



Queensland Academies Creative Industries

School annual report

Queensland state school reporting

2021



Every student succeeding

State Schools Improvement Strategy

Department of Education



**Queensland
Government**

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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 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 world-thinking 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.

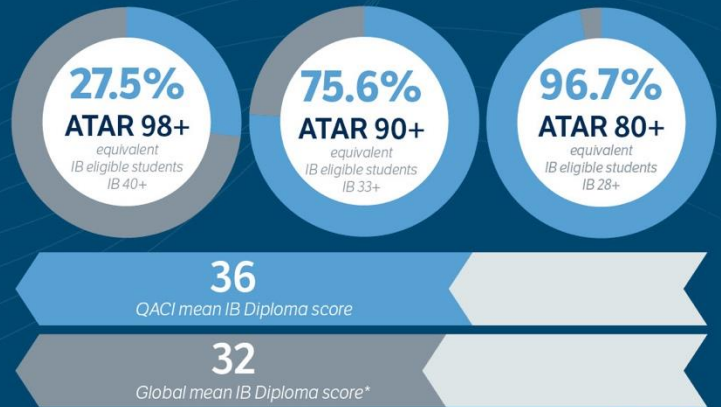
School Progress towards its goals in 2021

- **Enrolment:** In response to the Global COVID-19 pandemic, the majority of enrolment and outreach initiatives were adapted to ensure opportunities for external students to the school were available. Some initiatives were however cancelled as per the directives of Queensland Health to ensure safety to visitors as well as current students and staff. Selective-entry processes were adjusted to accommodate Queensland Health's restrictions for social distancing and face-to-face contact. Numbers remained steady for student enrolment with an increase of 3.5% for total student enrolment numbers for 2021.
- **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 respectful relationships between staff, students and parents remain positive and are valued. All students continue to be involved in documented student-teacher conversations, recording explicit plans for learning engagement and improvement. 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 some school gatherings, virtual activities were implemented to continue a positive culture within the school environment, along with amendments to dates to accommodate and continue important student milestones.
- **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 learning environments and the movements of activities 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, quality teaching and learning, and working practices through the Annual Performance Review cycle and through the implementation of the Aspiring Leaders Program available to all staff, creating and enhancing a professional culture.
- **Partnerships:** Industry partnerships developed with QUT, QUT IHBI (Institute of Health and Biomedical Innovation) QUT STEAM, 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 and the Community Aboriginal Working party with community elders, parents, students and staff. Partnerships continue to be developed with QACI Alumni, primary and high schools, local and the broader community and Queensland Universities.

2021 Community Highlights



World-class Curriculum World-class Opportunities



Community engagement

- Level 7 International Student Lounge and Level 2 QACI Central Student Hub Refurbishment.
- QACI Student representative Youth Champion for Queensland's Youth Advisory Council.
- QACI Student representative for the annual Lord Mayor Youth Advisory Council.
- 4 Students worked in collaboration with Kids Help Line and Channel 10 providing strategies for dealing with peer pressure in a short film documentary.
- 3 students participated in the Bullying. No Way! video Bullying is Never Okay for the National Day of Action Against Bullying and Violence.
- 4 Students participated in the Multicultural Australian School Program to reduce discrimination with multicultural Australia.
- 168 students attend the three-day Year 10 Induction Camp at the Maroochy Waterfront Camp and Conference Centre.
- Aquafest school swimming carnival.
- Runfest / Funfest cross country community event.
- Talentfest school community talent carnival.
- Flockfest whole school community end of year celebrations.
- Student Community participation in Harmony Week.
- Student Community participation in the National Day of Action Against Bullying and Violence.
- Student Community participation in International Women's Day.
- Student Community participation in Pride Month Campus Celebrations.
- Student Community participation in Book Week and International Literacy Day.
- Student Community participation and recognition of NAIDOC Week.
- Student Community participation in Queensland Mental Health Week.
- Student Community participation in Fun with Friends International Student Connectivity Event.
- QACI P&C Fundraiser / Friendraiser Trivia Night
- Student-led QACI Drag Race Initiative in support of LGBTI Legal Services.
- 40+ Year 11 students attend Year 11 Leadership Camp at Stradbroke Island.
- Year 11 Positive Education Program Unleashing Personal Potential – City Scavenger Hunt.
- Aspire Awards Community Celebrations.
- Student Investiture Assembly.
- Year 12 Graduation Community Celebration.
- Year 12 Formal.
- Year 11 Semi-Formal.
- ANZAC Day Commemorative Assembly and Student Representation at the ANZAC Commemorative School Service.
- QACI Community Vegetable Garden in partnership with Kelvin Grove Urban Village and Community Queensland.

- Year 10, 11 and 12 Debating Teams competed in the Queensland Debating Union school-level debating.
- Community engagement in the Department of Education's Annual School Opinion Survey.
- 2 Students represented QACI in the Met Northwest Swimming Carnival, with one student qualifying for the Regionals.
- Year 11 student represented Met North in baseball^[1]_{SEP}.
- Year 10 student represented QACI at the Northwest District hockey trials.
- 5 students participated in the World's Greatest Shave raising over \$1000 for Cancer Council.
- 2 students participated in Cancer Council's Ponytail Project to create wigs with real hair for cancer patients.
- QACI Student participation in the Brisbane Primary School's City Cluster Leadership and Legacy Project.
- Successful student entry into the Start QUT Program introducing and allowing students to commence early university studies.
- QACI engagement in the Virtual Agents Forum to over 100 international Asian Agents for International Student placement into Australian schools

Music

- All music students participated in the 2-day Music Composition Camp.
- Music students and student-led ensembles perform – Starry Nights Music Night.
- Year 11 Music Students compose original score for the Year 11 Theatre ensemble production of Mother Courage and her Children.
- Student-led ensembles and Music students performed in the Creative Ensembles Music Showcase
- Student-led ensembles and Music students performed in the Celebration Music Night.
- Year 12 students performed in the Year 12 IB Music Solo Recitals.
- Year 12 students performed in Music Composition Showcase.
- Year 10 and 11 music students performed in Music Solo Recitals.
- 20+ students participated in CGEN Department of Education's Creative Generation State Schools Onstage.
- QACI Student Composition piece performed by the Queensland Conservatorium Symphony Orchestra Score IT Competition: Film Harmonic.
- 6 Music Students recognised in QUT's Vermillion High Music Competition, receiving recording packages.
- QACI Student performs National Anthem at the Queensland Governor General's Official Swearing in Ceremony.
- 4 Music Students perform in The Queensland Pops Orchestra Celtic Spectacular at QPAC with Vocal Manoeuvres Academy Chorus.
- 3 QACI Students awarded leadership positions with the Australian Girls Choir for 2022.
- Year 12 music student selected as finalist in the Band that Brisbane Built Competition
- Year 12 students performed in the Year 12 IB Music Solo recitals.

Film

- Year 12 Experimental Film Screening
- Year 11 iHuman (Year 10 2020 Films) and Micro Documentary Film Screening.
- Year 12 students showcased their final Year 12 Individual Project, Cinematica.
- Year 10 (2021) iHuman Film Screening.
- Year 11 and 12 Film Students attended 3-day Film Camp at Natural Bridge.
- Year 10 students participated in specialised editing workshops with film and moving-image artists.

Theatre

- 19 Year 12 Theatre Students perform Butoh, collaborating with International Butoh Performer and Educator, Mark Hill – Kannon
- 30 Year 11 Theatre Students perform Epic Theatre – Mother Courage and Her Children in collaboration with QACI Music Students.
- 21 Year 12 Theatre Students perform Spontaneous Human Combustion
- 28 Year 11 Theatre students perform in the Absurd Theatre Showcase

- 28 Year 11 Theatre students engage in a week-long Butoh intensive with International Butoh Performer and Educator, Mark Hill
- 29 Year 10 Theatre Students perform Australian Gothic Theatre – Hoods and Children of the Black Skirt
- 2 students performed in Metamorphosis for Queensland Theatre’s Youth Ensemble Program
- 3 students in Rhinoceros for Australian Acting Academy
- 1 student performed in a showcase for La Boite Theatre Company

Dance

- Year 11 and Year 12 Dance Students perform in the contemporary dance production – Launch 2021.
- Year 11 and Year 12 Dance students participated in the Dance Lab Intensive 2-day workshops.
- Year 10 and Year 11 Dance students perform in contemporary dance production – Momentum.
- Year 12 Dance students performed in the contemporary dance production – Propel
- 1 student selected for Merge Dance Theatre Company 2021
- Year 11 Dance students participated in guest workshop with Andrea Lam from Dance Masala
- Year 11 Dance students participated in guest workshop with QACI Alumni Sebastien Golenko, cast member in the Australian production of Westside Story.

Visual Arts

- Year 12 Visual Art student collaborated with Brisbane City Council on the Brisbane Artforce Project.
- 86 Year 11 and Year 12 Visual Arts students exhibited in the Visual Art Big Day In Exhibition, Gallery 61.
- 86 Year 11 and Year 12 Visual Arts students participated in the Visual Arts Big Day in with 5 practising Visual Artists.
- 47 Year 10 and 43 Year 11 Visual Arts Students attend excursion to GOMA for the Gordon Bennett exhibition.
- Staff Visual Art Exhibition of Creative Endeavour, Gallery 61 – Avocation.
- 43 Year 12 students exhibited in the Final Year 12 Art Exhibition, exlBit.
- 47 Year 10 students exhibited in the Year 10 Visual Arts Mark Making exhibition, Gallery 61.
- 43 Year 11 students exhibited in the Year 11 Abstract Art exhibition, Gallery 61.
- 47 Year 10 students exhibited in the Year 10 Printmaking our Identity exhibition, Gallery 61.
- 43 Year 11 students exhibited in the Year 11 Ritual exhibition, Gallery 61.
- 2021 Department of Education CGen Excellence in Visual Arts winner Arlo Tarry for their artwork ‘Dysphoric Perceptions’
- Year 12 Visual Arts student selected for external exhibition – Disturbia at the Bib n Brace Gallery
- Year 11 Visual Arts student achieved “Highly Commended” in the Junior Brisbane Portrait Prize, 2022
- Year 12 Visual Arts student received a scholarship to study Fine Art at QUT.

Design Technology

- All Design Technology students participated in the QACI Design Day workshops with 9 industry experienced experts in their chosen field of Design.
- 4 Science and Design Students participated in the Albany Hills State School Science Day.
- Year 12 Design Student attends week-long work experience at Conrad Gargett Architects following success at QACI Design Day.
- QACI Design and ESS Students attended talks with Assistant Minister for Waste Reduction and Environmental Management Hon. Trevor Evans

Science

- QACI student Ambassadors representing QACI at the Department of Education 2021 STEM Girl Power Initiative
- QACI QUT STEM Enrichment Program with Institute of Health and Biomedical Innovation
- Year 10 Science Excursion to Dreamworld.
- 4 Students successfully attended the University of Queensland’s Biology Winter School Program.
- Student Community participation in Scinema as part of National Science Week at QACI.

- 8 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.
- 4 Science and Design Students participated in the Albany Hills State School Science Day

ICT

- 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 use of Photoshop.
- 20 students participated in a semester program of coding workshops as part of the Year 10 Enrichment program

Languages

- 1 Student participated in the James Cook University Academy of Modern Languages.
- 4 Students participated in the University of Queensland Institute of Modern Languages.
- 1 Student awarded Silver in the MLTAQ Speech Competition
- 1 Student participated in the AML Course

Alumni

- 2011 QACI Alumni Sam Lara co-directed ABC Documentary Laura's Choice. Sponsorship of the Inspired Learner Award Aspire Awards Ceremony.
- 2008 QACI Alumni Lachlan Snow awarded QACI Alumnus of the Year Award for his work and involvement with the Arts and Culture in under resourced communities.
- Alumni Tutor program
- Alumni-led Adobe workshops for new Year 10 Students in the creative suite of products (photoshop, premiere pro, Illustrator).
- 2008 QACI Alumni Milan Gandhi awarded the 2022 Lee Liberman John Monash Scholarship.
- 2020 QACI alumni exhibit at GoMA in the Queensland Department of Education Creative Generation Awards for Excellence in Visual Arts
- 2020 QACI Alumni Ruby Sinclair, Monique Van Ingen, Yi Han exhibited at GOMA in exhibition as award winners in the 2021 Creative Generation Excellence in Visual Arts.
- 2020 QACI Alumni Indiah Morris launches her own Theatre company The Drawer Productions with debut work Shelter performing in the Anywhere Theatre Festival
- 2020 QACI Alumni Sascha selected as finalist in the 97.3 Band that Brisbane Built Competition
- Alumni panel presentation at Queensland Academies Staff Interaction Network (QASINet) with a focus on networking for positive and productive professional futures.



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



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Mr Gavin Bryce
Mr Gavin Bryce
Principal

Sally Wernham
Sally Wernham
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FOCUS

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

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

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

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

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

QUEENSLAND ACADEMIES CREATIVE INDUSTRIES CAMPUS STRATEGIC PLAN 2018-2022



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 connectors 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 2021 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		
	2019	2020	2021	2019	2020	2021
Year 10	175	148	166	169	145	166
Year 11	145	153	138	134	151	133
Year 12	99	134	145	97	128	137
Total	419	435	449	400	424	436

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	2019	2020	2021
Year 7 – Year 10	19	19	20
Year 11 – Year 12	14	14	13

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

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

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 QACI provides and encourages an approach to learning and interaction 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 our 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 provides 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.

Year 10 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 student-teacher conversations and to monitor CAS activities to provide very high levels of individual support for students
- promote wellbeing and inclusion and 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, students and parents/carers.

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 are enacted through activities such as:

- parent information and induction events
- regular teacher to parent communication
- news updates
- 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 the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

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

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2019	2020	2021
This is a good school.	98.9%		94.0%
My child likes being at this school. ²	96.9%		95.5%
My child feels safe at this school. ²	100.0%		97.0%
My child's learning needs are being met at this school. ²	97.9%		90.9%
My child is making good progress at this school. ²	96.9%		90.8%
Teachers at this school expect my child to do his or her best. ²	100.0%		97.7%
Teachers at this school provide my child with useful feedback about his or her school work. ²	98.9%		94.7%
Teachers at this school motivate my child to learn. ²	97.9%		96.2%
Teachers at this school treat students fairly. ²	96.8%		96.2%
I can talk to my child's teachers about my concerns. ²	100.0%		96.1%
This school works with me to support my child's learning. ²	98.9%		95.3%
This school takes parents' opinions seriously. ²	97.7%		90.5%
Student behaviour is well managed at this school. ²	100.0%		89.8%
This school looks for ways to improve. ²	97.7%		91.7%

This school is well maintained. ²	100.0%	94.5%
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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:	2019	2020	2021
I like being at my school. ²	98.0%		95.5%
I feel safe at my school. ²	97.0%		92.4%
My teachers motivate me to learn. ²	91.0%		90.0%
My teachers expect me to do my best. ²	99.0%		98.8%
My teachers provide me with useful feedback about my school work. ²	94.0%		84.9%
Teachers at my school treat students fairly. ²	92.0%		89.2%
I can talk to my teachers about my concerns. ²	82.8%		80.0%
My school takes students' opinions seriously. ²	78.0%		69.6%
Student behaviour is well managed at my school. ²	85.9%		73.6%
My school looks for ways to improve. ²	96.0%		90.8%
My school is well maintained. ²	96.0%		91.8%
My school gives me opportunities to do interesting things. ²	94.0%		97.8%

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:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	74.3%		73.5%
I enjoy working at this school. ²	96.4%		88.0%
I feel this school is a safe place in which to work. ²	98.2%		94.0%
I receive useful feedback about my work at this school. ²	85.7%		82.0%
Students are encouraged to do their best at this school. ²	98.2%		96.0%
Students are treated fairly at this school. ²	98.2%		98.0%
Student behaviour is well managed at this school. ²	94.5%		80.0%
Staff are well supported at this school. ²	92.9%		80.0%
This school takes staff opinions seriously. ²	87.0%		79.2%
This school looks for ways to improve. ²	92.9%		88.0%
This school is well maintained. ²	96.4%		92.0%
This school gives me opportunities to do interesting things. ²	92.7%		88.0%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.
3. 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.

Student Code of Conduct

The school has developed and implemented the Student Code of Conduct in line with the Queensland Department of Education's Student Discipline Procedures 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 Student Code of Conduct 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	2019	2020	2021
Short suspension	1	0	7
Long suspension	0	0	0
Exclusion	0	0	0
Cancellation	0	0	0
Total	1	0	7

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 other 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.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background.

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>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	56	55	58	26	25	24			
FTE	50	50	52	19	19	18			

Notes

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

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 other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2019	2020	2021
Overall attendance rate for students at this school	92%	90%	90%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

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

Year Level	2019	2020	2021
Year 10	93%	91%	94%
Year 11	90%	89%	90%
Year 12	90%	89%	86%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
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	2019	2020	2021
Number of students who received a Senior Statement at the end of Year 12	93	123	136
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	91%	95%	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	98%	95%	93%
Number of students awarded one or more VET qualifications (including SAT)	25	6	7
Number of students who were completing/continuing a SAT	0	1	1
Number of students awarded a VET Certificate II	5	0	3
Number of students awarded a VET Certificate II+	25	5	6
Number of students awarded a VET Certificate III+	24	5	4
Number of students awarded an IBD	73	105	123
Percentage of IBD eligible students that were awarded an IBD	94%	85%	90%

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.
4. Data for each year is the latest available.

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 Nursing (Paramedic)	Australian Catholic University
Bachelor of Screen Production	Excelsia College and Sydney Film School
Bachelor of Music (Jazz, Voice)	Griffith Conservatorium of Music
Bachelor of Film	Griffith University
Bachelor of Forensic Science	Griffith University
Bachelor of Primary Education	Griffith University
Bachelor of Visual Arts and Business	Griffith University
Bachelor of Design	Griffith University
Bachelor of Acting	Queensland Conservatorium
Bachelor of Drama	QUT
Bachelor of Optometry	QUT
Bachelor of Film	QUT
Bachelor of Design	QUT
Bachelor of Psychology and Nursing	QUT
Bachelor of Business and Law	QUT
Bachelor of Nutrition and Dietetics	QUT
Bachelor of Design	RMIT
Bachelor of Business	University of Singapore
Bachelor of Science	University of Newcastle
Bachelor of Business	University of Queensland
Bachelor of Psychological Sciences	University of Queensland
Bachelor of Mathematics and Music	University of Queensland
Bachelor of Science and Law	University of Queensland
Bachelor of Arts (Science)	University of Queensland
Bachelor of Arts (English)	University of Queensland
Bachelor of Engineering	University of Queensland
Bachelor of Arts (Law)	University of Queensland
Bachelor of Nursing	University of Queensland
Bachelor of Biomedical Science	University of Queensland
Bachelor of Speech Pathology	University of Queensland
Bachelor of Health Sciences	University of Queensland
Bachelor of Wildlife Services	University of Queensland
Bachelor of Engineering	University of Queensland
Bachelor of Teaching	University of Queensland

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 2022 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information

about students who completed Year 12 in 2021), will be uploaded to this school's website in September 2022.

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.