Queensland Academies Creative Industries Campus

School annual report

Queensland state school reporting

2020

Queensland Government

Contact details

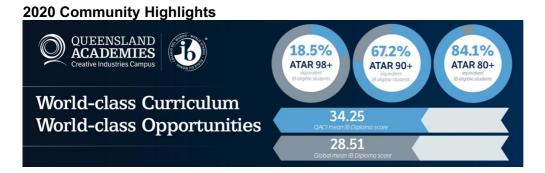|	
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From the Principal

School Overview

Queensland Academies Creative Industries Campus (QACI) opened its purpose-built facility in January 2007 as a state school for highly capable students in Years 10 to 12. We are located in the heart of the Kelvin Grove Urban Village, alongside Queensland University of Technology (QUT). Our vision is to be the ***world-class, learning environment of choice for the aspirational creative generation***. Through the pursuit of the International Baccalaureate Diploma Programme and extended learning opportunities, our students are challenged to be self managed, principled and reflective inquirers who operate within a global context. They flourish in a culture designed to foster innovation and enterprise and are committed to developing as global citizens who see learning as a borderless opportunity to experience other cultures to enhance their own understanding and perspectives. QACI students think globally but act locally to make the world a better place through education. The school operates within a unique partnership between Education Queensland and QUT and 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 students engage in rich and rigorous learning and develop their capacities as creative and critical thinkers.

School Progress towards its goals in 2020

- **Enrolment:** In response to the Global COVID-19 pandemic, enrolment and outreach initiatives were paused as the school implemented new technologies and practice for students to cope with the demands on online learning. Selective-entry processes were adjusted to accommodate Queensland Health's restrictions for social distancing. Numbers remained steady for student enrolment with an increase of 6% for total student enrolment numbers for 2020.

- **Wellbeing and Inclusive Practices:** Aligned to the Department of Education Student Learning and Wellbeing Framework QACI continues to provide a safe environment where diversity is valued, positive social interactions are promoted, and positive respectful relationships between staff, students and parents is valued. All students continue to be involved in Connect conversations, recording explicit plans for improvement through Stop, Check, Reflect practice. This year we continued the implementation of our whole school Wellbeing and Inclusion Framework, as informed by the six domains of wellbeing from the Positive Psychology, known as PERMA-H, explicitly through our Connect program and implicitly through positive teaching practices, year level, Community and House initiatives and events. With a pause in school gatherings, virtual activities were implemented to continue a positive culture within the school environment.

- **Knowing our Students:** Nurturing the development of high-achieving students through a quality differentiated curriculum delivery, personalised learning and implementing campus wide programs to cultivate the attributes of the International Baccalaureate learner profile in students and staff. Students responded to challenge and change, adjusting to new digital technologies and learning environments in response to the Global COVID-19 pandemic.

- **Pedagogical Framework:** Whole school High Performing Staff framework aligned to line management expectations and career aspirations through the annual performance review cycle for teaching and non-teaching staff. Teachers continue to demonstrate evidence of planning and implementation of Curiosity Pedagogical Framework in every classroom through explicit coaching conversations and peer mentoring practices

- **Partnerships:** Industry partnerships developed with QUT, QUT IHBI (Institute of Health and Biomedical Innovation) QUT STEAM Partnerships, Australian Dance Collective, NIDA, Drama Qld, QUU (Queensland Urban Utilities) STEAM partnership, BCC (Brisbane City Council) SELN (Student Environmental Leadership Program), Girls in STEM (DoE), WAAPA

2020 Community Highlights

Community Highlights

Community engagement

- Refurbishments made to The Blue Goose Cafè outdoor social space
- Aboriginal Artist commissioned for mural painting work in the refectory space
- 175 students attend the three-day Year 10 Induction Camp
- 1 student accepted for the University of Queensland Enhanced Study Program in Brain and Behavioural Sciences
- 1 student placed 2nd in Youth Category and 9th in Adult Category in the Queensland State Bouldering Championships
- 1 student collaborated with British Publication i-D Magazine about mindful moments to maintain positivity, health and wellbeing during the COVID-19 Global Pandemic lockdown
- 3 students performed as part of the United Nations World Bee Day, 2020 Global Online Waggle Dance Challenge
- 1 student worked with non-profit organisation Palestinian Community delivering food to those in need of assistance during the global COVID-19 pandemic
- 3 students successfully gained entry into the Start QUT Program introducing and allowing students to commence early university studies
- 1 student nominated, with only 20 nominees for The Hansen Scholarship Program by The University of Melbourne
- 5 year 11 students competed in the Queensland Debating Union school-level debating
- During lockdown Year 11 students participated in the Pen Pals at Home initiative through Home Instead Senior Care, writing letters to senior citizens during COVID-19 lockdown
- 1 Year 11 student participated in the World's Greatest Shave raising over $1000 for Leukaemia Foundation
- 1 student in the Met Sport Water Polo team competing in the Queensland School Sports State Championship
- Community vegetable garden in partnership with Kelvin Grove Urban Village and Community Queensland
- 175 students attend the three-day Year 10 Induction Camp
- 30 Year 11 students attend Year 11 Leadership Camp at Stradbroke Island
- Year 11 Celebration Day at Dreamworld
- Year 11 Positive Education Program Unleashing personal potential
- Aquafest school swimming carnival
- Funfest whole school community event
- Talentfest school community talent carnival
- Flockfest whole school community last day of the year celebrations
- Aspire Awards Community Celebrations
- Student Investiture Assembly
- Year 12 Graduation
- Year 12 Formal
- International Women's Day Campus Celebrations
- UN World Wildlife Day Campus Celebration
- Pride Month Campus Celebrations
- Book Week and International Literacy Day Campus Celebrations
- NAIDOC Week Campus Campus Recognition
- Queensland Mental Health Week Campus Recognition

Music
- All music students participated in the 2-day Music Composition Camp
- 3 students received the AMEB Associate in Music, Australia (AMusA) Diploma.
- 1 student worked in collaboration with Invocare Australia in music for an online tribute to senior citizens as they faced COVID-19 lockdown.
- Music students performed and recorded during isolation 'Songs of Hope and Togetherness' for QACI Community virtual video concert.
- 2019 QACI Alumni song release Magic Show on Spotify and Apple Music.
- 5 music students invited to participate in the 1-hour television special for Creative Generation Symphony Orchestra.
- Year 12 students performed in the Year 12 IB Music Solo recitals.
- Year 10 music students worked on collaborative composition pieces with industry professionals Rue Arts the Australian Session Orchestra
- 1 student featured in the National Reconciliation Week in This Together Australian Girls' Choir compilation, Walk with Me.

Film
- 42 students participated and created films for the Year 11 Film Documentary Screening
- Year 12 students showcased their final Year 12 Collaborative Projects, Cinematica
- Year 12 students engaged with Industry Expert Film Director and Editor for their collaborative film projects

Theatre
- Year 11 Ritual Intensive 1-day workshop
- Year 10 Suzuki Method training 2-day intensive workshop
- Year 11 students participated in a 1-day Absurd Theatre Intensive
- Year 11 students participated in week-long intensive Butoh Intensive with International artist, Mark Hill
- Year 11 Absurd theatre performance
- Year 12 Butoh theatre performance – Kankaku, A way to feel
- Year 12 Muse theatre festival – 8 theatre ensemble groups and performances.
- 1 student joint-winner in the Queensland Theatre Company's Young Playwright of the Year.
- 1 student cast as a Principal Character role in the Christmas in Storyland production Southbank.
- Year 10 students performed in the Year 10 Theatre Ensemble production Occupied Frequency, working with industry professional Lucas Stibbard
- 2 students worked with casting agents for the NBC autobiographical sitcom Young Rick, performing with Dwayne 'The Rock' Johnson
- Year 11 student Ella Hall appeared in a Griffith University film, Freddie
- Year 11 Theatre students performed in Queensland Theatre's Youth Theatre Ensemble performance of Moth

Dance
- Dance students participated in the Year 11, 12 Dance Lab Intensive 2-day workshops
- 2 QACI Dance students, 1 QACI Alumni Dance student performed as part of the Australasia Dance Collective in the Brisbane Festival Southbank.
- Year 10 andYear 11 dance students performed in Momentum
- Year 12 dance students performed in the Year 12 Dance Showcase, Propel
- 1 student selected in the Merge Dance Theatre Company 2020

Visual Arts
- 82 students participated in the Visual Arts Big Day in with 5 practising Visual Artists
- 82 students exhibited in the Year 11 and Year 12 Visual Art Big Day In exhibition, Gallery 61
- 2 QACI Alumni (2019) exhibited at GOMA in virtual exhibition as award winners in the 2020 Creative Generation Excellence in Visual Arts
- 3 students recipients of CGEN Excellence in Vis Arts (Ruby Sinclair / Yi Han / Monique van Ingen); 1 students recipient of Commendation (Bella Dunne)
- Year 10 Visual Arts students worked on documentary photography project 'Life at Home'.
- 26 Year 12 students exhibited in the Final Year 12 Art Exhibition, exIBit
- 51 students exhibited in the Year 10 Visual Arts Print Making exhibition, Gallery 61
- 51 students exhibited in the Year 10 Visual Arts Mark Making exhibition, Gallery 61
- Year 11 Visual Arts excursion to GOMA
- 3 students with excellence awards and 1 student with Commendation award - Creative Generation Excellence in Visual Arts

- Year 11 Ritual and Abstraction/Deconstruction exhibition, Gallery 61

Design Technology
- 90 students participated in the QACI Design Day workshops with 11 industry experienced experts in their chosen field of Design.
- 1 student awarded the Design for Change National Tree Day X HUMIFORM t-shirt design competition winner.

Science
- QACI student Ambassadors representing QACI at the Queensland Education 2020 STEM Girl Power Initiative
- 1 student attended the International STEM Camp in Taiwan
- QACI QUT STEM Program with Institute of Health and Biomedical Innovation
- 2 students selected to attend the QUT Young Accelerator's Program 2020 STEM Camp.
- Scinema as part of National Science Week / National Science Week at QACI
- Year 11 students attended field trip to Nudgee Beach Environmental Centre
- Weekly STEM enrichment sessions, which lead to Gelomics hosting a lab session for our students and then a follow up interview with two of our IHBI students
- 3 students selected to work with QUT Institute of Health and Biomedical Innovation (IHBI QUT) Research Program as part of QACI's education out of the classroom (EOTC) program

ICT
- Year 10 students participated in 3-day Introduction to Apple MacBook, 3D Design and content creation program with an Apple trainer
- Students visited QUT Library and participated in a workshop regarding use of digital resources with QUT Library staff
- Year 10 students participated in a 1-day Adobe Photoshop workshop with QACI alumni
- Students participated in weekly workshops in the IB Learner Program for 2 semesters to enhance ICT skills including use of digital resources for assignments and Extended Essay, development of digital books, ethical use of technology and 3D design content creation
- 175 Year 10 students participated in a workshop regarding digital footprint and social media with the Department of Education Reputation Management and Cybersafety team
- 10 students participated in a semester program of coding workshops as part of the Year 10 Enrichment program
- 15 students from Year 10-12 supported ICT in the school as part of the ICT Team activities, regularly meeting throughout the year with the ICT Student Director to feedback on student use of ICT and to assist in developing technology strategies
- ICT Student Director led the Student ICT Team (Apple Angels) in supporting and promoting ethical use of technology

Languages
- 1 Student to Drammen Norway for a 10 week International exchange with WEP Australia.
- 4 Students to Quebec on Department of Education International French Language and Cultural Immersion Study Tour
- 1 Self-directed international study tour to Quebec to attend College St Bernard in Drummonville.

Alumni
- Sponsorship of the Inspired Learner Award Aspire Awards Ceremony.
- 2 alumni exhibit at GoMA in the Queensland Department of Education Creative Generation Awards for Excellence in Visual Arts
- 2012 alumna Gonzalo Rodino receives QACI Alumnus of the Year Award for his work in Design Thinking and UX Design in Cambodia, working for an international NGO called iDE, researching and redesigning services in public health.
- Alumni Tutor program - Investing for Success
- 2-day alumni-led Adobe creative suite of products (photoshop, premiere pro, Illustrator) workshops for new Year 10 students

QUEENSLAND ACADEMIES | Creative Industries Campus

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

PASSION — Demonstrate energy, focus and commitment to all that we do

PRIDE — Be professional and respectful. Maintain a sense of time and place

POSITIVITY — Do your best. Strive to be balanced, caring and open-minded

PERSISTENCE — Use a growth mindset. Be resilient. Accept challenge. Reflect. Act on feedback

PREPAREDNESS — Be ready to learn, connect and engage to maximise every aspect of QACI life

PRINCIPLED — Demonstrate integrity and respect to earn trust and responsibility

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

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Queensland Government

QUEENSLAND ACADEMIES Creative Industries Campus

QUEENSLAND ACADEMIES CREATIVE INDUSTRIES CAMPUS STRATEGIC PLAN 2018-2022

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-focussed 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.

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

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

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

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

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

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.

School context

Coeducational or single sex	Coeducational
Independent Public School	Yes
Year levels offered in 2020	Year 10 – Year 12
Webpages	Additional information about Queensland state schools is located on the: • _My School_ website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Overview

Students attend our school from all over Queensland; however, the majority reside in the south-east corner and Brisbane. Students attend our 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 learn in an environment with like-minded students. Every student benefits from the focused learning culture at QACI to accept challenge, embrace opportunity and fly in V formation. Every student benefits from engagement and participation in school life to develop well rounded, compassionate, global citizens.

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	**2019**	**2020**	**2018**	**2019**	**2020**
Year 10	149	175	148	155	169	145
Year 11	104	145	153	99	134	151
Year 12	116	99	134	115	97	128
Total	369	419	435	369	400	424

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Year 7 – Year 10	22	19	19
Year 11 – Year 12	15	14	14

Notes
1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

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.

Our Wellbeing and Inclusion framework provides the scaffold for developing and maintaining a positive learning and social environment that empowers students. Our Wellbeing and Inclusion framework is informed by the six domains of wellbeing as taken from Positive Psychology and known as PERMAH. These in turn inform the organisation of our 'Connect' program into Connect, Thrive and Strive. Succeed is the name of our wrap-around programs incorporating team and stress management, literacy and targeted academic support; offered either individually or in small groups.

Implementation of this framework 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.

Orientation programs

Orientation Day and 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 a valued member of a Connect class, a Pod, a House, a Year Level and our whole school community. Prior to commencing Year 10, students are invited to an Orientation Day session with newly appointed House Managers and Connect Mentors. The sessions are designed to welcome students to the school and to give them an opportunity to engage in enjoyable activities with their peers. The Orientation enables students to ask questions, seek clarification and meet some of their peers prior to commencing the school year.

On commencement at QACI, all students have access to a Year 11 House Manager and Connect Mentor, providing support and bringing peers together, driving the house spirit and strengthening the bonds of their Connect group, passing down QACI tradition and keeping the spirit of our culture alive. These students assist in forming immediate relationships and enables the newly enrolled students to gain a sense of understanding and ownership of the QACI Pillars (Pride, Persistence, Positivity, Preparedness, Passion, Principled).

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, Year Level Coordinator, House Managers and the student leadership team.

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 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.

International Baccalaureate Learner Programme (IBL)
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, *International Baccalaureate Learner* and Year Level Connect Sessions.

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.

Connect
Connect at the school is a core element of daily business and forms the basis of our Wellbeing and Inclusion framework.

The purpose of Connect is to:

- foster a sense of belonging for each student within a team environment - one that supports, encourages, and celebrates success
- engage in Stop, Check and Reflect conversations and monitor CAS activities to provide very high levels of individual support for students
- promote wellbeing and inclusion to bring students together across year levels with a common purpose
- inspire and promote teamwork and school spirit through House, QACI Pillars and Assemblies.
- ensure awareness and accountability of school policies and procedures, keeping students up-to-date with what is going on in the school
- facilitate communication between the teachers and students

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 at the selective-entry admission process, 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
- the fortnightly campus news update
- Online, social media and school website communication platforms
- Department of Education Information apps such as QSchools, QParents, Annual School Opinion Survey
- 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. **In response to theCOVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020**.

For state level information go to the [School Opinion Survey webpage](#)

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2018	2019	2020
My child is getting a good education at this school.	98.4%	100.0%	
This is a good school.	98.4%	98.9%	
My child likes being at this school.[2]	97.6%	96.9%	
My child feels safe at this school.[2]	96.8%	100.0%	
My child's learning needs are being met at this school.[2]	96.8%	97.9%	
My child is making good progress at this school.[2]	94.4%	96.9%	
Teachers at this school expect my child to do his or her best.[2]	98.4%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work.[2]	95.9%	98.9%	
Teachers at this school motivate my child to learn.[2]	96.8%	97.9%	
Teachers at this school treat students fairly.[2]	94.2%	96.8%	
I can talk to my child's teachers about my concerns.[2]	96.7%	100.0%	
This school works with me to support my child's learning.[2]	97.5%	98.9%	
This school takes parents' opinions seriously.[2]	96.4%	97.7%	
Student behaviour is well managed at this school.[2]	96.6%	100.0%	
This school looks for ways to improve.[2]	98.3%	97.7%	
This school is well maintained.[2]	98.4%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree[1] that:	2018	2019	2020
I am getting a good education at my school.	DW	99.0%	
I like being at my school.[2]	DW	98.0%	
I feel safe at my school.[2]	DW	97.0%	
My teachers motivate me to learn.[2]	DW	91.0%	
My teachers expect me to do my best.[2]	DW	99.0%	
My teachers provide me with useful feedback about my school work.[2]	DW	94.0%	
Teachers at my school treat students fairly.[2]	DW	92.0%	
I can talk to my teachers about my concerns.[2]	DW	82.8%	
My school takes students' opinions seriously.[2]	DW	78.0%	
Student behaviour is well managed at my school.[2]	DW	85.9%	
My school looks for ways to improve.[2]	DW	96.0%	
My school is well maintained.[2]	DW	96.0%	
My school gives me opportunities to do interesting things.[2]	DW	94.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree[1] that:	2018	2019	2020
I enjoy working at this school.	95.6%	96.4%	
I feel this school is a safe place in which to work.	97.8%	98.2%	
I receive useful feedback about my work at this school.	81.8%	85.7%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	82.1%	74.3%	
Students are treated fairly at this school.	100.0%	98.2%	
Student behaviour is well managed at this school.	95.6%	94.5%	
Staff are well supported at this school.	91.1%	92.9%	
This school takes staff opinions seriously.	88.4%	87.0%	
This school looks for ways to improve.	95.6%	92.9%	
This school is well maintained.	93.3%	96.4%	
This school gives me opportunities to do interesting things.	90.9%	92.7%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

Responsible Behaviour Plan for Students

The school has developed and implemented the Responsible Behaviour Plan for students with a focus on appropriate, respectful, equitable and healthy relationships. The plan sets the framework for a school culture that provides an opportunity for all students to reach their learning potential. This is incorporated within the school's Inclusive and Wellbeing Framework that identifies each student as an individual. Cultivating integrity and mutual respect, the school has a vision to ensure that each student is safe, respected, included, and encouraged.

The Responsible Behaviour Plan is enforced and enacted with the assistance of specialised support services. A network of personnel exists to support student engagement. Quality teaching and student engagement remain the preferred method of ensuring appropriate student behaviour both within and outside the classroom. Should students indicate they are unable to demonstrate the behaviours and actions the QACI community expects, the full range of support personnel will be mobilised to address individual student needs, including; Class Teacher, Connect Teacher; Year Level Coordinator; Faculty Head of Department; Year Level Deputy Principal; Principal; Guidance Services, including School-based Health Nurse, Chaplain and Guidance Officers; Department of Child Safety; Department of Education Regional Office Personnel; Child Youth Mental Health Services; Lifeline and Kids Help Line. A range of online support is also offered, including www.beyondblue.org.au, www.blackdoginstitute.org.au, www.justanswer.com, www.headspace.org.au .

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	11	1	0
Long Suspension	2	0	0
Exclusion	0	0	0
Cancellation	0	0	0
Total	13	1	0

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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* to access the school's profile.

> View School Profile

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

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

Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link:

• https://www.qct.edu.au/registration/qualifications

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.

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	41	56	55	23	26	25			
FTE	38	50	50	15	19	19			

Notes
1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	91%	92%	90%

Notes
1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year 10	93%	93%	91%
Year 11	91%	90%	89%
Year 12	89%	90%	89%

Notes
1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) Year 12 Certification Summary.

Year 12 outcomes information are also available via the *My School* website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	112	93	123
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	93%	91%	95%
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%	98%	95%
Number of students awarded one or more VET qualifications (including SAT)	111	25	6
Number of students who were completing/continuing a SAT	1	0	1
Number of students awarded a VET Certificate II	110	5	0
Number of students awarded a VET Certificate II+	111	25	6
Number of students awarded a VET Certificate III+	12	24	6
Number of students awarded an IBD	87	73	105
Percentage of IBD eligible students that were awarded an IBD	91%	94%	85%

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

Student destinations

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.

Our 2020 graduates are prepared for study and are pursuing a variety of industries with entry confirmed into the following university courses for 2021.

Course	University
Bachelor of Primary Education	Australian Catholic University
Bachelor or Occupational Therapy	Australian Catholic University
Bachelor of International Relations	Australian National University
Bachelor of Music (Jazz, Voice)	Griffith Conservatorium of Music
Bachelor of Film Bachelor of Film and Screen Media Bachelor of Film and TV	Griffith University
Bachelor of Criminology and Psychology	Griffith University
Bachelor of Animation	Griffith University
Bachelor of Psychology	Griffith University
Diploma of Nursing	Mater Education
Bachelor of Fine Arts (Visual)	Melbourne University
Bachelor of Science and Arts	Monash University
Bachelor of Politics and Philosophy	Monash University
Bachelor of Business and Drama	QUT
Bachelor of Paramedics and Nursing	QUT
Bachelor of Communication	QUT
Bachelor of Law and Justice	QUT
Bachelor of Environmental Science and Astro Physics	QUT
Bachelor of Information Technology	QUT
Bachelor of Science	QUT
Bachelor of Business and Creative Industries	QUT
Bachelor of Business and Industrial Design	QUT
Bachelor of Business and Law	QUT
Bachelor of Business and Film	QUT
Bachelor of Music and Film	Sydney Conservatorium of Music
Bachelor of Psychology and Behavioural Sciences	University of Cambridge, UK
Bachelor of Engineering	University of Melbourne
Bachelor of Chemical Engineering	University of Melbourne
Bachelor of Science	University of Melbourne
Bachelor of Design	University of Melbourne
Bachelor of Psychological Sciences	University of Melbourne
Bachelor of Physiotherapy	University of Melbourne
Bachelor of Biomedical Science	University of Queensland
Bachelor of Law and Arts	University of Queensland
Bachelor of Communications and Journalism	University of Queensland
Bachelor of Arts (English)	University of Queensland
Bachelor of Law	University of Queensland
Bachelor of Advanced Humanities Western Civilizations	University of Queensland
Bachelor of Nursing	University of Queensland
Bachelor of Business and Arts	University of Queensland
Bachelor of Maths and Science	University of Queensland
Bachelor of Arts	University of Queensland
Bachelor of Wildlife Services	University of Queensland
Bachelor of Music and Arts	University of Queensland
Bachelor of Criminology and Computer Science	University of Queensland
Bachelor of Theatre	University of Southern Queensland
Bachelor of Arts (Acting)	Victorian College of the Arts

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

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 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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.

Post-school destinations information is also available via the *My School* website.