

Queensland Academy for Health Sciences Queensland State School Reporting 2015 School Annual Report



Postal address	PO Box 1115 Ashmore City 4214
Phone	(07) 5510 1100
Fax	(07) 5510 1130
Email	principal@qahs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal

Principal's foreword

Introduction

The Queensland Academies are selective senior secondary schools, with world-class, technology rich learning environments for high-achieving, like minded senior students. Queensland Academies focus on nurturing the development of such students, with a rigorous, innovatively delivered curriculum allowing collaborative and accelerated learning, developing unique partnerships with universities and industry, recruiting, high achieving staff who are innovative practitioners.

The Queensland Academies provide a way for Queensland's high achieving students to accelerate their studies, complete extension and enrichment work with universities and work with industry to combine career-based and university level studies.

The Queensland Academies Health Sciences Campus (QAHS):

- Is a showcase state school with enterprise partnerships established between Griffith University and Education Queensland.
- Provides a new mode of transition from secondary school to university, through pathways that more effectively cater for students who display exceptional intellectual capacity.
- Operates as a "school" that has exceptional performance expectations with respect to the development of the intellectual, social and employment capital of each individual learner (student and teacher).
- Exceeds the expectations of students, staff, parents and the university culture in which it is immersed.

As a showcase for public education nationally, the Academy hosts visiting students, educators and industry without disruption to learning programs and deliverables. Together with its core services to its enrolled students, operating hours include after hours, weekend and programs for students not enrolled in the school, including a program for Young Scholars (high achieving students in grades 5-9 from other schools).

QAHS is an Independent Public School.

This 2015 Annual Report includes mandatory information as required by the Department of Education and Training.

School progress towards its goals in 2015

QAHS Goals - **see outcomes**

- 100% of Year 12 results for every student in subject is above world average → increased IB Diploma mean score/increased subject grade averages.
- Increased % of students in each subject in each year level with 6 or 7.
- No student completes with less than IB 4 in all subjects.
- Each individual student's potential is realised and their QAHS experience is personally enriching.

Developing Leaders

Staff and Students – see **Leadership** and **Staff**

Enhance internal/external community engagement Students, staff, parents, tertiary partners, business, community – School Council active, ever widening community and business links, see outcomes.

Teacher Designed Schools (TDS) shared vision priorities for 2015 Life long learners; Our students exhibit the characteristics of the IB Learner Profile; Open to new ideas – we promote opportunities to broaden the cultural and creative aspects of the school. See the QAHS most recent Teaching and Learning Audit outcomes High/Outstanding (world class) across all domains <http://qahs.eq.edu.au/our-academy/education-queensland-reporting/> and the outcomes of the latest DET audit of our school culture at <http://qahs.eq.edu.au/our-academy/education-queensland-reporting/>

Continuing focus on the 5 core attributes of the Queensland Academies Brand

Innovative delivery of a world class curriculum, nurturing the development of high achieving students, high performing staff, unique partnerships, selective entry.

Academic Focus

The attention to the goal “each student’s potential is realised” is central to the learning and teaching philosophy, approaches and methodologies at QAHS to ensure all are focussed on maximising student results. This approach is actioned by the QAHS TARGET 40+ program which details all student and teacher goal setting, actions, support and activities that focus on academic achievement. All students’ personal academic achievement goals are clearly articulated, actively supported by staff and parents, and is the focus of all teacher, student and parent actions.

Every student throughout their 3 year enrolment completes a number of finely developed and personalised, individual educational plan for every subject and curriculum component. Improved results are evident in all subjects. Students, with their teachers, set targets and outline strategies for their Action Plans.

In 2015 this resulted in outstanding outcomes for students including:

- QAHS was the top performing school in Queensland http://bettereducation.com.au/results/QCE_OP.aspx?yr=2015
- Average Diploma score of 36 (worldwide average Nov 2015 was 30.98).
- Average subject score of 5.59 (world average 5.14).
- 23.4% of students received an equivalent tertiary entrance rank of 99 (Tertiary entrance rank of 99 = OP1) (state 2.75%).
69% of Diploma students attained a tertiary rank of 99 - 92 (= OP1-5 - state 19.77%) and 87.5% 99-80 (= OP 1-10) (state 46.94%).
- 2015 top IB score was 44 (top 2% worldwide).
- 100% of eligible students received a guaranteed entry offer to Griffith University.
- 97.3% received an offer from QTAC.
- As well as undertaking IB mathematics, all year 12 students exited with a sound or better in QCAA Mathematics B
- Once again our Year 12 students have received credit from our partner universities on graduate entry in 2015:
 - 488 course credits for Griffith University
 - 247 course credits for the University of Queensland
 - 149 course credits for Queensland University of Technology

University Credit Arrangements Embedded and Extended

- Credit established for QAHS students in: Arts, Communication, Journalism, Criminology and Criminal Justice, Arts in Applied Theatre, Education, Business, Laws/Business, Exercise Science, Exercise Science (Pre-Physiotherapy), Health Science, Biomedical Science, Pharmaceutical Science, Oral Health in Dental Science, Oral Health Therapy, Dental Technology, Medical Science, Environment/Marine Science, Engineering, Information Technology, Multimedia, Aviation, Biomolecular Science, Forensic Science, Photonics and Nanoscience, Science, Science (advanced) and Science with Honours (accelerated).

CSIRO CREST Research Awards

- 48 QAHS students received CSIRO CREST (Creativity in Science and Technology) awards in 2015:
 - 9 Gold
 - 1 Silver
 - 38 Bronze
- Since the 1995 inception of the CREST program QAHS students have achieved 68 Gold Awards since 2009, close to half of all gold awards ever presented.

BHP Billiton Science competition

- 3 QAHS student reached the national finals in Melbourne totalling 29 QAHS finalists since 2009.

Stockholm Junior Water Prize

- 2 2015 graduates were national finalists in the Australian Stockholm Junior Water Prize with the QAHS winner travelling to Sweden for the international event in 2016. Since 2010 with our first student entry a total of 5 QAHS students have now been national winners of the ASJWP.

Science Week

- QAHS won the Griffith University Gold Coast Schools Science Competition Best Overall Senior School trophy for the eighth year running.

- Student results included 3 x 1st places, 3 x 2nd places, 2 x 3rd places.
- 4 students won prizes at the 2015 Science Teachers' Association Queensland Competition.
- Students competed in the National RACI Titration and were awarded Silver.
- QAHS Science Survivor saw all students and staff engage in a series of challenging science activities requiring strong team work and creativity in an inter-house competition.

Australian Science Olympiad

- Students were involved in the very challenging Science Olympiads where a number of medals including Gold, Silver, Bronze, High Distinctions, Distinctions and Credits were awarded.

UNSW ICAS Science

- Year 11 students sat the ICAS Science Test and 54% were awarded a High Distinction, Distinction, Credit or Merit.

Australian National Chemistry Competition

- 63% of students received a High Distinction or Distinction or Credit.

ASI Big Science Competition

- All year 10 students entered and 45% of students achieved a High Distinction, Distinction or credit.

National Youth Science Forum

- Six students were accepted into the NYSF.

Peter Doherty Award

- The QAHS partnership with the Griffith University Smart Water Research Centre took out the school community partnership award category in 2015, contributing to a total of 5 Peter Doherty Awards since 2010 with one student award, two staff awards, and the 2012 Best Science School Award.

UNSW ICAS English

- Our students in all year levels achieved well above the state mean in every facet of the testing components.
- Awards included 6 High Distinctions, 29 Distinctions, and 87 Credits and 27 Merit Awards.

UNSW Australian School of Business Studies Competition

- Year 11 and 12 students of Business and Management participated in this competition with results including 19 Distinctions and 28 Credits.

Australian Mathematics Competition

- 88% of students achieved a Proficiency or better with 1 Prize winner and 69 students achieving a High Distinction or Distinction.

Gold Coast MLTAQ Griffith University Speech Competition

- Over a 1000 students from the Gold Coast and beyond enter this competition. QAHS French results included:
- 3 x 1st places, 6 x Highly Commended Awards

CLTAQ Speech Competition

- Students participated in the Chinese Language Teachers Association of Queensland with a first prize and two merit awards achieved.

University Experiences

- Throughout Term 2 a series of Griffith University Experience Days were attended by QAHS students.
- QAHS students have membership at Griffith University Library.
- Year 12 Chemistry and Biology students undertake high level pracs at Griffith.
- The GU Glycomics Institute runs regular seminars presented by its Honours, Masters and Post-Doctoral Fellows on their research. These are advertised to QAHS students who apply to attend through the Teacher-Librarian.
- Students participated in a range of programs at Bond University, Queensland University of Technology and the University of Queensland.

Industry Experiences

- Students undertaking their Extended Essay have taken up opportunities for support by a range of mentors from University and Industry including Smart Water.
- 99% of Year 10 students gained a Certificate III in Laboratory Techniques or a Certificate III in Active Volunteering.

International / Global Experiences

- Two students were selected to attend the International Youth Leaders' program in China..

- Students of French participated in the 2015 Language Perfect World Championships taking out first place in Queensland in the <50 students category.
- A Year 10 student was selected for the Southern Cross Exchange study tour to France for 3 months.
- QAHS students hosted a number of student from France on study tours.

Co-Curricular highlights and opportunities

- Students participated in the Gold Coast Junior Council, UNYA and the National Constitutional Convention.
- Other fundraisers included: Oaktree events, Interact events, Shave for a Cure and Tracky Dack Day.
- Music continues to grow at QAHS with: Symphony Orchestra, Jazz Band, String Ensembles Rock Bands, Concertino and a number of students were involved in AMEB, and Eistefods.
- Students were involved in the Kokoda Challenge, the Gold Coast Multicultural Community Youth Ambassador Project, and Red Cross Ambassador Program.
- Students were involved in Debating, Mooting, International Women's Day,, subject excursions, Brain Bee, Bond University Mooting, Griffith University Science Quiz, Griffith Engineering Challenge, and Lunch with a Scientist at Café Scientifique.
- A successful Ski trip to Victoria in August.

Sport

- All Year 10 students were involved in interschool sports.
- All students participated in the QAHS Cross-Country.
- Broadwater District Representation in: Swimming, Cross Country, Athletics.
- South-Coast Representation in a range of sports.
- State representation in athletics and rowing.
- National representation in gymnastics and air pistol shooting.

Leadership

- Students participated in Leadership Workshops and Leadership Breakfast events.
- All Year 10 students experience a purpose designed Leadership Curriculum.
- Various individual students and groups of students were involved in a comprehensive range of leadership opportunities on and off campus.

Staff

- QAHS teachers have facilitated Master Classes for students in a local cluster school initiative for high performing upper primary/lower secondary students.
- Teachers were awarded QAHS eLearning Accreditation.
- Our Teacher-Librarian was a QCT Excellence in Teaching Awards finalist.
- Staff have been engaged in a range of professional learning experiences including DET mandated training, IB workshops, Gifted and Talented training and Effective Teaching and Learning professional development.

Other

- Year 12 Retreat, Formal and Valedictory
- Year 10 and 11 Camps
- QAHS Careers Expo was held in term 2. Organisations attending included, GU, UQ, QUT, Southern Cross, Bond, JCE, USQ, TAFE, Australian Defence Force.
- QAHS has established a Duke of Edinburgh program with students undertaking the requirements to achieve Bronze and Silver awards in the first instance..
- The QAHS Health and Wellbeing Committee has been active in ensuring a focus of all at QAHS on personal wellness.
- A range of information sessions for students and parents held throughout the year.
- The QAHS 2015 edition of METIS was published. METIS - Musings, Explorations, Transcripts, Investigations and Scholarly works - includes samples of our students' research from 2015 graduates and represents the sophisticated learning that is a part of our culture.

Future outlook

Key Strategic Priorities for 2016

- Ensure all Year 12 completing students meet requirements for the award of the International Baccalaureate Diploma and the Queensland Certificate of Education.
- All graduating students have tertiary pathways defined.
- Maximise opportunities for QAHS students to have guaranteed entry to degrees at Griffith University.
- Broaden partnerships and pathways to Griffith University across a range of GU faculties.
- Focus on ensuring student, parent, teacher satisfaction remains high to very high across all domains of the School Opinion Survey.

- Leadership Learning @ QAHS - a structured leadership learning programme composed of a 3 year cyclical curriculum, covering four complementary elements: Inspiration and Motivation, Strategies and Insights, Reflection and Leadership in Action. Students engage in learning experiences that include themes of Intrapersonal (managing self, ethics and beliefs, self-awareness), Interpersonal (listening, assertiveness, influencing, understanding difference) and Strategic/Organisational (planning, team building, problem solving, decision making, risk taking, innovating).
- Response to IBO 5 Year Review commendations/recommendations and prepare for next IBO Review in 2016.
- Formalise practices supporting Positive Education experiences informed by Positive Psychology and the IB's ATL agenda.
- Work with QTAC and QCAA for further recognition of superior level of the IB Diploma.

Explicit Improvement Agenda:

- 100% of graduating students achieve a grade of 4 or better in every subject studied (minimum benchmark).
- Every IB subject will meet/exceed November candidate subject averages (aspirational benchmark).
- Increase the percentage of students achieving 6+ (Stretch).
- Each individual student's potential is realised and their QAHS experience is personally enriching.
- Developing Leaders - Staff and Students
- Enhance internal/external community engagement - Students, staff, parents, tertiary partners, business, community
- Teacher Designed Schools (TDS) shared vision priorities for 2016: Open to New Ideas: We foster and extend our eLearning environment; We promote opportunities to broaden cultural and creative aspects of the school. Respect for others: We focus on personal, social, professional and academic development.
- The IB Learner Profile drives pedagogy and supports students to become: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, Reflective
- Continued focus on the 5 core pillars of the Queensland Academies Brand 1. Innovative Delivery of a World Class Curriculum 2. Nurturing the Development of High Achieving Students 3. High Performing Staff 4. Unique Partnerships 5. Selective Entry.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 10 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	286	157	129	4	95%
2014	278	163	115	4	94%
2015	270	165	105	4	94%

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

Characteristics of the student body:

Students at QAHS gain entry to the Academy through an extensive rigorous selection process. The process requires students to sit a Higher Ability Selection Test and if successful at this stage, they undertake an interview with a panel of Academy staff. Students attend the Academy after completing year 9 in both government and non-government schools. The cultural, social and economic background of students is varied.

Students come from across the Gold Coast and northern NSW region and also from Brisbane areas and regional Queensland. Students may homestay with an Academy Family.

The most significant characteristic of our cohort other than academic capability, is their "like-mindedness" toward study and academic achievement. Unlike the QCAA system, where students compete for limited OP places in each band, students at the Academy work collaboratively to achieve the best results possible in a criteria based external assessment system.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 10	23	23	23
Year 11 – Year 12	17	16	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	8	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our distinctive curriculum offerings

QAHS is an International Baccalaureate World School offering the International Baccalaureate Diploma Programme. The International Baccalaureate Diploma Program (IBDP) is comprised of 6 subject groupings and core IBDP components including Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service):

- English
- Second Language (French, Mandarin)
- Individuals & Societies (Business & Management, Psychology). These subjects can be fast-tracked and completed in one year
- Mathematics (3 Levels)
- Experimental Sciences (Biology, Chemistry, Physics)
- Arts (Music)

Most subjects are offered at Higher and Standard level

Curriculum delivery is aligned to the QAHS Pedagogical Framework that is comprised of evidence-based teaching and learning strategies including:

1. Gradual Release of Responsibility
2. International Baccalaureate: IB World School, How Students Learn Best, IB Learner Profile, Approaches to Teaching and Learning. Command Terms
3. 21st Century pedagogical practices and the application of researched models
4. Deliberate Practice
5. EQ Excellence in Lesson Design
6. Teacher Knowledge & Skill Standards for Gifted and Talented Education
7. Symphony of Learning
8. TARGET 40+ (Aspirational target)

Extra curricula activities

A core component of the IBDP is student involvement in Creativity, Activity and Service (CAS). CAS activities cover a balance of sporting/fitness, community service and creative development programs. Students must complete approximately 150 hours of CAS concurrently with the study of the IB Diploma in Years 11 and 12.

Example CAS activities: Art, Creative Writing, Music, Dance, Astronomy Club, Calligraphy, Digital Photography, Australian Business Week, Interschool Debating, Interschool Sport, Yoga, Fitness training (gym), Oak Tree Foundation, International community service projects, Interact, Gym Fitness, Tutoring Refugees Program, Clean Up Australia Day, Green Gen, Young Scholars support program.

How Information and Communication Technologies are used to improve learning

The Queensland Academies Health Sciences Campus is a rich elearning BYOD environment. All students have their own parent purchased Tablet or Laptop - a 1-1 computer setting. All classrooms are equipped for student laptop usage with wireless LAN technology throughout the Academy with a current bandwidth of 20Mbps. An additional 20 tablet computers are also available for use with network connection.

Data projectors are fitted in all rooms as well as DVD Players and Document Cameras. Remote desktop software that is available to staff allows them to work in a collaborative environment with students. e-Learning is core to our Curriculum, Communication, Learning and Teaching. All curriculum is online and accessible via The Learning Place 24/7. All staff are trained and skilled in ICTs. A Head of Department Contemporary Teaching and Learning further supports all students and staff.

Some examples of practices include:

- All teachers and students are enrolled into every subject online (Blackboard and/or Project Rooms – Learning Place).
- All subject areas access a range of Web 2.0 technologies (Forums, Blogs and Wikis) to deepen and create new knowledge as well as use of vodcasts and podcasts.
- English utilises the use of Voice Thread (an interactive forum utility), and digi-circles (a QAHS teacher's innovation).
- Maths and Chemistry utilise online quizzes and utilise online Gradebooks.
- Chemistry and Business and Management accesses Web conferencing (iConnect) to extend learning interactions, invite expert consults and tutorials – all recordable for later viewing by students.
- Skype is used to support staff in PD and meetings.
- A range of websites, other digital content and a range of digital pedagogies developed by all teachers to extend student learning.
- As per the 2015 School Opinion Survey total agreement::
 - Parents: I understand how computers and other technologies are used at this school to enhance my child's learning: 92.5%
 - Students: I am encouraged to use computers and other technologies at my school for learning: 100%

In 2015 QAHS teachers were supported to achieve a locally designed Digital Pedagogy Licence.

Social Climate

The Queensland Academies Health Sciences Campus is a world-class learning environment for high-achieving, like minded senior students. Our focus is on nurturing the development of high-achieving students through excellent care, mentoring and leadership enhancement programs that develop resilience, self-management and equip students with a high level of capacity for involvement in school governance.

Synergy of like-minded students is evidenced through:

- Students working with and learning from each other
- Working in teams
- Selective entry and the nature of curriculum means fast, challenging learning
- A collaborative rather than competitive environment

At QAHS all students belong to a Mentor Learning Community (MLC), a care and mentoring group with structured learning programs and close relationships with their MLC teacher and fellow students. A Head of Department Student Services oversees program development and delivery. Our Guidance Officer works closely with students, parents and staff in a pastoral and career and teaching capacity. A School based Youth Health Nurse is available to students one day per week. Year level Coordinators are closely involved with students across a range of aspects. The QAHS Health and Well-being committee continually introduces and maintains programs of wellness support for students and staff.

2015 School Opinion Survey shows that parents, students and staff are satisfied, or very satisfied, across the full range of performance standards. For parents and students, QAHS is at, or mostly above the state average or "like schools" average, for Student Outcomes, Curriculum, Pedagogy, Learning Climate, School Climate, School-Community Relations, Resources and General Satisfaction.

2015 School Opinion Survey shows a very high degree of parent, student and staff satisfaction across a comprehensive range of components including:

- Parents: This is a good school 96.4% agreement
- Parents: My child feels safe at this school 96.4% agreement
- Students: This is a good school 100% agreement
- Students: I feel safe at my school 100% agreement
- Staff: The school is a safe place to work 100% agreement

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school (S2001)	95%	97%	96%
their child feels safe at this school (S2002)	100%	99%	96%
their child's learning needs are being met at this school (S2003)	100%	96%	93%
their child is making good progress at this school (S2004)	100%	93%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	97%	89%
teachers at this school motivate their child to learn (S2007)	100%	97%	89%
teachers at this school treat students fairly (S2008)	100%	93%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	89%
this school works with them to support their child's learning (S2010)	100%	94%	85%
this school takes parents' opinions seriously (S2011)	100%	94%	92%
student behaviour is well managed at this school (S2012)	95%	99%	96%
this school looks for ways to improve (S2013)	100%	97%	96%
this school is well maintained (S2014)	100%	99%	96%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	94%	97%	97%
they feel safe at their school (S2037)	98%	100%	100%
their teachers motivate them to learn (S2038)	96%	100%	98%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	92%	97%	99%
teachers treat students fairly at their school (S2041)	84%	100%	94%
they can talk to their teachers about their concerns (S2042)	88%	96%	95%
their school takes students' opinions seriously (S2043)	88%	97%	93%
student behaviour is well managed at their school (S2044)	94%	99%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school looks for ways to improve (S2045)	98%	100%	99%
their school is well maintained (S2046)	98%	100%	100%
their school gives them opportunities to do interesting things (S2047)	98%	100%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	98%	98%
they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
they receive useful feedback about their work at their school (S2071)	96%	98%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	79%	85%
students are encouraged to do their best at their school (S2072)	98%	98%	100%
students are treated fairly at their school (S2073)	98%	98%	100%
student behaviour is well managed at their school (S2074)	96%	98%	100%
staff are well supported at their school (S2075)	98%	98%	100%
their school takes staff opinions seriously (S2076)	98%	91%	100%
their school looks for ways to improve (S2077)	96%	98%	100%
their school is well maintained (S2078)	98%	95%	100%
their school gives them opportunities to do interesting things (S2079)	98%	91%	100%

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

Parent and Community Engagement

QAHS has an open door policy. Parents engage with the school freely, formally and informally through forums (both face-to-face and online), ready contact with all staff (policy of maximum 24 hour response time to parents) and Open Days. Academy survey data and anecdotal reports show that parents consider they are well informed via weekly newsletters, email, website, sms messaging, Facebook, Instagram and Twitter. School Opinion Survey data shows high or very high levels of satisfaction with school-community relations. 2015 data for the Queensland Academies Health Sciences Campus is at/above the state and "like schools" averages across almost all performance areas. In response to parent input, QAHS established a School Council in 2013.

Formal OneSchool reporting occurs at the end of each term. Two whole of school parent-teacher-student meeting evenings are scheduled each year. Parents are welcome at any time to meet with staff and are kept well informed of student progress.

Reducing the school's environmental footprint

QAHS was established in 2008 with 60,000 litre in-ground water tanks that service gardens and toilets. In 2010 a student facilitated Environmental Club was established. This group worked collaboratively with staff to implement a series of procedures to reduce the QAHS footprint. This included the installation of solar panels (2 Kw) with a 6 Kw installed in 2012. A student group Green Gen is also closely involved in environmental awareness activities. The school's Facility Manager is excellent with preventative maintenance and attention to our environment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	624,181	1,024

2013-2014	638,386	763
2014-2015	641,236	1,112

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

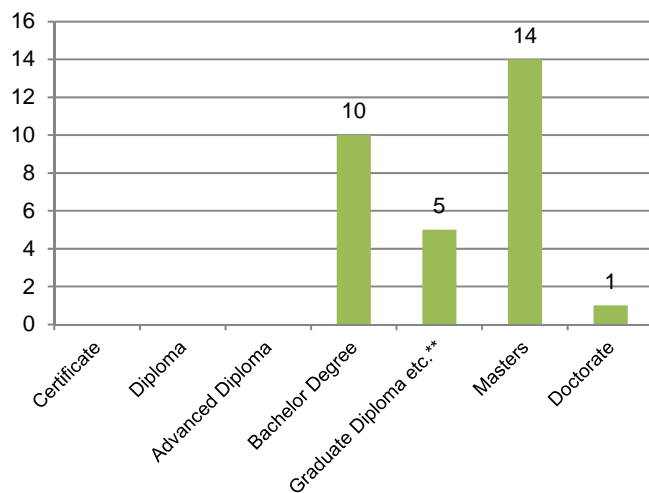
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	30	19	<5
Full-time equivalents	27	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	10
Graduate Diploma etc.**	5
Masters	14
Doctorate	1
Total	30



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$23,605

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

The major professional development initiatives are as follows:

- International Baccalaureate Diploma Program training for all staff.
- High Level e-Learning and ICT's Professional Development.
- Gifted and Talented Professional Development.
- Developing Performance Planning activities
- The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Ongoing Developments:

- Continued IB subject area Professional Development (Level 2 and 3 training)
- Queensland Academies Staff Interaction Network (QASI-NET) advanced
- Maximise Symphony of Learning PD to increase number of teachers with Digital Pedagogical Licence.
- All staff have Performance Development Plans in action.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students**Key student outcomes****Student attendance**

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	93%	89%

The student attendance rate 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.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

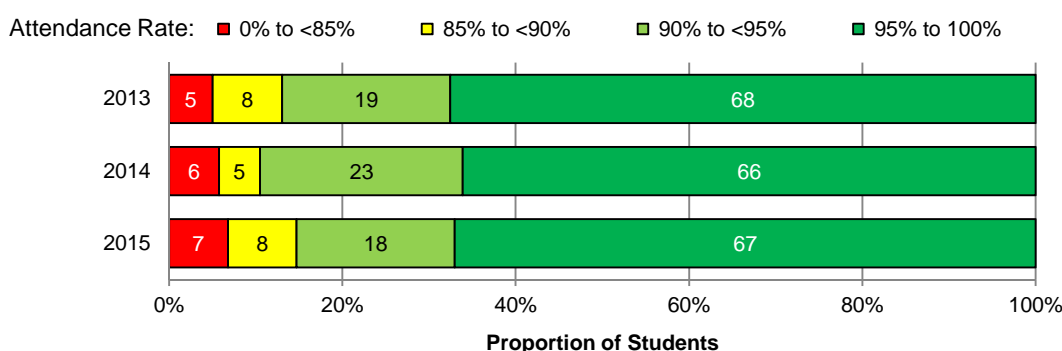
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013											97%	94%	95%
2014											97%	95%	94%
2015											97%	95%	94%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

QAHS uses electronic roll marking - ID Attend, recorded on OneSchool. The Student Absence Line provides an opportunity for parents to inform QAHS of student absences and reasons. Any unexplained absence is followed up by office staff following Lesson 1 roll marking before 8.45am each day. Parents are contacted by phone/sms/email. This results in 100% explained absences. ID Attend can be used throughout the day. Teachers also record student attendance/absence in individual record books.

Apparent retention rates Year 10 to Year 12

	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	78%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%		100%

Outcomes for our Year 12 cohorts

	2013	2014	2015
Number of students receiving a Senior Statement	89	87	75
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	74	83	69
Number of students awarded an Australian Qualification Framework Certificate II or above.	74	83	69
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82	80	73

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%		100%
Number of students awarded an International Baccalaureate Diploma (IBD).	53	64	59
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	93%	88%	79%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	93%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	100%	99%

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	3	2	74
2014	0	1	83
2015	0	1	69

As at 16 February 2016. The above values exclude VISA students.

In Year 10 all students undertake either Certificate III in Laboratory Skills or Certificate III in Active Volunteering.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The Queensland Academies' enrolment policy differs from other state schools as attrition rates cannot be off-set by incoming enrolments. This can contribute to a higher attrition rate than other Queensland schools as do other factors such as the program expectations, new school transition outside traditional models and often long travel times to and from school. QAHS Enrolment Support Plans outlines in detail, the range of strategies that the school utilises to minimise the challenges that students might face in making the transition to an Academy. Despite the comprehensive enrolment support program some students decide that the unique pathway and challenges of the pathway may not best serve their goals and they are assisted to return to a QCAA school, most usually at the end of Year 10 or early in Year 11 where they complete to year 12.