QUEENSLAND ACADEMIES
Creative Industries Campus

Queensland Academy for Creative Industries

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement 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.

From the 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 school 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.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 10 - Year 12

Characteristics of the student body

Overview

Students attend the school from all over Queensland; however the majority reside in the south-east corner and Brisbane. Students attend the school 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 school 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.

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	295	369	400
Girls	221	287	301
Boys	74	82	99
Indigenous	1	4	6
Enrolment continuity (Feb. – Nov.)	96%	95%	94%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	22	19
Year 11 – Year 12	15	15	14

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 implementation

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 school. 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 school'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 school 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. *Curiosity and Powerful Learning Framework*
2. *Positive Education – PERMA Framework*
3. *Earned Autonomy Framework*

Implementation of these frameworks provide a unique social environment — one that is stable and secure enough to allow continuity of effect, yet diverse and broad-minded enough to nourish creative investigation and thought.

The school'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 school's 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 school 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 School Vision and Culture. The program, run in an outdoor education environment, builds student understanding of the rights and responsibilities that are valued by the school, and that support the school'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 school 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 school 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 school.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	99%	98%	100%
• this is a good school (S2035)	97%	98%	99%
• their child likes being at this school* (S2001)	96%	98%	97%
• their child feels safe at this school* (S2002)	99%	97%	100%
• their child's learning needs are being met at this school* (S2003)	93%	97%	98%
• their child is making good progress at this school* (S2004)	93%	94%	97%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	99%
• teachers at this school motivate their child to learn* (S2007)	94%	97%	98%
• teachers at this school treat students fairly* (S2008)	96%	94%	97%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	100%
• this school works with them to support their child's learning* (S2010)	96%	98%	99%
• this school takes parents' opinions seriously* (S2011)	94%	96%	98%
• student behaviour is well managed at this school* (S2012)	99%	97%	100%
• this school looks for ways to improve* (S2013)	97%	98%	98%
• this school is well maintained* (S2014)	100%	98%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%		99%
• they like being at their school* (S2036)	97%		98%
• they feel safe at their school* (S2037)	100%		97%
• their teachers motivate them to learn* (S2038)	91%		91%
• their teachers expect them to do their best* (S2039)	100%		99%
• their teachers provide them with useful feedback about their school work* (S2040)	89%		94%
• teachers treat students fairly at their school* (S2041)	90%		92%
• they can talk to their teachers about their concerns* (S2042)	85%		83%
• their school takes students' opinions seriously* (S2043)	87%		78%
• student behaviour is well managed at their school* (S2044)	92%		86%
• their school looks for ways to improve* (S2045)	98%		96%
• their school is well maintained* (S2046)	97%		96%
• their school gives them opportunities to do interesting things* (S2047)	98%		94%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	96%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	98%
• they receive useful feedback about their work at their school (S2071)	98%	82%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	82%	74%
• students are encouraged to do their best at their school (S2072)	98%	100%	98%
• students are treated fairly at their school (S2073)	100%	100%	98%
• student behaviour is well managed at their school (S2074)	95%	96%	95%
• staff are well supported at their school (S2075)	98%	91%	93%
• their school takes staff opinions seriously (S2076)	95%	88%	87%
• their school looks for ways to improve (S2077)	98%	96%	93%
• their school is well maintained (S2078)	98%	93%	96%
• their school gives them opportunities to do interesting things (S2079)	98%	91%	93%

* 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 school. This commitment is maintained by all members of the school community from the time a family first engages with the school, 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 and School Council 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. This is incorporated within the school's Inclusive and Wellbeing Framework that identifies each student as an individual. The school has a vision to ensure that each student is respected, included and encouraged to be the best they can be.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	4	11	1
Long suspensions – 11 to 20 days	0	2	0
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	2016–2017	2017–2018	2018–2019
Electricity (kWh)	988,067	956,752	845,024
Water (kL)	2,130	4,241	4,684

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

| Search by school name or suburb | 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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	56	26	0
Full-time equivalents	50	19	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	93%	91%	92%
Attendance rate for Indigenous** students at this school	54%	77%	82%

* 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	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10	94%	93%	93%
Year 11	93%	91%	90%
Year 12	92%	89%	90%

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%
2017	12	11	27	50
2018	18	17	31	34
2019	14	17	29	40

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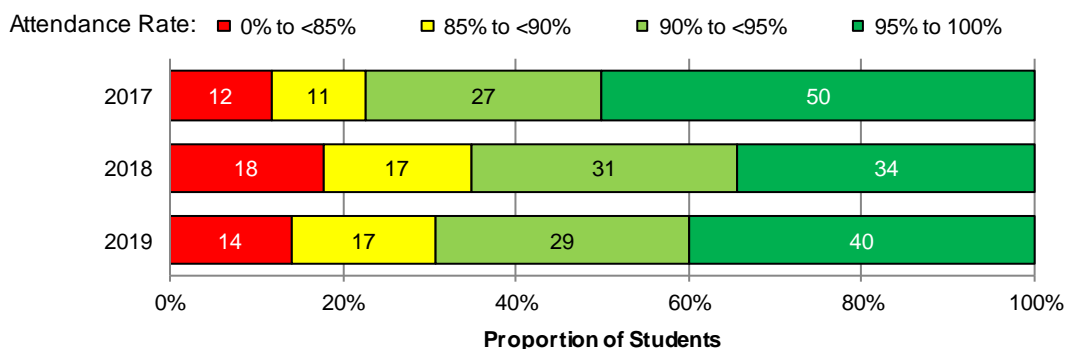
Description of how this school manages non-attendance

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	2017	2018	2019
Number of students who received a Senior Statement	71	112	93
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	61	104	85
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 SbAT)	65	111	25
Number of students awarded a VET Certificate II or above	65	111	25
Number of students who were completing/continuing a SbAT	1	1	0
Number of students awarded an IBD	55	87	73
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	86%	91%	94%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	100%	98%
Percentage of QTAC applicants who received a tertiary offer.	94%	92%	

Notes:

- The values above:
  - are as at 05 February 2020
  - 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	2017	2018	2019
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 05 February 2020

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	0	0	0
Certificate II	64	110	5
Certificate III or above	4	12	24

Note:

The values in table 15:

- are as at 05 February 2020

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	71%	91%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			

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.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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.