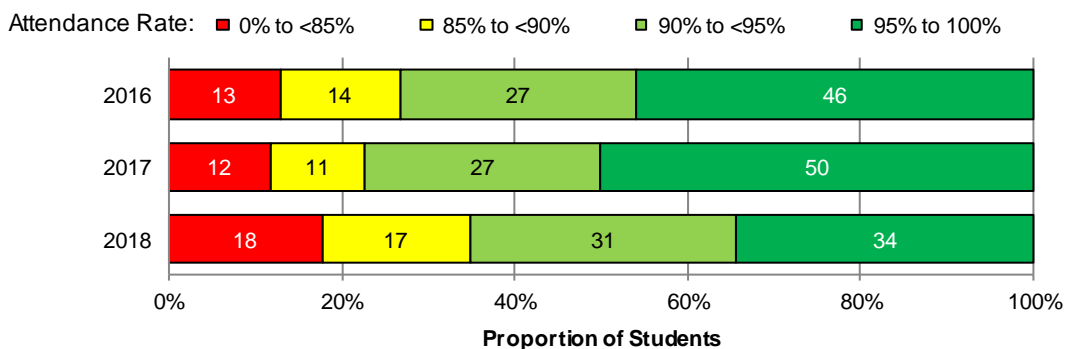
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	91	71	112
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	89	61	104
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)	89	65	111
Number of students awarded a VET Certificate II or above	89	65	111
Number of students who were completing/continuing a SAT	0	1	1
Number of students awarded an IBD	84	55	85
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	93%	86%	89%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	97%	100%
Percentage of QTAC applicants who received a tertiary offer.	96%	94%	90%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
Certificate II	89	64	110
Certificate III or above	0	4	12

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Cert III in Active Volunteering

Cert II in Active Volunteering

Cert III in Screen and Media

Cert III in Makeup Services

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	82%	71%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	0%		

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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).

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
https://qaci.eq.edu.au/supportandresources/formsanddocuments/documents/next-step-summary-report.pdf