

Queensland Academy for Creative Industries

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students’ learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.

Acknowledgement of Country

We acknowledge the Yuggera and the Turrbal people as the Traditional Custodians of Meanjin (Brisbane).

About the school

Education region	Metropolitan North Region
Year levels	Years 10 to 12
Enrolment	439
Aboriginal students and Torres Strait Islander students	1.1%
Students with disability	15.5%
Index of Community Socio-Educational Advantage (ICSEA) value	1129

About the review

 4 reviewers from 24 to 25 June 2025	 171 conversations	 54 staff
 91 students	 11 parents and carers	 15 community members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 1: Driving an explicit improvement agenda
Clarify QACI’s vision for the future and define the school’s unique brand as a part of Queensland Academies to communicate and celebrate this with all stakeholders and inform strategic direction.

Domain 6: Leading systematic curriculum implementation
Develop a coherent, clear and comprehensive whole-school curriculum plan incorporating the 3 levels of planning to inform the implementation and systematic enactment of the prescribed curriculum.

Domain 5: Building an expert teaching team
Strengthen the ongoing induction program for leaders and teachers to build staff capability and knowledge in International Baccalaureate (IB) processes, and foster continuous professional growth.

Domain 2: Analysing and discussing data
Strengthen the capability of leaders and teachers in analysing, triangulating and disaggregating whole-school, cohort and individual student data to monitor student progress, and refine instruction and teaching practice.

Domain 9: Building school-community partnerships
Strengthen partnerships, including with other schools, global networks, First Nations representatives and tertiary institutions, to further build awareness of the school’s brand and learning opportunities for all student groups and in all learning areas.

Key affirmations



Students view the range of learning opportunities as a strength of the school and speak appreciatively of how these cater for their learning needs and talents.

Staff and students share the range of curriculum offerings afforded to students. Staff speak proudly of their commitment to ensuring a range and depth of learning areas to support students to pursue their pathway into tertiary education and future careers. Staff and students highlight how the curriculum extends beyond teaching of content by encompassing critical thinking, inquiry skills and global consciousness, which prepares students for their future world. Students praise the co-curricular and extracurricular programs that support their core learning and value these opportunities to extend and showcase their talents. Many students report the curriculum opportunities are a key reason for enrolling in the school and are a key component of what makes their learning enjoyable. Students value the opportunities provided within and outside the classroom. They articulate the school lets them ‘be themselves, pursue their talents, and allows them to shine’.



Staff praise the disposition and unwavering passion for learning of students and prioritise creating quality teaching and enriching experiences.

Students highlight the unique environment of the school and how they feel included, accepted, celebrated and challenged. They share the strong relationships they have with teachers and the positive ways these relationships impact on their learning and engagement. Staff highlight the high levels of trust and autonomy their students earn by being self-motivated and regulated learners. Visitors praise the expressive and confident nature of students. They describe students as polite, respectful, and open to engaging in conversations, sharing and advocating their opinions, and considerate of others’ points of view. Leaders and staff are proud of their students and recognise their maturity and motivation to be at school to learn. Teachers describe their joy in working with students, highlighting their pleasure in being able to teach students and focus on learning. Parents and community members praise the quality and professional nature of student productions, performances and exhibitions.



Staff, students and parents describe a culture of inclusivity, encouragement, achievement and community that encourages individual growth and achievement for all students.

Staff and students speak of their school with a strong sense of pride. They describe the ‘QACI Culture’, as crucial in supporting their commitment to the school’s values and informing their collective identity. Students speak with a common language and understanding of their important role in maintaining the ‘QACI Culture’ as cohorts progress through the school. Students commencing Year 10, praise the role their older peers play in inducting them into the school, the IB Diploma Programme and ‘QACI Culture’. Many students speak of their determination to hold their peers accountable to the standards the school culture promotes. Students comment they are thankful to be in a place where everyone wants to learn. Staff attribute the positive school culture to their ability to implement innovative and creative classroom practice. Staff express optimism in the continued success and growth of the school due to the permanency of leaders, a co-developed strategic direction and commitment to the core values of their unique educational institution.



Students, staff and families speak highly of the IB framework, which they articulate supports deep learning, global perspectives, and positive post-school pathways.

Students speak favourably about the intellectual challenge and personal growth they experience through the IB program. They describe how the learner profile helps them reflect on who they are as learners and global citizens. Parents and carers value the focus on international-mindedness and the well-rounded development of their children. Staff highlight the consistent application of the IB framework and philosophy, and its alignment with the school’s values and vision, which enhances learning outcomes and prepares students for success beyond school. They express pride in the way the program fosters collaboration and shared professional language across faculties. Staff, parents and students recognise the alignment between teaching practices, assessment, and the IB mission as central to creating a cohesive and aspirational learning culture.